

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Thursday, April 19, 2012 5:08 PM  
**To:** Brothers, Sheila C  
**Subject:** RE: final proposal items for senate coucil

2. This is a recommendation that the University Senate approve the establishment of a new post graduate certificate: Rehabilitation Counseling, in the Department of Special Education & Rehabilitation Counseling, within the College of Education.

Best,

Andrew

## **Proposal for a Post-Graduate Certificate in Rehabilitation Counseling**

Department of Special Education and Rehabilitation Counseling

Prepared by Professor Ralph M. Crystal, Ph.D., CRC, LPC and Clinical Assistant  
Professor Jackie Rogers

### **Introduction**

The Rehabilitation Counseling program in the Department of Special Education and Rehabilitation in the College of Education proposes a post-graduate certificate in rehabilitation counseling. The certificate will be housed in the Department of Special Education and Rehabilitation Counseling and administered by the rehabilitation counseling program. Professor Ralph M. Crystal who is a tenured member of the faculty with full Graduate Faculty status will serve as Director and Clinical Assistant Professor Jackie Rogers will serve as co-Director of this certificate. Dr. Rogers is an associate member of the Graduate Faculty.

This certificate was developed in response to a mandate by the Commission on Rehabilitation Counselor Certification (CRCC) to assist individuals who do not have master's degrees in rehabilitation counseling but in a related discipline to obtain certification as a rehabilitation counselor. The Commission has named this Category R and has identified individuals with the following related master's degrees as being eligible to participate and be considered to sit for the Rehabilitation Counselor Certification Examination: behavioral health, behavioral science, disability studies, human relations, human services, marriage and family therapy, occupational therapy, psychology, psychometrics, rehabilitation, social work, special education, or vocational assessment/evaluation.

Our admission criteria will include meeting the Graduate School requirements of a 2.75 undergraduate grade point average as well as program requirements of an application (we will use our master's application), three letters of reference, as well as an interview. We will consider for admission individuals with master's degrees in the areas listed previously and meeting our admission criteria. Based on CRCC requirements (Appendix A) the certificate will include an integrated program of study which includes six required core courses (18 semester hours).

No new courses are proposed. We will be using our existing master's degree courses which have already been approved for distance learning delivery. Please refer to the attached document, History of Distance Learning in the Rehabilitation Counseling Program at the University of Kentucky contained in Appendix A.

**Purpose of the Program**

Rehabilitation counselors assist individuals with physical, emotional, cognitive, and learning disabilities to maximize independence and employability in terms of personal, social, and vocational issues that result from developmental issues, illness, disease, accidents, or the stress of daily life; coordinate activities for residents of care and treatment facilities; assess client needs and design and implement rehabilitation programs that may include personal and vocational counseling, training, and job placement (ONET, 2010).

The provision of rehabilitation services originated in the 19<sup>th</sup> century with the return of World War I soldiers with disabilities, but it was not until the Rehabilitation Act of 1992 and later reinforced by the Amendments of 1998 that the importance of service delivery by “qualified vocational rehabilitation counselors” was mandated. Current federal regulations mandate that state agencies providing vocational rehabilitation services have personnel standards that are consistent with national or state approved certification of licensing requirements. Criteria for designation as a qualified vocational rehabilitation counselor includes the capacity to demonstrate knowledge and skills in rehabilitation as demonstrated by possessing a masters degree and passing a professional certification examination such as the Certified Rehabilitation Counselor (CRC) national exam administered by the Commission on Rehabilitation Counselor Certification.

Many Rehabilitation Counselors employed in state vocational rehabilitation agencies do not possess the educational background to meet the national or state approved certification guidelines. Agencies also found that a large number of the rehabilitation counselors employed in the field were planning to retire in the near future, thus increasing the shortages of qualified counselors. In addition, the increasing number of veterans injured in active duty, who require rehabilitation counseling services has increased the need for qualified rehabilitation counselors.

In 2009, the U. S. Government Accounting Office found that 54% of the federal vocational rehabilitation offices within the Veterans Administration did not have enough counselors to meet the demand (Rosenberg, 2009). The federal Rehabilitation Services Administration has awarded grants to provide scholarships for individuals seeking a master’s degree in rehabilitation counseling. However, this training has not produced enough qualified counselors to meet the hiring needs of state and federal rehabilitation agencies. Recruiting new students and personnel is imperative to meet the critical shortages.

Recognizing this critical need for trained personnel, the CRCC in July 2010 added a new category (Category R) to their list of applicants who are eligible to sit for the CRC exam (Appendix A). Individuals who have a graduate degree in specific majors (which

are related to rehabilitation counseling), who have completed a Post-Graduate Certificate in specific rehabilitation counseling courses, and who have appropriate work experience under the supervision of a CRC, may sit for the exam. The need for the certificate is further supported by the fact that state vocational rehabilitation agencies, including the Kentucky Office of Vocational Rehabilitation, the Georgia Department of Employment Security, and the Florida Division of Vocational Rehabilitation, have contacted the University of Kentucky Graduate Program in Rehabilitation Counseling inquiring about the availability of the Post-Graduate Certificate training.

### **Background**

The content of the Post-Graduate Certificate in Rehabilitation Counseling is designed to meet the educational requirements set forth in Category R (Appendix A) of the national certification exam. This content includes an integrated program of studies with a minimum of 18 credit hours (six courses) which will provide the student with a solid foundation in rehabilitation counseling. To qualify under Category R, specific competency areas must be covered. These areas include theories and techniques of counseling, the foundation of rehabilitation counseling, assessment, occupational information and job placement, medical and psychosocial and cultural aspects of disabilities, and community resources including the delivery of rehabilitation services.

The U.S. Congress in 1992 mandated that state vocational rehabilitation agencies employ qualified rehabilitation counseling personnel. This has been interpreted as a person with a master's degree in rehabilitation counseling and/or a master's degree and hold certification as a rehabilitation counselor.

Since vocational rehabilitation counselors practice and are employed in every state and county in the nation it has not been possible for state agencies to employ qualified rehabilitation counselors as there are not enough masters rehabilitation counseling programs (about 100 nationwide) to meet the education and training needs with traditional programs. For example, we are the only master's rehabilitation counseling program in the Commonwealth. Yet the Kentucky rehabilitation agency employs counselors from Pikeville to Paducah. As a consequence we were approached in 1994 by the Kentucky Office of Vocational Rehabilitation to develop a distance learning program. Attachment A contains a history of distance learning in rehabilitation counseling at the University of Kentucky.

Our master's distance learning program has been in existence since January 2004. It has been approved by the university and all courses in this program are existing approved courses. No new courses have been developed for this certificate. Web instruction is an accepted method of offering a master's rehabilitation counseling program.



The on line master's in rehabilitation counseling is accredited by the Council on Rehabilitation Education (CORE) which also accredits our campus program. All courses have been approved by the University for Web Delivery. Since January 2004 we have graduated over 450 students representing over  $\frac{3}{4}$  of the states in the country in the distance learning program. The web program has also been supported in grants totaling over \$2,000,000 from the U.S, Department of Education, Rehabilitation Services Administration (RSA).

The campus and distance learning programs are equivalent with regard to content and outcomes. It is to be noted that all students enrolled in the online master's program are currently employed as rehabilitation counselors with their state rehabilitation agencies. They are doing the job that we are training them to do. These individuals are employed by their agencies with the expectation that they will obtain a master's in rehabilitation counseling and/or certification as a rehabilitation counselors within several years of initial employment.

Currently we have about 32 students in the campus and 81 students in the distance learning program. Evaluation data collected for SACS as well as CORE indicate that the student learning outcomes as well as pass rates on a national certification examination for the campus and distance learning programs are equivalent.

The program faculty teach in both the campus and distance learning programs and maintain control over course content, materials, and teaching methodologies. We do not accept for admission individuals who are not employed in rehabilitation agencies in the distance learning program.

Web instruction offers several features not available though other methods of instruction. First, students must take advantage of the multitude of information available on the Internet. Second, there is a combination of lecture and video interviews as well as power points. Third, students participate in required threaded discussions and chat rooms. Field work supervision is conducted via Adobe Connect and our campus and distance learning students are required to participate jointly in weekly group supervisory sessions. Individual supervisory sessions are also conducted with distance learning students via Adobe Connect or Skype.

Unique factors of the master's program are that students graduate from the University of Kentucky with a master's degree in the same time as our full time campus students, 16 months. This is done by having web students who are employed as rehabilitation counseling professionals take two classes in the first eight weeks of a semester and two in the second eight weeks. This enables us to meet the needs expressed by the Kentucky Office of Vocational Rehabilitation address their personnel shortages.

Students enrolled in the online master's program are all employed as rehabilitation counselors with state rehabilitation agencies. In their daily professional lives they practice and implement what we are teaching. This facilitates learning and is why we believe the learning outcomes for the campus and distance learning programs have been found to be equivalent. We are proposing this same successful learning model to the certificate program.

The fully on line format is certainly in compliance with Category R requirements. All participants will be employed as rehabilitation counselors by state offices of vocational rehabilitation. Because of being unable to fill the need for qualified counselors state rehabilitation agencies have had to request waivers from the federal agency RSA, which administers the state-federal program of vocational rehabilitation until they can have their personnel trained. Without the availability of online instruction state rehabilitation agency would be unable to comply with congressional mandates to employ qualified rehabilitation counseling personnel.

The instructional model we are proposing is the same as we use for the master's on line program. We have had success with this model as stated previously as the faculty ensure and have determined that the campus and distance learning programs are equivalent. Evaluation data collected for SACS as well as CORE indicate that the student learning outcomes as well as pass rates on a national certification examination for the campus and distance learning programs are equivalent.

Program faculty teach in both the campus and distance learning programs and maintain control over course content, materials, and teaching methodologies. In our opinion and based on objective measures this is a pedagogically sound and accepted method of training and education in this discipline. We evaluate student learning outcomes and report these to SACS as well as CORE on an annual basis. This will be done for this program as well assuming that it is approved. In addition we conduct annual evaluations of the rehabilitation counseling program.

The target audience will be employed professionals in state offices of vocational rehabilitation. These individuals are required to have an advanced degree in order to be accepted into this program. Completion of this certificate will allow them to sit for the national rehabilitation counselor certification examination.

As noted, Category R was established by the Commission on Rehabilitation Counselor Certification (CRCC) to address personnel shortages in rehabilitation counselors and is designed for persons with master's and related degrees who do not have a master's degree in rehabilitation counseling to take the national rehabilitation counseling certification examination. This certificate program has been developed in response to CRCC's requirements and state rehabilitation agency needs.

**Faculty and Division of Labor**

Courses will be taught by regular and adjunct faculty who hold a doctoral degree, which is the terminal degree in this discipline. The certificate program will not require any additional faculty lines or courses. Rehabilitation Counseling program faculty participating include:

Professor Ralph M. Crystal, Coordinator of the Rehabilitation Counseling program and Director of this certificate

Clinical Assistant Professor Jackie Rogers Currently coordinates the distance education program will be co-Director of this certificate

Professor Sonja Feist-Price, Currently University Ombud

Professor Malachy Bishop, Coordinator of the Rehabilitation Counseling Doctoral program

Professor, Debra Harley, former EDSRC department chair and current board member of the Commission on Rehabilitation Counselor Certification

Adjunct Assistant Professor Dr. David Beach, Executive Director of the Kentucky Office of Vocational Rehabilitation

Adjunct Assistant Professor Dr. Kathy Sheppard-Jones, Professional Research Faculty with the Human Development Institute

In response to the growth of the program as well as our ranking by US News as #16 in the nation the Provost in late fall 2011 allocated an additional tenure track faculty line to program. A search was conducted and Ms. Allison Fleming who is completing her doctoral degree at Michigan State University was appointed as an Assistant Professor. She will assume this post in August 2012. She will also participate in the certificate program.

The courses will be taught in the Department of Special Education and Rehabilitation Counseling through our existing approved distance learning master's degree program. Courses in this sequence include:

Medical and Psychological Aspects I and II (RC 515 and RC 516)

Principles of Rehabilitation (RC 520)

Placement Services and Techniques (RC 630)

Theories and Techniques of Rehab. Counsel. I and II (RC 650 and RC 660)

Case Management in Rehabilitation Counseling (RC 610)  
Vocational and Work Adjustment (RC 620)  
Rehabilitation in Business and Industry (RC 640)

**Post-Graduate Certificate Co-Directors**

The certificate will be administered by the Department of Special Education and Rehabilitation Counseling. Ralph Crystal will serve as Director and Jackie Rogers as co-Director of this Post-Graduate Certificate. They will serve as advisors to the enrolled students to ensure student success and address student questions, and certify completion of certificate requirements. Dr. Rogers is an Associate Member of the Graduate Faculty and Dr. Crystal is a full member of the Graduate Faculty. All program faculty will serve as part of the admissions process and will teach their respective courses. Drs. Bishop, Harley, and Feist-Price are full members of the Graduate Faculty.

**Resources**

All courses have been developed and are being offered through the Rehabilitation Counseling Campus and Distance Learning Master's degree programs. The revenue generated by the certificate in tuition will more than offset the cost of administering the academic certificate. Specific funding for the certificate program has been requested and allocated through the Teaching Innovation Incentive Funding Program (TIIF).

**Target Audience**

The target audience will be employed rehabilitation counseling professionals employed in state offices of vocational rehabilitation. These individuals are required to have an advanced (master's) degree in order to be accepted into this program. Completion of this certificate will allow them to sit for the national rehabilitation counselor certification examination. We anticipate cohorts of between 15-20 students.

As previously stated Category R was established by the Commission on Rehabilitation Counselor Certification (CRCC) to address personnel shortages in rehabilitation counselors and is designed for persons with master's, specialist, or doctoral degrees in specific related degrees who do not have a master's degree in rehabilitation counseling to take the national rehabilitation counseling certification examination. This certificate program has been developed in response to CRCC's requirements and state rehabilitation agency needs.

### **Evaluation**

We evaluate student learning outcomes and report these to SACS as well as CORE on an annual basis. This will be done for this program as well assuming that it is approved. In addition we conduct annual evaluations of the rehabilitation counseling program. An external review of the rehabilitation counseling web based program that was conducted by Professor Jeanne Patterson from the University of North Florida in December 2010 and she conducted a follow up evaluation of the campus program in December 2011. In fact Dr. Patterson addresses this program in her report and recommended that we consider developing this program.

### **Application Procedures and Admission Requirements**

A pre-requisite for admission to the Post-Graduate Certificate participation includes admission to the University of Kentucky Graduate School. Applicants will be expected to meet the minimum Graduate School standards of an undergraduate grade point average of 2.75. The GRE is not required for the campus or distance learning master's rehabilitation counseling programs. It will not be required for this program as students in this program will be employed as rehabilitation counselors in state vocational rehabilitation agencies. They are seeking completion of this certificate so as to sit for the national certification as a rehabilitation counselor. These individuals will already have both bachelor and master's or related post graduate degrees.

Applicants will also submit an Application for Admission to the Rehabilitation Counseling Post-Graduate Certificate Program through the Department of Special Education and Rehabilitation Counseling. Three letters of reference will be required. All applicants will be interviewed by program faculty in person, by Adobe Connect, or by teleconference.

In addition, all applicants must possess a master's, specialist, or doctoral Degree in one of the following specific majors (as required for national certification through Category R) with a minimum overall graduate GPA of 3.0: Behavioral Health, Behavioral Science, Disability Studies, Human Relations, Human Services, Marriage and Family Therapy, Occupational Therapy, Psychology, Psychometrics, Rehabilitation, Social Work, Special Education, or Vocational Assessment/Evaluation.

### **Certificate Design, Curriculum, and Student Assessment**

Students will be required to take 18 credit hours (twelve credit hours in one semester and six credit hours in the second semester) in the competency domains outlined below. Student learning goal outcomes and methods of assessment are outlined in Appendix E and will be assessed by program faculty. We are proposing six hours in the

second semester because one of the classes is a full semester class because of the nature of the content does not lend itself to the eight week format. As noted, this sequencing has been proven to be methodologically effective and pedagogically sound through our experience with the distance education rehabilitation counseling master's degree.

The competency domains and the core courses that will fulfill the domains are as follows:

<u>Required Courses</u>	<u>Competency Domain</u>
RC650, Rehabilitation Counseling Theories and Techniques I or RC660, Rehabilitation Counseling Theories and Techniques II	Theories and Techniques of Counseling
RC520, Principles of Rehabilitation Counseling	Foundations of Rehabilitation Counseling
RC620, Vocational Evaluation	Assessment
RC630, Placement Services and Techniques	Occupational Information or Job Placement
RC515, Medical and Psychological Aspects of Disability I or RC516, Medical and Psychological Aspects of Disability II	Medical or Psychosocial and Cultural Aspects of Disability
RC610, Case Management in Rehabilitation Counseling	Community Resources or Delivery of Rehabilitation Services

If any of the six required courses were taken as part of a previous graduate degree, the following substitute course work will be used to fulfill the remainder of the 18 semester hours. Each course is three credit hours.

RC670 Group and Family Counseling  
RC530 Cultural Diversity in Rehabilitation Counseling  
RC640 Rehabilitation in Business and Industry

Other suitable substitutions will be considered. All course substitutions must be approved by the Certificate Director or co-Director.

### **Course Sequence**

Courses are comprehensive and cover the competency domain areas outlined previously. The intensive courses deliver instruction in a condensed period of time, i.e. 8 weeks rather than 16 weeks. Courses are taught in eight week blocks by splitting the semester and in effect making a quarter system of instruction.

The quantity of courses and quality of coursework are maintained but courses are presented in a shorter time frame. Students take two classes in the first eight weeks of a semester and two in the second eight weeks of the first semester. In the second semester, they will take one course in the first eight weeks and a second course which lasts the entire semester. All courses are three credit hours. Please note the eight week format is the same format that was approved for the online Masters Program in Rehabilitation Counseling.

#### **First Semester**

RC 520, Principles of Rehabilitation	First 8 Weeks
RC650 or RC660, Counseling Theories and Techniques I or II	First 8 Weeks
RC515 or RC516, Med. and Psy. Aspects of Disability I or II	Second 8 Weeks
RC 610, Case Management in Rehabilitation	Second 8 Weeks

#### **Second Semester**

RC620	Vocational Evaluation	Entire Semester
RC630	Job Placement	First 8 Weeks

RC530 and RC670 are offered each fall and spring semester.

All courses are currently being offered. The certificate will not require the approval of additional new courses. An overview of the certificate curriculum is below.

### **Certificate Curriculum**

1. Select one:

#### **RC650 Rehabilitation Counseling Theories and Techniques I –**

This is a two semester sequence course. This sequence is designed to provide an overview of theories of counseling and how they can be applied in a rehabilitation counseling context with regard to persons with disabilities. A goal of this course is to acquire knowledge about theoretical orientations and to integrate theory with practice. Emphasis will be on helping students clarify beliefs, values, and

personal style, and connecting those to the beliefs and values of the various theories. Emphasis will be on helping to recognize culture, class, and gender components, as well as identifying commonalities across theories as these relate to rehabilitation counseling. A goal is to develop rehabilitation counselors who function as reflective decision makers.

**RC660 Rehabilitation Counseling Theories and Techniques II—**

This is a two semester sequence course. This sequence is designed to provide an integration of techniques of counseling which are derived from theories of counseling and how they can be applied in a rehabilitation counseling context with regard to persons with disabilities. A goal of this course is to integrate theory with practice. The emphasis in this second course will be on the application of counseling theory to rehabilitation counseling practice with persons who have disabilities. Counseling techniques will be taught in the context of rehabilitation settings. A primary objective is to develop rehabilitation counselors who function as reflective decision makers.

2. **RC 520 Principles of Rehabilitation Counseling –**

A comprehensive introduction to rehabilitation as a human service system in modern America. Philosophical, historical, legislative, and organizational structures; rehabilitation programs and related specialties; referral and delivery systems; the rehabilitation process; and professional issues and ethics.

3. **RC620 Vocational Evaluation and Work Adjustment –**

Methods and techniques used in determining and enhancing the vocational potential of persons with disabilities. Commercial evaluation systems, work adjustment techniques, personal adjustment training, the role of evaluation in rehabilitation. Laboratory experience will include administration and interpretation of vocational tests.

4. **RC630 Placement Services and Techniques –**

Development of skills for placement of persons with disabilities into a variety of settings-competitive employment, supported employment, independent living, philosophy of placement, pre-placement analysis, client readiness techniques, job development, job engineering, employer attitudes, business rehabilitation, and social security disability. Occupation information and its use in the placement process. Labor market analysis and procedures for analyzing client residual and transferable work skills. Procedures for employability skills development.



5. Select one:

**RC515 Medical and Psychosocial Aspects of Disabilities I –**

This is a two semester sequence course that is designed to prepare rehabilitation counselors and social workers to become interpreters of medical information concerning major disabilities and to provide an understanding of the psychosocial factors encountered by the disabled. Focus will be on how these factors affect adjustment to a disability, and on professional practice with the disabled. Topics include concepts of medical and psychosocial aspects of disability which relate to conditions that impair bodily systems and/or structures due to illness or accident that result in permanent and/or chronic functional limitations.

**RC516 Medical and Psychosocial Aspects of Disabilities II—**

This is a two semester sequence course that is designed to prepare rehabilitation counselors and social workers to become interpreters of medical information concerning major disabilities and to provide an understanding of the psychosocial factors encountered by the disabled. Focus will be on how these factors affect adjustment to a disability, and on professional practice with the disabled. Topics include concepts of medical and psychosocial aspects of disability which relate to conditions that impair bodily systems and/or structures due to illness or accident that result in permanent and/or chronic functional limitations.

6. **RC610 Case Management in Rehabilitation Counseling –**

Development of rehabilitation counseling skills and techniques. Understanding of behavior, and implementation of appropriate intervention strategies for facilitating persons with disabilities through the rehabilitation process. Case management techniques, ethics, consultation strategies, and specialized counseling skills development.

**Substitute Courses:**

If any of the required courses were taken as part of a previous graduate degree, the following substitute course work will be used to fulfill the remainder of the 18 credit hours. Each course is 3 credit hours.

**RC 530 Cultural Diversity in Rehabilitation Counseling.—**

This course is designed to assist students to develop an understanding of factors which relate to race/ethnicity, gender, disability, age, and sexual orientation as

these concern participation and successful completion of rehabilitation programs. Emphasis is placed on addressing cultural myths and stereotypes. Case studies and illustrations for counseling persons from culturally diverse backgrounds will be presented.

**RC 640 Rehabilitation in Business and Industry. –**

This course is designed to provide students with a comprehensive knowledge of rehabilitation in business environments. Skills to develop a professional working relationship between the rehabilitation professional, employers, the insurance industry, and other professionals will be taught. A thorough overview of worker compensation, related legislation, and other insurance will be presented. The roles and functions of the rehabilitation professional in business rehabilitation counseling will be discussed.

**RC670 Group and Family Counseling. –**

This course is designed to prepare counselors, educators, and other human service providers to become knowledgeable and skillful in using counseling theories with individuals with disabilities, those with functional limitations and dysfunctional characteristics, and their families in group and family counseling. Multiple aspects of counseling and interrelated dynamics for application to rehabilitation counseling, education, and family systems will be used. Attention is given to theories of counseling, elements of leadership in group counseling, healthy and dysfunctional characteristics of families, culturally diverse perspectives of counseling, and ethical, legal, and professional issues in working with groups and families.

**Award of the Post Graduate Certificate in Rehabilitation Counseling**

Completion of Certificate coursework will include assessment of the competencies needed to effectively function as a rehabilitation counselor. Students must obtain a 3.0 overall Grade Point Average to successfully complete the Certificate.

When a student has successfully completed the last required course and has satisfied the GPA requirements, the Certificate Co-Directors will send a signed Post-graduate Certificate Completion Form to the Dean of the Graduate School verifying that the student has met all requirements for the certificate. The Graduate School will then issue the certificate and notify the Registrar to include the certificate on the student's official transcript.

**Benefit Analysis**

The following benefits will be derived from this program:

For Participants this certificate it provides core instruction in rehabilitation counseling, documents educational success and competency in rehabilitation counseling, and qualifies students to meet the educational requirements for national certification as a Certified Rehabilitation Counselor under Category R of the national certification guidelines.

For the Program/Department increase enrollment, remain competitive with Rehabilitation Counseling programs at other universities who have already implemented a certificate, increases or visibility, standing, and ranking; enhance the current top 20 status of the Rehabilitation Counseling program, provides a potential student pool to assist in building doctoral program in the department, and provides career opportunities for qualified graduates to provide rehabilitation services

For the University of Kentucky this program promote excellence by helping us remain a top 20 program. Adding the Post Graduate Certificate through our web based program keeps us on the cutting edge of rehabilitation knowledge and technology. It also enables us to maintain a high degree of visibility in the national and international rehabilitation communities.

The program provides expansion by having the ability to offer additional certificate and professional development tracks and because of anticipated retirements during the next decade a high demand for qualified rehabilitation counselor educators is anticipated and we are well positioned to address this need. It facilitates entrepreneurship which will enable us to obtain Rehabilitation Services Administration grants which are

periodically made available to provide funding for training for a Post Graduate Certificate. The rehabilitation counseling program faculty will seize these opportunities.

The certificate provides innovation as we have taken advantage of new technologies and have utilized this knowledge to enhance both our campus and distance education programs. It promotes inclusiveness and values and encourages diversity as we believe this enhances the student learning experience. Multicultural aspects are incorporated in all coursework. This in turn makes our graduates highly sought after in a multicultural work and service delivery environment.

Appendix A

Category R Criteria for National Certification





Commission on  
Rehabilitation Counselor  
Certification

## CATEGORY R

To be eligible for certification in this category, CRCC requires that specific course work is taken either within a master's, specialist or doctoral degree OR within a post-graduate advanced certificate or degree program, which is an integrated program of study. Individual courses taken outside of a master's/specialist/doctoral degree or a post-graduate advanced certificate or degree program will not be considered as meeting the requirements of this category. Individuals who have a master's degree in counseling should refer to Category D.

One course will be accepted for only one focus area. To ensure an accurate review, CRCC **REQUIRES** that you send a course description or syllabus for all applicable course work. For your education to be considered as acceptable for certification purposes, the courses shown on your official transcripts must cover the areas indicated in the category requirements that follow. (See Section 5 for course descriptions.)

<b>Master's, specialist or doctoral degree</b>	<p>Master's, Specialist or Doctoral Degree in one of the following majors:</p> <table border="0"> <tr> <td>Behavioral Health</td> <td>Psychology</td> </tr> <tr> <td>Behavioral Science</td> <td>Psychometrics</td> </tr> <tr> <td>Disability Studies</td> <td>Rehabilitation</td> </tr> <tr> <td>Human Relations</td> <td>Social Work</td> </tr> <tr> <td>Human Services</td> <td>Special Education</td> </tr> <tr> <td>Marriage and Family Therapy</td> <td>Vocational Assessment/Evaluation</td> </tr> <tr> <td>Occupational Therapy</td> <td></td> </tr> </table> <p><i>Note that CRCC will not consider degrees outside of the specified list of majors.</i></p>	Behavioral Health	Psychology	Behavioral Science	Psychometrics	Disability Studies	Rehabilitation	Human Relations	Social Work	Human Services	Special Education	Marriage and Family Therapy	Vocational Assessment/Evaluation	Occupational Therapy	
Behavioral Health	Psychology														
Behavioral Science	Psychometrics														
Disability Studies	Rehabilitation														
Human Relations	Social Work														
Human Services	Special Education														
Marriage and Family Therapy	Vocational Assessment/Evaluation														
Occupational Therapy															
<b>Post-graduate advanced certificate or degree</b>	<p>An integrated program of study that awards a post-graduate advanced certificate or degree upon completion. The program must include a minimum of 18 semester hours or 27 quarter hours. Internships may comprise no more than 6 semester hours or 9 quarter hours of the total required hours.</p>														
<b>Degrees/certificate granted by</b>	<p>The master's, specialist or doctoral degree must be granted by a college or university accredited by a national or regional accrediting body accredited by CHEA at the time the degree was conferred (for foreign degrees, see Earned Degree Requirements at the end of this section).</p> <p>The post-graduate advanced certificate or degree must be granted by a college or university that also offers a CORE-accredited master's degree program in rehabilitation counseling.</p>														
<b>Required course work</b>	<p><b>SIX</b> graduate courses taken either within the master's/specialist/doctoral degree or the post-graduate advanced certificate or degree, each with a primary focus on the following areas:</p> <ol style="list-style-type: none"> <li><b>ONE</b> course on Theories and Techniques of Counseling;</li> <li><b>ONE</b> course on Foundations of Rehabilitation Counseling;</li> <li><b>ONE</b> course on Assessment;</li> <li><b>ONE</b> course on Occupational Information or Job Placement;</li> <li><b>ONE</b> course on Medical or Psychosocial and Cultural Aspects of Disabilities;</li> <li><b>ONE</b> course on Community Resources or Delivery of Rehabilitation Services.</li> </ol>														
<b>Employment requirement</b>	<p>Thirty-six (36) months of acceptable employment experience (see Section 6), including a minimum of twenty-four (24) months under the supervision of a CRC. If you have met the employment criteria, but lack supervision of employment by a CRC, you must complete a <b>Provisional Contract</b> (see Section 7).</p>														

Note: If any of the six required courses were taken as part of the master's, doctoral or specialist degree, course work relevant to rehabilitation counseling should be used to fulfill the remainder of an 18 semester credit hour post-graduate advanced certificate or degree program. Examples of relevant course work would address content in the following areas:

Career Counseling and Assessment  
Case and Caseload Management  
Foundations, Ethics, and Professional Issues  
Group and Family Counseling  
Healthcare and Disability Systems  
Individual Counseling

Job Development and Placement Services  
Medical, Functional, and Environmental Aspects of Disabilities  
Mental Health Counseling  
Psychosocial and Cultural Issues in Counseling  
Rehabilitation Services and Resources  
Vocational Consultation and Services for Employers



A: The certificate or degree program should have a prescribed program of study that allows prospective students to obtain all six graduate courses. It may include additional course work or internship experiences. There should be policy to address substitutions if a prospective student has taken one or more of the required courses.

Given the complexity of the requirements for Category R, CRCC would like to work with you in a consultative manner to review the course work and requirements you are establishing for your post-graduate certificate or degree program and provide feedback to you about any foreseen concerns that could possibly impact a prospective student who intends to pursue CRC certification under Category R. At the time policies and course work requirements have been established, we ask that you send us information to include the following:

- 1) Program requirements that outline required course work and policies related to substitutions and transfer credits.
- 2) Copies of the course syllabi for required course work for the post-graduate certification or degree program.
- 3) Questions you may have related to Category R requirements.

Information may be sent to Susan Stark via mail (at our Schaumburg address listed below) or email (at [sstark@crccertification.com](mailto:sstark@crccertification.com)), although with email it is possible that file sizes may be too large to transmit through servers on either end. If you do choose to try email first, make sure you receive a return email acknowledging receipt. If policies and coursework requirements are already set, please provide the requested information by September 15. Otherwise, please let us know that the program is still under development and include a projected date as to when development will be complete so that we may follow up at that time.

Best regards,

Cindy



**Cindy A. Chapman, CAE**  
**Executive Director**  
**Commission on Rehabilitation Counselor Certification**  
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[www.crccertification.com](http://www.crccertification.com)

Note: The information transmitted is intended only for the person(s) to whom it is addressed and may contain

9/7/2011



## Appendix A

### History of Distance Learning in the Rehabilitation Counseling Program at the University of Kentucky (Updated 04/16/12)

During the summer of 1994 the state rehabilitation agency director approached the rehabilitation counseling program and asked if we would be interested in developing a distance learning program for employed state rehabilitation agency personnel. As the only master's level rehabilitation counseling program in the Commonwealth of Kentucky we were in a unique position to respond to this request. This invitation was made in response to the 1992 Amendments to the Rehabilitation Act mandating that all personnel providing rehabilitation counseling services be qualified at the master's degree level. This later became known as the Comprehensive System of Personnel Development (CSPD) and applied to all professionals in state rehabilitation agencies.

During the 1994-1995 academic year planning activities were undertaken. A survey of rehabilitation counseling with the general agency and Office for the Blind was conducted. The results of this survey indicated that less than half of all counselors met the qualification requirement. A compressed videoconference was conducted statewide among potential partners to determine distance learning delivery and configuration options.

In addition to the survey, different distance learning delivery options were explored. At the time there was universal satellite capacity. Virtually every public school, college and university, technical and community college, and public library had a satellite linkage. However, there were only five compressed video outlets functional throughout the state. There was no option for Web based instruction at the time.



For clarity, satellite transmission is comparable to a one way closed circuit television. The instructor lectures and students at multiple sites receive the lectures. Participation is limited to periodic telephone calls. With this instructional method a class on campus can be present in the delivery room, or not. Either way, this method of instruction works best when the instructor interacts with either a class, teaching assistant, or guest speaker in the delivery of the material. This avoids the talking head phenomena. It also keeps the student in the remote locations involved, even though they do not directly participate. Any number of sites can be networked without extensive difficulty when using satellite. However, the main drawback is the lack of participation from students at remote locations.

Compressed video allows for interaction between the instructor and the class. This is like a two way closed circuit television, but telephone lines are used. There is some strobe effect, and no more than 5-6 sites can be linked for any one class. Web instruction involved various modalities of delivery using the Internet.

One initial idea that surfaced during the planning process was to use compressed video and target a sector of the state for each cohort. In other words, only one geographic area would be open for training. However, this was felt to be inherently unfair and would lead to individuals not able to participate in the training becoming disappointed and losing interest. Thus, the initial method of delivery for the classes was using satellite transmission.

The first cohort of 15 students began their studies in the fall of 1996. A sequence and rotation of class was established so that they would graduate in three years. Initially, distance education classes were taught as stand alone classes, but gradually classes began to be scheduled so that there would be an on campus and distance education sections participating at the same time. This has lead to better instruction and more interactions between students.

By the time the initial cohort was ready for field work, the number of compressed video sites had increased in the state. Thus, we were able to provide field supervision via compressed video. When the second cohort of students started in the fall of 1998, compressed video had become more pervasive. Initially, the second cohort of 25 students had a combination of satellite and compressed video offerings. However, by 1999 all classes were being offered via compressed video.

In the spring of 2003 we were again approached by Kentucky Office of Vocational Rehabilitation and informed that they were continuing to fall behind in meeting their CSPD requirements. We were also informed that a number of universities including Auburn, San Diego State, Utah State, the University of South Carolina, and North Texas State had or were developing web based rehabilitation counseling programs. The training unit of the state rehabilitation agency said that instead of enrolling their students with us they were going to begin using out of state web programs.

At the same time we were also approached by a major donor to the College of Education at the University of Kentucky who was representing the Georgia

Rehabilitation Agency. She also requested that we develop web program for Georgia agency students. With a planning grant from the Kentucky agency we developed and implemented a web based program in the spring of 2004. Unique factors of this program are that students graduate from the University of Kentucky with a masters degree in the same time as our full time campus students, 16 months. This is done by having web students who are employed as rehabilitation counseling professionals take two classes in the first eight weeks of a semester and two in the second eight weeks. This enables us to meet the needs expressed by the Kentucky Office of Vocational Rehabilitation address their personnel shortages.

The on line master's in rehabilitation counseling is accredited by the Council on Rehabilitation Education (CORE) which also accredits our campus program. All courses have been approved by the University for Web Delivery. Since January 2004 we have graduated over 350 students representing over  $\frac{3}{4}$  of the states in the country. The program has also been supported in grants totaling over \$2,000,000 from the U.S, Department of Education.

The campus and distance learning programs are equivalent. Currently we have about 32 students in the campus and 81 students in the distance learning program. Evaluation data collected for SACS as well as CORE indicate that the student learning outcomes as well as pass rates on a national certification examination for the campus and distance learning programs are equivalent. The program faculty teach in both the campus

and distance learning programs and maintain control over course content, materials, and teaching methodologies.

Web instruction offers several features not available through other methods of instruction. First, students must take advantage of the multitude of information available on the Internet. Second, there is a combination of lecture and video interviews as well as power points. Students are required to visit web sites and instructional materials are presented via Blackboard as well. Third, students participate in required threaded discussions and chat rooms. Field work supervision is conducted via Adobe Connect and our campus and distance learning students are required to participate jointly in weekly group supervisory sessions.

Appendix B

Letter of Support from Department Chair





Department of Special Education  
and Rehabilitation Counseling  
229 Taylor Education Building  
Lexington, KY 40506-0001

859 257-4713  
fax 859 257-1325  
www.uky.edu

October 10, 2011

Jeanine Blackwell, Dean  
Graduate School  
University of Kentucky  
Lexington, KY 40506-0033

Dear Dean Blackwell,

This letter is submitted in support of the proposal for the Post-Graduate Certificate in Rehabilitation Counseling. This proposal is timely and responsive to a certification and credentialing trend in the field of Rehabilitation Counseling (RC). The development of this proposal allows the Rehabilitation Counseling program at the University of Kentucky (UK) to be competitive with other programs throughout the nation that already have implemented certificate programs and other that plan to implement such programs in response to a new Category R route to certification by the Commission on Rehabilitation Counselor Certification (CRCC).

The Category R will allow graduates from other human service programs and behavioral sciences to become eligible for the Certified Rehabilitation Counselor (CRC) credential. Potentially, the number of students enrolled in the RC courses will increase. In addition, the offering of the certificate via distance education will permit the RC program to make the certificate program available across all 50 states, thus generating more students enrolled. This proposal offers the opportunity for the RC program to not only maintain its top 20 ranking, but to improve standing among ranked programs through increased enrollment and as a way to build its doctoral program.

This proposal has the full support of the Department of Special Education and Rehabilitation Counseling and the Department Chair. It will not require any additional new faculty lines or courses. The courses are to be taught by existing faculty, adjunct faculty, and part-time instructors.

I extend my full support for this proposal and encourage you to do likewise. If you have questions or require additional information, please contact me at 7-8591 or by email at [bcoll01@uky.edu](mailto:bcoll01@uky.edu).

Sincerely,

Belva C. Collins, Ed.D.  
Professor and Chair

blue



Appendix C

Letter of Support from Program Faculty





UNIVERSITY OF KENTUCKY

**College of Education**

*Department of Special Education  
and Rehabilitation Counseling  
229 Taylor Education Building  
Lexington, KY 40506-0001  
(859) 257-4713  
Fax: (859) 257-1325  
[www.uky.edu](http://www.uky.edu)*

October 10, 2011

RE: TIFF Rehabilitation Counseling Graduate Certificate Proposal

I am writing to advise the review committees that the rehabilitation counseling faculty reviewed, approved, and strongly endorsed the Post Graduate Certificate in Rehabilitation Counseling developed by Dr. Jackie Rogers at a program meeting in the spring of 2011. Based on our knowledge of the requirements and practice standards for rehabilitation counseling professionals the faculty unanimously approved this proposal and recommended that it be forwarded to the appropriate college and university committees. Please include this statement with the materials related to this proposal.

Thank you.

Ralph M. Crystal, Ph.D., CRC, LPC  
Coordinator and Wallace Charles Hill Professor  
of Rehabilitation Education

RMC/



Appendix D

Council on Postsecondary Education Information



**Rogers, Jackie B**

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**From:** Linville, Linda (CPE) [Linda.Linville@ky.gov]  
**Sent:** Thursday, February 10, 2011 10:46 AM  
**To:** Rogers, Jackie B  
**Cc:** Crystal, Ralph; Bell, Melissa (CPE)  
**Subject:** Post Masters Certificate Posting  
**Follow Up Flag:** Follow up  
**Flag Status:** Red  
**Attachments:** certificate approval policy.pdf

Per Certificate Approval Policy we discussed yesterday (and attached), it appears that since your new certificate program is 18 hours (and thus not more than one academic year), you may request it be added to UK's inventory of programs without posting to KPPPS for new program approval.

Thank you for your inquiry –  
LHL

Linda H. Linville, Ph.D. - Asst. VP for Academic Affairs - Council on Postsecondary Education -  
Linda.Linville@ky.gov - Ph: 502-573-1555 x253



MEMORANDUM

June 15, 2004

TO: Chief Academic Officers  
FROM: Jim Applegate, Vice President for Academic Affairs  
RE: Approval Process for Certificate Programs

We have recently received requests for clarification of the Council's policy regarding the approval process for certificate programs. Below are the policy guidelines agreed upon in the early stages of HB1.

1. If a certificate is at/below the associate level, it requires KCTCS approval and KPPPS posting.
2. If it is above the associate level and less than an academic year in length, it does not require approval by KCTCS or the Council and does not need to be posted on KPPPS.
3. If it is more than an academic year in length (24 undergraduate credit hours or 18 graduate credit hours), it requires Council approval via KPPPS.
4. If it is less than a year and not subject to approval, but the institution wants it listed with the degree program inventory, then the institution informs the Council and staff adds it to the inventory.

The guidelines are meant to reduce bureaucracy and aid your autonomy to meet local/regional workforce development needs swiftly. They also reflect an assumption that KCTCS has the primary role in workforce certification.

If you have questions regarding these guidelines, we can certainly discuss them at an upcoming CCAO meeting.



## SIGNATURE ROUTING LOG

**General Information:**

Proposal Type: Course  Program  Other

Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): Graduate Certificate in Rehabilitation Counseling

Proposal Contact Person Name: Belva Collins Phone: 7-8591 Email: bcoll01@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDSRC	9/1/11	Belva Collins / 7-8591 / bcoll01@uky.edu	
C & C	10/18/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
College of Ed Faculty	11/15/11	Robert Shapiro / 7-9795 / rshap01@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Digitally signed by Dr. Brian A. Jackson  
DN: cn=Dr. Brian A. Jackson, o=University of Kentucky, ou=Graduate School, email, c=US  
Date: 2012.01.26 15:32:22 -05'00'

Comments:

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<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Appendix E

### Student Learning Goal Outcomes and Methods of Assessment



Appendix B

Letter of Support from Department Chair





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October 10, 2011

Jeanine Blackwell, Dean  
Graduate School  
University of Kentucky  
Lexington, KY 40506-0033

Dean Jeanine Blackwell,

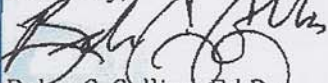
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Sincerely,

  
Belva C. Collins, Ed.D.  
Professor and Chair

blue



Appendix C

Letter of Support from Program Faculty



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**College of Education**

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October 10, 2011

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Coordinator and Wallace Charles Hill Professor  
of Rehabilitation Education

RMC/

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		/ /	
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Graduate Council		Dr. Brian A. Jackson <small>Digitally signed by Dr. Brian A. Jackson                      DN: cn=Dr. Brian A. Jackson, o=University of Kentucky, ou=Graduate School, email, c=US                      Date: 2012.01.26 15:32:22 -05'00'</small>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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