

**AGENDA**  
**REGULAR MEETING OF THE**  
**UTAH STATE UNIVERSITY BOARD OF TRUSTEES**  
**TELEPHONE CONFERENCE CALL**  
**APRIL 8, 2011**

- |            |                                                                                                                                                |                                      |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| 9:00 a.m.  | Audit Committee Meeting                                                                                                                        | Champ Hall Conference Room, Room 136 |
| 9:45 a.m.  | Executive Session                                                                                                                              | Champ Hall Conference Room, Room 136 |
| 10:00 a.m. | Regular Meeting                                                                                                                                | Champ Hall Conference Room, Room 136 |
|            | <ul style="list-style-type: none"><li>• Introductory Items</li><li>• Chair's Report</li><li>• Consent Agenda</li><li>• Action Agenda</li></ul> |                                      |

**AGENDA  
CHAIR'S REPORT  
APRIL 8, 2011**

A. Information Item

Date of the Next Board of Trustees Meeting, May 6, 2011  
(changed from May 13, 2011)

B. Other

**CONSENT AGENDA  
APRIL 8, 2011**

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1. Minutes of the Executive Session Held on March 18, 2011	1
2. Minutes of the Regular Meeting Held on March 18, 2011	3
3. Faculty and Staff Adjustments	(To be distributed)
4. Executive Session, May 6, 2011	

EXECUTIVE SESSION  
UTAH STATE UNIVERSITY BOARD OF TRUSTEES  
TELEPHONE CONFERENCE CALL  
MARCH 18, 2011

Minutes of the Regular Meeting of the Utah State University Board of Trustees held as a telephone conference call in the Champ Conference Room, Old Main Room 136, at 9:15 a.m.

MEMBERS PRESENT

Suzanne Pierce-Moore	Chair (by telephone)
Ronald W. Jibson	Vice Chair (by telephone)
Ralph W. Binns	
David P. Cook	(by telephone)
Robert L. Foley	(by telephone)
Douglas S. Foxley	(by telephone)
Susan D. Johnson	(by telephone)
Richard L. Shipley	(by telephone)
Tyler L. Tolson	

MEMBERS EXCUSED

Frank Peczuh, Jr.  
Scott R. Watterson

UNIVERSITY REPRESENTATIVES PRESENT

Stan L. Albrecht	President (by telephone)
Raymond T. Coward	Executive Vice President and Provost (by telephone)
David T. Cowley	Vice President for Business and Finance (by telephone)
Sydney M. Peterson	Chief of Staff and Board of Trustees Secretary

Chair Pierce-Moore conducted the Executive Session.

Personnel and property issues were discussed.

The Executive Session adjourned at 10:00 a.m.

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Suzanne Pierce-Moore, Chairman

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Sydney M. Peterson, Secretary  
(Minutes Taken by Mira G. Thatcher)

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Date Approved

REGULAR MEETING  
UTAH STATE UNIVERSITY BOARD OF TRUSTEES  
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Susan D. Johnson	(by telephone)
Richard L. Shipley	(by telephone)
Tyler L. Tolson	
Scott R. Watterson	(by telephone)

MEMBERS EXCUSED

Douglas S. Foxley  
Frank Peczuh, Jr.

UNIVERSITY REPRESENTATIVES PRESENT

Stan L. Albrecht	President (by telephone)
Raymond T. Coward	Executive Vice President and Provost (by telephone)
Noelle E. Cockett	Vice President and Dean for Extension and Agriculture
David T. Cowley	Vice President for Business and Finance (by telephone)
M. Kay Jeppesen	Vice President and CIO for Information Technology
Brent C. Miller	Vice President for Research (by telephone)
F. Ross Peterson	Vice President for University Advancement (by telephone)
Neil Abercrombie	Director of Government Relations (by telephone)
John Allen	Dean of the College of Humanities and Social Sciences
Jodi Bailey	Chief Audit Executive
John DeVilbiss	Executive Director of Public Relations and Marketing
Michael Freeman	Associate Dean for Education Outreach
Charles Gay	Associate Vice President for Extension
Steven Jenson	Executive Director of Housing and Residence Life
Norman Jones	Head of the Department of History
Michelle B. Larson	Assistant Provost
Lisa Leishman	President of the Professional Employees Association

Ben Lignugaris-Kraft	Head of the Department of Special Education and Rehabilitation
Debra Megill	President of the Classified Employees Association
Eric R. Olsen	Associate Vice President for Student Services
Sydney M. Peterson	Chief of Staff and Board of Trustees Secretary
Kenneth Snyder	Executive Dean and Chief Administrative Officer
Mira G. Thatcher	Secretary
Vincent B. Wickwar	President of Faculty Senate

OTHERS PRESENT

Erik Mikkelsen	ASUSU President-elect
Teresa Theurer	Utah State Board of Regents
Adam W. Vail	Student
Tiffany Vail	Wife of Adam W. Vail
Susan Verhoef	Legislative Auditor

MEMBERS OF THE MEDIA PRESENT

Kevin Opsahl	<i>The Herald Journal</i>
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Chair Pierce-Moore conducted the meeting and welcomed those present.

I. Chairman's Report

A. ASUSU Report

Trustee Tolson reported on the following:

- The Institute for Communication and Leadership scheduled seminars for March 17 and March 31. Approximately 15 to 20 students will receive training in interpersonal communication and conflict resolution, and will receive a certificate.
- The Aggie Recreation and Community Center steering committee has been formed. Three proposals of prospective timelines have been received from different firms.
- Students are raising funds to provide relief for victims of the earthquake and tsunami in Japan. They started this week and have raised approximately \$2,000 (by the end of March \$6,000 had been raised). They hope the community will also contribute.

B. Alumni Association Report

Trustee Binns reported on the following:

- Founders Day was held March 4, 2011. Five individuals received awards.
- The goal of the Alumni Association is to recognize deserving individuals and reconnect them to USU. Trustee Binns asked those present to submit names of individuals who could be eligible to receive awards.
- The Alumni Association is supported by memberships. Annual and Life memberships have increased by 325 since October 2010.
- License plate sales increased by approximately 200 since October 2010.

C. Date of the Next Board of Trustees Meetings

The next Board of Trustees meeting will be held on Friday, April 8, 2011, as a telephone conference call.

II. President's Report

A. Student Resolution of Commendation to Adam W. Vail

Trustee Tolson read the Resolution of Commendation (Appendix A) to student Adam W. Vail, whose wife, Tiffany, was also in attendance. Mr. Vail was commended for his example of serving and helping others achieve success while maintaining a high grade point average.

President Albrecht congratulated Mr. Vail and stated that he is a great role model.

Mr. Vail stated that his major is Exercise Science, and he plans to start medical school in two years.

B. Alumni Greats

Trustees received a copy of *Alumni Greats* for their information (Appendix B).

C. 2011 Legislative Session Update

President Albrecht reported the following results of the 2011 Legislative Session:



- House Bill 57 – Approval of the Joint Professional School of Veterinary Medicine, jointly administered with Washington State University. This will be USU’s first professional school and a major step forward. It received strong support from legislators and from the Governor’s Office. President Albrecht credited Representative John G. Mathis and Senator Dennis E. Stowell for sponsoring the bill and expressed appreciation for their support. Neil Abercrombie, Director of Government Relations, added that USU had the support of the Rural Caucus. Governor Herbert may schedule a ceremonial signing for the bill.
- Legislative approval was given for a bonding bill for \$14 million for the new Business Building, in part because we were successful in obtaining \$16 million in private funding. President Albrecht expressed appreciation to Vice President Peterson and his colleagues for securing private funding. He said that Governor Herbert has not yet signed the bill. Mr. Abercrombie stated that legislators were considering capital facilities projects this year, and this bonding project moved to the top of the list because of the private funding which was more private funding than any other project in the state. President Albrecht said that when the bill is signed, the programming will move forward. The new Business Building will be constructed east of the College of Agriculture building which is currently under construction.
- USU will receive \$2 million of \$5 million joint funding (Federal Stimulus) with the U of U (Federal Stimulus) for the Utah Collaborative Arrhythmia Program (UCAP). President Albrecht credited Dinesh Patel and Scott Anderson for their efforts.
- At the end of the session, USU also received: \$50,000 for the Music Department in the Caine College of the Arts, \$50,000 for the Caine Lyric Theatre, and \$10,000 for Financial Literacy (Extension).
- At the beginning of the Legislative session, a 7% budget cut was considered, an \$11,100,000 cut for USU. The Legislature backfilled 5%, so the final cut was 2%, or \$3 million. In addition, Senate Bill 6 passed which added another .63% cut, for a total cut of approximately \$4 million. President Albrecht stated that meetings will be held with vice presidents and deans to discuss strategically implementing the cuts for the 2011-2012 year while protecting the quality of the core of the University. He indicated that cuts will probably be deeper than required and the funds will be used for investments to take advantage of opportunities to grow excellence. Provost Coward added that the same strategy will be used as in previous years of budget cuts. It will allow deans, and leadership of the Faculty Senate, Professional, and Classified Associations to be involved in discussions.

- House Bill 75, Dangerous Weapon Amendment, sponsored by Representative Curt Oda, eliminates the 1,000 foot buffer zone around K-12 schools and colleges for carrying weapons.
- House Bill 485, Higher Education Tenure, which was defeated in committee, would have prohibited the Utah Systems of Higher Education (USHE) institutions from offering tenure-track positions or new tenure after July 1, 2011.
- Senate Bill 97, Mission Based Funding. President Albrecht said USU was supportive of this bill which is to implement the recommendations of the USHE Mission Based Funding Task Force by providing a way for new appropriations based on both enrollment and strategic initiatives as identified by Regent priorities and Presidents. He said USU will develop a matrix that will account for growth and research.

President Albrecht said it was a challenging session, and the budget cuts will be difficult. He expressed appreciation to Neil Abercrombie for the great job he did during the Legislative session.

#### D. Visits to Colleges

Visits will be made to the colleges in the next four or five weeks.

#### E. Recent Events

1. USU Community Cabinet, January 11, 2011
2. Northwest Commission on Colleges and Universities (NWCCU) Board of Commissioners Meeting in Bellevue, Washington, January 12-13, 2011
3. NCAA Division I Board of Directors Meeting in San Antonio, Texas, January 15, 2011
4. RCDE and USU-CEU Advisory Board Meeting in Park City, January 18, 2011
5. Utah Campus Compact Executive Meeting, January 20, 2011
6. Regents' Audit Committee Meeting, January 20, 2011
7. Men's Basketball – Louisiana Tech at USU, January 20, 2011
8. Sunrise Session, January 21, 2011
9. Board of Regents at Salt Lake Community College, January 21, 2011
10. Men's Basketball – New Mexico State at USU, January 22, 2011
11. Utah Legislature in Session, January 24-March 10, 2011
12. Salt Lake Chamber Governing Board, January 25, 2011
13. Aggie Passport Dinners, January 25-26, 2011
14. Stater's Council, January 26, 2011
15. Laurie McNeill, Carnegie Professor of the Year Reception – February 1, 2011

16. Men's Basketball – Nevada at USU, February 2, 2011
17. Men's Basketball – Boise State at USU, February 5, 2011
18. Men's Basketball – Fresno State at USU, February 12, 2011
19. Governor's Education Excellence Commission, February 15, 2011
20. Men's Basketball – Montana-Western at USU, February 16, 2011
21. Men's Basketball – ESPN Bracket Buster at St. Mary's, February 19, 2011
22. United Nations Meetings in New York with Director of United Nations Development Programme (UNDP) and Executive Director of UNICEF, February 22, 2011
23. Salt Lake Chamber Governing Board, February 22, 2011
24. Wells Fargo Community Board Meeting, February 24, 2011
25. Men's Basketball – Idaho at USU, February 26, 2011
26. Founders Day, March 4-5, 2011
27. American Council on Education (ACE) Annual Meeting in Washington, DC, March 5-7, 2011
28. Spring Break for Students, March 7-11, 2011
29. Council of Presidents, March 8, 2011
30. WAC Tournament – Las Vegas, Nevada, March 9-12, 2011
31. Professional Employees Association Annual Lunch, March 15, 2011
32. Salt Lake Chamber Giant in our City Reception and Dinner, March 16, 2011
33. NCAA Tournament Begins – March 17, 2011
34. USU Board of Trustees Meeting, March 18, 2011

F. Upcoming Events

1. College Legislative Outcome Visits, March 21-April 13, 2011
2. Salt Lake Chamber Governing Board, March 22, 2011
3. Valley Wide Spelling Bee Competition, March 23, 2011
4. USU Community Cabinet, March 24, 2011
5. Board of Regents Retreat in St. George, March 24-25, 2011
6. Regents External Review, March 28-31, 2011
7. Research Week, March 28-31, 2011
8. Employee Recognition Banquet, March 30, 2011
9. Student Advisory Council Breakfast, March 31, 2011
10. Sunrise Session, April 1, 2011
11. Governor and USHE Presidents, April 6, 2011
12. Stater's Council, April 7, 2011
13. Hold: CEHS Lunch – Announcement of New Endowed Chair, April 7 or 8, 2011
14. USU Board of Trustees Teleconference, April 9, 2011

### III. Consent Agenda

Trustees were given the following consent agenda material for their consideration:

- Minutes of the Executive Session Held on January 7, 2011
  - Minutes of the Regular Meeting Held on January 7, 2011
  - Resolution 11-3-1 Faculty and Staff Adjustments (Appendix C)
  - Resolution 11-3-2 Certificate of the Treasurer for November 2010 (Appendix D)
  - Resolution 11-3-3 Certificate of the Treasurer for December 2010 (Appendix E)
  - Resolution 11-3-4 Certificate of the Treasurer for January 2011 (Appendix F)
  - Resolution 11-3-5 Report of Investments for November 2010 (Appendix G)
  - Resolution 11-3-6 Report of Investments for December 2010 (Appendix H)
  - Resolution 11-3-7 Report of Investments for January 2011 (Appendix I)
  - Resolution 11-3-8 Delegation/Administration Reports for December 17, 2010 to January 14, 2011 (Appendix J)
  - Resolution 11-3-9 Delegation/Administration Reports for January 14, 2011 to February 11, 2011 (Quarterly Reports) (Appendix K)
  - Resolution 11-3-10 Housing Review and Recommendation for 2011-2012 (Appendix L)
  - Resolution 11-3-11 Review and Approval of the Athletic Department Agreed-Upon Procedures Report for the Year Ended June 30, 2010 (Appendix M)
  - Resolution 11-3-12 Contract/Grant Proposals and Awards for December 2010 (Appendix N)
  - Resolution 11-3-13 Contract/Grant Proposals and Awards for January 2011 (Appendix O)
  - Resolution 11-3-14 Resolution from USU Research Foundation – USU is an Excluded Parent (Exempting USU from Security Requirements) (Appendix P)
- Executive Session to be held on April 8, 2011, to discuss those items which are permitted by law to be discussed in Executive Session.

Action: Trustee Shipley moved approval of the Consent Agenda items, and Trustee Watterson seconded the motion. The voting was unanimous in the affirmative.

### IV. Action Agenda

- A. Proposal from USU Cooperative Extension and its Academic Partners in the College of Agriculture and Natural Resources to Create the “Center for Agronomic and Woody Biofuels”

Michelle Larson stated that the proposal is to create a Center for Agronomic and Woody Biofuels. The Center would emphasize USU’s strengths of Extension and the land-grant mission. It would bring agricultural strengths into the arena of creating biofuels.

Vice President Cockett stated that there is significant emphasis on renewable energy in the nation. Federal and state governments have invested in a wide variety of activities for renewable energy. USU has several energy programs on campus including solar, wind energy, and methane production. The proposed Center for Agronomic and Woody Biofuels will focus on developing biofuels through using agronomic crops and woody materials. Wood chips or waste wood could be converted into biofuels that could be used in cars and farm equipment. She stated that the College of Natural Resources, the College of Agriculture, and Extension have been involved in these types of activities, and the proposal is to coordinate these activities under Extension.

Charles Gay, Associate Vice President for Extension, distributed copies of information concerning three significant energy programs – Freeways to Fuel, the urban farming and fuel program, and the DoD Lands project (Appendix Q). He stated that USU provides leadership for the nationwide program, Freeways to Fuel. Dallas Hanks developed a funding stream with the Utah Department of Transportation and the National Biofuel Board to use nonproductive lands across the country which are owned by the public, and expensive to maintain, for planting biofuel crops. Lands include roadside right-of-ways, military bases, lands held in trust, and airports. Six universities, as well as equipment manufacturers and other partners, are engaged in this effort. Techniques have been developed to plant oilseed crops on land adjoining roadways. USU was contacted by the former Assistant Secretary of the Army and has signed contracts to develop this on a larger scale at three (soon to be eight) military bases east of the Mississippi. USU is under contract with Salt Lake County and Salt Lake City under the DoD program to help move their fleet to a more green condition and assist in developing oilseed crops on their lands and processing facilities that will develop diesel fuel. Woody fuel production is funded by the Bureau of Land Management and the US Forest Service to facilitate a statewide organization. There are 45 million green tons available. We are working with industry representatives, agencies, the Governor's Office, and the Congressional delegation.

Dr. Gay indicated that a conference will be held on campus as part of the "Restoring the West" series this fall to discuss ecological, technological, and economical issues associated with converting woody biomass into biofuels. USU is also co-sponsoring the "Second Southern Utah Biomass Field Day" in Beaver, Utah.

Dr. Gay stated that the Center will develop a plan to help market the fuel, and will be beneficial in moving forward, leveraging, and adding new partners. Vice President Cockett indicated that the Center, managed through Extension, will make it possible to coordinate the efforts of multiple colleges and will work closely with research faculty. Trustee Binns said it is a great concept of the mission of the land-grant university.

Action: Trustee Watterson moved approval of Resolution 11-3-15 the proposal from USU Cooperative Extension and its academic partners in the College of Agriculture and the College of Natural Resources to create the “Center for Agronomic and Woody Biofuels” (Appendix R). Trustee Binns seconded the motion, and the voting was unanimous in the affirmative.

B. Program Review for the Department of History, College of Humanities and Social Sciences

Michelle Larson reported that the Department of History, College of Humanities and Social Sciences, was reviewed by two external reviewers and one internal reviewer. The Department of History is in nature and works with units across campus. The department offers expertise in American, European, and World history and makes significant contributions to several interdisciplinary programs.

John Allen, Dean of the College of Humanities and Social Sciences, expressed appreciation for the reviewers taking time to evaluate the program. He said that the Department has already begun initiating some of the suggestions made by the review team.

Dr. Norman Jones, Head of the Department of History, said they have been moving rapidly on some of the suggestions made by the review team. The Department has put into place a pre-major. There was some concern that this would negatively impact enrollment, but in fact it has helped enrollment. There are more Freshmen this year than ever before and high quality students apply who are willing to put forth the effort to meet the expectations of the major.

(See action below.)

C. Program Review for the Rehabilitation Counselor Education (RCE) Program, Department of Special Education and Rehabilitation, Emma Eccles Jones College of Education and Human Resources

Michelle Larson said the program review for the Rehabilitation Counselor Education (RCE) Program, Department of Special Education and Rehabilitation, Emma Eccles Jones College of Education and Human Services, received an extremely positive review from a national accreditation team. The program received reaccreditation until 2017. To date, more than 350 students have received master’s degrees associated with this program.

Ben Lignugaris-Kraft, Head of the Department of Special Education and Rehabilitation, added that the program was listed in the new *USU World and News Report* as ninth in the nation, moving up from fifteenth.

Action: Trustee Shipley moved approval of Resolution 11-3-16 the program review for the Department of History, College of Humanities and Social Sciences (Appendix S); and Resolution 11-3-17 the program review for the Rehabilitation Counselor Education (RCE) Program, Department of Special Education and Rehabilitation, Emma Eccles Jones College of Education and Human Resources (Appendix T). Vice Chair Jibson seconded the motion, and the voting was unanimous in the affirmative.

D. Regional Campuses and Distance Education Building (FY2011-2012 Non-State Funded Capital Development Project Revised)

Vice President Cowley indicated that the Regional Campuses and Distance Education (RCDE) Building received approval previously from the Trustees, Regents, and legislators. A site change is necessary due to funding constraints that prevented Utah Public Radio from participating in the project. Utah Public Radio will remain in the Quonset hut, and the RCDE building will be constructed east of the Lillywhite Building, on the south side of 700 North, and across the street from the Edith Bowen Laboratory School. The Utah Educational Network (UEN) will also be housed in the RCDE building. This location will allow for additional use of the classrooms by the general university.

Action: Trustee Binns moved approval of Resolution 11-3-18 the Regional Campus Distance Education Building (FY2011-2012 Non-State Funded Capital Development Project Revised) (Appendix U). Trustee Shipley seconded the motion, and the voting was unanimous in the affirmative.

E. Proposal from the Faculty Senate to Amend the *USU Policy and Procedures Manual*, Sections 402.3 to 402.9 – The Faculty Senate and its Committees

Vincent Wickwar, President of the Faculty Senate, stated that the proposed changes to Sections 402.3 to 402.9 of the *USU Policy and Procedures Manual* were approved by the Faculty Senate. Sydney Peterson pointed out that most of the changes were language clarifications.

Action: Trustee Tolson moved approval of Resolution 11-3-19 the proposal from the Faculty Senate to amend the *USU Policy and Procedures Manual*, Sections 402.3 to 402.9 – The Faculty Senate and its Committees (Appendix V). Vice Chair Jibson seconded the motion, and the voting was unanimous in the affirmative.

F. Proposal for a Tier II Tuition Increase

President Albrecht met with student leaders to discuss the proposal for a Tier II Tuition increase of 4%. In addition, public hearings for the students were advertised and held earlier in the week. He said there was modest participation at

the hearings, but good questions were raised. Extensive information on the history of Tier II tuition was provided, as well as how funding from the tuition increase would be used to address University needs.

President Albrecht stated that monies from Tier II tuition will be used for the following:

- To retire the remaining \$3 million deficit created by the House Bill 331 (Residency) which passed several years ago and resulted in a significant reduction of revenue to USU.
- \$304,000 to fulfill the commitment made five years ago to the Library for electronic journals and subscriptions.
- \$22,000 for student initiatives. Trustee Tolson said the funding will go to two initiatives which were set up as one-time funding and will move to on-going allocations. The Academic Opportunity Fund, for undergraduate students to prepare projects and present at conferences; and the Graduate Student Project Grant, which provides outside classroom opportunities for students to present at conferences and increase notoriety.

President Albrecht stated that Tier II tuition will apply to resident and non-resident students, as well as graduate and undergraduate students, and will generate \$2.5 million from students on campus. The tuition increase will bring in \$850,000 from Regional Campuses. The increase will be \$86.92 each semester for resident students and \$279.86 for non-resident students.

Action: Trustee Cook moved approval of Resolution 11-3-20 the proposal for a Tier II tuition increase (Appendix W). Vice Chair Jibson seconded the motion, and the voting was unanimous in the affirmative.

#### G. Proposal to Increase Student Fees

Associate Vice President for Student Services, Eric Olsen, commended Trustee Tolson and his ASUSU colleagues for their serious deliberations concerning student fee increases. After deliberations, the Student Fee Board recommended an increase of 2.68%, which is \$10.75 per semester. The fee increase per semester includes \$2 activity, \$1.75 music and theater, \$3.00 shuttle, \$1 for *The Statesman*, and \$3 for the *Blue Goes Green* fee. Trustee Tolson explained that the new *Blue Goes Green* fee will be used to create an office of sustainability with a project director who will write grants which will be used for funding sustainability projects. Funding will also be available for students to prepare project presentations concerning sustainability. It is hoped that it will become self-sustaining in the next few years.



Action: Trustee Binns moved approval of Resolution 11-3-21 the proposal to increase student fees (Appendix X), and Trustee Tolson seconded the motion. The voting was unanimous in the affirmative.

H. Proposal to Increase Differential Tuition for Graduate Students and Upper Division Undergraduate Business Courses in the Jon M. Huntsman School of Business

Dean Anderson stated that the Jon M. Huntsman School of Business has embraced the mission to become a top tier Business school. The big challenge is to attract, hire, and retain top quality professors. The cost of hiring new business faculty has increased because of a shortage of new business faculty. Differential tuition is needed in order to remain competitive.

The Business Student Council reviewed the proposal to increase the differential tuition, and it received a unanimous affirmative vote by the 41 members. In addition, it received strong support from the Business senator. The increase in differential tuition has been advertised on the web site and in the student newspaper, and three forums were held. It was also reviewed by the National Advisory Board. Some concern was expressed, but the vast majority supported the proposal.

The differential tuition proposal is for an increase of \$15 per credit hour for courses numbered 3000 and above in the undergraduate program. On average, students take about 21 credits of business work in each of their final two years, so the increase would be approximately \$315 annually in the junior and senior years. The courses are currently assessed differential tuition of \$52 per credit, and the proposed increase will bring the total to \$67 per credit. For graduate students, the proposed increase is \$50 per credit hour. This proposed increase will total \$249 per credit. On average, the proposed differential charge will add \$900 to the cost of tuition annually for graduate business students. Differential tuition is being assessed at approximately 100 other institutions of higher education.

Action: Trustee Watterson moved approval of Resolution 11-3-22 the proposal to increase differential tuition for graduate students and upper division undergraduate Business courses in the Jon M. Huntsman School of Business (Appendix Y). There was no second to the motion.

Trustee Binns noted that tuition and student fee increases are brought to the Trustees annually for consideration, and asked if differential tuition for Business could also be considered annually. Dean Anderson indicated that a lot of effort is put into the review for differential tuition. It is patterned after what has been done at the David Eccles School of Business at the University of Utah, staying in close proximity to their cost, but below the tuition charged by the U of U. It is a three-year commitment.

Chair Pierce-Moore asked how implementation of the first differential tuition assessment had affected enrollment. Dean Anderson said there has been an increase in the graduate student applicant pool and in the quality of students applying. He said that in this case, price carries a signal of value. Value has been created commensurate with the tuition charged. Undergraduate student enrollment has not increased as much as graduate student enrollment.

Kenneth Snyder, Executive Dean and Chief Administrative Officer, added that the number of graduate students has doubled since the implementation of differential tuition. He indicated that he has spent hundreds of hours over the last year researching and drafting the proposal, holding meetings with students, the Business Student Council, town hall meetings, and sending letters to students to inform them about differential tuition.

Trustee Tolson stated that he understands the benefits that have come from differential tuition, but from the students' perspective, he felt it would be beneficial to review increases in differential tuition annually in conjunction with consideration of increases in tuition and student fees.

Trustee Watterson said he would restate the motion, but not amend the motion. Trustees Bins agreed to that.

Vice Chair Jibson suggested that the Trustees not limit themselves from receiving an annual review, as there could be a change of circumstances. Dean Anderson said he would be willing to provide an annual report on implementation of differential tuition. He did not want to make it an annual campaign, but he could annually review the implementation of the policy.

The question was raised whether or not the University could change its position, change the process, and stop further increases in differential tuition at any time. President Albrecht said it could come back to the Board of Trustees and if the Board determined that the number was too high or other considerations during the annual review session, other action could be taken.

Trustee Johnson suggested that the dean develop matrices indicating satisfactory progress in enhancing and growing the reputation and stature of the school. Dean Anderson said matrices are included in the annual report which could be part of the review. He suggested that the reviews be held each year in April to be consistent with publication of the annual report.

Trustee Cook suggested that, consistent with the suggestion made by Vice Chair Jibson, the Board approve the proposal as drafted with regard to the initial year's proposed increase and with the addition that approval of the proposed increases for years two and three would be contingent on an annual report submitted by the dean that is satisfactory to the Board. Trustees Watterson, Binns, and Tolson agreed to that suggestion.

Action Continued and Amended: Trustee Watterson amended his motion consistent with the suggestion made by Trustee Cook and moved approval of Resolution 11-3-22 the proposal to increase differential tuition for graduate students and upper division undergraduate business courses in the Jon M. Huntsman School of Business for its initial year, and the proposed increases for years two and three would be approved contingent on an annual report submitted by the dean that is satisfactory to the Board (Appendix Y). Trustee Cook seconded this motion, and the voting was unanimous in the affirmative.

V. Annual Review of President Albrecht

President Albrecht stated that presidents of institutions of higher education have an external review every five years, and he will be reviewed this year. Those on the review team include Dr. Brady Deaton, University of Missouri; Paul Thompson, former president of Weber State University; Aileen Clyde, former Regent; and Jim Laub, from the local community. Sydney Peterson indicated that the Trustees will be scheduled to meet with the review team.

Trustee Binns made a motion to adjourn.

The Regular Meeting adjourned at 11.10 a.m.

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Suzanne Pierce-Moore, Chairman

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Sydney M. Peterson, Secretary  
(Minutes Taken by Mira G. Thatcher)

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Date Approved

## **ADDENDUM TO CONSENT AGENDA**

08 April 2011

### **ITEM FOR ACTION**

**RE:** Faculty and Staff Adjustments

The attached faculty and staff adjustments are submitted for the Trustees consideration. They have received the appropriate administrative review and approval.

### **EXECUTIVE SUMMARY**

The faculty and staff adjustments include two (2) new appointments.

### **RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the attached faculty and staff adjustments.

**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

WHEREAS, The President and the Provost recommend that the Board of Trustees approve two (2) new appointments;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approve the recommendation of the faculty and staff adjustments.

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RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

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Date

**Faculty and Staff Adjustments**

**a. New Appointment**

**College of Agriculture**

Phillip Waite, Associate Professor with tenure, Department of Landscape Architecture and Environmental Planning, College of Agriculture, effective 01 August 2011. B.S. Washington State University, 1983; M.A. University of Idaho-Moscow, 1998. Salary to be \$ 72,000/9-month.

**College of Humanities and Social Sciences**

Leon Anderson, Professor of Sociology and Head, Department of Sociology, Social Work, and Anthropology, College of Humanities and Social Sciences, effective 01 July 2011, replacing Richard Krannich. B.A. Portland State University, 1980; M.A. University of Texas at Austin, 1985; and Ph.D. University of Texas at Austin, 1987. Salary to be \$125,000/12-month.

**ACTION AGENDA  
APRIL 8, 2011**

	<u>Page</u>
1. Proposal to Offer a Certificate of Proficiency in Design Thinking for Innovation, an interdisciplinary effort between the Caine College of the Arts and the Jon M. Huntsman School of Business, effective Summer 2011	1
2. Proposal for a Certificate in Rehabilitation Counseling, Department of Special Education and Rehabilitation, Emma Eccles Jones College of Education and Human Services	17
3. Tenure and Promotion Decisions 2011	(To be distributed)

### **ITEM FOR ACTION**

Utah State University requests approval to offer a Certificate of Proficiency in Design Thinking for Innovation, an interdisciplinary effort between the Caine College of the Arts and the Jon M. Huntsman School of Business. The proposed certificate would be effective Summer 2011.

### **EXECUTIVE SUMMARY**

This new interdisciplinary certificate program proposes to leverage the existing networks, resources, reputation and knowledge-base associated with the Utah State University (USU) Department of Art's Annual Summer Art and Design Program in Switzerland, into a consolidated "Design Thinking" learning experience. Principally, it invites undergraduate students from the Department of Art's graphic design emphasis to join with students from the Jon M. Huntsman School of Business to cross-fertilize the analytical and intuitive strengths of both disciplines. Also, because of the broad-based application and appeal of Design Thinking processes, all USU students (both undergraduate and graduate students) from all majors are invited to supplement their education with this learning experience, and contribute to its inherent interdisciplinary nature. The four-course, 12-credit-hour, curriculum is structured as an integrative learning experience such that students participate in all four courses simultaneously in a single venue, guided by completing varied course specific assignments as required by the published program field guide. The foundation practicum course, Design Thinking for Innovation, is supported by supplementary courses that provide historic context, right-brain aptitude enhancement and hands-on visual communication skills for concept presentation.

The American Institute of Graphic Arts (AIGA) has defined the competencies of the successful designer of 2015 as those of a 'Design Thinker.' Business organizations such as Procter & Gamble, Hewlett-Packard, Apple and Samsung have adopted design thinking principles as a central tenet of their innovation systems and are eager to hire design-thinking innovators. In addition, innovation design consultancies such as IDEO, Continuum and Ziba Design have found extraordinary success through employment of 'Design Thinking' strategies. Historically, students participating in the Switzerland Design program have been very successful in finding rewarding employment and we expect that the utility of the certificate program will be reflected in a growing demand for students graduating with design-thinking skills and that future employment prospects look very bright.

This proposal has been approved by the Deans of the Caine College of the Arts and the Jon M. Huntsman School of Business, the Educational Policies Committee, and the Utah State University Faculty Senate.

### **RECOMMENDATION**

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve for Utah State University to offer a Certificate in Design Thinking for Innovation.



RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University proposes to offer a Certificate of Proficiency in Design Thinking for Innovation, and

WHEREAS, The certificate program has faculty with appropriate expertise to teach the course curriculum, and

WHEREAS, The proposed certificate is a response to a change in the marketplace toward hiring more design thinking innovators, and

WHEREAS, Occupational prospects for students receiving this learning experience are bright, and

WHEREAS, The proposal has been approved by the Deans of the Caine College of the Arts and the Jon M. Huntsman School of Business, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approves the proposal from Utah State University to offer a Certificate in Design Thinking for Innovation, and that this proposal is forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

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DATE

**Executive Summary  
Utah State University  
Certificate in Design Thinking for Innovation**

**Program Description**

This new interdisciplinary certificate program proposes to leverage the existing networks, resources, reputation and knowledge-base associated with the Utah State University (USU) Department of Art's Annual Summer Art and Design Program in Switzerland, into a consolidated "Design Thinking" learning experience. Principally, it invites undergraduate students from the Department of Art's graphic design emphasis to join with students from the Jon M. Huntsman School of Business to cross-fertilize the analytical and intuitive strengths of both disciplines. Also, because of the broad-based application and appeal of Design Thinking processes, all USU students (both undergraduate and graduate students) from all majors are invited to supplement their education with this learning experience, and contribute to its inherent interdisciplinary nature. The four-course, 12-credit-hour, curriculum is structured as an integrative learning experience such that students participate in all four courses simultaneously in a single venue, guided by completing varied course specific assignments as required by the published program field guide. The foundation practicum course, Design Thinking for Innovation, is supported by supplementary courses that provide historic context, right-brain aptitude enhancement and hands-on visual communication skills for concept presentation. Students must achieve a grade of B- or better in each course to receive certification.

**Role and Mission Fit**

The mission of Utah State University is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." In support of this mission the proposed certificate in design thinking for innovation stands at the frontier of academic innovation in creating interdisciplinary international experiences that encourage "diversity of thought and culture." Joint sponsorship of this proposed certificate program by the Caine College of the Arts and the Jon M. Huntsman School of Business reflects a mutual commitment to academic excellence in designing a world-class "learning, discovery and engagement" experience for USU students.

**Faculty**

	Tenure #	Contract #	Adjunct #
Number of faculty with Doctoral degrees	1	0	0
Number of faculty with Master's degrees*	1	0	0
Number of faculty with Bachelor's degrees	0	0	0
Other Faculty	0	0	0
*This faculty member has a Master of Fine Arts (MFA) that is considered a terminally qualified academic degree for Art professors.			

**Market Demand**

The American Institute of Graphic Arts (AIGA) has defined the competencies of the successful designer of 2015 as those of a ‘Design Thinker.’ Business organizations such as Procter & Gamble, Hewlett-Packard, Apple and Samsung have adopted design thinking principles as a central tenet of their innovation systems and are eager to hire design-thinking innovators. In addition, innovation design consultancies such as IDEO, Continuum and Ziba Design have found extraordinary success through employment of ‘Design Thinking’ strategies. Historically, students participating in the Switzerland Design program have been very successful in finding rewarding employment and we expect that the utility of the certificate program will be reflected in a growing demand for students graduating with design-thinking skills and that future employment prospects look very bright.

**Student Demand**

Student demand has traditionally been very high for the Switzerland design program since its inception in 2001. Historically, this program has always filled to capacity within a day or two of when applications are accepted. It is USU’s largest, longest-running faculty-led study abroad program. Recent experience suggests that student demand will increase as the program benefits from the multidisciplinary support of both the Caine College of the Arts and the Jon M. Huntsman School of Business.

**Statement of Financial Support**

Legislative Appropriation.....	<input type="checkbox"/>
Grants.....	<input type="checkbox"/>
Reallocated Funds.....	<input type="checkbox"/>
Tuition dedicated to the program.....	<input type="checkbox"/>
Other (Dedicated Program Fees).....	<input checked="" type="checkbox"/>

**Similar Programs Already Offered in the USHE**

The program is not aware of any similar programs offered in the USHE system or the Intermountain Region.

## Section I: The Request

Utah State University requests approval to offer Design Thinking for Innovation: A Study Abroad Certificate of Proficiency Program.

## Section II: Program Description

### Complete Program Description

This new interdisciplinary certificate of proficiency program proposes to leverage the existing networks, resources, reputation and knowledge-base associated with the USU Department of Art's *Annual Summer Art and Design Program in Switzerland*, into a consolidated "Design Thinking" learning experience.

*"Design thinking is an approach that uses the designer's sensibility and methods for problem solving to meet people's needs in a technologically feasible and commercially viable way. In other words, design thinking is human-centered innovation."* —Tim Brown, IDEO

Principally, this program is designed to invite undergraduate students from the Department of Art's graphic design emphasis to join with students from the Jon M. Huntsman School of Business to cross fertilize the analytical and intuitive strengths of both disciplines. Also, because of the broad-based application and appeal of *Design Thinking* processes, all USU students (both undergraduate and graduate students) from all majors are invited to supplement their education with this learning experience and contribute to its inherent interdisciplinary nature.

Switzerland is the perfect venue for a concentrated examination of this subject. Historically, Swiss designers have had a huge influence on the design profession and continue to be a major force in product, architecture, industrial and process design. Students will take advantage of studying a rich and diverse visual culture in a compact geographic area in the heart of Europe. By its nature, design takes place in a cultural context. Students studying design have much to gain from understanding the visual history and traditions of cultures outside of their own.

The core content of this curriculum takes place as experiential learning when students travel daily to various venues in Switzerland. The four-course, 12-credit-hour curriculum is structured as an integrative learning experience such that students may participate in all four courses simultaneously in a single venue, guided by completing varied course specific assignments as required by the published program field guide. The foundation practicum course, Design Thinking for Innovation, is supported by supplementary courses that provide historic context, right-brain aptitude enhancement and hands-on visual communication skills for concept presentation. Students must achieve a grade of B- or better in each course to receive certification.

This proposed certificate of proficiency program will be piloted using 'special topics courses' from the Jon M. Huntsman School of Business for business majors, as well as 'special topics courses' from the Department of Art for undergraduate art design emphasis students. While the certificate of proficiency program focus is on undergraduate students, matriculated and non-matriculated graduate students may participate, however performance standards, academic work and expectations are increased for those who wish to receive graduate credit.

### **Purpose of Certificate of Proficiency Program**

While design thinking as a process for innovation has been practiced for generations by graphic and industrial designers, Design Thinking as a broad-based tool for developing innovative systems and processes is a relatively new movement sweeping the business and design world.

Interdisciplinary academic Design Thinking programs and degrees are springing up across the country and around the world. This certificate of proficiency program is seen as USU's foray into providing an interdisciplinary academic Design Thinking experience for students. Making this experience a certificate of proficiency program is a value added résumé credential for students in that it demonstrates competency in a specific skill set, namely Design Thinking. A certificate program is an easily identified marker of a student's effort to differentiate their academic experience from their peers—it is widely recognized among employers as a method to document a student's intentionality and purpose imbedded in participating in academic experiences of distinction. The proposed courses and course content associated with the proposed certificate program is the only way in which students at Utah State University can currently be exposed to a systematic experiential learning environment that focuses on design thinking.

### **Institutional Readiness**

This certificate of proficiency program takes advantage of USU's existing resources developed over the past ten years operating a highly successful, national and internationally recognized summer study abroad experience. In concert with the USU Study Abroad Office it leverages the logistical experience of the Huntsman School of Business' in-house study abroad staff resources. This enhanced curriculum builds upon current strengths and experience and injects new energy and focus into this historically accomplished program.

It will continue to be resource neutral and largely self-supported. It has been in operation for ten years and is now being enhanced and repackaged as an interdisciplinary certificate of proficiency program. Existing faculty are enlisted to support the program. Pre-departure course work occurs during the early summer, taking advantage of a traditionally low use physical facility time slot on campus. However, the majority of this program is conducted using on-site facilities and venues in Switzerland.

### **Faculty**

No additional faculty resources are expected to be needed to support this program over the next five years.

The faculty program leader is currently a tenured associate professor in the Department of Art. The support faculty member from the Huntsman School of Business is a tenured full professor in the Department of Economics and Finance. Both the Caine College of the Arts and the Huntsman School of Business are committed to support necessary faculty development expenses out of current operational resources. This will include support for faculty participation in design-thinking conferences and development of supporting curricular innovations to keep the program on the cutting edge of instructional effectiveness.

### **Staff**

No additional staff resources are expected to be needed to support this program over the next five years. The Office of Global Enrichment in the Huntsman School of Business will provide administrative support to this program.

### **Library and Information Resources**

At this time, there is no expectation of additional library acquisitions to support the certificate of proficiency program.

### **Admission Requirements**

Students selected for this program will be required to be in good academic standing with the University.

### **Student Advisement**

Faculty and staff of the Huntsman Office of Global Enrichment will work closely with academic advisors in both the Department of Art and the Jon M. Huntsman School of Business so that advisors can provide information on how the program courses might fulfill graduation requirements. Student participants will be advised of the necessity to attend comprehensive orientation sessions that cover all aspects of their participation in the program.

### **Justification for Graduation Standards and Number of Credits**

It is possible that students will be able to use individual program courses to fulfill elective course requirements for graduation. The number of credits/courses offered in the program is 12 credits (4 courses) and constitutes a full-time load of semester coursework.

### **External Review and Accreditation**

Over the past several years faculty members involved in the proposed Design Thinking for Innovation certificate program have been participating in informal networks of colleagues across the world who are engaged in design thinking program innovations. In the fall of 2010, Dr. Roger Martin, Dean of the Rotman School of Business at the University of Toronto, and a recognized global leader in the area of design thinking visited the Utah State University campus and provided input on the proposed program. As a result of this visit Dr. Martin extended a personal invitation to members of the program design team to visit the Rotman School in the spring of 2011 to observe their curriculum design and delivery processes. However, there has not been a formal engagement of external consultants in the development of the proposed program.

There is no expectation of additional accreditation or external review requirements associated with this certificate of proficiency program.

### **Projected Enrollment**

<b>Student Headcount</b>	<b>Student-to-Faculty Ratio</b>	<b>Accreditation Req'd Ratio</b>
42	21-1	n/a
42	21-1	n/a
42	21-1	n/a
42	21-1	n/a
42	21-1	n/a

## **Expansion of Existing Program**

This certificate of proficiency program is an extension of the highly successful, nationally and internationally recognized Switzerland Graphic Design study abroad program that has been in existence for ten years. For the past five years, student enrollment in this program has been at full capacity—between 40 to 45 students per year.

## **Section III: Need**

### **Program Need**

When design students graduate, they go out to work in the business world and could greatly benefit from strengthening their exposure to business acumen. Likewise, in an economy where any job that can be reduced to a set of rules is at risk of being outsourced, business students must hone their innovation skills in order to survive. The combination of art and business reflected in the proposed program is a curricular and programmatic innovation that creates new avenues of opportunity for students in both the Caine College of the Arts and the Huntsman School of Business. Official certification in Design Thinking will make this marketable skill set immediately visible to potential employers from a review of the resume.

### **Labor Market Demand**

The American Institute of Graphic Arts (AIGA) has defined the competencies of the successful designer of 2015 as those of a 'Design Thinker.' Business organizations such as Procter & Gamble, Hewlett-Packard, Apple and Samsung have adopted design thinking principles as a central tenet of their innovation systems and are eager to hire design-thinking innovators. In addition, innovation design consultancies such as IDEO, Continuum and Ziba Design have found extraordinary success through employment of 'Design Thinking' strategies. Because Design Thinking is in its infancy as a multidisciplinary innovation strategy between Business and Design we do not have specific data on job placement. Historically, students participating in the Switzerland Design program have been very successful in finding rewarding employment and we expect that the utility of the degree program will be reflected in a growing demand for students graduating with design-thinking skills and that future employment prospects look very bright.

Should market demand change in a way that reduces the value of the proposed certificate program there is no on-going need for financial resources to support programmatic infrastructure. Since this program operates on a contract basis with faculty, facilities and service providers in Switzerland it does not carry any long-term financial liability if market demand for the program is reduced. If market demand changes in such a way that demand for the program significantly increases we would need to explore opportunities for scalability of the proposed certificate program model. However, over the next five years we don't anticipate any changes in market demand that will influence the proposed scale of operation.

### **Student Demand**

Student demand has traditionally been very high for the Switzerland design program since its inception in 2001. It always fills to capacity within a day or two of when applications are accepted.

### **Similar Programs**

The program is not aware of any other similar programs offered by institutions within in the USHE system or Intermountain Region.

### **Collaboration with and Impact on Other USHE Institutions**

At this time, there is no collaboration with other USHE institutions and at this time we do not anticipate any impact of the proposed program on USHE institutions.

### **Benefits**

The programmatic innovation imbedded in the proposed certificate program will create a point of distinction for Utah State University and the Utah System of Higher Education. There is an increasing recognition of the value of interdisciplinary cooperation in creating unique and powerful learning experiences. The proposed certificate program between graphic design and business will allow Utah State University students to participate in a transformational learning experience that will foster an integrative-thinking mindset and create new paths of opportunity in their chosen careers.

### **Consistency with Institutional Mission**

The USHE approved mission statement for Utah State University is:

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

This program provides students with learning experiences that develop their ability to think critically as they explore a “diversity of thought and culture.” With an academically rigorous curriculum, the Design Thinking program will challenge students through these experiential learning experiences that allow them to engage in a meaningful way with new ways of thinking and current scholarship on design thinking.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

The foundational learning goal for the program is best reflected in William Butler Yeats’ statement that “education is not the filling of a bucket, but the lighting of a fire.” Specific learning objectives are as follows:

- Help students understand that we are shifting from an information economy built upon logical, linear thinking, to a conceptual economy that is increasingly intuitive, creative, empathetic and conceptual. To thrive in this new economy, students will need to develop their right brain abilities to harness a hunch, weave a compelling narrative, think broadly, leverage levity, nurture meaning and empathize with a broad audience. Students will learn to cultivate these aptitudes through on-site research, introspective journaling, storytelling, guest lectures and service.
- Create a foundational knowledge of theories and processes at the center of design thinking and practice. Through experiential research, students will obtain personal experience using design problem solving processes to develop innovative ideas and solutions.



- Students will experience the contextual foundation of design ideas, values and beliefs as communicated through traditions of architecture, fine art, folk art, graphic design, industrial design, advertising, etc.
- Students will increase their capacity to tackle complex problems with simple visual frameworks. Students will become familiar with traditional frameworks such as venn diagrams, process maps, relational maps, two by two matrices, but will also develop visual process frameworks of their own.
- Students will learn how anyone can clarify a problem or sell an idea by visually breaking it down using a simple set of visual-thinking tools. They'll learn the art of visual storytelling and drawing for persuasion.
- Students will increase their capacity to compare and contrast both historic and contemporary design from a human-centered perspective. They will evaluate a wide variety of designs through the lenses of coherence, inclusiveness, malleability, engagement, responsiveness, ownership and sustainability. Students will evaluate user-centeredness or lack thereof in graphics, artifacts, machines, products and processes.

Standard institutional and faculty assessment instruments will be used to assess program effectiveness on the basis of the above stated learning objectives.

### Expected Standards of Performance

Students must receive a B- or better in all program courses to be eligible to be awarded the proposed certificate in Design Thinking for Innovation. This criteria is selected to ensure that students awarded the proposed certificate have demonstrated acceptable minimum competency in meeting program goals and learning objectives. Standard institutional formative and summative assessment instruments will be used to assess student learning relative to this performance standard.

## Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
<b>Projected FTE Enrollment</b>	42	42	42	42	42
<b>Cost Per FTE</b>	4,695	4,695	4,695	4,695	4,695
<b>Student/Faculty Ratio</b>	21	21	21	21	21
<b>Projected Headcount</b>	42	42	42	42	42
<b>Projected Tuition</b>					
<b>Gross Tuition</b>	182,528	189,829	197,422	205,319	213,532
<b>Tuition to Program</b>	0	0	0	0	0

5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries & Wages	22,000	22,000	22,000	22,000	22,000
Benefits (42.286%)	9303	9303	9303	9303	9303
Total Personnel	31,303	31,303	31,303	31,303	31,303
Current Expenses	11,887	11,887	11,887	11,887	11,887
Travel	154,000	154,000	154,000	154,000	154,000
Capital	n/a	n/a	n/a	n/a	n/a
Library Expenses	n/a	n/a	n/a	n/a	n/a
Total Expenses	\$197,190	\$197,190	\$197,190	\$197,190	\$197,190
<b>Revenue</b>					
Legislative Appropriation	0	0	0	0	0
Grants & Contracts	0	0	0	0	0
Donations	0	0	0	0	0
Reallocation	0	0	0	0	0
Tuition to Program	0	0	0	0	0
Fees	197,190	197,190	197,190	197,190	197,190
Total Revenue	\$197,190	\$197,190	\$197,190	\$197,190	\$197,190
<b>Difference</b>					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

### Budget Comments

The revenue collected from the payment of the student program costs will provide the support for this program. It is anticipated that this program will be revenue neutral.

### Funding Sources

The program will be supported by a student participation fee designed to cover the full cost of delivering the program.

### Reallocation

Not applicable to this program.

### Impact on Existing Budgets

There will be no impact on existing budgets.

## Appendix A: Program Curriculum

### All Program Courses

Course Prefix & Number	Title	Credit Hours
Art 4470/6400 or MGT 4800	Design Thinking for Innovation	3
Art 4470/6400 or MGT 4800	Cultivating Right Brain Aptitudes	3
Art 4470/6400 or MGT 4800	Exploring the History of Human-Centered Design	3
Art 4470/6400 or MGT 4800	Drawing for Visual Thinking and Presentation	3
	<b>Total Number of Credits</b>	12

The course prefix and number is a special topics designation in both Art and Management that allows for multiple sections and titles to be posted to a student transcript.

#### Course Summaries:

- **Art 4470/6400 or MGT 4800 Design Thinking for Innovation (3cr)**  
 (lecture, research, practicum emphasis)  
 This course is designed to provide students with knowledge of theories and processes at the foundation of design thinking and practice. Through experiential research, students will obtain personal experience using design problem solving processes to develop innovative ideas and solutions. Students will examine the role of design in European visual culture; its interactions with the natural, social and designed environments. As the crossroads of Europe, Switzerland has a rich and diverse design culture. Students will conduct a contextual study of design ideas, values and beliefs as communicated through traditions of architecture, fine art, folk art, graphic design, industrial design, advertising, etc.  
 Prerequisite: Permission of Instructor
- **Art 4470/6400 or MGT 4800 Cultivating Right Brain Aptitudes (3cr)**  
 (lecture, research, practicum)  
 The basic premise of this course is that we are shifting from an information economy built upon logical, linear thinking, to a conceptual economy that is increasingly intuitive, creative, empathetic and conceptual. To thrive in this new economy, students will need to develop their right brain abilities to harness a hunch, weave a compelling narrative, think broadly, leverage levity, nurture meaning and empathize with a broad audience. Students will learn to cultivate these aptitudes through on-site research, introspective journaling, story-telling, guest lectures and service. Prerequisite: Permission of Instructor
- **Art 4470/6400 or MGT 4800 Exploring the History of Human-Centered Design (3cr)**  
 (lecture, research, directed readings, written response)  
 During this experiential research course, students will compare and contrast both historic and contemporary design from a human-centered perspective. They will evaluate a wide variety of designs through the lenses of coherence, inclusiveness, malleability, engagement, responsiveness, ownership and sustainability. Students will research both good and bad examples of user-friendly graphics, artifacts, machines and products.  
 Prerequisite: Permission of Instructor

- **Art 4470/6400 MGT 4800 Drawing for Visual Thinking and Presentation (3cr)**  
(lecture, sketchbook journaling)

This course tackles complex problems with simple visual frameworks. Students will become familiar with traditional frameworks such as venn diagrams, process maps, relational maps, two by two matrices, but will also develop visual process frameworks of their own. They will be asked to daily document their travels through creating 'back of the napkin' drawings that employ relationships using simple problem solving symbols and icons. They'll learn how anyone can clarify a problem or sell an idea by visually breaking it down using a simple set of visual thinking tools. They'll learn the art of visual storytelling and drawing for persuasion. Students document their daily experiences using an appropriate visual framework to communicate and document their experiences.

Prerequisite: Permission of Instructor

### **New Courses to be Added in the Next Five Years**

We anticipate no new courses being added in the next five years.

## Appendix B: Program Schedule

The proposed program will be fully completed within the time frame dedicated to a summer term at Utah State University. As currently configured, the program will operate on the following schedule:

<b>Summer 2011</b>	
<b>Days</b>	<b>Activity</b>
2-3 days on campus	Pre-departure preparation courses
1 day	Travel to Switzerland
21 days	On-site delivery of coursework in Switzerland
6 days	Project focus and self-directed learning
1 day	Return to U.S.

Course prefix, number, title and semester credit hours for summer semester are as follows:

<b>Course Prefix</b>	<b>Number</b>	<b>Title</b>	<b>Credit Hours</b>
<b>Art</b>	<b>4470</b>	<b>Special Topics in Graphic Design and Illustration– Design Thinking for Innovation</b>	<b>3</b>
<b>or, Art</b>	<b>6400</b>	<b>Graduate Graphic Design Studio– Design Thinking for Innovation</b>	<b>3</b>
<b>or, MGT</b>	<b>4800</b>	<b>Independent Research and Readings – Design Thinking for Innovation</b>	<b>3</b>
<b>Art</b>	<b>4470</b>	<b>Special Topics in Graphic Design and Illustration– Cultivating Right Brain Aptitudes</b>	<b>3</b>
<b>or, Art</b>	<b>6400</b>	<b>Graduate Graphic Design Studio– Cultivating Right Brain Aptitudes</b>	<b>3</b>
<b>or, MGT</b>	<b>4800</b>	<b>Independent Research and Readings – Cultivating Right Brain Aptitudes</b>	<b>3</b>
<b>Art</b>	<b>4470</b>	<b>Special Topics in Graphic Design and Illustration– Exploring the History of Human-Centered Design</b>	<b>3</b>
<b>or, Art</b>	<b>6400</b>	<b>Graduate Graphic Design Studio– Exploring the History of Human-Centered Design</b>	<b>3</b>
<b>or, MGT</b>	<b>4800</b>	<b>Independent Research and Readings – Exploring the History of Human-Centered Design</b>	<b>3</b>
<b>Art</b>	<b>4470</b>	<b>Special Topics in Graphic Design and Illustration– Drawing for Visual Thinking and Presentation</b>	<b>3</b>
<b>or, Art</b>	<b>6400</b>	<b>Graduate Graphic Design Studio– Drawing for Visual Thinking and Presentation</b>	<b>3</b>
<b>or, MGT</b>	<b>4800</b>	<b>Independent Research and Readings – Drawing for Visual Thinking and Presentation</b>	<b>3</b>

Course choices are categorized by: (1) Design Thinking for Innovation; (2) Cultivating Right Brain Aptitudes; (3) Exploring the History of Human-Centered Design; (4) Drawing for Visual Thinking and Presentation. Depending upon a student's home college and student classification (undergraduate or graduate student) they will select appropriate course prefixes and course number designations.

## **Appendix C: Faculty**

***Robert Winward, Associate Professor of Graphic Design, Department of Art, Caine College of the Arts***

***MFA, Kent State University, 1997***

***BFA, Weber State University, 1985***

Professor Winward has been the creative genius behind the Switzerland Design program. He is has been intimately involved in creating the framework for program delivery and cultivating relationships and professional networks to deliver world-class experiential learning experiences to USU students over the past 10 years. In addition, Professor Winward is recognized as an extraordinary teacher and leader in the area of creative endeavor in graphic design and design thinking.

***Chris Fawson, Associate Dean and Professor of Economics, Huntsman School of Business***

***Ph.D., Texas A&M University, 1986***

***M.S., Texas A&M University, 1983***

***B.A., Weber State University, 1982***

Professor Fawson has taught at Utah State University for over 20 years in economics and economic systems. He has served as Director of International Programs, Vice Provost, Department Head and Senior Associate Dean in the Huntsman School of Business. He is widely recognized as an expert in the area of the design and delivery of study abroad programs. He has been a program leader for a variety of faculty-led international learning experiences and is an active student of methods of integrative thinking and design thinking. He currently leads the Huntsman School effort in designing the new Business by Design class that will be required of all business majors starting in the fall of 2011.

### **ITEM FOR ACTION**

Utah State University (USU) submits this proposal for a Certificate in Rehabilitation Counseling in the Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services for consideration and action by the Board of Trustees.

### **EXECUTIVE SUMMARY**

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

This proposal has been approved by the Dean of the Emma Eccles Jones College of Education and Human Services, the Educational Policies Committee, and the Utah State University Faculty Senate.

### **RECOMMENDATION**

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve for Utah State University to offer a Certificate in Rehabilitation Counseling.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University proposes to offer a Certificate of Proficiency in Rehabilitation Counseling, and

WHEREAS, The Commission on Rehabilitation Counseling Certification (CRCC) has specific qualifying requirements for professionals in related fields to obtain certification as rehabilitation counselors that would be met by this program, and

WHEREAS, The certificate program has faculty with appropriate expertise to teach the course curriculum, and

WHEREAS, The certificate program does not require the creation of new courses, or the allocation of additional funding, and

WHEREAS, The proposal has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approves the proposal from Utah State University to offer a Certificate in Rehabilitation Counseling, and that this proposal is forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

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DATE



**Executive Summary**  
**Utah State University**  
**Certificate of Proficiency in Rehabilitation Counseling**

**Program Description**

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

**Role and Mission Fit**

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

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

**Faculty.**

<i>Number of faculty with Doctoral degrees</i>	<i>Tenure</i> <b>3</b>	<i>Contract</i> <b>1</b>	<i>Adjunct</i> <b>0</b>
<i>Number of faculty with Master’s degrees</i>	<i>Tenure</i> <b>0</b>	<i>Contract</i> <b>1</b>	<i>Adjunct</i> <b>0</b>
<i>Number of faculty with Bachelor’s degrees</i>	<i>Tenure</i> <b>0</b>	<i>Contract</i> <b>0</b>	<i>Adjunct</i> <b>0</b>
<i>Other Faculty</i>	<i>Tenure</i> <b>0</b>	<i>Contract</i> <b>0</b>	<i>Adjunct</i> <b>0</b>

**Market Demand**

There is an increasing need for Rehabilitation Counselors across the nation and in Utah. In 2008, there were 129,500 rehabilitation counselors nationally (Department of Labor Statistics, 2010). By 2018, the Department of labor projects a need for 154,100 rehabilitation counselors, a 19% increase over the ten-year period. This is classified as being a “faster than average growth for this field.” In Utah, there were 480 rehabilitation counselors in 2008. By 2018, the number of rehabilitation counselors is projected to grow to 620, a 29% increase over the ten-year period.

**Student Demand**

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

**Statement of Financial Support.**

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

**Similar Programs Already Offered in the USHE**

There are no other Rehabilitation Counseling programs located in Utah. Therefore, there are not any other Rehabilitation Counseling certificate of proficiency programs located in Utah.

**Certificate of Proficiency in Rehabilitation Counseling  
Utah State University  
Department of Special Education and Rehabilitation**

**Section I: The Request**

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

**Section II: Program Description**

**Complete Program Description**

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

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

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

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

Recently, the Commission on Rehabilitation Counseling Certification (CRCC), the professional organization which offers the national Certified Rehabilitation Counselor (CRC) credential, created

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

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

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

**REH 6100 Introduction to the Profession of Rehabilitation Counseling (2 credits)**

Overview of the history, philosophy, and legal basis of rehabilitation programs; the roles of the rehabilitation counselor; and the process of rehabilitation. Also includes organizational structure of public and private rehabilitation systems; societal trends in rehabilitation; professional issues related to the role of the rehabilitation counselor; and skill development including literature use, writing, and professional organizations.

**REH 6120 Psychosocial Aspects of Disability (3 credits)**

The psychological and sociological aspects of disabilities, including the adjustment factors in living with disabilities, knowledge of community attitudes, and strategies to change these attitudes.

**REH 6150 Rehabilitation Services and Resources (3 credits)**

The integration of community resources, individual assessment information, ethical issues, development of individualized rehabilitation programs, and time and caseload management skills for persons with disabilities.

**REH 6160 Career/Vocational Issues, Job Analysis, Development and Placement for Persons with Disabilities (3 credits)**

The application of vocational and career development theories to the job placement process. Models for job placement that enhance employment outcomes for persons with disabilities will be discussed. Job analysis and job development skills will be developed.

**REH 6190 Introduction to Assessment for Persons With Disabilities (2 credits)**

Addresses vocational assessment for persons with disabilities. Includes an overview of traditional vocational assessment, but will focus on contemporary methodology developed for individuals with severe disabilities. Functional assessment and ecological assessment issues will be discussed.

**REH 6200 Theories of Counseling Applied to Persons With Disabilities (3 credits)**

Theories of counseling as they apply to persons with disabilities. Includes theories of vocational development and theories of group counseling as applied in rehabilitation settings.

**REH 6240 Ethical Decision Making In Counseling (2 credits)**

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

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

**REH 6110 Medical Aspects Of Disability (3 credits)**

Overview of basic medical information essential to understanding the vocational implications for persons with disabling conditions.

**REH 6130 Rehabilitation Counseling Skill Development (3 credits)**

Utilizes role playing of simulated interviews and rehabilitation counseling sessions to develop the basic skills necessary to function as a human service helper.

**REH 6180 Rehabilitation of Individuals With Severe Mental Illness (2 credits)**

Overview of unique problems associated with rehabilitation of persons with severe mental illness as well as the methods and models of successful rehabilitation. Included is information on the rehabilitation of persons with substance abuse issues and severe learning disabilities.

**REH 6210 Advanced Assessment (2 credits)**

Introduction to vocational evaluation principles and their application in using commercially available vocational evaluation systems. Actual practice with the systems (including integrated report writing) in the rehabilitation services clinic.

**REH 6220 Culturally Relevant Practices in Rehabilitation (3 credits)**

Investigation and analysis of the effect of cultural background in the rehabilitation counseling setting.

**REH 6230 Introduction to Research in Rehabilitation (3 credits)**

Provides introduction to research design, statistical methodology, and the interpretation of empirical studies found in rehabilitation journals.

### **REH 6250 Group Work (3 credits)**

Introduction to theory of group counseling with illustrative experiences to show how theory may be applied.

### **REH 6260 Human Growth and Development (3 credits)**

Overview of major developmental theories, including contributions from philosophical, personality, and learning theories. Explores epistemology, ethology, and systems theories related to human development.

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

### **Purpose of Degree**

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

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

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

### **Institutional Readiness**

The proposed Certificate of Proficiency in Rehabilitation Counseling utilizes current courses, and does not add to the faculty teaching responsibilities. The program currently provides instruction for individuals from related fields seeking the CRC credential. There is not an anticipated significant increase in students. The proposed program of study simply requires students currently taking a limited number of courses for credentialing purposes, and not completing the entire master's degree program, to do so as part of an officially recognized certificate program. All of the

administrative processes for the program are in place at the departmental level, including orientation, advising, instruction, supervision in clinical practice, and program specific financial aid advising. It is anticipated that no new organizational structures will be required for the purposes of administering the proposed project. The proposed program will not have any impact on the delivery of undergraduate or lower-division education.

### **Faculty**

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

### **Staff**

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

### **Library and Information Resources**

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

### **Admission Requirements**

Individuals applying to the Certificate of Proficiency in Rehabilitation Counseling will have to meet the following criteria:

1. Possess a graduate degree in a related field. Approved related fields include Behavioral Health, Behavioral Sciences, Disability Studies, Human Relations, Human Services, Marriage and Family Therapy, Occupational Therapy, Psychology, Psychometrics, Rehabilitation, Social Work, Special Education, and Vocational Assessment / Evaluation.
2. 3.0 or higher GPA on the graduate degree in the related field
3. Submit three letters of recommendation.

### **Student Advisement**

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

### **Justification for Graduation Standards and Number of Credits**

The number of credit hours required for the Certificate of Proficiency in Rehabilitation Counseling (18 credit hours) falls within the institutional guidelines.

### External Review and Accreditation

There were no consultants involved in the development of the proposed program. As the proposed program is a certificate within an existing program, it falls under the accreditation requirements of the Rehabilitation Counseling education program. The Commission on Rehabilitation Education (CORE) currently accredits the Rehabilitation Counseling program. The program was recently reaccredited in Fall of 2009, and will be reevaluated in 2017. The proposed program will not add any costs to the accreditation process.

### Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	12 of 86 total <sup>1</sup>	4.25	10.12	NA
2	14 of 88 total	4.25	10.35	NA
3	16 of 90 total	4.25	10.59	NA
4	18 of 92 total	4.25	10.82	NA
5	20 of 94 total	4.25	11.06	NA

<sup>1</sup> 12 students from related fields of 86 headcount students in the Rehabilitation Counseling program

### Expansion of Existing Program

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

### Section III: Need Program Need

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

### Labor Market Demand

There is an increasing need for Rehabilitation Counselors across the nation and in Utah. In 2008, there were 129,500 rehabilitation counselors nationally (Department of Labor Statistics, 2010). By 2018, the Department of labor projects a need for 154,100 rehabilitation counselors, a 19% increase over the ten-year period. This is classified as being a “faster than average growth for this field.” In Utah, there were 480 rehabilitation counselors in 2008. By 2018, the number of rehabilitation counselors is projected to grow to 620, a 29% increase over the ten-year period.



Currently, of the 86 headcount students in the USU Rehabilitation Counselor preparation program, 49 students reside in Utah and 37 students reside outside of Utah. Of the 49 students residing within Utah, 29 are distance students (2 of which are from related fields) and 20 are on-campus students. For the most part, the distance students in Utah are currently employed in rehabilitation counselor positions, and they typically remain in their current positions following graduation. In contrast, many of our on campus students leave the state following graduation. Over the last five years of 38 on-campus graduates, 17 (45%) took employment outside of Utah upon graduation. Thus, only 21 (55%) of on-campus graduates stayed in Utah to address the on-going shortage of rehabilitation counseling professionals. Based on these data, we project that current enrollments can be sustained and a surplus of rehabilitation counselors in Utah is unlikely in the foreseeable future.

### **Student Demand**

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

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

### **Similar Programs**

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

### **Collaboration with and Impact on Other USHE Institutions**

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

### **Benefits**

Utah State University and the USHE will benefit from the development of the proposed program as it contributes to the land grant mission of the university by training additional professionals to meet the needs of individuals with disabilities in the State of Utah. As is mentioned in the Labor Market Demand section of this proposal, Rehabilitation Counselors are in high demand in Utah, as well as nationally. National data indicate that the number of individuals with disabilities is increasing, and therefore the need for professionals trained specifically to work with them is increasing as well. This need is increasing significantly with the aging of the current workforce.

Additionally, the proposed program will benefit other institutions of higher learning. As this is a post-graduate certificate for professionals in related fields, it will expand the employment opportunities and influence that graduates from other universities have in the provision of services to individuals with disabilities in Utah.

**Consistency with Institutional Mission**

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

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

**Section IV: Program and Student Assessment**

**Program Assessment**

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

Goal	Assessment
Maintain enrollment of at least 12 graduate students in the Certificate of Proficiency program.	Review of enrollment numbers.
Maintain a pass rate of 80% on the national rehabilitation counselor certifying examination for students completing the proposed program.	Review of completion statistics provided by the Commission on Rehabilitation Counselor Certification.
Ensure that students graduating from the proposed program have the necessary skills and knowledge to practice as qualified Rehabilitation Counselors.	<ol style="list-style-type: none"> <li>1. Assessment of abilities in the classroom as indicated by the quality of assignments, projects, and examinations.</li> <li>2. Assessment of skills through supervision of practicum and internship activities.</li> </ol>

	3. Review of data collected from a sample of employers following graduation.
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**Expected Standards of Performance**

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

**Student Competencies (CORE required competencies):**

1. Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession;
2. Integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities including findings, purposes, and policies in current legislation;
3. Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings;
4. Apply in one’s practice, the laws and ethical standards affecting rehabilitation counseling in problem-solving and ethical decision-making;
5. Integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation;
6. Create a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process;
7. Apply in one’s practice, the principles of disability-related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences;
8. Educate the public and consumers regarding the rights of people with disabilities under federal and state law;
9. Articulate the differences in philosophy and the purposes of related counseling disciplines and allied health fields; and
10. Explain differences among certification, licensure, and accreditation.
11. Practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that affect adjustment and attitudes of both individuals with disabilities and professional service providers;

12. Utilize in one's practice an understanding of family systems and the impact of the family on the rehabilitation process;
13. Articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;
14. Practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;
15. Understand individuals' cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;
16. Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation;
17. Apply psychological and social theory to develop strategies for rehabilitation intervention;
18. Develop strategies for self-awareness and self-development that will support sensitivity to diversity issues;
19. Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and society;
20. Continuously assess self-awareness and attitudinal aspects of rehabilitation counseling;
21. Articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy; and
22. Identify and demonstrate an understanding of stereotypic views toward persons with disabilities and the negative effects of these views on successful completion of the rehabilitation process.
23. Articulate and apply career development theories and the importance of work to consumers with whom one works;
24. Conduct and utilize labor market analyses and apply labor market information to the needs of consumers in one's caseload;
25. Utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning;
26. Understand employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding in facilitating their successful employment;
27. Explore occupational alternatives and develop career plans in collaboration with the consumer;
28. Identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer's understanding of these issues;
29. Identify the consumer's need for accommodation and facilitate the use of resources to meet those needs;
30. Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate consumer placement when appropriate;
31. Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers in facilitating the consumer's successful job placement;
32. Consult with employers regarding accessibility and issues related to ADA compliance;
33. Evaluate work activities through the use of job and task analyses and utilize the evaluation in facilitating successful job placement for the consumer;
34. Assess and resolve job adjustment problems on the part of the consumer through the provision of post-employment services;
35. Develop job opportunities for consumers through employer contacts;
36. Apply strategies for consumer job placement and job retention;

37. Teach the consumer appropriate job seeking, job interviewing, and job retention skills;
38. Establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services to the consumer;
39. Facilitate consumer involvement in determining vocational goals and capabilities related to the world of work;
40. Review medical information with consumers to determine vocational implications of related functional limitations;
41. Identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement;
42. Assess the consumer's readiness for gainful employment and assist the consumer in increasing this readiness;
43. Provide prospective employers with appropriate information regarding consumer work skills and abilities;
44. Discuss a consumer's return to work options with the employer;
45. Use computerized systems for consumer job placement assistance;
46. Arrange for functional or skill remediation services that will result in successful consumer job placement;
47. Identify and arrange for educational and training resources that can be utilized by consumers to meet job requirements; and
48. Provide for work conditioning or work hardening strategies and resources that can be utilized by consumers in facilitating successful job placement.
49. Conduct individual counseling sessions with consumers;
50. Develop and maintain a counseling relationship with consumers;
51. Establish, in collaboration with the consumer, individual counseling goals and objectives;
52. Assist the consumer with crisis resolution;
53. Facilitate the consumer's decision-making and personal responsibility in a manner consistent with the individual's culture and beliefs;
54. Recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;
55. Explain the implications of assessment/evaluation results on planning and decision-making;
56. Demonstrate consultation and supervisory skills on behalf of and with the consumer;
57. Assist the consumer in developing acceptable work behavior;
58. Adjust counseling approaches or styles to meet the needs of individual consumers;
59. Terminate counseling relationships with consumers in a manner that enhances their ability to function independently;
60. Recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;
61. Interpret diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer;
62. Assist consumers in modifying their lifestyles to accommodate individual functional limitations; and
63. Assist consumers to successfully deal with situations involving conflict resolution and behavior management.
64. Determine an individual's eligibility for rehabilitation services and/or programs;

65. Facilitate consumer involvement in evaluating the feasibility of rehabilitation or independent living objectives;
66. Utilize assessment information to determine appropriate services;
67. Assess the unique strengths, resources, and experiences of an individual including career knowledge and interests;
68. Evaluate the individual's capabilities to engage in informed choice and to make decisions;
69. Assess an individual's vocational or independent living skills, aptitudes, interests, and preferences;
70. Assess an individual's need for rehabilitation engineering/technology services throughout the rehabilitation process;
71. Assess the environment and make modifications for reasonable accommodations;
72. Use behavioral observations to make inferences about work personality, characteristics, and adjustment;
73. Integrate assessment data to describe consumers' assets, limitations, and preferences for rehabilitation planning purposes;
74. Interpret test and ecological assessment outcomes to consumers and others; and
75. Objectively evaluate the effectiveness of rehabilitation services and outcomes.
76. Provide the information, education, training, equipment, counseling, and supports that people with disabilities need in order to make effective employment and life-related decisions;
77. Evaluate the adequacy of existing information for rehabilitation planning;
78. Integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning;
79. Plan and implement a comprehensive assessment including individual, ecological, and environmental issues (e.g., personality, interest, interpersonal skills, intelligence, and related functional capabilities, educational achievements, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, employment opportunities, physical barriers, ergonomic evaluation, attitudinal factors);
80. Develop jointly with the consumer, an appropriate rehabilitation plan that utilizes personal and public resources;
81. Explain insurance claims processing and professional responsibilities in workers' compensation and disability benefits systems;
82. Identify and plan for the provision of independent living services with consumers;
83. Establish working relationships and determine mutual responsibilities with other service providers involved with the individual and/or the family, or consumer's advocate, including provision of consumer involvement and choice;
84. Develop a knowledge base of community resources and refer individuals, when appropriate;
85. Assist individuals in identifying areas of personal responsibility that will facilitate the rehabilitation process and maximize their vocational rehabilitation potential (e.g., potential fiscal resources to obtain needed services);
86. Serve as a consultant to other community agencies to advocate for the integration and inclusion of individuals with disabilities within the community;
87. Market the benefits and availability of rehabilitation services to potential consumers, employers, and the general public;
88. Identify and plan for the appropriate use of assistive technology including computer-related resources;

89. Educate prospective employers about the benefits of hiring persons with disabilities including providing technical assistance with regard to reasonable accommodations in conformance with disability-related legislation;
90. Demonstrate the knowledge of treatment and rehabilitation approaches for substance abuse;
91. Demonstrate the knowledge of treatment and rehabilitation approaches for consumers with psychiatric disabilities;
92. Demonstrate knowledge of transition from school to work;
93. Perform appropriate case documentation;
94. Apply disability-related policy and legislation to daily rehabilitation practice; and
95. Utilize resources and consult with other qualified professionals to assist in the effective delivery of service.

## Section V: Finance

### Budget

#### Utah State University<sup>1</sup>

#### Financial Analysis Form for Rehabilitation Counseling

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment	43	44	45	46	47
Cost per FTE <sup>2</sup>	10,467	10,467	10,467	10,467	10,467
Student/Faculty Ratio	10.12	10.35	10.59	10.82	11.06
Projected Headcount	86	88	90	92	94

#### Projected Tuition

Gross Tuition	161,680	165,440	169,200	172,960	176,720
Tuition to Program					

#### 5 Year Budget Projection

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expense</b>					
Salaries & Wages	60,764	60,764	60,764	34,722	34,722
Benefits	26,736	26,736	26,736	15,278	15,278
Total Personnel	87,500	87,500	87,500	50,000	50,000
Current Expense	358,795	262,500	262,500	150,000	150,000

Travel					
Capital					
Library Expense					
Total Expense	446,295	350,000	350,000	200,000	200,000

### Revenue

Legislative Appropriation					
Grants & Contracts <sup>3</sup>	446,295	350,000	350,000	200,000	200,000
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	446,295	350,000	350,000	200,000	200,000

### Difference

Revenue - Expenses	0	0	0	0	0
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### Comments

<sup>1</sup> The Financial Analysis was developed with Joe Vande-Merwe, Associate Director, Budget and Planning Office

<sup>2</sup> 2009-10 E&G Special Education & Rehabilitation average masters cost per FTE. Source: USU 2009-10 Department Profile

<sup>3</sup> The Grants and Contracts are personnel preparation grants that provide student support (e.g., tuition, books, and stipends) and some administrative support. The data presented show current amounts (Year 1) and, assuming new grants are not funded, a decrease in grant funds over the five year period (years 2 – 5). It is important to note that the Rehabilitation Counseling faculty have obtained continuous federal grant support for 15 years. Thus, data presented in the table represent a worse case scenario. State and federal law requires that rehabilitation counselors obtain certification. If funding for the current grant programs was discontinued, individuals hired by rehabilitation agencies will still be required to obtain certification and payment for that certification will fall to the rehabilitation agency or the student. In the past, when federal funds have not been available public and private rehabilitation agencies have paid the tuition for individuals to complete the required coursework.

### Funding Sources

No new funds are required to add the proposed certificate program to the existing Masters program. Currently, the program and faculty are supported through RCDE tuition return to the Department of Special Education and Rehabilitation. Faculty include three tenured or tenure track faculty, and .25 FTE of another faculty and a clinical faculty supported on RCDE tuition returns and Rehabilitation Services Administration (RSA) grants and contracts. The graduate student faculty ratio for the program is approximately 11 to 1. This is less than the average student faculty ratio of 17.7:1 at public institutions of higher education (NCES, 2009) and comparable to other WAC schools where the average graduate student/faculty ratios range from 8:1 at the University of Nevada – Reno to 17:1 at California State University Fresno. Students in the current program



include 55 headcount distance masters students, 19 headcount on-campus Masters students and 12 headcount students who would be eligible for the proposed certificate. These are all working professionals, most of whom take no more than 6 credit hours per semester. For the purposes of the financial analysis we count each student as .5 FTE. It is anticipated that the large majority of individuals enrolling in the proposed program will participate in the distance-based rehabilitation counselor education program. The number of students participating in the masters program has ranged from 73 to 97 over the previous 5 years. We anticipate that the number of Masters students in the program will vary in a similar range in the next 5 years and that those participating in the certificate program will increase by 2 students per year. Overall, the certificate program will be allowed to grow to 20 headcount students. If the number of students applying to the program exceeds 20 headcount students then we will implement enrollment caps and stringent admission criteria.

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

#### **Reallocation**

No internal reallocation of resources is anticipated.

#### **Impact on Existing Budgets**

The proposed certificate of proficiency will not affect current base budgets or other programs within the Department or the University.

**Appendix A: Program Curriculum  
All Program Courses**

<b>Course Prefix &amp; Number</b>	<b>Title</b>	<b>Credit Hours</b>
Core Courses		
REH 6100	Introduction to the Profession of Rehabilitation Counseling	2
REH 6120	Psychosocial Aspects of Disability	3
REH 6150	Rehabilitation Services and Resources	3
REH 6160	Career/Vocational Issues, Job Analysis, Development and Placement for Persons with Disabilities	3
REH 6190	Introduction to Assessment for Persons With Disabilities	2
REH 6200	Theories of Counseling Applied to Persons With Disabilities	3
REH 6240	Ethical Decision Making In Counseling	2
	<b>Sub-Total</b>	18
Elective Courses		
	<b>Sub-Total</b>	0
Track/Options (if applicable)		
	<b>Sub-Total</b>	0
	<b>Total Number of Credits</b>	18

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

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

## Appendix B: Program Schedule

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

<b>Fall Semester</b>		<b>Credit Hours</b>
REH 6100	Introduction to the Profession of Rehabilitation Counseling	2
REH 6190	Introduction to Assessment for Persons With Disabilities	2
REH 6200	Theories of Counseling Applied to Persons With Disabilities	3
REH 6240	Ethical Decision Making In Counseling	2
<b>Spring Semester</b>		
REH 6120	Psychosocial Aspects of Disability	3
REH 6150	Rehabilitation Services and Resources	3
REH 6160	Career/Vocational Issues, Job Analysis, Development and Placement for Persons with Disabilities	3

## Appendix C: Faculty

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

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

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

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

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

## **References**

Chan, T. & Reudel, K. (2005). *A national report: The demand for and the supply of qualified state rehabilitation counselors*. Washington, D.C.: American Institutes for Research.

Schultz, J.C. & Millington, M.J. (2007). A microeconomic model of the personnel shortage in public rehabilitation agencies. *Rehabilitation Education*, 21(2), 133-142.

**AGENDA  
AUDIT COMMITTEE  
APRIL 8, 2011  
TELEPHONE CONFERENCE CALL  
9:00 a.m.**

	<u>Page</u>
I. <u>Action Item</u>	
A. Minutes of Audit Committee Meeting Held on January 7, 2011	1
II. <u>Information Items</u>	
A. Status of Responses for the <i>Review of the Huntsman School of Business Study Abroad Program</i>	
B. Status of Internal Audits in Process	
C. Approval of Current Audit Plan	
III. <u>Other</u>	

Committee Members:

David P. Cook, Chair  
Robert L. Foley, Vice Chair  
Ronald W. Jibson

AUDIT COMMITTEE MEETING  
UTAH STATE UNIVERSITY BOARD OF TRUSTEES  
SONNE BOARD ROOM, UNIVERSITY INN, ROOM 508  
JANUARY 7, 2011

Minutes of the Audit Committee Meeting of the Utah State University Board of Trustees held at 8:15 a.m.

MEMBERS PRESENT

David P. Cook	Chair (by telephone)
Robert L. Foley	Vice Chair
Ronald W. Jibson	

UNIVERSITY REPRESENTATIVES PRESENT

David T. Cowley	Vice President for Business and Finance
Jodi Bailey	Chief Audit Executive

OTHERS PRESENT

Suzanne Pierce-Moore	Chair, Board of Trustees
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Audit Committee Chair David P. Cook conducted the meeting.

I. Minutes of the Audit Committee Meeting Held on December 20, 2010

Action: Trustee Foley made a motion to approve the minutes of the Audit Committee Meeting held on December 20, 2010, and Trustee Jibson seconded the motion. The motion passed unanimously.

II. Status of Review of Athletics Department Agreed Upon Procedures

The Athletics Department Agreed-Upon Procedures audit report was not yet final. Chair Cook suggested that the Committee approve the report on condition that there are no negative findings in the final report.

Action: Trustee Foley made a motion to approve the Athletics Department Agreed-Upon Procedures on the condition that there are no negative findings in the final report. Trustee Jibson seconded the motion, and the voting was unanimous in the affirmative.

III. Review of the Annual Report to the Board of Regents

Jodi Bailey discussed details of the Annual Report which will be presented to the Board of Regents. The Audit Committee provided comments concerning the written report. The Audit Committee suggested, as a discussion for the oral report, that the Committee should provide specific informal feedback on the performance of the Chief Audit Executive to the President's Office which would be incorporated into her annual performance evaluation with the President. The Audit Committee also suggested incorporating a formal "close the loop" process to review the status of completed recommendations.

Action: Trustee Foley made a motion to adjourn, and Trustee Jibson seconded the motion.

The meeting adjourned at 8:45 a.m.

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David P. Cook, Chair

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Minutes taken by Jodi Bailey  
Chief Audit Executive

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Date Approved