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Name of Institution

University of South Carolina

Name of Program (include concentrations, options, and tracks)

Counseling and Rehabilitation, with a specialization in Clinical Rehabilitation Counseling

Program Designation

- Associate's Degree
- Master's Degree
- Bachelor's Degree: 4 Year
- Specialist
- Bachelor's Degree: 5 Year
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
- No

Proposed Date of Implementation

Fall 2018

CIP Code

51.2310

Delivery Site(s)

USC School of Medicine  
Dept. of Neuropsychiatry and Behavioral Science  
Rehabilitation Counseling Program  
355 Harden Street Ext., Suite 018  
Columbia, SC 29203  
And online using Adobe Connect

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education
  - 100% online
  - Blended (more than 50% online)
  - Other distance education

Comment about delivery mode: With the exception of 2 asynchronous classes, program students have the option of coming to class in-person or joining classes in real-time using Adobe Connect. There is a substantial in-person component for all students, including those who take classes via distributed learning/distance education.

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#### Program Contact Information (name, title, telephone number, and email address)

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#### Institutional Approvals and Dates of Approval

USC Graduate Council, January 23, 2017  
USC School of Medicine Executive Committee, April 4, 2017

### **Background Information**

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

#### Overview

This program modification is submitted in preparation for changing accreditation standards in the field of counseling, including rehabilitation counseling, and to reflect current best practices in the field of professional clinical rehabilitation counseling. Specifically, we propose that the 48 credit-hour Masters of Rehabilitation Counseling (MRC) degree be updated in both its degree title and coursework to reflect Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards for clinical rehabilitation counseling. The modified 60 credit-hour degree title, Masters of Arts in Counseling and Rehabilitation, with a specialization in Clinical Rehabilitation Counseling, is consistent with the upcoming accreditation standards.

#### Background

The Rehabilitation Counseling Program was established at USC in 1966 and is one of two programs in South Carolina that produces qualified rehabilitation counseling professionals who work with persons with physical, developmental, intellectual, and psychiatric disabilities. Since 1994, the 48 credit-hour program has been housed in the USC School of Medicine and has been continuously accredited by the Council on the Commission for Rehabilitation Education (CORE).

For more than two decades, the program's accreditation has been vitally important to program applicants, students, and graduates. CORE accreditation results in program graduates' automatic eligibility to sit for the exam administered by the Commission on Rehabilitation Counselor Certification (CRCC) that leads to the nationally recognized Certified Rehabilitation Counselor (CRC) credential. Also, since 1994, graduates of the program have been eligible, with some additional coursework, to sit for one of two exams that lead to licensure as a Licensed Professional Counselor (LPC) in the state of SC and in several other states. For virtually all Rehabilitation Counseling Program applicants and matriculating students, the availability of the two credentials – the CRC and the LPC – plays a critical role in the decision to enroll in the program.

In 2016, after years of consideration, CORE and the Council for Accreditation of Counseling & Related

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Educational Programs (CACREP), the two primary accrediting bodies of counseling programs, announced that they will merge effective July 1, 2017. The purpose of the merger is to promote a more unified counselor identity across specialization areas and to increase portability of counselor licenses across states. CORE and CACREP have long been engaged in an exploration of the feasibility of affiliating and/or merging with one another. In 2013, the two organizations announced a formal affiliation that left the two organizations intact; in 2015, the two organizations signed a Plan of Merger Agreement with an effective date of July 1, 2017. What the merger means for the current rehabilitation counseling degree program, which received a full 8-year accreditation from CORE in 2012, is that the program will be accredited by CORE through July 1, 2017 and by CACREP through July 2020. In 2019-2020, the program will seek reaccreditation from CACREP.

CACREP accreditation standards are organized by a central set of standards that are common across all counseling programs, followed by sets of standards that correspond to specialization areas (e.g. clinical rehabilitation counseling, school counseling, etc.). Importantly, beginning with the 2016 standards, all CACREP-accredited counseling programs, regardless of the specialization area, must include a minimum of 60 credit-hours of study.

It is important to note that during the time of program transition, students currently enrolled in the 48-credit hour degree program will have the option of finishing that program or transitioning to the 60 credit-hour program. The benefits, financial costs, and timeframes of both options will be presented to currently enrolled students. Advisors, well-versed in both degree options, will be available to assist students with their informed choices. The faculty will ensure that requisite coursework is available to all students to ensure timely completion of degrees.

List the objectives of the modified program. (1500 characters)

PROGRAM GOAL 1 – Students will demonstrate knowledge and competencies required for successful practice in the field of professional counseling. Learning outcomes for this goal are:

1. Describe the history and philosophy of the counseling profession and its specialty areas.
2. Describe cultural factors that may influence the counseling relationship across a variety of helping settings.
3. Identify ethical and culturally relevant strategies for promoting resilience and optimal development and wellness across the lifespan.
4. Identify and apply theories and models of career development and career decision-making.
5. Demonstrate the intentional use of interviewing and basic counseling skills. .
6. Discuss and demonstrate counseling theories and related techniques.
7. Plan and carry out purposeful counseling group activities. .
8. Identify and describe the basic concepts of standardized and non-standardized testing and other assessment techniques.
9. Interpret and report the results of scholarly research and program evaluation.

PROGRAM GOAL 2 – Students will be able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals. Learning outcomes for this goal are:

1. Describe the history and development of the rehabilitation counseling profession and the roles and functions of clinical rehabilitation counselors.
2. Select and utilize screening and assessment strategies that are reliable and valid for persons with disabilities.
3. Develop a comprehensive individualized rehabilitation plan for a person with a disability.
4. Describe the neurobiological basis for addiction and co-occurring disorders. .
5. Identify and address the functional effects of the symptoms of mental disorders on the educational, vocational, cultural, and social experiences of individuals.
6. Conceptualize and write-up a formal diagnosis using current classification systems, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM).
7. Identify, describe, and strategically utilize community services and resources related to the provision of individualized rehabilitation services.
8. Utilize career- and work-related assessments, including job analysis and transferrable skills analysis.
9. Identify client concerns and develop approaches for addressing these in a community-based rehabilitation setting.
10. Develop and implement individualized service plans that reflect principles of client choice and self-determination and include theory-based and evidence-based counseling and rehabilitation services.

### Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

As mentioned in the background statement, the Rehabilitation Counseling Program was established at USC in 1966 and is one of two programs in South Carolina that produces qualified rehabilitation counseling professionals who work with persons with physical, developmental, intellectual, and psychiatric disabilities. Since 1994, the 48 credit-hour program has been housed in the USC School of Medicine and has been continuously accredited by the Council on the Commission for Rehabilitation Education (CORE). Also as mentioned earlier, the program's accreditation leads to graduates' automatic eligibility to sit for the exam administered by the Commission on Rehabilitation Counselor Certification (CRCC) that leads to the nationally recognized Certified Rehabilitation Counselor (CRC) credential.

Currently, some additional coursework is required for graduates to also be eligible to sit for one of two exams that lead to licensure as a professional counselor (LPC) in the state of SC and in several other states. For virtually all of our applicants and students, the availability of the two credentials – the CRC and the LPC – plays a critical role in the decision to enroll in the program. As a result of the program modification, program graduates will be eligible for the two credentials – the CRC and the LPC – *without* the need for additional coursework.

Master's-level rehabilitation counselors are uniquely qualified to provide clinical and vocational services to persons with disabilities. More than 95% of program graduates secure employment in rehabilitation counseling positions within 6 months of graduation. More than 75% of those graduates remain in South Carolina where there continues to be a critical need for master's-level rehabilitation counselors in the SC Vocational Rehabilitation Department (SCVRD) and other agencies serving persons with disabilities. According to 2014 SCVRD data, 22.5% of the state agency's workforce will be eligible for retirement by 2017 and more than 250 vacancies are projected over the next 5 years. The workforce need in SC surpasses the number of graduates produced by the two SC rehabilitation counseling programs combined. On a national level, the need for rehabilitation counselors is "projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations. Demand for rehabilitation counselors is expected to grow with the increase in the elderly population and with the continued rehabilitation needs of other groups, such as veterans and people with disabilities" (U.S. Department of Labor, Bureau of Labor Statistics website, 2017).

In SC, several state agencies and organizations require that master's level counseling professionals hold a professional license in order to be reimbursed for services provided. It is anticipated that licensure will soon be required by most employers of our graduates, both within SC and across the nation. Already, in many states, licensure as a professional counselor (LPC) and/or certification as a rehabilitation counselor (CRC) are basic requirements for master's-level employment in rehabilitation and counseling settings.

Effective July 1, 2017, the current program, which received a full 8-year accreditation from CORE in 2012 will be accredited by CORE through July 1, 2017 and by CACREP through July 2020. We would then seek reaccreditation from CACREP.

CACREP is the more widely recognized accrediting organization. Its accreditation standards are organized by a central set of standards that are common across all counseling programs, followed by sets of standards that correspond to specialization areas (e.g. clinical rehabilitation counseling, addictions counseling, etc.). Importantly, beginning with the 2016 CACREP standards, all CACREP-accredited counseling programs, regardless of the specialization area, must include a minimum of 60 credit-hours of study.

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Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

The curriculum for the degree includes two classes currently offered collaboratively by the USC College of Education: one class from Counselor Education and one class from Educational Psychology. Representatives of both programs have provided letters of concurrence and support. Over the years, the rehabilitation counseling program and counselor education programs have developed and continue to foster a cross-college collaboration that meets the needs of students in an effective and efficient way.

**List of Similar Programs in South Carolina**

Program Name	Institution	Similarities	Differences
Rehabilitation Counseling Program	South Carolina State University (SCSU)	<ul style="list-style-type: none"> <li>• Both have are accredited by the Commission on Rehabilitation Education (CORE).</li> <li>• Both are long-established programs (USC, 1966; SCSU, 1972)</li> <li>• Currently offer 48 credit hour degrees</li> <li>• Long-standing recipients of multiple US Department of Education long-term training grants from the Rehabilitation Services Administration (RSA)</li> <li>• Post-graduation employment rates in both rehabilitation counseling positions exceed 95%</li> <li>• More than 75% of all graduates of both programs remain in SC</li> <li>• Enrollment in both programs has remained steady in the last two decades; with SCSU program having a slightly larger average enrollment (55 active students) than the USC program (40-45 active students). The difference in enrollment is in large part attributable to SCSU having an average of 4 RSA scholarship grants at any one time and USC having an average of 2 of these grants. The USC program’s most recent RSA grant includes a line item for infrastructure (i.e., part-time administrative support) needed to be able to sustain a higher level of grant activity.</li> </ul>	<ul style="list-style-type: none"> <li>• THE CORE/CACREP merger is effective on July 1, 2017 and affects the programs’ re-accreditation timeframes in the following ways:           <ul style="list-style-type: none"> <li>- The USC program, which is accredited from 2012-2020, must begin active preparation for re-accreditation in 2018 in order to be ready for its 2020 CACREP site visit.</li> <li>- At this time (early 2017), SCSU is in its re-accreditation process with CORE and will not be required to seek re-accreditation under CACREP standards until as late as 2025 (i.e., assuming they receive a full eight-year accreditation).</li> </ul> </li> <li>• USC program offers Certificate of Graduate Study in Psychiatric Rehabilitation; SCSU offers coursework that leads to the Orientation and Mobility Specialist credential.</li> <li>• SCSU program is an Historically Black College/University (HBCU).</li> </ul>

### **Description of the Program**

The current enrollment in the program is 41 students. For the past seven (7) academic years our enrollment has ranged from 32 to 53 students with an average of 47 students per year. During this timeframe, we admitted an average of 17 new students per year. An average of 12 students per year graduated and an average of 3-4 students per year exited the program prior to graduation. The program admits students in Fall and Spring semesters and graduates students in Fall, Spring, and Summer semesters.

We currently recruit students through real-time recruitment webinars, "email blasts" and flyers that go out to all colleges and universities in South Carolina and to the primary employers of our program graduates, and the USC Career Fair. We plan to begin recruiting at more college career fairs, at professional conferences, and to a wider range of undergraduates and their instructors, many of whom are generally not aware of the profession of rehabilitation counseling, nor its multidisciplinary nature. For example, in addition to psychology and sociology majors that comprise our largest pool of applicants, students interested in health-related sciences, liberal arts, and business sometimes find rehabilitation to be a good fit for their talents and interests. We are optimistic that the availability of the 60 credit-hour degree providing eligibility to earn the CRC and LPC without additional coursework, the desirability of CACREP accreditation for prospective students, and our enhanced recruitment efforts may result in an increase in enrollment within several years.

Data in the table on the following page are based on the following projections and assumptions:

- When the 60 credit hour program begins in Fall 2018, 60% of currently enrolled students (approx. 24 of 40 students) will remain in the 48 credit hour program and 40% (approx. 16 of 40 students) will transition to the 60 credit hour program.
- In the first two academic years, the program will continue to enroll an average of 17 new students per year (i.e., approximately 9 in Fall and 7 in Spring).
- An average of 13-14 students will continue to graduate and/or exit in Fall, Spring, and Summer semesters (i.e., approx. 5 in Fall, 4 in Spring, and 4 in Summer).
- Beginning in the third year, when the program is re-accredited by CACREP, enrollment will increase due, in part, to the reputation of CACREP as an accrediting body.
- The program will retain both part-time and full-time students whose average course load is 6-9 credit-hours per semester. Tuition calculations are based on an average of 7.5 credit-hours per semester.

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<b>Projected New Enrollment (60 credit hour program)</b>						
<b>Year</b>	<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-2019	25	6-9 cr. hours per student	32	6-9 cr. hours per student	28	0-6 cr. hours per student
2019-2020	33	6-9 cr. hours per student	29	6-9 cr. hours per student	28	0-6 cr. hours per student
2020-2021	37	6-9 cr. hours per student	43	6-9 cr. hours per student	39	0-6 cr. hours per student
2021-2022	45	6-9 cr. hours per student	45	6-9 cr. hours per student	39	0-6 cr. hours per student
2022-2023	47	6-9 cr. hours per student	49	6-9 cr. hours per student	45	0-6 cr. hours per student

### Curriculum

Attach a curriculum sheet identifying the courses required for the program.

See last page (page number 17) for curriculum sheet.

### Curriculum Changes

**Note: Complete this table only if there are changes to the curriculum.**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program (Note: All are existing courses, with the exception of RCON 733.)</b>
RHAB 703 – Psychosocial Aspects of Disability	RCON 733 – Medical/Psychosocial Aspects of Disability
RHAB 710 – Medical Aspects of Rehab.	EDCE 510 – Introduction to Counseling
RHAB 712* – Occupational Analysis	RCON 600 – Culture and Disability
	EDPY 705 – Human Growth & Development
	RCON 704 – Ethics in Rehabilitation Counseling
	NPSY 757 – Psychopathology for Counselors
	NPSY 758 – Classification & Assessment
	NPSY 760 – Addictions Rehab
<i>Courses listed below have been updated to reflect current best practices and to meet changing accreditation standards.</i>	
<b>Current Course Title</b>	<b>New Course Title</b>
RHAB 700 – Intro to Rehab Counseling	RCON 700 – Foundations of Clinical Rehabilitation Counseling
RHAB 702 – Intro to Rehab Research & Assessment	RCON 702 – Intro to Rehab Research & Program Evaluation
RHAB 730 – Case Management & Community Resources	RCON 734 – Case Management and Professional Issues
RHAB 714 – Rehabilitation Assessment	RCON 714 – Rehabilitation Assessment
RHAB 701 – Rehab Counseling Practice I	RCON 601 – Helping Relationships/Fundamentals of Counseling Practice
RHAB 711 - Rehab Counseling Practice II	RCON 711 – Counseling Theories and Practice
RHAB 720 – Group Counseling	RCON 720 – Group Counseling
RHAB 880 – Counseling Practicum	RCON 880 – Counseling Practicum
RHAB 883 – Rehab. Counseling Internship	RCON 883 – Internship in Clinical Rehabilitation Counseling
RHAB 713 – Career Dev/Rehab Counseling	RCON 725* – Career Counseling and the World of Work
	*RCON 725 incorporates critical content from RHAB 712 Occupation Analysis, a course that was eliminated.

### **Faculty**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The program faculty consists of 4 PhD-level faculty and 1 master's-level instructor. No changes in faculty or administrative requirements are anticipated. In the development of the curriculum for the 60 credit-hour master's degree, we will reconfigure our current course offerings. This reconfiguration includes updating required courses, merging the course content for two classes, and designating current electives as required classes. We will also incorporate two existing classes from our Certificate of Graduate Study in Psychiatric Rehabilitation into the curriculum.

It is anticipated that additional adjunct faculty members may be necessary during the time of program transition (i.e., when some students elect to finish the 48 credit-hour program while others transition to and/or begin the 60 credit-hour program). The costs for these adjunct faculty are reflected in the Financial Support section.

### **Resources**

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

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The modified program will utilize the same resources as the existing program. Students and faculty have access to the USC library as well as the School of Medicine library and will continue to do so. We'll remain at the same facility and utilize the same space. While no new resources are required to modify the existing program, we plan to update our video-recording equipment for clinical practice prior to re-accreditation in 2020. This update would be necessary for re-accreditation even if the program was not modified. The update is also reflected in the Financial Support section.

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup> 2018-2019</b>	<b>2<sup>nd</sup> 2019-2020</b>	<b>3<sup>rd</sup> 2020-2021</b>	<b>4<sup>th</sup> 2021-2022</b>	<b>5<sup>th</sup> 2022-2023</b>	<b>Total</b>
Program Administration	100,000	102,000	104,040	106,121	108,243	520,404
Faculty and Staff Salaries	603,840	615,917	628,235	640,800	653,616	3,159,908
<b>Additional adjunct faculty during transition</b>	<b>10,000</b>	<b>7,500</b>				
Graduate Assistants	25,000	25,500	26,010	26,530	27,061	130,101
Equipment	1,500	1,500	1,500	1,500	1,500	7,500
Facilities						0
Supplies and Materials	3,100	3,100	3,100	3,100	3,100	15,500
Library Resources						0
<b>Other*</b>	3,500 (video equipment update)	6,500 (Accreditation fees)				10,000
<b>Total</b>	<b>746,940</b>	<b>762,017</b>	<b>762,885</b>	<b>778,051</b>	<b>793,520</b>	<b>3,843,413</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	733,890	748,568	763,539	778,810	794,386	3,819,193
Program-Specific Fees						0
State Funding (i.e., Special State Appropriation)*						0
Reallocation of Existing Funds* (Department funding)						0
Federal Funding*						0
Other Funding*	15,000	15,000	15,000	15,000	15,000	75,000
<b>Total</b>	<b>748,890</b>	<b>763,568</b>	<b>778,539</b>	<b>793,810</b>	<b>809,386</b>	<b>3,894,193</b>
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	<b>1,950</b>	<b>1,551</b>	<b>15,654</b>	<b>15,759</b>	<b>15,866</b>	<b>50,780</b>

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\*Provide an explanation for these costs and sources of financing in the budget justification. **(See next page for Budget Justification.)**

## Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

### COSTS

#### Line items: “Program Administration,” “Equipment,” “Facilities,” and “Library Resources”

The program will continue to be administered by USC School of Medicine administrators as it has been in years preceding the program modification. Costs are based on data from the most recent academic year. Costs for equipment, facilities, supplies and materials, and library resources are consistent with years leading up to the program modification.

#### Line item: “Faculty and Staff Salaries”

In years 1 and 2 only, we anticipate that we may need **additional temporary adjunct faculty members** during the time of program transition (i.e., when some students elect to finish the 48 credit-hour program while others transition to and/or begin the 60 credit-hour program). This cost is displayed on the third line of the budget table and appears in bold font. Adjunct instructors are paid \$2,500 per course. In year 1, up to 4 additional courses may be needed (\$10,000). In year 2, up to 3 additional courses may be needed (\$7,500). At that point, all students would be in the 60 credit hour program. Faculty/staff salaries and costs are shown on Line 2 and reflect a 2% increase per year. Graduate assistant salaries appear on Line 4 and reflect a 2% increase per year.

#### Line item: “Other”

In year 1, the program plans to update its **video recording equipment** for counseling practice sessions. \$3,500 is allocated for this. In year 2, the program is already scheduled to seek reaccreditation. Instead of seeking accreditation from Commission on Rehabilitation Education (CORE), we will seek accreditation by the Council for the Accreditation of Counseling and Related Programs (CACREP). The anticipated cost is \$6,500 which represents the **application fee** of \$2,500 and the **site visit fee** (\$4,000 for 2 site visitors). These costs are displayed on the 9<sup>th</sup> line of the budget table and appear in bold font.

### SOURCES OF FUNDING

The USC School of Medicine (SOM) allocates financial support to all its graduate education programs based on projected program needs. Financial support comes primarily from tuition and may be supplemented by allocation of departmental funds as needed. Tuition revenues are based on data from the most recent academic year. Tuition estimates reflect a 2% per year increase. “Other” funding represents courses offered to community partners at USC contractual rates.

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

- Yes  
 No

If yes, explain. (1000 characters)

Comment: The program has updated its program goals and student learning objectives, but will continue to monitor and report outcomes in accordance with established university and accreditation procedures.

Will the proposed modification affect or result in program-specific accreditation?

- Yes  
 No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

As mentioned previously, the program is currently accredited and has been continuously accredited by the Council on the Commission for Rehabilitation Education (CORE) since 1994. CORE will merge with the Council for Accreditation of Counseling & Related Educational Programs (CACREP) effective July 1, 2017. According to the terms of the merger, the current program, which received a full 8-year accreditation from CORE in 2012 will be accredited by CORE through July 1, 2017 and by CACREP through July 2020. In 2019-2020, we will seek re-accreditation from CACREP.

Will the proposed modification affect or lead to licensure or certification?

- Yes

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No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Current accreditation results in program graduates' automatic eligibility to sit for the exam administered by the Commission on Rehabilitation Counselor Certification (CRCC) that leads to the nationally recognized Certified Rehabilitation Counselor (CRC) credential. Graduates of the current program have been eligible, with some additional coursework, to sit for one of two exams that lead to licensure as a professional counselor (LPC) in the state of South Carolina and in several other states. As a result of the program modification, program graduates will be eligible for the two credentials – the CRC and the LPC – without the need for additional coursework.

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### **Teacher or School Professional Preparation Programs**

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

## CURRICULUM SHEET

THE MASTER OF ARTS (M.A.) DEGREE IN COUNSELING and REHABILITATION  
SCHOOL OF MEDICINE

Specialization in Clinical Rehabilitation Counseling

PROGRAM OF STUDY

**60 credit hours**

**Required Core Courses** (39 credit hours)

*CACREP content areas (24 credit hours)*

EDCE 510: Introduction to Counseling

RCON 605: Culture and Disability

EDPY 705: Human Growth & Development

RCON 725: Career Theories and the World of Work

RCON 601: Helping relationships: Fundamentals of Counseling Practice

RCON 720: Group Counseling

RCON 714: Assessment in Counseling and Clinical Rehabilitation

RCON 702: Research and Program Evaluation in Counseling

*Other required courses (15 credit hours)*

RCON 711: Theories and Techniques of Counseling

RCON 704: Issues and Ethics in Clinical Rehab Counseling

NPSY 757: Psychopathology for Counselors

NPSY 758: Classification & Assessment of Mental Disorders (Prereq: NPSY 757)

NPSY 760: Addictions Counseling and Rehabilitation

**Specialization courses** (9 credit hours)

RCON 700: Foundations of Clinical Rehabilitation Counseling

RCON 733: Psychosocial and Medical Aspects of Clinical Rehabilitation

RCON 734: Professional Issues in Clinical Rehabilitation

**Elective** (3 credit hours)

Students may select an elective from the following: NPSY 755: Foundations of Psychiatric Rehabilitation; NPSY 756: Vocational Implications of Psychiatric Disabilities; NPSY 761: Dual Diagnosis; NPSY 763: LGBT Issues in Counseling and Rehabilitation; or RHAB 540: Assistive and Adaptive Technology. Other approved courses may be added to this list.

**Field experiences** (9 credit hours)

RCON 880: Counseling Practicum in Clinical Rehabilitation (3 credit hours)

RCON 883: Internship in Clinical Rehabilitation Counseling (6 credit hours)