Why Seek NASAC Accreditation?

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March 22, 2017
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- Polling Questions
Webinar Presenter

John Korkow
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Introduction and Background

National Addiction Studies Accreditation Commission (NASAC) Formation

• NASAC was incorporated in 2010 as the next stage of work done by the National Addiction Studies and Standards Collaborative Committee (NASSCC). The NASSCC was formed out of a grant from the Center for Substance Abuse Treatment (CSAT) and the Substance Abuse and Mental Health services Administration (SAMHSA).

• NASSCC was comprised of twenty stakeholders in the addiction profession in the areas of state and federal entities, treatment providers, higher education and research. The grant was coordinated through NAADAC and partnered with the International Coalition of Addiction Studies Educators (INCASE).

• As commissioned by CSAT and SAMSHA, NAADAC and INCASE joined their higher education approval programs to provide a single standard for higher education in addiction studies.
Introduction and Background

NASAC Formation

• The mission for the NASSCC was to create a standardized addiction studies curriculum in higher education for the Associate thru PhD.  
• A career ladder for the addiction profession.  
• A professional scope of practice based upon each degree articulation.  
• Certification and licensure examination to become compatible with curriculum.  
• Student chapters and membership for professional workforce identity (NAADAC).
Introduction and Background

NASAC Formation

• After three years of work NASSCC submitted a final report to CSAT and SAMSHA, at which time the *Addiction Profession National Scope of Practice* was vetted. (Now NASAC Scope of Practice)

• In 2009 the process of establishing NASAC began with final incorporation in 2010.

• NASAC’s mission was to solidify the work done by the NASSCC in establishing an accreditation body of, and for the addiction profession.
Introduction and Background

• NASAC will now assist in the establishment and assessment of academic programs in addiction studies in colleges and universities that possess regional accreditation from the Higher Learning Commission (HLC).

• Training institutes, workshop and continuing education programs will not be included in the accreditation process.

• NASAC accreditation process will focus on the instruction and delivery of competence, knowledge, attitudes and evidenced based practices established in TAP 21 by SAMSHA.
Benefits for your Program

- Self Assessment
- Clear Direction
- Clear Standards
- Review of all aspects of the program
- Tap 21 competencies covered properly

- Review of goals and objectives
- Uncovers programmatic gaps that would normally be overlooked
Accreditation is a process to grant approval based on a set of credentials being met and maintained. The accreditation process is a non-governmental process that may be recognized by government entities.

This process is a self-regulating function carried out by other peer evaluators. It is considered a peer-evaluation process as the evaluators are selected from similar types of institutions and addiction programs.
Overview of NASAC and Accreditation Process

- The National Addiction Studies Accreditation Commission (NASAC) is designed to be used by faculty members in addiction counselor higher education programs, as a guide to prepare for accreditation. This type of accreditation is specialized and not institutional.

- **Institutional accreditation** is awarded by regional and national accreditation commissions that review the entire university or college.

- **Program accreditation**, such as NASAC, is awarded to professional programs that are within the jurisdiction of the university or college. (e.g. COAMFTE)
Webinar Presenter

Don Osborn
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Roles and Responsibilities of Site Evaluators

NASAC Candidate Qualifications

- Hold a *qualified degree* from an institution of higher learning holding regional accreditation by the HLC.

- Must teach 3 of 4 quarters or teach 2 of 3 courses in the previous 2 years.

- Has knowledge of management of online courses and requirements.
Roles and Responsibilities of Site Evaluators

Competencies

- Have knowledge of addictions and clinical practice.
- Be able to evaluate levels of competence in review of materials used to teach courses.
- Self evaluation of skill to interpret and reframe knowledge quickly and accurately.
- Determine proficiencies in addiction specific subject matters.
- Conduct oral interview process and written report.
Roles and Responsibilities of Site Evaluators

Evaluate areas addressed in the program approval process that will include at least the following.

* **Mission** - The purpose of the degree and need.

* **Goals** - What are the aims of the degree for academic standards and student learning?

* **Objectives** - Methods by which the program mission and degree goals are delivered and evaluated.
Roles and Responsibilities

Curriculum

- What is the decision process for course development?
- Are courses relevant to Tap 21 and NASAC Scope of Practice?
- How are textbooks selected?
- Are textbooks and assignments within the degree level and Scope of Practice?
- Who writes the course?
- Syllabus content
Roles and Responsibilities

Instructional Modalities/Resources

- Online or Traditional Instruction
- Technology used and method
- Research, data and library resources.
- Classroom environment
Roles and Responsibilities

Qualifications of Faculty

- Degrees from HLC accredited institutions
- Licensure/ Certification in Addictions (NAADAC)
- Ethical Practices in Good Standing (NAADAC)
- Teaching within Scope of Practice
- Holds Degree Above Program Level of Instruction
- Member of NAADAC/INCASE
- Knowledge of Clinical Practice and Research Methods
Roles and Responsibilities

Community Support and Articulation

- Student practicum/internship placement and contracts
- Network with local treatment providers
- Methods of community presence
- Consumers have benefit of program
Roles and Responsibilities

Progress of Students and Graduates

- How is student progress monitored?
- Graduation completion percentage.
- Methods of profession and workforce development.
- Percentage of those seeking advanced degrees
- Job placement of graduates
Roles and Responsibilities

Admission and Guidance

- Admission policy and standards
- Academic Advisors
- Student Handbook
- Student Orientation
- Financial Aid
Webinar Presenter

Kirk Bowden
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Benefits for your Institution

- Professional accreditation of individual programs increases enrollment numbers over time.
- Students demand fully accredited programs after the “for-profit” problems of the past several years.
- Institution grows to understand the program better through involvement in the accreditation process.
- Ability to qualify for the Federally funded NAADAC Minority Fellowship Program for Addiction Counselors with tuition support up to $15,000 for students that qualify and are awarded.
Benefits for your State

- Accredited programs also review fit with state licensure and certification standards.
- Licensure boards can be contacted as a courtesy and brought on board with the NASAC standards.
- Certification boards can be shown the benefits of a professional education program in their state.
- This awareness can increase student counts and benefit states by providing them with fully prepared trainees.
- Increases the workforce that is so desperately needed.
Benefits to the Student

- Accreditation means that I am a student of a professional program, and my degree has a higher possible level of reciprocity when I move.
- Accreditation increases the likelihood of passing the certification/licensure examinations, as the NASAC standards are designed to increase pass rates.
- I am more marketable as a graduate of a NASAC accredited program.
- Ability to apply for the Federally funded NAADAC Minority Fellowship Program for Addiction Counselors with tuition support up to $15,000 for students that qualify and are awarded.
<table>
<thead>
<tr>
<th>University/College Name</th>
<th>State</th>
<th>Accredited Programs</th>
<th>Degrees</th>
<th>Contact Name</th>
<th>Contact Phone</th>
<th>Website</th>
<th>NASAC Accreditation Dates</th>
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<tr>
<td>Rio Salado</td>
<td>AZ</td>
<td>Addictions and Substance Use Disorders</td>
<td>AAS</td>
<td>Kirk Bowden, PhD</td>
<td>(480)517-8000</td>
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<td>9/30/2012-11/1/2019</td>
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<td>Minot State University</td>
<td>ND</td>
<td>Addiction Studies</td>
<td>BS</td>
<td>Vicki Michels, PhD</td>
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<td><a href="http://www.minotstateu.edu/">www.minotstateu.edu</a></td>
<td>10/30/2012-12/31/2018</td>
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<tr>
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<td>IL</td>
<td>Addiction Counseling and Treatment</td>
<td>AAS</td>
<td>Janet Mason, MSW</td>
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<td><a href="http://www.clcillinois.edu/">www.clcillinois.edu</a></td>
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<tr>
<td>Metropolitan State University of Denver</td>
<td>CO</td>
<td>Addiction Studies</td>
<td>BS</td>
<td>Scott DeMuro, PhD</td>
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<td><a href="http://www.msudenver.edu/">www.msudenver.edu</a></td>
<td>2/28/2013-2/28/2020</td>
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<td>Grand Canyon University</td>
<td>AZ</td>
<td>Addictions Counseling</td>
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<td>Mark Wireman</td>
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<td><a href="http://www.gcu.edu">www.gcu.edu</a></td>
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<td>University of South Dakota</td>
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<td>Addiction Studies</td>
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<td>Spokane Falls Community College</td>
<td>WA</td>
<td>Addiction Studies</td>
<td>AAS</td>
<td>Carla Dvoracek</td>
<td>(509)533-3626</td>
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<td>Hazelden Betty Ford Graduate School of Addiction Studies</td>
<td>MN</td>
<td>Addiction Studies</td>
<td>MA</td>
<td>Roy Kammer, PhD</td>
<td>(651)213-4166</td>
<td><a href="http://www.hazelden.org">www.hazelden.org</a></td>
<td>9/30/2012-12/31/2019</td>
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<td>Governors State University</td>
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<td>Addiction Studies</td>
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<td>(708)235-2806</td>
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<td>Indiana Wesleyan University</td>
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<td>Addiction Counseling</td>
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<td><a href="http://www.indwes.edu/">www.indwes.edu/</a></td>
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<td>Monmouth University</td>
<td>NJ</td>
<td>Psychological Counseling—Addiction Studies Track</td>
<td>MA</td>
<td>Alan Cavaiola, PhD</td>
<td>(732)571-3400</td>
<td><a href="http://www.monmouth.edu/">www.monmouth.edu</a></td>
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<tr>
<td>Naugatuck Valley Community College</td>
<td>CT</td>
<td>Drug and Alcohol Recovery Counseling (DARC)</td>
<td>AS</td>
<td>Sandra Valente, PhD</td>
<td>(203)596-8655</td>
<td><a href="http://www.nv.edu/">www.nv.edu/</a></td>
<td>4/30/2014-4/30/2021</td>
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<tr>
<td>Clark College</td>
<td>WA</td>
<td>Addiction Counselor Education</td>
<td>Certificate, AAS, AA</td>
<td>Marcia Roi, PhD</td>
<td>(360)992-2171</td>
<td><a href="http://www.clark.edu">www.clark.edu</a></td>
<td>4/30/2014-4/30/2021</td>
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<tr>
<td>Ottawa University</td>
<td>KS</td>
<td>Addiction Counseling</td>
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<td>Kirk Bowden, PhD</td>
<td>(480)299-3249</td>
<td><a href="http://www.ottawa.edu/">www.ottawa.edu/</a></td>
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<td>Elgin Community College</td>
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<td>Human Services Substance Abuse Counseling</td>
<td>AAS</td>
<td>Joseph Rosenfeld, PhD</td>
<td>(847)214-7345</td>
<td><a href="http://www.elgin.edu">www.elgin.edu</a></td>
<td>8/1/2045 - 8/1/2021</td>
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<td>Kingsborough Community College</td>
<td>NY</td>
<td>Chemical Dependency Counseling Program and the Substance Abuse Counseling</td>
<td>Certificate</td>
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<td>(718)368-5289 or (718)368-5235</td>
<td><a href="http://www.kbcc.cuny.edu/">http://www.kbcc.cuny.edu/</a></td>
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<td>Kaplan University School of Social and Behavioral Sciences</td>
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<td>Ocean County College</td>
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<td>Jeffrey Lang, MS</td>
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Thank you for your Participation!

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Upcoming Webinars

April 12, 2017
Motivating the Troops: Creating an Advocacy Mechanism
by Sherri Layton, MBA, LCDC, CCS

April 26, 2017
Effective Screening for Gambling Disorder
by Loreen Rugle, PhD, ICGC II

May 10, 2017
Developmental Trauma Disorder
by F Malcolm Horn, LCSW, MAC

May 24, 2017
Personal and Professional Boundaries
By Lena Sheffield, LMHC, CAP, MAC

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CONFERENCES
NAADAC Annual Conference, September 22-26, 2017, Denver, CO

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