

**IN THE COURT OF COMMON PLEAS,
SUMMIT COUNTY, OHIO**

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Strongsville, Ohio 44136

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MICHAEL REDD
1208 SW Trail Ridge Drive
Blue Springs, Missouri 64015

Case No.: _____

Judge: _____

Complaint with Jury Demand

SYMPHONIE SMITH
12756 Millstream Drive
Bowie, Maryland 20715

EMAN TADROS
344 Village Pointe Drive #D
Akron, Ohio 44313

Plaintiffs,

v.

THE UNIVERSITY OF AKRON
c/o State of Ohio
150 E. Gay Street, 21st Floor
Columbus, Ohio 43215

Defendant.

I. Introduction

1. The Plaintiffs in this action are current or former doctoral students of Defendant University of Akron's College of Health Professions School of Counseling. Plaintiffs enrolled in the School of Counseling with the understanding that, upon completion of the programs, they would obtain a degree in counselor education and supervision—marriage and family counseling and therapy (“MFC/T”) with dual accreditation from the Council for Accreditation of Counseling and Related Educational Programs (“CACREP”) and the Commission on Accreditation for Marriage and Family Therapy Education (“COAMFTE”).
2. Defendant solicited Plaintiffs as students to enroll in Defendant's counseling programs by advertising and promoting their unique dual-accreditation process, which would provide Plaintiffs with career opportunities that other universities did not provide.
3. Defendant, however, by and through its staff, willingly allowed the dual-accreditation option to terminate without sufficient warning or legitimate explanation.

4. Moreover, Defendant provided false information to Plaintiffs about why the dual accreditation was lost and concealed key facts from Plaintiffs concerning their accreditation options.

5. In choosing to enroll in Defendant's program, Plaintiffs relied on the prestige and benefits of the dual-accreditation option that Defendant guaranteed them when they enrolled.

6. Due to Defendant's intentionally deceptive actions, Plaintiffs have suffered and will continue to suffer significant damages, such as loss of income and career opportunities, relocation expenses, accumulation of unwanted debt, and other life-altering changes that all resulted from the pursuit of dual accreditation that Defendant has stripped from them despite Defendant's agreement and representations to provide it when Plaintiffs enrolled and throughout their enrollment.

7. This is an action to recover those damages and more against Defendant for breach of contract, fraud, constructive fraud, negligent misrepresentation, and breach of fiduciary duty.

II. Parties

8. Plaintiffs are all U.S. citizens who are or were students at the University of Akron in Akron, Ohio.

9. Defendant University of Akron is, and at all times relevant herein was, a public educational institution for the State of Ohio, organized and existing under the laws of the State of Ohio, with its principal campus and administrative offices in Akron, Ohio.

III. Jurisdiction and Venue

10. This Court has jurisdiction over this action pursuant to The Consumer Sales Practices Act, R.C. 1345.04, because Defendant is a supplier under R.C. 1345.01 concerning acts or practices covered by R.C. 1345.02, which occurred in the State of Ohio. *See Ridenour v. Chillicothe Corr. Inst., Ct. of Cl. No. 2007-09178-AD, 2009-Ohio-3576, ¶¶ 4-5* (acknowledging that the State has consented to be sued in Common Pleas courts under the CSPA); *Spafford v. Cuyahoga Community College*, 8th Dist. Cuyahoga No. 84786, 2005-Ohio-1672, ¶¶ 30-32 (applying CSPA to a public

college).

11. Venue is proper in this Court because the acts upon which the claims are based occurred in the State of Ohio by employees of an institution of the state. The claimed violations of R.C. 1345.02 all took place in Akron, Ohio, and the damages that were and are suffered by the Plaintiffs, students of an institution of the state, were sustained in the State of Ohio.

IV. Facts

I. Plaintiffs enrolled at the University of Akron's School of Counseling primarily to obtain a degree with dual accreditation that the University intentionally allowed to lapse.

12. Plaintiffs are current or former doctoral students of Defendant University of Akron's College of Health Professions School of Counseling who enrolled to obtain a degree in counselor education and supervision—marriage and family counseling and therapy (“MFC/T”) with dual accreditation from the Council for Accreditation of Counseling and Related Educational Programs (“CACREP”) and the Commission on Accreditation for Marriage and Family Therapy Education (“COAMFTE”).

13. In August 2017, under the direction of Dr. Robert C. Schwartz as the University's CACREP liaison, Defendant allowed the CACREP accreditation for its MFC/T programs to lapse.

14. Defendant's Provost Rex Ramsier wrote that this lapse was due to the University having “ignored warning signs,” where it “should have made changes over the past several years to meet new requirements coming in 2018 and did not.”

A. Schwartz had ulterior motives for his actions and omissions, causing the Defendant to intentionally lose CACREP accreditation.

15. Schwartz, who has since been appointed Interim Associate Dean of Academics & Undergraduate Studies, led two of the University's more-traditional counseling programs that retained CACREP accreditation under his supervision.

16. According to witnesses who worked in the School of Counseling, Schwartz tended to

overpersonalize the natural rivalry between the emerging Marriage and Family Therapy (“MFT”) field and the traditional-counseling track, and resented that the University had developed a unique MFC/T program offering the opportunity for dual CACREP and COAMFTE accreditations, which the students and faculty appreciated as “a gem.”¹

17. The same witnesses have informed Plaintiffs that Schwartz harbored a personal grudge against Dr. Karin Jordan, who served as the leader of the School of Counseling and the MFC/T programs, and whose report of Schwartz’s misconduct around 2012 caused the University to remove Schwartz from his former position as head of the Clinic for Individual and Family Counseling (Schwartz was found to be on a secret holiday overseas while purporting to be supervising the Clinic, for which he had taken a stipend from the University).

18. Schwartz purposefully subverted the CACREP accreditation process to vindicate his grudge against Dr. Jordan and strip the MFC/T programs of their unique dual-accredited status that Dr. Jordan had fostered.

B. Schwartz misrepresented the CACREP site-visit report and sabotaged the MFC/T faculty’s attempt to retain CACREP accreditation.

19. To carry out his plan, Schwartz misrepresented a report from the CACREP site-visit team that was not only “mostly positive” in its evaluation of the MFC/T programs, but actually found that these programs met all CACREP standards and that there was no need to impose compliance requirements on them. Schwartz nevertheless disregarded the MFC/T programs’ positive evaluations and fixated on the CACREP team’s vaguely stated “concerns around ... identity” (an inherent issue with maintaining dual accreditation) and its “suggestion” that “the MFC/T programs separate from CACREP accredited programs by withdrawing from accreditation.” Schwartz amplified these so-called “concerns” about CACREP accreditation by exercising a subversive

¹ A letter attaching and summarizing relevant University correspondence supporting Plaintiffs’ claims is attached to this Complaint as **Exhibit A**.

influence on CACREP's evaluation process by, in part, presenting the CACREP site-visit team with incomplete and inaccurate documentation regarding the MFC/T programs.

20. The CACREP report established that the MFC/T programs were thriving, and that the programs' faculty intended to defend the dual accreditation by preparing their own response to CACREP's feedback as "the best approach to do right by [Defendant's] current students."

21. When the MFC/T faculty members announced their intent to prepare an independent response to the CACREP report, Schwartz emailed Ramsier to "privately" express his concerns that Dr. Jordan influenced the faculty members' decision, and that it would "have major negative implications for all accreditations department-wide." Schwartz also requested an urgent telephone conversation with Ramsier to share "other [undisclosed] information."

22. Schwartz did not discuss his purported concerns with the MFT faculty; instead, he set forth a fraudulent impression of support for the other faculty's "intention to independently submit an institutional response," knowing from his private conversations with Ramsier that Ramsier would withdraw his "support [for] the dual accreditation response."

23. Around April 2017, Ramsier adopted Schwartz's baseless "conclusion" that the MFC/T programs "c[ould] no longer meet the needs of both accreditors," despite CACREP's documented confirmation that this was not the case, and without considering the programs' relevant history or the MFC/T faculty's response, which addressed CACREP's minor "concerns."

24. Defendant also attempted to defend its decision to "stop trying" to maintain the dual accreditation.

C. Schwartz and other University staff deprived Plaintiffs of the opportunity to retain dual accreditation, provided Plaintiffs false information, and concealed facts regarding the loss of CACREP accreditation.

25. To further Schwartz's efforts to undermine dual accreditation, he suppressed information from CACREP that would have allowed enrolled students to be grandparented into the dual

accreditation; in so doing, Schwartz unilaterally relinquished the grandparenting option for Plaintiffs without so much as consulting them. On Apr. 11, 2017, CACREP representative David Moran emailed Schwartz, explaining that while “the withdrawal of accredited status is applicable to the program’s current expiration date,” the University had the “option” “to make a special request of the Board for students completing the program beyond the current expiration date.” Neither Schwartz nor any University representative advised the Plaintiffs of this option to retain the dual accreditation. Instead, the Defendants deliberately withheld this information from the Plaintiffs.

26. Defendant failed to timely and honestly advise affected students of its decision to allow its CACREP accreditation to lapse.

27. Defendant knowingly made false promises to the students, in writing, that it would “advocate on [their] behalf” and “work collaboratively with CACREP,” with no intention to fulfill those promises. Defendant had already decided it would not act to maintain the dual accreditation.

28. Defendant falsely claimed that its accreditation forfeiture was an “outcome” of the CACREP evaluation, despite CACREP’s largely positive findings, to claim that Defendant lacked the “resources” to maintain the dual program.

29. Despite knowing in April 2017 that it had chosen to allow the CACREP accreditation to lapse, Defendant further failed to advise newly enrolled students of that fact until July 2017.

30. To conceal their misrepresentations, Schwartz and Ramsier actively attempted to prevent student discussion and investigation of the situation, instructing the faculty that students should not directly contact UA administration, or to discuss it with anyone outside of the school of counseling.

II. Plaintiffs have suffered damages due to the lost accreditation.

31. The University induced Plaintiffs to enroll in its School of Counseling by promoting the dual-accreditation component of its programs as one available nowhere else in the nation.

32. The University specifically represented to Plaintiffs, in the Counselor Education and

Supervision Program Doctoral Handbook, that upon graduating from the MFC/T programs, Plaintiffs would be “eligible to sit for the Ohio Counselor, Social Worker, and Marriage and Family Therapy license (MFT) and Professional Counselor (PC) license.”

33. The University’s MFC/T programs relied extensively on University faculty to provide “competence in application of professional expertise in counseling and supervision, [and] knowledge of the role and function of others working in related specialties” as an “essential” skill.

34. Based on Defendant’s representations, Plaintiffs relocated, changed careers, incurred debt, and undertook other life-altering changes for the specific purpose of attaining dually-accredited degrees and licensures under the MFC/T programs.

35. Plaintiffs have also lost access to employment opportunities that, without the CACREP accreditation, are not otherwise available; Plaintiffs have lost the ability to obtain counseling licensure outside of Ohio, opportunities to obtain teaching and research positions within CACREP-accredited programs, and eligibility to sit for the Professional Counselor (PC) licensure examination.

V. Claims

Count One

Unfair and deceptive acts or practices under the CSPA

36. Plaintiffs reallege all of the above paragraphs as though fully rewritten herein.

37. Defendant is a supplier under the CSPA, engaging in consumer transactions for the payment of tuition by students in return for education and instruction from its School of Counseling.

38. Plaintiffs are consumers under the CSPA.

39. The Plaintiffs’ continued enrollment in Defendant’s MFC/T program within its School of Counseling was a consumer transaction under the CSPA.

40. By the above-alleged conduct, Defendant knowingly engaged in unfair and deceptive acts or practices prohibited by R.C. 1345.02, including by:

- a. providing false information to Plaintiffs to conceal that Defendant deliberately

allowed the CACREP accreditation to lapse;

- b. making deliberately false statements to Plaintiffs about why it was “losing” the CACREP accreditation;
- c. concealing the fact that CACREP had offered the Plaintiffs the opportunity to “grandparent” into the accreditation, and falsely representing that such an opportunity was not available to Plaintiffs.

41. As a direct and proximate result of Defendant’s unfair and deceptive acts or practices that Defendants knowingly undertook, Plaintiffs are entitled to recover their actual economic damages in an amount to be proven at trial, a declaratory judgment that the University’s actions violated R.C. 1345.02 and 1345.03, as well as their attorneys’ fees reasonably incurred in prosecuting this action.

WHEREFORE, Plaintiffs demand judgment against the Defendant in an amount in excess of twenty-five thousand dollars (\$25,000.00) each, together with statutory damages, punitive and exemplary damages, attorneys’ fees, costs, expenses and any other relief to which the Plaintiffs may each be entitled or that the Court finds is appropriate or equitable.

VI. Jury Demand

Plaintiffs demand a trial by jury on all claims raised within this Complaint.

Respectfully submitted,

/s/ Peter Pattakos
Peter Pattakos (0082884)
THE PATTAKOS LAW FIRM LLC
101 Ghent Road
Fairlawn, OH 44333
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May 11, 2018

By email and U.S. certified mail

M. Celeste Cook
University of Akron, Office of General Counsel
Buchtel Hall, Rexford Suite 63
Akron, Ohio 44325
mcook@uakron.edu
generalcounsel@uakron.edu

Re: *Students affected by the School of Counseling MFC/T programs' loss of CACREP accreditation*

Dear Ms. Cook:

Our law firm has been retained by Rachel Bell, Michelle Cappetto, Jennifer Davis, Richard Dawson, Renne Dragomir, Janelle Fye, Jennifer Goerke, Elizabeth Molla, Michael Pennington, Amber Ray, Michael Redd, Symphonie Smith, and Eman Tadros, all current or former doctoral students of The University of Akron's College of Health Professions School of Counseling who enrolled to obtain a degree in Marriage and Family Counseling and Therapy (MFC/T) with dual accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

As you know, the University allowed the CACREP accreditation for its MFC/T programs to lapse in August of 2017. Provost Rex Ramsier has written that this lapse was due to the University having "ignored warning signs," where it "should have made changes over the past several years to meet new requirements coming in 2018 and did not." *See* Apr. 17 email from Rex Ramsier to Matthew Wilson, *et al.*, attached as **Exhibit 1**.

While it would be bad enough for the University and its affected students if Dr. Ramsier's assessment were accurate, the truth, unfortunately, appears to be worse. Our ongoing investigation—including our review of public records produced by the University, and our conversations with former School of Counseling faculty who were intimately involved with the MFC/T programs—has made clear that its CACREP-reaccreditation was deliberately undermined, if not sabotaged, by Dr. Robert C. Schwartz in his role as the University's CACREP liaison.

Dr. Schwartz, who has since been appointed Interim Associate Dean of Academics & Undergraduate Studies, led two of the University's more-traditional counseling programs, that retained CACREP accreditation under his supervision. According to his former colleagues, Schwartz tended to overpersonalize the natural rivalry between the emerging Marriage and Family Therapy (MFT) field and the traditional counseling track, and appeared to resent that the University had developed a unique MFC/T program offering the opportunity for dual CACREP and COAMFTE accreditation, which was appreciated by students and faculty as "a gem." *See* Apr. 11, 2017 email

from student to Rikki Patton (**Exhibit 2**). The same former School of Counseling faculty have also informed us that Schwartz harbored a personal grudge against Dr. Karin Jordan, who served as an effective leader of the School of Counseling and the MFC/T programs, and whose report of Schwartz's misconduct in or around 2012 caused the University to remove him from his former position as head of the Clinic for Individual and Family Counseling (Schwartz was found to be on a secret holiday overseas while purporting to be supervising the Clinic, for which he had taken a stipend from the University).

Thus, the unfortunate appearance is that Schwartz could not resist the opportunity to abuse both his role as CACREP liaison and his position of influence over the newly appointed Provost, by subverting the CACREP accreditation process to vindicate a grudge and strip the MFC/T programs of the unique dually accredited status that Dr. Jordan had fostered. *See* Mar. 29, 2017 email from Schwartz to Ramsier (**Exhibit 3**) ("Withdrawing from CACREP reaccreditation and staying only with COAMFTE is the best route for [the MFC/T faculty] to maintain a strong/marketable program. ... I'll help facilitate decision making while ensuring the faculty are in agreement with the outcome.").

Whatever Schwartz's true motivations, it is indisputable that he attempted to justify his position by misrepresenting a report from the CACREP site-visit team that was not only "mostly positive" in its evaluation of the MFC/T programs, but actually found that these programs met all CACREP standards and that there was no need to impose requirements on them for compliance. *See* Mar. 22, 2017 emails between David Tefteller and Heather Katafiasz (**Exhibit 4**); Mar. 22, 2017 CACREP report (**Exhibit 5**) (Paradoxically, this report also found Schwartz's counseling programs to be deficient in numerous respects). Schwartz nevertheless disregarded the positive evaluation of the MFC/T programs and instead fixated on the CACREP team's vaguely stated "concerns around ... identity" and its "suggestion" that "the MFC/T programs separate from CACREP accredited programs by withdrawing from accreditation." *See* Mar. 22/28, 2017 email exchange between Schwartz and CACREP representative Yvette Pena (**Exhibit 6**). In truth, these expressions of "concern" over "identity" were nothing new to the MFC/T program, but rather, were inherent in the nature of maintaining the dual accreditation. While Schwartz likely amplified these "concerns" by exercising a subversive influence on CACREP's evaluation, this was an issue that the University always had to address in the reaccreditation process (as even the students understood), and had always done so successfully. *See also* Feb. 8, 2017 emails from Delila Owens and Karin Jordan to Schwartz (**Exhibit 7**) (showing that Schwartz presented the CACREP site-visit team with incomplete and inaccurate documentation regarding the MFC/T programs).

As Schwartz knew, and as the CACREP report made clear, the MFC/T programs were actually thriving. Understanding as much, the programs' faculty intended to defend the dual accreditation as they had always done, and prepare their own response to CACREP's feedback as "the best approach to do right by [their] current students." *See* Apr. 5, 2017 email from Patton to Schwartz, *et al.* (**Exhibit 8**). When the MFC/T faculty members announced their intentions in this regard, Schwartz

emailed Ramsier to “privately” express his concerns that Dr. Jordan influenced their decision, and that it “will have major negative implications for all accreditations department-wide.” *See* April 5, 2017 email from Schwartz to Ramsier (**Ex. 8**). Schwartz also requested an urgent telephone conversation with Ramsier to share “other information” that he apparently wanted to avoid putting in writing. *Id.* Schwartz never shared these purported concerns with the MFT faculty, but instead maintained a fraudulent position of support for their “intention to independently submit an institutional response,” knowing from his private conversations with Ramsier that Ramsier would shortly withdraw his “support [for] the dual accreditation response.” *See* Apr. 10, 2017 emails between Schwartz and Ramsier, (6:11 AM, 6:33 AM, 6:51 AM) copying MFC/T faculty (**Exhibit 9**) (“Rex, Thanks for your quick reply.”).

Thus, Ramsier adopted Schwartz’s unsupported “conclusion” that the MFC/T programs “c[ould] no longer meet the needs of both accreditors,” despite having documented confirmation from CACREP that this was not the case, and without considering the programs’ relevant history or the written response prepared by MFC/T faculty to address CACREP’s concerns. *See* CACREP report (**Ex. 5**); Apr. 10, 2017 email from Patton to Schwartz and Ramsier, et al. (**Ex. 9**) (“David and I prepared the response for both MFCT programs but it sounds like you will not need it as of now.”).

From here, the University went into damage-control mode to defend its decision to “stop trying” to maintain the dual accreditation. *See* May 8, 2017 email from Ramsier to Kimberly Cole (**Exhibit 10**); Apr. 13, 2017 email from Matthew Wilson to Sharon Apel Bursky (**Exhibit 11**). Unfortunately, it only made matters worse in failing to undertake available and necessary steps to protect students affected by this change. Shockingly, Schwartz went so far as to suppress CACREP’s explicit and routine offer to provide enrolled students the chance to be grandparented into the accreditation, an offer that the students only became aware of on receiving the University’s public-records response. *See* Apr. 11, 2017 email from CACREP representative David Moran to Schwartz (**Exhibit 12**) (“Again, the withdrawal of accredited status is applicable to the program’s current expiration date. Hence, the option for the program to make a special request of the Board for students completing the program beyond the current expiration date. Please be sure to submit this request on university letterhead and signed by an administrator.”).

Additionally, the University failed to timely and honestly advise affected students of its decision to withdraw from accreditation. Instead, it first offered the students knowingly false promises that it would “advocate on [their] behalf” and “work collaboratively with CACREP,” without disclosing that it had already decided it would not maintain the dual accreditation. *See* Apr. 17, 2017 letter from School of Counseling faculty to MFC/T students (**Exhibit 13**). Then, it falsely presented its accreditation forfeiture as an “outcome” of the CACREP evaluation, misrepresenting CACREP’s findings to claim that the University lacked the “resources” to maintain the dual program, and failed to advise newly enrolled students of the accreditation forfeiture at all until July (including our client Ms. Tadros, who enrolled with the dually accredited program in March, and, as a result, purchased a

home in Akron in May). *See* Apr. 28, 2017 memorandum from School of Counseling faculty to MFC/T students (**Exhibit 14**); Jul. 10, 2017 email from Patton to incoming students (**Exhibit 15**).

Throughout this process, Schwartz and Ramsier sought to stifle discussion and investigation of the situation. *See* Apr. 15, 2017 email from Ramsier to Schwartz (**Exhibit 16**) (“The students need to be told that a memo from all of us is coming and they need to stand down.”); Apr. 16, 2017 email from Schwartz to Ramsier (**Exhibit 17**) (“It seems that [MFC/T] students continue to directly contact UA administration about questions/concerns related to accreditation/licensure ... [T]he faculty are expected to step in immediately and request [MFC/T] students do not contact anyone outside the school of counseling.”); Apr. 28, 2017 faculty memo (**Ex. 14**) (“The faculty strongly recommend that stakeholders do not contact any outside/third parties regarding the direction of the MFCT degrees or CACREP reaccreditation.”). In fact, as Schwartz and Ramsier orchestrated Dr. Jordan’s ouster as Director of the School of Counseling, they claimed her removal was warranted by her independent communications with CACREP by which she sought to assess and rebut Schwartz’s misrepresentation of its evaluation.

We understand that an educational institution generally maintains discretion to seek or maintain any particular accreditation in any particular case. It must also, however, honor its legal obligations to its current students in doing so. In this case, all of our clients were induced to enroll in the School of Counseling due to the University’s touting of its dual accreditation program as unique, the only one of its kind nationwide. As a result, these students (and in some cases their family members) relocated, changed careers, took on debt, and undertook other life-altering changes for the specific purpose of attaining degrees and licensures under the dually accredited program. *See* April 14 and April 15, 2017 emails from students to Matthew Wilson (**Exhibit 18, Exhibit 19**). Apart from their sacrifices to enroll and undertake this rigorous course of study, and the “overwhelming anxiety” that the accreditation loss has caused them in the process, these students have also lost access to employment opportunities that are not otherwise available without the CACREP accreditation. *See* Mar. 23, 2017 email exchange between Patton and Katafiasz (**Exhibit 20**); April 19, 2017 email from Patton to John Queener, *et al.* (**Exhibit 21**). This includes the ability to obtain counseling licenses outside of Ohio, as well as lost opportunities to obtain teaching or research positions within CACREP-accredited programs, of which there are approximately 700 in the U.S. (as opposed to the approximately 130 COAMFTE programs, only one of which, apart from the University of Akron’s, is in Ohio).

While the underhanded motivations apparently behind the University’s decision to diminish its “gem” of a dually accredited program seem to go a long way to explain why things turned out so badly for our clients, this background is unnecessary to establish the University’s liability to our clients for breach of contract, fraud, negligent misrepresentation, breach of fiduciary duty, and violations of Ohio’s Consumer Sales Practices Act (R.C. 1345.02(A)). *See, e.g., Behrend v. State*, 55 Ohio App.2d 135, 139-140, 379 N.E.2d 617 (10th Dist. 1977). “[W]here one enrolls in a college or university in order to obtain instruction in a given professional discipline, he or she does so with the

reasonable thought that such college or university has been accredited by the appropriate accrediting agency. ... [W]here a determination is made affecting [the students] with whom the university had contracted, unless there is shown to be an impossibility of performance, the contract must be fulfilled, or damages awarded.”); *Patel v. Univ. of Toledo*, 10th Dist. Franklin No. 16AP-378, 2017-Ohio-7132, ¶ 49 (recognizing “the possibility of a fiduciary relationship between a university and a student” and finding a genuine issue of material fact on promissory estoppel, negligent misrepresentation, and fraud claims where University and its employees made false statements that its nursing program would be accredited). *Hacker v. Natl. College of Business & Technology*, 186 Ohio App.3d 203, 2010-Ohio-380, 927 N.E.2d 38, ¶ 19–24 (2d Dist.) (holding that a college may be liable for deceptive and unfair practices under Ohio’s Consumer Sales Practices Act for advertising benefits of a program that are not ultimately available to students); *Ridenour v. Chillicothe Corr. Inst.*, Ct. of Cl. No. 2007-09178-AD, 2009-Ohio-3576, ¶ 4-5 (acknowledging that the State has consented to be sued in Common Pleas courts under the CSPA); *Spafford v. Cuyaboga Community College*, 8th Dist. Cuyahoga No. 84786, 2005-Ohio-1672, ¶ 30-32 (applying CSPA to a public college).

Additionally, Dr. Schwartz is personally liable to our clients for tortious interference, fraud, and breach of fiduciary duty for his subterfuge against the dually accredited MFC/T programs, not least for his suppression of CACREP’s offered opportunity for current students to maintain the accreditation. See **Ex. 12**; *Wagner-Smith Co. v. Ruscilli Constr. Co.*, 139 Ohio Misc.2d 101, 2006-Ohio-5463, 861 N.E.2d 612, ¶ 18 (Franklin C.P.) citing *Fred Siegel Co., L.P.A. v. Arter & Hadden*, 85 Ohio St.3d 171, 175, 1999-Ohio-260, 707 N.E.2d 853, paragraphs two and three of the syllabus (“[A] viable claim for [tortious interference] turns, in part, upon whether allegations about the nature of [the defendant’s] actions reasonably support a conclusion that [he] acted out of a clearly improper motive.”); *Gray-Jones v. Jones*, 137 Ohio App.3d 93, 102, 738 N.E.2d 64 (10th Dist. 2000). And we are investigating claims of First-Amendment-violative retaliation against our clients who have spoken out against the University’s conduct here, including with respect to videos of the students’ coursework necessary to their comprehensive examinations that were destroyed by University officials for no apparent legitimate reason. See Jan 16, 2018 email from Richard Dawson to Patton and Heather Katafiasz (**Exhibit 22**).

While our investigation is ongoing, we suppose it would be preferable for all parties if this matter could be resolved quickly and privately. We further suppose that any acceptable resolution would require the University to make an immediate and comprehensive effort to determine whether it is still possible for the current students to be grandparented into the dual accreditation and, if so, on what terms. To the extent the University is amenable to private mediation or to otherwise engage in settlement discussions, we hope to hear from you shortly. Otherwise, we will proceed with separate lawsuits in the Summit County Court of Common Pleas and in the Court of Claims to pursue damages and attorneys’ fees to the fullest extent available under Ohio law. And in any event, we will remain vigilant against any hint of retaliation against our clients as they complete their coursework.

Finally, it is apparent that the University's public records response is incomplete. None of the referenced CACREP reports and only minimal CACREP correspondence have been provided, and many of the emails have been produced without the referenced attachments (including the MFC/T faculty's CACREP rebuttal referenced in the attached **Ex. 9**). Please produce these documents, which we are formally requesting under R.C. 149.43, along with all documents pertaining to the 2017 CACREP site-visit and accreditation issues whatsoever, including all records of communications with any CACREP employees, agents, or any other person who participated in the site visit, and all communications with students about accreditation issues in 2017. Please also produce all documents pertaining to the previous CACREP reaccreditation process, all documents pertaining to the termination or resignation of Dr. Karin Jordan's and Dr. Rebecca Boyle's employment with the University, Dr. Schwartz's employment file, including all documentation relating to his removal as head of the Clinic for Individual and Family Counseling, all documents relating to the destruction of videos referenced in the attached **Ex. 22**, and all documents pertaining to the removal of students' personal property from the student offices in the Chima Building in January or February of 2018.

I'm best reached on my mobile phone (330.285.2998) or by email (peter@pattakoslaw.com) for further discussion. Thank you for your attention to this matter. I hope to hear from you soon so we can begin working on a resolution for these students.

Sincerely,



Peter Pattakos

Cc: John J. Reilly, jreilly@uakron.edu
Scott M. Campbell, smc4@uakron.edu

From: [Wilson,Matthew J](#)
To: [Campbell,Scott M](#)
Subject: FW: letter/memo to MFC/T students
Date: Monday, August 14, 2017 2:59:19 PM
Attachments: [image001.jpg](#)

From: "Wilson,Matthew J" <mjwilson@uakron.edu>
Date: Tuesday, April 18, 2017 at 12:53 AM
To: "Ramsier,Rex D" <rex@uakron.edu>
Subject: Re: letter/memo to MFC/T students

Thanks!

From: "Ramsier,Rex D" <rex@uakron.edu>
Date: Monday, April 17, 2017 at 3:53 PM
To: "Wilson,Matthew J" <mjwilson@uakron.edu>, "Weinzierl,Barbara C" <bweinzi@uakron.edu>, "Cook,M. Celeste" <mcook@uakron.edu>, "Mortimer,Nathan J" <njm9@uakron.edu>, "Hill,Wayne R" <whill@uakron.edu>
Subject: FW: letter/memo to MFC/T students

Fyi, about the CACREP issues. we will be asking the licensure board to grandfather in our current students as Plan A, then we have a plan B if needed. Apparently we should have made changes over the past several years to meet new requirements coming in 2018, and did not.

As far as accreditation is concerned, once again we appear to have ignored the warning signs when standards changed and our programs did not. We are now out of compliance with CACREP in the MFT programs, so those will just stay under COAMFTE solely (making us the last institution in the country to make this change).

Rex

Rex D. Ramsier
Sr. VP and Provost
The University of Akron

From: White,Sandra L
Sent: Monday, April 17, 2017 3:47 PM
To: 'mft-phd@lists.uakron.edu' <mft-phd@lists.uakron.edu>; 'mft-l@lists.uakron.edu' <mft-l@lists.uakron.edu>

EXHIBIT 1

8/15/2017

Mail - rpatton@uakron.edu

PRR17-08-11-60 000549

Re: CACREP petition

Patton,Rikki A

Tue 4/11/2017 4:02 PM

To

Hi [REDACTED],

Thanks for reaching out. No worries about the signature collection. I appreciate your concern - the MFCT faculty are working as best as we can to provide students with a strong clinical training that fits for both accrediting bodies.

Hope all is well.

Best,
Dr. Patton

Rikki A. Patton, PhD, MFT
Assistant Professor
Program Director/Coordinator
Marriage and Family Counseling/Therapy Doctoral Track
School of Counseling
College of Health Professions
The University of Akron
Akron, OH 44325
330-972-8158

From: [REDACTED]
Sent: Monday, April 10, 2017 6:04:14 PM
To: Patton,Rikki A
Subject: CACREP petition

Hello Dr. Patton,

I just saw the email about the petition for CACREP.
I imagine it is too late to do anything about it now. I am sorry I missed it.

I am wondering if the contents of the petition in anyway will affect our re-accreditation of COAMFTE?

Our program is such a gem because students can graduate with both the CACREP and COAMFTE.

Many thanks,

[REDACTED]

EXHIBIT 2

From: Ramsier,Rex D
To: [Schwartz,Robert C](#)
Subject: RE: CACREP MFCT Update
Date: Wednesday, March 29, 2017 8:06:00 AM
Attachments: [image001.png](#)

Good, thanks Rob. We may want to then discuss separating the two units administratively and physically.

Rex

Rex D. Ramsier
Sr. VP and Provost
The University of Akron

From: Schwartz,Robert C
Sent: Wednesday, March 29, 2017 8:04 AM
To: Ramsier,Rex D <rex@uakron.edu>
Subject: Re: CACREP MFCT Update

Rex, I agree.

But because Ohio MFT licensure is linked to COAMFTE accreditation, and the MFT faculty have a much stronger COAMFTE identity (hence CACREP's feedback), withdrawing from CACREP reaccreditation and staying only with COAMFTE is the best route for them to maintain a strong/marketable program.

The faculty discussed this before spring break but they were hesitant to make any decisions without clarification from CACREP. Now that CACREP's perspective is clear, hopefully the faculty will make a quick and decisive decision to separate and stand solely under COAMFTE.

I'll help facilitate decision making while ensuring the faculty are in agreement with the outcome.

Rob

Dr. Robert C. Schwartz
Email: rcs@uakron.edu
Phone: 330-972-8155

Professor, Health Professions (Counselor Education & Supervision)
Program/Clinical Coordinator, Clinical Mental Health Counseling Program

EXHIBIT 3

Katafiasz, Heather

From: David H Tefteller <dht4@zips.uakron.edu>
Sent: Wednesday, March 22, 2017 9:00 AM
To: Katafiasz, Heather
Cc: Patton, Rikki A
Subject: Re: CACREP Feedback

Thanks. I wish I'd read this email before the one with the scan. I was nervous and actually thought it was some kind of scam at first, but eventually opened it. I had already grabbed my copy from my box at Chima and actually discussed for a moment with Rob in his office before going to supervision last night. He made many of the same comments about how poorly it was written and how confusing it is; also, that there's nothing on our Doc program but that it was mostly positive about our Master's program. Thanks anyways and see you later today.

On Tue, Mar 21, 2017 at 7:11 PM, Katafiasz, Heather <hkatafiasz@uakron.edu> wrote:

I looked over the CACREP feedback. Other than their repeated statements about the COAMFTE/CACREP identity piece, the master's program looks relatively good (although I'm not really sure what to expect). There isn't information on the MFCT doctoral program, unless they just lumped the two doc programs together. I'm very confused by that.

It's written very informally – essentially just the same information we were given in the exit interview. I scanned it and emailed it to both of you in case you want to look it over. I had to scan it upside down because of the creases from reading through it (but it flips easily). The blank pages are just blank pages, not missing information.

Have a good night. See you tomorrow.

Heather

From: David H Tefteller [<mailto:dht4@zips.uakron.edu>]
Sent: Tuesday, March 21, 2017 4:19 PM
To: Schwartz, Robert C <rscs@uakron.edu>
Cc: Owens, Delila <dowens1@uakron.edu>; Sangganjanavanich, Varunee Faii <vs45@uakron.edu>; Patton, Rikki A <rpatt@uakron.edu>; Katafiasz, Heather <hkatafiasz@uakron.edu>
Subject: Re: CACREP Feedback

Thanks Rob, will do.



Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org

March 16, 2017

(703) 535 5990

Dr. Matthew Wilson
Office of the President
University of Akron
114 Buchtel Hall
Akron, Ohio 44325

Dear Dr. Wilson:

Enclosed is a copy of the report submitted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) on-site visiting team members detailing their February 26 – March 1, 2017 accreditation review of the Clinical Mental Health Counseling (M.Ed. degree), Marriage, Couple, and Family Counseling (M.Ed. degree), School Counseling (M.Ed. degree) and Counselor Education and Supervision (Ph.D. degree) programs housed in the School of Counseling at the University of Akron. The team reviewed these programs under the CACREP 2009 Standards.

The institution is allowed thirty (30) days in which to forward its response to the enclosed on-site review document. Therefore, four labeled (4) copies of the Institutional Response in read-only format on CDs or USB drives are due in the CACREP office by April 24, 2017. The next CACREP Board of Directors meeting is scheduled for July 13-15, 2017. The Board will review these programs and make accreditation decisions at this meeting.

Please note that the Institutional Response should be clear, explicit, and standard specific. It should identify and address any standards that the site team indicated were not met and include any supplemental documentation necessary to clarify how the program meets the identified standards.

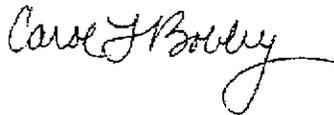
Please be advised that in rendering accreditation decisions, the CACREP Board of Directors will use only information from the institution's self-study, pertinent correspondence between the CACREP office and the Department, the visiting team's report, and the institution's response to the visiting team's report. In addition, please be advised that according to Board policy, the institution has the right to withdraw any program from further review at any time during the accreditation process prior to a decision by the Board, through written communication with the CACREP office.

University of Akron
Page 2

Please ensure that a designated faculty member is available by telephone during normal working hours on the days of the July 2017 meeting. We would appreciate being informed ahead of time who the contact is and how to reach him or her should the review subcommittee members have any additional questions during the final review.

In closing, we look forward to receiving your response. If you or members of your faculty have questions, please do not hesitate to contact the CACREP office. Thank you for your continued support of the CACREP accreditation process.

Sincerely,



Carol L. Bobby, Ph.D.
President and CEO

cc: Dr. Rex Ramsier, Vice President and Provost, Academic Affairs
Dr. Karin Jordan, Director, School of Counseling
Dr. Robert Schwartz, CACREP Liaison

CACREP On-Site Visit Team Report

Name of Institution:

University of Akron

*-CMHC- Rob submit rejoin**-CE - Fci; submit rejoin***Academic Department:**

School of Counseling

CACREP Program Liaison:

Dr. Robert Schwartz

Visiting Team Chair:

Dr. Don T. Basse, Adams State University

Visiting Team Members:

Dr. Heather Trepal, University of Texas at San Antonio

Dr. Michelle Mitcham, Florida A&M State University

Dr. Bret Hendricks, Texas Tech University

Date of Site Visit:

February 26 - March 1, 2017

Multiple Sites

No

Agenda for On-site Team

Day 1 Day of Week 2/27/2017		
Time	Event Description	Location
8:30 am	Meeting with Departmental faculty: Karin Jordan, Rikki Patton, David Teffteller, Heather Katafiasz, Rebecca Boyle, Varunee Faii, Robert Schwartz, Maryann Meniru, Delila Owens, Cindi Reynolds	Chima Family Center
11:15	Meet with Provost, Dr. Rex Ramsier	Buchtel Hall 102
12:00	Lunch	
1:00	Meet with Current Students. Gabriel Anderson, Chanel Jackson, Ruth Friedman, Britney Raies, David Zsoldos, Christopher Bowes, Franciso D'Aurs, Megas Davis	Chima Family Center
2:00	Meet with Alumni, Samantha Hearn, Amanda Cole, Scott Haslam, Brooks Collins	Chima Family Center
3:00	Meet with Site Supervisors, Ialia Brown, Ryan Cook, Erin Schaefer, Monica Munac, Ashury Scott, Caleb Kinkel, Brian Dewyer, David Scidkmon-Sull, Gail Rule-Hoffman, DiAnna Edwards, Glen W. Scott, Cassandra Galloway	Chima Family Center
4:00	Meet with affiliate faculty, Dreauna Mason Whitfield, Gretchen Tucker-See, Ingrid Weigold, Pam Hurt, John Quiuwr, Leon Howard, Bera Jesiolowski	

Day 2 Day of Week – 2/27/2017		
Time	Event Description	Location
9:00	Site visits	
	Child Guidance and Family Solutions, Elna M Astanides-Kandis	18 N Forge Street, Akron, OH
	Ohio Guidestone, Monica Milnac	401 West Tuscaras St, Canton, OH
	Akron Public Schools	
	Community Health Center, Tala Brown	
1:00	Visit On campus clinic,	Chima Family Center
1:00	Visit Library	
1:00	Visit Melinda Roembke, College budget coordinator	
2-4	Site team work time and visit individual faculty	

Day 3 Day of Week 3/1/2017		
Time	Event Description	Location
8:30	Exit Interview, School faculty and Provost	Chima Family Center

Entry-Level Programs

CACREP Program Title	Degree Awarded	Program Name
Clinical Mental Health Counseling	M.Ed	Clinical Mental Health Counseling
Marriage, Couple & Family Counseling	M.Ed	Marriage & Family Counseling/Therapy
School Counseling	M.Ed	School Counseling

Doctoral-Level Programs

CACREP Program Title	Degree Awarded	Program Name
Counselor Education and Supervision	Ph.D.	Counselor Education & Supervision

Program(s) Description

The counseling programs at Akron consist of 5 specialty areas.

Clinical Mental Health Counseling M.ED 60 hours

Marriage & Family Counseling/Therapy - M.ED 60 hours

School Counseling M.ED 50 hours

Counselor Education and Supervision P.HD

Counselor Education & Marriage & Family Counseling/Therapy P.HD

There is a department chair for the programs and each program has a coordinator. The department chair reports to the Dean (currently vacant). The coordinators of the specialty areas seem to operate independently from each other. There is little collaboration between the programs and each provided their sections of the self study, even for the institutional (core areas) portion, with some areas meeting standards concerning alumni surveys, and others not.

The current and former students all report good experiences in the programs and felt supported and engaged by the faculty. Supervisors also reported a good relationship with the university's faculty.

The programs have added two new faculty lines for this upcoming year, which should help the programs get their FTE ratios in order. The department enjoys the strong support of the Provost, who is quite knowledgeable about the programs.

The department seems to still struggle with professional identity. While their comments are CACREP friendly, the syllabi, the faculty conference attendance and publications and even students' feedback

reflect strong AAMFT affiliation. Even the bulletin boards have about as much AAMFT material as CACREP/ACA information.

One of the new positions the department is searching for is a AAMFT position, which will not help the department balance the FTE ratio and further indicates the strong AAMFT affiliation.

Section I - The Learning Environment: Structure and Evaluation

Standards	Response
Standards A. Institutional Media	Met
Standards B. Academic Unit Responsibility	Met
Standards C. Sufficient Financial Support	Met
Standards D. Faculty Encouragement	Met
Standards E. Access to Learning Resources	Met
Standards F. Technical Support	Met
Standards G. Personal Counseling Services	Met
Standards H. Counseling Instruction Environment	Met
Standards H.1 Individual Counseling Settings	Met
Standards H.2 Small Group Settings	Met
Standards H.3 Technology/Observational Capabilities	Met
Standards H.4 Client Confidentiality Procedures	Met
Standards I. Degree Hour Requirements	Met
Standards J. Student Diversity Efforts	Met
Standards K. Admissions Decisions	Met
Standards K.1 Applicant's Interpersonal Potential	Met
Standards K.2 Applicant's Graduate Study Potential	Met
Standards K.3 Applicant's Career Goals	Met
Standards L. New Student Orientation	Met
Standards L.1 Orientation Session	Met
Standards L.2 Student Handbook	Met
Standards L.2.a Mission and Objectives	Met
Standards L.2.b Professional Organizations	Met
Standards L.2.c Written Endorsement Policy	Met
Standards L.2.d Student Retention Policy	Met
Standards L.2.e Academic Appeals Policy	Met
Standards M. Core Faculty Credit Delivery	Met
Standards N. FTE Ratio	Not Met
Standards O. Faculty Advisor	Met
Standards P. Student Progress	Met
Standards Q. Course Load for Individual Supervision	Met

Rob

Standards R. Group Supervision Section Maximum	Met
Standards S. Student Liability Insurance	Met
Standards T. Graduate Assistantships	Met
Standards U. Faculty Diversity	Met
Standards V. Teaching Loads	Not Met
Standards W. Core Faculty Resources	Met
Standards W.1 3 Full Time Appointments	Met
Standards W.2 Doctorates in Counselor Education	Met
Standards W.3 Assigned in Relevant Area	Met
Standards W.4 Identify with Counseling	Not Met
Standards W.5 Professional Activities	Met
Standards W.5.a Development/Renewal	Met
Standards W.5.b Research and Scholarly Activity	Met
Standards W.5.c Service and Advocacy	Met
Standards W.6 Determine Curriculum	Met
Standards X. Academic Unit Leadership	Met
Standards X.1 Academic Unit Leader	Met
Standards X.1.a Coordination of Program	Met
Standards X.1.b Receives Inquiries	Met
Standards X.1.c Recommendation for Budget	Met
Standards X.1.d Year-round Leadership	Met
Standards X.1.e Release Time	Met
Standards X.2 Practicum/Internship Coordinator	Met
Standards X.2.a Coordination of Clinical Experiences	Met
Standards X.2.b Practicum/Internship Inquiries	Met
Standards X.2.c Defined Responsibilities	Met
Standards Y. Noncore Faculty	Met
Standards Y.1 Graduate Degrees	Met
Standards Y.2 Relevant Preparation and Experience	Met
Standards Y.3 Identify with Counseling Profession	Met
Standards Z. Clerical Assistance	Met
Standards AA. Continuous Systematic Program Evaluation	Not Met
Standards AA.1 Review of Programs	Not Met

Rob
to
lead

MFT

Standards AA.2 Graduate Follow-up Studies	Not Met
Standards AA.3 Site Supervisors/Employer Follow-up Studies	Not Met
Standards AA.4 Student Learning Assessment	Not Met
Standards AA.5 Use of Findings	Not Met
Standards AA.6 Official Report Distribution	Not Met
Standards BB. Students Evaluate Faculty	Met
Standards CC. Results of Student Evaluations	Met
Standards DD. Written Evaluation Procedures	Met

Program-specific info

Strengths:

Strong Administrative support

Very capable faculty

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

The 5 specialty areas act rather independently and therefore don't coordinate the core standards well with each other. The team felt the department needs to reorganize to allow a more common effort in meeting the core requirements and student and program assessments.

The department currently houses three accreditations: APA, AAMFT and CACREP. This makeup concerns professional identity. It is suggested that the department be reorganized into CACREP programs and non-CACREP programs.

Specific Requirements: (Specify Standard for each requirement not met).

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

N. FTE ratio is not met, however the department has hired two new faculty members to begin in the fall 2017 which should then meet this standard.

V. Faculty teaching in the Counseling Psychology doctoral program have a 2/2 load, while the faculty teaching in the Counselor Education and Supervision doctoral program have a 3/3 load. The tenure and promotion requirements are the same. These programs are in the same department and appear inequitable.

AA: 1,2,3,4,5,6

The assessment standards are not met. Since each specialty program developed their own assessment plans, there is a lack of continuity and the assessment markers are based to much on standardized outcome test data.

The department needs to re-work the syllabi, identifying more clearly which CACREP standards are being taught in the classes, prepare activities for students to demonstrate these standards, a rubric to ensure consistent evaluation and a means to store data electronically for further use in making program modifications.

W. Professional identity is unclear. The AAMFT programs and CACREP programs are so inter-tangled it is difficult to separate the two programs. There are even different syllabi for the Family programs and the CMHC programs for the core requirements. It is recommended that the department separate the more AAMFT oriented programs entirely from the CACREP programs to provide a clearer separation of professional identities.

Section II - Professional Identity

Standards	Response
Standards A. Comprehensive Mission Statement	Met
Standards B. Program Objectives	Met
Standards B.1 Reflect Current Knowledge and Projections	Met
Standards B.2 Reflect Input	Met
Standards B.3 Related to Program Activities	Met
Standards B.4 Can be Evaluated	Met
Standards C. Students Identify	Met
Standards D. Syllabi Distributed	Met
Standards D.1 Content Areas	Met
Standards D.2 Knowledge and Skill Outcomes	Met
Standards D.3 Methods of Instruction	Met
Standards D.4 Required Texts/Readings	Met
Standards D.5 Evaluation Criteria and Procedures	Met
Standards E. Infusion of Counseling Research	Met
Standards F. Infusion of Technology	Met
Standards G. Curricular Experiences	Met
Standards G.1 Professional Orientation and Ethical Practice	Met
Standards G.1.a History and Philosophy	Met
Standards G.1.b Roles, Functions and Relationships	Met
Standards G.1.c Counselors' Roles in Emergency Teams	Met
Standards G.1.d Self-care Strategies	Met
Standards G.1.e Supervision Models	Met
Standards G.1.f Professional Organizations	Met
Standards G.1.g Professional Credentialing	Met
Standards G.1.h Advocating for Profession	Met
Standards G.1.i Advocacy Processes	Met
Standards G.1.j Ethical Standards	Met
Standards G.2 Social and Cultural Diversity	Met
Standards G.2.a Multicultural and Pluralistic Trends	Met
Standards G.2.b Attitudes, Beliefs and Understandings	Met
Standards G.2.c Theories of Multicultural Counseling	Met

Standards G.2.d Individual, Couple and Group Strategies	Met
Standards G.2.e Counselors' Roles in Self-Awareness	Met
Standards G.2.f Counselors' Roles in Eliminating Biases	Met
Standards G.3 Human Growth and Development	Met
Standards G.3.a Life Span Development Theories	Met
Standards G.3.b Learning and Personality Development	Met
Standards G.3.c Trauma-causing Events	Met
Standards G.3.d Theories and Models of Resilience	Met
Standards G.3.e Exceptional Abilities	Met
Standards G.3.f Human Behavior	Met
Standards G.3.g Theories of Addiction	Met
Standards G.3.h Facilitating Optimal Development	Met
Standards G.4 Career Development	Met
Standards G.4.a Career Development Theories and Models	Met
Standards G.4.b Information Resources	Met
Standards G.4.c Program Planning	Met
Standards G.4.d Interrelationships	Met
Standards G.4.e Career And Educational Planning	Met
Standards G.4.f Assessment Instruments	Met
Standards G.4.g Processes, Techniques, and Resources	Met
Standards G.5 Helping Relationships	Met
Standards G.5.a Orientation to Wellness and Prevention	Met
Standards G.5.b Characteristics and Behavior	Met
Standards G.5.c Interviewing and Counseling Skills	Met
Standards G.5.d Counseling Theories	Met
Standards G.5.e Systems Perspective	Met
Standards G.5.f Consultation	Met
Standards G.5.g Crisis Intervention	Met
Standards G.6 Group Work	Met
Standards G.6.a Group Dynamics	Met
Standards G.6.b Leadership Styles	Met
Standards G.6.c Theories	Met
Standards G.6.d Methods	Met

Standards G.6.e Small Group Experiences	Met
Standards G.7 Assessment	Met
Standards G.7.a Historical Perspectives	Met
Standards G.7.b Standardized and Nonstandardized Testing	Met
Standards G.7.c Statistical Concepts	Met
Standards G.7.d Reliability	Met
Standards G.7.e Validity	Met
Standards G.7.f Social and Cultural Factors	Met
Standards G.7.g Ethical Strategies	Met
Standards G.8 Research and Program Evaluation	Met
Standards G.8.a Importance of Research	Met
Standards G.8.b Research Methods	Met
Standards G.8.c Statistical Methods	Met
Standards G.8.d Principles, Models, and Applications	Met
Standards G.8.e Use of Research	Met
Standards G.8.f Ethical Strategies	Met

Strengths:

Well prepared faculty

Strong students

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

Curriculum needs to be aligned with assessment standards.

The syllabi need to be updated to reflect current practices in student learning outcomes w/rubrics and a curriculum matrix needs to be developed clearly indicating where each standard is met, and ensuring activities accompany the SLO's and a rubric for evaluation.

The department/university needs to develop an electronic data base for assessment so data in multiple years can be accessed for review for program modifications and changes

Specific Requirements: (Specify Standard for each requirement not met).
Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.
None

Section III - Professional Practice

Standard	Response
Standard A. Faculty Providing Supervision	Met
Standard A.1 Degree and/or Preparation	Met
Standard A.2 Relevant Experience	Met
Standard A.3 Relevant Training	Met
Standard B. Student Supervisors	Met
Standard B.1 Completed Master's Equivalent	Met
Standard B.2 Supervision Preparation	Met
Standard B.3 Supervised by Faculty 1:6	Met
Standard C. Site Supervisor	Met
Standard C.1 Masters Degree and Credentials	Met
Standard C.2 2 Years Experience	Met
Standard C.3 Knowledge of Program	Met
Standard C.4 Training in Supervision	Met
Standard D. Orientation, Assistance, and Consultation	Met
Standard E. Supervision Contracts	Met
Standard F. Practicum	Met
Standard F.1 Direct Service	Met
Standard F.2 Individual Supervision	Met
Standard F.3 Group Supervision	Met
Standard F.4 Audio-Video Tape or Live Supervision	Met
Standard F.5 Student Performance Evaluation	Met
Standard G. Internship	Met
Standard G.1 Direct Service	Met
Standard G.2 Individual Supervision	Met
Standard G.3 Group Supervision	Met
Standard G.4 Professional Activities	Met
Standard G.5 Audio/Video Tape Access	Met
Standard G.6 Student Performance Evaluation	Met

Strengths:

Excellent clinical facility

Well staffed with a full-time coordinator

Sites are very good, with good supervision and well-prepared supervisors

Sites indicate students are well prepared

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

Forms used by the department are too long and not clear they appropriately reflect the students performance at the site/clinic.

The forms need to be reviewed for conciseness and recorded electronically so the department can more readily make use for enhancing student performance and program modifications.

Specific Requirements: (Specify Standard for each requirement not met).

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

None

Clinical Mental Health Counseling

Standards	Response
Standards Foundations	Met
Standards A. Knowledge	Met
Standards A.1 History, Philosophy, and Trends	Met
Standards A.2 Ethical and Legal Considerations	Met
Standards A.3 Roles and Functions	Met
Standards A.4 Professional Organizations, Standards, and Credentials	Met
Standards A.5 Variety of Models and Theories	Met
Standards A.6 Recognizes Substance Abuse Disorders	Met
Standards A.7 Professional Issues	Met
Standards A.8 Management of Services and Programs	Met
Standards A.9 Impact of Crises	Not Met
Standards A.10 Emergency Management System	Not Met
Standards B. Foundations - Skills and Practices	Met
Standards B.1 Ethical and Legal Practice	Not Met
Standards B.2 Policy, Financing, and Regulatory Processes	Met
Standards C. Counseling, Prevention, and Intervention - Knowledge	Met
Standards C.1 Principles of Mental Health	Met
Standards C.2 Etiology, diagnosis, and nomenclature	Not Met
Standards C.3 Models of Program Development and Service Delivery	Met
Standards C.4 Addiction and Co-occurring Delivery	Met
Standards C.5 Range of Mental Health Service Delivery	Met
Standards C.6 Crisis Intervention	Not Met
Standards C.7 Biopsychosocial Case Conceptualizations	Not Met
Standards C.8 Importance of Family, Social Networks and Community	Met
Standards C.9 Relevant Professional Issues	Not Met
Standards D. Counseling, Prevention, and Intervention - Skills and Practices	Met
Standards D.1 Diagnosis, Treatment, Referral and Prevention	Not Met
Standards D.2 Multicultural Competencies	Not Met
Standards D.3 Optimal Human Development	Met
Standards D.4 Community Resources	Met
Standards D.5 Culturally Responsive Modalities	Not Met

Standards D.6 Suicide Risk	Not Met
Standards D.7 Record Keeping Standards	Not Met
Standards D.8 Addictions and Co-occurring Disorders	Met
Standards D.9 Recognizes Own Limitations	Not Met
Standards E. Diversity and Advocacy - Knowledge	Met
Standards E.1 Effect of Multicultural Society	Met
Standards E.2 Effects of Discriminations	Met
Standards E.3 Current Literature on Special Population Techniques	Met
Standards E.4 Client Advocacy and Public Policy	Met
Standards E.5 Oppression and Racism	Met
Standards E.6 Public Policies on Mental Health Services	Met
Standards F. Diversity and Advocacy - Skills and Practices	Met
Standards F.1 Community Resource Information	Met
Standards F.2 Advocates for Equitable and Responsive Programs	Met
Standards F.3 Modify Techniques for Diverse Populations	Not Met
Standards G. Assessment - Knowledge	Met
Standards G.1 Models of Assessment	Met
Standards G.2 Clinical Evaluation Models	Met
Standards G.3 Psychopharmacology	Not Met
Standards G.4 Screening and Assessment for Addictions	Met
Standards H. Assessment - Skills and Practices	Not Met
Standards H.1 Selects Appropriate Instruments	Not Met
Standards H.2 Intake, Evaluation and Assessment	Not Met
Standards H.3 Screens for Addiction, Aggression, and Danger	Not Met
Standards H.4 Assessment of Dependence	Not Met
Standards I. Research and Evaluation - Knowledge	Not Met
Standards I.1 Critical Evaluation of Research	Not Met
Standards I.2 Models of Program Evaluation	Not Met
Standards I.3 Evidence-based Treatments	Not Met
Standards J. Research and Evaluation - Skills and Practices	Not Met
Standards J.1 Applies Relevant Research	Not Met
Standards J.2 Develops Measurable Outcomes	Not Met
Standards J.3 Analyzes and Uses Data	Not Met

Standards K. Diagnosis - Knowledge	Not Met
Standards K.1 Principles of Diagnosis	Not Met
Standards K.2 Established Diagnostic Criteria	Not Met
Standards K.3 Impact of Co-occurring Disorders	Not Met
Standards K.4 Biases and Diagnostic Tools	Not Met
Standards K.5 Diagnosis During Crisis	Not Met
Standards L. Diagnosis - Skills and Practices	Not Met
Standards L.1 Appropriate Use of DSM	Not Met
Standards L.2 Conceptualizes Multi-Axial Diagnosis	Not Met
Standards L.3 Differentiates Diagnosis and Normal Reactions	Not Met

Strengths:

Students report extremely strong and relevant teaching. Students specifically state that they trust their professors, Schwartz and Sangganjanavanich. Students especially mentioned Schwartz and the DSM course as being meaningful. They reported that they knew that Schwartz "truly cares about our learning and is an excellent professor".

Supervisors state that they feel supported by the faculty. Namely, they state that Schwartz is available for consultation and frequently contacts them regarding student concerns and student progress.

Alumni had strong knowledge of CACREP and its importance. Alumni state that Sangganjanavanich and Schwartz have provided mentorship and ongoing career advice to them. Further, they report that graduates of the program are well-respected and sought after as they apply for jobs in the Akron area.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

Standards should not merely be met through examinations. However, some of the standards that were presented as met through examinations were assessed through case studies and self-reflection as part of the examination. It is suggested that these standards be met through other means that will be assessed using measurements that are useful to the program (rubrics) and include A.1, A.2, A.4, A.7,C.1,C.5,C.9

Specific Requirements: (Specify Standard for each requirement not met).

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions. Many standards are not met because they did not use proper evaluation.

Specific learning outcomes are not consistently written in syllabi. Each course should have articulated learning outcomes and corresponding assessments for the learning outcomes.

Some standards listed in Practicum and Internship are reportedly met through "Supervisor Evaluation." These standards include A.0, A.10, B.1, C.2, C.6, C.7, D.1, D.4, D.5, D.6, D.7, F.1, F.3, G.3, H.1, H.2, H.3, H.4, J.2

The supporting documentation for these standards consists of supervisor evaluation forms comprised of Likert Scales that are completed by the supervisor with no other assessment evidence such as rubrics to indicate assessment methods. Thus, the reviewers are left to question what the supervisor bases her/his assessment upon? What does a "4" on the provided Likert scale mean? What do any of the numbers on the Likert scale mean? Rubrics need to be provided to indicate what the scores actually indicate. Further, the rubrics need to be developed and written so they are meaningful across courses.

Marriage, Couple, and Family Counseling

Standards	Response
Standards A. Foundations - Knowledge	Met
Standards A.1 History, Philosophy and Trends	Met
Standards A.2 Ethical and Legal Considerations	Met
Standards A.3 Roles and Functions	Met
Standards A.4 Professional Organizations, Standards, and Credentials	Met
Standards A.5 Models and Theories	Met
Standards A.6 Family Development	Met
Standards A.7 Impact of Crises	Met
Standards B. Foundations - Skills and Practices	Met
Standards B.1 Ethical and Legal Practice	Met
Standards B.2 Select Appropriate Models or Techniques	Met
Standards C. Counseling, Prevention, and Intervention - Knowledge	Met
Standards C.1 Issues of Marriage, Couple and Family Life-Cycle Dynamics	Met
Standards C.2 Specific Problems and Interventions	Met
Standards C.3 Human Sexuality	Met
Standards C.4 Relevant Professional Issues	Met
Standards D. Counseling, Prevention, and Intervention - Knowledge	Met
Standards D.1 Preventive, Developmental and Wellness Approaches	Met
Standards D.2 Systems Theory - Conceptualization	Met
Standards D.3 Systems Theory – Treatment, Planning, and Intervention	Met
Standards D.4 Suicide Risk	Met
Standards D.5 Confidentiality and Legal Responsibilities	Met
Standards D.6 Recognizes Own Limitations	Met
Standards E. Diversity and Advocacy - Knowledge	Met
Standards E.1 Effects of Multicultural Society	Met
Standards E.2 Multicultural and Diverse Family Systems	Met
Standards E.3 Current Literature on Working with Diverse Families	Met
Standards E.4 Racism, Discrimination and Oppression	Met
Standards E.5 Effects of Policies on Diverse Family Systems	Met
Standards F. Diversity and Advocacy - Skills and Practices	Met
Standards F.1 Effective Services in a Multicultural Society	Met

Standards F.2 Community Referral Resources	Met
Standards F.3 Advocacy for Couples and Families	Met
Standards F.4 Cultural Modification	Met
Standards G. Assessment - Knowledge	Met
Standards G.1 Principles and Models of Assessment	Met
Standards G.2 Appropriate Assessment Tools and Techniques	Met
Standards G.3 Impact of Addiction and Trauma on Family Functioning	Met
Standards H. Assessment - Skills and Practices	Met
Standards H.1 Interviewing, Assessment and Case Management	Met
Standards H.2 Use of Systems Assessment Models and Procedures	Met
Standards H.3 Involvement of Family Members in Treatment	Met
Standards I. Research and Evaluation - Knowledge	Met
Standards I.1 Evaluation of Research	Met
Standards I.2 Models of Program Evaluation	Met
Standards I.3 Evidence-based Treatments	Met
Standards J. Research and Evaluation - Skills and Practices	Met
Standards J.1 Applies Relevant Research	Met
Standards J.2 Develops Measurable Outcomes	Met
Standards J.3 Analyzes and Uses Data	Met

Strengths:

Site supervisors praise the training of the students

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

The Marriage and Family Counseling/Therapy program is a combined program accredited by AAMFT and CACREP. While site supervisors felt the graduates are strong in family, the students report belong and affiliating to AAMFT more than CACREP. Professional identity seems to be a real problem with this program. The team felt that the professional identity of the program is AAMFT and not CACREP. The faculty that teach in this program are all trained as AAMFT and not CACREP. Additionally, the program is currently searching for a new faculty member who is AAMFT and not CACREP.

The team suggest this program withdraw from CACREP accreditation and focus on AAMFT.

**Specific Requirements: (Specify Standard for each requirement not met).
Please note that if a program has requirements, only a 2-year accreditation
can be recommended. If the program does not adequately address the
requirements in this report, these requirements may become conditions.
None**

School Counseling

Standards	Response
Standards Foundations	Met
Standards A. Knowledge	Met
Standards A.1 History, Philosophy, and Trends	Met
Standards A.2 Ethical and Legal Considerations	Met
Standards A.3 Roles and Functions	Met
Standards A.4 Professional Organizations, Standards, and Credentials	Met
Standards A.5 Current School Counseling Models	Met
Standards A.6 Effects of Issues on Student Development and Learning	Met
Standards A.7 School Emergency Plan	Met
Standards B. Foundations - Skills and Practices	Met
Standards B.1 Ethical and Legal Practice	Met
Standards B.2 Advocates for and Model Appropriate Identity	Met
Standards C. Counseling, Prevention, and Intervention - Knowledge	Met
Standards C.1 Effective Counseling and Wellness Programs	Met
Standards C.2 Program Design, Implementation, Management, Evaluation	Met
Standards C.3 Strategies for Helping Students	Met
Standards C.4 Transition Programs	Met
Standards C.5 Group Dynamics	Met
Standards C.6 Crisis Intervention	Met
Standards D. Counseling, Prevention, and Intervention - Skills and Practices	Met
Standards D.1 Self Awareness and Sensitivity	Met
Standards D.2 Individual, Group and Classroom	Met
Standards D.3 Prevention and Intervention Plans	Met
Standards D.4 Suicide Risk	Met
Standards D.5 Recognizes Own Limitations	Met
Standards E. Diversity and Advocacy - Knowledge	Met
Standards E.1 Issues of Diversity, Equity and Excellence	Met
Standards E.2 Identified Opportunities and Barriers	Met
Standards E.3 Cultural Adaptations	Met
Standards E.4 Multicultural Issues and Student Achievement	Met
Standards F. Diversity and Advocacy - Skills and Practices	Met

Standards F.1 Multicultural Competencies	Met
Standards F.2 Student Development	Met
Standards F.3 Advocates for Responsive Programs	Met
Standards F.4 Engages Parents	Met
Standards G. Assessment - Knowledge	Met
Standards G.1 Influence on Multiple Factors	Met
Standards G.2 Signs and Symptoms of Substance Abuse	Met
Standards G.3 Needs Assessment	Met
Standards H. Assessment - Skills and Practices	Met
Standards H.1 Students' Strengths and Needs	Met
Standards H.2 Selects Appropriate Strategies	Met
Standards H.3 Analyzes Assessment Information	Met
Standards H.4 Appropriate Referrals	Met
Standards H.5 Barriers to Students' Development	Met
Standards I. Research and Evaluation - Knowledge	Met
Standards I.1 Critical Evaluation of Research	Met
Standards I.2 Models of Program Evaluation	Met
Standards I.3 Evaluation of Counseling Outcomes	Met
Standards I.4 Data Use in Decision-Making	Met
Standards I.5 Outcome Research and Best Practices	Met
Standards J. Research and Evaluation - Skills and Practices	Met
Standards J.1 Applies Relevant Research	Met
Standards J.2 Develops Measurable Outcomes	Met
Standards J.3 Analyzes and Uses Data	Met
Standards K. Academic Development - Knowledge	Met
Standards K.1 School Counseling and Academic Mission	Met
Standards K.2 Achievement Gap, Success, and Dropout Prevention	Met
Standards K.3 Counseling and Guidance Related Materials	Met
Standards L. Academic Development - Skills and Practices	Met
Standards L.1 Enhancement of Academic Development	Met
Standards L.2 Postsecondary Programs and Opportunities	Met
Standards L.3 Differentiated Instructional Strategies	Met
Standards M. Collaboration and Consultation - Knowledge	Met

Standards M.1 Family-School-Community Collaboration	Met
Standards M.2 Effective Strategies	Met
Standards M.3 Working Teams to Promote Development	Met
Standards M.4 Consultation in School Settings	Met
Standards M.5 Empowering Parents	Met
Standards M.6 Peer Programming Interventions	Met
Standards M.7 Crisis/Disaster Preparedness	Met
Standards N. Collaboration and Consultation - Skills and Practices	Met
Standards N.1 Works with Families to Act	Met
Standards N.2 Community Resources	Met
Standards N.3 Consults with Teachers, Staff, and Community	Met
Standards N.4 Peer Helping Strategies	Met
Standards N.5 Referral Procedures	Met
Standards O. Leadership - Knowledge	Met
Standards O.1 Effective Leadership	Met
Standards O.2 Leadership to Enhance Learning Environments	Met
Standards O.3 Comprehensive School Counseling Program	Met
Standards O.4 System Change Agent	Met
Standards O.5 Counselors Role in Assistance Programs	Met
Standards P. Leadership - Skills and Practices	Met
Standards P.1 Comprehensive Developmental School Counseling Program	Met
Standards P.2 Plans Educational Programs	Met

Strengths:

Strong and Clear identity

Students have a strong knowledge of ACA/ASCA

Relationship with community partners and coordinator is strong and collegial

Site supervisors know their role and support student development

Students expressed appreciation for Dr. Owens and the many hats she wears

Dr. Owens prepares students for their roles as school counselors

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

Although School Counseling is strong and comprehensive, they need more detailed and specific rubrics

Need adjuncts with school based expertise to enhance student experiences

A doctoral student is really acting like a core faculty member, indicating the need for additional faculty (which they have hired to begin in fall, 2017.)

Specific Requirements: (Specify Standard for each requirement not met).

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions)

None

Section I - The Learning Environment

CE&S Standards	Response
CE&S Standards 1. Doctoral Preamble Equivalency Requirements	Met
CE&S Standards A. Doctoral-Level Learning Resources	Met
CE&S Standards B. Four Academic Years/96 Semester or 144 Quarter	Met
CE&S Standards C. Primary Obligations	Met
CE&S Standards C.1 Extending Knowledge	Met
CE&S Standards C.2 Publishing Support	Met
CE&S Standards C.3 Research	Met
CE&S Standards C.4 Preparing Students to be Leaders	Met
CE&S Standards D. Doctoral Admission Criteria	Met
CE&S Standards D.1 Academic Aptitude	Met
CE&S Standards D.2 Previous Professional Experience	Met
CE&S Standards D.3 Fitness for the Profession	Met
CE&S Standards D.4 Oral and Written Communication Skills	Met
CE&S Standards D.5 Scholarship, Leadership and Advocacy	Met
CE&S Standards E. Established Doctoral Committee	Met
CE&S Standards F. Meetings of Doctoral Committee	Met
CE&S Standards G. Comparable Teaching Loads	Not Met
CE&S Standards H. Five Core Faculty Positions	Met
CE&S Standards I. Faculty Professional Activities	Met
CE&S Standards J. Comparable Faculty Dissertation/Advising Loads	Met
CE&S Standards K. Faculty Engaged Professionally	Met
CE&S Standards L. Follow-up Evaluations	Met

Strengths:

The CE program has a separate CIP code and maintains a 100 hour curriculum. The University of Akron is undergoing a difficult financial transition. Funding for faculty travel has been restricted. However the faculty should be commended on their continued professional renewal and engagement at conferences and in professional organizations.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

There are five FT faculty members assigned to the CE program. Two offers have been extended for additional lines to start in the fall of 2017. Both lines are targeted to be members of the CE program, both having earned degrees from CACREP institutions.

**Specific Requirements: (Specify Standard for each requirement not met).
Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.**

The school of counseling CACREP - accredited program faculty have the same scholarship and service-related retention, tenure and promotion and merit pay requirements as the Collaborative Program in Counseling Psychology faculty in the School of Counseling (the most similar program in the institution), however must each higher loads on average (18 semester credits annually compared with 12 semester credits annually."

Section II - Professional Identity

CE&S Standards	Response
CE&S Standards A. Doctoral Program Objectives	Met
CE&S Standards B. Doctoral Experiences to Accomplish	Met
CE&S Standards B.1 Develop Area of Expertise	Met
CE&S Standards B.2 Collaborate with Faculty	Met
CE&S Standards B.3 Participate in Professional Organizations	Met
CE&S Standards B.4 Contribute to Research	Met
CE&S Standards C. Learning Experiences Beyond the Entry-Level	Met
CE&S Standards C.1 Theories	Met
CE&S Standards C.2 Counselor Supervision	Met
CE&S Standards C.3 Instructional Theory	Met
CE&S Standards C.4 Multicultural Pedagogy	Met
CE&S Standards C.5 Quantitative and Qualitative Research	Met
CE&S Standards C.6 Models and Methods of Assessment	Met
CE&S Standards C.7 Ethical and Legal Considerations	Met

Strengths:

Supervisors note that students are well-prepared and have strong skill sets upon entering their site placements. They also report that communication with the university is open

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

None

Specific Requirements: (Specify Standard for each requirement not met).

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

None

Section III - Professional Practice

CE&S Standards	Response
CE&S Standards A. Doctoral Level Practicum	Met
CE&S Standards B. Doctoral Level Internship	Met
CE&S Standards C. Weekly Supervision During Internship	Met

Strengths:

students are well prepared

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

None

Specific Requirements: (Specify Standard for each requirement not met).

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

None

Section IV - Doctoral Learning Outcomes

CE&S Standards	Response
CE&S Standards A. Supervision Knowledge	Met
CE&S Standards A.1 Purpose of Clinical Supervision	Met
CE&S Standards A.2 Framework and Models	Met
CE&S Standards A.3 Roles and Relationships	Met
CE&S Standards A.4 Legal, Ethical, and Multicultural	Met
CE&S Standards B. Supervision Skills/Practices	Met
CE&S Standards B.1 Applies of Theory and Skills	Met
CE&S Standards B.2 Develops Personal Supervision Style	Met
CE&S Standards C. Teaching Knowledge	Met
CE&S Standards C.1 Roles, Responsibilities and Activities	Met
CE&S Standards C.2 Instructional Theory and Methods	Met
CE&S Standards C.3 Ethical, Legal, and Multicultural Issues	Met
CE&S Standards D. Teaching Skills and Practices	Met
CE&S Standards D.1 Develops a Personal Philosophy	Met
CE&S Standards D.2 DESIGNS, DELIVERS AND EVALUATES COURSE	Met
CE&S Standards D.3 Assesses Counselor Training Needs	Met
CE&S Standards E. Research and Scholarship Knowledge	Met
CE&S Standards E.1 Research Design and Data Analysis	Met
CE&S Standards E.2 Qualitative Research	Met
CE&S Standards E.3 Instrument Design	Not Met
CE&S Standards E.4 Program Evaluation	Not Met
CE&S Standards F. Research and Scholarship Skills and Practice	Met
CE&S Standards F.1 Formulates Questions	Met
CE&S Standards F.2 Creates Research Design	Met
CE&S Standards F.3 Writes Professionally	Met
CE&S Standards F.4 Develops Program Proposal	Met
CE&S Standards F.5 Writes Grant Proposals	Not Met
CE&S Standards F.6 Creates Program Evaluation Design	Not Met
CE&S Standards G. Counseling Knowledge	Met
CE&S Standards G.1 Knows Major Counseling Theories	Met
CE&S Standards G.2 Understands Evaluating Counseling Effectiveness	Met

CE&S Standards G.3 Research Base	Not Met
CE&S Standards G.4 Understands Crises and Trauma Events	Not Met
CE&S Standards H. Counseling Skills and Practices	Met
CE&S Standards H.1 Creates Personal Counseling Orientation	Met
CE&S Standards H.2 Applies Counseling Theories	Met
CE&S Standards H.3 Uses Effective Conceptualization and Intervention	Not Met
CE&S Standards I. Leadership and Advocacy Knowledge	Not Met
CE&S Standards I.1 Theories and Skills of Leadership	Not Met
CE&S Standards I.2 Advocacy Models	Not Met
CE&S Standards I.3 Multicultural Issues	Not Met
CE&S Standards I.4 Crisis and Disaster Response	Not Met
CE&S Standards I.5 Topical and Political Issues	Not Met
CE&S Standards J. Leadership and Advocacy Skills and Practices	Met
CE&S Standards J.1 Provides Leadership	Met
CE&S Standards J.2 Advocates for Profession and Clientele	Met

Strengths:

The CE doctoral program is high quality and diverse in its content and activities. Current students report high engagement with the satisfaction in the program.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).

The department should invest in a thorough review of the doctoral program evaluation plan. Many of the evaluation assignment outlines and rubrics do not directly or specifically relate to identifying outcomes of the standards/student learning outcomes

Standard E: In the syllabus for 5600: 742 univariate and multivariate designs and data analysis methods are covered; however, the evaluation methods do not directly identify which methods are being practiced in the lab. Consider revising to include specifics related to Standard E.1.

Standard F: In the syllabus for 5600:726 and in the evaluation plan, clearly identify the "Dissertation Proposal Draft" assignment as the evaluation method for Standards F.1,2,3 rather than "Dissertation Proposal" in order to more accurately identify the evaluation measure.

Standard G: In the evaluation measures for standard G.1., "Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations and ethical/legal considerations, add each specific standard component to program evaluation measures (e.g., ethical/legal considerations).

Standard H: H1. "Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories." includes a personal theoretical counseling orientation will be demonstrated; however, the evaluation measures do not specify the ownership of an orientation. Consider revising a component of the evaluation to include this aspect.

Standard J: Consider revising a component of the evaluation rubric for the two projects to specifically address abilities to provide leadership for the counseling profession and advocate for the profession/clientele.

Specific Requirements: (Specify Standard for each requirement not met).

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

E.3. syllabus 5600, 715, the topic area of instrument design is addressed. However the evaluation methods presented (midterm exam and article presentation) do not appear to directly relate to the standard

E.4. the topic area of program evaluation is identified/addressed in one class section. However, the evaluation methods presented (midterm exam and article presentation) do not appear to directly relate to the standard.

F.5. syllabus 5600, 726 the topic area of grant proposals and funded research is addressed: however, the evaluation method ("Dissertation Proposal" does not specifically address "demonstrates the ability to write grant proposals appropriate for research, program evaluation and/or program development

F.6. the topic area of program evaluation is identified/addressed in one class section. However, the evaluation methods presented (midterm exam and article presentation) do not appear to directly relate to the standard

H.3 The main elements of the standard are not specifically addressed in the journal assignment and no rubric is provided.

G.3. The main element of this standard is not addressed in the evaluation

G.4. The main element of this standard is not addressed in the evaluation

I. In the syllabus for 5600 725 the topic areas of leadership, advocacy and politics are identified, However, the evaluation methods provided for 1,2,3,4,5, do not specifically address the components of each standard.



The University of Akron

College of Health Professions

School of Counseling

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From: Yvette Pena <ypena@cacrep.org> **Date:** Tuesday, March 28, 2017 at 2:16 PM **To:** Robert Schwartz <rscs@uakron.edu> **Subject:** RE: Univ Of Akron CACREP Request

Good afternoon Dr. Schwartz,

Thank you for your patience as we gained clarification on the most recent review of your programs. From the initial review to the scheduled site visit, all programs (CMHC, SC, MCFC, and CES (with the CES and MCFC tracks) were reviewed and evaluated. The doctoral program was reviewed as a whole and the MCFC track was included in the review at the time of the site visit. As noted from the Addendum Review Letter and in the final team report, there were concerns around the identity of the Marriage, Couple and Family Counseling master-level program as well as the doctoral track. This was also expressed in the team report findings and suggestions under the entry-level specialty area section. Dr. Don Basse, the team chair, clarified that the team's comments around the identity of the specialty area applied to both the master level and doctoral level program track.

Please let me know if you have any further questions.

Best,

EXHIBIT 6

Yvette Peña Walkinshaw

Assistant Director of Accreditation

Council for Accreditation of Counseling and Related Educational Programs
(CACREP)1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

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immediately by email and delete the original message.

From: Schwartz,Robert C [<mailto:racs@uakron.edu>] **Sent:** Wednesday, March 22, 2017 4:50 PM **To:** rurofsky@cacrep.org; ypena@cacrep.org **Subject:** Univ Of Akron CACREP Request

Dr. Urofsky & Yvette,

The Univ of Akron CACREP faculty have received, reviewed, and discussed the site visit report/feedback. During the summary meeting on campus the site team voiced clearly that the MFT doctoral track (separate from the CE doctoral track) was not evaluated because, among other things, the program area did not satisfy the basic core of a counselor identity in a variety of ways. Therefore, the site team's doctoral-level verbal summary was only applicable to the CE doctoral track.

Similarly, in the site team's written report/feedback only the CE doctoral track was reviewed (consistent with their verbal in-person summary). And the written report suggested that the MFT (AAMFT affiliated) programs separate from CACREP accredited programs by withdrawing from accreditation.

The MFT faculty are in the process of considering this suggestion. However, the site team written report did not specify (1) that the MFT doctoral track was not evaluated, or (2) a rationale for why they could not be evaluated (I.e., that the professional identity was too far removed from counseling to realistically render any accreditation recommendations).

In order to move forward with a program-level accreditation decision the MFT faculty are requesting a brief/concrete follow up statement from the site team chair documenting #1 and #2 above. Without this basic information in written form it is difficult to fully interpret the site team's verbal summary and make a conscientious decision about how to

proceed.

Thank you,
Rob

Dr. Robert C. Schwartz

Professor, Health Professions (Counselor Education &
Supervision)
Program/Clinical Coordinator, Clinical Mental Health Counseling
Program

The University of Akron
College of Health Professions
School of Counseling
302 Buchtel Common
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Phone: 330-972-8155
Fax: 330-972-5292
Email: rsc@uakron.edu

Google Scholar Journal Citation Summary:
<http://bit.ly/2fkUGre>

Professional Homepage:
<http://bit.ly/2f0Hoxb>

From: "Patton,Rikki A" <rpatton@uakron.edu>
Date: Monday, April 10, 2017 at 3:03 PM
To: "Schwartz,Robert C" <rsc@uakron.edu>, "Ramsier,Rex D" <rex@uakron.edu>
Cc: "Katafiasz,Heather" <hkatafiasz@uakron.edu>, "Teffeller,David H"

Re: CACREP-school counseling

JB

Jordan, Karin B

Wed 2/8, 10:17 PM

Schwartz, Robert C; Owens, Delila; Patton, Rikki A; Katafiasz, Heather; +3 more

Reply all |

FYI, the MFC/T programs (master's and doctoral) will also have additional supportive materials, since few of our materials were sent.

Karin

Dr. Karin Jordan
Professor and Director, School of Counseling
Associate Dean, College of Health Professions

302 Buchtel Common,
Akron, OH 44325
330.972.5515



http://share.uakron.edu/global/includes/images/poly/UAOPU_Horiznnn

From: Schwartz, Robert C
Sent: Wednesday, February 8, 2017 3:11 PM
To: Owens, Delila; Jordan, Karin B
Cc: Reynolds, Cynthia A; White, Sandra L
Subject: Re: CACREP-school counseling

Thanks for the updates Delila. If new syllabi could be provided to the team perhaps the changes could be highlighted and we could request they consider the latest materials. If you would like help planning or putting materials together please let me know. Happy to meet or assist.
Rob

Dr. Robert C. Schwartz

EXHIBIT 7

<https://outlook.office.com/owa/?viewmodel=ReadMessageItem&ItemID=AAMkADQwO...> 8/16/2017

Professor, Health Professions (Counselor Education & Supervision)
Program/Clinical Coordinator, Clinical Mental Health Counseling Program

The University of Akron
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302 Buchtel Common
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Google Scholar Journal Citation Summary:
<http://bit.ly/2fkUGre>

Professional Homepage:
<http://bit.ly/2f0Hoxb>



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College of Health Professions

School of Counseling

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From: "Owens, Delila" <dowens1@uakron.edu>
Date: Wednesday, February 8, 2017 at 11:37 AM
To: "Jordan, Karin B" <kj25@uakron.edu>, Robert Schwartz <rcs@uakron.edu>
Cc: "Reynolds, Cynthia A" <creynol@uakron.edu>, "White, Sandra L" <whites1@uakron.edu>
Subject: CACREP-school counseling

Hello

The syllabi submitted with school counseling materials are not current. We updated last year. Hopefully the team will be willing to review the updated materials. I need to review all syllabi again this weekend and will send in a file to Sandy.

I also have additional program evaluation data. We have very limited data from program graduates and no employer evaluation of program graduate data. Any assistance would be appreciated.

Thanks, Delila

Delila Owens, Ph.D.
Associate Professor, College of Health Professions
Program Coordinator, School Counseling Program
The University of Akron
302 Buchtel Common
Akron OH 44325-5007
Phone: 330-972-8635
Fax: 330-972-5292
Email: dowens1@uakron.edu

From: [Ramsier,Rex D](#)
To: [Schwartz,Robert C](#)
Subject: RE: MFCT programs and CACREP
Date: Wednesday, April 05, 2017 7:48:00 PM

Call me at 9:30 Rob, I have an early meeting with the President.

From: Schwartz,Robert C
Sent: Wednesday, April 05, 2017 4:21 PM
To: Ramsier,Rex D <rex@uakron.edu>
Subject: FW: MFCT programs and CACREP
Importance: High

Rex,

Private....

Karin was in the office all day again today, she met with MFT faculty and CP faculty privately, and this afternoon the email below was sent, shortened along with a list of questions about the MFT accreditations. This "decision" was made without consulting with other CACREP faculty as previously agreed to by MFT faculty, and will have major negative implications for all accreditations department-wide.

Can we speak on the phone ASAP as I have other information to share. I am available Thursday from 7am-10am.

Rob

From: "Patton,Rikki A" <rpatton@uakron.edu>
Date: Wednesday, April 5, 2017 at 2:15 PM
To: Robert Schwartz <rcs@uakron.edu>, "Sangganjanavanich,Varunee Faii" <vs45@uakron.edu>, "Owens,Delila" <dowens1@uakron.edu>, "Teffeller,David H" <dht4@zips.uakron.edu>
Cc: "Queener,John E" <queener@uakron.edu>, "ingrid.weigold.de" <ingrid@weigold.de>, "Gregor,Margo A" <mgregor@uakron.edu>, "Boyle,Rebecca A" <rboyle@uakron.edu>
Subject: MFCT programs and CACREP

The MFCT faculty have put a lot of thought into how to respond to the CACREP report. After much deliberation, we have decided to move forward with a rejoinder for both programs. We believe this is the best approach to do right by our current students, and this is our focus. We understand this may impact the overall planning for response and we will be involved in that process. We aren't sure how to proceed and will likely lean on the more experienced CACREP faculty for guidance. We will need more time to prepare this info - we will aim on getting the response to Rob by this upcoming Monday. I hope you all understand this need for extended time (based on Rob's suggested timeline yesterday).

Rikki and David

Katafiasz, Heather

From: Queener, John E
Sent: Monday, April 10, 2017 4:24 PM
To: Patton, Rikki A; Schwartz, Robert C; Ramsier, Rex D
Cc: Katafiasz, Heather; Tefteller, David H; Sangganjanavanich, Varunee Faii; Owens, Delila; Rooks, Laurel D; Weigold, Ingrid K; Gregor, Margo A
Subject: RE: CACREP Institutional Response

Wow! This is news. Is this on the top of the agenda to be discussed on Friday?

From: Patton, Rikki A
Sent: Monday, April 10, 2017 3:04 PM
To: Schwartz, Robert C <rscs@uakron.edu>; Ramsier, Rex D <rex@uakron.edu>
Cc: Katafiasz, Heather <hkatafiasz@uakron.edu>; Tefteller, David H <dht4@zips.uakron.edu>; Sangganjanavanich, Varunee Faii <vs45@uakron.edu>; Owens, Delila <dowens1@uakron.edu>; Rooks, Laurel D <lrooks@uakron.edu>; Queener, John E <queener@uakron.edu>; Weigold, Ingrid K <weigold@uakron.edu>; Gregor, Margo A <mgregor@uakron.edu>
Subject: Re: CACREP Institutional Response

Hi Rob (et al.),

David and I prepared the response for both MFCT programs but it sounds like you will not need it as of now. I will have it available if needed.

This decision will have a significant impact on students in both MFCT programs. David and I will work on an outline of impact so that we can talk through the ramifications as a School of Counseling faculty. We are sure to need much support and guidance.

Best,
Rikki

Rikki A. Patton, PhD, MFT
Assistant Professor
Program Director/Coordinator
Marriage and Family Counseling/Therapy Doctoral Track
School of Counseling
College of Health Professions
The University of Akron
Akron, OH 44325
330-972-8158

From: Schwartz, Robert C
Sent: Monday, April 10, 2017 6:51:16 AM
To: Ramsier, Rex D
Cc: Patton, Rikki A; Katafiasz, Heather; Tefteller, David H; Sangganjanavanich, Varunee Faii; Owens, Delila; Rooks, Laurel D
Subject: Re: CACREP Institutional Response

Rex,

Thanks for your quick reply so we can meet accreditation deadlines for the institutional response. I am in the process of finalizing the first draft now.

To clarify for myself when submitting the report, and for faculty more broadly, is the institutional response only to include clinical mental health counseling, school counseling, and counselor education (CACREP-only programs) but not MFT because the institution won't support CACREP reaccreditation? The MFT programs will maintain only COAMFTE accreditation, developing a 'teach out plan' for current MFT students so they can graduate as soon as possible??

Thanks for your help.

Rob

Dr. Robert C. Schwartz

Professor, Health Professions (Counselor Education & Supervision)

Program/Clinical Coordinator, Clinical Mental Health Counseling Program

The University of Akron

College of Health Professions

School of Counseling

302 Buchtel Common

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Phone: 330-972-8155

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Email: rcs@uakron.edu

Google Scholar Journal Citation Summary:

<http://bit.ly/2fkUGre>

Professional Homepage:

<http://bit.ly/2f0Hoxb>



The University of Akron

College of Health Professions

School of Counseling

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From: "Ramsier,Rex D" <rex@uakron.edu>
Date: Monday, April 10, 2017 at 6:33 AM
To: Robert Schwartz <rcs@uakron.edu>
Cc: "Patton,Rikki A" <rpatton@uakron.edu>, "Katafiasz,Heather" <hkatafiasz@uakron.edu>, "Teffeller,David H" <dht4@zips.uakron.edu>, "Sangganjanavanich,Varunee Faii" <vs45@uakron.edu>, "Owens,Delila" <dowens1@uakron.edu>, "Rooks,Laurel D" <lrooks@uakron.edu>
Subject: RE: CACREP Institutional Response

Rob,

Having independent submissions goes to the heart of the matter. Based on what I heard and saw from the site visit, I will not support the dual accreditation response, as accreditation is an institutional commitment and responsibility. We can no longer meet the needs of both accreditors, so COAMFTE will have to stand apart from CACREP. I want to see a plan that accomplishes this but holds current students harmless (i.e. a teach out plan). Students new to the program would be given an option of a MFT or a CACREP program, ones near completion need taught out quickly.

Rex

From: Schwartz,Robert C
Sent: Monday, April 10, 2017 6:11 AM
To: Ramsier,Rex D <rex@uakron.edu>
Cc: Patton,Rikki A <rpatton@uakron.edu>; Katafiasz,Heather <hkatafiasz@uakron.edu>; Teffeller,David H

PRR17-08-11-60 000391

<dht4@zips.uakron.edu>; Sangganjanavanich,Varunee Faii <vs45@uakron.edu>; Owens,Delila <dowens1@uakron.edu>; Rooks,Laurel D <lrooks@uakron.edu>

Subject: CACREP Institutional Response

Rex,

All programs have voiced an intention to independently submit an institutional response to CACREP related to prior Board feedback and the recent site visit report/recommendations:

- MFT master's and doctorate (seeking dual COAMFTE and CACREP)
- Clinical mental health counseling master's (CACREP only)
- School counseling master's (CACREP only)
- Counselor education doctorate (CACREP only)

We are aware that all accreditation reports/applications must be pre-approved by OAA. The proposed timeline is below for your review. BUF in the programs listed above are copied here. Please let us know if this proposal is acceptable.

- I will email the institutional response draft to faculty by Thursday 4/13 (or sooner if possible).
- Program coordinators will provide me with a track changes version of any final revisions by Monday 4/17.
- I will email OAA the finalized draft for review Wednesday 4/19 (or sooner if possible).
- I will priority mail the approved institutional response Friday 4/21.
- The mailed response is due in the CACREP office by Monday 4/24.

Thanks for your feedback about how to proceed as we finalize the institutional response.

Rob

Dr. Robert C. Schwartz
Email: rcs@uakron.edu
Phone: 330-972-8155

Professor, Health Professions (Counselor Education & Supervision)
Program/Clinical Coordinator, Clinical Mental Health Counseling Program

The University of Akron
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School of Counseling
302 Buchtel Common
Akron OH 44325-5007

Google Scholar Journal

Citations: http://scholar.google.com/citations?hl=en&user=Sjpkhg0AAAAJ&view_op=list_works&pagesize=100

Professional Homepage: <http://www.uakron.edu/soc/faculty/schwartz.dot>

From: [Wilson,Matthew J](#)
To: [Campbell,Scott M](#)
Subject: FW: Counseling curriculum question
Date: Monday, August 14, 2017 2:59:35 PM

On 5/8/17, 12:29 PM, "Cole, Kimberly M" <kmorgan@uakron.edu> wrote:

>Thank you. I appreciate the detail.

>

>Kim Cole

>VP Development

>The University of Akron

>

>> On May 8, 2017, at 12:27 PM, Ramsier,Rex D <rex@uakron.edu> wrote:

>>

>> These programs are not being discontinued. They are moving to sole accreditation by COAMFTE and relinquishing CACREP accreditation. The latter is a result of a CACREP visit which found the programs did not meet the overarching standard that students in the program had a clear identity with CACREP. By the way, ours is the last program in the nation to stop trying to maintain two accreditations simultaneously.

>>

>> Rex

>>

>>

>>

>>

>>

>> Rex D. Ramsier

>> Sr. VP and Provost

>> The University of Akron

>>

>>

>> -----Original Message-----

>> From: Cole, Kimberly M

>> Sent: Monday, May 08, 2017 11:34 AM

>> To: Ramsier,Rex D <rex@uakron.edu>; Wilson,Matthew J <mjwilson@uakron.edu>

>> Subject: Counseling curriculum question

>>

>> Rex and Matt,

>>

>> One of my development officers had a call recently with alumnus, former part-time faculty member and donor Alisa Bartley (alumnus and supporter of the counseling program). She's been told by some other source – I don't know who but it's probably other faculty – that the MA and PhD program in Marriage and Family Therapy are being discontinued. I'd like to be able to share with her what's going on with those programs if anything. Can you fill me in?

>>

>> Kim Cole

>> VP Development

>> The University of Akron

From: [Wilson,Matthew J](#)
To: [Campbell,Scott M](#)
Subject: FW: FYI
Date: Monday, August 14, 2017 2:57:15 PM
Attachments: [image001.png](#)
[image002.png](#)

From: "Ramsier,Rex D" <rex@uakron.edu>
Date: Friday, April 14, 2017 at 6:00 AM
To: "Wilson,Matthew J" <mjwilson@uakron.edu>
Subject: RE: FYI

Point her to me.

Rex D. Ramsier
Sr. VP and Provost
The University of Akron

From: Wilson,Matthew J
Sent: Thursday, April 13, 2017 10:23 PM
To: Ramsier,Rex D <rex@uakron.edu>
Subject: FYI

Response ...

From: Sharon Apel Bursky <sharon2183@gmail.com>
Date: Thursday, April 13, 2017 at 8:25 PM
To: "Wilson,Matthew J" <mjwilson@uakron.edu>
Subject: Re: Department of Counseling- An Alumni request

Dear President Wilson:

Thank you for your prompt reply, I appreciate your time and concern. I also appreciate your explanations regarding the accreditation situation.

Yes, we are the only program that is dually accredited and I believe that is one of the greatest assets of our program. There are several historical reasons why dual accreditation was needed in the past (e.g. licensure in the state of Ohio); however, I feel that this has evolved into becoming part of our identity. Our curriculum has focused on integrating both CACREP and COAMFTE requirements and our clinical training is to provide mental health services to individuals and families/couples. Majority of our students get licensed first as PC (practicing counselor) and then as a MFT (marriage and family therapist), and holding these licenses

become a part of their identity. If accreditation is lost, our students will no longer be able to hold the PC license, and this could greatly impact them. In addition, I would be concerned how this would affect their counselor identity.

In addition to the master's level license concern, I believe there is an even greater concern for PhD students who have selected this program based on dual accreditation. The requirement to be a full time professor in counseling requires a PhD in Counselor Education and Supervision from an accredited institution. As I am sure you know, the doctoral journey is long and strenuous. I cannot imagine how concerning this accreditation issue is for students who are in the program with hopes of being eligible to be a counselor educator from an accredited institution. Although we have successfully been approved for COAMFTE accreditation, CACREP accreditation is also needed to be a counselor educator.

Personally, I chose the University of Akron for several reasons; however, the largest reason why I chose the program was for it's dual accreditation. After interviewing and being accepted into other PhD programs, I felt that the dual accreditation would allow me to practice with more expertise as a clinician and to have more knowledge in the field of counseling to teach in counselor education programs. I cannot tell you how prepared I feel working in my field from the education and experience I received in our program at The University of Akron.

I appreciate your willingness to communicate with me about this issue. Getting a personal response from you really means so much. I hope we can continue this dialogue and that I can help advocate for the current and future students because I believe in our program.

Sincerely,
Sharon

On Thu, Apr 13, 2017 at 8:38 AM, Wilson,Matthew J <mjwilson@uakron.edu> wrote:

Dear Sharon:

Thank you for reaching out. I sincerely appreciate your kind words and encouragement.

In terms of your concern, this is an academic matter being handled by the Provost. It is my understanding that the program (1) will continue to be accredited,(2) politics are not endangering the program, and (3) there have been in-depth discussions with CACREP. I believe that the program is the only one left in the country that has two different accreditations. Because of the differing requirements, this complicates administration and delivery of the program.

I would surely hope that we have fantastic students and an amazing clinic that serves the community. It encourages me to hear your assessment. At the same time, I don't see how focusing on only one accreditation organization would be detrimental to the education of our students, the learning climate at UA, career prospects, or our community outreach. If you have thoughts otherwise, I would be happy to hear more.

I am very grateful for your time and concern.

Respectfully,

Matt

Matthew Wilson | President and Professor of Law
The University of Akron
Akron, OH 44325-4702
Work: [330.972.7869](tel:330.972.7869)
Cell: [330.414.0916](tel:330.414.0916)
E-mail: mjwilson@uakron.edu
Webpage: uakron.edu/president



MDMF_email tag (003)



From: Sharon Apel Bursky <sharon2183@gmail.com>
Date: Thursday, April 13, 2017 at 7:35 AM
To: "Wilson, Matthew J" <mjwilson@uakron.edu>
Subject: Department of Counseling- An Alumni request

Dear President Wilson,

First, I want to thank you for such an amazing commencement last summer. I thought your speech was invigorating and uplifting. I remember thinking, he is perfect for our University's president. My name is Sharon Apel Bursky, I am a 2016 graduate from The University of Akron from the department of counseling. I earned my PhD in Counselor Education and Supervision with a specialty in Marriage and Family Therapy. I work as a therapist in a large private practice group in Cleveland, OH and teach as an adjunct instructor at both The University of Akron and John Carroll University. Earning this degree has been my largest accomplishment.

As I am sure you aware, our program at the University of Akron is going through some very disturbing transitions. We have lost our accreditation for CACREP (Council for Accreditation for Counseling and Related Fields). This accrediting body simply asked we resubmit some forms in order to not lose our accreditation and the provost will not allow us to. From an "outsiders" perspective, it saddens me that a program will lose its dual accreditation and potential future success based on politics. This amazing, life changing program will lose accreditation over opinions, egos, and past political interdepartmental issues. Please help this program fight for their ability to do something as simple as resubmit their accreditation forms. Please be an example to this University and department that politics of individuals do not dictate

the learning climate or future of our students. Please take the time to meet our fantastic students, walk through our amazing clinic where we serve members of the community for their mental health needs.

In your commencement speech you spoke about the importance of alumni to our University. This is my attempt to serve as an advocate and an alumni for the department of counseling. I would very much like to meet with you to discuss this further if your time allows.

I thank you for taking the time to read this email. I hope you will consider my request.

Sincerely,

--

Sharon Apel Bursky, PhD, IMFT
Psychological & Behavioral Consultants

*"People will forget what you said, People will forget what you did,
But people will never forget the way you make them feel".
- Maya Angelou*

--

Sharon Apel Bursky, PhD, IMFT
Psychological & Behavioral Consultants

*"People will forget what you said, People will forget what you did,
But people will never forget the way you make them feel".
- Maya Angelou*

From: David Moran <dmoran@cacrep.org>
Date: Tuesday, April 11, 2017 at 11:15 AM
To: "Schwartz,Robert C" <rsc@uakron.edu>, "lbarnes@cacrep.org" <lbarnes@cacrep.org>
Cc: Yvette Pena <ypena@cacrep.org>
Subject: RE: Univ Of Akron CACREP Request - Time Sensitive

Good morning Rob,

Thank you for your patience in getting a response back to you.

However, we also read elsewhere that if a program withdraws from accreditation CACREP allows a 6 month window offered for current students to graduate?

If a program is seeking to withdraw its accredited status and there are students the program would like to have considered graduates of an accredited program beyond the expiration date (i.e., August 31, 2017), the program may make a request to the Board. The request must include a rationale for this request, the program specialty area, a date of graduation and the names of the students who are graduating. I would suggest to include the request and pertinent information along with the programs' Institutional Response due April 24, 2017. If the program needs more time to gather all of the necessary information then the program has until June 1, 2017 to submit the request. This deadline is in place to ensure the request will be included on the agenda for the Board meeting as per Policy #2.d Materials Due for Board Decisions.

1 If a program withdraws when must they mail CACREP an official letter by (July)? The program can submit a letter indicating its desire to withdraw the accredited status of a program at any time prior to the Board meeting (July 13-15, 2017). The Board does not need to make a decision on such a notice, but staff will need to be informed to ensure our records and databases reflect the correct information. The withdrawal of accredited

status is applicable to the program's current expiration date (August 31, 2017). This notice must be submitted on university letterhead and signed by an administrator (e.g., dept. chair, dean).

2. If a program waited until beginning-July to officially withdraw, will students have 6 months thereafter (until end-Fall semester) to graduate from a CACREP accredited program?

Again, the withdrawal of accredited status is applicable to the program's current expiration date. Hence, the option for the program to make a special request of the Board for students completing the program beyond the current expiration date. Please be sure to submit this request on university letterhead and signed by an administrator (e.g., dept. chair, dean)

If you have any further questions please do not hesitate to contact me at the office.

Cordially,

David Moran, M.S.

Assistant Director of Accreditation

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

phone: 703.535.5990

fax: 703.739.6209

email: dmoran@cacrep.org

web: www.cacrep.org

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4/17/17

Dear MFC/T Doctoral and Master's Students:

In light of recent developments, we the core faculty recognize that many of you are concerned with different information that is floating around regarding accreditation, as well as the general health of the programs. Many of you have had the opportunity to discuss this to varying degrees individually and/or collectively with faculty or in class settings. We felt it necessary to make sure that everyone is made aware of what is going on at this point, and to encourage everyone to be as patient as they can and let the process carry out.

Additionally, we would kindly ask that any and all students who have reached out directly to higher-level administrators at the university, or to other entities such as CACREP or the state licensing board, please cease doing so at this point. While we certainly appreciate your passion and advocacy for yourselves and the program, it is important that you allow us to continue working and advocating on your behalf from this point on to do what is best for all of you. Please direct any and all concerns or questions to your core faculty from now on.

We have had recent meetings, and others are scheduled, to discuss all of our best options for 1) the programs' long-term vitality, and 2) our current students' success; rest assured that number 2 is of paramount importance to all of us. This includes us working collaboratively with CACREP, the state licensing board, school administration, and all faculty in the School of Counseling. Please understand that we are doing all we can to determine our best course of action, and that you will be notified as soon as more information is available and specific plans are made.

As always, we appreciate the amazing students that you are, and look forward to continued work with you along your professional journey. Again, we will let you know more as we know more, but as difficult as it is for the time being, please sit tight and let us and other university leaders figure out how to best handle the situation.

Thank you,

School of Counseling faculty

School of Counseling
College of Health Professions
Akron, OH 44325-5007
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EXHIBIT 13



TO: School of Counseling Master's and Doctoral Students
FROM: School of Counseling Faculty
RE: CACREP Reaccreditation Update
DATE: April 28, 2017

The CACREP reaccreditation process is a lengthy and effortful one that involves many stakeholders (e.g., faculty, students, alumni, administrators, and site supervisors). The School of Counseling preparation process began in 2012. A self-study was prepared independently by each program, submitted to the CACREP Board in late 2014. CACREP Board feedback was received and each program independently had the opportunity to submit an addendum with clarifications and additional evidence. Additional CACREP Board feedback was then received, and each program independently had the opportunity to submit a second addendum with additional clarifications and evidence. Finally, four counselor education faculty members from other universities conducted an on-site visit from February 27 to March 1, 2017 to evaluate whether each program satisfied CACREP standards beyond the CACREP Board's own assessments. On March 16, 2017 the on-site visitors' report outlining global conclusions and specific recommendations for each separate program was forwarded to faculty and university administration.

A summary of each program's outcomes are below:

- **Clinical Mental Health Counseling Master's Program, School Counseling Master's Program, Counselor Education Doctoral Track**

Positive feedback was shared about the program's structure and faculty, as well as meeting CACREP standards. On-site visitors had suggestions for improvement related to program-wide assessment procedures, and clarification related to certain courses. An institutional response was forwarded to the CACREP Board April 20, 2017 in order to follow up on the areas highlighted. Program faculty are confident that the institutional

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EXHIBIT 14



response will remedy outstanding questions, and CACREP reaccreditation will be approved.

- **Marriage & Family Counseling/Therapy Master's Program, Marriage & Family Counseling/Therapy Doctoral Track**

The CACREP Board and on-site visitors had suggestions for improvement related to program-wide assessment procedures. More importantly, feedback highlighted difficulties maintaining dual CACREP and COAMFTE accreditation. Specifically, both the CACREP Board and on-site visitors' evaluations concluded that both MFCT programs displayed issues related to meeting core aspects of counselor identity. This critical and all-encompassing CACREP standard includes, but is not limited to, student and faculty professional association affiliations, conference attendance and presentations, student/faculty publication outlets, core course offerings and content, and number of core CACREP faculty affiliated with counseling-specific licensure and leadership roles. The on-site visitor report recommended separating COAMFTE and CACREP affiliations, and focusing on a primary affiliation with MFT organizations, licensure, and overall professional identity.

Given CACREP Board and on-site visitor feedback, limited university resources, and trends in the separate and distinct professions of counseling and MFT, an institutional decision was made not to seek CACREP reaccreditation for the MFCT Master's Program or MFCT Doctoral Track.

Next steps have been considered to help ensure current students are minimally affected by this transition, and future students receive optimal benefit from a University of Akron MFCT graduate degree.

- The current CACREP accreditation will extend until August 31, 2017. All MFCT students who graduate before August 31, 2017 will graduate from a dually accredited CACREP and COAMFTE program. After August 31, 2017 CACREP accreditation will lapse and the degrees will be listed on the CACREP website as 'previously accredited.'
- School of Counseling faculty are working with the Ohio licensure board to develop a plan for grandparenting in current students seeking Licensed Professional Counselor (LPC) eligibility. The faculty are advocating on students'

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behalf to help ensure that students admitted before Fall 2017 semester (while the program was still dually CACREP and COAMFTE accredited) will have the opportunity to seek dual LPC and LMFT licensure in Ohio. The faculty will update students as this process develops.

- Current MFCT doctoral students will continue to graduate with a degree in Counselor Education & Supervision (with a MFCT emphasis), and will therefore be eligible to apply for faculty positions in CACREP-accredited counseling programs if desired. The faculty will provide more detail about doctoral degree opportunities and how to prepare for future success.
- MFCT faculty advisors will be available to discuss additional options for students' success beyond those outlined above. For example, both the MFCT master's program and doctoral track already have in place procedures for students to apply to other School of Counseling programs if desired. Related requirements and procedures can be found in each program's student handbook:

<http://www.uakron.edu/soc/masters/mft-masters/index.dot>

<http://www.uakron.edu/soc/doctoral/mft-doctoral/index.dot>

Despite this upcoming change in MFCT CACREP accreditation status, we believe the future of the MFCT degrees is bright. A newer, more streamlined, more focused curriculum with specialized and highly qualified MFT-focused faculty will ensure a highly competitive degree, COAMFTE accreditation, Ohio LMFT licensure, and most importantly successful graduates.

The faculty strongly recommend that stakeholders do not contact any outside/third parties regarding the direction of the MFCT degrees or CACREP reaccreditation. Please direct future questions about your degree, licensure and/or accreditation to your faculty advisor or program coordinator.

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Program/clinical coordinators in CACREP accredited programs thank all those who were involved in this process, and we look forward to working with you toward a successful academic and professional future.

Rikki A. Patton

Dr. Rikki Patton

MFCT Doctoral Track,
Program/Clinical Coordinator

Heather Katafiasz

Dr. Heather Katafiasz

MFCT Master's Program,
Program Coordinator

David Tefeller

Dr. David Tefeller

MFCT Master's Program,
Clinical Coordinator

Faii Sangganjanavanich

Dr. Faii Sangganjanavanich

Counselor Education Doctoral Track,
Program/Clinical Coordinator

Delila Owens

Dr. Delila Owens

School Counseling Master's Program,
Program/Clinical Coordinator

Robert Schwartz

Dr. Robert Schwartz

Clinical Mental Health Counseling Master's
Program, Program/Clinical Coordinator

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MFT Doctoral Program updates

Inbox x

**Patton, Rikki A** <rpatton@uakron.edu>

7/10/17



to Eman, Eman, me, Natasha, Dawn

Hi all,
I can't believe we are less than two months away from you beginning your first year in the MFCT PhD program. The MFT faculty are excited to begin working with you all.

While you might have heard already, there have been some transitions within the program since your admission and I would like to fill you in on those. We will be transitioning to a pure MFT program and our CACREP accreditation will lapse this August. This will allow us to really focus in on our MFT identity. We will also begin making some curriculum changes, although these changes shouldn't have an impact on your studies. Just wanted to keep you in the loop. Please let me know if you have questions about this stuff.

More information about orientation will be sent out in the coming weeks. Let me know if you have any questions as we get closer to Fall term and, again, welcome!

Best,
Dr. Patton

Rikki A. Patton, PhD, MFT
Assistant Professor
Program Director/Coordinator
Marriage and Family Counseling/Therapy Doctoral Track
School of Counseling
College of Health Professions
The University of Akron
Akron, OH 44325
330-972-8158

From: [Ramsier, Rex D](#)
To: [Robert Schwartz](#)
Subject: FW: More Fwd: Counseling MFT Program Reaccreditation
Date: Saturday, April 15, 2017 6:09:00 PM

Rob,

The students need to be told that a memo from all of us is coming and they need to stand down.

Rex

From: Richard Dawson [REDACTED] >
Date: April 15, 2017 at 2:52:48 PM MDT
To: "Wilson, Matthew J" <mjwilson@uakron.edu>
Cc: ProvostMail <ProvostMail@uakron.edu>, "Ramsier, Rex D" <rex@uakron.edu>
Subject: Re: Counseling MFT Program Reaccreditation

Dear President Wilson,

I very much appreciate your prompt response and the interest that you and the Provost share with the counseling-MFT students in this important matter. The students have been in contact with the Provost's office as well, and look forward to working with Dr. Ramsier as we progress.

We will collect the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board licensure requirements that restrict sitting for a professional counseling license to those who graduate from a CACREP-accredited program, and will collect the CACREP teaching standards that limit CACREP counseling programs to be taught by those with a CACREP-accredited PhD, and get them to you and the Provost as soon as possible.

Again, your concern and prompt attention is much appreciated. Our students are considerably worried about losing our accreditation, and feel as though we were sold one product, and may now receive something significantly different without any recourse. There are numerous stand-alone CACREP-counseling and COAMFTE-MFT programs, however we chose The University of Akron because its program was unique. The appeal and strength of our program was the ability to gain dual-licensure, and to receive a comprehensive education encompassing both individual (counseling) and relational (MFT) dimensions.

Most of the counseling students understand that times are changing, and that dually-accredited programs may be less favorable to accreditation bodies and schools moving forward. That said, we strongly feel this issue must be addressed by the university such that current students of this program can still graduate with

From: Ramsier,Rex D
To: [Schwartz,Robert C](#)
Subject: RE: MFT Student Communication
Date: Monday, April 17, 2017 6:04:00 AM

thanks

Rex D. Ramsier
Sr. VP and Provost
The University of Akron

From: Schwartz,Robert C
Sent: Sunday, April 16, 2017 9:30 AM
To: Ramsier,Rex D <rex@uakron.edu>
Subject: Fwd: MFT Student Communication

FYI just sent this to mft faculty to help take UA admin out and force action asap...trying to give them some ownership of their own programs/students with my/other faculty support.

Begin forwarded message:

From: rca@uakron.edu
Date: April 16, 2017 at 9:27:08 AM EDT
To: Rikki A Patton <rpatton@uakron.edu>, Heather Katafiasz <hkatafiasz@uakron.edu>, David H Tefteller <dht4@zips.uakron.edu>
Subject: MFT Student Communication

Hi. It seems that mft students continue to directly contact UA administration about questions/concerns related to accreditation/licensure, even after the last dept meeting.

As we discussed at the dept meeting the faculty are expected to step in immediately and: (1) request mft students do not contact anyone outside the school of counseling (UA admin, licensure board, cacrep); (2) draft a mft student memo explaining the situation and that faculty will be advocating for benefits of their degree taking all options into account (e.g., future licensure options have nothing to do with UA admin, and we agreed to work first through the licensure board, then cacrep if needed); (3) after #1-2 we should consider a broader school-wide memo providing a cacrep update for all programs so we can stop rumors and share a much needed summary of the cacrep outcome to this point.

I'm only copying mft here because the most immediate issue relates to those students.

We need to resolve this asap or there is a risk that more internal issues will be created that may, on the contrary, negatively impact students.

One thought is to send an email to mft students (masters and doc) explains we're aware of their concerns given recent cacrep feedback, faculty have discussed options, specific steps have been agreed to in order to help ensure the benefits of their degree, we strongly request no student contact UA administration or any outside body (licensure board of cacrep) so the faculty can take official steps on their behalf, and an official memo will be forwarded soon with more details.

Thoughts on how to move forward asap?

Rob

Dr. Robert C. Schwartz

Professor, Health Professions (Counselor Education & Supervision)
Program/Clinical Coordinator, Clinical Mental Health Counseling Program

The University of Akron
College of Health Professions
School of Counseling
302 Buchtel Common
Akron OH 44325-5007

Phone: 330-972-8155
Email: rcs@uakron.edu

From: [Wilson,Matthew J](#)
To: [Campbell,Scott M](#)
Subject: FW: Request for Support -- CACREP
Date: Monday, August 14, 2017 2:58:19 PM
Attachments: [image001.png](#)
[image002.png](#)

From: "Wilson,Matthew J" <mjwilson@uakron.edu>
Date: Saturday, April 15, 2017 at 9:12 AM
To: "Ramsier,Rex D" <rex@uakron.edu>
Subject: Re: Request for Support -- CACREP

Thanks on all counts

Sent from my iPhone

On Apr 15, 2017, at 6:51 AM, Ramsier,Rex D <rex@uakron.edu> wrote:

I met with the faculty yesterday and we have a plan, including communicating in writing to the students and alumni. The programs will be much better off after this is all over.

From: Wilson,Matthew J
Sent: Friday, April 14, 2017 6:32 PM
To: [REDACTED] <[REDACTED]>
Cc: Ramsier,Rex D <rex@uakron.edu>
Subject: Re: Request for Support -- CACREP

Dear [REDACTED]:

Thank you for reaching out. We appreciate you being here at The University of Akron. In terms of your concern about accreditation, this is an academic matter being handled by the Provost. I have copied him on this e-mail so that you can correspond with him. He has interacted directly with the CACREP accreditation site team.

It is my understanding that the program (1) will continue to be accredited, and (2) accreditation should not impact employment placements in academia. Although I could be mistaken, I believe that the program is the only one of a few left in the country that has two different accreditations. Also, while I am unsure, it would reason that if dual accreditation was necessary for employment purposes either inside or outside of academia, then many other universities would subscribe to

dual accreditations. Unfortunately, because of the differing requirements of different accrediting bodies, this complicates administration and delivery of the program. If you have any further information or thoughts, please do not hesitate to let me know.

I am very grateful for your time and concern. Have a great weekend.

Respectfully,

Matt Wilson

Matthew Wilson | President and Professor of Law
The University of Akron
Akron, OH 44325-4702
Work: 330.972.7869
Cell: 330.414.0916
E-mail: mjwilson@uakron.edu
Webpage: uakron.edu/president

<image001.png>

[<image002.png>](#)

From: [REDACTED] <[REDACTED]>
Date: Friday, April 14, 2017 at 4:05 PM
To: "Wilson,Matthew J" <mjwilson@uakron.edu>
Subject: Request for Support

Dear President Wilson,

I am a first year doctoral student in the Counselor Education and Supervision doctoral program on the Marriage and Family Counseling/Therapy track. My ultimate career goal is to achieve a tenure track position in a counseling program when I graduate. I chose to complete my doctoral degree at the University of Akron because I understood that the dual accreditation would make me competitive in the job market when I graduate and apply for tenure track positions in graduate level counseling programs. If I graduate from a program that is solely accredited by COAMFTE, it will severely limit my options for working in academia because MFT programs are much more uncommon than counseling programs. I love the counseling field and want to train future clinicians, whether they be counselors or marriage and family therapists. I have considered switching to a CACREP accredited program to open up my options post-graduation; however, I do not feel it is right to give up on furthering my training as a well-rounded clinician who can work equally well with individuals, couples, and families in order to have options when I graduate. I decided to pursue a PhD to

expand my options as a professional, not limit them further. Please consider what the CACREP accreditation means to the students and support us as we attempt to continue with our CACREP accreditation.

Thank you for your consideration,

[REDACTED]

[REDACTED]

PhD Student- Counselor Education and Supervision, MFT Track

Delta Kappa Lambda- Social Chair

[REDACTED]

PhD Student- Counselor Education and Supervision, MFT Track

Delta Kappa Lambda- Social Chair

From: [Wilson,Matthew J](mailto:Wilson.Matthew.J)
To: [Campbell,Scott M](mailto:Campbell.Scott.M)
Subject: FW: More Fwd: Counseling MFT Program Reaccreditation
Date: Monday, August 14, 2017 2:58:31 PM

From: "Wilson,Matthew J" <mjwilson@uakron.edu>
Date: Saturday, April 15, 2017 at 5:39 PM
To: "Ramsier,Rex D" <rex@uakron.edu>
Subject: More Fwd: Counseling MFT Program Reaccreditation

Sent from my iPhone

Begin forwarded message:

From: [REDACTED] >
Date: April 15, 2017 at 2:52:48 PM MDT
To: "Wilson,Matthew J" <mjwilson@uakron.edu>
Cc: ProvostMail <ProvostMail@uakron.edu>, "Ramsier,Rex D" <rex@uakron.edu>
Subject: Re: Counseling MFT Program Reaccreditation

Dear President Wilson,

I very much appreciate your prompt response and the interest that you and the Provost share with the counseling-MFT students in this important matter. The students have been in contact with the Provost's office as well, and look forward to working with Dr. Ramsier as we progress.

We will collect the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board licensure requirements that restrict sitting for a professional counseling license to those who graduate from a CACREP-accredited program, and will collect the CACREP teaching standards that limit CACREP counseling programs to be taught by those with a CACREP-accredited PhD, and get them to you and the Provost as soon as possible.

Again, your concern and prompt attention is much appreciated. Our students are considerably worried about losing our accreditation, and feel as though we were sold one product, and may now receive something significantly different without any recourse. There are numerous stand-alone CACREP-counseling and COAMFTE-MFT programs, however we chose The University of Akron because its program was unique. The appeal and strength of our program was the ability to gain dual-licensure, and to receive a comprehensive education encompassing both individual (counseling) and relational (MFT) dimensions.

Most of the counseling students understand that times are changing, and that dually-accredited programs may be less favorable to accreditation bodies and schools moving forward. That said, we strongly feel this issue must be addressed by the university such that current students of this program can still graduate with both a CACREP and COAMFTE accreditation.

To lose this provision in the midst of our training will have profound professional and financial implications for our future ability to gain licensure, bill clients, and teach higher education; and gives the impression that the agreement we entered into with the university as a student of this program has been breached. Future students can choose between our three individually accredited programs when they apply, if that is the model we are moving toward. The university's current students did not make that choice, however, and we believe fairness dictates that accommodations be made.

Allowing the counseling students to challenge the CACREP ruling will buy us time to work out a final policy, as would negotiating a grandfather provision with CACREP and/or the state board. Another possible solution would be for the university to allow current students to graduate from both the stand-alone counseling (CACREP) and MFT (COAMFTE) programs in lieu of the current dually-accredited program. The counseling-MFT students are confident that an efficient, amicable, and mutually beneficial solution can be ratified.

We look forward to working with you and Dr. Ramsier as we progress. Thank you very much for your time and for your concern.

Respectfully,

[REDACTED]

[REDACTED]

PhD Student, Counselor Education & Supervision-MFC/T Track
The University of Akron
College of Health Professions
School of Counseling

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On Apr 14, 2017, at 6:30 PM, Wilson,Matthew J <mjwilson@uakron.edu> wrote:

[REDACTED]

PRR17-08-11-60 000373

From: "Katafiasz,Heather" <hkatafiasz@uakron.edu<mailto:hkatafiasz@uakron.edu>>
Date: Thursday, March 23, 2017 at 6:48 PM
To: Rikki Patton <rpatton@uakron.edu<mailto:rpatton@uakron.edu>>, "Teffeller,David H" <dht4@zips.uakron.edu<mailto:dht4@zips.uakron.edu>>
Subject: RE: options for CACREP

Thanks Rikki. I will definitely ask for additional suggestions.

I agree with being at a loss. It's unfortunate that the information was shared with them before we really had a chance to figure out what the options are and official decision have been made. I'm hoping next week being spring break will be a break from this stress and a time of self-care for all of us.

From: Patton,Rikki A
Sent: Thursday, March 23, 2017 6:39 PM
To: Katafiasz,Heather <hkatafiasz@uakron.edu<mailto:hkatafiasz@uakron.edu>>; Tefteller,David H <dht4@zips.uakron.edu<mailto:dht4@zips.uakron.edu>>
Subject: Re: options for CACREP

Hi Heather,

Both of these look great - thanks for doing this. I wonder if there are other options we haven't thought of. Maybe you can posit that when you send it to all BUF.

I am really at a loss on how to help these students manage their anxiety - they must feel powerless and overwhelmed. Yet, all of this is out of everyone's control and they are not benefiting themselves by ruminating in it. We can posit options once we make official decisions - until then, they need to practice those self-care strategies that we constantly remind them of.

From: "Katafiasz,Heather" <hkatafiasz@uakron.edu<mailto:hkatafiasz@uakron.edu>>
Date: Thursday, March 23, 2017 at 5:03 PM
To: "Teffeller,David H" <dht4@zips.uakron.edu<mailto:dht4@zips.uakron.edu>>, Rikki Patton <rpatton@uakron.edu<mailto:rpatton@uakron.edu>>
Subject: options for CACREP

Attached are the options we discussed today. Please let me know of any feedback.

Option 1 is the option for becoming more CACREP cohesive. Ironically, it was the option that required more time and effort, despite only being an outline, which did not seem to bode well for the work that would come from it.

As an aside, I talked to a few of the doctoral students today, who are feeling particularly stressed. I helped them see that this was not necessarily a catastrophizing moment and there were still plenty of options. It seemed to help calm them. I believe we will be doing quite a bit of this in the near future. They also expressed that they do not want to burden us with their anxiety. I reminded them that their feedback was imperative in our decision making as we walk through this process. Rick did point out that he may not be able to even obtain PC licensure without CACREP accreditation, which I hadn't thought about. It may be something that we need to think about in terms of strategizing to meet his unique needs.

Heather

Heather Katafiasz, PhD, IMFT-S, AAMFT Approved Supervisor

8/15/2017

Mail - rpatton@uakron.edu

PRR17-08-11-60 000537

Re: Summary for yesterday

David H Tefteller <dht4@zips.uakron.edu>

Fri 4/21/2017 3:05 PM

Deleted Items

To: Queener, John E <queener@uakron.edu>;

Cc: Patton, Rikki A <rpatton@uakron.edu>; Weigold, Ingrid K <weigold@uakron.edu>; Gregor, Margo A <mgregor@uakron.edu>; Schwartz, Robert C <rscs@uakron.edu>; Owens, Delilia <dowens1@uakron.edu>; Sangganjanavanich, Varunee Faii <vs45@uakron.edu>;

John,

As an update, Rikki and I asked Rex about your above question regarding legal, and he assured us that legal is already fully aware of what is going on and that he is keeping them updated and they in turn are advising, so I think we're covered on that end for now.

Thank you,

David

On Fri, Apr 21, 2017 at 9:32 AM, David H Tefteller <dht4@zips.uakron.edu> wrote:

Good question and I do not know.

On Thu, Apr 20, 2017 at 1:54 PM, Queener, John E <queener@uakron.edu> wrote:

Do we know what if any legal recourse students can take against the program/university. In essence, is it too early to get legal counsel involved to guide us what to do or not to do?

From: Patton, Rikki A

Sent: Wednesday, April 19, 2017 7:48 PM

To: Queener, John E <queener@uakron.edu>; Weigold, Ingrid K <weigold@uakron.edu>; Gregor, Margo A <mgregor@uakron.edu>; Schwartz, Robert C <rscs@uakron.edu>; Owens, Delilia <dowens1@uakron.edu>; Sangganjanavanich, Varunee Faii <vs45@uakron.edu>; Tefteller, David H <dht4@zips.uakron.edu>

Subject: Summary for yesterday

Here is the summary of what we talked about in the 'options' meeting yesterday. I want to make sure everyone is in the loop:

1. We discussed the need for a department-wide memo to notify all students and faculty on CACREP updates. Rob agreed to draft something for this. We discussed that the MFCT programs will allow accreditation to lapse so that have accreditation through August (if we withdraw, it would take effect immediately).
2. We discussed options for helping current students seek LPC licensure. Options included 1) requesting exception from the state board or 2) request extension from CACREP. We will move forward with sending a request to the state board first. Rikki agreed to draft this letter and to cover with the board director about info that we should include.
3. We discussed options for doctoral students regarding their desire to teach/find academic positions upon graduation. There are limited/no options to help students graduate from CACREP accredited program. We discussed providing students a forum to outline the opportunities moving forward (eg other route for teaching internships, buffing up CV in other ways, harnessing the MFT piece as a specialization) and will continue discussion about possible transfer to CE program if (few) students desire that route.

Those are my general notes - for those who attended, please modify if I missed something.

EXHIBIT 21

8/15/2017

Mail - rpatton@uakron.edu

PRR17-08-11-60 000538

Thanks all.

Rikki A. Patton, PhD, MFT
Assistant Professor
Program Director/Coordinator
Marriage and Family Counseling/Therapy Doctoral Track
School of Counseling
College of Health Professions
The University of Akron
Akron, OH 44325
330-972-8158

--
David Tefteller, Ph.D.
Assistant Professor of Instruction
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Department Website: <http://www.uakron.edu/soc>

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Department Website: <http://www.uakron.edu/soc>

The
University
of Akron



Peter Pattakos <peter@pattakoslaw.com>

Fw: Comps Videos

Rick Dawson <rickdawson99@hotmail.com>
To: Peter Pattakos <peter@pattakoslaw.com>

Thu, May 10, 2018 at 9:20 PM

From: Richard Dawson <rsd24@zips.uakron.edu>
Sent: Saturday, January 27, 2018 12:05 PM
To: Rick Dawson
Subject: Fwd: Comps Videos

----- Forwarded message -----

From: **Richard Dawson** <rsd24@zips.uakron.edu>
Date: Tue, Jan 16, 2018 at 7:58 PM
Subject: Comps Videos
To: Dr Heather Katafiasz <hkatafiasz@uakron.edu>, Dr Rikki Patton <rpatton@uakron.edu>

Hi Drs. K & P,

I went in to the UA Clinic again today at 8:45 am to save my prac videos for comps, however could not. I tried various computers and various browsers, eventually getting the cases and videos to open, however they were all blank. Every date for my primary and backup case numbers were checked individually, and all were blank.

We had the GAs call down to Dr. Faii to advise of the difficulty, however she was not available to assist for two hours. As I was supposed to be a internship at 9:00 am, I had to leave by 10:30 am. Zen continued to work the problem for me, and later advised it appeared my videos for both my primary case 117063 and my backup case 215081 were marked as "inherit" instead of "indefinitely" and could not be saved.

This is very puzzling to me as I had personally saved these cases "indefinitely" and had confirmed their status this past semester. The video recording system and titanium are two systems I actually feel very comfortable using after years as GA in the clinic, and am certain these were saved "indefinitely" at one point. We actually watched a 215081 session from Fall 2016 during prac last semester, Fall 2017, indicating it was saved "indefinitely" at that time.

I'm not sure if the videos' status was accidentally changed manually, or they defaulted to "inherit" if the system dumped. The video system had 9.57 free out of 11.09 TB of data as of

today, so if the original concern was lack of data space, it appears the system has already been purged, taking many videos with it.

Zen advised she would continue to work with the GAs, other students, and Dr. Faii to try and locate and save the videos today for me, but I fear they have been erased by changing their status, purging the system, or some other glitch.

Please advise how you would like me to proceed as able.

Thank you,

Rick

Richard S. Dawson, MS
PhD Student, Counselor Education & Supervision/Marriage & Family Therapy
The University of Akron
College of Health Professions
School of Counseling

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The University of Akron
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