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## Rehabilitation Counseling Master's Program

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**From :** Sarah Lam <sarahl@csufresno.edu>

Tue, Mar 22, 2011 04:04 PM

**Subject :** Rehabilitation Counseling Master's Program**To :** Louise A Neal <Ineal@csufresno.edu>, Karen Carey <karenc@csufresno.edu>**Cc :** Paul Beare <pbeare@csufresno.edu>, Inez Elliston <ineze@csufresno.edu>, Albert Valencia <albertv@csufresno.edu>

The Dean's Comments on Rehabilitation Counseling Master's Program

"The Rehab Program's responses to the Review Team Report indicates that the program faculty are aware of the recommendations and concerns raised by the Review Team. However, more specific plans of action and responses are required. The Department Chair, Dr. Albert Valencia, is going to work with the Rehab Program faculty to develop further plans of action in response to the recommendations."

Thanks.

Sarah

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CALIFORNIA  
STATE  
UNIVERSITY,  
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## MEMORANDUM

Date: December 2, 2010

To: Dr. Paul Beare, Dean, KSOEHD

From: Dr. Albert Valencia, Chair, CSER

Re: Rehabilitation Counseling Master's Program - Review Team Report

A review of the Rehabilitation Counseling Master's Degree Program was conducted in November 2010. The report of the Review Team was written and forwarded to Dr. Carol Rankin, program coordinator, Dr. Charles Arokiasamy, program advisor, and, Dr. Albert Valencia, department chair. For the purpose of examining the Review Team Report a meeting was held on November 23<sup>rd</sup> with Dr's. Rankin, Arokiasamy, and Valencia attending. The following narrative represents my remarks as department chair regarding the comments and observations made by the Review Team. The report by the Review Team included 13 topic areas and is presented, in order, below.

### 1. Curriculum design and relevance to university mission.

- The curriculum successfully follows the requirements of the Council on Rehabilitation Education (CORE). One outcome measure related to the quality of the training experience is the 80-90% passing rate on the national certification exam for rehabilitation counselors. This passing rate is higher than the national average.
- The REHAB 268 A, B, C, and D courses are integrated and were judged a unique and remarkable strength of the curriculum.
- Courses complimented by students were REHAB 201 as a pivotal course for the rest of the curriculum; and, REHAB 206 as important for the application of skills and theory to practice. Some students considered REHAB 201 a life changing experience.
- **Recommendations included:**
  - a. Demonstrating how the program goals relate specifically to the university mission;
  - b. ERA 220 was noted as a potential area for improvement. Program staff desire to offer one section of ERA 220 that is specific to the REHAB program especially as it relates to the development of a joint-doctoral program.

### 2. Program long-range plans.

- The program was noted for having a variety of long-term initiatives in place including the Center for Disability Innovation (CDI) and its affiliated programming: Wayfinders and Your Employment Solutions (YES).

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- **Recommendations included:**
  - a. The program completed its fifth year strategic plan and was encouraged to develop a subsequent 5-year strategic plan. A 5-year plan was completed after the self-study document was submitted.
  - b. The new 5-year CDI Strategic Plan, made available to the Review Team, was reviewed and the program was urged to continue pursuing the trajectory as outlined in the plan.
  - c. The program needs financial support to fund administrative costs for grant development activities. The program has an 89% rate of funded grants and the review team felt that this would be a good investment for the university.
  - d. The wide-variety of funding sources are unreliable in this economy climate. The Review Team supports exploring more secure funding for staff positions to find grants and support for CDI.
  - e. As a way to generating more revenue within the program, Rehabilitation should pursue the 'fast track' development option of its undergraduate program, a BS degree in Disability Studies and Policies.
  - f. Encouraged a joint doctorate program and ongoing grant writing to supplement funding for new activities such as CDI, and, for the Center for Independent Living and Department of Rehabilitation to share the CDI resources.

3. Admissions procedures.

- No concerns expressed by students or other program stakeholders regarding the admissions process, and, therefore, no recommendations.

4. Classification and advancement procedures.

- No concerns expressed by students, alumni, or other program stakeholders regarding the classification and advancement procedures and, therefore, no recommendations.

5. Faculty quality, achievements, needs, and commitment to program.

- Faculty vitae indicate a faculty well qualified to teach within the graduate program.
- Continued achievement in the areas of teaching, scholarly publication and presentations, university and community service.
- Faculty participating in the site visit demonstrated an enthusiastic commitment to the program as was the student self report of their educational experience.
- **Recommendations included:**
  - a. As grant funds diminish in the new national economy, and in order to meet CORE accreditation requirements and the impending development of the new BS undergraduate program, reiteration of the suggestion that faculty needs to be on hard lines of support.

6. Students' quality, achievements, needs.

- The Review Team met with 12 current program students.
- Students reported feeling included in program efforts, as they were encouraged to participate in the processes.
- Student formation of their professional identity was evident as was the link between personal values and professional ethics of rehabilitation.
- Cited the Western Regional Disability Conference as a great experience for students to interact with rehabilitation professionals.
- Students reported that their training needs are met on campus and in community settings.
- Students reported that clients in clinical experiences express gratitude regarding the assistance that they receive.
- **Recommendations from students included:**
  - a. Expand community contact initiatives.
  - b. Establish more paid internships.
  - c. More academic rigor balanced with more training in leadership.
  - d. Conform REHAB 204A to be less based on psychology and more based on rehabilitation counseling.
  - e. Hoping to see CDI being reality; would like to have a tutorial center, and, would like to see class textbooks on reserve in the library.

7. Assessment Activities.

- Program assessments is assisted by faculty encouraging student feedback regarding program concerns and eliciting feedback on how to change the process.
- **Recommendations included:**
  - a. "Old" SOAP program evaluation should have been included in the program self-study.
  - b. Dean Carey requested new SOAP be constructed and added as soon as possible.
  - c. Review Team suggested focusing on general student learning outcomes that reflect the core curriculum areas required by CORE accreditation standards.
  - d. Concerns (clarification is requested) regarding how the Graduate Writing Exam (GWE) is performing and pass rates need to be documented.
  - e. Concern regarding how Comprehensive Exams are performing.
  - f. Need for a tracking system for both GWE and Comprehensive Exam.

8. Research and/or professionally related activities.

- Cited that faculty scholarship is integral part of students' learning experiences and that the Western Regional Disability Conference is a practical venue for students, program staff, faculty, and community stakeholders to gain exposure to current trends in disability and rehabilitation research and practice.

- Cited that the Administrative Center for the National Council on Rehabilitation Education (NCRE) is housed with the program's Center for Disability Innovation.
- Cited that NCRE is premier professional organization for rehabilitation counselor educators, and its Administrative Center is important for critical professional activity.
- No recommendations were cited.

9. Facility adequacy, unique advantages, ancillary units.

- The hope to fund and build a 40 million dollar, stand-alone building, consisting of an international universal design residential center to house transition programming and live-in learning facilities for visiting scholars is ambiguous to say the least.
- **Recommendations included:**
  - a. Develop strategic plan for pursuing the funds for the CDI; making the CDI a tier-1 capital project.
  - b. Grant writing activities need additional space.
  - c. As funding streams shift and new initiatives are underway, two-years of start-up funding is needed to assure a smooth transition between funding stream initiatives.

10. Resource utilization, planning, augmentation.

- In meeting with Academic Budget Officer, John Waayers, cited that CSU funding outlook is not clear or certain. Overall funding allocation for Fresno State is decreased and the second round of stimulus money recently received is been held on reserve pending any budget re-allocations for 2011.
- Cited that student faculty ratio and course offerings are in an algorithm to allocate resources. Funding for education doctorate is separate, based upon enrollment.
- Cited that at present, Rehabilitation Counseling Program (RCP) will continue to receive the current rate of funding and new sources of funding are not likely.
- **Recommendations included:**
  - a. In order to justify future requests for growth and development, that RCP provide concise and specific detail regarding program successes
  - b. When requesting future resources, RCP provide regular updates from the 5-year strategic plan.

11. Technology implementation and currency

- A tour of the program office space clinical training labs, meeting spaces, and community affiliate training locations, suggested state-of-the-art equipment for office productivity, recording and observing clinical activities, multimedia presentation equipment, and ample space.
- The library was cited as remarkable in its architecture, ambiance, and state-of-the-art resources.
- No recommendations were made.

12. Administrative commitment, support, leadership, and concerns for program.

- This was a difficult area to assess as the CSU is under great pressure for resources.
- RCP lacked several planning documents in the initial self-study so specifics of plans could not be discussed clearly with administration.
- On the other hand, while administration recognizes excellence of the program, it should not expect more resources.
- No additional recommendations were made.

13. Service and community interaction.

- Cited that Review Team was most impressed with centers of excellence established in connection with the REHAB 268 A, B, C, and D course sequence.
- Cited that centers include a transition center for students with disabilities leaving high school and going into work or college; a job development center for students; a Ticket-to-Work job development and placement center, and a follow-along service to assure Job Retention.
- Cited that RCEC, an evaluation center serving the local community, provides assessment for Welfare-to-Work initiative, consisting largely of learning disorder assessments. The clinic facilities allow for comfortable viewing and recording of clinical activities where students receive valuable training under faculty supervision.
- Cited Wayfinders, a new community-based initiative, is a Residential Transition program for students with intellectual disabilities.
- No recommendations were included.

Summary:

The Review Team Report cites: that the track record of the RCP is clearly positive; that it is well respected by the faculty, student, and administration and prospects for the future of the program are positive thus the RCP appears viable to the Review Team. Program resources are greatly augmented by creative and prolific grants work, and in tandem with university support, ensures the students receive a quality degree program. However, as soft money funding sources are depleted, greater support from the institution will be needed to avoid cutting or otherwise decreasing program activities.

As chair of the Department of Counseling, Special Education, and Rehabilitation I have had the opportunity to watch the Rehabilitation Counseling Program grow to embrace the idea of changing the face of human services. In this endeavor, I am greatly appreciative of the constant and enduring effort on behalf of the RCP faculty, students, the KSOEHD Office of the Dean, and the university administration to support and sustain an excellent educational experience for our students, university, and for our community.