I. VISION

To be the premier graduate rehabilitation counselor education program recognized for its diversity, and known for excellence in teaching, research and, service.

II. MISSION

The mission of the Graduate Programs in Rehabilitation at The University of Iowa is to increase opportunities for participation and choices of people served, through education, training, research, leadership, and community engagement.

II. PROGRAM OBJECTIVES

The Graduate Programs in Rehabilitation at The University of Iowa have the following general outcome objectives. These objectives have been developed in conjunction with the rehabilitation practitioner, student and alumni communities as represented within the Advisory Board, and after an analysis of Program strengths, challenges, and strategic special initiatives (see Appendices A, B, and C). These overarching outcome objectives drive the specific program operational objectives that are contained in the Program’s Strategic Plan. The general outcome objectives are to:

1. Develop and maintain model collaborative ventures and partnerships.
2. Recruit and retain a diverse faculty, academic and classified staff and student population.
3. Develop infrastructure and support, including innovative technology, for research, teaching service and partnerships.
4. Maintain and continue to improve a climate of respect and dignity.
5. Increase scholarship and research productivity and the impact of this research.
6. Model quality instruction and mentoring for graduate students.

III. VALUES

The Graduate Programs in Rehabilitation operate from a clearly articulated philosophical basis that is grounded in the following values:

a. Leadership: We value and are committed to exercising leadership characterized by innovation and vision.

b. Excellence and Continuous Improvement: We value excellence in teaching, service and research. We are committed to promoting creative and critical thinking among students and staff within a culture of inspiration, high expectations, accountability, and quality service to students, the university and external communities.

c. Social and Ethical Responsibility: We value honesty, fairness, respect, compassion and professional and scholarly ethics among staff and students. We are committed to increasing access to opportunity and promoting social justice.
d. **Diversity:** We value respect for cultural, intellectual and role difference including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, marital status, family configuration, disability, language, philosophical orientation, and socioeconomic status among others. We are committed to continuous critical self-reflection, and practice in the true spirit of diversity.

e. **Communication, Collaboration and Community Engagement:** We value open communication and collaboration within and across organizational units and with our external communities. We are committed to maintaining a spirit of community where differences of opinion are encouraged.

### IV. PLANNING ASSUMPTIONS

- Graduate enrollment will remain stable.
- Program faculty will remain stable at 5 tenure-track faculty members with primary appointments and remain at 1 tenured faculty member with a secondary appointment in The Graduate Programs in Rehabilitation.
- The one faculty member who is untenured will successfully achieve tenure and promotion.
- The number and level of support for graduate assistantships will remain stable.

### V. PROGRAM GOALS AND RELATED ACTIVITIES

**A. Utilize our resources as a research university to enhance teaching and learning.**

<table>
<thead>
<tr>
<th>Theme A.I.</th>
<th>Sustain a unique graduate professional program that prepares professional rehabilitation counselors and rehabilitation counselor educators for Iowa and the nation.</th>
</tr>
</thead>
</table>

1. Write and submit an application for a RSA Long-term Services Training Grant at the Master’s level for the first available competition cycle after the conclusion of the current grant’s award if available (expected to be an AY 2008-2009 RFP).

2. Write and submit an application for a RSA Long-term Services Training Grant at the doctoral level for the next available competition cycle.

3. Achieve successful re-accreditation of the Master’s Program in 2007 by CORE.

4. Achieve successful re-accreditation of the Master’s Program in 2012 by CACREP, and apply in the Mental Health Counseling, rather than the Community Counseling category.

5. Re-evaluate the specialty areas of the Master’s curriculum to identify opportunities to strengthen targeted specializations in need of further development (e.g., Assistive Technology and Substance Abuse Counseling).

6. Develop an interdisciplinary doctoral curriculum (Ph.D./J.D.) jointly with the UI College of Law’s Center for Law, Health Policy and Disability.
7. Conduct a review and revision of the doctoral curriculum in consultation with the Department, and maintain a clear articulation between the Counselor Education and Supervision CACREP Program and the Rehabilitation Counselor Education Program doctoral program. This arrangement should facilitate the elective access of RCE students to the CACREP required courses and offer a letter of completion to those students who complete these courses upon graduation.

8. Offer a course in Assistive Technology and evaluate the response of the COE community in terms of how well this course content meets the needs of the College as a whole.

9. Conduct a needs analysis regarding the future of the rehabilitation psychology program.

**Theme A.II. Increase the number and maintain the diversity of students and faculty.**

1. Maintain contacts and relationships with a minimum of 6 Universities and colleges from which the Program has been successful in recruiting students in the past.

2. Maintain a contact with a minimum of 10 individuals representing programs that have been significant sources of non-traditional students, particularly persons with disabilities, in prior years.

3. Attend recruitment activities at 1 state and 3 national conferences and meetings at which potential students might be recruited.

4. Involve the Program Advisory Board in recruitment efforts.

5. Involve current students and alumni in efforts to recruit graduate students.

6. Complete a review and an update of Program Web Site materials on at least a yearly basis.

7. Contact the Graduate College’s Outreach Services personnel at least once per semester.

8. Graduate a minimum of 8 Master’s level students and 1 doctoral student per year.

9. Participate in 2 events and provide consultation and advocacy to the COE to increase awareness and full inclusion of the special abilities and needs of applicants and students with disabilities.

10. Maintain participation of the Director the Student Disability Services as a member of the Advisory Board.
11. A faculty member will participate on the ICATER Advisory Board and advocate for the purchase and support of sufficient assistive technology resources to meet the academic accommodation needs of Program and other COE students in a timely and effective manner.

Theme A.III. Foster a welcoming environment for students.

1. Hold at least 1 orientation programs for doctoral and master’s students each year.

2. Provide a faculty member as an advisor to UI-ARCA to support its student leaders and members.

3. Continue to create a welcoming atmosphere for student representation on the Program’s Advisory Board, and provide open meeting time at each Board meeting that is open to all Program students.

4. Solicit student contributions and information in the Program newsletter and Web Site at least 2 times a year.


6. Renew relationships with Program community-based mentors and recruit new e-mentors as needed, and encourage having at least one face-to-face meeting between students and e-mentors per year.

7. Continue to publish Program newsletter twice a year through Web publication to enhance sense of community and increase wide-spread dissemination of current Program information.

8. Maintain tradition of one Program-wide social event per semester.

9. Provide consultation and leadership to the COE with regard to its educational and research missions in assistive technology through participation on the ICATER Advisory Board.

B. Maintain influence on rehabilitation counseling policy and practice at state and national levels

Theme B.I. Maintain active involvement in state policy-making committees.

1. One faculty member will actively participate on the Iowa Board of Behavioral Examiners.

2. The Program Advisory Board will discuss state policy initiatives that may influence rehabilitation counselors at each meeting.

3. Maintain active involvement in the UI College of Law’s Center for Law, Health Policy and Disability Center to gain accurate information about policy issues affecting persons with disabilities and determination of appropriate courses of action in response.
4. Provide support, consultation, and leadership (e.g., facilities and technical assistance) for relevant county, state and local professional associations, government programs and community non-profit rehabilitation institutions.

**Theme B.II. Maintain active involvement at national professional credentialing bodies and professional counseling conferences.**

1. Support the travel and involvement of at least 2 faculty members at any one time in key credentialing and professional organizations.

2. Support interests in the on-campus chapter of student UI-ARCA chapter and national organizations to create additional ARCA student chapters nation-wide.

3. Maintain an appropriate range and breadth of current links from the Program Web Site to key national bodies.

4. Deliver no less than an average of one presentation per year per faculty member at national conferences.

5. Facilitate presentations by a minimum of 4 students per year will present at state, regional and national conferences, alone or in conjunction with faculty as appropriate.

**C. Maintain local visibility and recognition of program**

**Theme C.I. Create opportunities for practicing rehabilitation counselors to up-grade their knowledge and skills.**

1. Offer a minimum of 1 colloquium per year for rehabilitation counselors in the community.

2. Provide leadership and instruction through the Annual Summer School for Helping Professional (ASSHP) each year that proves cost effective access to professional development courses for community professionals, especially as they may be needed for their credentialing advancements.

3. Offer a minimum of one on-campus graduate credit-bearing course in the Summer Session.

4. Continue to provide information about continuing education opportunities through the Program newsletter and Web Page at least 2 times a year.

**D. Build distinguished record of research and scholarship**

**Theme D.I. Scholarly works will be produced by faculty who contribute to the knowledge base for rehabilitation counseling and rehabilitation counselor education.**
1. Maintain scholarly productivity of faculty at the level of a minimum of 2 refereed publications (published or accepted for publication) per faculty member per year, and 1 grant application per year for the entire faculty.

2. Write at least one book or revised book that is relevant to the needs of the rehabilitation counseling academic community between 2007-2012.

3. Develop a collaborative grant proposal in an area of research consistent with the interests and capabilities of the Program and the UI College of Law’s Center for Law, Health Policy and Disability.

4. Advocate for increased faculty travel allocations to present papers and programs at national conferences.

5. Support the application of pre-tenured faculty member for Old Gold Awards in Summer, 2007 and subsequent summers as available.

VII. UI INDICATORS OF SUCCESS

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>UI TARGET</th>
<th>PROGRAM TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pass rates on qualifying, licensing, and certification exams</td>
<td>Maintain pass rates above peer means in selected areas (P)</td>
<td>Maintain credentialing examination pass rate for graduates on the certification examination of the Commission for Rehabilitation Counselor Certification (CRCC) above 90%</td>
</tr>
<tr>
<td>2. Number of graduate students winning national fellowships or awards</td>
<td>30 new awards in next five years (I)</td>
<td>5 applications made in next five years</td>
</tr>
<tr>
<td>3. Time to PhD degree</td>
<td>Decrease the average from 6.7 years to 6.4 years (I)</td>
<td>Establish benchmark and target</td>
</tr>
<tr>
<td>4. Sponsored research</td>
<td>Increase external funding 2.5% per year</td>
<td>Capture 1 externally funded research grant</td>
</tr>
<tr>
<td>5. Sponsored research applications</td>
<td>Increase the number of annual external grant applications from 3,041 to 3,200 (I)</td>
<td>Increase the number of annual external grant applications to 5</td>
</tr>
<tr>
<td>6. Fellowships and scholarships</td>
<td>Increase to 10 the average number of national faculty fellowships and scholarships awarded per year (e.g., Guggenheim, Fulbright, NEA, and NEH) (I)</td>
<td>Achieve 1 national faculty fellowship or scholarship</td>
</tr>
<tr>
<td>7. National rankings</td>
<td></td>
<td>Improve ranking in the annual U.S. News &amp; World Report national survey from 3rd place</td>
</tr>
<tr>
<td>8. Academic admission qualifications</td>
<td></td>
<td>Improve the UGPA from 3.29 (mean 2003-2005) to 3.5 among Master’s students, and the GGPA from 3.7 (mean GGPA 2000-05) to 3.8 among doctoral students admitted</td>
</tr>
<tr>
<td>9. Initial graduate employment</td>
<td></td>
<td>Maintain employment rates in rehabilitation or directly-related rehabilitation institutions or who are pursuing advanced related degrees for Master’s graduates at or above 90%; and in academic positions in rehabilitation counselor</td>
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<tr>
<td></td>
<td>Education or leadership for doctoral graduates at or above 90%</td>
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<tr>
<td>10. <strong>Sustained careers of graduates</strong></td>
<td>Maintain at or above 75% the number of program graduates who 5 years who are employed in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. rehabilitation or directly-related rehabilitation institutions or who are pursuing advanced related degrees (Master’s graduates); and</td>
<td></td>
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<tr>
<td></td>
<td>B. academic positions in rehabilitation counselor education or leadership (doctoral graduates)</td>
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<tr>
<td>11. <strong>Faculty scholarly publication</strong></td>
<td>Increase scholarly productivity of faculty to 3 refereed publications (published or accepted for publication) per faculty member per year</td>
<td></td>
</tr>
<tr>
<td>12. <strong>Doctoral student publications and presentations</strong></td>
<td>Increase the number of doctoral students authoring or co-authoring publications, and making presentations at professional conferences to 30% of the students per year</td>
<td></td>
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<tr>
<td>INDICATOR</td>
<td>UI TARGET</td>
<td>PROGRAM TARGET</td>
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<tr>
<td>1. Climate measures reported in regular campus-wide survey</td>
<td>Establish benchmark and target after completion of the campus-wide survey (currently ongoing) (I)</td>
<td>Establish benchmark and target after completion of survey</td>
</tr>
<tr>
<td>2. Representation of students with disabilities</td>
<td></td>
<td>Maintain at or above 25% (29.6% in 2006-07) in Master’s program and 20% (28.3% in 2004-05) in doctoral program</td>
</tr>
<tr>
<td>3. Minority student representation</td>
<td>Increase from 8.7% to 10.9% (P)</td>
<td>Maintain at or above 9% (7.4% in 2006-2007) in Master’s program and 20% (21.4% in 2004-2005) in doctoral program</td>
</tr>
<tr>
<td>4. Minority tenured/tenure track faculty representation</td>
<td>Increase from 13.6% to 16.0% (P)</td>
<td>Maintain at least at 20%</td>
</tr>
<tr>
<td>5. Women tenured/tenure track faculty representation</td>
<td>Increase from 27.7% to 32.0% (P)</td>
<td>Maintain at least at 40%</td>
</tr>
<tr>
<td>6. Graduate minority student first- year retention rate</td>
<td>Increase from 79.6% to 85.2% (I)</td>
<td>Maintain at least at 80% (averaged over 5 years)</td>
</tr>
<tr>
<td>7. Graduate student with disabilities first- year retention rate</td>
<td></td>
<td>Maintain at least at 80% (averaged over 5 years)</td>
</tr>
<tr>
<td>8. Graduate minority student graduation rate</td>
<td></td>
<td>Maintain at least at 80% of students who remain after first year of study</td>
</tr>
<tr>
<td>9. Graduate student with disability graduation rate</td>
<td></td>
<td>Maintain at least at 80% of students who remain after first year of study</td>
</tr>
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</table>
## VITALITY

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>UI TARGET</th>
<th>PROGRAM TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total gift productivity</td>
<td>Increase annual total gift productivity through the UI Foundation from $144.5 million to $200.0 million (I)</td>
<td>Establish benchmark and target</td>
</tr>
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</table>

## ENGAGEMENT

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>UI TARGET</th>
<th>PROGRAM TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. UI contributions to external community</td>
<td>Develop recognition program for faculty, staff, and students who make significant external contributions (I)</td>
<td>Each faculty member holds one leadership position in a national or state counseling or rehabilitation counseling-related professional organization</td>
</tr>
<tr>
<td>2. Number of students participating in cooperative education, community internship, service learning, and volunteer programs</td>
<td>Collect information from all programs and set targets (I)</td>
<td>Collect information from all programs and set targets</td>
</tr>
<tr>
<td>3. Number of students participating in professional organizations</td>
<td>Collect information on all outreach efforts and set targets (I)</td>
<td>Increase to 10% of the student body participating each year in national or state-level professional organizations through either attending conferences, providing presentations at conferences, and/or participating in organizational activities</td>
</tr>
<tr>
<td>3. Tracking outreach efforts</td>
<td>Collect information on all outreach efforts and set targets (I)</td>
<td>Collect information on all outreach efforts and set targets</td>
</tr>
</tbody>
</table>

**KEY:** (P) = Peer Benchmark (I) = Internal Target
Appendix A

SPECIAL INITIATIVES

◆ Strengthen master’s and doctoral programs’ appeal in light of increasing costs of education (e.g., emphasize licensure).

◆ Develop non-traditional revenue streams (i.e., non-RSA) for scholars and scholarship.

◆ Develop funding streams (NIH) in interest areas, (e.g., ethics, aging, assistive technology, bilingual counselor education).

◆ Develop Institute on Disability Ethics and Rehabilitation Practice.

◆ Establish Research Center on employment outcomes.

◆ Work on Development/fund raising campaign for the department to support such items as student travel, and Program brochures.

◆ Sustain and enhance ICATER.

◆ Sustain and enhance relationship with LHPDC (Law, Health Policy, & Disability Center).

◆ Develop strategies for promoting/advancing mental health and including substance abuse counseling and credentialing.

4Pursue CACREP mental health counseling accreditation.
4Follow MH parity and other policies
4Educate faculty and students regarding MH insurance payor procedures and provider panels

◆ Consider the future of the inactive Rehab Psych program (doctoral).

◆ Enhance the infusion of disability studies/disability culture, and the independent living viewpoint into the curriculum

◆ Integrate information concerning disaster planning and response into the curriculum, and increase awareness of faculty and students to these matters.
Appendix B

PROGRAM STRENGTHS

◆ Diverse, active, expert, and highly committed Advisory Board

◆ Highly skilled and credible faculty

◆ Faculty currently serve and have served in key national positions and in leadership roles

◆ Quality of student recruitment

◆ Program is a 60-credit master’s program, as opposed to 48 credits, facilitating graduate achievement of licensure

◆ Practical skills training

◆ Comprehensive curriculum (emphasis on professionalism)

◆ Inter-university collaboration (i.e., member institution in The Big 3 Consortium)

◆ Success of graduates, as indicated by a high placement rate, and quality of their careers in rehabilitation

◆ Student participation within the community through field placement experiences

◆ Support of College of Education administration

◆ Diversity of students

◆ Vital community partnerships involving high levels of networking and collaboration

◆ Emphasis on ethics; high degree of integrity on part of faculty, students and graduates

◆ Excellent support and physical resources

◆ On site technological resources

◆ Clinical manual for supervisors available on Program web site

◆ Strong reputation for producing leaders in the field and developing and/or pioneering professional standards

◆ High quality of student-oriented and professional development activities to prepare students for the profession

◆ Flexibility of the program to adapt to or anticipate trends as needed
Appendix C

PROGRAM NEEDS AND CHALLENGES

◆ Achieving and maintaining funds for scholarship support of students

◆ Maintaining strong and diverse minor and specialization options in master’s and doctoral programs

◆ Lack of consistent information flow for students

◆ Flexibility in program to accommodate part-time students

◆ Curriculum needed on funding streams and models

◆ Need to teach master’s students supervisory skills

◆ Under-funded research programs that are under faculty supervision