4-6-2017

Educational Policies Committee Program Proposal, Emma Eccles Jones College of Education and Human Services, April 6, 2017

Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/fs_edpol

Recommended Citation

This Program Proposal is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Educational Policies Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.
Executive Summary
Utah State University
Certificate of Proficiency in Rehabilitation Counseling

Program Description
The Department of Special Education and Rehabilitation is proposing the development of a Certificate of Proficiency in Rehabilitation Counseling. This program will allow professionals with graduate degrees in related fields (e.g. Special Education, Social Work, Marriage and Family Therapy, Human Services) to obtain the requisite education to become a Certified Rehabilitation Counselor (CRC). Recently, the Commission on Rehabilitation Counseling Certification (CRCC) created specific qualifying requirements for professionals in related fields to obtain certification as rehabilitation counselors. CRCC requires that professionals from related fields engage in an “integrated program of study that awards a post-graduate advanced certificate or degree upon completion” from an accredited institution of higher learning. The certificate must include specific courses outlined by CRCC in the certification application. The purpose of this proposal is to organize existing courses within the Rehabilitation Counseling Master’s Degree Program into a certificate of proficiency to enable professionals from related fields to qualify for certification as rehabilitation counselors. This proposal does not require the creation of new courses, or the allocation of additional funding.

Role and Mission Fit
Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation’s premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

The proposed Certificate of Proficiency in Rehabilitation Counseling will build on the existing Rehabilitation Counseling Program at Utah State University, which is currently ranked 15th in the nation by U.S. News and World Report. It will offer an opportunity to professionals in related fields to become Certified Rehabilitation Counselors. The proposed program will deliver a recognized, high quality education program, for the purpose of training professionals in a field recognized by the Rehabilitation Services Administration as a “high priority” for professional training. Currently, shortages of rehabilitation counselors exist. The lack of rehabilitation counseling professionals is proving a challenge in providing services to individuals with disabilities in public and private non-profit settings. This effort will meet the mission of Utah State University by providing a high quality, nationally ranked education to students to prepare them to meet a significant shortage of professionals to work in communities in Utah, and across the Nation.

Faculty.

<table>
<thead>
<tr>
<th>Number of faculty with Doctoral degrees</th>
<th>Tenure</th>
<th>Contract</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Number of faculty with Master’s degrees</td>
<td>Tenure</td>
<td>Contract</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Number of faculty with Bachelor’s degrees</td>
<td>Tenure</td>
<td>Contract</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Faculty</td>
<td>Tenure</td>
<td>Contract</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Market Demand
There is an increasing need for Rehabilitation Counselors across the nation and in Utah. In 2008, there were 129,500 rehabilitation counselors nationally (Department of Labor Statistics, 2010). By 2018, the Department of labor projects a need for 154,100 rehabilitation counselors, a 19% increase over the ten-year period. This is classified as being a “faster than average growth for this field.” In Utah, there were 480 rehabilitation counselors in 2008. By 2018, the number of rehabilitation counselors is projected to grow to 620, a 29% increase over the ten-year period.

Student Demand
The proposed certificate program will meet the need for educating professionals in “related” fields to become Certified Rehabilitation Counselors. The need for a Certificate of Proficiency to accomplish this objective is recent, due to changes in the certification policies of the Commission on Rehabilitation Counselor Certification (CRCC). The Rehabilitation Counseling Program has been educating individuals with related master’s degrees prior to this change. Additionally, since the change at CRCC there have been many inquiries into the availability of this program at Utah State University. As the Rehabilitation Counseling program has a distance-education component, this program will be available to students in related fields across the nation, thus will be able to draw on a market larger than the State of Utah.

Statement of Financial Support.

- Legislative Appropriation
- Grants X
- Reallocated Funds
- Tuition dedicated to the program
- Other

Similar Programs Already Offered in the USHE
There are no other Rehabilitation Counseling programs located in Utah. Therefore, there are not any other Rehabilitation Counseling certificate of proficiency programs located in Utah.
Certificate of Proficiency in Rehabilitation Counseling  
Utah State University  
Department of Special Education and Rehabilitation

Section I: The Request

Utah State University requests approval to offer a Certificate of Proficiency in Rehabilitation Counseling effective Fall, 2011.

Section II: Program Description

Complete Program Description

The Department of Special Education and Rehabilitation is requesting approval of a Certificate of Proficiency in Rehabilitation Counseling. This program will provide professionals with graduate degrees in related fields (e.g. Special Education, Social Work, Marriage and Family Therapy, Human Services) to obtain the requisite education to become a Certified Rehabilitation Counselor (CRC). The purpose of this proposal is to organize existing courses within the current Rehabilitation Counseling Master’s Degree Program (MRC) into a certificate of proficiency to enable professionals from related fields to qualify for certification as rehabilitation counselors.

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal
- diagnosis and treatment planning
- career (vocational) counseling
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability
- case management, referral, and service coordination
- program evaluation and research
- interventions to remove environmental, employment, and attitudinal barriers
- consultation services among multiple parties and regulatory systems
- job analysis, job development, and placement services, including assistance with employment and job accommodations
- the provision of consultation about and access to rehabilitation technology

Graduates of the MRC program at Utah State University are eligible to sit for the national certification examination to obtain their Certified Rehabilitation Counselor (CRC) credential. They are also eligible to obtain their Licensed Vocational Rehabilitation Credential in the State of Utah. The Master’s in Rehabilitation Counseling program at Utah State University is accredited by the Commission on Rehabilitation Education (CORE) until 2017.

Recently, the Commission on Rehabilitation Counseling Certification (CRCC), the professional organization which offers the national Certified Rehabilitation Counselor (CRC) credential, created...
requirements for professionals in related fields to obtain certification as rehabilitation counselors. CRCC requires that professionals from related fields engage in an “integrated program of study that awards a post-graduate advanced certificate or degree upon completion” from an accredited institution of higher learning. “Related Fields” is defined by the CRCC as including Behavioral Health, Behavioral Sciences, Disability Studies, Human Relations, Human Services, Marriage and Family Therapy, Occupational Therapy, Psychology, Psychometrics, Rehabilitation, Social Work, Special Education, and Vocational Assessment / Evaluation. The proposed 18-hour certificate program will provide professionals who have graduate degrees in related fields the opportunity to obtain the requisite education to sit for the CRC exam and become a Certified Rehabilitation Counselor (CRC) without having to complete an entire additional graduate degree. The certificate must include specific courses outlined by CRCC in the certification application. The purpose of this proposal is to organize existing courses within the Rehabilitation Counseling Master’s Degree Program into a certificate of proficiency to enable professionals from related fields to qualify for the national certification as rehabilitation counselors.

Faculty in the MRC program have provided additional courses to individuals from related professions since 1994. The addition of a Certificate of Proficiency in Rehabilitation Counseling will satisfy the newly established CRCC requirement for a “post-graduate advanced certificate.” The proposed certificate program does not require the creation of new courses, or the allocation of additional funding. The proposed Certificate of Proficiency will utilize existing courses, and, since many graduate students from other fields currently take our courses as electives we anticipate that there will be little effect on class sizes.

To obtain the Certificate of Proficiency in Rehabilitation Counseling students will complete 18 graduate credit hours of existing coursework in the current Rehabilitation Counseling Masters program. The CRCC required courses are as follows:

**REH 6100 Introduction to the Profession of Rehabilitation Counseling (2 credits)**
Overview of the history, philosophy, and legal basis of rehabilitation programs; the roles of the rehabilitation counselor; and the process of rehabilitation. Also includes organizational structure of public and private rehabilitation systems; societal trends in rehabilitation; professional issues related to the role of the rehabilitation counselor; and skill development including literature use, writing, and professional organizations.

**REH 6120 Psychosocial Aspects of Disability (3 credits)**
The psychological and sociological aspects of disabilities, including the adjustment factors in living with disabilities, knowledge of community attitudes, and strategies to change these attitudes.

**REH 6150 Rehabilitation Services and Resources (3 credits)**
The integration of community resources, individual assessment information, ethical issues, development of individualized rehabilitation programs, and time and caseload management skills for persons with disabilities.

**REH 6160 Career/Vocational Issues, Job Analysis, Development and Placement for Persons with Disabilities (3 credits)**
The application of vocational and career development theories to the job placement process. Models for job placement that enhance employment outcomes for persons with disabilities will be discussed. Job analysis and job development skills will be developed.
**REH 6190 Introduction to Assessment for Persons With Disabilities (2 credits)**
Addresses vocational assessment for persons with disabilities. Includes an overview of traditional vocational assessment, but will focus on contemporary methodology developed for individuals with severe disabilities. Functional assessment and ecological assessment issues will be discussed.

**REH 6200 Theories of Counseling Applied to Persons With Disabilities (3 credits)**
Theories of counseling as they apply to persons with disabilities. Includes theories of vocational development and theories of group counseling as applied in rehabilitation settings.

**REH 6240 Ethical Decision Making In Counseling (2 credits)**
This course is primarily for students pursuing a master's degree in rehabilitation counseling. It is designed to align with the Council on Rehabilitation Education (CORE) competencies which include: Professional identify, social and cultural diversity, counselor roles in social justice, advocacy, conflict resolution, cultural self-awareness, processes of intentional and unintentional oppression and discrimination, integration of technological strategies and application, and research and program evaluation.

In the event that applicants to the Certificate of Proficiency in Rehabilitation Counseling program have completed graduate coursework in the areas above as part of their original master's degree, they will take courses from the list below to fulfill the 18 credit hours post master's requirement.

**REH 6110 Medical Aspects Of Disability (3 credits)**
Overview of basic medical information essential to understanding the vocational implications for persons with disabling conditions.

**REH 6130 Rehabilitation Counseling Skill Development (3 credits)**
Utilizes role playing of simulated interviews and rehabilitation counseling sessions to develop the basic skills necessary to function as a human service helper.

**REH 6180 Rehabilitation of Individuals With Severe Mental Illness (2 credits)**
Overview of unique problems associated with rehabilitation of persons with severe mental illness as well as the methods and models of successful rehabilitation. Included is information on the rehabilitation of persons with substance abuse issues and severe learning disabilities.

**REH 6210 Advanced Assessment (2 credits)**
Introduction to vocational evaluation principles and their application in using commercially available vocational evaluation systems. Actual practice with the systems (including integrated report writing) in the rehabilitation services clinic.

**REH 6220 Culturally Relevant Practices in Rehabilitation (3 credits)**
Investigation and analysis of the effect of cultural background in the rehabilitation counseling setting.

**REH 6230 Introduction to Research in Rehabilitation (3 credits)**
Provides introduction to research design, statistical methodology, and the interpretation of empirical studies found in rehabilitation journals.
REH 6250 Group Work (3 credits)
Introduction to theory of group counseling with illustrative experiences to show how theory may be applied.

REH 6260 Human Growth and Development (3 credits)
Overview of major developmental theories, including contributions from philosophical, personality, and learning theories. Explores epistemology, ethology, and systems theories related to human development.

Each of the courses listed here is currently offered as part of the Master’s in Rehabilitation Counseling. Therefore, no new courses will be developed and no additional resources will be required to offer the Certificate of Proficiency in Rehabilitation Counseling.

Purpose of Degree

The recent changes to the process for individuals from related fields to obtain the national Certified Rehabilitation Counselor credential is an essential development in the provision of services to adults who experience a wide range of disabilities. There is a growing shortage of qualified rehabilitation counseling professionals to provide the services that are required by individuals with disabilities in communities around the nation (Chan & Reudel, 2005). In the midst of the growing shortage, Schultz and Millington (2007) project a significant decrease in the educational capacity of graduate programs due to the aging of the profession. Creating the Certificate of Proficiency in Rehabilitation Counseling will provide the MRC program with the ability to increase the numbers of qualified professionals entering the field as the time required to complete the training process for an individual with a master's degree in a related field is less than it takes to complete an entire master’s degree program of study.

The MRC program at Utah State University is the only graduate program in Rehabilitation Counseling in the State of Utah. It is currently ranked 15th in the nation by U.S. World News and Report, and is the highest ranked program in the Rocky Mountain Region. We have both on-campus and distance education programs. The combination of on-campus and distance education programs will provide certificate program access to local students completing a Masters degree in a related field as well as students who are completing Masters degrees on USU’s regional campuses (particularly those living in rural environments), students from related fields who are completing a degree at another Utah university, and finally to students across the Rocky Mountain Region.

The expected outcome from the creation of the Certificate of Proficiency in Rehabilitation Counseling is an increase in the number of certified rehabilitation counselors entering the profession from related fields of study.

Institutional Readiness

The proposed Certificate of Proficiency in Rehabilitation Counseling utilizes current courses, and does not add to the faculty teaching responsibilities. The program currently provides instruction for individuals from related fields seeking the CRC credential. There is not an anticipated significant increase in students. The proposed program of study simply requires students currently taking a limited number of courses for credentialing purposes, and not completing the entire master’s degree program, to do so as part of an officially recognized certificate program. All of the
administrative processes for the program are in place at the departmental level, including orientation, advising, instruction, supervision in clinical practice, and program specific financial aid advising. It is anticipated that no new organizational structures will be required for the purposes of administering the proposed project. The proposed program will not have any impact on the delivery of undergraduate or lower-division education.

Faculty
As was mentioned above, the proposed program reorganizes existing courses and educational programming into a Certificate of Proficiency in Rehabilitation Counseling. Current faculty, include three tenure track faculty, 0.25 FTE Research Assistant Professor, and a full-time clinical faculty. These individuals possess the necessary credentials and work experience to provide graduate work at Utah State University. It is expected that the number of students in classes will increase slightly due to the creation of proposed certificate program. In the event that the number of students seeking the Certificate of Proficiency exceeds 20 headcount students while the number of Masters students remains stable then we will implement enrollment caps and stringent admission criteria.

Staff
There will not be any additional staff required to support the proposed program of study. The MRC program has an administrative assistant (.75 FTE), and works closely with other departmental support staff. All administrative, secretarial, clerical, instructional, and advisory functions are adequately covered under the current master’s degree program.

Library and Information Resources
As the Certificate of Proficiency in Rehabilitation Counseling is an extension of the existing master’s degree program, all of the library resources required for the proposed program are established at Utah State University. The USU Library currently has access to necessary journals, books, and media, as well as extensive services available to support distance-based students.

Admission Requirements
Individuals applying to the Certificate of Proficiency in Rehabilitation Counseling will have to meet the following criteria:
1. Possess a graduate degree in a related field. Approved related fields include Behavioral Health, Behavioral Sciences, Disability Studies, Human Relations, Human Services, Marriage and Family Therapy, Occupational Therapy, Psychology, Psychometrics, Rehabilitation, Social Work, Special Education, and Vocational Assessment / Evaluation.
2. 3.0 or higher GPA on the graduate degree in the related field
3. Submit three letters of recommendation.

Student Advisement
Upon admission into the program students will be assigned to a faculty advisor. The same policies and processes that are in place for the Master’s in Rehabilitation Counseling program will be applied to the proposed program. In addition to the faculty advisor, students have access to program support staff that assist students with registration and administrative tasks.

Justification for Graduation Standards and Number of Credits
The number of credit hours required for the Certificate of Proficiency in Rehabilitation Counseling (18 credit hours) falls within the institutional guidelines.
External Review and Accreditation
There were no consultants involved in the development of the proposed program. As the proposed program is a certificate within an existing program, it falls under the accreditation requirements of the Rehabilitation Counseling education program. The Commission on Rehabilitation Education (CORE) currently accredits the Rehabilitation Counseling program. The program was recently reaccredited in Fall of 2009, and will be reevaluated in 2017. The proposed program will not add any costs to the accreditation process.

Projected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th># of Faculty</th>
<th>Student-to-Faculty Ratio</th>
<th>Accreditation Req’d Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12 of 86 total(^1)</td>
<td>4.25</td>
<td>10.12</td>
<td>NA</td>
</tr>
<tr>
<td>2</td>
<td>14 of 88 total</td>
<td>4.25</td>
<td>10.35</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>16 of 90 total</td>
<td>4.25</td>
<td>10.59</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>18 of 92 total</td>
<td>4.25</td>
<td>10.82</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>20 of 94 total</td>
<td>4.25</td>
<td>11.06</td>
<td>NA</td>
</tr>
</tbody>
</table>

\(^1\) 12 students from related fields of 86 headcount students in the Rehabilitation Counseling program

Expansion of Existing Program
The Rehabilitation Counseling program has been enrolling individuals from related fields in graduate courses since 1994. A total of 25 individuals from related fields have completed courses at USU to become certified rehabilitation counselors. There are currently 12 individuals from related fields (of 86 total students in the program) enrolled in courses in the Rehabilitation Counseling program. The remaining 74 students currently in the program are seeking a Masters degree.

Section III: Need
Program Need
The proposed certificate program will meet the need for educating professionals from “related” fields to become Certified Rehabilitation Counselors. The need for a Certificate of Proficiency to accomplish this objective is recent, due to changes in the certification policies of the Commission on Rehabilitation Counselor Certification. The Rehabilitation Counseling Program at Utah State University has been educating individuals with related master’s degrees prior to this change. Additionally, since the change there have been many inquiries into the availability of this program at Utah State University. As the Rehabilitation Counseling program has a distance-education component, this program will be available to students across the nation, thus we will draw on a market larger than the State of Utah.

Labor Market Demand
There is an increasing need for Rehabilitation Counselors across the nation and in Utah. In 2008, there were 129,500 rehabilitation counselors nationally (Department of Labor Statistics, 2010). By 2018, the Department of labor projects a need for 154,100 rehabilitation counselors, a 19% increase over the ten-year period. This is classified as being a “faster than average growth for this field.” In Utah, there were 480 rehabilitation counselors in 2008. By 2018, the number of rehabilitation counselors is projected to grow to 620, a 29% increase over the ten-year period.
Currently, of the 86 headcount students in the USU Rehabilitation Counselor preparation program, 49 students reside in Utah and 37 students reside outside of Utah. Of the 49 students residing within Utah, 29 are distance students (2 of which are from related fields) and 20 are on-campus students. For the most part, the distance students in Utah are currently employed in rehabilitation counselor positions, and they typically remain in their current positions following graduation. In contrast, many of our on campus students leave the state following graduation. Over the last five years of 38 on-campus graduates, 17 (45%) took employment outside of Utah upon graduation. Thus, only 21 (55%) of on-campus graduates stayed in Utah to address the on-going shortage of rehabilitation counseling professionals. Based on these data, we project that current enrollments can be sustained and a surplus of rehabilitation counselors in Utah is unlikely in the foreseeable future.

**Student Demand**
Prior to the announcement by the Commission on Rehabilitation Counselor Certification (CRCC) regarding the creation of a process for individuals in related fields to obtain their certification, the Rehabilitation Counseling Program at Utah State University had approximately 25 students from related fields complete courses. There are currently 12 headcount students from related fields enrolled in the Rehabilitation Counseling program.

Since the announcement of the related fields certification process by CRCC, we have received approximately 20 inquiries regarding our ability to provide the required education for individuals from related professions to obtain their certification as rehabilitation counselors.

**Similar Programs**
There are no educational programs similar to the proposed program in Utah, or the Intermountain Region. The only other Rehabilitation Counseling programs in the Intermountain Region are located at Montana State University and the University of Northern Colorado. Neither university has a Certificate of Proficiency in Rehabilitation Counseling program to meet the educational requirements for CRCC’s newly established certification process for individuals from related fields.

**Collaboration with and Impact on Other USHE Institutions**
As Utah State University offers the only Rehabilitation Counseling program in the State of Utah, there will be no negative impact on other USHE institutions or their programs. As the proposed program is a certificate of proficiency for individuals in related fields, graduates of related programs at other USHE institutions may increase their professional preparation through the proposed program. This will have the effect of increasing the employment options for graduates of related professional programs at other USHE institutions.

**Benefits**
Utah State University and the USHE will benefit from the development of the proposed program as it contributes to the land grant mission of the university by training additional professionals to meet the needs of individuals with disabilities in the State of Utah. As is mentioned in the Labor Market Demand section of this proposal, Rehabilitation Counselors are in high demand in Utah, as well as nationally. National data indicate that the number of individuals with disabilities is increasing, and therefore the need for professionals trained specifically to work with them is increasing as well. This need is increasing significantly with the aging of the current workforce.
Additionally, the proposed program will benefit other institutions of higher learning. As this is a post-graduate certificate for professionals in related fields, it will expand the employment opportunities and influence that graduates from other universities have in the provision of services to individuals with disabilities in Utah.

**Consistency with Institutional Mission**

*Utah State University Mission Statement (2003):* The mission of Utah State University is to be one of the nation’s premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

The proposed Certificate of Proficiency in Rehabilitation Counseling will build on the existing Rehabilitation Counseling Program at Utah State University, which is currently ranked 15th in the nation by U.S. News and World Report. It will offer an opportunity to professionals in related fields to become Certified Rehabilitation Counselors. This program will deliver a recognized, high quality education program, for the purpose of training professionals in a field recognized by the Rehabilitation Services Administration as a “high priority” for professional training. Currently, shortages of rehabilitation counselors exist. This is proving a challenge in providing services to individuals with disabilities in public and private non-profit settings. This effort will meet the mission of Utah State University by providing a high quality, nationally ranked education to students to prepare them to meet a significant shortage of professionals to work in communities in Utah, and across the Nation.

**Section IV: Program and Student Assessment**

**Program Assessment**

The following are goals and assessment methods for the proposed program:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain enrollment of at least 12 graduate students in the Certificate of Proficiency program.</td>
<td>Review of enrollment numbers.</td>
</tr>
<tr>
<td>Maintain a pass rate of 80% on the national rehabilitation counselor certifying examination for students completing the proposed program.</td>
<td>Review of completion statistics provided by the Commission on Rehabilitation Counselor Certification.</td>
</tr>
<tr>
<td>Ensure that students graduating from the proposed program have the necessary skills and knowledge to practice as qualified Rehabilitation Counselors.</td>
<td>1. Assessment of abilities in the classroom as indicated by the quality of assignments, projects, and examinations. 2. Assessment of skills through supervision of practicum and internship activities.</td>
</tr>
</tbody>
</table>
Expected Standards of Performance

The following are behavioral competencies that the student will develop as a result of the instruction in the proposed program. The competencies were developed by the Commission on Rehabilitation Education (CORE), and are required as part of the accreditation process. The competencies reflect the knowledge and skills required to practice as a licensed and/or certified rehabilitation counselor. Students are evaluated during classes through examinations, assignments, and direct observation. Summative measures include the graduate pass rates on the national certifying examination, as well as supervisor evaluation in the workplace. As part of the accreditation process, the Rehabilitation Counselor education program collects information from a sample of employers who supervise graduates in their places of employment. That information is analyzed to assess the effectiveness of the education program in preparing professionals for the workplace, and the relevance of the student competencies to professional practice.

Student Competencies (CORE required competencies):

1. Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession;
2. Integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities including findings, purposes, and policies in current legislation;
3. Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings;
4. Apply in one’s practice, the laws and ethical standards affecting rehabilitation counseling in problem-solving and ethical decision-making;
5. Integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation;
6. Create a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process;
7. Apply in one’s practice, the principles of disability-related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences;
8. Educate the public and consumers regarding the rights of people with disabilities under federal and state law;
9. Articulate the differences in philosophy and the purposes of related counseling disciplines and allied health fields; and
10. Explain differences among certification, licensure, and accreditation.
11. Practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that affect adjustment and attitudes of both individuals with disabilities and professional service providers;
12. Utilize in one's practice an understanding of family systems and the impact of the family on the rehabilitation process;
13. Articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;
14. Practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;
15. Understand individuals' cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;
16. Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation;
17. Apply psychological and social theory to develop strategies for rehabilitation intervention;
18. Develop strategies for self-awareness and self-development that will support sensitivity to diversity issues;
19. Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spiritually and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and society;
20. Continuously assess self-awareness and attitudinal aspects of rehabilitation counseling;
21. Articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy; and
22. Identify and demonstrate an understanding of stereotypic views toward persons with disabilities and the negative effects of these views on successful completion of the rehabilitation process.
23. Articulate and apply career development theories and the importance of work to consumers with whom one works;
24. Conduct and utilize labor market analyses and apply labor market information to the needs of consumers in one's caseload;
25. Utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning;
26. Understand employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding in facilitating their successful employment;
27. Explore occupational alternatives and develop career plans in collaboration with the consumer;
28. Identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer's understanding of these issues;
29. Identify the consumer's need for accommodation and facilitate the use of resources to meet those needs;
30. Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate consumer placement when appropriate;
31. Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers in facilitating the consumer's successful job placement;
32. Consult with employers regarding accessibility and issues related to ADA compliance;
33. Evaluate work activities through the use of job and task analyses and utilize the evaluation in facilitating successful job placement for the consumer;
34. Assess and resolve job adjustment problems on the part of the consumer through the provision of post-employment services;
35. Develop job opportunities for consumers through employer contacts;
36. Apply strategies for consumer job placement and job retention;
37. Teach the consumer appropriate job seeking, job interviewing, and job retention skills;
38. Establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post-employment services to the consumer;
39. Facilitate consumer involvement in determining vocational goals and capabilities related to the world of work;
40. Review medical information with consumers to determine vocational implications of related functional limitations;
41. Identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement;
42. Assess the consumer’s readiness for gainful employment and assist the consumer in increasing this readiness;
43. Provide prospective employers with appropriate information regarding consumer work skills and abilities;
44. Discuss a consumer’s return to work options with the employer;
45. Use computerized systems for consumer job placement assistance;
46. Arrange for functional or skill remediation services that will result in successful consumer job placement;
47. Identify and arrange for educational and training resources that can be utilized by consumers to meet job requirements; and
48. Provide for work conditioning or work hardening strategies and resources that can be utilized by consumers in facilitating successful job placement.
49. Conduct individual counseling sessions with consumers;
50. Develop and maintain a counseling relationship with consumers;
51. Establish, in collaboration with the consumer, individual counseling goals and objectives;
52. Assist the consumer with crisis resolution;
53. Facilitate the consumer’s decision-making and personal responsibility in a manner consistent with the individual’s culture and beliefs;
54. Recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;
55. Explain the implications of assessment/evaluation results on planning and decision-making;
56. Demonstrate consultation and supervisory skills on behalf of and with the consumer;
57. Assist the consumer in developing acceptable work behavior;
58. Adjust counseling approaches or styles to meet the needs of individual consumers;
59. Terminate counseling relationships with consumers in a manner that enhances their ability to function independently;
60. Recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;
61. Interpret diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer;
62. Assist consumers in modifying their lifestyles to accommodate individual functional limitations; and
63. Assist consumers to successfully deal with situations involving conflict resolution and behavior management.
64. Determine an individual’s eligibility for rehabilitation services and/or programs;
65. Facilitate consumer involvement in evaluating the feasibility of rehabilitation or independent living objectives;
66. Utilize assessment information to determine appropriate services;
67. Assess the unique strengths, resources, and experiences of an individual including career knowledge and interests;
68. Evaluate the individual’s capabilities to engage in informed choice and to make decisions;
69. Assess an individual’s vocational or independent living skills, aptitudes, interests, and preferences;
70. Assess an individual’s need for rehabilitation engineering/technology services throughout the rehabilitation process;
71. Assess the environment and make modifications for reasonable accommodations;
72. Use behavioral observations to make inferences about work personality, characteristics, and adjustment;
73. Integrate assessment data to describe consumers’ assets, limitations, and preferences for rehabilitation planning purposes;
74. Interpret test and ecological assessment outcomes to consumers and others; and
75. Objectively evaluate the effectiveness of rehabilitation services and outcomes.
76. Provide the information, education, training, equipment, counseling, and supports that people with disabilities need in order to make effective employment and life-related decisions;
77. Evaluate the adequacy of existing information for rehabilitation planning;
78. Integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning;
79. Plan and implement a comprehensive assessment including individual, ecological, and environmental issues (e.g., personality, interest, interpersonal skills, intelligence, and related functional capabilities, educational achievements, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, employment opportunities, physical barriers, ergonomic evaluation, attitudinal factors);
80. Develop jointly with the consumer, an appropriate rehabilitation plan that utilizes personal and public resources;
81. Explain insurance claims processing and professional responsibilities in workers’ compensation and disability benefits systems;
82. Identify and plan for the provision of independent living services with consumers;
83. Establish working relationships and determine mutual responsibilities with other service providers involved with the individual and/or the family, or consumer’s advocate, including provision of consumer involvement and choice;
84. Develop a knowledge base of community resources and refer individuals, when appropriate;
85. Assist individuals in identifying areas of personal responsibility that will facilitate the rehabilitation process and maximize their vocational rehabilitation potential (e.g., potential fiscal resources to obtain needed services);
86. Serve as a consultant to other community agencies to advocate for the integration and inclusion of individuals with disabilities within the community;
87. Market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public;
88. Identify and plan for the appropriate use of assistive technology including computer-related resources;
89. Educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation;

90. Demonstrate the knowledge of treatment and rehabilitation approaches for substance abuse;

91. Demonstrate the knowledge of treatment and rehabilitation approaches for consumers with psychiatric disabilities;

92. Demonstrate knowledge of transition from school to work;

93. Perform appropriate case documentation;

94. Apply disability-related policy and legislation to daily rehabilitation practice; and

95. Utilize resources and consult with other qualified professionals to assist in the effective delivery of service.

Section V: Finance

Budget

Utah State University

<table>
<thead>
<tr>
<th>Financial Analysis Form for Rehabilitation Counseling</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected FTE Enrollment</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
</tr>
<tr>
<td>Cost per FTE²</td>
<td>10,467</td>
<td>10,467</td>
<td>10,467</td>
<td>10,467</td>
<td>10,467</td>
</tr>
<tr>
<td>Student/Faculty Ratio</td>
<td>10.12</td>
<td>10.35</td>
<td>10.59</td>
<td>10.82</td>
<td>11.06</td>
</tr>
<tr>
<td>Projected Headcount</td>
<td>86</td>
<td>88</td>
<td>90</td>
<td>92</td>
<td>94</td>
</tr>
</tbody>
</table>

Projected Tuition

<table>
<thead>
<tr>
<th>Gross Tuition</th>
<th>161,680</th>
<th>165,440</th>
<th>169,200</th>
<th>172,960</th>
<th>176,720</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition to Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Year Budget Projection

<table>
<thead>
<tr>
<th>Expense</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>60,764</td>
<td>60,764</td>
<td>60,764</td>
<td>34,722</td>
<td>34,722</td>
</tr>
<tr>
<td>Benefits</td>
<td>26,736</td>
<td>26,736</td>
<td>26,736</td>
<td>15,278</td>
<td>15,278</td>
</tr>
<tr>
<td>Total Personnel</td>
<td>87,500</td>
<td>87,500</td>
<td>87,500</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Current Expense</td>
<td>358,795</td>
<td>262,500</td>
<td>262,500</td>
<td>150,000</td>
<td>150,000</td>
</tr>
<tr>
<td>Travel</td>
<td>Capital</td>
<td>Library Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>446,295</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>350,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>350,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>200,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>200,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Revenue

- Legislative Appropriation
- Grants & Contracts
- Donations
- Reallocation
- Tuition to Program
- Fees

<table>
<thead>
<tr>
<th>Total Revenue</th>
<th>446,295</th>
<th>350,000</th>
<th>350,000</th>
<th>200,000</th>
<th>200,000</th>
</tr>
</thead>
</table>

### Difference

<table>
<thead>
<tr>
<th>Revenue - Expenses</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

### Comments

1. The Financial Analysis was developed with Joe Vande-Merwe, Associate Director, Budget and Planning Office.
2. 2009-10 E&G Special Education & Rehabilitation average masters cost per FTE. Source: USU 2009-10 Department Profile.
3. The Grants and Contracts are personnel preparation grants that provide student support (e.g., tuition, books, and stipends) and some administrative support. The data presented show current amounts (Year 1) and, assuming new grants are not funded, a decrease in grant funds over the five year period (years 2 – 5). It is important to note that the Rehabilitation Counseling faculty have obtained continuous federal grant support for 15 years. Thus, data presented in the table represent a worse case scenario. State and federal law requires that rehabilitation counselors obtain certification. If funding for the current grant programs was discontinued, individuals hired by rehabilitation agencies will still be required to obtain certification and payment for that certification will fall to the rehabilitation agency or the student. In the past, when federal funds have not been available public and private rehabilitation agencies have paid the tuition for individuals to complete the required coursework.

### Funding Sources

No new funds are required to add the proposed certificate program to the existing Masters program. Currently, the program and faculty are supported through RCDE tuition return to the Department of Special Education and Rehabilitation. Faculty include three tenured or tenure track faculty, and .25 FTE of another faculty and a clinical faculty supported on RCDE tuition returns and Rehabilitation Services Administration (RSA) grants and contracts. The graduate student faculty ratio for the program is approximately 11 to 1. This is less than the average student faculty ratio of 17.7:1 at public institutions of higher education (NCES, 2009) and comparable to other WAC schools where the average graduate student/faculty ratios range from 8:1 at the University of Nevada – Reno to 17:1 at California State University Fresno. Students in the current program
include 55 headcount distance masters students, 19 headcount on-campus Masters students and 12 headcount students who would be eligible for the proposed certificate. These are all working professionals, most of whom take no more than 6 credit hours per semester. For the purposes of the financial analysis we count each student as .5 FTE. It is anticipated that the large majority of individuals enrolling in the proposed program will participate in the distance-based rehabilitation counselor education program. The number of students participating in the masters program has ranged from 73 to 97 over the previous 5 years. We anticipate that the number of Masters students in the program will vary in a similar range in the next 5 years and that those participating in the certificate program will increase by 2 students per year. Overall, the certificate program will be allowed to grow to 20 headcount students. If the number of students applying to the program exceeds 20 headcount students then we will implement enrollment caps and stringent admission criteria.

Currently, Masters students and those who are eligible for the proposed certificate are supported on four RSA (Rehabilitation Services Administration) grants. The department has had one or more of these grants for more than 15 years. The current grants provide $358,795 in student support and $87,500 in program administrative support in the current year. This support decreases as grants end as indicated in the financial table, however it is likely that we will write a new grant when a current grant ends.

Reallocation
No internal reallocation of resources is anticipated.

Impact on Existing Budgets
The proposed certificate of proficiency will not affect current base budgets or other programs within the Department or the University.
## Appendix A: Program Curriculum

### All Program Courses

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REH 6100</td>
<td>Introduction to the Profession of Rehabilitation Counseling</td>
<td>2</td>
</tr>
<tr>
<td>REH 6120</td>
<td>Psychosocial Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>REH 6150</td>
<td>Rehabilitation Services and Resources</td>
<td>3</td>
</tr>
<tr>
<td>REH 6160</td>
<td>Career/Vocational Issues, Job Analysis, Development and Placement for Persons with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>REH 6190</td>
<td>Introduction to Assessment for Persons With Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>REH 6200</td>
<td>Theories of Counseling Applied to Persons With Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>REH 6240</td>
<td>Ethical Decision Making In Counseling</td>
<td>2</td>
</tr>
</tbody>
</table>

**Sub-Total** 18

| **Elective Courses**   |                                                                      |              |

**Sub-Total** 0

| **Track/Options (if applicable)** |                                                                      |              |

**Sub-Total** 0

**Total Number of Credits** 18

---

**New Courses to Be Added in the Next Five Years**

No new courses will be added in the next five years. This program utilizes courses that are already offered in the Rehabilitation Counseling program.
Appendix B: Program Schedule

All of the courses in the Rehabilitation Counseling program are offered on a yearly basis. Each course is offered the same semester every year. As there are no prerequisite courses for those courses required in the proposed program, students may register for as many courses each semester as they desire.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REH 6100 Introduction to the Profession of Rehabilitation Counseling</td>
<td>2</td>
</tr>
<tr>
<td>REH 6190 Introduction to Assessment for Persons With Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>REH 6200 Theories of Counseling Applied to Persons With Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>REH 6240 Ethical Decision Making In Counseling</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REH 6120 Psychosocial Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>REH 6150 Rehabilitation Services and Resources</td>
<td>3</td>
</tr>
<tr>
<td>REH 6160 Career/Vocational Issues, Job Analysis, Development and Placement for Persons with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix C: Faculty

Dr. Jared Schultz is a tenure-track faculty member in the Department of Special Education and Rehabilitation, and is the Director of the Rehabilitation Counseling program at Utah State University. Dr. Schultz graduated from the University of Northern Colorado with his doctorate in rehabilitation counseling, currently teaches in both the on-campus and distance Master’s rehabilitation counseling programs, and is the coordinator for the Rehabilitation Counseling Specialization in the Disability Disciplines Doctoral Program. Prior to coming to Utah State University he was the program director of a master’s program in rehabilitation counseling (Texas Tech University), and played a prominent role in establishing that program from its inception, and achieving CORE accreditation. His area of expertise is clinical supervision and rehabilitation counselor professional identity development, and he has published in these areas.

Dr. Julie Smart is a full Professor in the Department of Special Education and Rehabilitation, and is past program director of the Master’s Rehabilitation Counseling program at Utah State University. She has a successful history of obtaining RSA Long Term Training grants for both on-campus and distance training. Dr. Smart was a Switzer scholar (National Institute on Disability and Rehabilitation Research) in 1989-1990. She has translated into Spanish and field tested two widely used rehabilitation instruments, The Acceptance of Disability Scale and The Client Satisfaction with Rehabilitation Services Scale. In addition, she has been cited by the Journal of Applied Rehabilitation Counseling as the most prolific author of articles dealing with multicultural issues in rehabilitation. Dr. Smart’s areas of specialty include: multicultural rehabilitation, the rehabilitation of Hispanics with disabilities, psychosocial aspects of disability, and rehabilitation distance education. She is also the author of a widely used textbook, Disability, Society, and the Individual. This textbook is used for undergraduate disability studies courses, master’s level psychosocial aspects of disability courses, and in some foundations of rehabilitation courses. She has written multiple book chapters and over 30 articles in refereed rehabilitation and counseling journals. She is a member of the Utah Vocational Rehabilitation Counselor Licensure Board. Dr. Smart’s vita may be found in the Vitas section.

The third tenure-track position in the Rehabilitation Counseling program at Utah State University is currently vacant. A search is in process, chaired by Dr. Jared Schultz.

Dr. Michael Millington is a Research Assistant Professor in the Department of Special Education and Rehabilitation. His appointment is .25 FTE teaching in the Rehabilitation Counseling program, and .75 FTE as the Director of the National Clearinghouse of Rehabilitation Training Materials. His doctorate is from the University of Wisconsin, Madison, in Rehabilitation Psychology. He has held academic positions at Auburn University, and Louisiana State University. He has published widely in the field of Rehabilitation Counseling, and is the editor of the Vocational Evaluation and Work Adjustment journal.

The Rehabilitation Counseling program also has one Master’s level clinical instructor on staff. Ms. Tracy Woolstenhulme received her degree from the Utah State University program in Rehabilitation Counseling. She has worked for over ten years in the field, and currently coordinates the clinical practicum and internship process for the program.
References
