

SPECIALIZED ACCREDITATION OF COUNSELOR
EDUCATION PROGRAMS:
A SURVEY OF THE CURRENT STATUS

by

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(ABSTRACT)

The purpose of this study was to determine why some counselor educators seek specialized accreditation for their programs, and some others do not. The relationship between institutional size, institutional control and faculty publication record and the decision to seek accreditation was also studied. The basic design of this study involved a national survey completed by 122 chairpersons in counselor education programs. This represented a 75.3% response. Both parametric and non-parametric statistical analyses were performed. Ten institutions were selected for site visits and/or follow-up interviews by telephone.

The results of the study indicated that many reasons account for voluntary application for specialized accreditation. A high correlation between expectations and achieved outcomes was reported. The interview data indicated that economic and status reasons are the most important motivating factors in

seeking accreditation, even more important than those relating to quality assurance and program improvement. The two most frequent reasons for not seeking accreditation were related to cost and lack of perceived benefits. A correlation was found between institutional size, control, and faculty publication record and the decision to seek accreditation. Large graduate schools tended to be recognized by more than one accrediting agency. Small graduate schools tended not to have recognition by any specialized agency. A majority of private institutions did not have any specialized accreditation. Institutions without specialized accreditation or those accredited by NCATE reported fewer faculty publications than those institutions recognized by two or more agencies. There was strong agreement by respondents that the self-study and accreditation review helps to sustain or enhance program quality.

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Everything that enlarges the sphere of human powers, that shows people they can do what they thought they could not do, is valuable.

James Boswell

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CHAPTER I
INTRODUCTION

Accreditation of postsecondary educational institutions is believed to be an indication of the quality of education in the United States (Carnegie Foundation, 1982; Mayor, 1965; Miller, 1973; Young, 1983). Indeed, voluntary accreditation of specific disciplinary programs is seen as an essential step in maintaining and improving the quality of graduate education (Astin, 1979; COPA, 1978; Jung, 1979; Selden & Porter, 1977; Stahl & Havens, 1978; Sweeney, 1979).

The field of professional counseling, which has no unified, formal accreditation process, has expanded dramatically during the past three decades (Hollis & Wantz, 1980). Not surprisingly, the number of faculty and students involved in counselor education training programs also has grown considerably. One consequence of this rapid growth is that many counseling students are not receiving adequate educational preparation and, subsequently, are not able to provide the public with high-quality professional services (Berven & Wright, 1978; Stahl & Havens, 1978; Steinhauser & Bradley, 1983). In order to improve the quality of counselor education, leaders in the field are considering accreditation as a means to establish minimal standards of program quality

and to identify for the public those programs that comply with such standards (COPA, 1982; Selden & Porter, 1977).

Accreditation, which serves to enhance and assess institutional or program quality is not sacrosanct; it has long been a subject of substantial controversy and concern in the educational community (Arnstein, 1979; Carnegie, 1982, Koerner, 1971; Orlans, 1975; Troutt, 1978; Wheeler, 1981; Wriston, 1960). Today, these criticisms revolve around the proliferation of specialized accrediting agencies, the effectiveness of accreditation processes, and the rising cost of obtaining accreditation both in dollars and personnel (Carnegie, 1982; National Commission, 1982; Young, 1983). The academic community is probing to find answers to questions such as: Does accreditation really serve to identify, promote, and ensure sound educational practice? Or is it an encroachment upon the autonomy of the nation's higher education institutions?

Statement of the Problem

Because education programs for the counseling profession have become so diverse and broad in scope, the task of accreditation within the field has become unusually complex. Historically, the boundaries of the profession encompassed counseling in a school setting. Recently, there has been a substantial widening in the field to include employment of counselors in community

agencies, government, industry, and private practice. This expansion fostered the development of five different groups which accredit counselor education programs. These are: The National Council for the Accreditation of Teacher Education (NCATE), The Council on Rehabilitation Education (CORE), The American Psychological Association (APA), The Council For Accreditation of Counseling and Related Educational Programs (CACREP), and The American Association for Marriage and Family Therapy (AAMFT).

A review of accreditation literature reveals that the proliferation of specialized accreditation programs in many areas has become a major concern to the entire educational community. Institutions make a major commitment in both dollars and personnel by seeking recognition through accreditation. The evidence that accreditation contributes to program improvement and promote excellence needs to be empirically researched. The counseling profession is one of the few areas that has five different independent accrediting agencies which review various areas of concentration. There is no empirical research base, however, to determine whether these agencies are effective.

Questions To Be Answered

The purpose of this study is to identify issues and collect data to answer the questions listed below.

1) Why is program accreditation sought by counselor educators?

2) Is there a relationship between institutional size, institutional control, and faculty publication record and the decision to seek accreditation?

3) In what ways do counselor educators perceive that their programs are affected by the self study portion of the accreditation process?

4) What are counselor educators' plans for seeking initial (or additional) accreditation?

5) What are counselor educators' opinions regarding specialized accreditation?

This study will seek to answer these questions. Data will be collected from (a) a National Survey on Accreditation, (b) interviews with knowledgeable persons in counselor education programs and accreditation agencies, and (c) visits and telephone interviews with individuals in selected counselor education programs.

The Purpose and Significance of the Study

The purpose of this study is to contribute to a knowledge base by providing empirical research data for the counseling profession. This research focuses on why some counselor education programs seek accreditation, and others do not. It attempts to determine if such factors as institutional size, institutional control, and faculty

publication record, are related to a program's accreditation status.

It is assumed that when a counseling department has decided to seek accreditation, the faculty usually anticipates some positive outcomes. This study will focus on the counselor educator's expectations of the accreditation process.

The results of this study should be useful to educators in counselor education programs, accreditation agencies, and to professional associations representing counselors. By providing a broad perspective and overview of how key persons in the counseling profession perceive accreditation, this study should provide accreditation agencies with information about future plans of counselor educators and some of their reasons for selecting a particular agency. This study might also serve as a vehicle for helping counselor educators to become more knowledgeable about both the concept and the process of accreditation.

Counselor educators need information from a national perspective to make intelligent and informed decisions about how accreditation might affect their programs. With this information they can undertake a more practical approach to the planning of activities that will have a positive impact on the training of their students. If the counseling profession is to deal effectively with many of

the issues surrounding the quality and desirability of specialized accreditation, it will be necessary to understand the current status of accreditation and its relationship to the programs that train counselors. Access to this data might result in a stronger effort toward cooperation by the five agencies that accredit counselor education programs.

Definition of Terms

The numerous definitions of accreditation have been expanded and refined throughout the years. The following definition of terms, developed by the Council on Postsecondary Accreditation (Young, 1983), represents the most comprehensive effort to define the concept and the process of accreditation. These definitions will be accepted operationally in this research.

Accreditation - Concept

Postsecondary accreditation is the concept broadly developed in the United States whereby groups of educational institutions, professional practitioners, or educators from voluntary nongovernmental association help (a) to encourage and assist individual institutions or programs in the evaluation and improvements of their educational endeavors, and (b) to identify publicly these institutions or specialized units that meet or exceed commonly accepted standards of educational quality.

Accreditation - Process

Postsecondary accreditation is a process by which an institution or a specialized unit of postsecondary education periodically evaluates its educational activities and seeks an independent judgment by peers on whether it achieved substantially its own educational objectives and meets the established standards of the accrediting body.

Institutional Accreditation

Institutional accreditation is a status accorded an institution of postsecondary education; it embraces the whole institution as it defines itself and therefore includes all areas, activities, and programs. Normally, institutional accreditation testifies to: (a) the appropriateness of the institution's objectives; (b) the adequacy of its organization, program, and resources--both material and human--when viewed against its objectives and generally accepted accrediting standards; and (c) evidence of the accomplishment of institutional objectives in reasonable measure.

Specialized Accreditation

Specialized accreditation is a status accorded a special unit within an accredited postsecondary institution which may be a college, school, division, department, program, or curriculum. The focus of

specialized accreditation is the effectiveness with which the program meets its objectives, those of the institution, and the accreditation standards for quality education.

Self-Regulation

Self-regulation is based on the recognition that most human activities are ruled satisfactorily through the awareness of their effect on or acceptance by others. Accreditation as a voluntary and nongovernmental activity is a process organized around self-study and peer review, and, as an advocate for institutional autonomy plays a major role in preserving the self-regulatory quality of American postsecondary education.

Self-Study

The self-study is a comprehensive analysis of the educational resources and effectiveness of an institution or specialized unit in relation to its educational objectives. The immediate product of this process is the self-study report or education statement.

Credentialing: The Role of Accreditation

Professional credentialing is a broad term which includes accreditation, national certification, licensure, and professional standards. The development and identification of specific professional standards serves

as the foundation of the credentialing process (Hollis &Wantz, 1980). National certification involves recognition of individuals who have met qualifications specified by non-governmental organizations. Licensure, a statutory process, regulates the use of titles of individuals and defines activities that constitute the ability of that person to perform specific functions (Fretz & Mills, 1980). Accreditation is a process designed to describe which educational institutions have met specific qualifications as determined by a non-govermental, voluntary agency.

The main thrust of credentialing is to protect the public interest. A serious problem plaguing society is how to prepare and identify quality providers. It is clear that the educational process for counseling practitioners has a direct bearing on the health and welfare of this nation's citizens.

In some professions, specialized accreditation has a very direct relationship to licensure and voluntary certification, which is seen by some leaders as detrimental. Ernest Boyer (1983) of the Carnegie Foundation recently testified before Congress that in times of budgetary constraints the accreditation process is not used "to protect the public and promote excellence, but to gain leverage in the competition for dollars" on university campuses. He cited the linkage between

accreditation and occupational licensure as unwarranted control over those who may enter the profession.

Although the credentialing process is not a panacea, state licensing, national certification, and accreditation are still the chief methods used to ensure that the public is protected and receives quality counseling services, and each process has some merit. There are six states that have enacted counseling licensure statutes. Licensure is not a uniform procedure however, because of varying requirements from state to state. At best, it is only partially helpful in identifying quality providers and then only in the six states where it exists (Sweeney, 1983). Due to a lack of reciprocity and uniformity, licensing requirements can seriously affect geographic mobility of the profession and thus the availability of counseling resources and services.

National certification attempts to address the problems of nonuniformity with state licensure laws. National certification, however, is a voluntary, individual process and therefore affects only a minority of counseling practitioners. Neither licensing nor certification has a strong enough impact on the profession's accepted standards of practice and education (Sweeney, 1983).

Accreditation, on the other hand, involves the active and critical participation of institutions that educate

and train practitioners. By establishing and applying standards at the education stage of a professional's development, accreditation can play a vital role in the development of high quality counseling practitioners. Accreditation recognizes the importance of a counselor's education and training on the ability to deliver quality services and thus protect the public interest.

Public and Private Sector Regulators

There are several national organizations that oversee the various agencies engaged in accreditation activities. In order to understand the accreditation process, it is important to understand the development, purpose, and the role of various public and private sector organizations that serve to accredit the accreditors. There is a special relationship between the public and private sectors. Many institutional accrediting agencies work cooperatively with state departments and specialized accrediting agencies to enhance each other's resources and share information and expertise (Sumner, 1983; Young, 1983). There is a good deal of rivalry as well in this relationship because of overlapping roles, functions and goals. Private regulation and the federal government also have overlapping roles since they both recognize accrediting agencies. In the past this has caused substantial friction between public and private regulators because the private sector agency has felt that the

federal government exceeded its congressionally mandated authority.

National Commission of Accreditation

The National Commission of Accreditation (NCA) was created to counter the explosion of specialized accrediting agencies. Founded in 1949 at the request of national associations representing the colleges and university community, NCA became the national agent of the degree-granting colleges and universities and was responsible for reviewing, listing, and monitoring the activities of specialized or programmatic accrediting bodies. NCA regularly found itself caught between two conflicting interests: university presidents wanted to restrict the number of agencies recognized by NCA, but, if NCA was to be the representative of the private sector accrediting community, they had to expand their recognition process (Orlans, 1975). By 1974, NCA recognized 36 different accrediting agencies that accredited 3,600 programs (COPA, 1977; NCA, 1965). This association functioned independently until 1974 when it merged with the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) to form the Council on Post Secondary Accreditation.

Federation of Regional Accrediting Commissions of Higher Education

Also established in 1949, the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) represented the concerns and interests of the regional accrediting agencies that recognized institutions. The agencies hoped that this might result in a uniformity of policies and procedures among the regional accrediting agencies. Its effectiveness was extremely limited, however, because the Commission had little national visibility and authority. The regional commissions were unwilling to compromise to bring about any real progress toward uniformity. By 1974, however, FRACHE represented nine accrediting commissions that evaluated more than 2,500 institutions. In a major study on accreditation, Orleans (1975) described the power struggle between NCA and FRACHE as "two bears in a cage, uncertain of which was master" (p.26) because these two organizations had substantial overlap in representation and goals. The 1974 merger between FRACHE and NCA was intended to strengthen the effectiveness of accreditation agencies. This merger created a new agency--The Council on Postsecondary Education (COPA).

The Council on Postsecondary Accreditation

COPA, a private, nongovernmental organization that reviews the accrediting practices of organizations, grants

accreditation in the broad postsecondary community, which includes vocational, trade, home study, community college, proprietary, and four-year colleges and universities. COPA grants recognition to and continually monitors those accrediting agencies that meet its standards and procedures for accreditation, thus providing national leadership by serving as "both advocate and monitor of accrediting bodies" (Chambers, cited in Young, 1983, p. 410). A widely recognized organization in the education community, COPA represents a broad constituency of more than 55 accrediting agencies, all of which are concerned with ensuring the quality of postsecondary education in the United States (COPA, 1977).

U.S. Department of Education

Public sector involvement in the accreditation process at the federal level is represented through the United States Department of Education by the Eligibility and Agency Evaluation Staff (USDE/EAES). In 1968, in order to determine eligibility for federal funds that are made available to the educational community through legislation, Congress required the Commissioner (now Secretary) of Education to publish a list of nationally recognized accrediting agencies and associations that were determined to be reliable authorities on the quality of training offered by educational institutions. The Accreditation and Institutional Eligibility Staff (now

EAES) was created to administer the process by which the accrediting bodies were recognized and institutions became eligible for Federal funds. USDE/EAES currently recognizes more than 70 agencies and most colleges and universities that have been accredited through their appropriate regional accreditation associations. Because all five accreditation agencies in this study require the program to be located in an institution that is regionally accredited, any program that they accredit receives USDE/EAES recognition.

There has been friction between the private sector organizations and USDE/EAES. Until very recently, COPA publicly expressed strong objections that USDE/EAES was exceeding and expanding what they perceived to be the congressionally mandated statutory guidelines (Finkin, 1978; Pfinister, 1979; Young, 1979a). Since 1981, and with new leadership in both groups, however, this friction seems to have subsided and a new spirit of cooperation and open communication between these two groups has developed.

In spite of this new relationship, there remains substantial concern about how private efforts can be made more self-regulating, and whether the federal government's regulatory role in education can be reduced. In testimony before the U.S. Congress Subcommittee on Postsecondary Education in February, 1983, it was recommended that Congress re-examine the role of the federal government and

accreditation (Boyer, 1983; Millard, 1983c; Peltason, 1983) as suggested in the report on the governance on higher education released by the Carnegie Foundation (1982).

Agencies That Accredit Counselor Education Programs

The Current Status

There are five national agencies that provide specialized accreditation of counselor education programs: The National Council for the Accreditation of Teacher Education, The Council on Rehabilitation Education, The American Psychological Association, The Council for Accreditation of Counseling and Related Educational Programs and The American Association for Marriage and Family Therapy. There are 540 programs located in 486 regionally accredited institutions according to the most recent counselor preparation directory (Hollis & Wantz, 1980). Of these counselor education programs, 65 percent are currently recognized by at least one of the five major specialized accrediting agencies; 35 percent do not have any specialized accreditation.

There is a great deal of diversity among these five agencies. Many of the institutions, as noted, have multiple accreditations. This often becomes confusing and is a financial burden because these particular

institutions must fulfill several different sets of standards.

The accreditation process for counselor education programs consists of an institution's intensive self-evaluation to assess its program, stated objectives, and standards. This self-evaluation is submitted to the accrediting agency. The NCATE, APA, CACREP, and AAMFT require on-site visitation by an evaluation team of qualified professionals. When the agency is satisfied that the required standards have indeed been met, formal recognition is announced through official publications. Periodic re-evaluations are held to ensure that continuation of the accredited status is justified.

Few published studies about specialized accreditation for the counseling profession generally focus upon the need for the counseling profession to establish a strong accreditation system (Forster, 1978; McAlees, 1975; Stahl & Havens, 1977; Stripling, 1968, 1978). The broader literature on higher education, however, includes many references to the value and importance of the accreditation process and the reasons why institutions seek accreditation (Blanch, 1959; Brenhaus, 1960; COPA, 1982; Dickey, 1968; Mayor, 1965; McAlees & Schumacker, 1975; Selden, 1959; Selden, 1960). Very few studies are based on empirical research data. It is evident that the counseling profession and the broader educational

community are operating from a limited knowledge base with practically no research about the relationship of accreditation concept to the process.

Accreditation has shifted from a preoccupation with minimum standards to a current emphasis on continued self-study and re-evaluation. The focus of this shift has been to utilize greater qualitative rather than quantitative standards and to encourage experimentation as well as the improvement of education.

Description of Agencies

National Council for Accreditation of Teacher Education

Incorporated in 1954, the National Council for Accreditation of Teacher Education (NCATE) examines twelve different basic and advanced preparation programs for professional school personnel. It is the largest accrediting agency that recognizes counselor education programs. In 1981-82, 536 colleges and universities offered NCATE accredited programs and 282 institutions had their counselor education programs accredited. NCATE has met the standards for recognition by both COPA and the USDE/EAES.

Council on Rehabilitation Education

The Council on Rehabilitation Education (CORE) examines masters level programs in rehabilitation counselor education. In 1981-82, CORE had accredited 75 programs, about half of which are located in a broad based

counselor education department. The other half is located in independent units within the institution. CORE, established in 1972, represents six different national professional member associations that are concerned about the training, evaluation, and employment of rehabilitation counselors. CORE has been recognized by COPA since 1974.

American Psychological Association

The American Psychological Association (APA) has been accrediting doctoral programs in professional psychology since the late 1940s. Not until the 1950s however, did APA begin to evaluate counseling psychology programs. The 1982 list of accredited programs included 124 programs in clinical psychology, 31 programs in counseling psychology, 19 programs in school psychology, and 5 programs in combined psychology. Thirteen of the 31 counseling psychology programs are located in administrative units independent from counselor educator programs at their institution. APA has met the standards for recognition by both COPA and the USDE/EAES.

Council for Accreditation of Counseling and Related Educational Programs

The newest accrediting body in the field, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), was incorporated in October 1981 through the efforts of the American Association for

Counseling and Development (formerly the American Personnel and Guidance Association) with major leadership from one of its divisions, the Association of Counselor Educators and Supervisors (ACES). As leaders in the profession noted, many counselor education programs were broadening their scope. This reflected a need for an accrediting agency that provided for this diversification. CACREP was created for the purpose of examining entry and doctoral level counselor education programs including concentrations in student personnel services in higher education, school counseling and guidance, and counseling in community and other agency settings. As of July, 1982, counselor preparation programs within 23 institutions have been accredited. Currently, CACREP is seeking recognition by COPA.

American Association for Marriage and Family Therapy

Founded in 1949, the American Association for Marriage and Family Therapy (AAMFT) began its accrediting activities in the 1960s. It currently accredits both training centers and graduate programs that have a speciality in marriage and family therapy. Most programs are located in administrative units other than counselor education. In 1978, AAMFT received recognition by USDE/EAES. As of October, 1982, five training centers and ten graduate programs had been accredited.

TABLE 1

MAJOR ACCREDITATION AGENCIES FOR COUNSELOR EDUCATION PROGRAMS

ACCREDITATION AGENCY	ACADEMIC LEVEL SPECIALTY ACCREDITED	GENERAL INFORMATION AND REQUIREMENTS	LENGTH OF ACCREDITATION	EXPENSES & FEES	NUMBER OF PROGRAMS ACCREDITED
National Council For The Accreditation of Teacher Education NCATE Incorporated 1954	MSD ² School Counseling	<ul style="list-style-type: none"> o Latest Revision of Standards July 1982 o Uses guidelines developed by national learned societies and professional associations. o Students must have been graduated from the program. 	Initial recognition is for 7 years. In the 5th year interim accreditation visit is scheduled. If standards are met accreditation is granted for 5 more years.	<ul style="list-style-type: none"> o Expenses of visitation team o Initial entry Fee of \$500 for entire institution o Annual Fee based on number of programs and degree levels \$100-600 o Institutions not affiliated with AACTE pay sustaining annual fee of \$250 to \$350 depending on size. 	1981 list recognizes 282 Counselor Education programs at masters level; 94 at specialist level; 89 at doctoral level.
Council On Rehabilitation Education CORE Incorporated 1972	M Rehabilitation Counseling	<ul style="list-style-type: none"> o Latest Revision of Standards 1978 o Two full time academic years of study. o Practicum and internship required. o Minimum one full time faculty. o No less than 30 graduated students o Graduate students for 2 consecutive years. 	Accreditation granted for periods of 1 to 5 years.	<ul style="list-style-type: none"> o Application Fee \$200 o Evaluation Fee \$800 o Sustaining Fee \$500 	1981-1982 list recognizes 65 programs - regular accredited; 10 programs having preliminary accreditation.
American Psychological Association APA Incorporated 1948	D Counseling Psychology	<ul style="list-style-type: none"> o Latest Revision of Standards July 1980 o Three academic years of full time residency graduate study. o Minimum practicum 400 hours. o Full time one year internship or half time for 2 years o Must clearly be identified as a professional psychology program. 	Full accreditation usually for 5 years. Provisional accreditation for 2 or 3 years. Annual report required.	<ul style="list-style-type: none"> o Expenses of Site Visitation Team - \$1,500 o Application Fee \$ 200 o Annual Fee \$ 460 	1981 list recognizes 27 Counseling Psychology programs with full accreditation and 4 programs with provisional recognition
Council For Accreditation of Counseling and Related Educational Programs CACREP Incorporated 1981	MSD School Counseling MSD Student Personnel Services in Higher Education MSD Community and Agency Settings D Counselor Education	<ul style="list-style-type: none"> o Latest Revision of Standards July 1982 o 2 years equivalent full time study o Specific Core courses. o Minimum 3 full time faculty. o Supervised practicum and internship. 	Full approval for 7 year term. Provisional approval 2 year term.	<ul style="list-style-type: none"> o Expense of Site Visitation Team o Application Fee \$400 	As of March 1983 - 22 programs have full and/or provisional accreditation
American Association For Marriage and Family Therapy AAMFT Incorporated	MD Marriage and Family	<ul style="list-style-type: none"> o Latest Revision of Standards 1981 o 2 full time academic years of study o 3 full time faculty o 12 month practicum. 	Full approval is generally for 5 years.	<ul style="list-style-type: none"> o Expense of Site Visitation Team o Application Fee \$350 	As of July 1982 10 programs have full accreditation

¹ All of these accrediting agencies require that programs be located at a regionally accredited institution. All programs are required to prepare an extensive institutional self-study report including a written statement of the programs mission and goals.
NCATE, CACREP and APA all require on site visitation. A site visitation for CORE is conducted only if the program requests it.

² M = Masters S = Specialist D = Doctoral

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Table I provides more detailed information regarding these five major agencies.

Outline of the Study

This study on accreditation of counselor education programs is divided into five chapters. The first chapter includes an introduction, statement of the problem, purpose and significance of the study, definition of terms, a description of the public and private sector regulations, and a description of the agencies that accredit counselor education programs. The second chapter presents a review of related literature. The third chapter describes the methodology and research design used to collect, organize and analyze the data. The fourth chapter describes the data and findings of the survey. The final chapter includes the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

The literature of postsecondary accreditation contains numerous discussions about the concept of, and the advantages and disadvantages of the process of accreditation. Until recently, however, the empirically based research on accreditation was very sparse. Because of the increased visibility of accreditation activities, the growing relationship of accreditation to eligibility for federal funding, and the general call for accountability in many segments of society, the body of empirical research has become more extensive. This chapter reviews the historical development of, as well as the purpose and significance of accreditation as it is reported in the literature. The controversial nature of accreditation and relevant empirical research studies are reported.

Historical Development

The Constitution of the United States reserves control of education to the states. Therefore, the United States does not have central government standards for its educational institutions. By the turn of the twentieth century, however, states were only partially able to control the quality of an expanding number of high schools and colleges as evidenced by the emergence of educational institutions of inconsistent character and quality (Mayor,

1965; Selden & Porter, 1977). As a result, voluntary accrediting agencies began to play a role in the regulation of American education. Private educational associations adopted criteria, set standards, and developed procedures to help the public identify institutions that met established standards through the accreditation process.

The roots of the institutional accreditation movement can be traced to 1787 when the New York State Board of Regents instituted annual visits to every college in the state for the purpose of reporting their status and progress to the legislature. The groundwork for voluntary specialized accrediting agencies was laid by the American Medical Association (AMA) in 1910 when it began to identify medical schools that had met certain basic standards of quality. By the 1920s, accreditation had spread to several other professional fields in postsecondary education. Today, there are more than 70 areas in postsecondary education in which accreditation is conducted by specialized national educational organizations (Mayor, 1965; Selden & Porter, 1977).

Purposes and Significance of Accreditation

At the outset, accreditation was created as a response to the growing diversity of educational performance and the lack of coordination among educational institutions. The role and function of accreditation has

expanded--shifting from its early efforts to establish and define minimum standards to a process of self-regulation that focuses upon the evaluation and improvement of the quality of education in the United States (Young, 1983).

Today, many segments of society rely heavily upon the judgments of accrediting agencies. There are not only the obvious publics such as institutions, faculty and students, but also there are regulatory agencies at the federal and state levels, consumer protection groups, and elected public officials who have made accreditation a primary condition of institutional eligibility for a variety of programs, assistance, and recognition (Millard, 1975).

A recent policy statement on the role and value of accreditation by the Council on Postsecondary Accreditation outlined a number of ways that accreditation provides important services to the public, students, institutions, and professionals. COPA identifies the two fundamental purposes of accreditation: "to assure the quality" and to "assist in the improvement" of the institution or program (COPA, 1982, p. 2).

In a recent comprehensive publication on accreditation, Young (1983) supported the COPA statement in this way:

Accreditation should be judged in terms of how

effective it is in encouraging and assisting the institution to evaluate and improve its educational offerings. All other outcomes and uses of accreditation are secondary to this objective and should not ameliorate it (p. vii).

Ten years ago, Robert Kirkwood, then executive director of FRACHE, defined accreditation in this manner:

a process whereby an institution is continuously studying itself, assessing its strengths and weaknesses, measuring its outcomes, planning and replanning, steadily and persistently striving to strengthen the quality of its education endeavors....(p. 211).

A review of recent literature reveals that accreditation serves an increasing number of other significant purposes. These purposes have been categorized and ranked according to priority in many references (Harcleroad, 1980; Selden, 1977; Selden & Porter, 1977; USDE/EAES, 1982, Young, 1983).

An examination of the expanded purposes of accreditation includes the following items which have been identified by researchers. Based on the literature review these items have been identified as primary uses and secondary uses. It is of interest to note that the primary uses also can be identified as outcomes that are internal factors that force action within the organization

being accredited. The secondary uses are generally external factors that focus on publics outside of the organization.

Primary Uses

To ensure that a program meets standards established by the profession.

To help clarify a program's mission and future direction.

To facilitate the participation of faculty and students in an intensive program evaluation.

Secondary Uses

To help attract and recruit highly qualified faculty and students.

To enhance program visibility and recognition.

To assist graduates in meeting credentialing requirements such as licensure and national certification.

To protect programs from internal budgetary constriction in periods of curtailed enrollment.

To assist potential students in selecting a quality training program.

To help consumers identify practitioners who have graduated from qualified training programs.

To identify for employers those programs that have successfully met the professions' standards of preparation.

In 1973, Miller completed an extensive Delphi study of approximately 200 persons identified as broadly knowledgeable about accreditation. The participants rated a comprehensive listing of the purposes that accreditation should serve. The functions were designated as primary, secondary, or desirable by-products. The primary function receiving the highest rating was to identify for public purposes educational institutions and programs of study which meet established standards of educational quality. Miller's (1973) rationale for this choice is as follows:

The orderly functioning of society requires some means of identifying educational institutions and programs of study which meet acceptable standards of educational quality. Such identification is likewise important for the general development and improvement of education. (p. 89)

Accreditation is an evolutionary process that can contribute to the assessment and enhancement of educational quality. It does not determine institutional or program quality by itself (Millard, 1983b). As Kirkwood (1973) noted, accreditation is a means to an end; self-assessment, an integral part of the accreditation process, can be beneficial to both individuals (students and faculty) and educational institutions in examining and exploring their objectives and goals. Kirkwood stressed that the accreditation process is only as good as the

resources applied to it and the dedication and commitment to quality education of the participants.

The Accreditation Controversy

A review of accreditation literature reveals a general consensus that it is a very essential step in maintaining and improving the quality of the educational system. Critics and advocates of both the concept and process, however, have vigorously expressed themselves since its introduction (Carnegie, 1982; Kirkwood, 1973; Millard, 1983a; Orlans, 1975; Young, 1983). Although there seems to be less controversy over the merits of accreditation as a concept, there are intense and often emotional arguments over the methods and process of implementing accreditation. Few viable alternatives are offered by accreditation critics. Rather, there are frequent pleas for reform and refinement of accreditation processes. These calls for improvement come from within the educational establishment as well as from government and the public. The debate and controversy about accreditation has changed little, in volume or intensity, during the past 50 years.

Pinkham, Executive Secretary of the NCA in 1952, characterized accreditation as ". . .an elusive, nebulous, jelly fish term that means different things to the same people" (Selden, 1960, p. 6). When Pinkham left the NCA in 1955, he wrote an article that focused on the problems

of accreditation. He said that the chief complaints from educators were: too many accrediting agencies, making too many demands, costing too much money (Pinkham, 1975).

Generally, the controversies over accreditation revolve around such issues as independence and self-regulation, responsibility for institutional accountability, maintenance of high educational standards, and the evaluation of educational quality. Scholars and researchers tend to focus on the process of accreditation resulting in a serious lack of both qualitative and quantitative research that examines the interrelationship between the conceptual foundations of accreditation and the outcomes of the evaluation process.

John Mayor, director of a comprehensive 1965 study on the influence of accreditation in teacher education, made the following observations about the education community's view of accreditation. He identified three schools of thought: (a) some educators believe that accreditation is not, and never has been a constructive force in higher education; (b) others believe specialized accreditation may have been important in the past but its future usefulness is questionable; and (c) another group recognizes the past constructive influence of accreditation and believes it will continue to be very important in ensuring the quality of American higher education (Mayor, 1965).

Accreditation as a Concept

In 1960, Selden stated that accreditation, a form of regulation, represents a struggle over the setting of standards that involve personal opinions and judgments. He urged the profession to expand its understanding of the concept and its implications. Twenty-two years later, in a follow-up to the Selden monograph, Young (1983) reiterated this point and suggested that most of the criticism has resulted from misunderstandings about the role of accreditation. Young posed some important questions about the efficacy of accreditation as a conceptual framework for meeting societal needs.

Yet, Young (1983) pointed out that educators and others usually respond to accreditation with a yawn, but "if they are asked if they want to know more about subjects such as evaluating educational quality, assuring institutional accountability, achieving and maintaining high standards, making education more responsive to student's and society's needs, and offsetting the dangers of government control of education, the interest level soars" (Young, 1983, p. iii). Thus, evaluating educational quality, ensuring institutional accountability maintaining high standards and voluntary, non-govenmental self-regulation are the core ingredients in an understanding of accreditation.

One of the first organizations to publicly challenge the idea of accreditation was the National Association of State Universities (NASU) who in 1924 voiced concern over the rapid increase in the number of accrediting bodies and the apparent movement toward national standardization of education. The NASU feared that this movement would stifle experimentation (Pinkham, 1955).

Proponents of accreditation nearly universally argue that self-regulation is the best means to preserve and exercise academic integrity and credibility (Brenhaus, 1960; Davis, 1962; Kaysen, 1980; Millard, 1983a; Millis, 1960; Stahl & Havens, 1978). As a uniquely American phenomenon, they say, accreditation reflects the importance and value of independence and diversity in postsecondary education institutions. Critics, however, maintain that self-regulation is too closely related to self-interest which is perceived as a negative controlling influence on the public's access to services and quality education (Carnegie, 1982; Scott, 1983). Proponents of self-regulation contend that critics confuse self-interest with self-regulation, which the advocates believe does not undermine quality education (Kirkwood, 1973). For example, Millard (1983b) stated that peer review is essential to effective qualitative assessment and to ensure the public safety and welfare.

Although a recent Carnegie Foundation report (1982) on higher education governance is highly critical of the quality of both regional and specialized accreditation, their commitment to the accreditation concept and its self-regulatory character remains strong. With regard to specialized accreditation, the report takes the position that unless campus evaluations are conducted in a climate that supports the overall mission of the institution, the integrity of the campus will be threatened.

Accreditation as a Process

Samuel Capen (1931), the first director of the American Council on Education, opposed an arbitrary system for deriving accreditation standards. He saw this as judging institutions rather than education performance. By 1939, he forcefully attacked accrediting agencies by stating that "responsible administrators of influential institutions in various parts of the country are tired of having the educational and financial policies of their institutions dictated by a horde of irresponsible outsiders, each representing a separate selfish interest" (Capen, 1939, p. 42).

Henry Wriston (1960), President of Brown University a once active leader in a regional accrediting body, became one of the severest critics of accreditation.

The accreditation process inevitably is driven to

judgments which are essentially superficial, transient in their validity, and a drain upon time, energy, and resources that ought to be put into the real obligations of the college or university. . . . Accreditation seeks not only to compare apples with grapes, but both with camels and cod. (p. 329)

Unquestionably accreditation can be a very expensive and time consuming process, especially for institutions seeking multiple recognition. In an analysis of multiple accreditation, Kells and Parrish (1979) found that institutions with more than 10,000 students have a range of 1 to 25 agencies with a mean of 11.75 agencies from which they receive accreditation. Selden (Blanch, 1969) analyzed 33 accrediting agency application forms and found that 61% of information items requested were duplications.

Fretz and Mills (1980) found that many institutions and faculties deciding not to seek accreditation, believe specialized accreditation places undue constraints on program content and procedures. The recent Carnegie report (1983) also stated that self-regulation of specialized accreditation has in some instances threatened the "integrity of the campus" (p. 79). That study also found that "on some campuses a dozen or more visiting teams impose requirements that may compromise the authority of the trustees and undermine the overall priorities of the institution" (p. 78). Both of the

reports called for a limit to the proliferation of specialized accreditation.

There are strong positive arguments for the accreditation process. The self-study component of the accreditation process as seen by Kells (1983) is one key element in helping institutions and programs "retain control of their destiny" (p. 128). The required involvement of the faculty and students in the evaluation of educational programs, self assessment of the department's programs and standards, is perceived as a critical element and benefit of the accreditation process. Improvement of the quality of education is likely to occur by ensuring broad participation in the review of departmental policies, practices, and procedures by the learners and teachers.

Frank Dickey (1978) who was Director of the NCA from 1965 to 1974 suggested that accreditation serves as a strong stimulus for the improvement of programs:

Accreditation activities have stimulated great improvement in the qualifications of faculty members, the conditions under which they work, the provisions and services for students, and the financial support of education. (p. 195)

There is much concern about misperceptions of both the public and the educational community as to the purpose of accreditation. Young (1979c), responding to a critic

of accreditation, argued that accreditation is an evaluating process, not a regulatory or a monitoring mechanism. Kirkwood (1973) also supported this position by stating that the critical importance of accreditation is as an "instrument of internal planning and development" (p. 215).

Kirkwood (1978) identified the key to a successful accreditation process as institutional commitment. The process of conducting a meaningful self-evaluation and using this evaluation to guide a program in becoming more vital essentially determines the usefulness of accreditation.

Astin (1979), a noted American higher education researcher, suggested that the accreditation process can play a significant role in encouraging key administrators within educational institutions to take a more student-oriented approach to management. This occurs, he stated, when the process of self-assessment and the request for information from accrediting agencies encourages both student involvement and focus on the educational development of students. Thus, proponents of the accreditation process focus their attention on the creative, dynamic, and constructive values inherent in the self-study accreditation effort.

Although there are cogent arguments that the accreditation process is beneficial to faculty, students,

and the educational institution, it is questionable whether accreditation provides the public with meaningful information and knowledge. For example, Gorman (1982) stated there can be a great diversity between institutions that have received accreditation by the same accrediting agencies. There is a wide spectrum of programs that can be approved and he pointed out that mediocre and excellent programs can both be accredited. Gorman mustered these observations in arguing against accreditation because it does not differentiate levels of quality.

Executive Vice President of the American Association for Counseling and Development (formerly American Personnel and Guidance Association) Charles Lewis, observed that "the development of standards, guidelines, qualifications, and criteria is, at best, a tedious task fraught with all the pitfalls of personal, institutional, and professional pride and jealousy" (Lewis, p. 49).

Accreditation controversies are often confusing and very diverse. The literature illustrates intense controversy over the merits of accreditation, but most often the advocates and critics of accreditation do not address the same issues. Most of the proponents address their energies toward issues of self-regulation and the delivery of quality educational programs. Critics, on the other hand, address such issues as institutional autonomy, and they are more concerned with the accreditation process

and its costs. Although there is considerable controversy and little agreement on what are the fundamental issues, there is general consensus that accreditation as a voluntary, non-governmental and professional self-regulation concept is desired, and preferred over the alternative of no attention to quality performances.

Empirical Research on Accreditation

The empirical research in accreditation literature is very limited. Young (1979a) succinctly pointed out that most of the materials available on accreditation consist of rhetoric rather than hard data and facts. Many noted writers have observed that the field lacks a solid empirical foundation (Jukoski, 1983; Parrish, 1983; Phillips, 1979; Silver, 1982; Young, 1983).

This absence of empirical research is not attributable to an absence of interesting questions. Young (1983) noted that the educational community still must address such issues as the necessity of accreditation, the defining and communicating of its primary objectives and functions, the assessing of its cost-effectiveness, and determining whether accreditation can serve both quality improvement and quality assurance. Another issue raised earlier by Young (1980) is whether the self-study is simply a part of the accreditation process or whether it has a life of its own and thus has a

direct impact on external as well as internal motivations for seeking accreditation.

The limited empirical research base has received more attention in the past 10 years. Partly this change is occurring because of the increased role and participation of the Federal government. In 1968, Congress required the Commissioner of Education to publish a list of nationally recognized accrediting agencies that were determined to be reliable authorities on the quality of training. The purpose of this list was to assist the Federal government in determining institutional eligibility for Federal education funds. This legislation has had a significant impact on the education community and increased the leverage of accrediting agencies. This heightened attention to quality has also contributed to expanded calls for greater accountability and empirical research from the accreditation community.

As accreditation has again come under attack, calls for accountability rise from all segments of our society. One indicator of concern about accountability is an increased focus on the need for documentation of accreditation outcomes. The Department of Education's Eligibility and Agency Evaluation Staff criterion for recognition of accrediting agencies states that they must maintain a "program of evaluation of its educational standard designed to assess their validity and

reliability" (p. 8). The Education Testing Service (ETS) under a contract with the U.S. Education Department conducted a study (1980) to "evaluate the criteria and procedures on which recognition is based, examining how well they identify the agencies that can be relied upon to make sound judgments on educational quality" (Warren, 1980; p. iii). Each of the accrediting agencies recognized by the Secretary of Education is seeking ways to respond to these criteria.

Recently, the accrediting community has become actively involved in collecting data on accreditation. Through the leadership of COPA, a clearinghouse on accreditation research has been initiated and they have identified 50 in-process studies on a wide range of accreditation topics such as standards, self-study, perceptions about process, and historical case studies.

One important study focused on regional accrediting standards and their usefulness in ensuring quality. Troutt (1979) assessed various assumptions about this in light of the available research on correlates of institutional quality and concluded there is a very weak relationship between accrediting standards and their utility in ensuring education quality. He found that although it is appropriate to examine the relationship of accreditation and educational quality, it is difficult to design and carry out an adequate study. Based on his

research, Troutt declared that accreditation standards did not develop from empirical data but rather from the judgment of experienced educators.

An extensive research study was conducted in 1980 which examined NCATE standards and the effect of their application to program quality in professional education. The NCATE accreditation process was found to have both strengths and weaknesses. Looking specifically at the issue of program quality, the NCATE process did discriminate between those programs that met the NCATE accreditation standards and those programs that had serious problems in meeting them. The accreditation process did not distinguish between whether an accredited program was excellent or average. The study also discovered that accredited programs did attempt to modify their activities in response to concerns voiced in NCATE evaluations. One conclusion was that NCATE accreditation has very little influence on program quality because the agency's power was essentially limited to the authority of its professional judgment. This proved to be a much weaker power base from which to effect significant change than the economic and/or legal leverage exercised by legislative action, the State Department regulations or neighboring institution competitiveness (Wheeler, 1980).

Of particular note is a recent dissertation that uses survey research and interviewing techniques to examine the

opinions of 570 faculty and administrators regarding the motivations of institutions in deciding to seek (or not to seek) regional and/or specialized accreditation. This study looked at three regional accrediting associations (North Central, Middle States, and New England Associations) and four specialized agencies--the American Assembly of Collegial Schools of Business, the American Dental Association, the National Association of Schools of Music, and the National League for Nursing. Parrish (1983) found that the perceived knowledge and motivation for seeking accreditation vary significantly according to institutional and individual characteristics. The data from this study document a strong agreement by all segments of the university community that it "should direct its energies to extolling the internal motivations for seeking accreditation and the benefits that should accrue as a result of this effort" (p. 196).

Stickle and Schnacke (1983) conducted a study of the first 16 programs accredited by the Council For Accreditation of Counseling and Related Education Programs (CACREP) in 1982. The purpose of the study was to examine the impact of CACREP accreditation of these 16 programs. They reported that over 80% of the 13 institutions responding to their questionnaire indicated at least one of the following four benefits from achieving accreditation of entry level programs: (a) accreditation

serves as a base for obtaining additional university support; (b) gives recognition to the program; (c) increases faculty and student pride and morale; and (d) involvement in the self-study process causes positive changes in programs. Essentially, as Steckle and Schnacke (1983) pointed out, these institutions found that the process of self-evaluation leads to positive outcomes for their programs.

Two studies have focused upon why institutions with programs for which specialized accreditation agencies exist do not seek recognition by those agencies. The National Association of Trade and Technical Schools conducted a comprehensive survey of 200 institutions to determine why they failed to apply for or complete the accreditation process that was available. Although many reasons were reported, the four primary ones were: (a) the time-consuming procedure, complexity, and cost; (b) benefits did not outweigh the liabilities; (c) too many approvals already; and (d) insufficient information on benefits and process (Hitchcock, 1980).

In the second study, Parrish, (1982) collected data on why programs did not seek specialized accreditation. From a group of 22 respondents affiliated with business schools, one-half thought the accreditation process was too costly and one-third thought they could not qualify.

Similarly, one-third of the 15 schools responding for music programs also thought they could not quality.

Summary

The review of articles, books, and research on accreditation document that accreditation has played a significant and expanding role in our society for the past century and a half. The initial role establishing and defining standards has been broadened to encompass a number of purposes for seeking accreditation. Helping institutions examine, explore, and improve their programs through the accreditation process, depends upon the quality, creativity, and commitment of the institution to prepare itself for the accreditation review.

It is evident from the literature review that of the many knowledgeable and respected educational leaders, there are both advocates and critics of accreditation. There are vigorous calls for improving the process, reducing duplication of efforts, and developing cost-effective methods. Knowledge of the literature serves to reinforce the importance of accreditation to our society even though there are many unresolved issues that surround this activity. But at the same time, it has also become evident that the unexplored opportunities for strengthening higher education in general and counselor education programs, specifically, exist today.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to: (a) describe the research methodology of this study, (b) describe the procedure for the selection of survey and case study sampling, and (c) provide an explanation of the statistical procedures used to analyze the data.

Research Design

The research process included a literature review on accreditation to develop insights into the issues addressed in a national survey and a series of institutional case studies. The combination of a national survey and intensive case study analyses of selected institutions was chosen for several reasons. An analysis of the current status of accreditation from a broad perspective needed to be conducted. A mail survey provided an opportunity to contact a large number of counselor education department chairpersons all over the country. This survey focused on selected problems and issues of specialized accreditation that were not available from other sources. Information was systematically gathered from the individual chairpersons and has provided representative data on the current status and opinions of knowledgeable persons about accreditation for the counseling profession.

Research has shown that a comprehensively planned approach to conducting a survey can be an extremely effective method for collecting data (Babbie, 1973; Berdie, 1974; Dillman, 1978; Orlich, 1978). Personal interviews and site visitations to selected institutions that are representative of the total population will provide the researcher with extensive material and in-depth insights that cannot be obtained through the impersonal survey.

The basic format of this research was a combination of a literature review, survey research, and case study methodology. The purposes of this research proposal are closely related to the purposes of descriptive research as defined in Isaac and Michael (1981) and are as follows: (a) To collect detailed and factual information that describe the status of accreditation in counselor education programs today, (b) To identify problems and practices in the accreditation process, and (c) To make comparisons and evaluations between programs that do not have any accreditation and those that do. This was accomplished by means of a national survey.

The use of case study research was more intensive and was designed to shed light on important variables, processes, and interrelations that warrant more extensive attention. Murphy (1980) stated that there are several situations in which interviewing is the best method for

obtaining data. If the researcher is interested in examining issues of process, for example, how decisions are made or how a program has evolved, the case study methodology is appropriate. Another example is when a researcher is interested in examining reasons for complex events. Both of these examples relate directly to this accreditation research. Intensive interviewing can serve as an excellent exploratory tool for gathering information about the decision making process and implementation. The interviewer was able to be flexible, yet continually probe the faculty for the facts. Case study methodology should provide sufficient opportunity for clarification and elaboration of the total process.

During site visitations, this researcher supplemented interviewing and direct observation with a document analysis by reviewing various self-study reports and evaluations from accrediting agencies.

One of the major limitations of the case study method is the researcher's role as a transient observer (Murphy, 1980). The researcher is usually an outsider with extremely tight time constraints. Even recognizing these constraints, however, interviewing and direct observations are valuable (Murphy, 1980).

The combination of case study and survey methodologies will result in a more accurate assessment and analysis of the relevant issues and concerns

surrounding accreditation because data will be compiled from a representative sample of counselor education chairpersons not previously researched.

Survey Sample

A review of Counselor Preparation 1980 (Hollis, 1980) revealed an extremely diverse and fragmented pattern. Many institutions have two or three different administrative units in which counselor education programs are located and there is a wide range of degrees, majors, departmental titles, and requirements. Hollis (1980) sent survey forms to 540 administrative units located in 475 institutions that were identified as having a counselor education program. Responses were received from 445 administrative units in 407 institutions.

The four hundred and seven institutions that responded to the questionnaire mailed to them by the editors of Counselor Education 1980 served as the population base for this study. For this research, 117 institutions were eliminated from this population for the following reasons: (a) 86 were eliminated because they had fewer than three faculty members and did not have any specialized accreditation, (b) 18 were eliminated because they were recognized by more than two accrediting bodies, (c) another 11 institutions, approved by APA and located in administratively independent units, were eliminated because they had been approved by CORE aid, (d) two

institutions not accredited by NCATE were also eliminated from the survey sample. This left a total of 290 programs. The survey sample of 165 programs is 57% of the 290 eligible institutions. This sample size is the required number to analyze the data at the .05 level of significance (Krejcie & Morgan, 1970).

The selection of institutions for the sample in this research study reflects the pattern of the accreditation recognition for the counseling profession. The survey sample groups were compiled from institutions recognized by four of the five major agencies that accredit counselor education programs and programs without specialized accreditation. The researcher eliminated those accredited by AAMFT because the sampling size was too small. (Only six of the ten schools recognized by AAMFT were included in the Hollis directory. Four of those six schools were housed in administratively independent units, leaving only a sample of two institutions that could have been included in the study.) The rationale for choosing programs to be included in the National Survey on Standards of Accreditation in Counselor Education Programs follows:

Group I - CORE/NCATE Accreditation - 23 institutions

Total population pool was 75 programs recognized by CORE. Thirty programs are listed in Hollis (1980), which have both CORE and NCATE recognition. Seven

institutions were eliminated because of overlapping accreditation between CACREP and APA.

Group II - APA/NCATE Accreditation - 14 institutions
Total population pool of 31 accredited programs were listed by APA. Thirteen programs were eliminated from the sample because they are administratively independent from the counselor education program at their institution. One program was eliminated because it did not have NCATE accreditation. Three institutions were eliminated because they also had CORE accreditation.

Group III - CACREP/NCATE Accreditation - 15 institutions
Total population pool is 22 programs recognized by CACREP. One institution does not have NCATE accreditation. Six institutions were eliminated because they were accredited by CORE or APA.

Group IV - NCATE Accreditation - 57 institutions
Total population pool of 134 programs listed with three or more Full Time Equivalent faculty members that have only NCATE accreditation. Seventy-seven programs were randomly eliminated to provide a pool of 57 institutions.

Group V - No Accreditation - 56 institutions

There is a total population of 77 institutions which listed three or more Full Time Equivalent faculty in Counselor Preparation 1980 (Hollis, 1980). Twenty-one programs were randomly eliminated, which left a sample of 56 institutions with no specialized accreditation.

The number of total programs in the sample is 165

Survey Procedures

A survey instrument was designed to solicit information based on the research questions identified in Chapter I. This instrument was pre-tested on ten counselor education departments to verify clarity of directions, content, and format. The survey was then sent to selected Counselor Education chairpersons at 165 institutions along with a cover letter and a stamped, return-address envelope. The researcher followed many of the steps outlined by Dillman (1977), who created the "total design method" to increase survey response.

The cover letter stressed the importance of the respondents involvement in the study. A description of the five major accrediting agencies for counselor education programs, which included information on general requirements, length of accreditation, fees and expenses, and number of accredited programs was sent to the survey

sample to increase both their knowledge and their awareness of the need for this type of research. A summary of the results of the study was made available to respondents as an additional incentive for their participation. The number (percentage) of respondents to the first mailing was 50 (30%).

Ten days after the participants received the questionnaire, a postcard was mailed to them. This served as a "thank you" for those who had responded, as well as a friendly reminder for those who had not yet returned the questionnaire. Three weeks later, a letter and replacement questionnaire was mailed to persons who had not responded. This follow-up generated the return of 20 additional questionnaires. This brought the number of questionnaires to 84, which represented a 50.9% return rate.

Six weeks later, phone calls were placed to the non-respondents. This final follow-up brought the total number of complete questionnaires to 125. Two persons indicated their programs were no longer in existence and one chairperson indicated he refused to complete surveys for anyone. These three schools were eliminated from the total numbers and this left 122 (75.3%) responses.

Case Study Sample

One institution from each of the five subgroups of the Survey Populations was selected for the case study.

Institutions were selected based on three criteria: (a) participation in the survey, (b) proximity to Washington, D.C., and (c) according to program characteristics when there was more than one option. The researcher visited each campus and interviewed the chairperson, faculty, students, and, where schedules permitted, the Dean or Associate Dean of the College. Departmental records and accreditation reports also were reviewed. (A list of faculty and administrators interviewed is in Appendix E.) In addition, in order to provide geographic representation, the chairperson at one institution from each of the five subgroups was interviewed by telephone.

Method of Analysis

The National Survey on the Status of Accreditation in Counselor Education Programs consisted primarily of forced-response items that had mutually exclusive categories and rank-order data. There were also open ended questions. The purpose of using open-ended questions was to probe ideas further and to accommodate categories that were incomplete or inadequate in a forced response list. A Likert scale and ranking scale of 1-5 were used to obtain additional data. Both parametric and non-parametric statistical analyses were performed in order to summarize data. The analysis strategy for matching questionnaire items with research questions is shown in the sociometric coding was used to translate

modes of response. The data were analyzed through the use of the Statistical Package for the Social Sciences SPSS, (Nie, 1975) packaged computer routines.

Part I of the survey was designed to gather demographic information about the counselor education program. Response categories involved nominal scale data that were designed to gather factual data about the institution and program. Numbers used for coding purposes were assigned according to the responses in these particular items and had no numerical meaning beyond the presence or absence of the property being measured. Frequencies and percentages of graduate school enrollment, program enrollment, graduate degrees offered, number of faculty, number of faculty publications, number of students, and required credits for a degree were calculated. Cell and row frequencies and percentages were computed for each question according to the accreditation status of the institution. These data were analyzed through the use of a chi-square to determine if there were any significant differences between program accreditation status as identified in the sample groups for the study and the various items collected on institution size and complexity, etc. This section of the questionnaire was designed specifically to respond to research question 2, focusing on the relationship between

institutional size and complexity and its accreditation status.

Data on the enrollment and institutional control of the participating respondent's institutions was obtained from the Educational Directory of Colleges and Universities 1981-1982 (Broyles, 1981). It was determined that such data was adequate when obtained from an external source. The basis for these data was the following:

Enrollment: The total enrollment of students in each institution, or in the case of multi-campus institutions, in each component as of Fall, 1980. Undergraduate, graduate, and unclassified students, both full and part-time were included. (p. xii)

Control of Affiliation: The control or affiliation of each institution is recorded as reported by the institution. Public institutions are those under Federal, State, State-related, local, or State and local control. Private institutions are those reported as independent, nonprofit, or affiliated with a religious group. (xiii)

Part II of the survey was designed to seek data from the five subgroups of the sample. Five versions of questions in Part II were designed to address specifically the various sample subgroups. Survey item one was included to respond to research question one and research

question three. Survey items three and four provided data for research question four. Survey item two provided data for research question three. Survey items one, three, and four were designed to be answered on a rating scale of one to five. The data collected for survey item one asked the four groups in the sample that had specialized accreditation what outcomes they had anticipated and whether these anticipated outcomes had actually been achieved. The data for this item was analyzed through three methods: a test statistic for correlated means, Pearson Product-Moment Correlation, and a comparison of the mean scores. Frequency counts and percentages were calculated for survey items two, three, and four. Cross tabulations were calculated according to the independent variables for each of these questions.

Part III of the survey consisted of nine questions seeking the beliefs of counselor education chairpersons toward accreditation both the process and the concept. These items were presented in a Likert scale format designed primarily for assessing opinions. To minimize neutral positions, Orlich (1976) recommended use of clear dichotomous distinctions. Frequencies and percentages on each item were tabulated for each of the five accreditation status samples. This section of the questionnaire was designed to respond to research question four and research question one. The data were assumed to

be quasi-interval at the interval level, therefore parametric statistics were appropriate. Means and standard deviations were computed and a one-way analysis of variance was computed for each belief by accreditation status. The independent variable was the five sample groups earlier identified for use in the research. The dependent variables were the question response frequencies for each belief.

Summary

The purpose of this chapter was to describe the methodology of this study, the data collection procedures and the statistical methods of analysis. The procedures for selection of the survey sample and the case study were described. A detailed statement of statistical methods used to analyze data collected for each of the research questions was explained.

CHAPTER IV

RESULTS

The purpose of this chapter is to present the data analyses and results of The National Survey on the Status of Accreditation of Counselor Education Departments and case study visits. The chapter is divided into four sections: (a) description of sample for the survey; (b) findings with respect to each research question; (c) description of each of the case study visits and telephone interviews; and (d) a summary of the total results.

Description of the Population and Sample for Survey

The population for this study consisted of higher education institutions with counselor education programs. The total population contained 407 institutions that were included in the 1980 edition of Counselor Preparation (Hollis & Wantz, 1980). From this population, a sample of 165 institutions was selected to participate in a National Survey of Accreditation of Counselor Education Programs. The sample was chosen proportionally from the groups making up different types of counselor education programs, as specified in Chapter III.

The survey was sent to each of the 165 institutions included in the sample. After six weeks, 85 (51%) of the survey forms had been returned. Follow-up efforts

including postcards, second surveys, and telephone calls resulted in an additional 41 (24.3%) surveys being returned, bringing the total response to 123 (75.3%). Three of the 165 programs were eliminated, for reasons discussed in Chapter III. The distribution of the returned surveys by groups is reported in Table 2.

Chapter III outlined the analyses conducted to answer each of the research questions. The format of this chapter will be to state the research question and then provide a summary of the data.

Research Question 1. Why is program accreditation sought by counselor educators?

Counselor educators from institutions that had recognition from NCATE or NCATE plus one other specialized accrediting agency (Group I, II, III, IV) were asked to rate the reasons they chose to seek accreditation from a specific agency. In addition, they were asked to indicate the degree to which the reasons for seeking accreditation were actually achieved. Based on a review of the literature, a list of 11 reasons for seeking accreditation was compiled, which the respondents rated on a 5-point Likert scale: (1) strongly agree (2) agree, (3) uncertain, (4) disagree, and (5) strongly disagree.

The data for this question were analyzed in three different ways for those programs that are accredited (Groups I, II, III and IV). First, a comparison of mean

Table 2
Distribution of Returned Surveys by Groups

Group		Number each group	Number returned	Percent returned
I	NCATE/CORE	23	14	60.9
II	NCATE/APA	14	12	85.7
III	NCATE/CACREP	15	14	93.3
IV	NCATE only	58	49	84.4
V	No Specialized Accreditation	52	33	63.5
	Total	162*	122	75.3

* Questionnaire was sent to 165 programs. Two programs had been discontinued. The respondent for one institution declined to participate. These three programs were eliminated from the study.

scores and a group mean were calculated. In addition, a test statistic for correlated means was calculated to determine if there was significant relationship. Finally a Pearson Product-Moment Correlation was calculated to determine the strength of the linear relationship between individual responses for anticipated and actually achieved reasons for seeking accreditation.

Those programs that did not have recognition by any specialized accreditation agencies (Groups V) were asked to indicate why they believed their programs had not sought accreditation. The percent, mean, and median statistics are reported for each reason.

Groups I-IV: Comparison of Mean Score. The mean levels of importance ascribed to each of the reasons for seeking accreditation by agency are shown in Table 3. It is important to realize however, that most responses were strongly skewed in the direction of strongly agree or agree for all of the reasons for seeking accreditation--both anticipated and actually achieved outcomes. An analysis of the data does, however, suggest a number of differences.

For the 14 programs accredited by CORE (Group I), the ratings demonstrate a pattern of anticipating greater outcomes than those actually achieved. The two reasons considered most important (i.e., the lowest mean score) were: to (a) assist graduates in meeting credentialing

Table 3
Reasons for Seeking Specialized Accreditation:
Mean Response for Anticipated Outcome and
Actually Achieved Outcome by Agency

Reasons for seeking accreditation	CORE n=14		APA n=12		CACREP n=14		NCATE* n=89	
	Anticipated	Achieved	Anticipated	Achieved	Anticipated	Achieved	Anticipated	Achieved
Ensure program meets standards	1.39	1.69	1.82	1.73	1.21	1.50	2.05	2.56
Clarify program's mission	1.62	1.92	2.09	2.00	1.64	1.57	2.18	2.53
Encourage program evaluation	1.92	2.08	2.27	2.09	1.79	1.93	2.26	2.51
Help recruit faculty/students	1.54	1.92	1.36	1.46	1.50	1.64	2.27	2.87
Help grads with licensing	1.23	1.31	1.27	1.18	1.71	1.71	2.28	2.72
Enhance program visibility	1.08	1.39	1.27	1.18	1.29	1.57	1.97	2.37
Protect budget during curtailed enrollment	2.00	2.54	2.64	2.82	2.00	3.00	2.53	3.11
Help students choose training program	1.54	1.77	1.82	1.91	1.21	1.86	2.23	2.47
Help consumer identify quality practitioners	1.62	1.85	2.36	2.36	1.50	2.14	2.26	2.67
Help employers identify quality programs	1.31	1.62	1.82	1.64	1.43	1.71	2.22	2.49
Gain confidence of professions and public	1.39	1.92	1.82	1.82	1.29	2.00	1.97	2.30
Group Mean	1.51	1.82	1.87	1.91	1.51	1.88	2.20	2.56

Response Scale: 1-Strongly Agree; 2-Agree; 3-Uncertain; 4-Disagree; 5-Strongly Disagree

* Every group having NCATE certification was combined in this column.

requirements such as licensure and national certification and (b) to enhance program visibility and recognition. The least important reason (i.e. the highest mean score) was to protect programs from internal budgetary constraints in periods of curtailed enrollment. This was also the area that represents the greatest discrepancy (-.54) between what respondents anticipated they would receive and what they actually achieved.

The 12 programs accredited by APA (Group II), have substantially different patterns of response. In eight of the eleven reasons itemized, the actually achieved outcomes are equal to or greater than the anticipated outcomes. However, the group means for all reasons indicate that they anticipated slightly more benefits than they actually achieved. The strongest agreement of actually achieved outcomes were the same as those of the CORE respondents, and to a slightly stronger degree. The discrepancy between anticipated and actually achieved outcomes was very small in all areas (less than $\pm .2$ points).

The 14 programs accredited by CACREP (Group IV), yielded responses that were more diverse. One item, clarifying the program's mission and future direction, the respondents felt they achieved more than they anticipated. The mean for the anticipated and achieved response was the same for that of helping students meet

credentialing requirements. In all other instances they achieved less than they anticipated. The discrepancy on the item focusing on protecting programs from internal budgetary constrictions between anticipated and actually achieved is -1.0. This represents the largest discrepancy for all reasons in all of the agencies.

The mean responses for all four groups were combined for the NCATE analysis (Groups I, II, and III for NCATE and IV which was NCATE only). In every instance the responses indicated that the outcomes achieved by accreditation were less than had been anticipated. Of particular note, however, is the fact that in every instance the actually achieved rating given is closer to the "uncertain" response rating than for any of the other agencies.

The one reason that was selected among the top three reasons by chairpersons of every group was that accreditation enhanced program visibility and recognition. Chairpersons from CORE and APA accredited programs both indicated that accreditation assisted their students in meeting credentialing requirements such as licensure and national certification. The actual degree of agreement for the three strongest statements is presented in Table 4. The lowest rating was given by all groups to the item--accreditation protected programs from

Table 4
Summary of the Means of Most Preferred Reasons Achieved
from Seeking Accreditation
Across Accrediting Agencies

Reason	CORE n=14 \bar{x}	APA n=12 \bar{x}	CACREP n=12 \bar{x}	NCATE n=89 \bar{x}
To ensure that the program meets standards established by the profession.			1.50	
To help clarify the program's mission and future direction.			1.57	
To help attract and recruit highly qualified students and faculty.		1.46		
To assist graduates in meeting credentialing requirements such as licensure and national certification.	1.31	1.18		
To enhance program visibility and recognition.	1.39	1.18	1.57	2.37
To identify for employers those programs which have successfully met the profession's standards of preparation.	1.62			
To gain the confidence of the educational community, related professions, and the public.				2.30
To assist potential students in selecting a quality training program.				2.47

Note. Degree of Agreement Scale: 1 Strongly Agree; 2 Agree; 3 Uncertain; 4 Disagree; 5 Strongly Disagree.

internal budgetary constriction in periods of curtailed enrollment.

A pattern of response is more clearly demonstrated by Figure 1, which presents a profile of the group mean level of "anticipated" outcome and "actual achieved" outcome response by group for 11 reasons for seeking specialized accreditation. Response ratings for CORE, APA, and CACREP in both "anticipated" and "actually achieved" outcomes show a stronger level of agreement than the mean response for what is anticipated or achieved through NCATE.

Group I-IV: T Test for Correlated Mean. T tests were computed to determine if there was a statistical difference between means among the various specialty accreditation groups. A correlation of how each specialized agency responded to reasons for seeking accreditation for its own agency is reported in Table 5. The direction of the t test results indicates that CORE chairpersons anticipate more from accreditation for ten out of eleven reasons than did APA chairpersons. The other correlations for programs with dual accreditation are more evenly distributed especially for the actually achieved responses. CACREP chairpersons tend slightly to anticipate more from accreditation than APA chairpersons and there is a significant difference for: (a) students

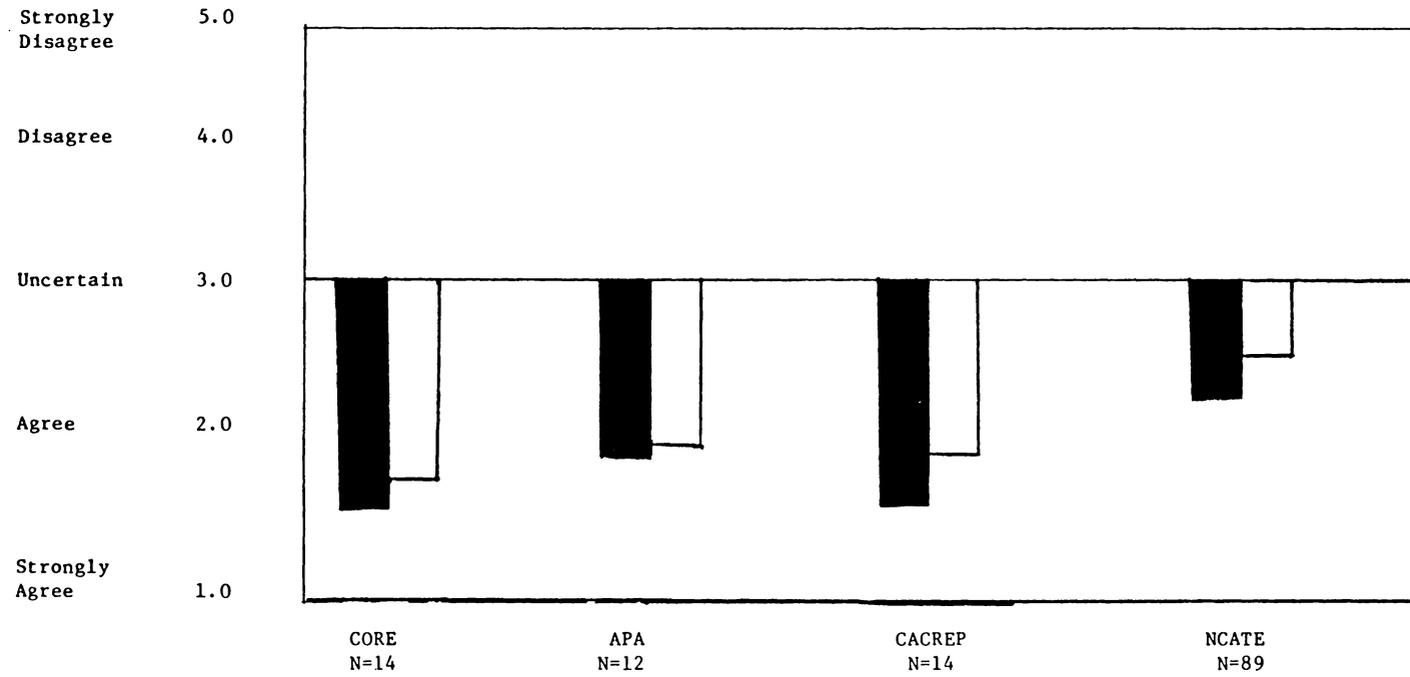


Figure 1. A profile of the average mean level of "anticipated outcome" and "actually achieved" outcome response by group for eleven reasons for seeking specialized accreditation.

Key:  Anticipated Outcome  Actually Achieved

Table 5
Comparison of Anticipated and Achieved Outcomes of
Accreditation Across Accrediting Agencies

Reason	CORE-APA						CORE-CACREP						APA-CACREP					
	Anticipated			Achieved			Anticipated			Achieved			Anticipated			Achieved		
	t	df	sig	t	df	sig	t	df	sig	t	df	sig	t	df	sig	t	df	sig
Ensure program meets standards	-1.21	22	ns	-.11	22	ns	.95	25	ns	.78	25	ns	1.80	23	ns	.73	23	ns
Clarify program's mission	-1.22	22	ns	-.19	22	ns	-.09	25	ns	1.13	25	ns	1.33	23	ns	1.16	23	ns
Encourage program evaluation	-.77	22	ns	-.03	22	ns	.46	25	ns	.48	25	ns	1.02	23	ns	.35	23	ns
Help recruit faculty/students	.83	22	ns	1.94	22	ns	.17	25	ns	1.47	25	ns	-.57	23	ns	-.80	23	ns
Help graduates with licensing	-.23	22	ns	.69	22	ns	-1.73	25	ns	-1.70	25	ns	-1.46	23	ns	-2.17	23	.05
Enhance program visibility	-1.27	22	ns	.90	22	ns	-1.39	25	ns	-.69	25	ns	-.07	23	ns	-1.54	23	ns
Protect budget during curtailed enrollment	-1.79	22	ns	-.74	22	ns	0	25	ns	-1.37	25	ns	1.42	23	ns	-.49	23	ns
Help students choose training program	-.89	22	ns	-.44	22	ns	1.78	25	ns	-.33	25	ns	2.08	23	.05	.15	23	ns
Help consumer identify quality practitioners	-1.93	22	ns	-1.20	22	ns	.39	25	ns	-.87	25	ns	2.10	23	.05	.53	23	ns
Help employers identify quality programs	-1.66	22	ns	-.60	22	ns	-.55	25	ns	-.32	25	ns	1.19	23	ns	-.22	23	ns
Gain confidence of professions and public	-1.29	22	ns	-.23	22	ns	.46	25	ns	-.20	25	ns	1.79	23	ns	-.52	23	ns

Table 5
Continued

Reason	CORE-NCATE						APA-NCATE						CACREP-NCATE					
	Anticipated			Achieved			Anticipated			Achieved			Anticipated			Achieved		
	t	df	sig	t	df	sig	t	df	sig	t	df	sig	t	df	sig	t	df	sig
Ensure program meets standards	-2.08	55	.05	-2.05	56	.05	-.56	53	ns	-1.60	54	ns	-2.73	56	.05	-2.68	57	.05
Clarify program's mission	-1.55	55	ns	-1.33	56	ns	.23	53	ns	-1.01	54	ns	-1.59	56	ns	-2.68	57	.05
Encourage program evaluation	-.52	55	ns	-.91	56	ns	.57	53	ns	-.75	54	ns	-.87	56	ns	-1.54	57	ns
Help recruit faculty/students	-2.44	56	.05	-2.71	55	.05	-2.78	54	.05	-4.00	53	.05	-2.62	57	.05	-3.88	56	.05
Help graduates with licensing	-3.04	56	.05	-4.03	54	.05	-2.70	54	.05	-4.06	52	.05	-1.81	57	ns	-1.46	55	ns
Enhance program visibility	-3.59	56	.05	-3.56	55	.05	-2.49	54	.05	-4.24	53	.05	-2.74	57	.05	-2.87	56	.05
Protect budget during curtailed enrollment	-1.12	56	ns	-1.55	55	ns	.66	54	ns	-.72	53	ns	-1.08	57	ns	-.31	56	ns
Help students choose training program	-2.44	56	.05	-2.25	55	.05	-1.31	53	ns	-1.55	53	ns	-3.70	56	.05	-1.91	56	ns
Help consumer identify quality practitioners	-2.54	56	.05	-2.68	55	.05	-.21	54	ns	-1.07	53	ns	-2.92	57	.05	-1.94	56	ns
Help Employers identify quality programs	-3.37	55	.05	-3.29	56	.05	-1.20	53	ns	-3.06	54	.05	-3.02	56	.05	-3.17	57	.05
Gain confidence of professions and public	-2.54	54	.05	-1.26	56	ns	-.71	52	ns	-1.68	54	ns	-3.13	55	.05	-1.13	57	ns

choose training programs, and (b) helping consumers identify quality practitioners. There is also a significant difference in APA chairpersons' response that accreditation does help graduates in meeting credentialing requirements such as licensing.

The second page of Table 5 reports the correlation between responses of chairpersons toward CORE, APA, and CACREP accreditation with the chairpersons from Group IV which have NCATE only accreditation. The majority of chairpersons (88%) who had NCATE accreditation in addition to CORE, APA, or CACREP anticipated more from their accreditation than NCATE only chairpersons. In every instance chairpersons with CORE, APA, and CACREP accreditation actually achieved more from accreditation than did chairpersons with NCATE only accreditation. This difference was significant at .05 level, approximately 50% of the time for both anticipated and actually achieved outcomes. The one instance where this difference is consistently not significant is in response to the item that accreditation protects programs from internal budgetary constriction in periods of curtailed enrollment.

The correlation for how CORE, APA, and CACREP view accreditation by NCATE is reported in Table 6. In every instance APA chairpersons anticipated more from NCATE accreditation than did CORE chairpersons and there was a

Table 6
 Comparison of Anticipated and Achieved Outcomes
 for NCATE Accreditation Across Accrediting Agencies

Reason	CORE - APA						CORE - CACREP						APA - CACREP					
	Anticipated t	df	sig	Achieved t	df	sig	Anticipated t	df	sig	Achieved t	df	sig	Anticipated t	df	sig	Achieved t	df	sig
Ensure program meets standards	-.67	21	ns	.11	21	ns	-.61	24	ns	-1.61	24	ns	.10	21	ns	-1.34	21	ns
Clarify program's mission	-1.10	21	ns	-.09	21	ns	-1.74	24	ns	-1.61	24	ns	-.42	21	ns	-1.34	21	ns
Encourage program evaluation	-1.53	21	.05	-.24	21	ns	-1.32	24	ns	-2.01	24	ns	.18	21	ns	-1.26	21	ns
Help recruit faculty/students	-1.94	21	ns	-.53	21	ns	-2.06	24	.05	-1.86	24	ns	.08	21	ns	-1.07	21	ns
Help graduates with licensing	-2.24	21	.05	-.57	21	ns	-1.41	24	ns	-1.46	24	ns	1.03	21	ns	-.61	21	ns
Enhance program visibility	-3.70	21	.01	-.51	21	ns	-2.41	24	.05	0	24	ns	1.65	21	ns	.51	21	ns
Protect budget during curtailed enrollment	-3.87	21	.01	-.06	21	ns	-.55	24	ns	-.21	24	ns	2.69	21	.05	-.12	21	ns
Help students choose training program	-2.12	21	.05	-.04	21	ns	-1.78	24	ns	-1.50	24	ns	.26	21	ns	-1.30	21	ns
Help consumer identify quality practitioners	-2.52	21	.05	-.53	21	ns	-.75	24	ns	-.79	24	ns	1.89	21	ns	-.19	21	ns
Help Employers identify quality programs	-2.27	21	.05	-.33	21	ns	-1.77	24	ns	-.98	24	ns	.34	21	ns	-.55	21	ns
Gain confidence of professions and public	-2.12	21	.05	-.21	21	ns	0	24	ns	0	24	ns	2.31	21	.05	.22	21	ns

Table 6 Continued
 Comparison of Anticipated and Achieved Outcomes
 for NCATE Accreditation Across Accrediting Agencies

Reason	CORE-NCATE						APA-NCATE						CACREP-NCATE					
	Anticipated			Achieved			Anticipated			Achieved			Anticipated			Achieved		
	t	df	sig	t	df	sig	t	df	sig	t	df	sig	t	df	sig	t	df	sig
Ensure program meets standards	-.31	55	ns	.33	56	ns	.47	52	ns	.18	53	ns	.39	55	ns	1.89	56	ns
Clarify program's mission	-.08	55	ns	.26	56	ns	1.53	52	ns	.33	53	ns	2.43	55	.05	2.27	56	.05
Encourage program evaluation	.03	55	ns	.10	56	ns	2.01	52	.05	.39	53	ns	1.84	55	ns	2.58	56	.05
Help recruit faculty/students	-1.69	56	ns	-.96	55	ns	.48	53	ns	-.17	52	ns	.44	56	ns	1.53	55	ns
Help graduates with licensing	-1.52	56	ns	-1.27	54	ns	.82	53	ns	-.46	51	ns	-.27	56	ns	.27	54	ns
Enhance program visibility	-1.86	56	ns	.32	55	ns	2.61	53	.05	.97	52	ns	.65	56	ns	.32	55	ns
Protect budget during curtailed enrollment	-.21	56	ns	-.10	55	ns	2.81	53	.05	-.03	52	ns	.24	56	ns	.11	55	ns
Help students choose training program	-1.44	55	ns	-.01	55	ns	.36	52	ns	.04	52	ns	.11	55	ns	1.83	55	ns
Help consumer identify quality practitioners	-1.57	56	ns	-1.17	55	ns	1.17	53	ns	-.44	52	ns	-.87	56	ns	-.23	55	ns
Help Employers identify quality programs	-2.62	55	ns	-1.93	56	ns	-.33	52	ns	-1.32	53	ns	-.77	55	ns	-.66	56	ns
Gain confidence of professions and public	-1.32	54	ns	.16	56	ns	1.25	51	ns	.46	53	ns	-1.36	54	ns	.16	56	ns

significant difference reported for 9 out of 11 reasons. While there was no significant difference for the actually achieved reasons, APA chairpersons actually achieved responses indicated a higher level of agreement about NCATE accreditation for 10 out of 11 reasons than did CORE chairpersons. CORE chairpersons on the other hand consistently anticipated and achieved more from NCATE accreditation than CACREP chairpersons and this was significant for anticipating the help that accreditation would provide in recruiting faculty and enhancing program visibility. APA chairpersons consistently anticipated less from NCATE accreditation than did CACREP chairpersons and there was a significant difference in the areas of protecting the budget and gaining the confidence of the public. However, APA chairpersons reported that they actually achieved more from NCATE accreditation than the CACREP chairpersons reported.

Group I-IV: Pearson Product-Moment Correlation.

Further examination of these data from another perspective provides additional information. The strength of the linear relationship between individuals' responses for anticipated and actually achieved reasons for seeking accreditation was assessed by calculating the Pearson Product-Moment Correlation Coefficient for each group as indicated in Table 7. A significant correlation implies

Table 7
Correlation Between Anticipated Outcomes
and Actually Achieved Outcomes
By Group

Reason	Group I n = 14				Group II n = 12				Group III n = 14				Group IV n = 49	
	NCATE r ^a	p ^b	CORE r	p	NCATE r	p	APA r	p	NCATE r	p	CAREP r	p	NCATE r	p
Ensure program meets standards	.52	.05	.66	.01	.18	ns	.52	.05	.17	ns	.69	.01	.63	.01
Clarify program's mission	.60	.05	.85	.01	.39	ns	.35	ns	.84	.01	.78	.01	.42	.01
Encourage program evaluation	.85	.01	.92	.01	.78	.01	.70	.01	.90	.01	.68	.01	.59	.01
Help recruit faculty/students	.39	ns	.50	.05	.24	ns	.92	.01	.38	ns	.50	.01	.68	.01
Help grads with licensing	.55	.05	.82	.01	.92	.01	.77	.01	.26	ns	.56	.05	.72	.01
Enhance program visibility	-.05	ns	.28	ns	.47	ns	.77	.01	.19	ns	.37	ns	.66	.01
Protect budget during curtailed enrollment	.39	ns	.33	ns	.16	ns	.84	.01	.27	ns	.0	ns	.54	.01
Help students choose training program	.19	ns	.43	ns	.87	.01	.84	.01	.54	.05	.34	ns	.68	.01
Help consumer identify quality practitioners	.63	.01	.60	.05	.65	.05	.93	.01	.58	.05	.52	.05	.75	.01
Help employers identify quality programs	.58	.05	.57	.05	.95	.01	.91	.01	.66	.01	.39	ns	.67	.01
Gain confidence of professions and public	.54	.05	.69	.01	.90	.01	1.0	.01	.23	ns	.0	ns	.70	.01

Note: The actual number of responses for each correlation did not vary more than 2% of the total group n.

^aPearson Product-Moment Correlation Coefficient

^bLevel of statistical significance (ns = not significant)

that the institutions actually achieved some of what they anticipated. A review of this table indicates that there was a generally high agreement between expectations by individuals for anticipated benefits of accrediting agencies and the actual benefits of those agencies. There is, however, some variance in these data. Two items--encouraging program evaluation and helping the consumer identify quality programs--are significant across all groups. There is also substantial indication that expectations are being met for five other areas--helping graduates with licensing, gaining the confidence of professions and the public, helping employers identify quality programs, clarifying program's mission, and ensuring that the program meets standards. The two reasons which indicate that expectations are not being met are for enhancing program visibility and protecting the budget during curtailed enrollment. Looking at the responses for each group, it was evident that Group IV, which represents schools with NCATE only, has a significant correlation in all areas and APA has a significant correlation for 10 out of 11 reasons.

Group V - Response. Group V of this research included counselor education programs not recognized by any specialized accreditation agency. These chairpersons were asked to respond on a Likert Scale indicating how

strongly eight different statements reflected their beliefs regarding why they had not sought accreditation. The combined responses are illustrated in Table 8. From this table, it seems that there are many reasons why programs do not seek accreditation. The two primary reasons are that the faculty in the department do not feel there are adequate benefits for the cost and time involved and that it is too costly. Very close behind these reasons are that programs do not meet agency standards and that the standards are inappropriate. The area with the least response is that the program is too new to seek accreditation. A more complete analysis of chairperson responses to each question is included in Appendix H.

Research Question 2. Is there a relationship between institutional size, control and publication record and the decision to seek accreditation?

The three primary demographic variables correlated with whether or not accreditation was sought for a program were: (a) institutional size of graduate school enrollment; (b) institutional control or affiliation; and (c) the average publication rate of the faculty. The data below describes a statistically significant relationship in each of these areas.

Institutional Size. The full time equivalent (FTE) graduate school enrollment for the total sample populations is as follows: Twenty-two institutions or

Table 8
 Frequency and Percentage of Respondents in Group V
 who Agreed or Strongly
 Agreed to Reasons for
 Not Seeking Accreditation

Reasons	Frequency	Percent
Our program is too new to seek accreditation	18	54.6
Cannot get approval from dean and/or president to seek accreditation from this agency	21	63.6
Faculty in dept. do not feel there are adequate benefits for cost and time involved	26	78.8
It is too costly to seek accreditation	26	78.8
Preparation of required institutional report is too time consuming	24	72.7
Program does not meet accreditation agency standards	25	75.8
Feel accreditation standards are inappropriate	25	75.8
Do not have sufficient information to decide	21	63.6

Note. Group V included 33 institutions

18.3% had an enrollment of less than 499 students; 17 institutions or 14.2% had between 500-999 students; 41 institutions or 34.2% had 3,000-4,999 students; and 23 institutions or 19.2% had over 5,000 students. The results for each of the five groups are indicated in Table 9.

Fifty-six percent of the programs accredited by two agencies are located in institutions with a full time equivalent graduate school enrollment of over 3,000. Forty-six percent of the programs without specialized accreditation are located in institutions with a full time equivalent graduate school enrollment of less than 500. In summary, it seems that the larger graduate schools are more likely to be recognized by two agencies, the middle sized graduate schools are more likely to be accredited by NCATE only and the smaller programs tend not to have specialized accreditation recognition.

A Chi Square Test of Significance was calculated and the response patterns indicate there is a significant correlation at the .01 level between size of graduate school enrollment and accreditation.

Institution Control. Eighty percent of the institutions participating in this study were classified as public institutions according to the Education Directory of College and Universities 1981-1982 (Broyles, 1981). This classification included institutions under

Table 9
 Frequency and Percentage of
 FTE Graduate School Enrollment
 By Accreditation Status

Number of students	Groups I, II, III Accredited by two groups <u>n</u> = 39	Group IV Accredited NCATE only <u>n</u> = 49	Group V No accreditation <u>n</u> = 32	Total
0-499	1 ^a 2.6 ^b 4.5 ^c	6 12.2 27.3	15 46.9 68.2	22 18.3 100.0
500-999	2 5.1 11.8	11 22.4 64.7	4 12.5 23.5	17 14.2 100.0
1000-2999	14 35.9 34.1	20 40.3 48.8	7 21.9 17.1	41 34.2 100.0
3000-4999	7 17.9 41.2	8 16.3 47.0	2 6.3 11.8	17 14.2 100.0
5000+	15 38.5 65.2	4 8.2 17.4	4 12.5 17.4	23 19.2 100.0
Total	39 100.0 32.5	49 100.0 40.8	32 100.0 26.7	120 100.0 100.0

^aDesignates frequency

^bDesignates column percentage

^cDesignates row percentage

$\chi^2 = 40.59$ with 8 degrees of freedom. Significance = .01

federal, state, and/or local control. Twenty percent were defined as independent nonprofit and/or affiliated with a religious group.

An examination of Table 10 shows that a majority of private institutions (62.5%) are in the not accredited sample population, whereas a majority of public institutions (81.6%) are accredited by one or more agencies. Essentially, four out of every five public institutions had recognition by at least one specialized counselor education accrediting agency. Only two out of every five private institutions have at least one specialized accreditation in their counselor education programs. All of the accredited groups (I, II, III, IV) had over 83% of their programs located in public institutions. A Chi Square Test of Significance was computed to determine if there is a relation between institutional control and the five groups in the population sample. The data show that there is a statistically significant relationship between various categories of accreditation and the type of institutional control.

Faculty Publication Rate. The respondents were asked to estimate the number of refereed and nonrefereed articles, books, chapters of books, and monographs that were published by the faculty in their department during the past three years. The publication rate is defined as

Table 10
 Frequency and Percentage of
 Institutional Control by
 Accreditation Status

Type	Groups I, II, III Accredited by two agencies $\bar{n} = 40$	Group IV Accredited by NCATE only $\bar{n} = 40$	Group V No accreditation $\bar{n} = 33$	Total
Public	36 ^a 90.0 ^b 36.7 ^c	44 89.8 44.9	18 54.6 18.4	98 80.3 100.0
Private	4 10.0 16.7	5 10.2 20.8	15 45.4 62.5	24 19.7 100.0
Total	40 100.0 32.8	49 100.0 40.2	33 100.0 27.0	122 100.0 100.0

^aDesignates frequency

^bDesignates column percentage

^cDesignates row percentage

$\chi^2 = 19.04$ with 2 degrees of freedom. Significance = .01

the number of publications per faculty for a three year period using weights to compensate for the importance of publication. Their responses were weighted as follows: refereed journals = 3; books = 3; chapters of books = 2; monographs = 2; and non-refereed journals = 1. The weighted publications were added and divided by the number of full time equivalent faculty reported.

The average publication rate per faculty member was 9.3, the median was 7.2, and the standard deviation 7.9. Cross tabulations were done for each sample group based on a weighted score of greater than 9.0 points and less than 9.0 points per faculty member in three years. These results are presented in Table 11. The Chi Square Test of Significance to determine if a relationship existed between accreditation status and faculty publication record was significant at the .05 level. Those groups that are accredited by two agencies have a higher publication rate than those without accreditation. An analysis of the data shows that 75.8% of the programs without accreditation, 63.3% of the programs with NCATE only accreditation, and 47.5% of the programs with accreditation by two agencies have a publication weighted average of less than 9.0 points.

TABLE 11
 Frequency and Percentage of
 Average Publication Rate by Group

Average Publication Rate	Groups I, II, III accredited by two groups n = 40	Group IV NCATE only n = 49	Group V No accreditation n = 33	Total
Low	19	31	25	75
< 9	47.5	63.3	75.8	61.5
	25.3	41.3	33.3	100.0
High	21	18	8	18
> 9	52.5	36.7	24.2	14.8
	61.1	33.3	5.6	100.0
Total	40	49	33	122
	100	100.0	100.0	100.0
	32.8	40.2	27.0	100.0

Note: Publication rate is defined as number of publications per faculty for three-year period using weights to compensate for importance of publication.

^aDesignates frequency

^bDesignates column percentage

^cDesignates row percentage

$\chi^2 = 10.36$ with 4 degrees of freedom. Significance = .05

Research Question 3. In what ways do counselor educators perceive that their programs are affected by the self study portion of the accreditation process?

Much of the data reported in response to Research Question 1 on anticipated and actually achieved outcomes of accreditation relate directly to how counselor educators perceived the affect of accreditation. For example, the chairperson responded to items such as attracting and recruiting highly qualified students and faculty, enhancing program visibility, and helping to clarify the program's future direction. In addition, program chairs in Groups I, II, III, and IV were asked to indicate their perceptions as to whether or not the self study and accreditation review helped to sustain or enhance the quality of their program. It is shown in Table 12 that 94.9% of the groups that were accredited by two agencies and 85.4% of the groups accredited by NCATE responded positively.

Chairpersons from Group V were asked to indicate if they felt their program had been significantly affected by not having specialized accreditation. Seventy eight percent of the chairpersons responded that they did not feel that accreditation had a negative impact. More often the reason cited was because their needs were being met through their state certification process

Table 12
 Frequency and Percentage of
 Indication of Whether Self-study and Accreditation
 Review Helped Substain or Enhance Quality of Program
 by Group

Response	Group I, II, III Accredited by two agencies	Group IV Accredited by NCATE only	Total
Yes	37 ^a	41	78
	94.9 ^b	85.4	89.7
	47.4 ^c	52.6	100.0
No	2	7	9
	5.1	14.6	10.6
	22.2	77.8	100.0
Total	39	48	87
	100.0	100.0	100.0
	44.8	55.1	100.0

^aDesignates frequency

^bDesignates column percentage

^cDesignates row percentage

$\chi^2 = 1.01$ with 1 degree of freedom. Significance $\Rightarrow .01$

Research Question 4. What are counselor educators' plans for seeking initial or additional accreditation?

Fifty percent of the programs (Group V) that did not have any specialized accreditation indicated that they were planning to seek initial accreditation. Fifty-four percent of the programs that currently have accreditation (Groups I, II, III, and IV) indicated that they are planning to seek additional accreditation. Table 13 indicated the response rate for each of the four groups planning to seek additional accreditation.

An examination of Table 13 reveals that 92% of the programs in the study that have NCATE/CORE accreditation are planning on seeking additional accreditation. Those with NCATE/APA and NCATE/CACREP are substantially less interested in seeking additional accreditation (25.0% and 35.7%, respectively). Those that have NCATE only accreditation are more evenly split with the majority (55.3%) planning to seek additional accreditation. Of the 122 institutions, 9 plan to seek accreditation from NCATE; 5 from CORE; 20 from APA; 16 from AAMFT; and 31 from CACREP.

Research Question 5. What are counselor educators' opinions regarding specialized accreditation?

In Part III of the survey, respondents were asked to indicate their reaction on a 4-point scale (4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree) to a

Table 13
 Frequency & Percentage of
 Plans to Seek Additional Accreditation
 By Group

Response	Group I NCATE/CORE	Group II NCATE/APA	Group III NCATE/CACREP	Group IV NCATE/only	Total
Yes	13 ^a	3	5	26	47
	92.9 ^b	25.0	35.7	55.3	54.0
	27.7 ^c	6.4	10.6	55.3	100.0
No	1	9	9	21	40
	7.1	75.0	64.3	44.7	46.0
	2.5	22.5	22.5	52.5	100.0
Total	14	12	14	47	87
	100.0	100.0	100.0	100.0	100.0
	16.1	13.8	16.1	54.0	100.0

^aDesignates frequency

^bDesignates column percentage

^cDesignates row percentage

$\chi^2 = 14.49$ with 3 degrees of freedom. Significance = .01.

variety of statements about accreditation. As reported in Table 14, 9 out of the 13 statements had average means over 3.0 with standard deviation between .642 and .921. In each of these instances over 73% of the respondents checked agree or strongly agree to these items. The statement "counselor education departments usually seek accreditation because the dean required it" received the lowest rating of 1.77 in which only 8% of the respondents to that question checked agree or strongly agree.

A one-way analysis of variance was calculated to assess whether there were statistically significant differences between the five accreditation groups as to their opinions regarding specialized accreditation. Table 15 is a summary of a one-way analysis of variance of counselor educator's opinions to the various statements about accreditation. It indicates that significant differences in opinion existed between groups on more than half of the items (seven of thirteen). That is, the type of accreditation currently held does seem to affect the opinions of counselor educators toward accreditation in seven of the statements. Summary tables of each of all 13 of the items appear in Appendix I.

A closer look at each of the statements in Appendix I reveals that Group II and Group IV disagree slightly with the statement that accreditation of counselor education programs helps to improve their

Table 14
Average Mean Level and Standard Deviation
of Agreement Ascribed by
Respondents to Statements about Accreditation

Statements about accreditation	<u>M</u>	<u>SD</u>	<u>Valid cases</u>
1. Accreditation of Counselor education programs has helped to improve their quality.	3.70	.810	121
2. Accreditation will play an important role in the future in further upgrading the quality of counselor education programs.	3.18	.803	122
3. Accreditation of counselor education programs is an unjustifiable interference with an institution's internal affairs.	1.75*	.742	122
4a. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from NCATE.	3.15	.877	107
4b. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from CORE.	3.07	.921	83
4c. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from APA.	3.19	.862	96
4d. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from CACREP.	3.18	.912	98
4e. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from AAMFT.	2.91	.900	89
5. Counselor education departments usually seek accreditation primarily because the dean requires it.	1.77	.602	121
6. Extensive publications should be required as a prerequisite for graduate faculty seeking tenure.	2.44	.784	121
7. Students are concerned about graduating from a counselor program that is accredited in their speciality.	2.93	.837	120
8. The accrediting agencies for counselor education should conduct joint visitations.	3.21	.741	121
9. The accrediting agencies for counselor education should develop common application procedures where appropriate.	3.43	.642	122

* This statement was negatively stated and is equivalent to 3.25 score.

Degree of agreement scale: 4=Strongly agree; 3=Agree; 2=Disagree; 1=Strongly Disagree.

Table 15
Summary of
One Way Analysis of Variance
of Counselor Educator's Opinions
to Statements about Accreditation *

Statements about accreditation	F. Ratio	p
1. Accreditation of counselor education programs has helped to improve their quality.	3.84	.01
2. Accreditation will play an important role in the future in further upgrading the quality of counselor education programs.	2.72	.05
3. Accreditation of counselor education programs is an unjustifiable interference with an institution's internal affairs.	2.20	ns
4a. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from NCATE.	2.80	.05
4b. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from CORE.	5.60	.01
4c. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from APA.	2.30	ns
4d. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from CACREP.	5.20	.01
4e. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from AAMFT.	1.60	ns
5. Counselor education departments usually seek accreditation primarily because the dean requires it.	3.30	.05
6. Extensive publications should be required as a prerequisite for graduate faculty seeking tenure.	1.40	ns
7. Students are concerned about graduating from a counselor program that is accredited in their speciality.	6.00	.01
8. The accrediting agencies for counselor education should conduct joint visitations.	.39	ns
9. The accrediting agencies for counselor education should develop common application procedures where appropriate.	2.10	ns

* Individual ANOVA Tables and group Means and Variances appear in Appendix I.

quality and that accreditation will play an important role in the future at a significant level. All groups disagreed with the statement that accreditation is an unjustifiable interference. Only Group V disagreed that it is important to seek accreditation from NCATE; only Group II disagreed and Group I strongly agreed at a significant level that it is important to seek accreditation from CORE. All groups agreed that it is important to seek accreditation from APA. Only Group I disagreed at a significant level that it is important to seek accreditation from CACREP. All of the schools disagreed at a significant level that counselor education departments usually seek accreditation because the dean requires it, but Group II and Group III disagreed more. Groups IV and V disagreed that students are concerned about graduating from a counselor education program that is accredited in their speciality. All groups agreed that accrediting agencies should conduct joint visitation and develop common application procedures where appropriate.

Description of Institutional Visits
and Telephone Interviews.

Two institutions from each of the five sample groups were selected for either a site visit or a telephone interview, as described in Chapter III. The selection of the institutions within each of the five groups was designated to give a balance of private and public

control; large, medium, and small enrollments; geographic representation; from the responses to the National Survey mailed to them. The purpose of these visits was to increase the depth of understanding for the research questions.

The five schools selected for site visits were Group I, NCATE/CORE - University of Maryland; Group II, NCATE/APA - Temple University; Group III, NCATE/CACREP - University of Virginia; Group IV, NCATE only - William and Mary; Group V, No Special Accreditation - Howard University. To achieve a broader geographical representation, five institutions were selected for telephone interviews. The five schools selected for telephone interviews were as follows: Group I, NCATE/CORE - University of Georgia; Group II, NCATE/APA - University of Southern Mississippi; Group III, NCATE/CACREP - Ball State University; Group IV, NCATE only - University of New Hampshire; Group V, No Specialized Accreditation - California State College, Bakersfield.

In each instance where a site visit was made, an interview was conducted with the chairperson and/or senior faculty member in the department. At four of the institutions one hour or more was spent with the Dean or Associate Dean of the College of Education. (The Dean was unavailable at Temple University.) The number of faculty

and students interviewed varied according to availability at each of the campuses.

An interview form was used to collect data from chairpersons, faculty, students, and deans. A copy of this form is located in Appendix F of this study. Reporting of the data received from these interviews will correspond to appropriate research questions.

Results of Interviews

Chairpersons. Chairpersons from programs which were accredited by one or more specialized agencies consistently reported that a primary reason for seeking accreditation from NCATE resulted from a decision initiated and required by the Dean's office in the College of Education. However, Chairpersons from programs that were also accredited by NCATE and one other agency, consistently reported that they and/or their faculty were the prime initiators for accreditation from APA, CORE, and CACREP agencies. The one reason cited for seeking accreditation from these groups most often focused on issues of: (a) the effect on licensing, certification, and employability of their graduate students; (b) program visibility and status; and (c) the improvement of departmental performance and standards.

Preparation of the self-study report was implemented in a variety of ways. At some institutions, the chairperson, a graduate assistant, and a secretary

essentially completed the majority of the report. At other institutions, chairpersons reported that faculty and students were actively involved through an elaborate committee structure.

Of central concern to chairpersons at institutions that had specialized accreditation and those who did not was the impact of accreditation upon ability of their graduates to obtain employment upon completion of their studies. Accreditation by the four agencies addressed in this study was seen to have a positive relationship to employability. This was particularly true of APA and CORE. For those programs that continue to have a large number of students that are preparing for school-based settings, NCATE is often seen as important although recognition by the National Association of State Directors of Teacher Education and Certification (NASDTEC), the state certification agency, is often viewed as critical.

Deans. All of the Deans confirmed that the decision to seek NCATE accreditation was primarily initiated at the college level and that the decision to seek additional accreditation often was initiated at the departmental level. The deans' attitudes toward accreditation were generally very positive that accreditation helped to improve programs. One dean indicated "relief that no major discrepancies" were identified. The deans perceived that level of commitment toward accreditation by faculty,

students, and/or the president of the institution varied substantially. While in part, they looked upon accreditation as a "necessary evil" that often requires too much financial and personnel commitment, they also saw accreditation as a challenge and an opportunity for improvement.

Faculty. There was a wide range of involvement and knowledge about the concept and process of accreditation by faculty members. There was a general consensus that some faculty members were very involved and supportive about the department seeking accreditations while others were neutral and uninvolved. There was also a consensus that some faculty were quite negative and saw this process as time consuming and meaningless. Where an institution had dual accreditation, the faculty were much less supportive and involved in NCATE accreditation than they were with the other accreditation process. For the programs that had only NCATE accreditation(Group IV), the faculty were somewhat more supportive of NCATE accreditation.

There was a general consensus that the master's level students were generally unaware and uninvolved with NCATE accreditation. The greatest awareness and concern was evident in schools with APA accreditation. Some students are involved in the data gathering, especially if they have an assistantship; other students were totally

uninvolved. Students from programs that had dual accreditation felt that APA, CORE, and CACREP accreditation helped attract more highly qualified students.

General Observations and Summary.

As reported earlier in Table 12, over 80% of the counselor educators indicated that self-study and accreditation review helped sustain or enhance the quality of programs in the National Survey. Interviews with chairpersons and deans confirmed this response, however, the "quality" issue was reported as a secondary outcome. As one dean indicated, no one was ever promoted because they received NCATE accreditation. He could site, however, several instances where over the years, deans lost their jobs because their department did not receive NCATE accreditation.

Deans often viewed accreditation as a process that they must have, in order to support their position in the total university setting. While some faculty perceived accreditation as a useful exercise in looking at departmental goals and objectives, it was more often viewed as a very time consuming and duplicative effort.

As one faculty member indicated, it is the "economic" not the "quality" issues that motivate a department to seek accreditation. A common response was that it is the

"bread and butter" issues of accreditation that impact the department or institution.

Accreditation has an impact on how the school of education is seen by the university community. Central to this issue is that schools of education are often viewed, as one dean reported, as "second class citizens." This attitude was documented in a study conducted by Judge (1982), a British historian and scholar. Judge made a series of visits to American universities to study the place and role of graduate level studies in schools of education. Essentially while he found that scholars and teachers of education in our major graduate schools are first rate in both research and instruction, they are also often viewed both by themselves and other university colleagues as second rate in these areas (p. vi).

Accreditation is viewed as an essential element in maintaining the professional image within the university community. While accreditation may not be a key variable in increasing the school of education image and power base, this process is critical toward helping maintain its status.

Those schools that have substantial rehabilitation counseling programs already have CORE recognition. There were several schools that had counseling psychology programs and viewed recognition by APA of critical importance. The major hurdle, however, seems to be the

requirement that the department have the term "psychology" in its name. The departments of psychology, primarily located outside of the schools of education, oppose this happening and seem to have the political clout to keep this from occurring. This situation results in a good deal of frustration and anger by counselor educators and deans. In the end, it is perceived as a major hardship on students who are unable to get internships and employment using their counseling and psychology skills.

Very often CACREP is viewed as a fringe accreditation process. This agency is regarded as creditable and important, however, it does not have the economic factors to back it. It is often viewed that the cost of and effort of obtaining CACREP accreditation exceeds the perceived benefits.

A very knowledgeable chairperson who has studied accreditation issues summed up his comments by saying that 20 years ago the faculty had much greater control over programs. Today, programs are controlled more by external forces such as specialized accreditation, state certification agencies, and national certification requirements that are heavily influenced by professional associations.

Another chairperson indicated that the ultimate value of accrediting agencies will depend upon the ability of the professional groups to "sell" their product to those

who serve as the "gatekeepers" of the profession. This person indicated that APA accreditation is the strongest component because it is (a) tied to the credentialing structures in most states; (b) an absolute prerequisite for internship and employment in the Veterans Administration and other agencies; and (c) because of the status it is perceived to have by university administrators. It seems that the opinions of the counselor educators are closely tied to how they view the process and concept of accreditation. This is most often dominated by the "economic" impact of the external status and visibility issues rather than those issues that focus upon "quality assurance and program improvement."

Summary

Research Question 1. Why is program accreditation sought by counselor educators?

The data collected from both the survey and interviews indicate that there are a number of reasons contribute to a department's voluntary application for specialized accreditation. A comparison of group mean scores indicated that programs from all agencies anticipate more than they actually achieve from accreditation. However, the statistical analysis of a Pearson-Product Moment Correlation reported a high correlation between expectations and actually achieved outcomes. This result was particularly true of Group IV

(NCATE only), which had a significant correlation at .01 level for all eleven of the reasons surveyed and in ten out of eleven reasons for how Group II (APA) perceived APA accreditation.

While the survey indicated a significant correlation in 53 out of 77 variables or (68.8%) between anticipated and achieved outcomes, these same data indicate that only 18 out of 77 variables achieve equal or greater outcomes than anticipated. When looking at these data from the perspective of group mean responses, there is a stronger intensity of response for how accreditation of CORE, CACREP, and APA is anticipated and achieved than how NCATE is anticipated and achieved. A correlation of the means indicate that this difference is significant for approximately 50% of the reasons listed.

While the data do not indicate any significant difference in how chairpersons perceive the primary versus secondary reasons for seeking accreditation, the information obtained from the interviews reflect a definite priority. The interview data consistently reflect that economic and status reasons for seeking accreditation are more important motivating factors in seeking accreditation than those relating to quality assurance and program improvement, which were clearly identified in the literature as being primary motivators.

A number of reasons for not seeking accreditation were reflected by the survey data. Most chairpersons (over 70%) indicated that they agreed or strongly agreed with the eight different itemized reasons why their program had not sought accreditation. In particular, many persons questioned whether the benefits of accreditation outweighed the cost and time required by this process.

Research Question 2. Is there a correlation between institutional size, control, and publication record and the decision to seek accreditation?

A significant correlation was reported for each of the variables addressed in this question. Larger graduate schools tend to be recognized by more than one agency. Small graduate schools tend not to have recognition by any specialized agency. Most of the of private institutions did not have any specialized accreditation. Institutions without specialized accreditation or those recognized by NCATE Only (Group IV), report fewer publications by their faculty than those institutions that are recognized by two agencies.

Research Question 3. In what ways do counselor educators perceive that their programs are affected by the self study portion of the accreditation process?

Over 80% of the chairpersons reported that the self-study and accreditation review helped to sustain or enhance the quality of their program. A number of persons

indicated that this process identified weak spots and caused them to reexamine priorities and collectively focus on program standards. For those programs that reacted negatively to this question, criticism was often generated toward NCATE and the value of accreditation by this agency to the program. Some persons indicated that the accreditation process has taken scarce resources from the profession and that the process was superficial. For those programs (Group V) that did not have specialized accreditation, the majority of chairpersons did not feel that their program had been significantly affected by their status. Most often they cited that state certification and regional accreditation of the institution met their needs. They also indicated that neither students nor faculty really seemed to care.

Research Question 4. What are counselor educators' plans for seeking initial or (additional) accreditation?

Approximately half of those surveyed indicated that their program is planning to seek initial or additional accreditation. Most often cited was the recently established agency--CACREP. APA and AAMFT were also frequently cited as agencies for future accreditation. The least frequently mentioned agencies were NCATE and CORE. Clearly these institutions, in seeking initial or additional accreditation, believe that the merits of this process outweigh the costs.

Research Question 5. What are counselor educators' opinions regarding specialized accreditation?

The opinions of counselor educators regarding accreditation were generally positive as indicated by the average mean score recorded for the statements in Part III of the National Survey on Accreditation of Counselor Education Programs. There was strong agreement by all respondents that accreditation agencies should develop common application processes wherever feasible. Those programs that are accredited by two agencies indicated a stronger response to the statements that students are concerned about graduating from an accredited program. Interviews with faculty and administrators tended to support these priorities. Data from the interviews also indicated, however, that very often accreditation is viewed as a process that they must seek in order for their graduates to get employment or to increase their visibility and status rather than to improve their educational program.

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to explore why counselor educators do or do not seek specialized accreditation, to examine the relationships between selected institutional demographics and choices about seeking accreditation, and to analyze the ways that counselor educators perceive that their programs are affected by accreditation. The opinions of counselor educators regarding both the concept and the process of accreditation also was studied.

This chapter presents a summary and discussion of the conclusions derived from the analysis of the data for each of the research questions. Finally, recommendations for possible future areas of research are presented. Such research would serve to address unresolved problems and illuminate unexplored opportunities.

Summary of the Research Results

It is clear from the review of literature that the role of accreditation in education is significant and expanding. The literature review documents the expanded role of accreditation in our society, and reflects a general consensus that there are two primary reasons for seeking accreditation: quality assurance and the improvement of the educational endeavors of the program or institution (COPA, 1982; Millard, 1983(a); Miller, 1973;

and Young, 1983). Various external and economic factors have caused this role expansion.

The first conclusion of this study is that there is no single reason why counselor education departments seek accreditation. Rather, data from survey and interviews indicate that there are several reasons. A consistent belief reflected in the responses was that accreditation had a positive effect on an institution's program in such areas as recruiting faculty and students, helping graduates meet licensing requirements, and encouraging program evaluation.

Additional information was derived through interviews. The interviews suggested that it is often the economic and external issues that are the prime factors in motivating counselor educators to seek specialized accreditation. The ability of students to find employment upon completion of their graduate education and to become licensed and certified are of central concern to most faculty. Both administrators and faculty frequently see accreditation as important to enhancing their program visibility both within their campus as well as in the broader professional community. Quality assurance and the improvement of educational program also are often positive outcomes of participating in the accreditation process.

A second conclusion of this study is that counselor

educators both anticipate and actually achieve more benefits from accreditation by APA, CACREP, and CORE than they do from NCATE. This is probably due to several factors. In an NCATE review, the counselor education program is only one small part of the total accreditation study of the School of Education. In addition, the school counseling program, which would be the focus of the NCATE review, is often only a minor part of the total curriculum of the counselor education department. Moreover, it seems that specialities reviewed by APA, CACREP, and CORE, unlike those by NCATE, are characterized by the involvement of a larger percentage of the program's students. Another factor might be that when APA, CACREP, and/or CORE reviews programs, the review is initiated internally by the departmental faculty, rather than externally by the Dean. And finally, whereas APA and CACREP utilize individuals with a counseling background on visitation teams (CORE does not have on-site visits), this is not necessarily the case with NCATE.

It is important to note that frustration is often voiced by both faculty and administrators regarding the number of self-study reports that are imposed on a given department. For many departments, intensive program reviews are required by state certification agencies, by institutional requirements (such as the Dean's report to

the President), by higher education commissions, and by their own departmental review committees. In addition, counselor education departments are the only ones within Schools of Education (and perhaps throughout most other disciplines) that could be subject to review by five different agencies. This can easily become a financial and personnel burden.

The third conclusion of this study is that many counselor educators believe that their program needs are being met through the state certification process. Interview and survey data suggest that for smaller institutions without accreditation, the cost of seeking accreditation and mobilizing the resources necessary to meet agency standards is a substantial hurdle. These data are consistent with the findings of Parrish (1983) and Hitchcock (1980), who also studied why programs in particular professional areas do not seek accreditation.

The fourth conclusion is that there is a significant correlation between type of accreditation (5 sample groups), and institutional size, control, and publication record. Four out of every five public institutions polled in this study are accredited by one or more specialized counselor education accreditation agencies. Fifty percent of the institutions that have less than 500 graduate students enrolled do not have this type of accreditation.

Counselor education departments recognized by two accrediting agencies reported a higher faculty publication rate than those departments with only NCATE accreditation or no accreditation.

The fifth conclusion of this study is that counselor education programs are sustained or enhanced as a result of the self-study and the accreditation review processes. This is often the case because improvement of program standards and the identification of program weaknesses becomes evident through participation in the accreditation process.

More than half of the chairpersons participating in the national survey indicated an interest in seeking further (or initial) accreditation by one or more agencies. Thus, it seems that in spite of concerns about cost, duplication of efforts, and a substantial commitment of personnel, accreditation must be filling some very important needs for the counselor education community.

Finally, there is a strong belief among faculty and administrators that accreditation will play an important role in the future in further upgrading the quality of counselor education programs. The need for cooperation and collaboration among the various agencies that accredit counselor education programs is critical to their future effectiveness. The extensive personnel and financial

resources needed to participate in the various reviews required by programs must be reduced.

Discussion

The higher education community has consistently and vigorously endorsed the continuation of voluntary, nongovernmental accreditation as a critical element in the self-regulation of academic and professional quality. This has been documented throughout the literature and most recently through various broad-based national reports such as the Carnegie Foundation Report (1982) and the National Commission on Higher Education Issues (1982). Recent testimonies before U.S. House of Representatives by Jack Peltason, President of the American Council on Education, Terrance Bell, U.S. Secretary of Education, and Richard Millard, President of the Council on Post-Secondary Accreditation provide additional evidence of the vital importance of accreditation to the educational system.

The importance of accreditation is perhaps best illustrated by of its pervasiveness in the contemporary higher education community. More than 2,400 institutions have regional accreditation (Kells, 1979). More than 8,000 institutions have met statutory eligibility requirements for accreditation by an agency recognized by

the Federal government (Bell, 1983). More than 400 counselor education programs are recognized by one or more of the five agencies that accredit counseling specialities in addition to being located in an institution that has regional accreditation. These facts represent a tremendous commitment of both personnel and financial resources toward accreditation.

At the same time, it is also significant to note that in a major study of the multiple accreditation relationships that exist in post-secondary institutions, Kells and Parrish (1978) reported that only ten percent of 1,663 institutions that are accredited by regional agencies have more than five accrediting relationships for the entire institution. For those institutions that offer master's degree programs, the average number of accrediting relationships per institution ranges from 1.65 (for institutions with less than 1,000 students) to 6.84 for institutions with more than 10,000 students. The implication is that the counseling profession has created a network of accreditation that is far more complex than any other comparable discipline.

The review of the literature illustrated that an intense controversy surrounds accreditation. Its supporters are advocates of the concept of accreditation while its critics are most often opposed to the process

rather than the concept of accreditation. There seems to be substantial consensus that accreditation as a concept serves as a legitimate and appropriate vehicle for evaluating and encouraging educational quality for the post-secondary educational community in the United States. On the other hand, the manner in which accreditation is carried out and how these objectives are achieved is questioned by many individuals.

Further examination of the literature documents that there are indeed a number of legitimate problems with the system and processes as they currently exist. Proliferation of agencies, duplication of efforts, and the difficulty in defining "quality" are issues that the educational and accrediting communities should and must continue to address. There are a number of criticisms, however, which in reality stem from a limited or even total lack of understanding of the central purpose of accreditation.

As Millard, Young, and other knowledgeable students of accreditation frequently point out, program quality is not created or determined by the accreditation process but by the program itself and its commitment to educationally sound objectives. If one then accepts the premise that the primary purposes of accreditation are assessment of quality and enhancement, it becomes increasingly important

to define the term "quality." Quality must be defined in specific ways--not as something which is recognized intuitively or resulting from social consensus by knowledgeable people. Rather quality should be defined contextually within a framework that looks not only at process but also outcomes and results. Millard (1983c) defines the assessment of quality in graduate programs as "a function of its effective utilization of resources to achieve appropriate educational objectives" (p. 21). It therefore follows that accreditation agencies should be focusing their attention and assessment on evaluating whether the "program has clearly defined and appropriate objectives, whether it maintains conditions under which their achievement can reasonably be expected, whether it appears in fact to be accomplishing them substantially and whether it reasonably can be expected to continue to do so" (Millard, 1983c, p. 24). Concurrently, it is essential that the faculty recognize and more fully understand that these are the primary and most important functions of accreditation.

Case study visits and numerous discussions with faculty and administrators have led this researcher to conclude that many educators do not see accreditation as a voluntary procedure. In fact, they feel compelled to seek this recognition because of the external benefits that the

program and its students receive form having obtained accreditation. Although programs do benefit from the self-assessment procedure, peer review, and the standards requiring continual program review, the primary reasons that institutions seek accreditation are related to economic survival issues.

The authors of the Carnegie Report (1982) felt that it is essential that the specialized accrediting community exercise control and emphasize the primary reasons for seeking accreditation. At the same time they must minimize the linkages with occupational licensing and self-serving special interests. In addition, they recommended that the "standards for specialized accreditation should focus on outcomes, and campus evaluations should be conducted with full respect for the overall mission of the institution" (p. 79).

Areas For Further Research

There has been very limited empirical research on the impact of specialized accreditation on counselor education programs. Some issues raised by this study that need further investigation include:

1. The need to specifically identify and measure the improvements in program quality that can be attributed to accreditation.
2. The need to document the impact of accreditation

based upon the performance of graduates.

3. The way new technology increasingly affects so many aspects of our educational system can be integrated into the accreditation processes.

4. The documentation of research on the validity and reliability of accreditation agency standards.

5. The development of a model of the accreditation process identifying causal variables and determinant.

Recommendations

A number of continuing and unresolved problems plague the educational community's understanding of the purpose and use of specialized accreditation. This is true of both the educational community in general as well as the counselor education community in particular. Regarding the latter, objectives of counseling programs must be defined in light of the changing character of students, the profession, the public, and their institutions. There must be a continuing effort to improve the standards and have them become more relevant to assessing the quality of the student's educational experience and abilities upon completion of the educational program. The counseling profession is a diverse discipline with its roots in many areas--psychology, vocational guidance, higher education administration, school based counseling, and most recently

the non-school based counseling emphasis. Counseling has been struggling to define itself as a profession.

Nevertheless, a major central concern for the professional counseling community should be the fact that it has five separate accrediting agencies that present different requirements, schedules, and expense. Although there has been some communication between the various agencies, they have never met or systematically discussed areas and issues of common concern. These five agencies should schedule meetings to discuss ways they can minimize cost and duplication of efforts and maximize the primary objectives of quality assessment and program improvement. They need to explore opportunities for joint visitations and develop common application procedures to minimize meaningless efforts on the part of individual programs to collect virtually the same data, which each agency insists be presented in its own format.

The accrediting agencies and the professional associations should develop ways to educate faculty and students about the primary functions and purposes of accreditation. This can be accomplished through workshops at national, regional, and local levels as well as through articles written in professional publications. And finally, each of the accreditation agencies should review their criteria and standards to be sure that they are

relevant and necessary for programs to carry out their mission and goals.

One step toward this collaboration is for the accreditation agencies to support COPA's efforts to simplify accreditation of data collection procedures. COPA is seeking to develop a single collection format, unify language, and evaluate the relevance of data collection to quality decision making for accrediting agencies. They are seeking to develop a more effective and common approach to qualitative data collection.

This study began with the premise that there were many unexplored opportunities and unresolved issues surrounding accreditation of counselor education programs. In the course of carrying out this research, it has become evident that counselor educators are beginning to recognize the opportunities for improving their programs through the vehicle of accreditation. This is so even though many unresolved issues remain.

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Appendix A
Correspondence with Survey Sample

Dear Colleague:

Because training programs for professional counselors are so diverse and broad in scope, accreditation is a very complex process for our profession. Unfortunately, we have very limited data on the impact and implications of specialized accreditation for counselor education programs.

As professionals in this field, we are concerned about the absence of data in the area. Judy Rosenbaum, a professional staff member at APGA and a graduate student at Virginia Tech, has decided to undertake research designed to focus upon specialized accreditation for counselor education programs. We need your assistance in completing the enclosed questionnaire. Knowing what department chairpersons think about specialized accreditation is important for the counseling profession.

For your familiarization before completing this questionnaire, a brief description of the five major specialized accreditation agencies is included. We hope you and your faculty find this information useful.

Your assistance is very much appreciated.

Sincerely,

Judy Rosenbaum
Virginia Tech
Doctoral Student

Charles L. Lewis, APGA
Executive Vice President
Member Dissertation
Committee

Martin Gerstein
Virginia Tech
Dissertation Chair

POSTCARD FOLLOW-UP

Last week a questionnaire seeking your opinion about accreditation in your department was sent to you.

If you have already completed and returned it to me, please accept my sincere thanks. If not, please do so today. Because it has only been sent to a small, but representative sample, it is extremely important that your opinions also be included in the study if the results are to accurately represent the opinion of counselor education chairpersons.

If by chance you did not receive the questionnaire, or it has been misplaced, please call me collect (703) 437-7333 in the evening and I will promptly mail one to you.

Sincerely,

Judy Rosenbaum
Doctoral Student
Virginia Tech



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

COLLEGE OF EDUCATION — NORTHERN VIRGINIA GRADUATE CENTER

(703) 698-6066

YOUR OPINIONS ARE DESPERATELY NEEDED

About three weeks ago we wrote to you seeking your opinion of specialized accreditation of counselor education programs. As of today, we have not yet received your completed questionnaire.

This study has been undertaken because of the belief that our profession needs to know more about the attitudes and implications of specialized accreditation.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. We have used a carefully selected stratified sample of counselor education programs. In order for the results of this study to be truly representative of the opinions of all counselor education programs, it is essential that each person in the sample return their questionnaire. Individual responses will be kept confidential.

In the event that your questionnaire has been misplaced, a replacement is enclosed. We are eager to have your involvement as Chairperson of your department in this study. We need to know how you feel about issues that are of increasing concern to our profession. It will require only a few minutes to complete the enclosed questionnaire.

Please respond as soon as you can since we know that once put aside for very long, questionnaires are often forgotten. If you check the box at the beginning of the questionnaire, we will be delighted to share with you a summary of the results as soon as it is available.

I would be most happy to answer any questions you might have. Please write or call. My phone number during the day is (703) 820-4700, and weekends or evenings (703) 437-7333.

Thank you for your assistance.

Sincerely,

Judy Rosenbaum
Doctoral Student
Virginia Tech

Charles L. Lewis, APCA
Executive Vice-President

Martin Gerstein
Dissertation Chair
Virginia Tech

*P.S. If you have recently returned the questionnaire —
Thanks very much.*

Appendix B
Survey Instrument

NATIONAL SURVEY ON STATUS OF ACCREDITATION OF COUNSELOR EDUCATION PROGRAMS

Thank you in advance for your cooperation. Please return this survey in the postage paid envelope which is enclosed. Check here if you would like to have a copy of the results of this study. Be sure to include a mailing address. If you have any questions concerning this study, kindly contact:

Judy Rosenbaum
11425 Hook Road
Reston, Virginia 22090
(703) 437-7333

YOUR NAME: _____ TITLE: _____

INSTITUTION: _____ ADDRESS: _____

PART I - DEMOGRAPHIC INFORMATION

DIRECTIONS: Please respond with the demographic information requested.

1. Check the category that represents total FTE graduate school enrollment at your campus.

Less than 499 500-999 1000-2999 3000-4999 Over 5000

2. How many FTE faculty is your counseling department allocated?

3. Estimate the number of articles, books, etc., published by your counseling faculty during the past three years.

in refereed journals. in non-refereed journals.

in books. in chapters of books. in monographs.

4. In your department, approximately how many students are actively engaged in graduate work.

	Full-Time	Part-Time
a. Masters Programs	<input type="text"/>	<input type="text"/>
b. Specialist Programs	<input type="text"/>	<input type="text"/>
c. Doctoral Programs	<input type="text"/>	<input type="text"/>

5. Indicate the percentage of students that are enrolled in the following specializations in your department.

School Based Counseling Rehabilitation Counseling Community & Agency Counseling
 Counseling Psychology College Student Personnel Marriage & Family Counseling
 Other (please specify) _____

6. What is the minimum number of credits your graduate counseling program requires for a degree at the following levels:

	Number of Credits	Quarter	Semester (check one)
Masters	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctoral	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What is the minimum number of credits your graduate school requires to maintain full-time status in a given semester or quarter?

	Number of Credits	Quarter	Semester (check one)
Full-Time Status	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART II

PROGRAMS ACCREDITED BY NCATE/APA

1. When a department seeks specialized accreditation, it usually anticipates some positive outcomes. The list that follows contains several reasons why accreditation might be sought. Please indicate how strongly these statements reflect your own beliefs about the anticipated and actually achieved benefits of the appropriate specialized agency using the following rating scale.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

	NCATE		APA	
	ANTICIPATED OUTCOME	ACTUALLY ACHIEVED	ANTICIPATED OUTCOME	ACTUALLY ACHIEVED
a. To ensure that the program meets standards established by the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To help clarify the program's mission and future direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To help attract and recruit highly qualified students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To assist graduates in meeting credentialing requirements such as licensure and national certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To enhance program visibility and recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. To protect programs from internal budgetary constriction in periods of curtailed enrollment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To assist potential students in selecting a quality training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. To help the consumer identify practitioners who have graduated from qualified training programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. To facilitate the participation of students and faculty in an intensive program evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. To identify for employers those programs which have successfully met the profession's standards of preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. To gain the confidence of the educational community, related professions, and the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other. Please specify. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART II

PROGRAMS ACCREDITED BY NCATE/CACREP

1. When a department seeks specialized accreditation, it usually anticipates some positive outcomes. The list that follows contains several reasons why accreditation might be sought. Please indicate how strongly these statements reflect your own beliefs about the anticipated and actually achieved benefits of the appropriate specialized agency using the following rating scale.

STRONGLY AGREE AGREE UNCERTAIN DISAGREE STRONGLY DISAGREE
 1 2 3 4 5

	NCATE		CACREP	
	ANTICIPATED OUTCOME	ACTUALLY ACHIEVED	ANTICIPATED OUTCOME	ACTUALLY ACHIEVED
a. To ensure that the program meets standards established by the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To help clarify the program's mission and future direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To help attract and recruit highly qualified students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To assist graduates in meeting credentialing requirements such as licensure and national certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To enhance program visibility and recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. To protect programs from internal budgetary constriction in periods of curtailed enrollment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To assist potential students in selecting a quality training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. To help the consumer identify practitioners who have graduated from qualified training programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. To facilitate the participation of students and faculty in an intensive program evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. To identify for employers those programs which have successfully met the profession's standards of preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. To gain the confidence of the educational community, related professions, and the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other. Please specify. _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART II

PROGRAMS THAT ARE ACCREDITED BY NCATE

1. When a department seeks accreditation by NCATE, it usually anticipates some positive outcomes. The table that follows lists several reasons why accreditation might be sought. Using the rating scale that follows, please indicate if these benefits were anticipated and if you believe it was actually achieved.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

	NCATE	
	ANTICIPATED OUTCOME	ACTUALLY ACHIEVED
a. To ensure that the program meets standards established by the profession.	<input type="checkbox"/>	<input type="checkbox"/>
b. To help clarify the program's mission and future direction.	<input type="checkbox"/>	<input type="checkbox"/>
c. To help attract and recruit highly qualified students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>
d. To assist graduates in meeting credentialing requirements such as licensure and national certification.	<input type="checkbox"/>	<input type="checkbox"/>
e. To enhance program visibility and recognition.	<input type="checkbox"/>	<input type="checkbox"/>
f. To protect programs from internal budgetary constriction in periods of curtailed enrollment.	<input type="checkbox"/>	<input type="checkbox"/>
g. To assist potential students in selecting a quality training program.	<input type="checkbox"/>	<input type="checkbox"/>
h. To help the consumer identify practitioners who have graduated from qualified training programs.	<input type="checkbox"/>	<input type="checkbox"/>
i. To facilitate the participation of students and faculty in an intensive program evaluation.	<input type="checkbox"/>	<input type="checkbox"/>
j. To identify for employers those programs which have successfully met the profession's standards of preparation.	<input type="checkbox"/>	<input type="checkbox"/>
k. To gain the confidence of the educational community, related professions, and the public.	<input type="checkbox"/>	<input type="checkbox"/>
l. Other. Please specify. _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>

2. In your judgement, has the self study and accreditation review helped to sustain and/or enhance the quality of your program?

YES NO

Please comment: _____

3. Is your counselor education department planning to seek additional specialized accreditation of your program in the near future?

YES NO

If YES, listed below are a number of reasons why a department is likely to choose a specific accrediting agency. Please indicate why your program has chosen to apply for accreditation under the appropriate accrediting agency(ies) according to the following rating scale.

VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1	2	3

	NCATE	CORE	APA	AAMFT	C/CREP
Reputation of Accrediting Agency	<input type="checkbox"/>				
Comprehensiveness of the Accrediting Agency Process	<input type="checkbox"/>				
Desired by Faculty	<input type="checkbox"/>				
Desired by Students	<input type="checkbox"/>				
Desired by Dean	<input type="checkbox"/>				
Other _____	<input type="checkbox"/>				

4. Are you familiar with the basic standards used by each of the agencies that accredit specialities offered at your institution? Check the appropriate box to indicate your knowledge about the standards for the following accrediting agencies. Please check "Not Applicable" (N/A) if no speciality exists for this agency at your institution.

	VERY FAMILIAR	FAMILIAR	NOT FAMILIAR	N/A
NCATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CACREP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AAMFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART II

PROGRAMS WITHOUT SPECIALIZED ACCREDITATION

1. There are a number of reasons why programs do not seek accreditation. Please indicate how strongly these statements reflect your beliefs as to why your program has not sought accreditation according to the following rating scale. Refer to the chart included with this survey for background information about the five accrediting agencies.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

	NCATE	CORE	APA	CACREP	AAMFT
a. Our program is too new to seek accreditation.	<input type="checkbox"/>				
b. Cannot get approval from dean and/or president to seek accreditation from this agency.	<input type="checkbox"/>				
c. Faculty in department do not feel there are adequate benefits for the cost and time involved.	<input type="checkbox"/>				
d. It is too costly to seek accreditation.	<input type="checkbox"/>				
e. Preparation of the required institutional report is too time consuming.	<input type="checkbox"/>				
f. Program does not meet accreditation agency standards.	<input type="checkbox"/>				
g. Feel accreditation standards are inappropriate.	<input type="checkbox"/>				
h. Do not have sufficient information to decide.	<input type="checkbox"/>				
i. Other. Please Specify. _____	<input type="checkbox"/>				

2. In your judgement, has your program been significantly effected by not having specialized accreditation?

YES NO

Please indicate why you feel this way. _____

3. Is your counselor education department planning to seek specialized accreditation of your program in the near future?

YES NO

If YES, listed below are a number of reasons why a department is likely to choose a specific accrediting agency. Please indicate why your program has chosen to apply for accreditation under the appropriate accrediting agency(ies) according to the following rating scale.

VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1	2	3

	NCATE	CORE	APA	AAMFT	CACREP
Reputation of Accrediting Agency	<input type="checkbox"/>				
Comprehensiveness of the Accrediting Agency Process	<input type="checkbox"/>				
Desired by Faculty	<input type="checkbox"/>				
Desired by Students	<input type="checkbox"/>				
Desired by Dean	<input type="checkbox"/>				
Other _____	<input type="checkbox"/>				

4. Are you familiar with the basic standards used by each of the agencies that accredit specialities offered at your institution? Check the appropriate box to indicate your knowledge about the standards for the following accrediting agencies. Please check "Not Applicable" (N/A) if no speciality exists for this agency at your institution.

	VERY FAMILIAR	FAMILIAR	NOT FAMILIAR	N/A
NCATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CACREP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AAMFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART III

DIRECTIONS: On the scale to the right, please check the category that best describes your reaction to each statement.

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
1. Accreditation of counselor education programs has helped to improve their quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Accreditation will play an important role in the future in further upgrading the quality of counselor education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Accreditation of counselor education programs is an unjustifiable interference with an institution's internal affairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from the following accrediting agency:				
a) NCATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) CORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) APA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) CACREP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) AAMFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Counselor education departments usually seek accreditation primarily because the dean requires it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Extensive publications should be required as a prerequisite for graduate faculty seeking tenure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Students are concerned about graduating from a counselor program that is accredited in their speciality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The accrediting agencies for counselor education should conduct joint visitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The accrediting agencies for counselor education should develop common application procedures where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C
Institutions Participating in the
National Survey on Accreditation of
Counselor Education Programs

Group I - NCATE/CORE

Jackson State University
West Virginia University
Auburn University
University of Alabama in Birmingham
Emporia State University
University of Maryland
University of Michigan
Rhode Island College
The Pennsylvania State University
University of Georgia
George Washington University
University of Kentucky
Eastern Montana College

Group II - NCATE/APA

Indiana State University

The University of Tennessee at Knoxville

Temple University

New York University

The University of Texas at Austin

University of Kansas

University of Nebraska-Lincoln

University of Southern Mississippi

Columbia University

University of Oregon

Texas A & M University

Arizona State University

Group III - NCATE/CACREP

Ball State University

Peabody College of Vanderbilt University

California State University-Hayward

University of Florida

University of North Carolina at Greensboro

Shippensburg State College

North Texas State University

James Madison University

University of Virginia

University of Washington

University of Wyoming

University of Northern Colorado

University of New Mexico

University of Vermont

Group IV - NCATE Only

Alabama State University
University of Louisville
California State University-Chico
Florida A & M University
University of Idaho
Purdue University
Louisiana State University
University of Montana
Ohio University
College of William & Mary
Old Dominion University
Lewis & Clark College
Jacksonville State University
University of Central Arkansas
University of Colorado-Boulder
University of Miami
Valdosta State College
Concordia College
Western Illinois University
Wichita State University
Northeast Louisiana University
University of Maine

Towson State University-Maryland
Boston College
Wayne State University
Western Michigan University
Delta State University
Central Missouri State University
University of Nebraska-Omaha
University of Nevada-Reno
University of New Hampshire
Trenton State College
North Carolina State University
University of North Dakota
University of Toledo
Central State University-Oklahoma
Lehigh University
Slippery Rock State College
Middle Tennessee State University
West Virginia College of Graduate Studies
Marshall University
University of Wisconsin-Oshkosh
Northern Illinois University
University of Arkansas
Oregon College of Education
University of Connecticut

Group V - No Specialized Accreditation

California Polytechnic State University

NOVA University

Saint Bonaventure University

State University College at Oneonta

State University College at Brockport

North Dakota State University

University of Rhode Island-Adams House

Our Lady of the Lake University

Radford University

Tuskegee Institute

The Catholic University of America

Florida International University

Baylor University

Troy State University-Dothan

Troy State University-Montgomery

University of Montevallo

California State University-Long Beach

Fairfield University

St. Joseph College

Troy State University

University of North Florida

University of Southern Minnesota

Johns Hopkins University

Suffolk University

Tufts University

Brooklyn College-CUNY

Niagara University

Queens College-CUNY

University of Pennsylvania

St. John's University

University of Wisconsin-Plattsville

Appendix D
Institutions Participating in
the Case Study

Institutions Participating in the Case Study

Site Interviews

- Group I - NCATE/CORE
University of Maryland
- Group II - NCATE/APA
Temple University
- Group III - NCATE/CACREP
University of Virginia
- Group IV - NCATE Only
William and Mary
- Group V - No Specialized Accreditation
Howard University

Telephone Interviews

- Group I - NCATE/CORE
University of Georgia
- Group II - NCATE/APA
University of Southern Mississippi
- Group III - NCATE/CACREP
Ball State University
- Group IV - NCATE Only
University of New Hampshire
- Group V - No Specialized Accreditation
California State College-Bakersfield

Appendix E
Faculty, Students, Administrators
and Accrediting Agency
Professionals Interviewed

Faculty, Administrators, and Accrediting
Agency Professionals Interviewed

John Alcorn*

Chair-Counseling Psychology and Counselor Education
University of Southern Mississippi

Charles Asbury

Chair-Psychoeducational Studies
Howard University

Angelo Boy*

Chair-Counselor Education
University of New Hampshire

Jerold Bozarth*

Chair-Department of Counseling and Human
Development

University of Georgia

Richard Brandt

Dean-School of Education
University of Virginia

Jeanette Brown

Faculty Member-Counselor Education Department
University of Virginia

Doren Christensen

Assistant Director-NCATE

*Telephone Interview

Robert Evans

Associate Dean - College of Education
William and Mary

Kevin Geoffroy

Chair-Counselor Education
William and Mary

David Hall

Graduate Student
William and Mary

David Hershenson

Chair-Counselor Education Department
University of Maryland

Joseph Hollis*

Chair-Counseling Psychology and Guidance Services
Ball State University

Willie Howard

Dean-School of Education
Howard University

Marjorie Lenn

Staff Associate-COPA

William MacCloud

Assistant Director-COPA

*Telephone Interview

Charlene McGrath

Executive Director-CORE

Richard Malnati*

Chair-Department of Counseling and Psychology

Temple University

George Marx

Dean-School of Education

University of Maryland

Richard Millard

Executive Director-COPA

Lynn Moss

Graduate Student-Counselor Education Department

University of Virginia

Paul Nelson

Administrative Officer-APA

Robert Pate

Chair-Counselor Education Department

University of Virginia

Kathleen Ritter*

Chair-Counselor Education

California State College-Bakersfield

Steve Samuel

Graduate Student-Department of Counseling Psychology

Temple University

*Telephone Interview

James Smith

Faculty Member-Department of Counseling Psychology

Temple University

Thomas Sweeney

President-CACREP

John Thompson

President-CORE

William Van Hoose

Faculty-Counselor Education Department

University of Virginia

Joseph Witmer

Ex-Director-CACREP

Appendix F
Chairperson Interview Form

CHAIRPERSON INTERVIEW FORM

Date: _____

SITE _____ Telephone: _____

INSTITUTION _____

PERSON _____

TITLE _____

GROUP _____

1. It is my understanding that you have received specialized accreditation from _____ and _____.

2. When did this take place? _____

NCATE _____ CORE _____

3. What was the primary reason(s) you sought accreditation from NCATE

Other (please specify): _____

4. Who was involved in the decision?
NCATE

Other (please specify): _____

5. Why did you seek accreditation?

6. How did you prepare for the accreditation visit?
NCATE

Other (please specify): _____

7. Where were changes brought about in your program as you prepared for the visitation?
NCATE

Other

8. How did you feel about accreditation before the process took place?
NCATE

Other

9. How did you feel about accreditation after the process took place?
NCATE

Other

10. How do you think the following groups felt about accreditation?
NCATE:
Faculty -

Students -

Dean -

President -

Other (please specify): _____

Faculty -

Students -

Dean -

President -

11. What do you feel was the greatest benefit your program derived from accreditation?

NCATE -

Other (please specify): _____

12. What was your greatest frustration or disappointment?

13. What recommendation(s) were made by the accrediting agency?

NCATE

Other (please specify): _____

14. What action(s) was taken on their recommendations?

15. I noted from your report that you are interested in further accreditation from APA/CACREP. Could you indicate the major reasons for this?

16. What changes would you like to see take place in the accreditation process?

17. Are there any problems with your institution being identified in this report?

Appendix G
Analysis Strategy for Matching
Questionnaire's Items with
Research Questions

Analysis Strategy for Matching Questionnaire Items with Research Questions

Questionnaire Item	Date for research question	Type of Item	Variables	Scale	Statistical analysis		
					Frequency count	Percentage	Other
Part I Items 1-8 Demographic data	# 2	Mutually exclusive Forced response	Independent: Type of accreditation 5 sample groups Dependent: Q R F **	Nominal	Yes	Yes	Chi square
Part II Item 1 Reasons for seeking accreditation	# 1 & 3	Rank 1 - 5	Independent: Anticipated & actually achieved outcome 4 groups * Dependent: Q R F **	Ordinal	Yes	Yes	a) Average means for each item b) T test for correlated means c) Pearson product - moment correlation
Item 2 Effect of accreditation	# 3	a) Forced response b) Open ended	Independent: Type of accreditation 4 sample groups * Dependent: Q R F **	Nominal	Yes	Yes	Cross tabs by independent variables
Item 3 Future accreditation	# 4	a) Forced response b) Rank 1 - 5	Independent: accrediting agency Dependent: Q R F **	Ordinal	Yes	Yes	Cross tabs by independent variables
Item 4 Familiarity with standards	# 4	a) Forced response b) Rank 1 - 5	Independent: accrediting agency Dependent: Q R F **	a) Nominal b) Ordinal	Yes	Yes	Cross tabs by independent variables
Part III Items 1 - 8	# 5	Likert	Independent: Type of accreditation 5 sample groups Dependent: Q R F **	Quasi-Interval	Yes	Yes	Mean/standard deviation ANOVA

* Non-accredited group has separate question
** Question response frequency

Appendix H

Group V Reasons for Not Seeking Accreditation

Frequency and Percent of Respondents
Reasons for Not Seeking Accreditation

Response	Strongly Agree (1)	Agree (2)	Uncertain (3)	Disagree (4)	Strongly Disagree (5)	Valid Cases	Mean	Median
Our program is too new to seek accreditation	8 ^a 29.6 ^b	10 37.0	7 25.9	1 3.7	1 3.7	27 100	2.0	1.9
Cannot get approval from dean and/or president to seek accreditation from this agency	16 57.1	5 25.0	2 7.1	2 7.1	1 3.6	28 100	1.7	1.4
Faculty in dept. do not feel there are adequate benefits for cost and time involved	13 44.8	13 44.8	2 6.8	1 3.4	0 0	29 100	1.6	1.6
It is too costly to seek accreditation	17 60.7	9 32.2	2 7.1	0 0	0 0	29 100	1.3	1.2
Preparation of required institutional report is too time consuming	14 48.3	10 34.5	4 13.7	1 3.4	0 0	29 100	1.6	1.5
Program does not meet accreditation agency standards	12 41.4	13 44.8	3 10.3	1 3.4	0 0	29 100	1.7	1.6
Feel accreditation standards are inappropriate	12 41.4	13 44.8	3 10.3	1 3.4	0 0	29 100	1.7	1.6
Do not have sufficient information to decide	10 40	11 44	3 12	1 4	0 0	25 100	1.7	1.7

^aDesignates frequency

^bDesignates row percentage

Appendix I
Summary ANOVA Tables for Counselor Educator's
Opinions Regarding Accreditation

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"Accreditation will play an important role in the
future in further upgrading the quality of
counselor education programs."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	6.64	4	1.66	2.72	.05
Within-Groups	71.39	117	.61		
Total	78.03	121			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	3.21	.80
Group II	NCATE/APA	12	2.91	.51
Group III	NCATE/CACREP	14	3.50	.65
Group IV	NCATE Only	49	3.34	.69
Group V	No Accreditation	33	2.87	.99

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"Accreditation of counselor education programs
has helped to improve their quality."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	9.19	4	2.29	3.83	.01
Within-Groups	69.49	116	.59		
Total	78.69	120			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	3.14	.77
Group II	NCATE/APA	12	2.91	.99
Group III	NCATE/CACREP	14	3.64	.49
Group IV	NCATE Only	49	3.32	.65
Group V	No Accreditation	32	2.81	.93

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"Accreditation of counselor education programs
is an unjustifiable interference with an
institution's internal affairs."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	4.50	4	1.12	2.12	ns
Within-Groups	62.11	117	.53		
Total	66.62	121			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	1.64	.92
Group II	NCATE/APA	12	2.00	.95
Group III	NCATE/CACREP	14	1.28	.46
Group IV	NCATE Only	49	1.77	.68
Group V	No Accreditation	33	1.87	.69

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"It is important (where a counselor education
department has a relevant speciality) for
it to seek accreditation from NCATE."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	7.95	4	1.98	2.75	.05
Within-Groups	73.64	102	.72		
Total	81.60	106			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	3.50	.51
Group II	NCATE/APA	11	3.18	.87
Group III	NCATE/CACREP	14	3.00	1.03
Group IV	NCATE Only	46	3.30	.78
Group V	No Accreditation	22	2.68	.99

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"It is important (where a counselor education
department has a relevant speciality) for it
to seek accreditation from APA."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	6.52	4	1.63	2.31	ns
Within-Groups	64.09	91	.70		
Total	70.62	95			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	12	3.58	.66
Group II	NCATE/APA	12	3.66	.77
Group III	NCATE/CACREP	12	3.16	1.02
Group IV	NCATE Only	38	3.05	.92
Group V	No Accreditation	22	2.95	.65

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"It is important (where a counselor education department
has a relevant speciality) for it to seek
accreditation from CORE."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	15.53	4	3.88	5.60	.01
Within-Groups	54.03	78	.69		
Total	69.56	82			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	3.78	.42
Group II	NCATE/APA	7	2.28	.95
Group III	NCATE/CACREP	12	3.50	.67
Group IV	NCATE Only	30	2.90	.92
Group V	No Accreditation	20	2.85	.93

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"It is important (where a counselor education
department has a relevant speciality) for
it to seek accreditation from CACREP."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	14.86	4	3.71	5.25	.01
Within-Groups	65.82	93	.70		
Total	80.69	97			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	11	3.36	.67
Group II	NCATE/APA	9	2.22	1.20
Group III	NCATE/CACREP	14	3.78	.42
Group IV	NCATE Only	38	3.26	.82
Group V	No Accreditation	26	3.00	.93

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled

Responses to the Statement

"It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from CACREP."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	14.86	4	3.71	5.25	.01
Within-Groups	65.82	93	.70		
Total	80.69	97			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	11	3.36	.67
Group II	NCATE/APA	9	2.22	1.20
Group III	NCATE/CACREP	14	3.78	.42
Group IV	NCATE Only	38	3.26	.82
Group V	No Accreditation	26	3.00	.93

Degree of agreement scale: 4 = Strongly agree
 3 = Agree
 2 = Disagree
 1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled

Responses to the Statement

"It is important (where a counselor education department has a relevant speciality) for it to seek accreditation from AANFT."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	4.92	4	1.23	1.55	ns
Within-Groups	66.36	84	.79		
Total	71.28	88			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	11	2.90	.70
Group II	NCATE/APA	10	2.60	1.42
Group III	NCATE/CACREP	14	3.35	.84
Group IV	NCATE Only	31	2.96	.83
Group V	No Accreditation	23	2.69	.76

Degree of agreement scale: 4 = Strongly agree
 3 = Agree
 2 = Disagree
 1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled

Responses to the Statement

"Counselor education departments usually seek
accreditation primarily because
the dean requires it."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	4.46	4	1.11	3.31	ns
Within-Groups	39.05	116	.33		
Total	43.52	120			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	1.71	.46
Group II	NCATE/APA	12	1.41	.51
Group III	NCATE/CACREP	14	1.57	.75
Group IV	NCATE Only	49	1.97	.62
Group V	No Accreditation	32	1.68	.47

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"Extensive publication should be required as
a prerequisite for graduate faculty
seeking tenure."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	3.35	4	.83	1.38	ns
Within-Groups	70.43	116	.60		
Total	73.78	120			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	2.57	.75
Group II	NCATE/APA	12	2.83	.57
Group III	NCATE/CACREP	14	2.35	.63
Group IV	NCATE Only	49	2.44	.84
Group V	No Accreditation	32	2.25	.80

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"Students are concerned about graduating
from a counselor program that is
accredited in their speciality."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	14.34	4	3.58	5.96	.01
Within-Groups	69.12	115	.60		
Total	83.46	119			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	3.28	.61
Group II	NCATE/APA	12	3.41	.51
Group III	NCATE/CACREP	13	3.23	.59
Group IV	NCATE Only	48	2.97	.81
Group V	No Accreditation	33	2.42	.90

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled
Responses to the Statement

"The accrediting agencies for counselor education
should develop common application
procedures where appropriate."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	3.35	4	.83	2.11	ns
Within-Groups	46.48	117	.39		
Total	49.83	121			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	3.57	.51
Group II	NCATE/APA	12	3.00	.73
Group III	NCATE/CACREP	14	3.64	.63
Group IV	NCATE Only	49	3.46	.61
Group V	No Accreditation	33	3.36	.65

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

ANOVA SUMMARY TABLE

Counselor Educator's Scaled

Responses to the Statement

"The accrediting agencies for counselor
education should conduct joint
visitations."

ANOVA Summary

Source	SS	df	MS	F Ratio	F Prob.
Between-Groups	.86	4	.21	.38	ns
Within-Groups	64.96	116	.56		
Total	65.83	120			

Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

Group	Accreditation status	<u>n</u>	M	SD
Group I	NCATE/CORE	14	3.21	.69
Group II	NCATE/APA	12	3.16	.83
Group III	NCATE/CACREP	14	3.35	.84
Group IV	NCATE Only	48	3.25	.69
Group V	No Accreditation	33	3.09	.76

Degree of agreement scale: 4 = Strongly agree
3 = Agree
2 = Disagree
1 = Strongly disagree

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