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Add Graduate Certificate in Deafness Rehabilitation (UTK Notification)

University of Tennessee, Knoxville

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April 27, 2016

Dr. Belle S. Wheelan
President
SACS Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Re: Graduate Certificate in Deafness Rehabilitation

Dear Dr. Wheelan,

The University of Tennessee, Knoxville, is adding a graduate certificate program in Deafness Rehabilitation beginning fall semester 2016, to serve students currently enrolled in our Master of Science in Counseling, Rehabilitation Counseling concentration, which will close December 2016. The degree program will remain active; only the concentration will close.

The certificate program, which is supported by a training grant awarded by the U.S. Department of Education, Rehabilitation Services Administration, will be offered by the Department of Educational Psychology and Counseling jointly with the Department of Theory and Practice in Teacher Education in the College of Education, Health and Human Sciences. It will be offered beyond the lifetime of the grant *only* if other funding sources can be identified.

No new faculty, library resources, or facilities will be needed. Should any additional instructors be hired, they will be supported as adjunct faculty, paid from grant funds and internal distance education funding, and have the following qualifications:

- Master's or Doctorate in Rehabilitation Counseling or a closely related field
- Certified Rehabilitation Counselor (CRC) credential
- Strong proficiency in American Sign Language
- Preference given to individuals who hold certification as a Certified Interpreter (CI).

Courses will be offered via distance education, and one course requires one week on the Knoxville campus (detailed in the attachment). Students will be admitted as cohorts (fewer than 10 students) and complete the program together.

Distance education students, as with all UT students enrolled in distance courses, needing information technology and/or library support have full access to these via the web, email, or phone. Interlibrary loan can deliver needed materials digitally and if necessary, send hard copies to students. The University Libraries has numerous digital resources available to all users. Courses use the university's course management system and synchronous technology employs Zoom video conferencing which can be recorded and shared with participants. All logins to university systems requires authentication using a university issued Net ID and password.

Office of Accreditation

527 Andy Holt Tower Knoxville, TN 37996-0152
865-974-3635 865-974-4811 fax malbrech@utk.edu

The program contacts are

Dr. Patrick Dunn, Associate Professor
Department of Educational Psychology and Counseling
A523 Jane and David Bailey Education Complex
1126 Volunteer Boulevard
Knoxville, TN 37996-3452
(865)974-8013, pdunn4@utk.edu

Ms. Lisa Rimmell, M.S., CRC, CI/CT, Adjunct Clinical Instructor
Department of Educational Psychology and Counseling
531 Jane and David Bailey Education Complex
1126 Volunteer Boulevard
Knoxville, TN 37996-3452
(865) 974-5285, lrimmell@utk.edu

Dr. David H. Smith, Associate Professor, Department of Theory and Practice [(865)974-0607, Dsmit147@utk.edu] is Co-Principle investigator on the grant with Dr. Dunn.

The graduate certificate program has received all necessary campus approvals. No approval is needed from the Tennessee Higher Education Commission.

Attached are materials that describe the program, the courses, student learning outcomes and assessment plan, and faculty roster.

If you have any questions or require additional information from me, please let me know.

Sincerely,



Mary Lewnes Albrecht, PhD
Associate Vice Provost for Accreditation and SACS COC Liaison

Cc: Dr. Jimmy G. Cheek, Chancellor
Dr. Susan D. Martin, Provost and Senior Vice Chancellor
Dr. Robert Rider, Dean, College of Education, Health and Human Sciences
Dr. Susan Benner, Associate Dean, College of Education, Health and Human Sciences
Dr. Ralph Brockett, Interim Head, Department of Educational Psychology and Counseling
Dr. Sherry Bell, Head, Department of Theory and Practice in Teacher Education
Dr. Dixie Lee Thompson, Vice Provost and Dean of the Graduate School
Dr. Robert J. Hinde, Vice Provost for Academic Affairs
Dr. Steven M. Sheeley, Vice President, SACS COC

Add Certificate – Deafness Rehabilitation

Deafness Rehabilitation Graduate Certificate

The deafness rehabilitation certificate is a distance education program available to students whose career interests relate to working with individuals who are deaf or hard of hearing. This 12 credit-hour certificate is limited to those students who demonstrate at least an intermediate level of skill with the Sign Language Proficiency Inventory (SLPI) prior to admission to the certificate. Courses specific to the Graduate Certificate in Deafness Rehabilitation are taught via distance education and integrate American Sign Language (ASL) as the primary means of delivery of lecture material. Required courses are:

ASL 421 Deaf Culture (provided by the Department of Theory and Practice of Teacher Education)

RHCO 521: Rehabilitation Services in the Deaf Community

RHCO 522: Communication with Person who are Deaf or Hard of Hearing

RHCO 523: Special Populations and Topics in Deafness Rehabilitation

The four required courses of the Graduate Certificate in Deafness Rehabilitation will be taught during one semester. During the semester, students will be required to be present at the Knoxville campus for individualized instruction in counseling skill for approximately one week (RHCO 522). The other three courses will be completed via distance education. All courses in the four-course sequence will be taught using ASL as the means of communicating lecture material.

Students may pursue the certificate independently or may complete it in addition to the Master of Science in Counseling. The graduate certificate will be offered periodically, according to volume of requests for admissions, external funding, and other considerations.

Student Learning Outcomes

Student Learning Outcome	When Assessed	How Assessed	Benchmark
1. Student will demonstrate fluency in American Sign Language (ASL)	1. Prior to admission and selection for Certificate program via demonstration of functional ASL skills via the SLPI (Sign Language Proficiency Interview) administered through the UT Center on Deafness.	1. Intermediate level score on SLPI (see attached description of SLPI)	1. Intermediate level or higher on SLPI for all students admitted to certificate program.
	2. At completion of program via observation in courses taught using ASL as means of lecture and via interview with	2. Observation and clinical judgment of evaluator with emphasis on a) accuracy of communication; b) speed	2. Proficiency score of 85% or higher for 90% of students completing the certificate.

Student Learning Outcome	When Assessed	How Assessed	Benchmark
	clinical coordinator of Deafness Rehabilitation	and fluency of communication using a 100 point proficiency rating form.	
2. Student will demonstrate Knowledge of deaf culture and the deaf community.	During completion of ASL 421 Deaf Culture (component course to Deafness Certificate)	Posttest measuring the students' knowledge of 1) varying experiences of individuals who are deaf or hard of hearing.; 2) the different degrees of participation in the Deaf Community; 3) the impact of struggle and success by persons who are deaf or hard of hearing on their behaviors; 4) cultural basis of behavior within the deaf culture.	Score of 90% or better on posttest for 90% of Deafness Rehabilitation Certificate students.
3. Student will demonstrate knowledge of community resources and services available for persons who are deaf or hard of hearing in diagnosing hearing loss, accommodating functional limitations, and obtaining and maintaining employment.	During completion of RHCO 521 Rehabilitation Services in the Deaf Community or equivalent Special Topics course (component course to Deafness Certificate)	Posttest measuring students' 1) understanding of the anatomy of hearing loss; 2) ability to read and understand audiogram; 3) knowledge of assistive technology alternatives for individuals who are deaf or hard of hearing; 4) knowledge of rehabilitation and community services and agencies serving those who are deaf or hard of hearing; 5) special concerns for individuals who are deaf or hard of hearing in preparing for, seeking, and maintaining employment.	Score of 90% or better on posttest for 90% of Deafness Rehabilitation Certificate students.
4. Student will demonstrate Knowledge of adequate communication/ counseling techniques with individuals who are deaf or hard of hearing	During completion of RHCO 522 Communication with Persons who are Deaf or Hard of Hearing or equivalent Special Topics course (component	Posttest measuring students' knowledge of 1) knowledge of various communication strategies used by and with persons who are deaf or hard of hearing; 2) application of communication strategies	Score of 90% or better on posttest for 90% of Deafness Rehabilitation Certificate students.

Student Learning Outcome	When Assessed	How Assessed	Benchmark
	course to Deafness Certificate)	to different aspects of the vocational rehabilitation process; 3) knowledge of ASL vocabulary for different vocational rehabilitation terms and concepts.	
5. Student will demonstrate knowledge of current issues concerning the deaf community, including special populations within the deaf community	During completion of RHCO 523 Special Populations and Topics in Deafness Rehabilitation or equivalent special topics course (component course to Deafness Certificate)	Posttest measuring students' knowledge of 1) cochlear implant technology; 2) special needs and considerations for individuals who are deaf-blind; 3) military veterans who have become deaf or hard of hearing as a result of service-related experiences.	Score of 90% or better on posttest for 90% of Deafness Rehabilitation Certificate students.

New Courses

(RHCO) Rehabilitation Counseling

RHCO 521 Rehabilitation Services in the Deaf Community (3)

Provides an overview of the specialized field of deafness within the rehabilitation counseling profession.

Recommended Background: at least intermediate level of skill with the Sign Language Proficiency Inventory or equivalent

Rationale: Needed for Graduate Certificate in Deafness Rehabilitation. Impact on other units: None. Financial Impact: None. Costs of new course delivery will be covered by federal grant and then by distance education incentive. Course Format and Location: Standard Lecture; Distance Education.

Learning Outcomes Supported: 1, 2, 3.

Support from assessment activities: The course is a part of the proposed Graduate Certificate in Deafness Rehabilitation, which is based on community need.

RHCO 522 Communication with Persons who are Deaf or Hard of Hearing (3)

Provides an overview of communication strategies for working in rehabilitation counseling settings with clients who are deaf or hard of hearing.

Recommended Background: at least intermediate level of skill with the Sign Language Proficiency Inventory or equivalent

Rationale: Needed for Graduate Certificate in Deafness Rehabilitation. Impact on other units: None. Financial Impact: None. Costs of new course delivery will be covered by federal grant and then by distance education incentive. Course Format and Location: Standard Lecture; Distance Education.

Learning Outcomes Supported: 1, 2, 3, & 4.

Support from assessment activities: The course is a part of the proposed Graduate Certificate in Deafness Rehabilitation, which is based on community need.

RHCO 523 Special Populations and Topics in Deafness Rehabilitation (3)

Provides an overview of the diverse populations within the field of deafness rehabilitation.

Recommended Background: at least intermediate level of skill with the Sign Language Proficiency Inventory or equivalent

Rationale: Needed for Graduate Certificate in Deafness Rehabilitation. Impact on other units: None. Financial Impact: None. Costs of new course delivery will be covered by federal grant and then by distance education incentive. Course Format and Location: Standard Lecture; Distance Education.

Existing Courses from 2015-2016 Graduate Catalog

ASL 421 - Deaf Culture and Community

3 Credit Hours

Comprehensive overview of the Deaf and hard-of-hearing populations of North America. Consideration also given to similarities and differences with international Deaf communities. Students will explore beliefs, theories, and evidence about the experience of Deaf people. Examination of the concepts and implications of disability theory, social and medical models as ways of defining the Deaf population; demographics of the Deaf community; distinctions among the pre and post-lingually deaf, oral and sign language users, and under-represented groups that comprise the larger Deaf community; impact of deaf education on the history and organizational structure of the Deaf community.

Faculty Roster Form

Name of Institution: University of Tennessee, Knoxville

Name of Department(s): Educational Psychology and Counseling, Theory and Practice in Teacher Education

Academic Terms(s) Included: Planned assignments

Name (F,P)	Courses Taught	Academic Degrees	Other Qualifications
Dunn, Patrick Lee (F)	RHCO 521 Rehabilitation Services in the Deaf Community (3) (G) RHCO 522 Communication with Persons who are Deaf or Hard of Hearing (3) (G) RHCO 523 Special Populations and Topics in Deafness Rehabilitation (3) (G)	Ph.D. (Rehabilitation Services and Research) (The Ohio State University, 1998) Master of Arts (Rehabilitation Counseling) (The Ohio State University, 1995)	Holds Certified Rehabilitation Counselor (CRC)

Name (F,P)	Courses Taught	Academic Degrees	Other Qualifications
Rimmell, Lisa Michelle (F)	RHCO 521 Rehabilitation Services in the Deaf Community (3) (G) (co-taught with Dr. Dunn) RHCO 522 Communication with Persons who are Deaf or Hard of Hearing (3) (G) (co-taught with Dr. Dunn) RHCO 523 Special Populations and Topics in Deafness Rehabilitation (3) (G) (co-taught with Dr. Dunn)	Master of Science (Counseling) (University of Tennessee, 2003)	Holds Certified Rehabilitation Counselor (CRC) and Certificate of Interpretation and Certification of Transliteration (CI/CT)
Smith, David Harry (F)	ASL 421: Deaf Culture and Community (3) (UT, G)	Ph.D. (Education-Psychological and Cultural Studies; emphasis area Deaf Education) (University of Nebraska, 2003) MS (Deaf Education) (University of Rochester and National Technical Institute for the Deaf, Joint Educational Specialist Program, 1991)	Director, Center on Deafness; research interests are mostly classroom-related in the areas of teacher expectations on the performance of deaf children, American Sign Language use in classrooms by teachers of the deaf, and cultural practices of Deaf adults in the education of deaf children, Science Technology Engineering Math (STEM) education, and the evaluation of American Sign Language skills using Curriculum Based Measurement.