

THE CACREP CONNECTION

WINTER 1995-1996

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Standards Revision Process in Initial Stages

Could it be that time again? Although we still refer to the 1994 Standards as the "new" standards, work will begin soon on the 2001 Standards. These standards will be adopted in the Fall of 1999 and go into effect on January 1, 2001. At the October CACREP Board meeting, the Board began discussion of the upcoming standards revision process.

It was decided that there would be a two-tiered review system for this cycle. The Standards Revision Committee will be a small group with the momentous task of compiling, editing and revising drafts of the new standards. The Standards Revision Resource Team will be composed of individuals with various expertise to be available as a resource to the Committee when needed. Descriptions and an application to participate in either of these groups can be found on pages 13 and 14 of this newsletter. Anyone interested should return the application to the CACREP office by May 1, 1996.

Input will be solicited from all counseling programs, professional, and other associations and organizations throughout the profession. Look for more information in future *Connections*, *Counseling Today*, journals, and professional meetings.

CACREP Staff Leads the Way in AIDSWALK

On a chilly Saturday morning in late September, the CACREP staff did the right thing. Rather than staying in our warm beds, we met a group of ACA staff members, including leaders Joyce Breasure and Gail Robinson, to participate in the 9th annual AIDSWALK '95 in Washington, D.C. The CACREP/ACA team, led by Debbie Jacobs, CACREP Accreditation Associate, raised over \$3,400 for the Whitman-Walker Clinic, a provider of community-based HIV/AIDS services in the metropolitan D.C. area. Total monies raised for the walk exceeded \$1.7 million. Every staff member at ACA headquarters contributed to the AIDSWALK either by pledging to support a walker, which included staff, family and friends, or by participating in the 10K walk through the streets of D.C.

Despite the blustery weather, the consensus from the CACREP/ACA team was that we are committed to participating in this important human rights event again next year. Thanks to ACA for contributing \$1000 to our team total.



The CACREP/ACA AIDSWALK '95 team



FROM THE CHAIR

Jane E. Myers, Chair



STANDARDS REVISION AND FUTURE STRUCTURES: CACREP IN 2008

Standards Revision - could it be that time already??? It hardly seems like yesterday that the 1994 standards were adopted and put in print. At the October, 1995 meeting of the CACREP Board, a timeline for the next standards revision process was adopted. That process, described elsewhere in this issue of the Connection, begins immediately with the solicitation of nominations for the Standards Revision Committee and a newly developed Resource Team. The Committee and Resource Team will be established in the Summer of 1996 and charged with the three year process of gathering input and preparing a revision of the 1994 standards.

The new CACREP standards - the 2001 standards, will take effect in January of the year 2001. Those standards will remain in place until the year 2008. So, in developing the revised set of standards, we will be determining the nature of counselor education program accreditation at least 12 years into the future. With the rapid pace of technological change and the incredible geometric leaps in the advancement of knowledge in all fields, we are challenged to think futuristically in considering all aspects of counselor preparation.

The CACREP Board established a Committee on Future Structures almost two years ago with a charge of examining how we accredit programs - not what the specific statements of the standards may be, but rather the structure of how we do what we do. Issues such as "generic" counselor preparation or preparation for the "general practice of professional counseling," what defines a "counseling specialty," accreditation for programs, specialties, and emphases were discussed. The question of community counseling accreditation was

raised, followed by the question of why we need this accreditation at all when we have mental health counseling programs. Is the common core, developed in the first draft of the standards in 1979 and unchanged today, still what we need to prepare counselors for the 21st century? What about the emergence of managed care? The decline in school counselor positions? Are we preparing counselors for the reality of the market place? And, is our structure flexible enough to bend with the realities of changes in society, education, and an emerging world economy?

The Future Structures Committee, chaired by Courtland Lee, developed a series of possible Future Structures Models which, following approval by the CACREP Executive Committee, formed the basis for a series of preliminary forums at the Fall regional ACES meetings. What we heard during those discussions was that yes, indeed, dialog on future structures is needed. We need to hear from all ACA divisions and other entities, from counselor education programs, from students, from professional counselors, from consumers.

CACREP needs to know, from a variety of perspectives, what structures will best serve the needs of the profession and society in the year 2008. That structure is the one we need to adopt *now*. The Standards Revision process is founded on the structure we now have in place. If CACREP is to be different in the year 2008, the 2001 standards must be based on a structure which represents our collective best thinking about the possible future. Please let us know your thoughts!

The CACREP Connection is published to provide information on accreditation issues and CACREP policies to the counselor education community. If there is a question you would like answered, or a topic or issues you would like to have covered, please submit a request in writing to: Jenny Gunderman, CACREP, 5999 Stevenson Avenue, Alexandria, VA 22304.

Board Renders Accreditation Decisions at Fall Meeting



The CACREP Board of Directors met in Alexandria October 26-28 and made the accreditation decisions listed below.

The following institutions were granted initial accreditation:

ADAMS STATE COLLEGE, Alamosa, CO

Community Counseling (12/1997)

School Counseling (12/1997)

BARRY UNIVERSITY, Miami Shores, FL

Mental Health Counseling (12/1997)

School Counseling (12/1997)

FLORIDA STATE UNIVERSITY, Tallahassee, FL

Community Counseling with a Specialization in Career Counseling (12/02)

Mental Health Counseling (12/2002)

School Counseling (12/2002)

STEPHEN F. AUSTIN STATE UNIVERSITY, Nacogdoches, TX

School Counseling (12/1997)

This institution already has an accredited Community Counseling Program

UNIVERSITY OF PITTSBURGH, Pittsburgh, PA

Community Counseling (6/1997)

This institution already has accredited programs in School Counseling and Student Personnel Services in Higher Education - Counseling Emphasis

The following institutions were granted reaccreditation:

MANKATO STATE UNIVERSITY, Mankato, MN

Community Counseling (12/1997)

School Counseling (12/1997)

Student Affairs Practice in Higher Education - Professional Practice Emphasis (12/1997)

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO, Greensboro, NC

Community Counseling (12/2002)

Community Counseling with a Specialization in Gerontological Counseling (12/2002)

Marriage and Family Counseling/Therapy (12/1997)

School Counseling (12/2002)

Student Affairs Practice in Higher Education - College Counseling Emphasis (12/2002)

Counselor Education and Supervision (12/2002)

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CACREP Calendar of Events 1996

Pittsburgh ACA Conference

April 17-19	Board Meeting Westin Parlors E & F
April 20	Team Training, Westin
9:00-11:00am	Member - Norway Room Chair - France Room
11-12:30	Information Exchange Westin, Canada Room
1:00 -3:00	Future Structures Westin, Monongohela
3:00-5:00	Writing a Self-Study Westin, Norway Room
April 21	Reception/Showcase of Accredited Programs (See below)
April 15	Annual Fee invoices sent
August 15	Annual Fees due

CACREP and Chi Sigma Iota Co-sponsor Reception

CACREP's second annual Showcase of Accredited Programs will be held April 21, 1996, from 7 to 9 pm at the Pittsburgh Westin. The Showcase is of special importance this year because it is CACREP's 15th Anniversary and because the event is being co-sponsored by Chi Sigma Iota.

Attendees of the celebration will have a chance to meet with representatives from CACREP accredited masters and doctoral programs and also meet CSI officers and members. The event is open to all conference attendees.

During this 15th Anniversary celebration, CACREP will recognize all past Board members and team visitors.

The following institutions were granted continued accreditation from two years to seven years:

FAIRFIELD UNIVERSITY, Fairfield, CT

Community Counseling (12/2001)

School Counseling (12/2001)

STEPHEN F. AUSTIN STATE UNIVERSITY, Nacogdoches, TX

Community Counseling (12/2000)

UNIVERSITY OF GEORGIA, Athens, GA

Community Counseling (6/2001)

School Counseling (6/2001)

UNIVERSITY OF ILLINOIS AT SPRINGFIELD (formerly Sangamon State University), Springfield, IL

Community Counseling (12/2000)

School Counseling (12/2000)

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, NC

School Counseling (6/2000)

WESTERN WASHINGTON UNIVERSITY, Bellingham, WA

Mental Health Counseling (12/2000)

School Counseling (12/2000)

The following institution received an extension of its current accredited status:

UNIVERSITY OF BRITISH COLUMBIA, Vancouver, BC (6/1997)

*The following institutions have voluntarily let the accreditation of their programs lapse;
therefore, their accredited status ends as of 12/31/95:*

UNIVERSITY OF NORTHERN IOWA, Cedar Falls, IA

Discontinued Community Counseling program only. Current accreditation includes Mental Health and School Counseling programs

UNIVERSITY OF OREGON, Eugene, OR

Lapse of Counseling in Community and Other Agency Settings program

WESTERN ILLINOIS UNIVERSITY, Macomb, IL

Lapse of Student Affairs Practice in Higher Education program only. Current accreditation includes Community and School Counseling programs

CACREP on the World Wide Web

Thanks to Board member F. Robert Wilson, CACREP now has an address on the WWW! It is:

<http://www.uc.edu/~wilson/cacrep/index.htm>

The purpose of the CACREP webpage is to facilitate communication between the CACREP office, CACREP's Board of Directors, members of accredited programs, potential accreditation applicants, and the general public. The webpage provides information about CACREP, its mission and purpose, its structure, officers, and members. Even more importantly, the webpage is intended to disseminate information about the accreditation process. Special sections are devoted to tips, hints, and suggestions. Hot links to the CACREP office and the Board Chair will facilitate e-mail message delivery.

Accreditation News

Carol L. Bobby, CACREP Executive Director

Acknowledging the Emergence of Global Professions: Accreditation's Future Role

There is no doubt in my mind that we are quickly becoming a global society. Some would say we are at that point today, while others believe it is still around the corner. But whether we're at the doorstep of being a global society or still a block away makes little difference when we begin to assess the impact that technology has had upon our daily lives in the last decade.

This past year the CACREP office began subscribing to services provided by America On-Line (AOL) and a whole new communications network became available to us. We can now communicate through e-mail with individuals from around the world. I recently sent an e-mail to China and received a reply in less than 24 hours. Technology has clearly made it easier for counselors around the globe to share ideas and professional concerns.

Making worldwide communication easier to accomplish is just one way that technology has had an impact. In higher education, technology's impact includes the globalization of issues that relate to overseas studies, foreign institutional linkages with American universities, or U.S. based universities and programs operating abroad. Today's ease of mobility has increased the foreign exchange of students, scholars, and professionals. Subsequently the exchange of professional training is also on the increase. These increases, when coupled with the recent passage of both regional and global trade agreements, will clearly pave the way for professionals in all disciplines to view themselves as members of a global work force. National boundaries will give way to international needs. This naturally leads to questions of quality assurance in the delivery of education and of public protection. Issues that face the American credentialing systems are accreditation, certification, and licensure as our society becomes global.

Last August, I was privileged to participate in a professional development seminar sponsored by the Center for Quality Assurance in International Education. This seminar was provided for the membership of the Association of Specialized and

Professional Accreditors (ASPA). One of the speakers was Bernard Ascher, Director of Services for the Office of the U.S. Trade Representative (Executive Office of the President). Mr. Ascher discussed how the passage of the North American Free Trade Agreement (NAFTA) and the General Agreement on Trade in Services (GATS) of the World Trade Organization will motivate changes in higher education and professional program accreditation. He reported that in 1992, the U.S. cross-border sales of services ranked education as fifth in the order of trade, preceded only by services related to travel, passenger fares, port services, and freight transportation. He further reported that the United States has in excess of a 6 billion dollar trade surplus in education services including the "importing" of international students and the "exporting" of thousands of higher education programs. The statistics are staggering, and when one of the underlying principles of the new trade agreements - nondiscriminatory treatment of applicants from foreign countries for admissions to schools, for licensing, or certification - becomes fully operational, it should be expected that even more staggering statistics will be recorded.

Obviously, the intent of the agreements for education-related or professional services is to ensure that the determination of individual competency becomes based on clear and objective competency rather than on national residence. However, in many cases the United States and other countries have already tied licensure and certification requirements (current means for measuring an individual's competency to practice) to graduation from an accredited institution or program. The end result of such requirements has been an influx of interest by foreign programs desiring to use American-based accrediting standards so that their graduates can have international mobility, including the ability to enter the U.S. labor market. Conversely, U.S. based programs may begin to seek foreign accreditation equivalents to enable their graduates to have the same luxury of entering foreign labor markets. Multiple accreditation will be a growing phenomenon.

Continued

How accrediting agencies and other credentialing systems will address these concerns is still being mapped out. Already proposed are a set of common educational standards for use by U.S. based institutions that offer credit-bearing educational programs abroad. Furthermore, specialized accrediting bodies are designing methods for consultation and on-site visits in foreign countries. In fact, representatives from specialized accrediting bodies have been at the forefront of creating avenues of international cooperation where the professions are concerned. Several professional accrediting bodies relating to law, medicine, architecture, engineering, nursing, physical therapy and veterinary medicine worked with the Center for Quality Assurance early in 1993 to co-sponsor a conference on the globalization of higher education and the professions. This conference was the wake-up call to the United States professions to inform them of the inevitable fact of global mobility among their service providers. Attended by key representatives from both Canada and Mexico, this conference spurred the North American countries to begin developing common educational standards for the professions and examine their professional standards as they impact regional mobility among professionals.

The momentum continues to be strong as technology paves the way for ease of mobility and transfer of services worldwide. This coming May 8-10, 1996, a special conference entitled "Trade Agreements, Higher Education, and the Emergence of Global Professions: the Quality Dimension" will be held. Sponsored by the Center For Quality Assurance in International Education, the conference will focus on the effect that the trade agreements have on the professions, current patterns in trade services, current country licensure and regulatory systems, and driving forces in maximizing trade opportunities in services. Counseling is one of the professions that can be at the forefront of these issues. Professional counselors have the skills and knowledge for effective cross-cultural consultations and communications. Our standards for educational training have been requested world-wide, and the skills and knowledge that our training programs impart are universally needed. Let's not neglect the world that is happening outside of our association and institutions. Let's engage in the globalization of our own profession!

For additional information on the May 1996 conference, please contact Dr. Marjorie Peace Lenn, Executive Director of the Center for Quality Assurance in International Education, at One Dupont Circle, NW, Suite 370, Washington, D.C. 20036 Phone: 202/293-9161 or Fax: 202/872-8857.

CACREP Board Establishes A Policy Regarding New Programs

Institutions with brand new programs often contact the CACREP office asking when they can apply for accreditation. In response to these inquiries, the following motion was passed by the Board of Directors:

It was moved that Standard II.I be clarified and communicated to prospective programs to mean: An institution must have students in their last term of the program before a visit will be scheduled.

This policy clarifies when a new program can apply for accreditation. It has been the practice of the CACREP Board not to review programs that exist only on paper and do not have students. This policy qualifies how far along students must be in order for the program to host a visit. It should be noted that a program under this circumstance could only receive two years of accreditation since Section VI requires a follow-up study of graduates.

Team Member and Team Chair Training Scheduled for Pittsburgh Conference

CACREP will be conducting both Team Member Orientation and Team Chair Training sessions during the Pittsburgh conference on Saturday, April 20 in the Westin. Both sessions are free, but are limited in attendance, so if you are interested, please call the CACREP office early to sign up.

Team Member Orientation provides the basics of participating in on-site team visits. Participants must have a masters level degree in counseling and at least three years of experience. Practitioners and doctoral students with working experience are welcomed. An application is included in the back of the *CACREP Standards and Procedures Manual* or can be obtained by contacting the CACREP office.

Team Chair Training is open to all current team visitors who have been on at least one visit. Topics of discussion include communicating with the department chair to form an agenda and difficult situations that arise during visits.

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CCOAS/MH, SC, CE:PhD/EdD (1997)

MAINE

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CC (1997)

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CCOAS (1997)

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P.O. Box 8400
Mankato, MN 56002-8400
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** denotes accreditation for a two year period*

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Cleveland, MS 38733
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CC (1997)

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MISSOURI

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Kirksville, MO 63501
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MONTANA

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CC, SC, MFC/T (1998)

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SACC (2001)
*MFC/T, SC, CE:EdD (1996)

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SC (2000)

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CC, SC (2002)

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UNC/Greensboro
Greensboro, NC 27412-5001
Phone: 910/334-3422
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CC, CC/GC, SC, SACC, CE:PhD/EdD
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*CC (1996)

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Knoxville, TN 37996-3400
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CC, SC, CE:PhD/EdD (1997)

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CC (1998)

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CC (2000) *SC (1997)

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CC, SC, SACC, SAPP, CE: PhD (2002)

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First Accredited: 3/82
CC, SC, SAC, CE: PhD/EdD (1996)

** denotes accreditation for a two year period*

Position Descriptions

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is seeking applicants for membership on one of two task groups: (a) the *Standards Revision Committee*, and (b) the *Standards Revision Resource Team*. These two task groups will be working on the revision process for the January 2001 CACREP Standards.

Standards Revision Committee

The *Standards Revision Committee* is the prime work group during the standards revision process. Responsibilities of the *Standards Revision Committee* include: reviewing and revising the CACREP accreditation standards, attending a minimum of two face to face meetings per year, attending and facilitating the generation of feedback at one or more open forums per year, and reviewing and deciding how to utilize feedback received from spontaneous submissions and open forum discussions. This committee involves a multi-year commitment lasting through the targeted date of standards adoption, Fall 1999. Qualifications for membership on this committee include:

- Knowledge of the CACREP standards, as evidenced by experiences such as:
 - being a CACREP liaison at an accredited institution
 - having served on the CACREP Board of Directors
 - being trained as a CACREP team member and/or team chair
 - having played a major role in the writing of a CACREP self-study
 - having served on a previous CACREP Standards Revision Committee;
- Ability to commit sufficient time to attend bi-yearly committee meetings and additional open forums as needed;
- Demonstrated skill and experience in committee work similar to that required of the Standards Revision Committee

To apply for membership on the *Standards Revision Committee*, complete the attached application form on page 14 and a statement of interest which includes: your declaration of interest, a statement demonstrating your knowledge and experience with the CACREP Standards, a statement of ability to commit sufficient time for effective work on this committee, a current vita or resume, and two letters of recommendation from individuals who can attest to your experiences and ability to participate effectively in this kind of committee work.

Standards Revision Resource Team

The *Standards Revision Resource Team* will serve as a diverse resource base for the *Standards Revision Committee*. Students, academic administrators, counselor educators, consumers, and practitioner counselors are encouraged to apply. The *Standards Revision Resource Team* will read drafts of selected portions of the revised standards specific to their areas of expertise and provide critical commentary directly to the *Standards Revision Committee*. Qualifications for membership on the *Standards Revision Resource Team* include:

- Knowledge of the field of counseling and the accreditation process, as evidenced by experiences such as:
 - being enrolled as a student in counseling or holding a graduate degree in counseling
 - serving as an administrator in an institution which hires or trains professional counselors
 - serving as a counselor educator
 - having provided counseling services as a practicing counselor
 - having participated in counseling as a consumer of counseling services
- Ability to commit sufficient time to thoughtfully review assigned portions of the 2001 Standards and provide critical commentary to the *Standards Revision Committee*.

To apply for membership on the *Standards Revision Resource Team*, complete the attached application form on page 14 and include a personal statement of interest, a statement of ability to commit sufficient time for effective work on this resource team, a current vita or resume, and two letters of recommendation from individuals who can attest to your work experiences and ability to participate effectively in this kind of committee work.

Application Deadline: Mail by May 1, 1996 to : Dr. Carol Bobby, Executive Director, CACREP 5999 Stevenson Avenue, Alexandria, VA 22304.

Application Form

I am applying for membership on:

- ☐ *Standards Revision Committee*
☐ *Standards Revision Resource Team*
☐ either the *Standards Revision Committee* or the
Standards Revision Resource Team

Name _____

Address _____

Address _____

City _____ State _____ Zip Code _____

Day Phone _____ Evening Phone _____

Fax _____ E-mail _____

Institution/Place of Employment _____

Please check all areas in which you have completed formal training:

- | | |
|---|---|
| <input type="checkbox"/> Community Counseling | <input type="checkbox"/> School Counseling |
| <input type="checkbox"/> Mental Health Counseling | <input type="checkbox"/> Gerontological Counseling |
| <input type="checkbox"/> Marriage and Family Counseling/Therapy | <input type="checkbox"/> Student Affairs Practice in Higher Education |
| <input type="checkbox"/> Counselor Education and Supervision | |

Include the following material with your application:

- A letter of application which includes statements of your interest and your qualifications for participation on the *Standards Revision Committee* and/or the *Standards Revision Resource Team* (see Program Description on page 13 for details).
- A copy of your current vita or resume.
- Two letters of recommendation from individuals who can attest to your accreditation experiences, knowledge of CACREP, and ability to work effectively on a task committee such as the *Standards Revision Committee* or the *Standards Revision Resource Team*.

Mail by May 1, 1996, to: Dr. Carol Bobby, CACREP, 5999 Stevenson Avenue, Alexandria, VA 22304

Notes from NBCC

Board Eligible Status in Specialties Offered to CACREP Students

Applicants graduating from CACREP accredited programs in school counseling, mental health counseling (60 semester hours), career counseling and gerontological counseling may apply for Board Eligible status for the Specialty(ies) in which their program is accredited. After graduation and passing the National Counselor Examination for Licensure and Certification (NCE) and the appropriate specialty examination (where required), the applicant then has three years to complete the required specialty experience.

Salute to...

University of North Carolina at Greensboro where 100% of their faculty has the NCC credential. Other programs with this distinction can be recognized by contacting Susan Eubanks, Director of Professional Relations, at NBCC.

Reminders

Students whose programs are CACREP accredited in "Student Affairs Practice in Higher Education" must have two (2) terms of supervised counseling practice to become NCCs with the experience requirement waived. The counselor education department will be asked to verify this supervised counseling practice for those students.

The new CACREP Special Administration Application Packets are only to be used by students when their program is participating in a special NCE administration. If your program elected not to participate, your students must use the general NBCC application packet, meet regular deadlines, complete all documentation and graduate before being approved to sit for the examination.

Examination scores are not released to students until their application packets are completed with a supervisor's reference form and a final transcript with degree posted.

NBCC wishes to recognize and thank these institutions for hosting the National Counselor Examination for Licensure and Certification (NCE) special CACREP administration in October 1995.

Appalachian State University
Auburn University
Bradley University
California State University/Fresno
Columbus College
Delta State University
Duquesne University
Governors State University
Illinois State University
Loyola College
Northeast Louisiana University
Northeastern Illinois University
Northern Illinois University
Oregon State University
Portland State University
Rollins College
San Francisco State University
Shippensburg University
South Dakota State/Brookings
South Dakota State/Ellsworth
SUNY/Brockport
University of Alabama
University of Colorado/Denver

University of Florida
University of Georgia
University of Idaho
University of Illinois/Springfield
University of Memphis
University of Nebraska/Omaha
University of New Mexico
University of New Orleans
University of North Carolina/Charlotte
University of North Carolina/Greensboro
University of North Texas
University of Northern Colorado
University of Northern Iowa
University of Oregon
University of Phoenix/Phoenix
University of Phoenix/Tucson
University of Scranton
University of South Dakota
University of Southern Maine
University of Tennessee/Knoxville
University of Vermont
University of Wisconsin/Oshkosh
Western Carolina University
Western Illinois University

Fairfield University was inadvertently omitted from the listing in the Summer 1995 issue of the *Connection*. Fairfield University participated in the the CACREP special administration in October 1994 and April 1995.

Kudos Corner

ACA and CACREP encourage the citation of credentials in marketing bulletins, employment ads, public relations statements, etc. This corner highlights those institutions which we have noticed proudly advertising their CACREP accreditation or which specifically name affiliation with a CACREP program as a preferred qualification in their ads. These kudos have been taken from ads in *Counseling Today* and *The Chronicle of Higher Education*.

Appalachian State University
Barry University
Boise State University
Butler University
Central Michigan State University
Central Connecticut State University
Central Missouri State University
The Citadel
Clemson University
Eastern Michigan University
Edinboro University of Pennsylvania
Emporia State University

Fairfield University
Florida Atlantic University
George Washington University
Georgia State University
Kent County Public Schools
Kent State University
Mississippi State University
Purdue University
South Dakota State University
Stephen F. Austin State University
Syracuse University
University of Akron
University of Alabama

University of Central Florida
University of Memphis
University of Montevallo
University of Nevada Las Vegas
University of New Orleans
University of Rochester
University of Southern Maine
University of Tennessee at Martin
University of Virginia
Wake Forest University
Western Michigan University
Youngstown State University

If your program deserves to be in the spotlight, let us know, as we want to you to be recognized for your share in CACREP's growth and community acceptance.

CACREP Facts

CACREP is currently represented in 107 institutions.
The program breakdowns are as follows:

Community Counseling	85
-with a Specialization in	
Career Counseling	4
-with a Specialization in	
Gerontological Counseling	2
Marriage & Family Counseling/Therapy	10
Mental Health Counseling	10
School Counseling	89
Student Affairs Practice in	
Higher Education	49
Doctoral Programs	34



*We hope you
are enjoying your 1996 winter weather
conditions, whatever they may be!*

Obituaries

CACREP wishes to express condolences to the family, friends, and colleagues of Lauralee K. Rockwell and Robert W. Brown.

Lauralee was a visiting team member for CACREP during its first decade.

Robert Brown was instrumental in getting Oakland University in Rochester Michigan accredited. He served as the institution's liaison during the application process.



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