The Perceived Value of Counselor Preparation for Student Affairs Professionals

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Abstract

Student affairs programs share a common goal of developing master's level professionals for employment in higher education. Approximately one-third of student affairs training programs are counseling-based and half of those programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, there is a lack of literature regarding the preparation of student affairs professionals trained in counseling programs and the importance of counselor training to the student affairs profession. Based upon a review of the Council for the Advancement of Standards in Higher Education Professional Standards, CACREP standards, and other related research, this article will discuss the perceived value of counselor preparation to the functional areas within student affairs and categorize the specific student affairs functional areas based upon the perceived value of counselor training.

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Student affairs programs share a common goal of developing master's level professionals for employment in higher education. Approximately one-third of student affairs training programs are counseling-based and half of those programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, there is a lack of literature regarding the preparation of student affairs professionals trained in counseling programs and the importance of counselor training to the student affairs profession. Based upon a review of the Council for the Advancement of Standards in Higher Education Professional Standards, CACREP standards, and other related research, this article will discuss the perceived value of counselor preparation to the functional areas within student affairs and categorize the specific student affairs functional areas based upon the perceived value of counselor training.

Keywords: Counselor education, student affairs, college counseling, higher education, functional areas

Counselor training is an important component in graduate programs of student affairs professionals (Saginak, 2010). Recent studies of college student mental health indicated that psychological and emotional issues appear more frequently than in previous years (Center for Study of Collegiate Mental Health [CSCMH], 2009) and college student stress may be on the rise (American College Health Association [ACHA], 2009). College students uncertain of how to manage academic, emotional, and social pressures may exhibit anxiety and depression (Steinhardt & Dolbier, 2008) and may make use of problematic means of coping such as binge drinking, drug abuse, and suicide attempts (CSCMH, 2009; Grayson & Meilman, 2006; National Institute of Alcohol Abuse and Alcoholism [NIAAA], 2008). As social and emotional problems increase in the lives of college students, it may be beneficial for student affairs professionals who have interpersonal contact with students (e.g., college counseling, career counseling, academic advising, etc.) to having training in counseling knowledge and skills in order to effectively respond to the interpersonal issues of students in higher education.

The Council for the Advancement of Standards in Higher Education (CAS; Council for the Advancement of Standards in Higher Education [CAS], 2012) outlined specific competencies for 43 functional areas within student affairs. These functional areas include the following: Academic Advising; Admission Programs; Adult Leader Programs & Services; Alcohol, Tobacco and Other Drug Programs; Assessment Services; Auxiliary Services; Campus Activities; Campus Information and Visitor Services; Campus Religious and Spiritual Programs; Career Services/Counseling; Clinical Health Services; College Unions; College Honor Societies; Commuter and Off-Campus Living Programs; Conference and Events Programs; Counseling Services; Dining Services; Distance Education Programs; Disability Service Programs; Educational Abroad Programs and Services; Financial Aid; Graduate and Professional Student

Programs and Services; Health Promotion Programs; Housing and Residential Life Programs; International Student Programs and Services; Internship Programs; Learning Assistance Programs; Lesbian, Gay, Bisexual and Transgender Programs; Master's Level Student Affairs Professional Preparation Programs; Multicultural Student Programs and Services; Orientation Programs; Recreational Sports Programs; Registrar Programs and Services; Service-Learning Programs; Student Conduct Programs; Student Leadership Programs; TRIO and Other Educational Opportunity Programs; Undergraduate Research Programs; and Women Student Programs and Services. Five new functional areas (i.e., Campus Police and Security Programs, Parent and Family Programs, Sexual Assault and Relationship Violence Prevention Programs, Transfer Student Programs and Services, and Veterans and Military Programs and Services) were added as functional areas in the most recent edition of the CAS standards (2012). A full description of each of the functional areas, including recommended knowledge, skills, degree, and associated tasks for each functional area can be found in the *CAS Professional Standards for Higher Education* (CAS, 2012).

The authors examined the CAS standards in light of the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2009) 2009 Standards (e.g., Standards for Student Affairs and College Counseling Programs). The authors categorized the student affairs functional areas that appeared to be closely aligned to counselor preparation and those less aligned with counseling-based preparation (e.g., dining services, undergraduate research programs, etc.). To more clearly delineate between functional areas that may or may not be perceived to benefit from counselor training, the authors examined the CAS standards. While the CAS standards provided a broad overview of each functional area (i.e., mission, program, organization, ethics, policy, access, institutional relations, financial resources, technology, facilities, assessment), the authors examined the 'Human Resources' section of each functional area and the Role of Master-Level Student Affairs Preparation Program to identify if a counseling degree and/or counseling training was recommended by CAS for professionals in each functional area. According to CAS (2012), while student affairs programs may have different areas of focus (i.e., administration, counseling, student development, student cultures), they should prepare students to work in a variety of functional areas. From the perspective of faculty preparing students in a counseling-based student affairs program, an examination of student affairs functional areas generated the question: Within the 43 different student affairs functional areas, to what extent are counseling knowledge and skills indispensable, important, helpful, or unnecessary to the tasks performed by student affairs professionals? The purpose of this paper is to present a general categorization of the functional areas within student affairs based upon the perceived value of counselor preparation.

Overview of Student Affairs and Counseling

Student affairs had been closely aligned with counseling at the beginning of the student affairs profession. Lois Kimball Matthews published the first book on college student personnel work in 1915, describing duties of deanship to include: matters of vocational guidance, and service advocating for the problems of students (Waple, 2006). The original 1937 student personnel point of view statement, proposed duties of student personnel services officers were to engage in "educational counseling, vocational counseling…student health, social programs" as well as a number of other administrative duties (American College Personnel Association [ACPA], 1937, pp. 39-40).

The American College Personnel Association (ACPA) was one of four founding organizations of the American Counseling Association (ACA), originally established as the American Personnel and Guidance Association (APGA) in 1952 (American Counseling Association [ACA], 2010a). Through the development of the CACREP guidelines, the Association for Counselor Education and Supervision (ACES) also took a leadership role in establishing standards for the preparation of student affairs professionals (Cooper & Dean, 1989).

Dr. Theodore Miller, former board member of ACPA, representative to CACREP, and president of CAS from 1979 to 1989 recalled the establishment of standards for student affairs:

At some point in the 1970's I became clearly aware that, as an emerging profession, student affairs must have some clearly defined professional standards to guide practice.… ACES took the lead in this arena…ACES was a major player in that [establishment of preparation standards], and ACPA connected with that because we valued preparation for… student personnel or student affairs education…Originally, [ACPA] wanted it [CACREP] to be [named] the Council for Accreditation of Counseling and Student Personnel Services…I had many battles with counselors over the fact we were not really dealing with 'student personnel,' about how well that fit in, and about whether it ought to be there at all…The Council for the Accreditation of Counseling and Related Programs grew out of those discussions. From the get go I had contact, discussions and debates about the role and functions of student affairs as opposed to the roles and function of counseling…we did ultimately get the student affairs preparation standard component as a specialty area (Cooper & Dean, 1989, pp. 199-200).

ACPA took leadership developing standards for student affairs training programs and invited National Association of Student Personnel Administrators (NASPA) to become a part of the process. Both associations invited other student affairs orientated organizations to attend an exploratory meeting in June 1979. This resulted in the development of an inter-association consortium to offers guidelines, standards, and learning outcomes for preparation within student affairs (CAS, 2012). Debates regarding the efficacy of similar preparation standards within student affairs and counselor education programs, as well as the pursuit of distinctive professional identities eventually led to the disaffiliation of ACPA from ACA in 1992 (ACA, 2010b). ACPA chose to become independent of ACA in order serve those with primary identities as student affairs professionals. This created an opening for the development of the American College Counseling Association (ACCA) within ACA and it became an organization to promote dual identities as professionals for both college counselors and student affairs professionals (Davis, 1998).

The ACPA's (2010) 2010-2012 online Directory of Graduate Programs Preparing Student Affairs Professionals listed 153 universities offering graduate programs comprised of 130 master's degrees, seven specialists degrees and certification programs, and 60 doctoral programs. The majority of student affairs programs were housed in colleges of education; however the programs varied across different departments (e.g., counseling, higher education administration, educational leadership, etc.). The Directory of Counselor Preparation Manual (Schweiger, Henderson, & Clawson, 2008) sponsored by the National Board of Certified Counselors (NBCC) listed 45 universities offering counseling-based student affairs programs. The counseling-based degrees included three doctorates in Student Affairs, six education

specialists in student affairs, 42 masters in student affairs, one master's in student services higher education, one master's of academic advising, one master's of student services in higher education, and one master's of student services intercollegiate athletics. This provided an estimate that approximately one-third of student affairs programs are identified as counseling-based. Of those 45 counseling-based student affairs programs, approximately half currently hold CACREP accreditation. Therefore when we refer to counseling-based programs, we are referring to programs operated within a counseling program with or without CACREP accreditation. The majority of the non-CACREP-accredited student affairs programs in the ACPA online directory do not list a curriculum of study with courses with "counseling" in their title, unless the courses were electives. A review of the graduate programs listed on the ACPA online directory found 13 CACREP-accredited programs, 39 program requiring at least one course that would be found in a CACREP counseling program, and the remainder not requiring any courses with 'counseling' in the title. Of the student affairs programs requiring at least one counseling course, the courses most frequently required were skills courses (e.g., counseling skills, counseling theory). While differences exist, it was easy to recognize some of the curricular overlap between CACREP accredited and non-counseling based programs. The curriculum of student affairs programs consistent with CAS (2012) are reported to focus on the following: historical and philosophical foundations of higher education and student affairs; student development theory; student characteristics and the effects of college on students; individual and group interventions; organization and administration of student affairs; assessment, evaluation, and research; and supervised internship in at least two different functional areas.

In the ACPA/NASPA (2010) Professional Competency Areas for Student Affairs Practitioners, 'Advising and Helping' was identified as one of the ten competency areas for student affairs professionals. ACPA/NASPA defined this area as encompassing basic, intermediate, and advanced knowledge, skills, and attitudes related to "counseling, and advising support, direction, feedback, critique, referral, and guidance to individuals and groups" (p. 6). A number of the specific skills advocated in this area are consistent with skills listed in the CACREP standards (e.g., active listening skills, establishing rapport, confidentiality, crisis management, group dynamics, identify mental health concerns, culturally sensitive counseling strategies, advocacy, consultation, assess counseling interventions, etc.). Student affairs professionals trained in counseling-based programs would seem to have a higher level of 'Advising and Helping' knowledge/skills. While these competencies were logically connected to some student affairs functional areas (e.g., counseling services), the perceived value of these counseling skills across the student affairs functional areas may be less clear.

A few studies have reported that counseling skills training was essential in entry-level tasks of student affairs professionals (Burkard, Cole, Ott, & Stofelt, 2005; Cuyjet, Longwell-Grice, & Molina, 2009) and advocated a need to integrate counseling and administrative management skills. Some researchers have suggested the need for future inquiry examining differences in curricula of administrative-based programs and counseling-based programs (Kuk, Cobb, & Forrest, 2007).

As discussed, CACREP (2009), CAS (2012) and ACPA/NASPA (2010) have standards to guide faculty preparing professionals to work in student affairs. It is important to note the difference between accreditation standards (i.e., CACREP) and professional association standards (i.e., CAS, ACPA). Accreditation standards provide individuals with an understanding of a minimum level of knowledge and skills received by students in an accredited program and the standard of quality is judged by an external review. While standards set forth from

professional associations are self-regulated and do not involve the use of an external review board to evaluate the adherence to standards. Association standards may be viewed as levels of quality that are voluntary self-regulated by individuals or groups (CAS, 2012).

Counselor Preparation within the Functional Areas of Student Affairs

Historically, guidance and counseling were considered prominent duties in the job expectation of the student affairs professional. Over time, student affairs evolved into diverse functional areas (i.e., the grouping of individuals based on the functions provided in an organization; Kuk, Banning, & Amey, 2010), resulting in a necessity for entry-level professionals to be competent in a variety of tasks. However, a clear understanding as to what extent counselor training is critical to the various functional areas in student affairs is lacking. For example, individuals can be hired in a number of student affairs areas with or without counseling degrees, and many with just undergraduate degrees. This may lead college administrators, faculty, and potential students questioning the purpose and value of the counseling-based student affairs program. Burkard et al. (2005) suggested that faculty in student affairs programs should focus their curriculum on one student affairs functional area of emphasis rather than a single overall standard for all areas. It has been argued that counseling-based student affairs programs may not be adequate to cover the now complex and diverse preparation needed for the profession of student affairs in their work in the different functional areas within higher education (Cuyjet et al., 2009).

Upon an examination of the 2009 CACREP (2009) standards, CACREP did not provide specific knowledge and skill standards for all 43 functional areas identified by CAS. CACREP provided a general overview of domains that promote the development of postsecondary students. The 2009 CACREP standards mentioned the following areas/populations that appeared to relate to CAS functional areas: college counseling; admissions; financial aid; academic advising; judicial services; recreational sports; disability services; international student affairs; health services; career; addiction intervention; diversity and advocacy; residents, commuters, adult learners, athletes, and first-generation students.

Both counselor education and student affairs professionals may have differing opinions regarding the ability of counseling programs to competently prepare students in all of the functional areas. Through the lens of counselor education, the authors of the current article support the position that it may be appropriate for counseling programs to focus on training students in the functional areas most closely aligned to counseling. Since there was a paucity of literature regarding counselor education's preparation of student affairs professionals, it seemed prudent to utilize the CAS Standards (2012) to explore their perspective on how counselor training is perceived within varying functional areas of student affairs.

In this article, the authors categorize student affairs functional areas based upon the perceived value of counselor training within the functional areas. This builds upon Reynold's (2009) approach who provided an overall grouping of student affairs areas into four areas: (a) counseling-oriented, (b) leadership development and educational positions, (c) administrative positions, and (d) academic affairs positions. The current authors' categorization of functional areas differs from Reynolds (2009) by specifically designating each of the student affairs functional areas into a category based on the degree of importance of counselor training as identified by the CAS Professional Standards (2012). CAS has outlined 43 functional areas, but for the utilization of this paper, the Master's Level Student Affairs Administration Preparation

Programs area has not been categorized since it provides recommendations for preparatory training programs. From this inquiry, categories were developed to provide an initial conceptualization and promote a discussion of the various functional areas of student affairs as to which counseling knowledge and skills might be more valued and utilized by professionals. The authors chose to group the functional areas in four categories to demonstrate a categorization of areas that graduates of counseling programs may work in student affairs areas in which counseling skills may be viewed as: indispensable, important, helpful and unnecessary.

The authors categorized the functional areas by both reviewing the CACREP standards (2009) and the CAS standards (2012). Primarily, the authors categorized the functional areas based upon (a) the CAS standards listing of counseling or related coursework as indispensable, important, helpful or unnecessary to a specific functional area, (b) student affairs and counseling research that highlighted the importance of counseling knowledge/skills, and (c) identification of the functional area within the CACREP standards. Functional areas that were most clearly aligned with counseling were categorized as indispensable. Functional areas that had some of the above characteristics were categorized important, and those functional areas that had the fewest of the above characteristics were categorized as helpful. If the functional area lacked the above characteristics, then the functional area was placed within the unnecessary category. The following sections provide an overview of the student affairs functional areas categorized based upon the perceived value of counseling preparation as indispensable, important, helpful, or unnecessary.

Counselor Preparation is Indispensable
Counseling Services and Career Services.

This category is designated as the primary areas for counselor training within the student affairs and includes the functional areas, Counseling Services and Career Services. Basic and advanced levels of counselor training were vital for job performance in this area. The inclusion of only two of the 43 student affairs functional areas is consistent with Reynolds' (2009) categorization of those two functional areas as having the greatest emphasis on helping skills. CAS (2012) recommended that counseling services staff members complete a supervised graduate practicum/internship in a setting that involved counseling students in higher education setting, and staff members should hold state licensure or certification in counseling, social work or psychology.

Counseling skills are indispensable for this functional area as college counselors act as supervisors, group facilitators, interventionists on crisis planning teams, prevention programming coordinators and presenters, case managers, in addition to providing individual and group counseling. College counselors may also serve as consultants for faculty, staff, coaches, parents, community and student organizations from athletics to Greek organizations (Foubert & Newberry, 2006; Much, Wagener, & Hellenbrand, 2010) as well as advocates for underrepresented student populations (Zubernis & Snyder, 2007) and those managing disabilities (Corrigan, 1998; Troiano, 2003).

Career services professionals address the needs of students through individualized career counseling, career planning workshops, referrals, assessment, group career counseling and career planning services (Rayman, 1993). Students served by this functional area have the opportunity to explore skills, interests, abilities, values and personality in order to make effective vocational and academic choices, and encourage students for new transitions from college to career (Yang

& Gysbers, 2007). As a result, career services professionals often encounter conversations that focus on college student mental health and their career decision-making (Hinkelman & Luzzo, 2007). Students meeting with career center counselors may discuss career related issues and in process may reveal challenging personal, psychological and emotional issues (Niles, Anderson, & Cover, 2000), highlighting a need for career center professionals to have training in college student development, assessment, and helping skills (Winston, 1996).

While states may differ in licensure requirements and laws, a master's degree in Student Affairs from a counseling-based program may be eligible to apply for a state counseling license. For example, at a CACREP-accredited midwestern program, the Student Affairs track is 51 semester hours and the College Counseling track is 66 semester hours, and the program provides a path for graduates applying for counseling licensure in states that require 48 or 60 semester hours for licensure. However, even with a counseling license and coursework in student affairs and college counseling, it can be challenging obtaining a counseling service position at a university. According to the national survey of counseling center directors (Gallagher, 2010), 19.4% of the directors professional identify was as a professional counselor. This is an increase from the reported 11.4% of counseling center directors identifying as professional counselors in the 2007 report (Gallagher, 2007). The most recent national survey of counseling center directors (Gallagher, 2011) has omitted the question regarding professional identity of directors.

Counselor Preparation is Important

Academic Advising Programs; Alcohol, Tobacco, and Other Drug Programs; Housing and Residential Life Programs; Learning Assistance Programs; and Student Conduct Programs are student affairs functional areas where counselor training remained important (Association for the Study of Higher Education, 2010; Dillon, 2003; English, Shutt, & Oswalt, 2009; Kuhn, Gordan, & Webber, 2006). These areas did not require the employment of an individual with a counseling graduate degree. Rather, CAS (2012) recommended that professionals hold a degree in the field relevant to their position.

Academic Advising Programs

Academic Advisors frequently employ basic counseling skills to develop rapport in advising sessions. Advisors provide information and work to develop an individualized exploration of educational and personal goals (Kadar, 2001). Consequently, it is probable that the students' personal and academic concerns will include issues beyond the typical discussions of scheduling courses (Kuhn et al., 2006). Therefore, it is not surprising to find literature suggesting that many academic advisors hold graduate degree in counseling (Preece et al., 2007).

Alcohol, Tobacco, and Other Drug Programs

As the prevalence and misuse of Alcohol, Tobacco and Other Drugs continues on college campuses (ACHA, 2009; English et al., 2009; NIAAA, 2008; Substance Abuse and Mental Health Services Administration, 2009), student affairs professionals have a responsibility to be proactive in offering effective prevention programming, identifying students who may be at risk and referring them for necessary services (Gintner & Choate, 2006; LaBrie, Lamb, Pedersen, & Quinlan, 2006). The incorporation of prevention programming, use of peer counselors, and brief

motivational strategies has been found to be effective for decreasing high-risk behaviors and substance use (Buscemi et al., 2010; LaBrie et al., 2006; Mayhew, Caldwell, & Hourigian, 2008). CAS identified counseling services as a peripheral campus support partner with Alcohol Tobacco and Other Drugs (ATOD) programs. Similar to academic advising, CAS (2012) stated that student affairs professionals should ensure confidentiality for student's records and supervision should be provided by professional staff member with graduate degrees in relevant areas "such as health education, student services/development, psychology, social work, counseling, education, public health, or other appropriate health-related areas" (p. 62).

Housing and Residential Life Programs

Counselor-based training may also be important for professionals working in Housing and Residential Life Programs. Directors, mid-level housing managers, assistant housing directors, area coordinators and hall directors supervise and train residence assistants (RAs) in handling counseling related issues (e.g., relationship issues, managing work and school, personal identity, career exploration, substance abuse etc.). These professionals offer campus preventative programming such as alcohol awareness and sexual assault awareness and prevention (Foubert & Newberry, 2006). Resident life workers create an environment beneficial for student's intellectual, social and psychological development and academic success (Dillon, 2003). Often resident life staff duties crossover into what Reynolds (2011) refers to as "advanced helping skills:" mediation, group facilitation, de-escalating difficult incidents, identification and referral for distressed students and crisis response (p. 402). Critical incidents (e.g., mental health/suicide, domestic violence, assault, etc.) necessitate training to prepare and protect both staff and students from harm (Epstein, 2003). Consequently, CAS (2012) stated that supervisors should have an earned graduate degree in "college student personnel, college counseling, or high education administration, or other fields as appropriate" (p. 296).

Learning Assistance Programs

Counselor-based training can provide Learning Assistance professionals with resources to: build rapport, lead groups, educate and assist in student behavioral modifications (e.g., time management, goal achievement), understand college student academic development, identify and implement cognitive and behavioral interventions (e.g., reducing stress) to retain students (Stebleton & Schmidt, 2010), or those unprepared for the tasks of college level academic disciplines or those needing help in specific skills (e.g., reading skills, time management skills) (Arendale, 2010). Casazza and Silverman (1996) suggested that learning assistance tutors' training consists of fundamental instruction in group dynamics and counseling skills. CAS (2012) reported that professional staff members should hold a graduate degree in "English, reading, mathematics, student affairs professional preparation, student development, higher education, counseling, psychology or education" (p. 329).

Student Conduct Programs

Student Conduct Programs provide remediation to students in violation of university policy. Student affairs professionals work to extinguish unhealthy behaviors while retaining students at the university, and to facilitate student development (Wilson, 1996). Kiracofe and

Buller (2009) suggested the importance of using counseling skills during mandated discipline. Training in counseling theories, human development, mediation, group facilitation may help student conduct representatives assess levels of development, adjust interventions, encourage behavioral change, and deescalate high emotional situation with students and parents. Dannell (1997) challenged higher education personnel to reconsider how they approach student discipline and called for strategies including "caring confrontation" (p. 3). This approach was similar to counseling as the conversation takes place within the context of an empathic relationship. CAS (2012) recommended that the designee responsible for student conduct programs have an education background in "college student affairs, psychology, sociology, student development including moral and ethical development, higher education administration, counseling, law, criminology, or criminal justice" (pp. 442-443). In addition, CAS stated that it would be helpful for students from graduate programs such as counseling to assist the student conduct program during their practicum/internship.

Counselor Preparation is Helpful

Counselor preparation is considered helpful in the following student affairs functional areas: Undergraduate Admissions Programs and Services; Disability Resources and Services; Fraternity and Sorority Advising Programs; Clinical Health Services; Health Promotion Services; International Student Programs and Services; Lesbian, Gay, Bisexual, and Transgender Programs and Services; Multicultural Student Programs and Services; Parent and Family Programs; Sexual Assault and Relational Violence Prevention Programs; Transfer Student Programs and Services, and Women Student Programs and Services.

Undergraduate Admissions Programs and Services

CAS (2012) described the undergraduate admission professional as providing information, evaluating applicants, working cooperatively with college faculty, school counselors, and campus offices to help recruit and retain students. The term "admission counselor" is not specifically utilized and the requirement for a graduate degree in counseling or student affairs was not stated by CAS. Consequently training in counseling skills may not necessarily be considered for hiring undergraduate admissions professionals. However, the National Association of College Admissions Counselors (NACAC) advocated a position different from CAS and supported hiring admission counselors who have training in counseling. NACAC (1990) addressed the value of training in a counseling-based student affairs program in their Statement on the Counseling Dimension of the Admissions Process "NACAC stands firm in its position that counseling has been and continues to be an essential, if not the most essential, ingredient in the college admissions process" (pp. 1). Consistent with other functional areas, there are professional associations that advocate the value of counselor training beyond the position of the CAS standards.

Disability Resources and Services

Disability Support Services is another functional area that may utilize counseling skills within daily responsibilities. CAS (2009) reported that disability services provide transitional type counseling such as "advising and counseling and support for persons with disabilities…to

assist individuals in devising strategies to adjust and succeed in higher education" (p. 234). The Association on Higher Education and Disability (n.d.) does not directly address the need for staff to hold counselor training, however some specific duties listed within their professional standards and program standards (i.e., advocacy; collaboration; consultation, promotion of self-efficacy, etc.) imply that counseling skills may be useful. The CAS standards did not recommend discipline specific degree or training, but instead report that the majority of disability services professionals have backgrounds in "counseling, social work, education, psychology, rehabilitation, and disability studies" (p. 230).

Fraternity and Sorority Advising Programs

While student affairs professionals who work in the functional area of Fraternity and Sorority Advising Programs may hold degrees from various disciplines, CAS (2012) suggested that it would be helpful for professionals to have graduate level course work including counseling techniques and group dynamics. There is a need for fraternity and sorority advisors to provide undergraduate students with appropriate academic, career, and personal/social guidance, accountability, high expectations and support for their development (DeBard, Lake, & Binder, 2006). CAS (2012) also identified advisor responsibilities for providing guidance, student development, rule enforcement, and collaboration. According to Anderson (1987), student affairs professionals advising Greek organizations found counseling training helpful within their role. Anderson asserted that advisors "need counseling skills to assist students in exploring their concerns and finding solutions to their problems" (p. 82) and they must be "expert listeners, able to defuse emotionally explosive situations" (p. 83).

Clinical Health Services and Health Promotion Services

Clinical Health Services (CHS) and Health Promotion Services (HPS), otherwise known as wellness services, exist to promote the holistic wellbeing of students. Clinical Health Services exist to provide medical and health care access to students and Health Promotional Services promotes the well-being (i.e., physical, social, mental) of individuals. CAS (2012) reported a strong emphasis on the promotion of wellness and prevention, which is a position consistent with individuals trained in a counseling program. The CAS (2012) standards recommend that HPS staff members should have graduate degrees in "health education, public health, higher education administration, counseling, or community development" (p. 283).

International Student Programs and Services; Lesbian, Gay, Bisexual, and Transgender Programs and Services; Multicultural Student Programs and Services; Parent and Family Programs; Sexual Assault and Relational Violence Programs; Transfer Student Programs and Services; and Women Student Programs and Services

These functional areas are grouped together as they provide critical services to specific individuals on college campuses. As international student populations continue to increase, student affairs professionals working in International Student Programs and Services (ISPS) functional area have several roles to fulfill. Counselor-based training may be helpful when advising international students, assessing needs, educating and offering services to transition and access available services (Institute of International Education, 2010). CAS (2012) suggested

ISPS staff should have familiarity with various academic disciplines: including "multicultural theory, organizational development, counseling theory and practice, group dynamics, leadership development and human development, and research and evaluation" (p. 308).

Multicultural awareness, sensitivity and responsiveness were found to underscore effective and ethical practice in student affairs practice (Pope & Mueller, 2011). These are also valued competencies in functional areas for Lesbian, Gay, Bisexual and Transgender (LGBT) Programs and Services and Multicultural Student Programs and Services. Multicultural programs and services support the functional areas of career services, academic advising, counseling, and health services. CAS (2012) stated that LGBT Programs and Services leaders "should have coursework in organizational development, counseling, group dynamics, leadership development, student and human development, LBGT studies, multicultural education, women's studies, higher education, and research and assessment" (p. 342) and Multicultural Student program staff should complete coursework in "counseling theory and practice, identity development theory, group dynamics, leadership development, human development, and research and assessment" (p. 367). For Parent and Family Programs, CAS stated that programming should address "academic advising…career planning…health and wellness, resources to support students with disabilities…diversity, multicultural and international program services" (p. 385). Similarly, for Transfer Student Programs and Services, CAS recommended student affairs professionals have knowledge of theories of student development, student learning and should have a working relationship with counselors as they "help students think about academic, career, and life goals" (p. 464). For individuals who are working in Sexual Assault and Relationship Violence Programs, CAS recommended training in crisis response, prevention efforts and confidentiality. Counseling programs, along with social work and nursing are listed as useful partners to help support student affairs professionals in this area. Finally, Women's Services also depend upon multicultural competencies and skills for student affairs professionals to promote gender equality and a supportive, campus climates for women.

Counselor Preparation is Unnecessary

The remaining student affairs functional areas were grouped in the category to designate that counseling skills were unnecessary. These areas include: Adult Learner Programs and Services; Assessment Services; Auxiliary Services Functional Areas; Campus Activities Programs; Campus Information and Visitor Services; Campus Police and Security Programs; Campus Religious and Spiritual Programs; College Honor Societies; College Unions; Commuter and Off-Campus Living Programs; Conference and Events Programs; Dining Services Programs; Education Abroad Programs; Graduate & Professional Student Programs and Services; International Student Programs and Services; Internship Programs; Orientation Programs; Recreational Sports Programs; Registrar Programs and Services; Service-Learning Programs; TRIO and Other Educational Opportunity Programs (TOEOP); Undergraduate Research Programs; and Student Leadership Programs; and Veterans and Military Programs and Services. Individuals who are served by these student affairs functional areas (or many other occupations in society) may prefer to work with professionals who have counseling related skills, however the distinction presented is that CAS (2012) does not identify that the student affairs professionals who are employed to work in these areas need to have counseling-related degree or coursework. CAS does not address the need for these functional areas to offer counseling services, neither do they suggest staff hold degrees in counseling, or that it is essential to obtain

course work specific to counseling. Some have suggested that counseling skills may be fundamental to all areas within student affairs (Reynolds, 2009), and proponents of specific functional areas may advocate for counseling. For example, U.S. Department of Education website (n.d.) indicated that Student Support Services TRIO programs "may offer individualized counseling for personal, career, and academic information" issues. Individuals may perceive a discrepancy between the CAS standards and their experience working in various functional areas. In these areas, depending upon the setting, a specific master's degree focusing on those areas may be more pragmatic (e.g., Recreational Studies, Business Administration, Organizational Management, etc.). In the utilizing of CAS standards to designate these areas, the authors realize that some functional areas in practice may be more or less aligned with the CAS standards, differing in scope of practice from university to university.

Summary

This article conceptualized the perceived value of counselor training utilizing the CAS functional areas for student affairs in light of the current CACREP standards. The authors sought to provide a broad overview of many areas within student affairs in order to encourage the discussion of the counseling and student affairs. Future articles could examine one or more of the student affairs functional areas reviewed in this article (e.g., Academic Advising) and provide an in depth discussion of the importance of counselor training and/or employment of counselors. This would address the issue of counselor training beyond the review of the position of a professional association, and could provide the opportunity to more fully discuss the historical and philosophical foundations of counseling and a specific functional area. Future research in counselor education could survey student affairs professionals, with and without counseling-based student affairs degrees, in each of the functional areas to examine their opinion of the perceived value of a counselor-based training. This type of study could also be conducted with higher education administrators and individuals making employment related decisions. More specific quantitative research studies on a larger scale could provide generalizable results regarding the impact of counselor-based training on the delivery of student affairs services. Functional areas such as academic advising programs and/or housing and residence life programs may provide initial areas where counselor educators may find a correlation between counselor-based student affairs training and student outcomes. As student affairs continues to grow into a multitude of diverse functional areas, it may be worth considering the possibility that counseling training – though invaluable to student affairs work in general – may be more useful in some functional areas as opposed to all functional areas. This categorization of the functional areas and the role of counselor education can be debated by counselor educators, student affairs professionals, and students. Differences of opinions may depend upon the philosophy and job tasks within the functional areas at specific universities and/or personal experiences and philosophies. This paper will hopefully contribute to the discussion regarding the focus of student affairs training within counseling programs and the role of counselor education in promoting the profession of counseling within higher education.

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