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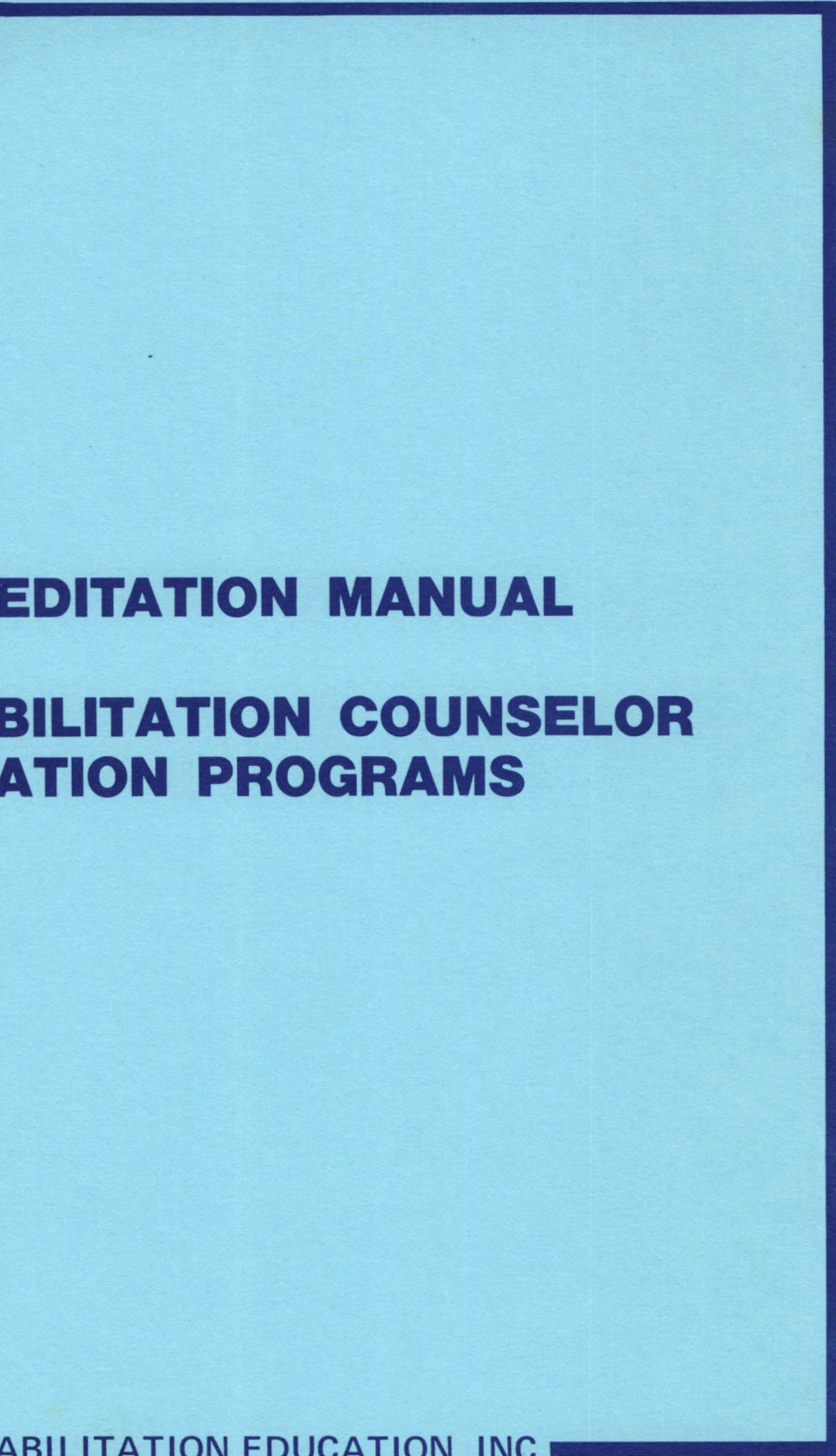
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CORE



**ACCREDITATION MANUAL
for
REHABILITATION COUNSELOR
EDUCATION PROGRAMS**

COUNCIL ON REHABILITATION EDUCATION, INC.

ACCREDITATION MANUAL
for
REHABILITATION COUNSELOR
EDUCATION PROGRAMS

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THE COUNCIL ON REHABILITATION EDUCATION (CORE) IS A NOT-FOR-PROFIT ORGANIZATION INCORPORATED IN THE DISTRICT OF COLUMBIA. IT IS RECOGNIZED BY THE COUNCIL ON POSTSECONDARY ACCREDITATION AS THE ACCREDITING BODY FOR MASTER'S DEGREE PROGRAMS IN REHABILITATION COUNSELOR EDUCATION IN THE UNITED STATES.

This Manual was initially developed by the Council on Rehabilitation Education as part of Rehabilitation Services Administration (RSA) grant No. 44-P-81259/5-01.

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Chapter I. Introduction

I. INTRODUCTION

History

In the summer of 1969 a group of rehabilitation professionals met to discuss the need for accreditation of Rehabilitation Counselor Education (RCE) programs. After two years of planning, CORE was formed in June of 1971 and subsequently incorporated in 1972.

The composition of CORE is unique among accrediting bodies in that it was not specifically "academic." From the beginning it included those concerned with service delivery. The five major professional rehabilitation organizations represented in CORE were: the American Rehabilitation Counseling Association (ARCA); Council on Rehabilitation Counselor Educators, now the National Council on Rehabilitation Education (NCRE); Council of State Administrators of Vocational Rehabilitation (CSAVR); International Association of Rehabilitation Facilities; now the National Association of Rehabilitation Facilities (NARF); and the National Rehabilitation Counseling Association (NRCA). These five organizations represent the professional and organizational constituencies concerned with the training, evaluation, and employment of rehabilitation counselors. This composition assures the input of groups concerned with all aspects of effective performance of rehabilitation counselors in the variety of agencies, facilities and other settings where they practice. The composition is also consistent with the focus CORE has adopted of including the performance of graduates in the program evaluation process. The composition of CORE remains the same today - a cooperative rather than a competitive model of training evaluation, in that practicing rehabilitation counselors, counselor educators, facility administrators and state rehabilitation agency administrators are represented.

At the time of CORE's incorporation rehabilitation counselor education was one of the few training areas in the helping professions that had no accreditation mechanism. Approximately 70 rehabilitation counselor education programs were producing about 500 graduates yearly of which over 70 percent entered public or private rehabilitation agencies. Rehabilitation counselor education continued for well over 20 years of federal support without a systematic method of evaluating the effectiveness or appropriateness of training. The need for a systematic evaluation reached crisis proportions with the challenge of the Rehabilitation Act of 1973 identifying individuals with severe disabilities as priority recipients of service. CORE's development and establishment of standards of training addressed that need and remains essential to the profession.

Consistent with the above philosophy of having all constituencies contribute to the evaluation of training activities, a survey process was developed to collect data from trainers and coordinators, students, graduates, employers of graduates and agency practicum supervisors for use in the evaluation of a RCE program. The method draws on information from many areas to determine the program's effectiveness in reaching its public within the specific mission of training rehabilitation counselors. From the data collected in pre-testing and field testing the method, CORE was able to develop standards that consider all points of view in rehabilitation. To support these activities, CORE requested funding assistance from the Rehabilitation Services Administration. This support was used to develop the above procedures and after an accreditation mechanism was established, to retest and refine techniques and training standards. It was also anticipated that training/service problem areas would be identified from the accreditation process. A three year revision project was launched during 1980-81 with the goal of publishing up-dated standards and procedures.

Accreditation of Rehabilitation Counselor Education Programs

The purpose of CORE accreditation of RCE programs is to promote the effective delivery of

rehabilitation services to individuals with disabilities by promoting and fostering continuing review and improvement of master's degree level RCE programs. CORE's accreditation process promotes program self-improvement rather than outside censure. A concomitant purpose is to meet the manpower needs of both public and private rehabilitation agencies by providing graduates who have been equipped with the skills, knowledge and attitudes necessary to rehabilitate individuals with disabilities and disadvantaged persons.

CORE bases its activities on the general acceptance of the following objectives of professional education which have been generalized from field surveys of the several constituencies concerned with the training, performance and goals of practitioners in rehabilitation.

- A. A rehabilitation education program has an ultimate goal of assuring that individuals with disabilities receive the high quality services to which they are entitled. It should provide its students with the opportunity to acquire a sound, basic education in rehabilitation and should foster lifelong habits of updating skills and professionalism; a commitment to assist clients in using their own resources and opportunities to meet their developmental, vocational, and educational needs; commitment to individual human values; exercise of skills and competencies on a high ethical level and with personal integrity; alertness to the world; and maintenance of a critical, questioning, and exploratory attitude.
- B. A rehabilitation education program should contribute to the development of practitioners, educators, and researchers through its program of academic instruction and clinical training toward the overall goal of improving practice in the rehabilitation profession in general and in the specific area of professional application.
- C. A rehabilitation education program should develop personnel committed to the field of rehabilitation who can provide effective services to individuals with disabilities and disadvantaged people, including individuals with the most serious disabilities.
- D. A rehabilitation education program should contribute to the advancement of knowledge in the field of rehabilitation through research and the demonstrated application of significant findings.

CORE, in its initial focus on Rehabilitation Counselor Education (RCE), has adopted the following purposes for accreditation as stated in the CORE By-Laws:

- A. To promote the effective delivery of rehabilitation services to individuals with disabilities by stimulating and fostering continuing review and improvement of professional education (Master's degree level) in rehabilitation counseling.
- B. To promote a high standard of professional education in rehabilitation counseling and to foster program development based on a vocationally-oriented, service-to-people attitude needed to train competent, professional manpower in rehabilitation counseling.
- C. To encourage sound educational experimentation and innovations and to assist RCE training institutions in developing high quality instructional programs by stimulating continuous self-study and improvement.
- D. To reassess, redefine, and re-evaluate program criteria as the needs of the profession and the clients receiving services change.
- E. To evolve a consultative model for developing programs.
- F. To review admissions and other requirements of RCE programs to assure that all

qualified applicants may participate in the programs.

- G. To foster mutual respect and cooperation between RCE training programs and the programs of the other helping professions related to the training of professional rehabilitation counselors.
- H. To further the practice and profession of rehabilitation counseling by emphasizing the vocational aspect of services in the broader context of human development and thereby help reduce dependency among all vulnerable client groups, especially individuals with the most severe and multiple disabilities.
- I. To meet the manpower needs of public and private rehabilitation agencies by providing graduates of RCE programs who have been instructed in the skills, knowledge and attitudes necessary for delivering rehabilitation services to individuals with disabilities and disadvantaged people.
- J. To publish periodically a roster of recognized programs so that the members of the profession, the public, government agencies, and prospective students may have authoritative information.
- K. To enhance the position of mutual respect and acceptance of RCE programs in the academic community and on the campus.
- L. To develop a model for the accreditation of professional education based on the objective assessment of outcomes of the educational program that might be utilized by other professions.

Structure and Responsibilities of the Council on Rehabilitation
Education and Its Evaluation Component, the Commission on Standards
and Accreditation

The recognized accrediting body for Rehabilitation Counselor Education programs is the Council on Rehabilitation Education (CORE) which is a not-for-profit organization incorporated in Washington, D.C. CORE is composed of two representatives from each of five national professional organizations concerned with rehabilitation counseling: NRCA, ARCA, NCRE, CSAVR, and NARF. Each member has been appointed by the sponsoring organization to serve staggered terms. These appointments are confirmed by CORE. In addition to the granting of recognition, CORE serves as a forum for the evaluation of accreditation policies and practices and effectiveness of accreditation efforts.

The evaluation component of CORE is entitled the Commission on Standards and Accreditation and is composed of fifteen members who are appointed by CORE for staggered terms. It is the responsibility of the Commission to evaluate programs for their compliance with standards and to recommend to CORE the granting of recognition. The Commission is composed of (a) five members from CORE, one from each of the five sponsoring organizations, (b) five non-CORE members, one from each of the five sponsoring organizations, and (c) five at-large members chosen from groups such as the general public, minorities, individuals with disabilities, and disciplines and agencies closely related to rehabilitation counseling. Participating organizations are requested to make one or more nominations based on criteria discussed below, and CORE makes the final selection and appointment.

In the selection of Commission members, CORE considers a number of factors to ensure fairness of representation and objectivity in decision making. Geography, sex, racial minority status, disability, relevant experience, educational level, and extent of involvement in other national professional affairs are general considerations. On a more personal level, CORE also considers a nominee's interest, willingness, and capacity for Commission work.

In addition to the general considerations expressed above for the selection of Commission members, there are special considerations for the representatives of consumer groups. For instance, it is vital that consumer representatives come from groups truly controlled by and representative of consumers. Many groups which advocate for individuals with disabilities may not be in any meaningful sense consumer groups, although they may be consumer oriented. CORE considers nominees from consumer groups that: (a) exclusively represent individuals with disabilities; (b) have a democratic process for officials; (c) encompass a national scope; and (d) have sufficient membership to make any claim to representativeness viable.

In reference to the group representing the general public, the term "general public" for purposes of the Commission includes both the "professional public" in occupations which would have some knowledge of and relationship to rehabilitation and people in occupations with no immediate connection to rehabilitation, e.g., lawyers and industrialists.

Representatives of the Commission on Rehabilitation Counselor Certification (CRCC), the National Association of Non-White Rehabilitation Workers (NANWRW), and the Commission on Accreditation of Rehabilitation Facilities (CARF) supply the remaining three members of the five-member at-large section of the Commission.

In addition to working as a body to assess compliance with standards, the members of the Commission also perform other functions to ensure that the accreditation procedures are effective, efficient and fair. The five people who serve on both the Council and the Commission, for example, act as the liaison between the activities of the two groups. The representatives from the five sponsoring organizations who are not on the Council ensure that the points of view of the five organizations are amply represented in applying standards. The five at-large members ensure that their constituencies have input into the applying of standards.

**Chapter II. CORE Recognition
and
Criteria for Eligibility**

II. CORE RECOGNITION AND CRITERIA FOR ELIGIBILITY

There are three types of recognition granted by the Council on Rehabilitation Education. Recognition is granted only upon recommendation from the Commission on Standards and Accreditation after that body reviews a program's compliance with applicable standards. The types of recognition are:

Candidate for Accreditation: Granted to programs which are in the early stages of development or implementation, up to the point of graduating their first students. This recognition provides evidence that a program complies with those standards applicable at the program's stage of development.

Preliminary Accreditation: Granted to programs which have been fully operational for at least one year, and if having graduated students, they are not sufficient in number or have been employed long enough since graduation to allow for the objective assessment of their professional performance. This recognition provides evidence that a program complies with all standards except those having to do with the performance of graduates.

Accreditation: Granted to programs which have been fully operational long enough to allow for the objective assessment of the professional performance of graduates. This recognition provides evidence that a program complies with all standards and is deemed able to maintain that level of compliance through the duration of the recognition.

Candidate for Accreditation and Preliminary Accreditation are only granted by CORE with the agreement that the program proceed through the stage to eventually seek Accreditation. Programs being considered for Candidate for Accreditation and Preliminary Accreditation will be evaluated according to all applicable standards at the same level of compliance as for Accreditation.

To be eligible for evaluation, a program must be part of an educational institution which is accredited by the appropriate regional accreditation body and which offers graduate degrees in areas other than that being evaluated. Further, the program must provide for two years of full time graduate study (as defined by the institution.) The program must have institutional approval for courses and degree offered, a person designated as coordinator or the equivalent in position, and a written statement of its mission, objectives, curriculum and criteria for student selection. A program need not have begun course instruction to apply. Programs not eligible to be considered for Accreditation will be encouraged to seek ongoing consultation with persons experienced and trained in the preparation of programs for accreditation.

Recognition as Candidate for Accreditation may be granted to a program for a period of from one to three years. It is expected that a program will be considered for Preliminary Accreditation at the point that it graduates its first students.

Preliminary Accreditation may be granted to programs for a period of from one to three years. If at the end of the period of recognition the program has not graduated enough students to be considered for Accreditation, the Preliminary Accreditation may be extended.

A program may be considered for Accreditation if it has met the following additional criteria:

1. Graduated at least 30 students at the time of application.
2. Graduated students for at least two consecutive years at the time of application.
3. Has the equivalent of at least one full-time faculty position assigned to the program under consideration.

Accreditation may be granted for periods of from one to five years. Programs with limited weaknesses which could be corrected within specified periods of time may be granted Accreditation for periods of from one to four years, with the program being given specified time or times in which to correct those weaknesses identified as the reasons for the term of Accreditation.

It should be reemphasized that the eligibility criteria set forth in this chapter are the minimal requirements necessary to be considered for recognition and that the specific standards identified for determining the recognition decision are set forth in Chapter IV.

Chapter III. Application and Evaluation Procedures

III. APPLICATION AND EVALUATION PROCEDURES

Application Procedures

An educational program seeking recognition by the Council on Rehabilitation Education must apply for consideration. The application process is similar, regardless of the type of recognition being sought, and is designed to assure that the program meets the eligibility requirements.

The application consists of an application form, an application fee and specified program information. The application form requires the signature of the program coordinator and appropriate institution official(s). It serves as: (1) a contact between CORE and the institution for the conduction of appropriate evaluations and the payment of appropriate fees; (2) authorization for CORE to collect information from specified persons in the evaluation process; (3) authorization for CORE to inform other relevant accreditation bodies of the fact that the program has applied for recognition; (4) authorization for CORE to publish any recognition that is granted in listings of recognized programs and to respond to relevant inquiries; and (5) agreement for the evaluation to be based on standards and procedures in effect at the time of the evaluation, subject to six months prior notification of those standards and the opportunity to withdraw the application.

The application fee serves to keep the application active for at least one full year unless the institution withdraws its application. The fee is not refundable. The program material to be submitted in application will vary depending on the recognition being sought. Descriptions and data will be requested in sufficient detail to determine whether or not the program meets eligibility requirements.

Consideration for CORE recognition is an annual process. Applications are usually due in the autumn. Data collection and evaluation occur during the winter and spring months. Application forms and instructions are updated annually to indicate deadline dates for application, timelines for eligibility decisions and data collection, and the specifications for program information to be submitted as part of the application.

The determination of eligibility of a program for consideration is made by the CORE office. The first step in that process is to assure that the information submitted by the program is sufficient for making the decision. The office will contact the program requesting additional information as needed. The second step in the process is to determine whether or not the mission and goals of the program fall within the realm of professional preparation which CORE can appropriately evaluate and recognize. The third step in the process is to determine whether or not the program meets the eligibility requirements stated in Chapter II of this Manual. If the program meets the eligibility requirements for consideration for a type of recognition different from that for which application was made, then that determination will be reported to the program.

If a program meets the eligibility requirements for consideration, it will be informed of that fact and entered into further data collection and evaluation during the present cycle. If a program is found not eligible for consideration at the time of application, the application will remain in effect for a year from the date of eligibility review to allow the program to complement those changes necessary to meet the eligibility requirements.

Applicant complaints regarding eligibility decisions may be directed to the Commission on Standards and Accreditation.

The evaluation of those programs eligible for consideration consists of data collection, data analysis and review, and recommendations for recognition - all conducted under the auspices of the Commission on Standards and Accreditation. The data are collected and analyzed in part by the CORE office and sent for further analysis and review to a committee of the Commission.

The conclusions of the committee are reviewed by the full Commission and any recommendations that CORE grant recognition are made by the Commission. The program coordinator and the institution's Chief Administrative Officer are notified of specific opportunities for providing additional information during this process to help assure that the final recommendations are based on data and interpretations that are as complete and accurate as possible. Provisions for notifying the coordinator and the Chief Administrative Officer are set forth in the section entitled Evaluation Procedures.

The data collection and review process varies according to the type of recognition for which a program is being considered. Basically, the newer a program the fewer the standards on which assessments can be made, thus the smaller the amount of data collected and the fewer the sources of data.

The data collected for analysis and review are of two basic types: descriptive information about the program which is requested from the program coordinator; and evaluative ratings about aspects of the program's operations, the qualities of students, and/or the performance of graduates - these ratings obtained from the coordinator and other faculty members in the program, current students, the supervisors of student interns, recent graduates of the program and the employers of recent graduates.

The data collected are designed to allow for the adequate assessment of how well the program meets each standard listed in Chapter IV of this Manual. Refinements in the instruments and procedures may occur from year to year to help assure objective and consistent evaluations.

Evaluation Procedures

The basic steps once eligibility for consideration has been approved are:

1. All members of the Commission on Standards and Accreditation and the regional accrediting body which has already accredited the parent institution are informed by the CORE office that the program is being evaluated, and the type of recognition for which it is being considered.
2. Data collection forms and instructions are sent by the CORE office to the program coordinator for completion or distribution. The coordinator completes the form providing program descriptive information and distributes individual questionnaires to faculty, students who have completed one academic year of course work, agency internship supervisors, and recent graduates and their employers.
3. The coordinator sends a listing of persons to whom questionnaires were distributed to the CORE office for use in follow-up and verification.
4. The coordinator returns the completed program description form to the CORE office.
5. Upon receipt and review of descriptive information, the CORE office may request additional information from the program coordinator if it appears that the material submitted will not allow for the complete evaluation of the program.
6. Upon receipt of all information and data from individual respondents, quantifiable responses are analyzed by computer. Some characteristics of the program may be given quantitative ratings by Commission members or other qualified reviewers and those ratings entered into the computer analysis.
7. The descriptive information and computer analysis of program data and ratings are submitted to a Review Committee composed of three members of the Commission on

Standards and Accreditation.

8. The Review Committee prepares a statement of program strengths and weaknesses; based on data available. This report is sent to the program coordinator with a copy to the institution's Chief Administrative Officer along with an invitation to provide any additional information that might complement the report or enhance the accuracy of any part of it.
9. Any additional information from the coordinator and/or Chief Administrative Officer is returned to the Review Committee for consideration in preparation for its final report to the Commission.
10. The Review Committee report is submitted to the Commission and copies are sent to the program coordinator and Chief Administrative Officer along with notification of the time, date and location the Commission will hold its hearing on the report. Accompanying the notification will be a statement of hearing procedures, which will include: provisions for the coordinator and/or other institution officials to appear; notification of intent to appear; limitations on new evidence; and, requirements regarding prior submission of written testimony.
11. Within a calendar month from the date of transmittal, the coordinator may notify CORE in writing of intent to institute program changes.
12. The Commission develops and, in official session, approves a written evaluation of the program concluding with a recommendation to CORE regarding recognition.
13. The final decision regarding recognition is made by CORE while in official session, at their Annual Meeting. The decision is based on documented information, all of which has been made available to the program coordinator and Chief Administrative Officer for review, and any interpretations or conclusions offered at the hearing. Regardless of the outcome of the decision, the period of application ends at that time.
14. The results of CORE's decision regarding recognition, recommendations for program improvement, and/or conditions upon recognition are announced in writing to the program coordinator and the institutional official(s) signing the application. The appropriate regional accrediting body is notified of the recognition decision.
15. During the last year of the current term of recognition, the RCE program may re-apply for a new term of recognition. All procedures used in the process are the same for all applicants.
16. Programs not granted recognition may re-apply during the academic year following the decision not to grant recognition or anytime thereafter. Re-application cannot be initiated during an appeals process.

NOTE: Information used in previous evaluations, the annual monitoring process, or assessments growing out of that information will not be used by CORE in the new evaluation process unless the applying program chooses to submit it as part of their Program Description Packet.

Formal Appeals Procedure

In the event of a decision by CORE not to grant recognition, an appeal may be made based on records which demonstrate that in reaching this decision either CORE or the Commission on Standards and Accreditation failed to comply with due process. The notification of a decision not to grant recognition will be accompanied by a statement of appeals procedures, including: requirements for documentation; time limitations on panel formation; the submission of new evidence; and, the prior submission of written testimony.

The appeal must be initiated to CORE by the RCE program coordinator and the institution Chief Administrative Officer within thirty (30) days of announcement. The appeal will be forwarded by CORE to an Appeal Panel of three individuals. The Panel must be neutral individuals who have in no way been involved with the program or the decision making process leading to the decision to not grant recognition. No more than one Panel member may be a former member of CORE or the Commission. At least one Panel member shall be from outside the field of rehabilitation (e.g. law). One Panel member shall be selected by the program coordinator and/or Chief Administrative Officer of the institution and the remaining two by CORE. The program coordinator and Chief Administrator may veto the selection of any Panel appointee. A Panel Chairperson will be named by CORE from among the Panel.

The Panel Chairperson will announce the time and place of a hearing, notifying CORE and the program coordinator and Chief Administrative Officer. Both parties may be represented by counsel at the hearing. Both parties will bear their related expenses of the hearing and equally share Panel expenses.

Following the hearing the Panel may render one of two decisions:

1. The program's due process rights were not violated and the decision not to grant recognition stands.
2. The program's due process rights were violated and CORE must re-consider its decision in this light.

No further appeals to CORE are allowed in this accreditation process.

Site Visit Procedures

The evaluation procedures are designed to provide for objective and valid decisions and the best possible recommendations for program improvement. It is possible that, in spite of all efforts, the data available is conflicting, ambiguous, or in some way inadequate for assessing the program's compliance with enough standards on which to base a recommendation for granting Accreditation. In such a case, that fact and a listing of the standards involved will be reported to the program coordinator with a copy sent to the institutions Chief Administrative Officer and they will be informed that a site visit will be necessary to complete the data collection. The purpose of the site visit is to test the evidence already available from the program and to collect additional information sufficient for assessing the standards.

A site visit is conducted only if the program requests it and agrees to pay for the expenses of the site visit. This request may be made without initiative by the Commission as long as it occurs prior to the Commission's recommendation regarding Accreditation (Step 12.).

There shall be two or three members, acceptable to the institution, on a site visit team. They will be selected by the Commission from its own membership and a site visitor roster comprised of at least ten names submitted to the Commission by each of the organizations represented on CORE. At least one member of the team will be an educator who is knowledgeable about RCE programs, and at least one will be a non-educator who represents employers and

consumers of RCE program services. Either the educator or the non-educator must be a Commission member and the other drawn from the site visitor roster. The educator must be from an institution with an accredited RCE program, have been a faculty member for at least three years since receiving a doctoral degree, and be a CRC. The non-educator, unless a Commission member, must have at least three years experience in the supervision of counselors, and must either be from an accredited facility or state rehabilitation agency, or be a CRC.

The report of the site visit team is submitted to the program coordinator with a copy sent to the institution's Chief Administrative Officer along with an invitation to provide additional data or clarification. The report and additional data from the institution are re-submitted to the Commission in sufficient time for Review Committee use in preparing another report to the Commission, as in step Number 10 above, during the subsequent evaluation cycle.

Should a site visit or other means of data collection be needed from a program which is being evaluated during the last year of an existing term of recognition, that term will be extended for a maximum of one academic year to allow time for the data collection and the subsequent procedures.

In the case of newly applying programs, the request for a site visit extends that program's application for recognition through the next evaluation cycle. During the extended evaluation period all programs are required to pay an annual sustaining fee.

**Chapter IV. Standards for Rehabilitation
Counselor Education Programs**

IV. STANDARDS FOR REHABILITATION COUNSELOR EDUCATION PROGRAMS

This chapter contains the standards against which CORE evaluates Rehabilitation Counselor Education Programs. They were established after consultation with interested professional groups, educators and employers both within and outside the field of rehabilitation counseling, and after extensive testing and revision. They are continually scrutinized for needed clarification and validation.

The granting of Accreditation or any other recognition by CORE is based on the level of a program's compliance with the sum total of all applicable standards. Non-compliance with any one standard is not sufficient cause to withhold recognition. The importance placed on non-compliance with a given standard will depend on how it relates to other possible weaknesses of the program. The final decision regarding recognition is based on the balance between program strengths and weaknesses.

The use of qualitative-judgmental expressions in the standards does not permit subjective judgments, but requires the evaluator to draw upon experience and knowledge of tangible examples and illustrations which among the community of professionals would be accepted as objective criteria against which to measure.

SECTION A: RCE MISSION FULFILLMENT

- A.1 There shall be written statements of the program's mission and objectives.
 - A.1.1 The objectives shall focus on graduate studies in rehabilitation counselor education and shall also cover professional and community activities consistent with the mission.
 - a. Students,
 - b. Practicing professionals,
 - c. Employers of graduates,
 - d. The business community,
 - e. Disabled consumers of rehabilitation services,
 - f. Third party purchasers.
 - A.1.2 The mission and objectives shall be articulated to relevant publics including, but not limited to, students, internship supervisors and other personnel in rehabilitation agencies and facilities, faculty members in related areas, institution administration, RCE program applicants, disabled consumers of rehabilitation services and third party purchasers.
- A.2 There shall be a systematic procedure for periodic review and assessment of the program's mission and objectives, and the overall effectiveness of the RCE program in relation to its mission. Such procedure(s) should include, but not be limited to:
 - A.2.1 Self-Evaluation
 - A.2.2 External Review
 - A.2.3 Advisory Group(s)
 - A.2.4 Input from
- A.3 The periodic review and assessment shall cover, but not be limited to:
 - A.3.1 The appropriateness of the program's objectives compared to its mission;
 - A.3.2 The content and design of the academic curriculum;
 - A.3.3 The effectiveness of clinical instruction and applied experience;
 - A.3.4 The professional and community contributions of the program and its faculty in relation to its mission;
 - A.3.5 The level and degree of graduate achievement, including:
 - a. Employment record;
 - b. Professional contribution;
 - c. Job performance.
 - A.3.6 Recruitment and retention of students;

- A.3.7 Program recognition, support and resources;
- A.3.8 RCE faculty strength in composition, qualifications and performance.
- A.4 There shall be evidence that the results of mission assessment and the degree of mission fulfillment are:
 - A.4.1 Communicated to institution administration with corresponding recommendations for further improvement, modification, and/or changes documented;
 - A.4.2 Articulated to other relevant publics.

SECTION B: RCE PROGRAM

- B.1 The required curriculum of graduate study shall provide for obtaining essential knowledge, skills and attitudes necessary to function effectively as a professional rehabilitation counselor. These shall include course or study units in the following:
 - B.1.1 History and philosophy of rehabilitation and legislation affecting disabled persons;
 - B.1.2 The organizational structure of the vocational rehabilitation system, including public and private, for-profit and non-for-profit service delivery;
 - B.1.3 Counseling theories, issues and practices (individual and group), and theoretical basis of behavior and personality;
 - B.1.4 Case management process, including case finding, service coordination, referral to and utilization of other disciplines, and client advocacy;
 - B.1.5 Theories, methods and practices of career development, vocational assessment and evaluation, and work adjustment;
 - B.1.6 Medical aspects of disabilities; functional limitations of disabilities;
 - B.1.7 Psychological aspects of disabilities; personal, social and cultural impact on aspects of disabilities;
 - B.1.8 Planning client vocational rehabilitation services;
 - B.1.9 Utilizing occupational information and labor market trends;
 - B.1.10 Knowledge of community resources and services;
 - B.1.11 Understanding of requirements and characteristics of a variety of occupations, job analysis, job modification and restructuring;
 - B.1.12 Vocational placement, follow-up and/or follow along services;
 - B.1.13 Rehabilitation research literature, research methods and analysis;
 - B.1.14 Trends and issues in, and legal and ethical tenets for the practice of, rehabilitation counseling; and
 - B.1.15 Rehabilitation counselor functions with disabled persons in a variety of settings.
- B.2 The curriculum of the program shall contain additional courses or study units, required or elective, for obtaining knowledge, skills and attitudes appropriate to the mission and objectives of the program and the needs of its students.
- B.3 The program shall provide ongoing opportunity throughout the course of study for firsthand experience with clients in a variety of rehabilitation settings. These experiences shall be initiated during the first academic term.

- B.4 There shall be evidence that students have a supervised clinical experience(s) to include:
- B.4.1 A minimum of 600 clock hours in rehabilitation sites;
 - B.4.2 Written expectations and procedures for all aspects of the clinical experience shall be contained in a manual or other appropriate document(s) and distributed to students and supervisors;
 - B.4.3 The activities shall include, but not be limited to, the following components:
 - a. Orientation to the agency's program components, policies and procedures, introduction to staff and their role and function; identification of the expectations for interns;
 - b. Observation of rehabilitation services delivery in all stages of development--in the office/facility, in conferences and in the field;
 - c. Work Assignments - Performing the tasks required of an employed rehabilitation counselor in the agency from intake to discharge and/or placement;
 - d. Reporting - Includes all required academic reports as well as logs, weekly progress reviews and summaries of client activities;
 - e. Evaluation - Includes self-evaluation by the student, and supervisor and academic evaluation by the faculty supervisor.
 - B.4.4 Evaluation of student performance shall be conducted by the agency clinical experience supervisor and faculty;
- B.5 Clinical experiences shall be carried out under the regularly scheduled supervision of a Certified Rehabilitation Counselor and the expectations of this supervision communicated to the on-site supervisor. In those cases where such a person is not available in the internship setting, an RCE faculty member who is a Certified Rehabilitation Counselor shall be responsible for the direct supervision, with the non-CRC on-site supervisor participating in the supervision sessions.
- B.6 The RCE program shall use clinical experience sites which provide services to individuals with disabilities.
- B.6.1 The sites shall be representative of the following as appropriate to the mission of the program and its service area;
- a. State offices of vocational rehabilitation, commission for the blind or developmental health, and mental retardation;
 - b. Vocationally oriented facilities;
 - c. State training schools and rehabilitation centers;
 - d. Medical hospitals-medical rehabilitation;
 - e. Psychiatric hospitals;
 - f. Community mental health clinics;
 - g. Correctional institutions;
 - h. Drug and alcohol settings;
 - i. Agencies for the culturally (economically) disadvantaged;
 - j. Institutions for the aging;
 - k. Consumer organizations;
 - l. Independent living centers and/or agencies;

- m. Private, for profit agencies;
 - n. University and college offices for the Handicapped and Affirmative Action; Special Services for Students with Disabilities;
 - o. Rehabilitation units of larger entity; e.g. Workers Compensation, Railroad, Public Utilities, etc.
- B.6.2 Where applicable, there shall be documented evidence that the sites are accredited or seeking accreditation by recognized national accrediting bodies; e.g. National Association Council for the Blind (N.A.C.); Commission on Accreditation of Rehabilitation Facilities (C.A.R.F.); Joint Commission on Accreditation of Hospitals (J.C.A.H.); American Psychological Association (A.P.A.)
- B.7 Graduates awarded Masters degrees shall have participated in the equivalent of fulltime graduate study for two academic years. If activities or experience other than graduate study and the programs are used for meeting the requirements for graduation, the procedures for granting waivers and/or equivalency provisions shall be clearly documented, including need, rationale, criteria, process, and approval mechanisms. In no case shall more than one-fourth of the minimum requirements for graduation be waived or met through the equivalency provisions.
- B.8 The program shall sponsor, conduct and/or participate in professional and community activities consistent with its mission.

SECTION C: RCE GRADUATE PERFORMANCE

- C.1 There shall be evidence that graduates are employed:
- C.1.1 Primarily in public or private rehabilitation agencies, or other agencies, consistent with the mission of the program;
 - C.1.2 Secondly in helping professions utilizing their rehabilitation counseling preparation.
- C.2 There shall be evidence that the RCE program further encourages students to contribute to the field of rehabilitation, e.g., through the pursuit of doctoral studies in rehabilitation counseling or related specialties; or engaging in rehabilitation teaching and research; or leadership in rehabilitation associations and public policy activities with community and consumer groups.
- C.3 Graduates of the program shall be prepared to satisfactorily perform rehabilitation counseling tasks in the interpretation of medical, educational, social, vocational evaluations for individual clients.
- a. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
 - b. evaluating client's stated needs to determine if the service which the client is requesting is appropriate
 - c. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
 - d. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
 - e. providing integrated med-

ical information to the client

- f. assessing a client's past adjustment to the work world
- g. interpreting the results of individual intelligence tests
- h. interpreting the results of personality inventories
- i. interpreting the results of group intelligence, aptitude and achievement tests
- j. interpreting the results of vocational interest inventories

C.4 Graduates of the program shall be prepared to satisfactorily perform rehabilitation counseling tasks in rehabilitation planning and case management for individual clients.

- a. determining the appropriateness of service requested by or for a client
- b. deciding the adequacy of information for making client related decisions
- c. determining the appropriate resources available to implement the rehabilitation plan
- d. determining if a client's situation warrants referral to special resources
- e. consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
- f. participating in a joint discussion with client in

order to help arrive at a mutually acceptable rehabilitation plan

- g. negotiating an agreement on time and reason(s) for terminating rehabilitation services
- h. negotiating an agreement on alternative services to be provided when a client has been refused a requested service
- i. obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
- j. reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
- k. securing information about the existence, onset, severity and expected duration of a client's disability(ies)
- l. reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
- m. evaluating information about client's training programs
- n. interpretation of program rules and procedures to a client or significant others
- o. reviewing active case files periodically to monitor quality of case recording
- p. establishing and making known to client the criteria used to evaluate

accomplishment of rehabilitation objectives

economic factors on client's vocational goals

- q. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

- i. assessing the consistency of a client's vocational choice with evaluative information

C.5 Graduates of the program shall be prepared to satisfactorily perform rehabilitation counseling tasks in career and vocational counseling for individual clients.

- j. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with job

- a. selecting appropriate vocational evaluation procedures for a particular client
- b. determining level and type of training or educational program with a client
- c. evaluating client participation in or benefits being received from educational, training, or other program service in order to initiate or recommend necessary program modification
- d. helping an employed client identify job adjustment problems and develop a course of action to solve them
- e. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
- f. securing information to determine a client's vocational skills, aptitudes and interests
- g. assisting a client regarding vocational plans when they appear unrealistic
- h. assessing the impact of cultural-ethnic and socio-

- k. utilizing career explanation materials and labor market information from placement/employment sources, agencies

C.6 Graduates of the program shall be prepared to satisfactorily perform rehabilitation counseling tasks in personal and social counseling for individual clients.

- a. planning group counseling sessions and formulating overall objectives for the group
- b. identifying significant person(s) in the client's life who may be helpful in resolving problems
- c. leading group counseling sessions focused on adjustment and/or vocational problems
- d. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
- e. maintaining a counseling relationship
- f. assisting clients to a deeper understanding of themselves and their relationship with others
- g. developing a facilitative counseling relationship

- h. engaging in a mutual determination on the nature and goals of counseling
- i. assisting a client with crisis resolution
- j. assisting in facilitating a needed change in a client-family relationship
- k. encouraging a client with a specific problem to take problem-solving action
- l. encouraging a client to discuss perceptions of services being provided
- m. assisting the client to develop the ability to cope
- n. facilitating clients' decision process
- o. describing, with informed consent, the effects of a client's disability and present needs and progress to parents or guardian(s)
- p. facilitating a client's cooperation in diagnostic procedures
- q. assisting the individual to identify and verbalize need for services
- r. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility
- a. procure information from the community on the existence of businesses and industries
- b. determine the occupational classifications within businesses and industries in the community
- c. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
- d. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
- e. provide educational and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
- f. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
- g. review vocational, physical, social and related data to determine client job readiness for competitive employment
- h. teach appropriate job seeking and retention skills, as needed, for competitive employment
- i. conduct individual and group counseling to facilitate work adjustment

C.7 Graduates of the program shall be prepared to satisfactorily perform rehabilitation counseling tasks in job development and placement for individual clients.

- j. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings

C.8 Graduates of the program shall be prepared to satisfactorily perform rehabilitation counseling tasks in community resources utilization.

- a. exchanging information with other service providers involved with the client and/or family
- b. explaining the purpose of specific programs, facilities, or institutions
- c. referring client for genetic counseling as recommended by a medical professional
- d. referring client to a school or college setting for necessary coursework
- e. referring clients to community volunteer groups that provide needed resources
- f. contacting a resource to whom a client is being referred to determine mutual responsibilities
- g. referring client to work adjustment center or rehabilitation facility
- h. referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- i. contacting liaison person to arrange for the acceptance of a client by the resource center
- j. providing information regarding availability of medical, dental or other services

- k. utilization of rehabilitation centers or facilities, sheltered workshops, and other educational or training sites providing occupational training

- l. consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of individuals with disabilities

- m. working with the community in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled

- n. maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses, and community agencies that provide services to clients with a disability

- o. providing information regarding agency programs to current and potential referral sources

C.9 Graduates of the program shall be prepared to satisfactorily perform rehabilitation counseling tasks in recording and reporting for individual clients.

- a. developing an individualized, written rehabilitation plan with a client
- b. preparing a summary report, detailing and synthesizing individual vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
- c. informing a client of

reasons for denial of services

- d. writing a summary report on a case closure
- e. maintaining a summary of information obtained during visits with a client or a client's family for the case record

C.10 Graduates of the program shall be prepared to satisfactorily perform rehabilitation counseling tasks in professional participation and development.

- a. participating in appropriate professional organizations
- b. involvement in current issues affecting the profession and/or client populations
- c. self-initiating or participating in agency-initiated research or evaluation projects
- d. participating actively in regularly scheduled meetings in program area

- e. determining methods to assess problems involved in delivering services to rehabilitation clients
- f. consulting with staff development specialists to establish and coordinate training efforts
- g. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
- h. participating actively in training conferences and in-service training sessions
- i. sharing information gained at training sessions with colleagues who did not attend
- j. reading current professional journals and literature

SECTION D: RCE STUDENTS

D.1 The program shall admit students consistent with its mission and the general needs of the rehabilitation field.

D.1.1 There shall be evidence of effective recruitment policies, procedures and materials consistent with the mission and size of the program.

D.1.2 There shall be evidence that admission requirements are consistent with the general standards in other master's level studies in the institution. Screening criteria for the RCE program should include, but not be limited to:

- a. Applicant's appropriateness for the rehabilitation counseling profession;
- b. Academic performance and potential;
- c. Career goals;
- d. Personal characteristics;
- e. Occupational background and avocational experience.

D.1.3 There shall be evidence of a student financial assistance

plan, including provisions for financially disadvantaged students, and accommodation of needs of non-white and disabled students.

D.1.4 There shall be evidence that the program has representation of non-white and disabled students.

D.2 There shall be procedures for communication between students and faculty and among program students to meet, but not be limited to, the following needs:

D.2.1 Clarification for students of program requirements;

D.2.2 Assessment of student's learning needs and professional potential;

D.2.3 Student feedback about the program.

D.3 There shall be evidence that RCE students have been introduced to the profession through such means as:

D.3.1 Student chapters or membership in relevant professional associations, such as the American Rehabilitation Counseling Association and the National Rehabilitation Counseling Association;

D.3.2 Involvement with persons active in the profession;

D.3.3 Exposure to leaders in the profession;

D.3.4 Exposure to other helping professions;

D.3.5 Involvement with organized groups of consumers.

SECTION E: RCE PROGRAM SUPPORT AND RESOURCES

E.1 The RCE program shall be recognized and supported as an identified and functioning entity in its department (college, and/or division, as the case may be) and in the institution as a whole. Such recognition and support shall include:

E.1.1 Representation in appropriate policy setting bodies and channels of communication with other related programs:

E.1.2 Financial support adequate to accomplish the RCE program's objectives and ensure its stability and continuity:

E.1.3 Assignment of proper fiscal and program authority to the RCE coordinator and faculty in:

- a. Discretionary funds;
- b. Administration of grants;
- c. Utilization of adjunct faculty;
- d. Curriculum content.

E.2 There shall be evidence that the following are adequate for the effective implementation of the program:

E.2.1 Support clerical staff, staff officers, office equipment and records/ data processing;

E.2.2 Instructional quarters, student work and research facilities; and clinical observation facilities and equipment;

E.2.3 RCE materials, instructional media, facilities and equipment.

E.3 The campus and its facilities, particularly those used in the RCE program, shall be accessible and usable by individuals with disabilities (e.g., the Rehabilitation Act of 1973, Section 504.) Where architectural barriers are present, the institution shall have a plan for their remediation.

E.4 There shall be evidence that the individual who is the RCE program coordinator has the qualifications necessary to carry out the responsibilities of the position, including, but

not limited, to the following:

- E.4.1 Member of full-time faculty;
 - E.4.2 Primary academic training and experience in rehabilitation counseling;
 - E.4.3 Professional commitment to rehabilitation counseling.
- E.5 There shall be evidence that the qualifications of the faculty - in terms of education, certification, field experience in rehabilitation, professional activity, publications and research, are appropriate to the program's objectives and to rehabilitation counseling in general.
- E.6 There shall be evidence that faculty composition and responsibilities are

adequate to the needs and objectives of the RCE program, including:

- E.6.1 Number in relation to program size;
- E.6.2 Academic rank and tenure;
- E.6.3 Teaching, advising, supervision and research load;
- E.6.4 Record keeping, program development, recruitment and community relation assignments;
- E.6.5 Representation of disabled, non-white and females on the faculty and as resource persons to the program.

Chapter V. CORE Policies

V. CORE POLICIES

The mission of the Council on Rehabilitation Education is the facilitation of continual improvement in professional education in the field of rehabilitation. Basic to accomplishment of this mission is CORE's systematic assessment of outcomes in order to determine program quality. The primary outcome of a professional education program is the performance of its graduates in their work setting. CORE standards state these areas of performance as they are currently used for evaluation of educational programs. Other possible outcomes of professional education programs, such as the development of continuing professional education or program consultations in the community, are also stated in the standards as a basis for program evaluation.

Procedures and instruments for assessing programs must constantly be refined to accommodate more acceptable definitions of outcome and utilize more precise means of measurement. This continual refinement of outcome measures and the identification of the best in educational programs is a responsibility that no one organization can bear. It is CORE policy to share that responsibility among all groups involved in the delivery of rehabilitation services, including consumers, and actively to seek the cooperation necessary to assure that professional preparation in all areas of rehabilitation is carefully evaluated and improved. It is also CORE policy to evaluate programs on the basis of standards in effect at the time of the evaluation, providing applicants have prior notification of standards in effect.

Under the realization that at any given time the definition and measurement of outcomes is less than perfect, CORE will continually assess those characteristics of educational programs which are commonly agreed upon as facilitating desirable outcomes. These characteristics are also stated in the CORE standards and are used in the evaluation of programs. It is CORE's intent to evaluate programs primarily on the basis of outcome measures, and to evaluate programs on the basis of characteristics to supplement for the imprecision of outcome measures and to provide assurance of continuity of program outcome.

One important characteristic of a quality educational program is a well articulated statement of the mission and objectives of that program. It is the intent of CORE to evaluate each educational program on the basis of its own mission and objectives. If any part of a program's mission is beyond the range of CORE's standards at any particular time, then CORE will assess only those portions of the program to which the standards apply.

It is the assumption of CORE, as it is with all other accrediting bodies, that a quality, fully operational educational program has the internal means to continue the optimum production of quality graduates over a period of time. It is this assumption which underlies the awarding of accreditation by CORE for a period of up to 5 years. However, CORE reserves the right to require periodic specified information so CORE might assure that key elements of a program have not undergone changes that could affect program quality. Further, CORE reserves the right to award accreditation for less than five years at any time that the ability of a program to sustain its quality is in doubt. It is a condition of accreditation that CORE, upon being appraised, by any source, of material change in the RCE program's functioning in terms of standards or failure of the program to comply with any conditions imposed in accrediting the program, may review the program's accreditation and may modify the accreditation. Such review may, at CORE's discretion and expenses, include a site visit.

As a not-for-profit corporation, CORE is charged with responsibility for serving the public interest. It is assumed that CORE's mission of quality assurance in professional preparation is in the public interest. Further, CORE is responsible for accounting to the public for its policies, procedures and decisions; assuring the public that its decisions are in the public rather than the profession's interest; and providing the public and potential students and employers with information regarding the quality of educational programs sufficient to make decisions regarding participating in a program or employing its graduates.

One element of serving the public interest, as well as facilitating the effectiveness of an accrediting body's own evaluations, is to increase the efficiency and consistency of the accreditation evaluation process. CORE seeks to work closely with other accrediting groups to avoid duplication of data collection and decision making and to work toward common data collection systems.

As a specialized accrediting body, CORE accepts the evaluation of regional accreditation bodies regarding the educational institutions in which professional education programs are located. Where appropriate, the evaluation of departments and related programs by other specialty accreditation bodies are also accepted, and attempts are made to avoid duplication of data collection and review. This practice allows CORE to concentrate its efforts on the evaluation of the professional education program itself.

Even though CORE attempts to avoid duplication of effort with other accrediting bodies and regulatory agencies, the right is reserved to re-examine areas that are of particular importance to the field of rehabilitation. A prime example is the assurance that professional education programs in rehabilitation actively seek to recruit and graduate non-white students and students with disabilities. CORE cannot assume that institutional policies and practices will result in numbers of non-white students and students with disabilities adequate to meet the needs of the field of rehabilitation. Further, because of the importance of accommodating students with disabilities and the lessons to be learned regarding accessibility, CORE reserves the right to review the accessibility of facilities used by rehabilitation education programs and plans for the elimination of architectural barriers throughout the institution.

Rehabilitation education, as a field of professional preparation, is characterized by emerging areas of specialization and new programs and departments throughout the country. CORE recognized its responsibility to assist in the development of these areas of professional study and in the development of specific programs. That responsibility will be met through such things as:

- a. The development of objective standards and criteria applicable to areas of specialization;
- b. The development of self-study guides and materials;
- c. The training of persons to use the standards and criteria in consulting with developing programs; and
- d. The inclusion of representatives from speciality areas and developing programs on CORE committees, commissions and decision-making bodies.

**Glossary of Terms
and Abbreviations**

GLOSSARY OF TERMS AND ABBREVIATIONS

Academic Year: Two semesters or three quarters.

Accreditation: The process whereby an organization or agency recognizes an institution, or a program of study or service delivery as having met predetermined qualifications or standards.

Accredited Facility: A rehabilitation service delivery program which has been found by the appropriate accrediting body, or bodies, to meet prescribed standards and subsequently been duly recognized.

Applied Experience: Supervised work experience in a rehabilitation setting which allows the student to integrate knowledge, skills and attitudes by performing tasks comparable to those performed by professionals.

Certification: The process whereby an organization or agency recognizes an individual as having met predetermined qualifications or standards.

Certified Rehabilitation Counselor (CRC): A person recognized by the Commission on Rehabilitation Counselor Certification (CRCC) as having met that organization's prescribed qualifications for a rehabilitation counselor.

Consumer(s): [of Rehabilitation Counselor Education (RCE) programs] include but are not limited to: a) employers of RCE program graduates; b) the business community; c) the disabled community in advisory committees and groups; and d) third party purchasers.

Eligibility: The ability of a program to meet the criteria for consideration. To be eligible for consideration by the Council on Rehabilitation Education (CORE), a program must (1) be part of an educational institution which is accredited by the appropriate regional accreditation body and which offers graduate degrees in other areas of study; (2) have institutional approval for courses and degrees offered; (3) have a person designated as coordinator or an equivalent position; and (4) have a written statement of its mission, objectives, curriculum and criteria for student selection.

Licensure: The process whereby a governmental unit authorizes an individual (or agency) to practice or provide prescribed services within its jurisdiction.

Mission: The duty, however prescribed or imposed, that a program is to carry out, the needs it is to meet, and/or the problems it is to solve.

Monitoring: The periodic observation of selected characteristics of a program for the purpose of assuring continued compliance with standards.

Objectives: End results which a program professes to want to accomplish.

Outcome Assessment: The assignment of a rating or value to the results of a program's efforts.

Recognition: The formal acknowledgement that a program has been judged as being in compliance with applicable standards or conditions. The Council on Rehabilitation Education grants three types of recognition: Candidate for Accreditation; Preliminary Accreditation; and, Accreditation.

Rehabilitation Counseling: The process of providing disabled and/or disadvantaged persons assistance to achieve their maximum vocational, social and personal functioning through the use of professionally recognized interactional skills, and other appropriate services.

Standards: Those prescriptions of characteristics or outcomes which by general consent state a level of excellence against which programs can be compared.

Substantive Change: An alteration in a program's mission, status within the larger academic setting, coordination, curriculum, or other areas, which may be significant enough to alter compliance with standards or affect the ability of the program to maintain compliance.

ABBREVIATIONS

ARCA:	American Rehabilitation Counseling Association
ARF:	Association of Rehabilitation Facilities
CARF:	Commission on the Accreditation of Rehabilitation Facilities
COPA:	Council on Postsecondary Accreditation
COPH:	Congress of Organizations of the Physically Handicapped
CORE:	Council on Rehabilitation Education
CRC:	Certified Rehabilitation Counselor
CRCC:	Commission on Rehabilitation Counselor Certification
CSAVR:	Council of State Administrators of Vocational Rehabilitation
NANWRW:	National Association of Non-White Rehabilitation Workers
NCRE:	National Council on Rehabilitation Education
NRCA:	National Rehabilitation Counseling Association
RCE:	Rehabilitation Counselor Education