

# THE CACREP CONNECTION

Winter 2000/2001

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## Specialized Accreditation Facts

According to the Higher Education Directory (as reported in *ASPA News*), only 56% of institutions in the United States have one or fewer programs accredited by a specialized accreditor.

However, in 1972, 76% of institutions had one or fewer programs with specialized accreditation.

## CACREP Events at the ACA Conference in San Antonio

**Board Meeting, March 15-17 at the Marriott RiverCenter**

**20th Anniversary Celebration and Showcase of Accredited Programs**

Sunday, March 18 from 4-7 pm in the Convention Center Ballroom C3

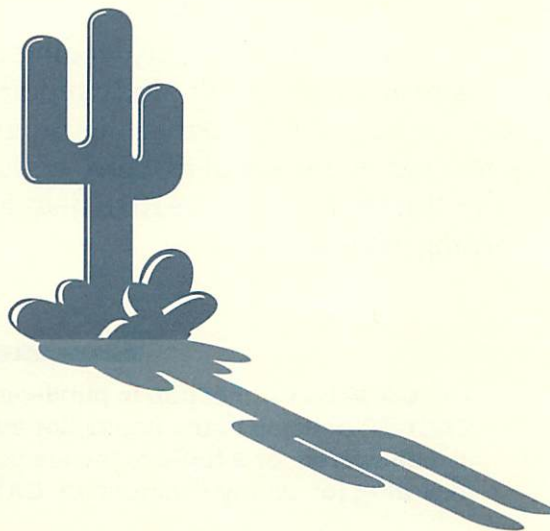
Join representatives from over 60 CACREP accredited programs, the CACREP Board, staff, team members, and students as we host a reception celebrating:

*"20 Years of Excellence:  
Preparing Counselors for the 21st Century"*

**An Overview of the 2001 Standards**

Monday, March 19 from 9-11 am at the Marriott RiverWalk

Instead of offering team training or having a meeting of program liaisons, CACREP is presenting a broader session introducing the 2001 Standards and highlighting some differences between these new requirements and previous versions. Team visitors, current program liaisons, and programs interested in becoming accredited are all encouraged to attend this session.







## FROM THE CHAIR

Mary Alice Bruce

Dear Colleagues:

Joy to you this new year!

During this time of new year reflection, consider that for almost twenty years CACREP has provided leadership and promoted excellence in professional preparation through the accreditation of counseling and related educational programs. We invite you to join us for the CACREP 20<sup>th</sup> Anniversary Celebration activities and Showcase of Accredited Programs during the ACA International Conference in San Antonio, March 17-20.

CACREP continues its commitment to meeting the needs of a dynamic, diverse, and complex society. However, changes are rapidly occurring in universities, accrediting bodies, and our counseling profession that impact the way we do business. At our most recent Board meeting in October 2000, the Board members acknowledged the seriousness of the contemporary issues that challenge our accreditation mission and began strategic planning by which to address these issues. These many challenges include:

- the explosion in technology, leading to web-site and/or CD self-study reports, web-site team visits, counseling programs conducted by means of distance education via multiple sites, and creative delivery of learning experiences
- the change in student population, leading to an increase in the number of diverse students with various expectations
- accountability demands, most likely leading to evidence-based outcomes
- the restructuring of ACA, calling into question the scope of the division and public representation on our own board and the financial support for each member's expenses

We must recognize that CACREP provides strong support for counseling professionals in realizing our potential role in an international society. Using our skills and knowledge, counseling professionals can assist in building the personal awareness, relationships, and alliances that are so necessary in order to bring people together in a healthy manner. We must be prepared to change, adapt, and invite meaningful dialogue to support each other in our efforts to strengthen the identity of counselors and the counseling profession. Let us ensure that our actions take us as a confident, collective group into the 21<sup>st</sup> century.

As always, Board members and staff join me in appreciating your support relative to our professional endeavors!



## BOARD RENDERS ACCREDITATION DECISIONS

The CACREP Board met October 12-14, 2000 in Alexandria, Virginia for the purpose of rendering accreditation decisions. These decisions are listed below. The next meeting is scheduled for March 15-17, 2001.

*The following programs were granted accreditation († indicates initial accreditation)*

**Barry University**, Miami Shores, Florida

† Marriage and Family Counseling/Therapy (December 31, 2002)

**Gallaudet University**, Washington, DC

Mental Health Counseling and School Counseling (December 31, 2002)

**Oregon State University**, Corvallis, Oregon

Community Counseling, School Counseling, Counselor Education and Supervision (PhD)  
(December 31, 2002)

**Portland State University**, Portland, Oregon

Community Counseling and School Counseling (December 31, 2007)

† **Regent University**, Virginia Beach, Virginia

Community Counseling and School Counseling (December 31, 2002)

† **Texas Women's University**, Denton, Texas

Community Counseling and School Counseling (December 31, 2007) and Marriage and Family Counseling/Therapy (December 31, 2002)

**University of Akron**, Akron, Ohio

Community Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Counselor Education and Supervision (PhD) (December 31, 2002)

**University of Nebraska at Omaha**, Omaha, Nebraska

Community Counseling and School Counseling (December 31, 2007)

**University of South Dakota**, Vermillion, South Dakota

Community Counseling, School Counseling, Student Affairs Practice in Higher Education – College Counseling Emphasis, and Counselor Education and Supervision (EdD)

**University of Tennessee**, Knoxville, Tennessee

† Mental Health Counseling and School Counseling

† **University of Wisconsin Whitewater**, Whitewater, Wisconsin

Community Counseling, School Counseling, Student Affairs Practice in Higher Education – College Counseling and Professional Practice Emphases (December 31, 2002)

**Western Washington University**, Bellingham, Washington

School Counseling (December 31, 2007) and Mental Health Counseling (December 31, 2002)

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

**California Polytechnic State University**, San Luis Obispo, California

Marriage and Family Counseling/Therapy (June 30, 2006)

**Governors State University**, University Park, Illinois

Community Counseling, Marriage and Family Counseling/Therapy and School Counseling (December 31, 2005)

*continued*



**Mississippi State University – Roosevelt Roads Campus**, Puerto Rico  
Community Counseling and School Counseling (August 31, 2001)

**Minnesota State University at Moorhead**, Moorhead, Minnesota  
Community Counseling and Student Affairs Practice in Higher Education College Counseling and Professional Practice  
Emphases (June 20, 2007)

**Northern Arizona University**, Flagstaff, Arizona  
Community Counseling and School Counseling (December 31, 2005)

**Sonoma State University**, Rohnert Park, California  
Community Counseling (June 30, 2006)

**University of Arkansas**, Fayetteville, Arkansas  
Community Counseling, School Counseling and Counselor Education and Supervision (PhD) (December 31, 2004)

**University of Pittsburgh**, Pittsburgh, Pennsylvania  
Community Counseling and School Counseling (June 30, 2005)

**Wilmington College**, New Castle, Delaware  
Community Counseling (June 30, 2005)

## KUDOS • KUDOS • KUDOS • KUDOS • KUDOS • KUDOS • KUDOS • KUDOS

ACA and CACREP encourage the use of citation of credentials in employment advertisements. This column highlights those institutions which we have noticed proudly displaying their CACREP accreditation in employment ads or which specifically name affiliation with a CACREP program as a preferred qualification in their ad. These kudos have been taken from *Counseling Today*, *The Chronicle of Higher Education*, and CESNET.

Appalachian State University  
Barry University  
Butler University  
California State University – Los Angeles  
Clemson University  
College of William and Mary  
Duquesne University  
Eastern Kentucky University  
Eastern Washington University  
Emporia State University  
Florida Atlantic University  
Fort Valley State University  
Georgia State University  
Idaho State University  
James Madison University  
Kent State University  
Long Island University C.W. Post Campus  
Louisiana State University  
Middle Tennessee State University  
Minnesota State University Mankato  
Minnesota State University Moorhead

Mississippi State University  
Northern Illinois University  
Oakland University  
Oregon State University  
Radford University  
St. Xavier University  
Slippery Rock University  
Southeast Missouri State University  
State University of New York at Brockport  
Sul Ross State University  
Texas A & M University Corpus Christi  
Texas A & M University Commerce  
Texas Tech University  
Truman State University  
University of Arkansas  
University of Colorado at Colorado Springs  
University of Colorado at Denver  
University of Detroit at Mercy  
University of Illinois at Springfield  
University of Louisiana  
University of Memphis  
University of Montevallo

University of Nebraska at Omaha  
University of New Mexico  
University of Nevada Las Vegas  
University of North Carolina at Greensboro  
University of Northern Colorado  
University of South Carolina  
University of South Dakota  
University of South Florida  
University of Texas Pan American  
University of Texas San Antonio  
University of Toledo  
University of Virginia  
Vanderbilt University  
West Texas A & M University  
Western Michigan University



# Writing Your CACREP Self-Study: Reflections from a Participant

*Brandon Hunt, Ph.D., Penn State University*

I was asked to write about my experiences attending the CACREP self-study training last October. I attended the training for two reasons. As a new CACREP board member, I wanted to see how training was conducted and to learn more about the 2001 standards. But I also wanted to learn more about how to conduct a self-study since Penn State University, where I'm employed, is working toward becoming CACREP-accredited.

Most of the day was spent discussing the logistics of the accreditation process, which I found very helpful. Starting with the first steps of even considering becoming accredited, CACREP staff and board members walked participants through the entire accreditation process from how to develop a self-study, what happens after it's submitted to CACREP, to how to maintain accreditation. Throughout the training they gave helpful and practical suggestions about how to get support from faculty and administrators, how to create a self-study team, setting realistic timeliness, and how to put the self-study document together. What made this particularly helpful for me was that the presenters gave lots of examples of things that have, and have not, worked for other programs. The presenters also gave an overview of the 2001 standards and discussed how they were different from the 1994 standards.

To help participants have a better understanding of how to develop the self-study document, we were divided into small groups and assigned to review specific sections of actual self-study documents that had been submitted to CACREP. (The staff received permission from the programs to share their documents with the training participants beforehand.) I think this was particularly helpful for a lot of folks because they could see actual examples of the elements described in the standards. It's one thing to think about infusing human development into a curriculum and another to see how schools have actually done this.

As I stated earlier, I found the training to be really helpful. It was encouraging to be in an environment where everyone was talking about and committed to accreditation. The most important thing I learned is that the CACREP staff is really committed to working with programs to help them be successful in getting accredited. From watching the staff and the board members who gave the training, it was evident that they want to provide a useful service to the programs they serve. I don't think any question or concern is too minor for them to address. The one suggestion I have for people who attend future self-study trainings is that they review the standards before coming to the training. That is not to say that they won't learn that information at the training, only that reviewing the standards first will help them have a better context for the variety of topics that are addressed. I appreciate that accreditation can seem like a daunting task at times, but I think attending training like this can be particularly useful.

*CACREP will be hosting  
another full day  
workshop,*

*"How to write a CACREP  
Self-study"*

*in Fall 2001 in  
Alexandria. Details will  
be available in late Spring  
and will be published in  
the Summer 2001  
Connection*



# News and Views: Tough Customers

*Carol L. Bobby*

Years ago, in another life, I was an assistant buyer working in the bed, bath, lamps and other assorted home accessories division in a major department store. Being in charge of the Christmas shop also was no fun. As you can imagine, the amount of daily traffic in this shop was extraordinary and there were fingers on every piece of merchandise. Excited kids would race through on their way to see Santa and push every musical toy they could find. Jingle Bells, White Christmas, and Silent Night would play simultaneously and drive me nuts. But the worst sound of all was the shattering of another expensive hand-blown bulb. I cringed every time I heard this sound, because I knew that the cost of that bulb would come out of my division's profit. You see, the motto of the department store where I worked was "The customer is always right." That motto translated into the customer could not be held responsible for the broken bulb. It must have been clumsily hung on the tree to fall so easily. Clearly, here was a company that valued its customers. As far as I can tell, customers are still valued in many American businesses.

Well, I have heard a lot of rhetoric over the past few years arguing that higher education needs to adopt a more business-like attitude for the delivery of education. That higher education needs to realize that students are customers buying services. That competition from entrepreneurial educational enterprises such as Internet based learning is forcing change in the traditional delivery of education. That educational systems should be designed and executed using quality management and continuous improvement strategies. That institutions need to justify the cost of the education with the value for the customer.

The bottom line of all this is that there are some tough customers out there and their voices are demanding our attention. Listen for a moment about what I have heard our customers say over the years about the product or service that we as accreditors provide.

Accreditation is...  
 Duplicative ... Punitive ... Costly ... Burdensome ...  
 Irrelevant ... Inefficient ... Restrictive ... Secretive ...  
 Inflexible ... Inhibiting ... Rigid ... Stagnant ... Tedious ...  
 Worthless ... Prescriptive ... Slow moving ... Self-serving ...  
 ... Nothing more than bean counting

But have we paid attention? I believe that we have and I believe that we have tried to do so in a responsible

manner. It has not been easy and we do not always get always get credit for the changes we have implemented. Let me provide some examples.

How many of you in the room have heard one or more horror stories about business accreditation? How many of you have heard criticism of teacher education accreditation? Or, let's see, a few weeks ago in *The Chronicle of Higher Education*, one institution said of its regional accreditor, "We produced this two-inch thick document, and I don't even have it on my shelf, because it's not worth having."

Such comments would lead you to believe that there have been no changes in our accrediting processes for the past 20 years. They would also lead you to believe that we didn't care about our customers. But such comments are simply not true from my experience with accreditation over the past 15 years. Ever since I was hired as the director of CACREP, I feel that I have been trying to keep my head above water in a turbulent sea of change. Business accreditation introduced its mission-based accreditation review process. NCATE moved from programmatic to unit accreditation and has now just recently published its new competency-based criteria. Journalism opened every aspect of its process, including its decision-making sessions, to the public. Engineering moved forward with mutual recognition through the signing of the Washington Accord. And as for the Regionals, I marveled at the creation of IRAC to deal with Western Governors University. Likewise I have been impressed with the unveiling of North Central's AQIP and Western Seniors willingness to experiment with custom-tailored reviews. All of us have attempted to help programs and schools use outcomes assessment data as planning tools for the future. The fact of the matter is that these have been exciting years and a lot of change has occurred in the product and service we provide. It is clear to me that accreditors have listened to the criticisms of their toughest customers and that we have placed value in measured change.

Measured change – let me spend a few moments discussing why I decided to include this as the first in my list of important values in accreditation.

Accreditation has usually been described as a uniquely American process. In the higher education arena, it has played an important role in higher education's ability remain self-regulating without government control and intervention. It has done this by being viewed as a function of accountability; that is, as a measure of



quality assurance for the public that a standard of acceptability has been achieved. I believe that it is the value we have placed on the accountability or quality assurance function that causes us as accreditors to be wary of changing too quickly or too radically. Whatever changes we make, we must measure them against both the public's and our understanding of what constitutes quality. We must be able to justify that we have not thrown the baby out with the bath water. With this in mind, listen to a few more customer comments.

Beth McMurtrie wrote in the Chronicle of Higher Education last month that critics of some of the changes being proposed by the Regionals are concerned "that removing traditional measures of quality [will] open the door for questionable institutions to gain accreditation and dysfunctional ones to keep it." Jane Wellman was quoted in this same article as saying, "I don't know how they're [the Regionals] going to tell the difference between the good, the bad, and the ugly."

We really do have some tough customers to please, don't we? But, as an accreditor, I am fully aware that much thought and work has gone into these proposed changes. The decision to make changes has not been made in isolation. If your commissions are anything like the board I work with, I am certain that there have been lively debates, a lot of public input, some pilot projects to determine the problems and solutions, and at least one person with enough guts to say, "let's at least try this." Speaking of public input, my organization just recently completed a standards revision process and we had three rounds of public drafts that were widely disseminated among our constituents. The drafts were published on the web, sent to institutions, sent to our team members, sent to all the elected leaders in counseling organizations... well, you get the picture. We really tried hard to make this an open and public review process.

Which brings me to a second value that I believe is held by accreditors. That value is the emphasis we place on opening our processes to external scrutiny. Most of us in this room not only undergo standards revision reviews where we seek comment from our constituencies—that is, the faculty, administrators, practitioners, students and other consumers of our services—but we also openly place our standards and processes in the public eye when we undergo review for recognition by CHEA and/or the Department of Education. These processes are time-consuming, costly, oftentimes challenging, and can effectively keep us from making radical changes without appropriate consultation with our customers. At the same time, these processes can also provide us with valuable feedback on ways we might do things differently. I know my agency has changed as a result of these public reviews. Our standards have become less

prescriptive, the number of public members on our board has increased, common practice has been written into published policy, we publicize our willingness to conduct collaborative visits with other accrediting agencies, and we require our programs to conduct and use program evaluation data for review and planning purposes. My guess is that bells are ringing for some of you who have also made some of these changes in light of public reviews.

The third value and final value that I want to mention this morning is the importance we place on the volunteer peer review process. We are, for the most part, organizations run by small staffs that rely on huge numbers of volunteers. Our boards and commissions are composed of volunteers. Our visiting teams are composed of trained volunteers. These volunteers are the very individuals that teach in our accredited institutions and programs. These volunteers are the very persons that make decisions about institutional governance. These volunteers are the same people that rely on our decisions when deciding which program or school their sons and daughters should attend. Let me make very clear what I am saying here, because I think this is important. Our volunteers are the accreditors. More importantly, I am saying that our volunteers are also our customers. They are the public, the faculty, the administrators and the students in our programs and institutions. They are the consumers of our services. In other words, they are we and we, the accreditors, are they. I think this is worth reminding ourselves about when the criticisms flare so brightly that we are blinded from seeing the worth of what we accomplish. I think we need to remember that "we" have changed as "they" are ready.

So now that our customers are ready for some more changes, we are ready, too. Let's tackle the issues one-by-one. Let's continue to examine the ways that we can collaborate and reduce duplication. Let's determine whether times are calling for us to be more open in the kinds of information we share. Let's create review processes that are so value-adding that cost becomes a non-issue. Let's continue to review the intersection between student outcomes and resources to determine where the balance lies in determining what constitutes quality. We have already begun moving in this direction and we have done so thoughtfully and with an eye toward public accountability. I believe the value of measured change will continue to serve us well in the quality assurance arena.

*This paper was prepared for presentation at the August 2000 accreditation retreat of the regional and specialized accreditors.*



**ALABAMA**

**Auburn University**  
First Accredited: 9/86  
CC (M.Ed./M.S.), SC (M.Ed./M.S.), CE (Ph.D./Ed.D.) (2003)

**Troy State University-Phenix City**  
First Accredited: 4/99  
CC (M.S.), SC (M.S.), MHC (M.S.) (2006)

**The University of Alabama**  
First Accredited: 3/82  
CC (M.A.), SC (M.A.), CE (Ph.D./Ed.D.) (2004)

**ARIZONA**

**Arizona State University**  
First Accredited: 4/95  
CC (M.C.) (2002)

**Northern Arizona University**  
First Accredited: 11/98  
CC (M.A.), SC (M.Ed.) (2005)

**University of Phoenix  
Phoenix and Tucson Campuses**  
First Accredited: 4/95  
CC (M.C.) (2002)

**ARKANSAS**

**University of Arkansas**  
First Accredited: 11/97  
CC (M.S.), SC (M.S.), CE (Ph.D.) (2004)

**CALIFORNIA**

**California Polytechnic State University**  
First Accredited: 4/99  
MFC/T (M.S.) (2006)

**CSU/Fresno**  
First Accredited: 4/95  
MFC/T (M.S.) (2002)  
beaches.soehd.csufresno.edu/s

**CSU/Los Angeles**  
First Accredited: 3/78  
SC (M.S.), MFC/T (M.S.) (2003)

**CSU/Northridge**

First Accredited: 3/79  
CC/CrC (M.S.), MFC/T (M.S.), SC (M.S.), SAC (M.S.) (2001)

**San Francisco State University**  
First Accredited: 3/78  
CC/GC (M.S.), CC/CrC (M.S.), MFC/T (M.S.), SC (M.S.), SACC (M.S.) (2002)

**Sonoma State University**  
First Accredited: 3/84  
CC (M.A.), SC (M.A.) (2006)

**COLORADO**

**Adams State College**  
First Accredited: 10/95  
CC (M.A.), SC (M.A.) (2002)

**Colorado State University**  
First Accredited: 4/97  
CC (M.Ed.), CC/CrC M.Ed.), SC (M.Ed.) (2004)

**Denver Seminary**  
First Accredited: 4/97  
CC (M.A.) (2004)

**University of Colorado at Denver**  
First Accredited: 4/91  
CC (M.A.), SC (M.A.), MFC/T (M.A.) (2005)

**University of Northern Colorado**  
First Accredited: 3/82  
CC (M.A.), SC (M.A.), MFC/T (M.A.), CE (Ph.D.) (2003)

**CONNECTICUT**

**Fairfield University**  
First Accredited: 9/86  
CC (M.A.), SC (M.A.) (2001)

**Southern Connecticut State University**  
First Accredited: 4/95  
CC (M.S.), SC (M.S.) (2002)

**Western Connecticut State University**  
First Accredited: 4/95  
CC (M.S.), SC (M.S.) (2002)

**DELAWARE**

**Wilmington College**  
First Accredited: 3/98  
CC (M.S.) (2005)

**DISTRICT OF COLUMBIA**

**Gallaudet University**  
First Accredited: 3/93  
\*SC (M.A.), MHC (M.A.) (2002)

**George Washington University**  
First Accredited: 3/84  
CC (M.A.), SC (M.A.), CE (Ed.D.) (2005)

**FLORIDA**

**Barry University**  
First Accredited: 10/95  
MHC (M.S.), SC (M.S.), MFC/T (M.S.) (2002)

**Florida State University**  
First Accredited: 10/95  
CC/CrC (M.S./Ed.S.), SC (M.S./Ed.S.), MHC (M.S./Ed.S.) (2002)

**Rollins College**  
First Accredited: 4/94  
CC (M.A.), SC (M.A.) (2001)

**University of Central Florida**  
First Accredited: 11/97  
MHC (M.A.), SC (M.A./M.Ed.) (2004)

**University of Florida**  
First Accredited: 3/81  
MFC/T (M.S./Ed.S.), MHC (M.S./Ed.S.), SC (M.S./Ed.S.), CE (Ph.D./Ed.D.) (2003)

**University of North Florida**  
First Accredited: 11/98  
MHC (M.Ed.), SC (M.Ed.) (2005)

**GEORGIA**

**Columbus State University**  
First Accredited: 11/94  
CC (M.S.), SC (M.Ed.) (2001)

**Georgia State University**  
First Accredited: 3/80  
CC (M.S.), SC (M.S.), CE (Ph.D.) (2003)



**University of Georgia**

First Accredited: 4/87

CC (M.A./M.Ed.), SC (M.A./M.Ed.),  
SAA (M.A./M.Ed.), SAC (M.A./  
M.Ed.), SAD (M.A./M.Ed.) (2001)**IDAHO****Boise State University**

First Accredited: 3/00

SC (M.A.) (2007)

**Idaho State University**

First Accredited: 3/80

MHC (M.C.), SC (M.C.), SACC  
(M.C.), CE (Ed.D.) (2002)**University of Idaho**

First Accredited: 10/84

CC (M.S. & M.Ed/Ed.S), SC (M.S. &  
M.Ed/Ed.S), CE (Ph.D./Ed.D.) (2007)**ILLINOIS****Bradley University**

First Accredited: 3/92

CC (M.A.), SC (M.A.) (2006)

**Concordia University**

First Accredited: 4/96

SC (M.A.) (2003)

**Eastern Illinois University**

First Accredited: 11/97

CC (M.S.), SC (M.S.) (2004)

**Governors State University**

First Accredited: 4/91

CC (M.A.), MFC/T (M.A.), SC (M.A.)  
(2005)**Northeastern Illinois University**

First Accredited: 4/94

CC (M.A.), SC (M.A.) (2001)

**Northern Illinois University**

First Accredited: 3/89

CC (M.S.Ed.), SC (M.S.Ed.), SACC  
(M.S.Ed), CE (Ed.D.) (2003)**Roosevelt University**

First Accredited: 3/98

CC (M.A.), MHC (M.A.) (2005)

**Southern Illinois University at  
Carbondale**

First Accredited: 3/88

CC (M.S.), MFC/T (M.S.), SC (M.S.),  
CE (Ph.D.) (2002)**University of Illinois at Springfield**

First Accredited: 10/93

CC (M.A.), SC (M.A.) (2001)

**Western Illinois University**

First Accredited: 4/87

CC (M.S.Ed.), SC (M.S.Ed) (2001)

**INDIANA****Ball State University**

First Accredited: 3/80

CC (M.A.) (2002)

**Butler University**

First Accredited: 11/98

SC (M.A.) (2005)

**Indiana Wesleyan University**

First Accredited: 3/98

CC (M.A.), MFC/T (M.A.) (2005)

**Purdue University**

First Accredited: 9/86

MHC (M.Ed./M.S), SC (M.Ed./M.S.),  
SACC (M.Ed./M.S.), SAPP (M.Ed./  
M.S.), CE (Ph.D.) (2001)**IOWA****The University of Iowa**

First Accredited: 3/89

SC (M.A.), SAPP (M.A.), CE (Ph.D.)  
(2003)**University of Northern Iowa**

First Accredited: 10/90

MHC (M.A.), SC (M.A.E.) (2005)

**KANSAS****Emporia State University**

First Accredited: 11/97

SC (M.S.), MHC (M.S.), SACC (M.S.),  
SAPP (M.S.) (2004)**Pittsburg State University**

First Accredited: 10/88

CC (M.S.) (2003)

**KENTUCKY****Murray State University**

First Accredited: 3/89

CC (Ed.S.) (2004)

**Lindsey Wilson College**

First Accredited: 4/96

MFC/T (M.Ed.), MHC (M.Ed.) (2003)

**LOUISIANA****University of Louisiana at Monroe**

First Accredited: 3/89

CC (M.Ed./M.A.), MFC/T (M.A.), SC  
(M.Ed.) (2004)**Northwestern State University**

First Accredited: 4/95

SACC (M.A.), SAPP (M.A.) (2002)

**Our Lady of Holy Cross College**

First Accredited: 4/99

\*MFC/T (M.A.) (2001)

**Southeastern Louisiana University**

First Accredited: 3/98

CC (M.Ed.), SC (M.Ed.), SACC  
(M.Ed.) (2005)**University of New Orleans**

First Accredited: 10/89

CC (M.A./M.Ed.), SC (M.A./M.Ed.),  
SACC (M.A./M.Ed.), CE (Ph.D./Ed.D.)  
(2004)**MAINE****University of Southern Maine**

First Accredited: 10/87

MHC (M.S.), SC (M.S.), CC (M.S.)  
(2002)**MARYLAND****Loyola College in Maryland**

First Accredited: 10/89

CC (M.S.) (2004)

**Loyola College in Maryland**

First Accredited: 4/97

SC (M.A./M.Ed.) (2004)

**University of Maryland at College  
Park**

First Accredited: 10/85

CC/CrC (M.A./M.Ed.), SC (M.A./  
M.Ed.), CE (Ph.D.) (2002)



**MICHIGAN**

**Andrews University**  
Berrien Springs, MI 49104-  
First Accredited: 3/90  
CC (M.A.), SC (M.A.) (2004)

**Eastern Michigan University**  
First Accredited: 10/89  
CC (M.A.), SC (M.A.) (2005)

**Oakland University**  
First Accredited: 11/94  
CC (M.A.), SC (M.A.) (2001)

**Wayne State University**  
First Accredited: 11/94  
CC (M.A.), SC (M.Ed.), CE (Ph.D./  
Ed.D.) (2001)

**Western Michigan University**  
First Accredited: 10/83  
CC (M.A.), SC (M.A.), SACC (M.A.),  
SAPP (M.A.), CE (Ph.D.) (2005)

**MINNESOTA**

**Minnesota State University at  
Mankato**  
First Accredited: 9/86  
CC (M.S.), SC (M.S.), SAPP (M.S.)  
(2001)

**Minnesota State University at  
Moorhead**  
First Accredited: 3/00  
CC (M.S.), SAPP (M.S.), SACC (M.S.)  
(2006)

**University of Minnesota Duluth**  
First Accredited: 11/94  
CC (M.A.), SC (M.A.) (2001)

**MISSISSIPPI**

**Delta State University**  
First Accredited: 4/91  
CC (M.Ed.), SC (M.Ed.) (2004)

**Mississippi State University**  
First Accredited: 9/86  
SACC (M.S.), CC (M.S.), SC (M.S.),  
CE (Ph.D./Ed.D.) (2005)

**University of Southern Mississippi**  
First Accredited: 10/85  
CC (M.S.) (2001)

**MISSOURI**

**Southeast Missouri State University**  
First Accredited: 3/98  
CC (M.A.) (2005)

**Truman State University**  
First Accredited: 3/92  
CC (M.A.), SC (M.A.), SAPP (M.A.)  
(2006)

**MONTANA**

**Montana State University - Bozeman**  
First Accredited: 3/93  
\*MFC/T (M.S.), MHC (M.S.), SC  
(M.S.) (2002)

**NEBRASKA**

**University of Nebraska at Kearney**  
First Accredited: 3/00  
\*CC (M.S.Ed.) (2002)

**University of Nebraska at Omaha**  
First Accredited: 3/93  
CC (M.A./M.S.), SC (M.A./M.S.)  
(2007)

**NEVADA**

**University of Nevada/Las Vegas**  
First Accredited: 3/84  
\*CC (M.S.), MFC/T (M.S.) (2001)

**University of Nevada/Las Vegas**  
First Accredited: 3/84  
SC (M.S.Ed.) (2001)

**University of Nevada, Reno**  
First Accredited: 4/94  
MFC/T (M.A./M.Ed.), SC (M.A./  
M.Ed.), SACC (M.A./M.Ed.), CE  
(Ph.D./Ed.D.) (2001)

**NEW JERSEY**

**The College of New Jersey**  
First Accredited: 4/91  
CC (M.A.), SC (M.A.) (2005)

**Rider University**  
First Accredited: 4/99  
\*CC (M.A.), SC (M.A.) (2001)

**NEW MEXICO**

**New Mexico State University**  
First accredited: 10/99  
\*MHC (M.A.) (2001)

**University of New Mexico**  
First Accredited: 10/82  
CC (M.A.), SC (M.A.), CE (Ph.D.)  
(2004)

**NEW YORK**

**SUNY at Brockport**  
First Accredited: 4/87  
CC (M.S.), SC (M.S.), SAC (M.S.)  
(2001)

**Plattsburgh State University of New  
York**  
First Accredited: 3/90  
CC (M.S.), SC (M.S.Ed), SACC (M.S.)  
(2004)

**Syracuse University**  
First Accredited: 4/94  
SC (M.S.), SAC (M.S.), CE (Ph.D./  
Ed.D.) (2001)

**NORTH CAROLINA**

**Appalachian State University**  
First Accredited: 10/83  
CC (M.A.), SC (M.A.), SACC (M.A.)  
(2005)

**North Carolina State University**  
First Accredited: 3/90  
\*CC (M.Ed./M.S.), SC (M.Ed./M.S.),  
SACC (M.Ed./M.S.), CE (Ph.D.) (2002)

**University of North Carolina at  
Chapel Hill**  
First Accredited: 4/86  
SC (M.A./M.Ed.) (2007)

**The University of North Carolina at  
Charlotte**  
First Accredited: 4/95  
CC (M.A.), SC (M.A.) (2002)

**The University of North Carolina at  
Greensboro**  
CC (M.Ed./Ed.S.), CC/GC (M.Ed./  
Ed.S.), MFC/T (M.Ed./Ed.S.), SC  
(M.Ed./Ed.S.), SACC (M.Ed./Ed.S.), CE  
(Ph.D./Ed.D.) (2002)

**Wake Forest University**  
First Accredited: 4/95  
CC (M.A.Ed.), SC (M.A.Ed.) (2002)



**Western Carolina University**

First Accredited: 3/93  
CC (M.S.), SC (M.A.Ed.) (2007)

**NORTH DAKOTA****North Dakota State University**

First Accredited: 4/97  
CC (M.S./M.Ed.), SC (M.S./M.Ed.)  
(2004)

**OHIO****Cleveland State University**

First Accredited: 11/94  
CC (M.Ed.) (2001)

**John Carroll University**

First Accredited: 4/97  
CC (M.A.) (2004)

**Kent State University**

First Accredited: 4/91  
CC (M.A./M.Ed.), CE (Ph.D.) (2005)

**Ohio University**

First Accredited: 9/86  
CC (M.Ed.), SC (M.Ed.), CE (Ph.D.)  
(2001)

**University of Akron**

First Accredited: 10/85  
CC (M.A./M.S.Ed.), MFC/T (M.A./  
M.S.Ed), SC (M.A./M.S.Ed.), CE  
(Ph.D.) (2002)

**University of Cincinnati**

First Accredited: 3/93  
CC (M.A.), SC (M.A./M.Ed.), CE  
(Ed.D.) (2001)

**University of Toledo**

First Accredited: 10/89  
CC (M.Ed.), SC (M.Ed.), CE (Ph.D.)  
(2004)

**Wright State University**

First Accredited: 3/89  
CC (M.A./M.S.), SC (M.A.&M.S./  
M.Ed.) (2003)

**Youngstown State University**

First Accredited: 3/86  
CC (M.S.Ed.), SC (M.S.Ed.) (2006)

**OREGON****Oregon State University**

First Accredited: 3/86  
\*CC (M.S.), SC (M.S.), CE (Ph.D.)  
(2002)

**Portland State University**

First Accredited: 3/93  
CC (M.A./M.S.), SC (M.A./M.S.)  
(2007)

**PENNSYLVANIA****Duquesne University**

First Accredited: 3/93  
CC (M.S.Ed.), SC (M.S.Ed.), CE  
(Ed.D.) (2001)

**Edinboro University of Pennsylvania**

First Accredited: 4/99  
SC (M.Ed.), SACC (M.Ed.), SAPP  
(M.Ed.) (2006)

**Shippensburg University**

First Accredited: 3/80  
CC (M.S.), MHC (M.S.), SC (M.Ed.),  
SACC (M.S.), SAPP (M.S.) (2003)

**University of Pittsburgh**

First Accredited: 10/89  
SC (M.A.), CC (M.A.) (2005)

**University of Scranton**

First Accredited: 3/92  
SC (M.S.) (2006)  
\*CC (M.S.) (2001)

**PUERTO RICO****Mississippi State University**

**Roosevelt Roads Campus**  
First Accredited: 9/86  
\*CC (M.S.), SC (M.S.) (2001)

**SOUTH CAROLINA****Clemson University**

First Accredited: 3/00  
\*CC (M.Ed.), SC (M.Ed.), SAPP  
(M.Ed.), SACC (M.Ed.) (2002)

**University of South Carolina**

First Accredited: 10/84  
\*SC (Ed.S.), MFC/T (Ed.S.), CE  
(Ph.D.) (2002)

**SOUTH DAKOTA****South Dakota State University**

First Accredited: 11/94  
CC (M.S.), SC (M.S.), SAC (M.S.)  
(2001)

**University of South Dakota**

First Accredited: 3/93  
\*CC (M.A.), SC (M.A.), SACC (M.A.),  
CE (Ed.D.) (2002)

**TENNESSEE****East Tennessee State University**

First Accredited: 4/99  
CC (M.Ed./M.A.), SC (M.Ed./M.A.)  
(2006)

**Middle Tennessee State University**

First Accredited: 3/00  
\*SC (M.Ed.) (2002)

**The University of Memphis**

First Accredited: 11/94  
CC (M.S.), SC (M.S.), SACC (M.S.),  
CE (Ed.D.) (2001)

**The University of Tennessee**

First Accredited: 10/82  
\*MHC (M.S.), SC (M.S.) (2002)

**Vanderbilt University**

First Accredited: 3/83  
\*CC (M.A.), SC (M.A.) (2001)

**TEXAS****St. Mary's University**

First Accredited: 11/97  
CC (M.A.), CE (Ph.D.) (2004)

**Southwest Texas State University**

First Accredited: 3/00  
CC (M.A.), MFC/T (M.A.), SACC  
(M.A.) (2007)

**Stephen F. Austin State University**

First Accredited: 10/93  
CC (M.A.), SC (M.A.) (2001)

**Texas A & M University - Commerce**

First Accredited: 3/92  
\*CC (M.S.), SC (M.S./M.Ed.), SACC  
(M.S.),  
CE (Ph.D.) (2001)



**Texas Women's University**

First accredited: 10/00

CC (M.S.), SC (M.S.) (2007) \*MFC/T (M.S.) (2002)

**Texas Tech University**

First Accredited: 4/99

\*CC (M.Ed.), SC (M.Ed.), CE (Ed.D.) (2001)

**University of North Texas**

First Accredited: 3/80

CC (M.Ed./M.S.), SC (M.Ed./M.S.), SACC (M.Ed./M.S.), SAPP (M.Ed./M.S.), CE (Ed.D./Ph.D.) (2002)

**VERMONT****University of Vermont**

First Accredited: 10/82

CC (M.S.), SC (M.S.), MHC (M.S.) (2004)

**VIRGINIA****The College of William and Mary**

First Accredited: 10/99

\*CC (M.Ed.), SC (M.Ed.), CE (Ph.D./Ed.D.) (2001)

**James Madison University**

First Accredited: 3/80

CC (M.A./Ed.S.), SC (M.Ed.) (2003)

**Lynchburg College**

First Accredited: 3/92

\*CC (M.S.Ed.), SC (M.S.Ed.) (2001)

**Old Dominion University**

First Accredited: 10/96

CC (M.S.Ed.), SC (M.S.Ed.), SACC (M.S.Ed.) (2003)

**Radford University**

First Accredited: 4/96

CC (M.S.), SC (M.S.), SACC (M.S.) (2003)

**Regent University**

First accredited: 10/00

\*CC (M.A.), SC (M.A.) (2002)

**University of Virginia**

First Accredited: 3/80

CC (M.Ed.), SC (M.Ed.), SACC (M.Ed.), SAPP (M.Ed.), CE (Ph.D./Ed.D.) (2003)

**Virginia Polytechnic Institute and State University**

First Accredited: 3/00

\*CC (M.A.), SC (M.A.), CE (Ph.D./Ed.D.) (2002)

**WASHINGTON****Eastern Washington University**

First Accredited: 9/86

MHC (M.S.), SC (M.S.) (2001)

**Western Washington University**

First Accredited: 10/93

SC (M.Ed.) (2007), \*MHC (M.S.) (2002)

**WEST VIRGINIA****West Virginia University**

First Accredited: 3/93

Phone: 304/293-3807

CC (M.A.), SC (M.A.) (2001)

**WISCONSIN****University of Wisconsin Oshkosh**

First Accredited: 3/92

CC (M.S.Ed.), SC (M.S.Ed.), SACC (M.S.Ed.) (2006)

**University of Wisconsin Superior**

First Accredited: 11/98

\*CC (M.S.), SC (M.S.) (2001)

**University of Wisconsin – Whitewater**

First Accredited: 10/00

\*CC (M.S.), SC (M.S.), SACC (M.S.), SAPP (M.S.) (2002)

**WYOMING****University of Wyoming**

First Accredited: 3/82

CC (M.A./M.S.), SC (M.A./M.S.), SACC (M.A./M.S.), CE (Ph.D./Ed.D.) (2003)

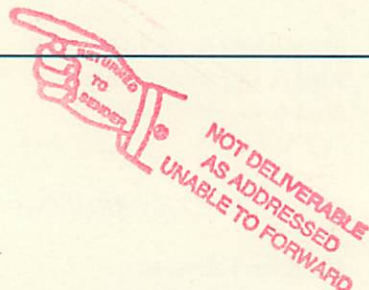
**BRITISH COLUMBIA****University of British Columbia**

First Accredited: 3/89

CC (M.A./M.Ed.), SC (M.A./M.Ed.), SACC (M.A./M.Ed.) (2004)



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