

# CORE NEWS

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Linda R. Shaw, Ph.D., LMHC, CRC  
CORE President

## ***CORE/CACREP Merger Task Force Formed***

CORE President, Dr. Linda Shaw, has announced CORE's appointees to the CORE/CAREP Merger Task Force. Members of the Task Force are as follows:

<b>Appointing Member</b>	<b>Organization</b>
Linda Shaw, Co-Chair	ARCA
Tom Evenson	NCRE
Christine Ried	NRCA
Charlene Dwyer	CSAVR
Bill Courtney	(Public Member)
Marvin Kuehn	(Executive Director)

The CORE Task Force members join Jack Culbreth, CACREP Chair and Task Force Co-Chair, along with CACREP Board members appointed by Dr. Culbreth. Three initial face to face meetings are planned, beginning with a November meeting that took place in Washington DC. Face to face meetings will be supplemented by teleconference meetings as needed.

## ***CORE/CACREP Merger Task Force Initial Meeting***

Ten members of the CORE-CACREP Joint Task Force on Merger met on November 17, 2006, in Alexandria, VA to begin outlining the board structure and accreditation processes of a merged counseling accreditation organization. Representatives in attendance at this historic first meeting included CORE President Linda Shaw, CACREP Chair Jack Culbreth, CORE Executive Director Marvin Kuehn, and CACREP Executive Director Carol Bobby. Also present from CORE were Tom Evenson, Charlene Dwyer, Chris Reid, and Bill Courtney. Representatives from CACREP included Becky Stanard and Elias Zambrano, with CACREP Managing Director Jenny Gunderman present as the meeting secretary. Unable to make the meeting from CACREP were Sue Strong and Bryce Hagedorn.

The Task Force members endorsed the concepts agreed upon in a Memorandum of Understanding passed by each organization this past July. After familiarizing themselves with each others' current board structures and accreditation review processes, the Task Force began reviewing issues surrounding the merger of standards, decision-making processes, and other legal and financial considerations.

The Task Force agreed to meet in January 2007 to continue outlining points of consensus and the steps required to complete a merger.

## ***CORE PRESIDENT'S REPORT 2006***

By Linda R. Shaw, Ph.D., LMHC, CRC

I wonder whether any presidential term has ever started with as much of a “bang” as has mine?! It seems to me that the entire world must know about the signing of the CORE-CACREP merger agreement, and every rehabilitation counselor has an opinion about it. Whether that opinion is “GO!”, “STOP!” or the opinion that I believe may be the majority opinion, “CAUTION . . .”, the signing of the agreement has engendered much debate - - some of it very emotional.

As you may well imagine, the board has also engaged in considerable discussion and debate since the merger was first proposed over three years ago. The Board members, appointed by 5 different rehabilitation counseling organizations and public members, came to the table with a great diversity of opinions, perspectives, and experiences. Throughout these past three years we have grappled with the pros and cons, identified concerns and issues, and carefully and conscientiously tried to consider this move from every possible angle. At the end of the day, the Board decided that it would be in the best interests of the rehabilitation counselor education programs we accredit, the profession, and our consumers to take the next step of working with CACREP to craft a merger agreement that will result in a stronger, healthier accreditation process for all counselor education programs, including Rehabilitation Counseling. We did not arrive at this position lightly. Nor will we proceed without careful consideration of the concerns expressed by every last one of our constituents.

Throughout the debate that occurred on the NCRE listserv two postings made a particular impression on me. The first was a posting made by Jorge Garcia, President of NCRE. Dr. Garcia distinguished between a merger and a GOOD merger, and shared his opinion that while he had considerable uncertainty about a merger, he believed that a good merger would benefit rehabilitation counselors everywhere. The trick, Dr.

Garcia seemed to suggest, was to ensure that any merger agreement result in a GOOD merger - - one that would support and strengthen rehabilitation counselor education and ensure that consumers are served by the most highly skilled and trained rehabilitation counselors possible. That e-mail of Dr. Garcia's helped me to reframe the task in front of me as a member of the board. The challenge for me became not “should we merge or not?”, but rather “can we effect a good merger agreement?”. When reframed in this manner, it became clear to me and ultimately to the majority of the board that we had a responsibility to give it our very best effort.

The second posting that made a lingering impression on me was a contribution made by Brian McMahan. Dr. McMahan shared his own perspectives about a merger, which I'm sure not everyone supported, but he concluded with a strong vote of confidence in the Board's ability to approach this task with the best interests of the entire profession and the consumers who are ultimately affected by our accreditation standards and processes in mind. He stated that “I continue to trust our CORE reps and I admire their persistence on this issue. They have engaged our counseling colleagues on our behalf, and if they are supportive of a merger, then I support them.” Upon reading this posting I was simultaneously struck by feelings of gratitude for the vote of confidence, a sense of certainty that he was right, based upon my experience of the integrity and commitment of each and every one of our board members, and a strong sense of responsibility to be worthy of that trust.

The members of the CORE Board have listened to their constituencies, respected their feelings and concerns and I have no doubt that they will work as hard, as carefully, and as responsibly as they can over the coming year to effect a GOOD merger agreement. If either CORE or CACREP does not believe we have achieved this end, the merger will not occur. If, however, we ask ourselves “What will it take for this merger to be good, both for rehabilitation counselor education and for counselor education, in general?” and if, at the end of the day both CORE and CACREP believe we have achieved this end, a merger will occur. Either way, we will continue in the business of ensuring that

rehabilitation counselor education programs achieve the goals reflected in our standards and that consumers are able to receive services from well-trained and competent rehabilitation counselors to the very best of our ability.

This has been a very busy year for CORE. In addition to grappling with the merger question, the Board has continued its very important business of RCE program accreditation. CORE and the Commission reviewed and accredited 14 RCE programs and approved 88 programs for continued accreditation. Additionally, this past year saw the updating and refinement of CORE materials to reflect changes in the standards. The Committee on Undergraduate Education continued their work on the registry and will be working to clarify guidelines and streamline review procedures. Throughout the coming year we will continue to focus upon our accreditation mission, while also working to position the organization to best meet the challenges and to capitalize on the opportunities the future is certain to hold.

## ***Executive Director's Report***

**7/16/05 – 7/16/06**

**Marvin D. Kuehn, Ph.D., CRC**

This report summarizes the activities and accomplishments of CORE during the last 15 months. It also serves as a summary of my activities as Executive Director during the past year. The actions of CORE and my activities have been varied, interesting, challenging, yet rewarding. In general, I believe we have been successful in promoting greater understanding of issues and effectively addressing administrative concerns and organizational policy.

### **Programs Accredited and Programs to be Reviewed**

CORE reviewed and granted accreditation to 14 programs in July 2006; of this number four were new applicants and were granted the status of Candidate for Accreditation. CORE currently recognizes 102 programs with four programs in Candidate status. CORE has applications from 17

programs that wish to be reviewed and re-accredited in 2007.

### **Professional Meetings (Accreditation)**

During the past year I attended two important meetings that allowed me to meet the executive directors of many major accrediting organizations in the United States. I was able to attend the CHEA meeting in early July in Washington, DC, and the ASPA meetings in March and September; the interaction and discussions were enlightening. The opportunity to interact with other executive directors provides tremendous insight; understanding how other accrediting organizations have addressed specific issues and handled administrative concerns has been very valuable.

### **Site Visitor Manual**

Last year we were able to revise the *Site Visitor Manual* and develop a Powerpoint presentation that could be used in site visitor training. In October 2005, training was provided to 11 individuals in Washington, DC, and 18 individuals participated in training in San Diego in February 2006. The biggest challenges for reviewers appear to be the ability to prepare the preliminary review committee report and to include appropriate rationale in the narrative assessment for each Standard. More practice writing narrative is planned for new training in February of 2007. Additional changes will also be made in the *Site Visitor Manual*.

### **Interim Report to CHEA**

An important project that has been completed and submitted is CORE's Five-Year Interim Report to CHEA; it was forwarded in September 2006. The *CORE Report* (30 pages) addressed several policy questions, indicated anticipated changes in mission or scope, and provided rationale/explanations for changes that had been made in the last five years. Accredited organizations also had to respond to how they were addressing the recognition standards of CHEA. A major component of the *CORE Report* was the explanation of the newly adopted accreditation standards in 2004.

### **New Survey Instruments**

The development and refinement of the three survey instruments, three cover letters, and three instruction forms for Section C of the new standards

was completed. Development of the instruments was a time-consuming effort and input was provided by several individuals (including Carluccio, Evenson, Marini, Maki, Denys, and Kuehn).

After these surveys were finalized, the refinement of the Individual Reviewer Assessment Form (IRAF) was completed. This was the last major form that needed modification to be consistent with the new standards. Because of the restructuring of Sections C and E, the IRAF needed many revisions and reformatting.

### **CORE On-Line Survey on Issues**

A summary was posted on the CORE website. Aside from the objective data obtained, the comments at the end of the survey were most interesting and provided a sort of “attitudinal perspective” about what individuals felt needed improvement in CORE.

### **CUE Report**

Interest continues by CUE in the possibility of CORE supporting the expansion of its mission and purpose to include the accreditation of undergraduate programs. Undergraduate programs continue to be concerned with recognition and acceptance of the value of undergraduate education in rehabilitation; CUE is continuing to explore other recognition options outside of CORE. The importance of recognition of individual competence seems to be a major concern which is a certification issue versus an accreditation issue.

### **Change in D.1 and D.2 Standards**

The use of the terms “cultural diversity” and “diverse populations” were reviewed by a committee of the Commission. The Commission and CORE approved clarification of these terms and an additional term “diverse populations” has been added to the Accreditation Manual glossary.

### **Accreditation (Candidacy for one year)**

During the last review process the question arose on whether CORE could grant a one-year accreditation for an applicant in Candidacy Status. Current policy states that “programs seeking accreditation for the first time may be awarded a 3-yr term of accreditation if appropriate and initial levels of

compliance are demonstrated. If this is not the case, a two-year term of accreditation or non-accreditation may be awarded.” After review it was recommended that the current policy is appropriate and should not be changed. Providing a one-year accreditation would probably not be financially desirable nor long enough to implement or change any deficiencies noted.

### **Meaning of FTE Faculty**

All full-time program faculty members will be included in the calculation of FTE faculty for a program. Some faculty included in the calculation of FTE faculty have not been full-time program faculty. The definition of FTE faculty as defined in the glossary was reviewed at the July 2006 meeting and was not changed.

### **Electronic Submission of Self Study**

In July 2006, CORE adopted the policy that programs could submit the SSD electronically (on-line) but it was decided that CORE needed to develop some written guidelines to assist programs in preparation. Feedback from a few reviewers who have reviewed CD discs indicate it saves space but in many cases you still need to print out materials to review them. It also ties a reviewer to a computer. It is hoped that guidelines can be approved by the annual meeting in July of 2007; resolution of the merger question will have an impact on these guidelines.

### **Statistical Analysis and Report to Reviewers**

Feedback from site reviewers revealed some concerns and that additional changes may be necessary to streamline the paper review process. Of particular concern was the length of the Individual Assessment Review Report (100+ pages when downloaded). In addition, some reviewers seemed concerned that not all sub-standards were listed on the review forms. Several reviewers have suggested that we still have too many items on the survey forms. This is a more significant concern as it relates to the items listed under each curriculum area and the outcomes expected. It appears that new research on item inclusion or removal is needed.

### **Public Disclosure Statement**

A revised Public Disclosure statement was reviewed and approved. It will be placed in the Accreditation



Manual in Section III – Policies, and the old statement listed on page 14 will be deleted.

### **Questions on Interpretation of Standards**

A list of 12 items was prepared for review in July 2006 based on the comments and questions from site reviewers. Available time was not sufficient for review and recommendations in July 2006. It is hoped several recommendations can be presented for final action at the CORE Mid-Winter meeting in February of 2007.

### **Terms of Commissioners**

A By-laws change to Article XII, Section 2 was approved after discussion at the Phoenix meeting of the Board. This clarified the length of terms of Commissioners and the number of terms that they could serve. This change has already been made in the By-laws. Related to this change was a change from 2/3 vote to majority vote for approval of replacements on CORE (Section 3 of Article IV). This change was also approved.

### **CEUs for CORE Reviewer Experience**

The issue of CRC credit for site visitors was raised and Dr. Shaw took the concern to CRCC. The number of CEU's has now been changed from 10 hours to 15 hours. Only 50 CEUs of CORE site visitor experience may be applied to re-certification requirements.

### **Editing Final Review Committee Reports (FRCRs)**

To improve the quality of the Preliminary Review Committee Reports (PRCRs) it was decided that the Executive Director should provide written suggestions for changes in the report and that those comments should be available to the Commission as PRCRs are reviewed and edited at the Commission meeting in July of each year. This may help the Commission in understanding, documenting, and editing the Final Committee Review Reports.

### **Merger Discussion**

During the past year there was considerable exchange of ideas, questions, and positions among interested professionals about the advantages and disadvantages of a merger with CACREP. Discussions were planned for the meetings of NCRE/RSA, CSAVR in October 2005 and 2006 the

NCRE Educators Meeting in San Diego in February, 2006. CORE is continuing to solicit suggestions and comments from stakeholders about a possible merger with CACREP and has continued to do so throughout the process of the merger discussions. An MOU was approved in July 2006 and a Joint Task Force has been appointed to develop the specific details for a new accrediting organization. A final decision about a merger is not expected until the Joint Task Force identifies the details that would guide a new organization.

### **CORE Profile (2005-2006)**

Some errors were pointed out regarding the way data was presented in the 2004-05 CORE Profile and suggestions were offered that would provide additional information for priorities for CORE. Several new topics/questions were prepared and added to the data information form sent to program coordinators. The 2005-06 Report has been prepared and has been posted on the CORE website so comparisons with previous years can be made.

### **Selection of New Public Member**

After review of applications the Executive Committee recommended Patricia Nunez be appointed to the position; CORE approved the appointment and she participated as a new CORE member in July 2006.

### **Qualifications of a Site Reviewer**

The issue was whether just having a CRC is sufficient background to be considered a site reviewer. An editing change in the policy about site visitor requirements was made in July of 2006. The change in the qualifications and requirements to be a site reviewer will be made in the Accreditation Manual and posted on the CORE website.

### **Website**

The need to update and improve the CORE website has been acknowledged by nearly everyone. Currently changes have been made by an individual with technical expertise at Utah State University. Due to the uncertain future of CORE it was decided to simply develop a list of things that perhaps should be included in a new webpage but to wait on making changes or financial agreements until the question of organization merger is resolved.

### **Fee Increase**

Consideration of a fee increase for accredited programs has been a concern for the last two years; however, decisions and supporting data have not been prepared to allow Board members to make an informed decision. It is hoped that the needed information can be prepared for the Mid-Winter meeting in January 2007.

### **Retention of Individual Program Documentation (Rehabilitation Counseling)**

CORE has now moved to a new location in Schaumburg, IL, and has a new phone number. This was the result of the move of the Foundation for Rehabilitation and the administrative offices due to the need for more space, etc. The Executive Committee, acting for the Board, approved a procedure that CORE will retain accreditation applications and supplemental materials submitted for at least one year following an accreditation review by CORE. Annual Program Progress Reports will be retained each year until a program is reviewed again at the end of an accreditation cycle.

### **CORE Meetings in February 2007**

Arrangements have been made to have Site Visitor Training at the annual NCRE Rehabilitation Educators Conference in San Diego. CORE has also submitted a proposal to provide an update on CORE/CACREP Accreditation Discussions.

### **Challenges for Accreditation in Higher Education**

During the past 6 months there has been significant concern about “regulatory creep” and the perceived agenda by the U.S. Department of Education’s Commission on the Future of Higher Education. There has been much discussion about federalizing accreditation and the inability of institutions of higher education to address institutional performance issues and focus on student learning. There is a growing demand for increased accountability to consumers and the general public. The influence of distance education and the delivery of higher education are blurring traditional academic disciplines, programs, and modes of delivery, particularly as it relates to the transfer process of academic work. The discussions that have occurred at ASPA and CHEA meetings have been enlightening yet very confusing as simple

solutions to implementing procedures to achieve “performance outcome measures” are not easily identified and justified. Making decisions about what is most important and cost effective and which priorities must be addressed first are not always clear. These issues appear to be a major external influence on all accreditation organizations in the near future.

### **Future Issues to Be Addressed**

Several suggestions are being considered by CORE related to policy and the interpretation of standards. Most have already been reviewed by the Commission and actions on many are expected at the Mid-Winter CORE meeting in February 2007. One issue that CORE may explore in the future is exploration of ways to provide more consultative assistance to programs versus only program evaluation. Other national accreditation organizations are discussing this initiative as well. Efforts to provide this service would be consistent with the mission of CORE and provide substantive assistance in helping programs improve the quality and scope of their programs.

### **SUMMARY**

I hesitate to mention individuals, lest I overlook someone, but several individuals have been very helpful and responded to my questions during the year or have helped CORE become a recognized and highly respected accreditation organization. Many individuals have made significant contributions to the Commission and CORE.

The sudden loss of Don Linkowski on January 3, 2006 was unexpected and challenged many to accept the realities of our individual existence. He has been missed during the year but his legacy has provided many with inspiration and dedication to our philosophy of assisting programs and ultimately consumers that experience disability. Sue Denys in the CORE Office has helped in numerous ways to provide information to me or complete administrative tasks to address the daily or weekly concerns/issues that have come to our attention. Sue is the glue that keeps things together and who reminds leadership of the tasks or decisions that need to be addressed. Dr. Maki was an articulate President for CORE, pursuing professional concerns and fostering relationships with other organizations.

He has been helpful in contacting individuals and establishing alliances with other groups as he has represented CORE and participated in various conferences and activities that have enhanced the understanding of accreditation standards. Dr. Carluccio was also efficient and organized as he guided the Commission in its review of site visitor reports and accreditation self study documents. He was thorough and provided outstanding leadership as Chair of the Commission.

The challenges for CORE in the future are multifaceted. The future of CORE will be determined by the commitment and vision of the individuals that represent CORE. With the changes in the employment markets for graduates and the funding issues in higher education, determining the types and ways rehabilitation education programs will assist individuals with disabilities will require much discussion, evaluation, and reflection. The possibility of a merger with CACREP will offer new challenges and require new thinking about priorities, procedures, and mission.

Respectfully,  
Marvin D. Kuehn  
Executive Director of CORE

## ***Maintaining Relevance***

***Marvin D. Kuehn***

Nearly every procedure change or other change in interpretation of standards effects other documents and policy. Occasionally the Bylaws have implications for changes in policy as well. Periodic discussion and review of procedures and standards is expected by CHEA and is usually needed to maintain relevance and address new issues that might influence accredited programs. Adoption of significant changes has to be considered carefully and opportunities provided for individual programs to comment on issues being considered. Sometimes CORE has to ask, if there is a need to develop or re-examine expectations in the standards and the type of evidence needed to support a finding that a program “meets the standard”? A few examples illustrate topics/concerns that may need attention in the future to enhance the relevance and support the interpretation of Standards and policies.

1. Inconsistency in interpretation has been the source of some irritation with a few program coordinators. There are obvious implications for site visitor training and the need to communicate clear guidelines and a concise understanding of the focus of the standard being referenced.
2. How should the last sentence of A.1 be interpreted? Are site reviewers able to determine this or expected to identify evidence?
3. In Sec. C (A), it states “program shall identify an additional 12 hours...”Does the program have to offer the 12 hours in their department? Their institution?
4. Is there a difference between equivalency provisions and waiver provisions? If so, should the definition be listed in the glossary?

Equivalency refers to the substituting of one course for another in meeting degree requirements. If equivalency rationale is used the procedures for this must be readily available to students. The effect of using equivalency provisions is to permit substitution of similar coursework and experiences in meeting degree requirements. It usually does not result in the reduction of required hours for a degree.

Waiver refers to the elimination of a course or requirement for a degree based on some previous experience or coursework. Procedures used in granting waivers must be clearly stated in materials readily available to students. Waivers have the effect of reducing the total hours required for a degree.

## ***Significance of Site Reviewers***

***Marvin D. Kuehn***

CORE has been fortunate over the years to have many qualified, capable individuals volunteer to serve as accreditation site reviewers. Individuals selected are all expected to participate in site visitor training and to keep informed of changes in CORE Standards and their interpretation.

During the past 2-3 years there have been a number of changes in the Standards that have created additional challenges for site reviewers. The challenges have generally involved four areas: (1) increased emphasis on the writing and rationale of the Preliminary Review Committee Reports (PRCRs); (2) meeting the review deadlines for receipt of PRCRs by the CORE office so reports can be sent back to coordinators for their responses and comments; (3) reading/analyzing materials prior to the actual site visit, and (4) review of the statistical data from survey data. The workload (preparation) of team members, before arriving to conduct the RCE program site visit, has been significant but these efforts support organized, efficient reviews by site team members.

Preparing the first draft of the Preliminary Review Committee Report (PRCR) has always been a time-consuming activity for reviewers. Reviewers have to work as a team as they determine assessments for the review report to have meaning to individual programs.

CORE attempts to help review teams address the challenges faced in preparing for the site visit and addressing the concerns identified in the review of a Self Study Document. The CORE Administrative Office and the Commission policies make clear the expectations of site visitors and stress the importance of individuals understanding and responsibilities of their affirmative response if asked to serve on a site team. Site visitor training has been enhanced, and consultation to assist reviewers is always available from the CORE Administrative Office.

Site reviewers are very conscientious and desire to be helpful; unfortunately they are not paid for their work and time. Most reviewers see the benefits of the experience and enjoy the opportunity to provide feedback and to offer suggestions to improve programs.

CORE greatly appreciates the efforts and commitment of site reviewers who strive to objectively review the strengths and weaknesses of programs during the accreditation site visit process. Reviewers usually turn challenges into valuable learning opportunities and experiences. At the same time they provide constructive feedback which

assists in the improvement of each academic program they review.

## ***Evaluating On-Line Faculty and Programs***

***Marvin D. Kuehn***

One issue that has arisen for accrediting organizations is evaluation of faculty when an institution offers both on-line and campus-based degree programs. Should there be qualifications listed in the Standards for part-time faculty teaching in distance education (on-line) programs? How should programs calculate FTE when faculty from other institutions are teaching on-line courses? Should additional questions be asked during the site visit? If so, what? Input from site reviewers, Commissioners, and others teaching in CORE accredited programs will be sought in the coming months; it is hoped a recommendation or clarification of policy can be submitted to CORE for policy consideration.

## ***Membership Changes on the Commission and CORE***

***Marvin D. Kuehn***

The following individuals have been nominated and approved by CORE to serve on the Commission or CORE:

### **CORE**

Christine Reid , Virginia Commonwealth University, Nominee of NRCA

Patricia Nunez, CNA Corp. Nominated as a Public Member on CORE

Brian Sigman, Connecticut Services for the Blind, Nominee of NCSAB

### **COMMISSION**

Cherie King, Central Connecticut State University. Nominee of International Association of Rehabilitation Professionals



Dorothy T. Williams, Supervisor of Veterans Affairs, Washington, DC. Nominee of Department of Veterans Affairs

Charles Palmer, Mississippi State University. Nominee of NRCA

Juliet Fried, University of Northern Colorado. Nominee of VECAP

Ted Daniels, RSA Washington, DC. Nominee of NANWRW

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 Executive Director of CORE.

## CORE FACTS

**OFFICERS:** Linda Shaw, Ph.D., *President*; Tom Evenson, Ph.D. *Vice President*; Charlene Dwyer, *Secretary*; Bill Courtney, Esq., *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. CORE has since reincorporated in the State of Illinois. In 1975, CORE was recognized by COPA and was subsequently recognized by CORPA. CORE 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

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# *CORE Master's Programs in Rehabilitation Counselor Education*

## *2006-07 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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**CORE RECOGNITION UPDATE**

CORE recognized the following RCE programs at its annual meeting, held in July, 2006

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Florida Atlantic University\*  
Minnesota State University-Mankato  
North Carolina A&T State University\*  
Stephen F. Austin State University  
Texas Tech University  
Thomas University  
University of Alabama at Birmingham  
University of Arkansas-Fayetteville  
University of Massachusetts at Boston  
University of Southern Maine  
University of Texas Southwestern Medical Center  
Wilberforce University\*

\*Candidate for Accreditation

**PROGRAMS UNDER REVIEW**

CORE programs undergoing review in 2006-07:

Edinboro University  
Florida State University  
Montana State University  
Portland State University  
South Carolina State University  
Troy State University  
University of Florida  
University of Idaho  
University of Iowa  
University of North Carolina Chapel Hill  
University of North Texas  
University of Pittsburgh  
University of Scranton