Standards Revision Committee Chosen

The Board approved the recommendation of the screening subcommittee and a committee was appointed to oversee the Standards Revision Process. At the suggestion of the subcommittee, the Standards Revision Committee was increased from five to seven members in order to ensure balanced representation. Successful applicants are profiled below.

V. Skip Holm gren was selected by the CACREP subcommittee to chair the Standards Revision Committee. She is a faculty member at Sonoma State University in California and a CACREP Team Chair.

Jane Chauvin is a former CACREP Board Member who teaches at Loyola University in New Orleans. She is a Past-President of ASERVIC.

Dennis Engels is a former CACREP Board member and Past President of NCDA. He currently teaches at the University of North Texas.

Donald Haight is a faculty member at the State University of New York, College at Plattsburgh. He has recently completed CACREP Chair Training.

Reese House is a faculty member at Oregon State University and a CACREP Team Chair.

Patrick McGrath is also a new CACREP Team Chair. He is a faculty member at National Louis University.

Beverly Mustaine is on the faculty at Shippensburg University in Pennsylvania. She is a trained CACREP Team Member.

Carol Bobby, CACREP's Executive Director, will also serve ex officio as the eighth member of the committee. Congratulations to all successful applicants and we look forward to working with you. Look for regular updates from the Standards Revision Committee in future issues of the Connection.

Please Note:
Because the Board is revising the training procedures for on-site team member and chair training, there will be no team member or team chair training offered in Orlando. For a list of CACREP-related happenings at the ACA World Conference, see page 8.
Message From the Chair

Mary Thomas Burke

This is a very exciting and challenging time for me to be serving as the chair of the CACREP board. We have just appointed the members of the Standards Revision Committee, a group of seven very capable and dedicated professionals who volunteered to give leadership to the standards revision which will become effective in 2001.

In preparation for this, many of you took part in the regional ACES meetings last year when Dr. Courtland Lee presented drafts of the three models for your feedback. The CACREP board took all of your input and at its meeting in Portland, Oregon in October, under the leadership of Dr. Mary Alice Bruce, produced yet another model -- the fourth draft. Many of you were present in Portland when this model was presented to the ACES membership. We are grateful for the feedback you gave us then and are continuing to send to the CACREP office. We welcome the most open, comprehensive and extensive feedback that you can give us because we want the new standards to reflect the best thinking of all. These are the Standards that will govern our program up to the year 2008!

In addition to the Standards Revision Committee, the Board also appointed a Standards Revision Resource Team to give feedback to the Standards Revision Committee as they do their work. This group of thirty professionals represents a cross section of all of our constituents. As a board, we are most grateful for the willingness of these dedicated professionals to provide a very important service to our profession. On my own behalf, and on behalf of the entire board and CACREP staff, I want to thank all those who submitted their names for membership on both of the review groups. We believe we now have a system in place that will provide us with some good choices in the months ahead.

I want to take this opportunity to thank Dr. Jane Myers, the immediate past chair, for all the work and the leadership she provided not only to this organization, but our profession over the past decade. I also want to thank Dr. Thelma Vriend and Dr. Patricia Leonard who rotated off the board in June for their dedicated service and hard work during their six year tenure on the board.

Finally, I want to say that the CACREP board and staff want to be of the greatest service to you. Please let us hear from you if we can be helpful. I look forward to serving you in the next two years.
BOARD RENDERS ACCREDITATION DECISIONS

The CACREP Board of Directors met September 29 through October 1 in Portland, Oregon. At this meeting the accreditation decisions listed below were rendered.

The following institution was granted initial accreditation:

**Old Dominion University,** Norfolk, VA
Community Counseling, School Counseling, and Student Affairs Practice in Higher Education - College Counseling Emphasis (December 31, 2003)

The following institution was granted reaccreditation:

**University of Florida,** Gainesville, FL
Marriage and Family Counseling/Therapy, Mental Health Counseling, School Counseling, Counselor Education and Supervision (PhD/EdD) (December 31, 1998)

Conditions were removed from the following institutions, and their accreditation now extends until the end of the seven year cycle:

**Cleveland State University,** Cleveland, MS
Community Counseling (December 31, 2001)

**Columbus State University,** Columbus, GA
Community Counseling (December 31, 2001)

**Oakland University,** Rochester, MI
Community Counseling and School Counseling (December 31, 2001)

**Stephen F. Austin State University,** Nacogdoches, TX
School Counseling (December 31, 2000) This institution also has an accredited Community Counseling Program.

**University of Idaho,** Moscow, ID
Community Counseling (December 31, 1999) This institution also has accredited School Counseling and Counselor Education and Supervision programs.

**The University of Minnesota Duluth,** Duluth, MN
Community Counseling and School Counseling (December 31, 2001)

The following institutions were granted continued accreditation with conditions:

**California State University Northridge,** Northridge, CA
Community Counseling with a Specialization in Career Counseling, Student Affairs practice in Higher Education - Counseling Emphasis (December 31, 1998) and Marriage and Family Counseling/Therapy (December 31, 1997)

**South Dakota State University,** Brookings, SD
Community Counseling, School Counseling, and Student Affairs Practice in Higher Education - Counseling Emphasis (December 31, 1998)

**University of Maryland,** College Park, MD
Community Counseling with a Specialization in Career Counseling and Counselor Education and Supervision (PhD) (December 31, 1998)

An extension of accredited status was granted to the accredited programs at the following institution:

**University of Pittsburgh** (June 30, 1998)
NBCC wishes to thank these institutions for hosting the National Counselor Examination for Licensure and Certification (NCE) CACREP Special Administration in October 1996.

<table>
<thead>
<tr>
<th>Adams State College</th>
<th>Southern Illinois University at Carbondale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>SUNY College at Brockport</td>
</tr>
<tr>
<td>Bradley University</td>
<td>SUNY College at Plattsburgh</td>
</tr>
<tr>
<td>California State University/Fresno</td>
<td>Texas A &amp; M University at Commerce</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>The University of Alabama</td>
</tr>
<tr>
<td>Delta State University</td>
<td>The University of Colorado at Denver</td>
</tr>
<tr>
<td>Duquesne University</td>
<td>The University of Florida</td>
</tr>
<tr>
<td>Florida State University</td>
<td>The University of Georgia</td>
</tr>
<tr>
<td>George Washington University</td>
<td>The University of Idaho</td>
</tr>
<tr>
<td>Lindsey Wilson College</td>
<td>The University of Nebraska at Omaha</td>
</tr>
<tr>
<td>Loyola College in Maryland</td>
<td>The University of New Mexico</td>
</tr>
<tr>
<td>Northeastern Illinois University</td>
<td>The University of New Orleans Lakefront</td>
</tr>
<tr>
<td>Portland State University</td>
<td>The University of North Carolina at Charlotte</td>
</tr>
<tr>
<td>Rollins College</td>
<td>The University of North Carolina at Greensboro</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>The University of North Texas</td>
</tr>
<tr>
<td>South Dakota State University</td>
<td>The University of Northern Colorado</td>
</tr>
<tr>
<td>South Dakota State University Rapid City</td>
<td>The University of Phoenix</td>
</tr>
<tr>
<td>The University of Pittsburgh</td>
<td>The University of Scranton</td>
</tr>
<tr>
<td>The University of South Dakota</td>
<td>The University of Southern Maine</td>
</tr>
<tr>
<td>The University of Southern Illinois University/Quad Cities</td>
<td>The University of Tennessee/Knoxville</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>The University of Vermont</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>Western Illinois University/Quad Cities</td>
</tr>
</tbody>
</table>

**Update from NBCC**

by DD Thornton, Assistant to the Director of Professional Relations

**Introducing the CPCE**

In response to requests from counselor preparation programs across the US, the Research & Assessment Corporation for Counseling (RACC), an NBCC affiliate, is developing a comprehensive examination for counseling students.

This examination is known as the Counselor Preparation Comprehensive Examination (CPCE). It will be a knowledge-based exam which reflects the eight core curriculum areas approved by CACREP. The design is a summative evaluation which may serve as an educational resource to measure pertinent and professionally-relevant knowledge obtained by students during their counselor preparation programs. The first administration is scheduled for March 1997, with field testing in January 1997. Over 100 programs have expressed interest in using the CPCE. For more information, please contact James Wachsmuth, Coordinator of Testing and Research at NBCC. Tel: 910/547-0607; Fax: 910/547-0017; E-mail: racc@nbcc.org

**NBCC Online!**

The NBCC invites you to explore its site on the World Wide Web at http://www.nbcc.org. The site includes information on certification, examinations and other information of interest to counseling professionals.

Congratulations to John Morraco, Don Waterstreet, and Zander Ponzo on their retirements from counselor education! Now we expect all three of you to be available at any time to chair on-site visiting teams!

The presidential candidate from the state of Kansas may have lost, but counseling wins!

CACREP Team Chair Lloyd Stone has been elected to the state legislature in Kansas. When he's not enacting legislation, he'll be returning to Emporia State University where he is a faculty member in semi-retirement.
And you thought CACREP was an unwieldy acronym...

by Carol L. Bobby
Executive Director

Soon after moving to the Washington, DC area many years ago, I attended a party being thrown by an employee of the Department of Defense (DoD). Just about everyone at this party was a newly hired government employee, for the guests all knew each other through the Presidential Management Internship (PMI) program. My husband was one of those newly hired PMI's (as they called themselves) and he had just been hired by the Naval Air Systems Command (NAVAIR). Others had been hired by NASA, OPM, GSA, HHS, HUD, NAVSEA, BMDO and a host of other initials that I do not remember because I had no idea what they stood for. All night long these PMI's mingled and spoke to each other in acronyms. They might as well have been speaking Greek to me, for my level of understanding would have been about the same. I felt like a stranger in a strange land.

Because of that experience, I have learned to be very careful about discussing accreditation in social settings. Even without using acronyms, most people are at a loss as to what they should say to you when you tell them you are an accreditor. I get responses that range from "Oh, that sounds like an interesting job..." as they begin to wander off to "So, you work in some kind of collection agency? Bet you meet some real losers!"

But since I know that all of you who read the CACREP Connection already have a basic understanding of what accreditation is and isn't, I have the freedom in my newsletter columns to get down to the nitty gritty of accreditation and to talk "accredit-ese" with you. Of course, speaking "accredit-ese" means using acronyms and since there have been so many changes in accreditation in the past three years, I thought I should bring you up to date on all of the acronyms you will need to know to impress your friends and colleagues at a party. What follows is a...

Dictionary of Accreditation Acronyms

ASPA: The Association of Specialized and Professional Accreditors (ASPA) was incorporated in August 1993 to provide specialized and professional accreditors with a member services organization that would replace many or all of the roles served by the dissolving Council on Postsecondary Accreditation (COPA). The established purposes of ASPA are to 1) promote quality and integrity in nongovernmental specialized and professional accreditation, 2) provide a forum for discussion and analysis and a mechanism for common action for those concerned with specialized and professional accreditation, 3) address accreditation issues in educational, governmental, and public policy contexts and communicate with the public about accreditation, 4) facilitate collaboration among programs, institutions, and accrediting organizations, and 5) provide a mechanism for continuing education for individuals and organizations with accreditation responsibilities.

CACREP is one of the charter members of this organization. I am the ASPA Chair through June 1998.

COPA: The Council on Postsecondary Accreditation (COPA) was created in 1975 as a nongovernmental organization intended to foster and facilitate the role of accrediting bodies in promoting and insuring the quality and diversity of American postsecondary education. To promote these ends, COPA's activities included reviewing and recognizing the accreditation procedures and processes of its member accrediting bodies.

With the creation of COPA, postsecondary education had, for the first time, a national coordinating organization designed to maintain the balance of the total accrediting process, monitor its relationship to government interests, and increase the awareness and understanding of the various publics concerned with the role that accreditation has in promoting and improving educational soundness in institutions and programs.

Member agencies of COPA included regional accrediting bodies, national institutional accrediting bodies, and specialized accrediting bodies recognized through the COPA Committee on Recognition, as well as organizations representing the interests of college and university presidents (e.g. NASULGC, ACE, AGB, AASCU, etc.). CACREP was first recognized as a member accrediting agency in April, 1987. As a specialized accrediting body, CACREP participated in COPA's Assembly for Specialized Accrediting Bodies (ASAB).

In April, 1993, the COPA Board voted to dissolve the organization effective December 31, 1993.

CORPA: Sometimes referred to as the "son of COPA", the Commission on Recognition for Postsecondary Accreditation (CORPA) is the successor structure created to carry on COPA's recognition function. The Commission was officially incorporated on January 1, 1994 with a governing body made up of individuals representing the interests of the public, the interests of specialized, institutional, and regional accrediting bodies and those of organizations representing the presidents of postsecondary institutions.

A second body that works under the Commission's direction is the Committee on Recognition (COR). The COR receives,
reviews, and takes final action on applications for initial and continued recognition of accrediting bodies.

This Board voted to dissolve itself during its August 1996 meeting. The dissolution should occur no later than December 31, 1996. All of CORPA's assets will be transferred to the Council on Higher Education Accreditation (CHEA). The recognition function performed by the COR will also be subsumed under the new CHEA structure without any immediate changes.

CHEA: This organization declared itself the new non-governmental recognition agency for accreditation in July 1996. The idea for CHEA was created by the President's Work Group (PWG) which formed when the National Policy Board's proposals for a new recognition group received widespread criticism.

Membership in CHEA will include all degree-granting colleges and universities that pay the fee for membership and are recognized by a body that is recognized by the Council. Initial membership will include those that were accredited by an accrediting body recognized by the Council on Postsecondary Accreditation at the time of its dissolution on December 31, 1993, or subsequently by the Commission on Recognition of Postsecondary Accreditation (CORPA) as of December 31, 1995; however, CHEA is reserving the right to determine eligibility for recognition. Eligibility will be based on a requirement that a certain percent of the programs or institutions that the accrediting body accredits be degree-granting. That percentage has not yet been determined by the CHEA Board.

CHEA's Mission Statement states the following: The Council for Higher Education Accreditation will serve students and their families, colleges and universities, sponsoring bodies, governments, and employers by promoting academic quality through formal recognition of higher education accrediting bodies and will coordinate and work to advance self-regulation through accreditation.

The responsibilities that CHEA has outlined for itself include:
• to recognize sound and effective higher education accrediting bodies;
• to coordinate research, debate, and processes that improve accreditation;
• to serve as a national advocate for voluntary self-regulation through accreditation;
• to collect and disseminate data and information about accreditation;
• to mediate disputes and foster communication between and among accrediting bodies and the higher education community; and
• to work to preserve the quality and diversity of colleges and universities.

CQAIE: The Center for Quality Assurance in International Education is a collaborative activity of the American self-regulatory community through its participating higher education associations and recognized accrediting bodies with interest in promoting quality in international education. The Center serves as a focal point for discussion and collaboration both within the United States and between the United States and other countries concerned with issues of quality and fairness in the international mobility of students, scholars, and professionals, credentialing and recognition of programs, and international educational linkages. It facilitates the comparative study of national quality assurance mechanisms in higher education in order to strengthen and improve efforts with each country to promote mobility between national systems.

The CQAIE is approximately five years old. In 1996, CACREP applied for contributing membership status. I sit on the Center's Council as a voting member.

GATE: The Global Alliance for Transnational Education held its first forum in Denver, Colorado in October 1995. Co-hosted by the Center for Quality Assurance in International Education and Jones International, Ltd., the forum included educational representatives from Chile, Australia, New Zealand, China, Russia, South Africa, the United Kingdom, Hungary, Canada, Ireland, and the United States. A new organization to cross business, governmental and higher education "borders" originated at this initial meeting.

At this meeting, it was recognized that transnational educational programs, provided by both higher education and corporate sectors, are occurring in a variety of forms - both electronically and traditionally. Issues of quality, purpose and responsibility abound in this new borderless educational arena; hence, the need for an alliance of the corporate, governmental, and higher education world that can address the concerns for insuring quality in a rapidly changing marketplace.

GATE convened its inaugural conference in London, England, on September 4-6, 1996 to establish direct working partnerships between leaders in higher education, government officials involved in educational quality assurance mandates, and the members of the corporate sector. Key issues for discussion included the establishment of a data base of educational systems and international directory of quality institutions and programs, along with the development of standards for insuring quality in transnational delivery of education.

Well, this is enough to get you started. If you know these acronyms, you'll be able to converse both historically and currently about some of the organizations that shape the world of accreditation for our profession and beyond. If you need any more information on any of the current events in accreditation, I would welcome your phone call.
Letter from A Prospective Student

You may not already know this, but the CACREP office represents your programs on a daily basis. Each day we receive telephone calls from students inquiring about varying topics, ranging from why they should attend a CACREP accredited program to where CACREP accredited programs are located. But more interesting than the phone calls, are the letters. Here is an example of a letter from a student who may someday follow through on her dreams and enroll in one of your programs:

To Whom It May Concern

My name is Christina O. and I am 14 years old. I go to Needles High School. I am writing you because I plan to attend college to become a counselor.

There are many reasons why I want to become a counselor. One reason is that I like working with people and helping in any way I can. Another is helping kids with problems such as school or family problems. I have had my heart set on being a counselor since I was about 12 years old. When ever people need advice I try my hardest to help them. Sometimes I don’t give the greatest advice though.

I remembered when I used my cousin and her friend as people I could counsel. I think I better go to school to learn more because I didn’t give very good advice. I tried! They kind of though I was crazy or something. I did learn one thing from doing that. Don’t try to counsel people you are related or close to. I mean I would give them advice but I won’t ever get involved.

I don’t know anyone that is a counselor or I could go to them for information. Since I don’t know anyone that is a counselor it would be great if you would send me some information on being a counselor. Thank you for your time.

Sincerely,

Christina O.

$\$$ Money for Research in Career Counseling! $\$$

The National Career Development Association (NCDA) has established a $500 research award to honor graduate students who undertake exemplary research addressing topics related to career information, career development, and career planning, such as:

- Theoretical cases of career development
- Life role interactions
- Practices and programs in career guidance/counseling
- Personal, social, and economic influences on career development
- Special issues related to women, mid-career changes, dual career couples, minorities, or older workers

The award is for work on a doctoral dissertation or masters thesis approved by the student’s institution after January 1, 1995, but not necessarily completed. The student’s dissertation/thesis advisor must endorse the award application in writing. Relevance, significance, and research design will be given primary attention in determining the award recipient. Applicants need not be NCDA members. The award will be presented at the NCDA Luncheon on April 5 at the ACA Conference in Orlando.

The research project submitted for award consideration should not exceed 8 pages and should adhere to the following outline:

A. A clear statement of the research objectives.
B. A clear description of what is to be/has been investigated.
C. A clear explanation of how the research will be/has been conducted.
D. A listing of likely outcomes and products.

Include additional comments, useful to the committee in evaluating your project. Send 3 copies of your proposal.

The NCDA Graduate Student Research Award is offered on behalf of the National Career Development Association by the Counselor Educator and Graduate Student Career Development Network. Applications receive a blind review by the NCDA Research Committee. NCDA is a division of ACA.

Research projects must be postmarked by February 1, 1997 and sent to:

Rich Feller, PhD
School of Education
Education Building
Colorado State University
Fort Collins CO 80523
CACREP in Orlando

Friday, April 4 8:30-10:00 am
Team Chair Breakfast
This is an opportunity for current Team Chairs to learn about the new policies and procedures that the Board has developed. All Team Chairs will be required to attend a session such as this in the next several years.

Friday, April 4 1:00-3:00 pm
How to Write a CACREP Self-study
A reprise of our workshop that goes through the mechanics of formatting the document and gives participants hands-on experience with real self-studies. Board member Don Ward will be presenting. Participants **must** contact the CACREP office to sign up as participation is limited.

Saturday, April 5, 8:30-10:00
Program Session: The Diversity of CACREP Programs: It’s Only a Myth That They All Look Alike
A 90 minute program session in the form of a panel discussion. This will be an outstanding session for learning about how unique programs have met and maintained the CACREP standards.

Saturday, April 5 3:00-5:00 pm
CACREP Standards Revision 2001/Give Us Your Input
This is an opportunity for the CACREP Standards Revision Committee to present their ideas and for you to give them feedback.

Sunday, April 6 8:30 - 10:00 am
Breakfast with the Board
This is an opportunity for department liaisons or anyone interested to meet with the CACREP Board for an informal discussion group. A light continental breakfast will be provided.

---

**Kudos Corner**

ACA and CACREP encourage the citation of credentials in employment advertisements. This corner 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 ads in *Counseling Today* and *The Chronicle of Higher Education*, and ICN and CESNET postings, as well as institutions who have contacted the CACREP office before sending out job announcements.

Arkansas State University ✔ Barry University ✔
Boise State University ✔ Butler University ✔
Emporia State University ✔ Eastern Michigan University ✔ Florida Atlantic University ✔
Georgia State University ✔ Idaho State University ✔
James Madison University ✔ Kent State University ✔ Lindsey Wilson College ✔
Mankato State University ✔ Oregon State University ✔
Southern Illinois University ✔ Carbondale ✔ Texas Tech University ✔ Truman State University ✔ University of Alabama ✔
University of Maryland Eastern Shore ✔ University of Minnesota Minneapolis ✔ University of Nevada Reno ✔ University of New Orleans ✔
University of North Texas ✔ University of Rochester ✔ University of Scranton ✔ University of Wisconsin Oshkosh ✔ Western Illinois University ✔ Western Michigan University ✔ Youngstown State University ✔

**A GAME!**

How many words of three letters or more can you make from the letters in the word, **ACREDITATION**?

If you come up with the highest number, will win a not-so-valuable prize! Submit your words by regular mail or e-mail by March 15. The winner will be mentioned in the next issue.
LIST OF ACCREDITED PROGRAMS

For a directory with names and addresses of these institutions, please contact the CACREP Office.

<table>
<thead>
<tr>
<th>Code</th>
<th>No. of Programs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC</td>
<td>80</td>
<td>Community Counseling for programs accredited under the 1988 and 1994 Standards (48 semester hrs)</td>
</tr>
<tr>
<td>CC/CrC</td>
<td>4</td>
<td>Community Counseling with a Specialization in Career Counseling (48 semester hrs)</td>
</tr>
<tr>
<td>CC/CG</td>
<td>2</td>
<td>Community Counseling with a Specialization in Gerontological Counseling (48 semester hrs)</td>
</tr>
<tr>
<td>CCOAS</td>
<td>5</td>
<td>Counseling in Community and Other Agency Settings for programs accredited prior to the 1988 standards (48 semester hrs)</td>
</tr>
<tr>
<td>MFC/T</td>
<td>16</td>
<td>Marriage and Family Counseling/Therapy (60 semester hours)</td>
</tr>
<tr>
<td>MHC</td>
<td>14</td>
<td>Mental Health Counseling (60 semester hours)</td>
</tr>
<tr>
<td>SC</td>
<td>93</td>
<td>School Counseling (48 semester hours)</td>
</tr>
<tr>
<td>SPC</td>
<td>2</td>
<td>Student Personnel Service in Higher Education with a Counseling Emphasis for programs accredited prior to the 1988 standards (48 semester hrs)</td>
</tr>
<tr>
<td>SAC</td>
<td>14</td>
<td>Student Affairs Practice in Higher Education - Counseling Emphasis (48 semester hrs)</td>
</tr>
<tr>
<td>SAD</td>
<td>5</td>
<td>Student Affairs Practice in Higher Education - Developmental Emphasis (48 semester hrs)</td>
</tr>
<tr>
<td>SAA</td>
<td>3</td>
<td>Student Affairs Practice in Higher Education - Administrative Emphasis (48 semesters hrs)</td>
</tr>
<tr>
<td>SACC</td>
<td>15</td>
<td>Student Affairs Practice in Higher Education - College Counseling emphasis (48 semester hrs)</td>
</tr>
<tr>
<td>SAPP</td>
<td>7</td>
<td>Student Affairs Practice in Higher Education - Professional Practice emphasis (48 semester hrs)</td>
</tr>
<tr>
<td>CE</td>
<td>34</td>
<td>Counselor Education and Supervision</td>
</tr>
</tbody>
</table>

* denotes accreditation for a two year period

**ALABAMA**
Auburn University
Counseling and Counseling Psychology
CC, SC, SACC, CE:PhD/EdD (2001)

The University of Alabama
Program in Counselor Education
CC, SC, SAC, CE:PhD/EdD (1997)

**ARIZONA**
Arizona State University
Division of Psychology in Education
*CC (1997)

University of Phoenix
Phoenix and Tucson Campuses
Center for Counselor Education
CC (2002)

**BRITISH COLUMBIA**
University of British Columbia
Department of Counselling Psychology
CCOAS, SC, SPC (1997)

**CALIFORNIA**
CSU/Fresno
Department of Counseling & Special Ed.
*MFC/T (1997)

CSU/Los Angeles
Div. of Administration and Counseling
*SC, MFC/T (1998)

CSU/Northridge
Educational Psychology & Counseling
*CC/CrC, SC, SAC (1998)
MFC/T (1997)

San Francisco State University
Department of Counseling
*CC/GC, CC/ CrC, MFC/T, SC, SACC (1997)

Sonoma State University
Counseling Department
CC, SC (1998)

**COLORADO**
Adams State College
Department of Psychology
*CC, SC (1997)

University of Colorado at Denver
Counseling Psychology and Counselor Education
CC, SC, MFC/T (1998)
<table>
<thead>
<tr>
<th>University</th>
<th>Psychology Department</th>
<th>Location</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Northern Colorado</td>
<td>Division of Professional Psychology</td>
<td>*CC, SC, MFC/T, CE:EdD</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td><strong>CONNECTICUT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairfield University</td>
<td>Counselor Education Department</td>
<td>CC, SC</td>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>Counseling and School Psychology Dept</td>
<td>*CC, SC</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Western Connecticut State University</td>
<td>Graduate Counselor Education</td>
<td>*CC, SC</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td><strong>DISTRICT OF COLUMBIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallaudet University</td>
<td>Department of Counseling</td>
<td>SC, MHC</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>George Washington University</td>
<td>Department of Counseling</td>
<td>CC, SC, CE:EdD</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td><strong>FLORIDA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barry University</td>
<td>ADSOE/Counseling Program</td>
<td>*MHC, SC</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td>Psychological Services in Education</td>
<td>CC/CrC, SC, MHC</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>Rollins College</td>
<td>Graduate Studies in Counseling</td>
<td>CC</td>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>Department of Counselor Education</td>
<td>*MFC/T, MHC, SC, CE:PhD/EdD</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td><strong>GEORGIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbus State University</td>
<td>Dept of Counseling &amp; Clinical Programs</td>
<td>CC</td>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>Georgia State University</td>
<td>Counseling and Psychological Services</td>
<td>*CC, SC, CE:PhD</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Counseling &amp; Human Development Svcs.</td>
<td>CC, SC, SAA, SAC, SAD</td>
<td>2001</td>
<td></td>
</tr>
<tr>
<td><strong>IDAHO</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idaho State University</td>
<td>Department of Counseling</td>
<td>MHC, SC, SACC, CE:EdD</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>College of Education</td>
<td>CC</td>
<td>1999</td>
<td></td>
</tr>
<tr>
<td><strong>ILLINOIS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bradley University</td>
<td>Dept of Ed. Leadership and Human Dev</td>
<td>CC, SC</td>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>Concordia University</td>
<td>Psychology Department</td>
<td>*SC</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Governors State University</td>
<td>Division of Psychology &amp; Counseling</td>
<td>CC, MFC/T, SC</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Illinois State University</td>
<td>Dept of Specialized Educational Dev.</td>
<td>CC, SC</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Northeastern Illinois University</td>
<td>Counselor Education Program</td>
<td>CC, SC</td>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>Educational Psychology, Counseling, and Special Education</td>
<td>*CC, SC, SACC, CE:EdD</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Southern Illinois University at Carbondale</td>
<td>Educational Psychology and Special Education Department</td>
<td>*CC, MFC/T, SC, CE:PhD</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>University of Illinois at Springfield</td>
<td>Human Development Counseling Program</td>
<td>CC, SC</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>Department of Counselor Education and College Student Personnel</td>
<td>Quad Cities &amp; Macomb Campuses</td>
<td>CC, SC</td>
<td>2001</td>
</tr>
<tr>
<td><strong>INDIANA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ball State University</td>
<td>Dept of Counseling Psychology and Guidance Services</td>
<td>*CC</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td><strong>IOWA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Iowa</td>
<td>Division of Counselor Education</td>
<td>*SC, SAPP, CE:PhD</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>Educational Admin. and Counseling</td>
<td>MHC, SC</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td><strong>KANSAS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pittsburg State University</td>
<td>Department of Psychology &amp; Counseling</td>
<td>CC</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td><strong>KENTUCKY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murray State University</td>
<td>Educational Leadership &amp; Counseling</td>
<td>CCOAS/MH</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Lindsey Wilson College</td>
<td>* MFC/T, MHC</td>
<td>1998</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LOUISIANA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast Louisiana University</td>
<td>Educational Leadership and Counseling</td>
<td>SC, MFC/T</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Northwestern State University</td>
<td>Division of Education</td>
<td>SACC, SAPP</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td><strong>MAINE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Southern Maine</td>
<td>Department of Human Resource Development</td>
<td>MHC, SC, CC</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td><strong>MARYLAND</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyola College in Maryland</td>
<td>Pastoral Counseling Department</td>
<td>CC</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>University of Maryland</td>
<td>Counseling and Personnel Services</td>
<td>*CC/CrC, CE:PhD</td>
<td>1998</td>
<td></td>
</tr>
</tbody>
</table>
**MICHIGAN**

Andrews University  
Educational & Counseling Psychology  
Berrien Springs, MI 49104-0104  
CC, SC (1997)

Eastern Michigan University  
Dept. of Leadership and Counseling  
CCHOAS (1998)

Oakland University  
Department of Counseling  
CC, SC (2001)

Wayne State University  
Counselor Education/College of Ed.  
CC, SC, CE: PhD/EdD (2001)

Western Michigan University  
Counselor Education and Counseling Psychology  

**MINNESOTA**

Mankato State University  
Counseling and Student Personnel  
*CC, SC, SAPP (1997)

University of Minnesota Duluth  
Dept of Psychology and Mental Health  
CC, SC (2001)

**MISSISSIPPI**

Delta State University  
Division of Behavioral Sciences  
CC (1997)

Mississippi State University  
Counselor Education & Educational Psychology  

University of Southern Mississippi  
Counseling Psychology and Counseling Education  
CC (1999)

**MISSOURI**

Truman State University  
(formerly Northeast Missouri State University)  
Division of Social Science  
CC, SC, SAD (1999)

**MONTANA**

Montana State University - Bozeman  
Health and Human Development  
MFC/T, MHC, SC (2000)

**NEBRASKA**

University of Nebraska at Omaha  
Counseling Department  
CC, SC (2000)

**NEVADA**

University of Nevada/Las Vegas  
Counseling & Educational Psychology  
CC, SC, MFC/T (1998)

University of Nevada/Reno  
Counseling & Educational Dept  
MFC/T, SC, SACC, CE:PhD/EdD (2001)

**NEW JERSEY**

The College of New Jersey  
(formerly Trenton State College)  
Counseling and Personnel Services  
CC, SC (1998)

**NEW MEXICO**

University of New Mexico  
College of Education  
CC, SC (1998)

**NEW YORK**

Long Island University  
C.W. Post Campus  
Counseling and Development  
*MHC, SC, SAC, SAD (1997)

Syracuse University  
School of Education  
SC, SAC, CE:PhD/EdD (2001)

SUNY College at Brockport  
Department of Counselor Education  
CC, SC, SAC (2001)

SUNY College at Plattsburgh  
Counselor Education  
CC, SC, SAC (1997)

**NORTH CAROLINA**

Appalachian State University  
Human Development and Psychological Counseling  
CC, SC, SAC, SAD, SAA (1998)

North Carolina State University  
Department of Counselor Education  
SAC, CE:PhD (1998)

UNC/Chapel Hill  
School of Education  
SC (2000)

**OHIO**

Cleveland State University  
Counseling, Administration, Supervision and Adult Learning  
CC (2001)

Kent State University  
Counseling & Human Development Svcs  
CC, CE:PhD (1998)

Ohio University  
School of Applied Behavioral Sciences and Educational Leadership  
CC, SC, CE:PhD (2001)

University of Akron  
Counseling and Special Education  

University of Cincinnati  
Division of Human Services  

University of Toledo  
Dept of Counselor & Human Svcs Ed.  
CCHOAS, SC (1997)

Wright State University  
Department of Human Services  
CC, SC (2003)

Youngstown State University  
Department of Counseling  
CC, SC (1999)

**OREGON**

Oregon State University  
Counselor Education Program  

Portland State University  
Department of Special Education and Counselor Education  
CC, SC (2000)
University of Tennessee/Knoxville
Educational and Counseling Psych

Vanderbilt University
Department of Human Resources
CC (1998)

Texas
Stephen F. Austin State University
Department of Counseling and Special Education Programs
CC, SC (2000)

Texas A & M University - Commerce
(formerly East Texas State University)
Department of Counseling

University of North Texas
Counselor Education
CC, SC, SACC, SAPP, CE: EdD/PhD (2002)

University of Vermont
Counseling Program
CC, SC (1997)

VIRGINIA
James Madison University
Counseling Psychology Program
*CC, SC (1998)

Lynchburg College
Department of Counselor Education
CC, SC (1999)

Old Dominion University
Educational Leadership and Counseling

Radford University
Counselor Education Department
*CC, SC, SACC (1998)

University of Virginia
Counselor Education Program

WASHINGTON
Eastern Washington University
Department of Applied Psychology
MHC, SC (2001)

Western Washington University
Department of Psychology
Bellingham, WA 98225-9089
SC, MHC (2000)

WEST VIRGINIA
West Virginia University
Department of Counseling, Rehabilitation
Counseling, and Counseling Psychology
CC, SC (2000)

WISCONSIN
University of Wisconsin-Oshkosh
Department of Counselor Education
CC, SC, SAC (1999)

WYOMING
University of Wyoming
Educational Psychology and Counseling