
CORE NEWS

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SITE VISITOR TRAINING

CORE will hold training for individuals who wish to serve as CORE site visitors, as a pre-session at the NCRE meeting in Tucson, AZ. The training will be held from 1:00 to 5:00 P.M. on Thursday, February 14, 2002.

The requirements for site visitors are as follows:

1. Hold membership in an organization that appoints individuals to CORE or its Commission on Standards and Accreditation;
2. Serve as educator of an accredited Rehabilitation Counselor Education Program for at least three years since receiving doctoral degree or a non-educator with at least three years of experience in the supervision of counselors; or be a Certified Rehabilitation Counselor.
3. Submit a statement detailing a commitment to participate in the review of programs as prescribed by CORE and a current vita.

Individuals who have attended site visitor training prior to 1997, but who have not served as a site visitor, must attend training during 2002 to remain on CORE's Site Visitor Roster.

To assure a sufficient number of training materials, individuals must submit the commitment statement, vita, and pre-register with the Administrative Office no later than 2/6/02. Information should be sent to CORE's Administrative Office (1847 Rohlwing Road, Suite E, Rolling Meadows, IL 60008). For additional information, contact Sue Denys at 847-394-1785 or e-mail at sdenys@foundrehab.org.

CORE will also be participating with CACREP to do **joint site visit training at the ACA Conference** in March 2002. Anyone interested in participating in this training should contact CACREP at CACREP@aol.com or call (703) 823-9800 ext. 301. This training may be of particular interest to faculty at universities having both CORE and CACREP accreditation.

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STANDARDS REVIEW PROCESS UNDERWAY

The process for reviewing CORE standard has begun. If you have not done it yet, please go to www.core-rehab.org to get the form to give your input regarding standards revision. Your input is due by May 2002 and the CORE board and commission will review this input at their annual meeting in July. Of special interest is your input regarding number of credit hours, your thoughts regarding distance education, and qualifications for supervisors.

Also in this Newsletter are the Association of Specialized and Professional Accreditor's (ASPA) Code of Good Practice. As a member of ASPA, CORE adheres to these principles. Please review them as you study the standards and give your input.

Lance Carluccio and Art Del Orto are co-chairs of the standards review committee. All input should be in writing and go to Lance at lcarlucc@maryville.edu.

MAKI ELECTED CORE PRESIDENT

Dennis R. Maki, Professor in Rehabilitation and Chair of the Division of Counseling, Rehabilitation, and Student Development at the University of Iowa was elected President of CORE at the Annual Meeting in July. Dr. Maki is an accomplished counselor, educator, and researcher who is committed to quality rehabilitation education.

Dennis has had many leadership positions in counseling and rehabilitation, including President of ARCA and he has served on the CRCC Commission. Dr. Maki also received the Rehabilitation Educator of the Year Award from NCRE. He has over 25 years experience in the field of rehabilitation and is well qualified to be President.

CONGRATULATIONS, PRESIDENT MAKI!

CORE CELEBRATES 30TH ANNIVERSARY IN 2002

Donald C. Linkowski Ph.D., CRC, Executive Director
Sue Denys, Contract Administrator

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PROFILE OF CORE-ACCREDITED PROGRAMS

STUDENTS	TOTAL	1998-99		TOTAL	1999-00		TOTAL	2000-01	
		AVG/PRG M	RANGE		AVG/PRG M	RANGE		AVG/PRG M	RANGE
Full-Time	2019	38.6	1-99	2237	26.3	0-141	2093	24.3	0-129
Full-Time Non-White	646	7.9	0-63	624	7.3	0-45	635	7.4	0-62
Full-Time Disabilities	445	5.4	0-23	444	5.2	0-31	428	5.1	0-36
Part-Time	1234	4.8	0-93	1363	16.2	0-166	1333	19.7	0-97
Part-Time Non-White	394	4.8	0-88	490	5.8	0-122	396	9.0	0-63
Part-Time Disabilities	248	3.0	0-15	237	2.8	0-24	242	4.2	0-22
Total	3165	38.6	9-147	3612	42.5	9-172	3382	29.4	4-173
GRADUATES	TOTAL	PERCENT	RANGE	TOTAL¹	PERCENT	RANGE	TOTAL²	PERCENT	RANGE
Total Graduates	1159		0-68	1106			1069		3-46
Non-White	306	26.0	0-42	247	22.3	0-15	332	31.1	0-32
Disabilities	246	21.2	0-11	238	21.5	0-11	210	19.6	0-11
Non-White/Disabilities	60	5.0	0-7	58	5.2	0-4	59	5.5	0-7
# Receiving RSA	496	43.0	0-21	458	41.4	0-26	499	46.7	0-23
Traineeships									
Non-US Citizens	20	1.7	0-4	28	2.5	0-6	26	2.4	0-3
GRADUATE EMPLOYMENT	TOTAL^{1,2}	PERCENT	RANGE	TOTAL	PERCENT	RANGE	TOTAL	PERCENT	RANGE
State VR Agencies	323	23	0-26	270	23.7	0-18	284	26.6	0-19
Community Programs	417	30	0-23	355	31.2	0-19	322	30.1	0-22
Rehabilitation-Related	262	19	0-38	223	19.6	0-25	217	20.3	0-16
Private Industry	140	10	0-20	107	9.4	0-7	91	8.5	0-11
University Settings	43	3	0-5	43	3.8	0-3	52	4.9	0-4
Unemployed ³	113	8	0-40	41	3.6	0-4	33	3.1	0-2
Seeking Advanced Degree-Rehab	31	2	0-5	26	2.3	0-3	29	2.7	0-3
Seeking Advanced Degree-Non-Rehab	24	2	0-6	20	1.8	0-2	20	1.9	0-3
Non-Rehab Employment	35	3	0-40	50	4.4	0-12	28	2.6	0-4
Total	1308	100%		1136	100%		1009	100%	
REHABILITATION FACULTY	TOTAL	AVG/PRG M	RANGE	TOTAL	AVG/PRG M	RANGE	TOTAL	AVG/PRG M	RANGE
FTE Rehab Faculty	307.0	3.7	1-12	392.8	3.5	0-9	445.3	5.3	0-9
Full-Time Rehab Faculty	292.5	3.6	1-14	288.0	3.4	1-11	280	3.3	0-9
Full-Time Minority	50.0	.6	0-5	53.0	.6	0-4	53	.7	0-5
Full-Time Disabilities	59.0	.7	0-5	62.0	.7	0-5	64	.7	0-5
Entry Salary 9 mo Assist.		38,598	30- 53,000		40,271	30- 54,000		41,993	23,000- 58,000

¹ Totals are from preceding year to better reflect employment sites. Totals for 97-98 and 98-99 reflect projected totals through Summer Term.

² Totals are from preceding year to better reflect employment sites. Totals for 97-98 and 98-99 reflect projected totals through Summer Term.

³ Numbers are higher for 97-98 and 98-99, because of projecting the number of graduates [see Footnote 1]

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PROGRAM INFORMATION

DEPARTMENTAL AFFILIATION	1998-1999		1999-2000		2000-2001	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Counselor Education-Counseling Psych	4	4.9	10	11.8	16	18.6
Counseling + Others	34	41.5	20	23.5	19	22.1
Rehab Dept/Institute	7	8.5	15	17.6	14	16.3
Special Education (may include others)	7	8.5	3	3.5	5	5.8
Counseling and Special Education (may include others)	3	3.7	10	11.8	5	5.8
Other: Human Services, Health, Communication	27	32.9	27	31.8	27	31.4
TOTAL	82	100	86	100	86	100
DEGREE TITLE	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
M.A.	13	15.8	16	19.0	16	18.6
M.R.C.	5	6.1	10	11.9	10	11.6
M.S.	39	47.5	35	41.7	34	39.5
M.Ed.	9	11.0	8	9.5	9	10.5
M.H.S.	2	2.4	3	3.6	2	2.3
Not Reported this Format	14	17.1	12	14.3	14	16.3
PROGRAM LENGTH	MEAN	RANGE	MEAN	RANGE	MEAN	RANGE
# Semester Hours	52.5	48-68	48-68	51.2	53.2	48-68
PROGRAMS OFFERING	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Undergraduate	17	20.7	26	31.0	24	27.9
Doctoral	12	14.6	23	27.4	24	27.9
Both	8	9.8	9	10.6	7	8.1
Distance Education Courses	30	36.6	33	38.9	43	50.0
Distance Education Degree	15	18.3	13	15.3	21	24.4
LICENSURE*	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Required	29	35.8	40	50.0	37	43.5
Optional			3	3.8	5	5.8
Dependent upon Work Setting			29	34.1	30	34.9
Not Applicable			8	9.4	13	15.1

* 1997-98 and 98-99 surveys asked whether graduates were "subject to licensure" in the state.

YEAR-END REPORT COUNCIL ON REHABILITATION EDUCATION (CORE)

**Dr. Marvin D. Kuehn
President of CORE 2000-2001**

The 2000-2001 year of CORE activity ended with the annual meeting at Rolling Meadows, Illinois, July 14, 2001. One NCRE representative continued as President of CORE during this year. Dr. Crewe completed her term as an NCRE representative at the annual meeting and Dr. Bud Stude was nominated by NCRE and approved by CORE as her replacement on CORE. Due to medical reasons Dr. Kuehn requested that he not be considered for another year as President of CORE. Dr. Dennis Maki, a representative from ARCA to CORE was elected the new President for CORE for 2001-2002. Dr. Les McAllan has been appointed to the Commission replacing Dr. Stude and Dr. Jim Bellini has been appointed to replace Dr. Jan La Forge. Dr. Linda Shaw is the new ARCA representative to CORE replacing Dr. Reggie Alston.

Eleven master's degree programs in Rehabilitation Counseling were reviewed and recommended for accreditation during the current cycle. Six programs were seeking reaccreditation, one program was seeking accreditation for the first time, and four programs were seeking candidacy status. Seventy-nine Annual Program Progress Reports were reviewed resulting in the recommendation of continued accreditation for those programs; eighteen of these programs were sent specific letters related to their reports.

As part of the Commission report to CORE, Stude presented the Undergraduate Education Committee report. Three new schools were added to the Undergraduate Registry. There are now sixteen programs listed on the Registry.

Discussion occurred relative to the procedures followed by the Monitoring Committee as they related to changing or adding conditions to a previous accreditation decision of CORE about a program. A motion was made and passed to revise the Accreditation Manual to clarify the actual practice and philosophy of the monitoring process.

Another issue discussed was the definition of Candidacy. A proposal was submitted for consideration but after discussion the proposal was not accepted. The Executive Committee was asked to research the implications of changing the definition of Candidacy status in CORE.

Two major concerns addressed by CORE during the past six months were the submission and defense of our accreditation recognition application by the Council on Higher Education Accreditation (CHEA) and making a decision on a new Executive Director for CORE. Dr. Jeanne Patterson, immediate past Executive Director, did an outstanding job preparing the accreditation application for CHEA and CORE received notice of official recognition in April. Patterson submitted her resignation in January and during the spring the position responsibilities were evaluated and the position was advertised and Dr. Don Linkowski, Professor at George Washington University was named the new Executive Director of CORE. Linkowski began the new position on July 1, 2001.

During the last six months CORE approved some by-laws changes, filed needed paperwork in Illinois on the Articles of Incorporation of CORE, reviewed and adopted a tentative budget for the coming year and discussed the continuation of the use of the National Clearinghouse on Rehabilitation Materials for our webpage.

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The last significant activity of CORE is just beginning which involves the systematic review of the Standards for Accreditation of Rehabilitation Counseling Programs. Information about the process of review is presently being distributed to the sponsoring organizations of CORE as well as the coordinators of accredited rehabilitation counseling programs. Suggestions for the revision of standards will be received until May 1, 2002. If more information is desired please contact the CORE office in Rolling Meadows, Illinois or Dr. Lance Carluccio at Maryville University of Saint Louis or Dr. Arthur Dell Orto at Boston University.

Public hearings on the standards were held at the NCRE/RSA/CSAVR Conference in October and additional meetings are scheduled for the Alliance Symposium in St. Louis in late October, and the NCRE Conference in Tucson in February, 2002.

CORE Executive Director

Donald C. Linkowski

I have taken on a new responsibility as Executive Director of CORE. I am new to this position, and humbled to follow the impressive seven-year record of Jeanne Patterson. Though I am not new to CORE, having been on the CORE Council for eight years and was president for four years ending in the early 1990s. In my career, I have tended to go into 8-10 year alternating cycles of service to my profession and service to my university, having served as Department and Program Chair.

In my return to CORE, I feel like Rip Van Winkle, seeing the many changes that make this position new to me. We now do site visits of all programs and have extended the accreditation cycle to a maximum of eight years. Also we have at least a dozen programs that have instituted some kind of distance education and this is growing at a rapid rate. We have an increased number of new programs and some reduction and drastic changes in many of the earliest programs. We require CRC of all rehabilitation counseling faculty and are paying increased attention to the growth of LPC in the states. Also we have re-instituted joint site reviews with CACREP at universities that have both CORE and CACREP programs.

I am relieved that CORE has recently obtained recognition by the Council on Higher Education Accreditation (CHEA) so now we can focus our attention on the standards review process that is underway. This should be an exciting and challenging process since we have new laws and new people and ideas to help us refocus our professional field.

I am happy to take on this additional responsibility and to help guide us through this exciting new era. For those who do not know me, I am also Professor of Counseling at George Washington University where I direct programs in doctoral rehabilitation counseling leadership and job development and placement. I also am teaching my second course by distance education. I can be reached best by email at dclink911@juno.com.

ASPA - Member Code of Good Practice

The Council on Rehabilitation Education (CORE), as a member of Association of Specialized and Professional Accreditors (ASPA) subscribes to the Code of Good Practice as it:

1. Pursues its mission, goals, and objectives, and conducts its operations in a trustworthy manner.

Focuses primarily on educational quality, not narrow interests, or political action, or educational fashions. Demonstrates respect for the complex interrelationships involved in the pursuit of excellence by individual institutions or programs.

Exhibits a system of checks and balances in its standards development and accreditation procedures.

Maintains functional and operational autonomy.

Avoids relationships and practices that would provoke questions about its overall objectivity and integrity.

Analyzes criticism carefully and responds appropriately by explaining its policies and actions and/or making changes.

2. Maximizes service, productivity, and effectiveness in the accreditation relationship.

Recognizes that teaching and learning, not accredited status, are the primary purposes of institutions and programs.

Respects the expertise and aspirations for high achievement already present and functioning in institutions and programs.

Uses its understanding of the teaching and learning focus and the presence of local expertise and aspirations as a basis for serving effectively at individual institutions and programs.

Keeps the accreditation process as efficient and cost-effective as possible by minimizing the use of visits and reports, and by eliminating, whenever possible, duplication of effort between accreditation and other review processes.

Works cooperatively with other accrediting bodies to avoid conflicting standards, and to minimize duplication of effort in the preparation of accreditation materials and the conduct of on-site visits.

Provides the institution or programs with a thoughtful diagnostic analysis that assists the institution or program in finding its own approaches and solutions, and that makes a clear distinction between what is required for accreditation and what is recommended for improvement of the institution or program.

3. Respects and protects institutional autonomy.

Works with issues of institutional autonomy in light of the commitment to mutual accountability implied by participation in accreditation, while at the same time, respecting the diversity of effective institutional and programmatic approaches, while at the same time, respecting the diversity of effective institutional and programmatic approaches to common goals, issues, challenges, and opportunities.

Applies its standards and procedures with profound respect for the rights and responsibilities of institutions and programs to identify, designate, and control (a) their respective missions, goals, and objectives; (b) educational and philosophical principles and methodologies used to pursue functions implicit in their various missions, goals, and objectives; (c) specific choices and approaches to content; (d) agendas and areas of study pursued through scholarship, research, and policy developments; (e) specific personnel choices, staffing configurations, administrative structures, and other operational decisions; and (f) content, methodologies, and timing of tests, evaluations, and assessments.

With respect to professional schools and programs, recognizes the ultimate authority of each academic community for its own educational policies while maintaining fundamental standards and fostering consideration of evolving needs and conditions in the profession and the communities it serves.

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4. Maintains a broad perspective as the basis for wise decision making.

Gathers and analyzes information and ideas from multiple sources and viewpoints concerning issues important to institutions, programs, professions, publics, governments, and others concerned with the content, scope, and effectiveness of its work.

Uses the results of these analyses in formulating policies and procedures that promote substantive, effective teaching and learning, that protect the autonomy of institutions and programs, and that encourage trust and cooperation within and among various components of the larger higher education community.

5. Focuses accreditation reviews on the development of knowledge and competence.

Concentrates on results in light of specific institutional and programmatic missions, goals, objectives, and contexts.

Deals comprehensively with relationships and interdependence among purposes, aspirations, curricula, operations, resources, and results.

Considers techniques, methods, and resources primarily in light of results achieved and functions fulfilled rather than the reverse.

Has standards and review procedures that provide room for experimentation, encourage responsible innovation, and promote thoughtful evolution.

6. Exhibits integrity and professionalism in the conduct of its operation.

Creates and documents its scope of authority, policies, and procedures to ensure governance and decision making under a framework of "laws not persons."

Exercises professional judgement in the context of its published standards and procedures.

Demonstrates continuing care with policies, procedures, and operations regarding due process, conflict of interest, confidentiality, and consistent application of standards.

Presents its materials and conducts its business with accuracy, skill, and sophistication sufficient to produce credibility for its role as an evaluator of educational quality.

Is quick to admit errors in any part of the evaluation process, and equally quick to rectify such errors.

Maintains sufficient financial, personnel, and other resources to carry out its operations effectively.

Provides accurate, clear, and timely information to the higher education community, to the professions, and to the public concerning standards and procedures for accreditation, and the status of accredited institutions and programs.

Corrects inaccurate information about itself or its actions.

7. Has mechanisms to ensure that expertise and experience in the application of its standards, procedures, and values are present in members of its visiting teams, commissions, and staff.

Maintains a thorough and effective orientation, training, and professional development program for all accreditation personnel.

Works with institutions and programs to ensure that site teams represent a collection of expertise and experience appropriate for each specific review.

Conducts evaluations of personnel that involve responses from institutions and programs that have experienced the accreditation process.

Conducts evaluations of criteria and procedures that include responses from reviewers and those reviewed.

Adopted March 21, 1995

CORE FACT SHEET: 2001-02

OFFICERS: Dennis R. Maki, Ph.D., *President*; Richard Coelho, Ph.D. *Vice President*; Frances Lowder, *Secretary*; Joe Lechowicz, Ph.D., *Treasurer*.

HISTORY: The Council on Rehabilitation Education (CORE) was formed in June 1971 and incorporated as a not-for-profit organization in Washington, DC, in 1972. In 1975, CORE was recognized by COPA, and was subsequently recognized by CORPA. It is now recognized by the Council for Higher Education Accreditation (CHEA).

MISSION: The mission of CORE is the accreditation of RCE Programs in order to promote the effective delivery of rehabilitation services to individuals with disabilities by promoting and fostering continuing review and improvement of master's degree level RCE Programs. CORE's accreditation process promotes program self-improvement rather than outside censure. A concomitant purpose of the process is to meet the personnel needs of both public and private rehabilitation agencies by providing graduates who have the skills, knowledge, and attitudes necessary to provide rehabilitation counseling services to individuals with physical, mental, and/or emotional disabilities.

COMPOSITION: CORE is composed of representatives from each of five national professional organizations that are concerned with rehabilitation counseling: the National Rehabilitation Counseling Association (NRCA), the American Rehabilitation Counseling Association (ARCA), the National Council on Rehabilitation Education (NCRE), the Council of State Administrators of Vocational Rehabilitation (CSVAR), and the National Council of State Agencies for the Blind (NCSAB). CORE also has two public members: one who represents the consumer public and one who represents the public at large. In addition to the granting of program recognition, CORE serves as a forum for the evaluation of accreditation policies and practices as well as the effectiveness of accreditation efforts.

CONSULTATION SERVICES: Institutions interested in establishing, reorganizing or expanding an RCE Program can obtain program development consultation services from CORE. Information regarding the service can be obtained from the CORE administrative office.

CORE HOURS

CORE's Administrative Office is open from 9:00 A.M. to 5:00 P.M. Central Time. The office is equipped with voice mail so that messages can be left anytime.

CORE Administrative Office

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CORE Master's Programs in Rehabilitation Counselor Education 2001-02 Academic Year

Candidate for Accreditation: Granted to programs in the early stages of development or implementation, up to the point of graduating ten (10) students. This recognition provides evidence that a program complies with those standards applicable at the program's stage of development. Programs accredited at the candidate level are noted with an asterisk.

Accreditation: Granted to programs that have been fully operational long enough to allow for the objective assessment of the professional performance of graduates. This recognition provides evidence that a program complies with all standards and is deemed able to maintain that level of compliance through the duration of the recognition.

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National Rehabilitation Counseling Association (NRCA)

2000-04

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1998-02

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National Council of State Agencies for the Blind, Inc. (NCSAB)

To be appointed.

Public Members

2001-05

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2001-05

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COMMISSION ON STANDARDS AND ACCREDITATION 2001-02

American Rehabilitation Counseling Association (ARCA)

1999-02

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2001-04

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Commission on Rehabilitation Counselor Certification (CRCC)

2001-04

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Committee on Undergraduate Education

2000-03

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Department of Veterans Affairs

2001-04

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National Association of Multi-Cultural Rehabilitation Concerns (NAMCRC)

2001-04

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National Association of Non-White Rehabilitation Workers (NANWRW)

2000-03

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International Association of Rehabilitation Professionals (IARP)

2001-04

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National Council on Rehabilitation Education (NCRE)

1999-02

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2000-03

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2000-03

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CORE RECOGNITION UPDATE

CORE recognized the following RCE programs at its annual meeting, held in July, 2001:

Boston University

Southern Illinois University

St. Johns University*

University of Arkansas at Little Rock*

University of Medicine & Dentistry of New Jersey*

University of Wisconsin-Madison

University of Wisconsin-Milwaukee

Wayne State University

West Virginia University

Western Washington University *

*Candidate for Accreditation

PROGRAMS UNDER REVIEW

CORE programs undergoing review in 01/02:

Alabama A&M University

Ball State University*

Bowling Green University

Hunter College

Kent State University

Langston University*

Southern University

University of Maryland

University of Maryland Eastern Shore*

University of Memphis

University of Texas at Austin

University of Texas Pan American