MEMORANDUM

TO: Donna Wiseman
Dean, College of Education

FROM: Phyllis Peres
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to establish a Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation (PCC log no. 07077)

On June 18, Chancellor Kirwan gave final approval to your proposal to establish a Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation. A copy of the approved proposal is attached.

The approval is effective Fall, 2008.

CWR/

Enclosure

cc: Carmen Baldurop, Chair, Senate PCC Committee
Sarah Bauder, Office of Student Financial Aid
Reka Montfort, University Senate
Barbara Hope, Data Administration
Denise Nadasen, Institutional Research & Planning
Anne Turkos, Archives
Linda Yokoi, Office of the Registrar
Mary Ann Ottinger, Graduate School
David Cooper, College of Education
Ellen Fabian, Department of Counseling & Personnel Services
Kim MacDonald-Wilson, Department of Counseling & Personnel Services
June 18, 2008

Dr. C. D. Mote  
President  
University of Maryland, College Park  

CAMPUS

Dear Dan:

Thank you for forwarding the request from University of Maryland, College Park for a new iteration of the existing Graduate Certificate in Professional Studies award program which focuses on Psychiatric Vocational Rehabilitation.

I am delighted to approve this request. Please express my appreciation to departmental faculty for their careful work on this program.

Sincerely,

[Signature]

William L. Kirwan  
Chancellor

cc: Irwin Goldstein, Sr. Vice Chancellor for Academic Affairs  
Theresa Hollander, Associate Vice Chancellor for Academic Affairs  
Nariman Farvardin, Senior Vice President for Academic Affairs and Provost
A year-long, online academic certificate program designed for working adults in community rehabilitation and mental health agencies. The 12 credit hour program, titled the Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation, consists of courses already offered in our campus Master's degree program, but is marketed specifically for students who may not have the resources or opportunity to pursue a 52 credit-hour graduate degree, but who can benefit from advanced education and training.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

See attachment.

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair
   - Ruth Fassler
   - 2/13/08

2. Department Chair
   - Robert W. Lent
   - 2/13/08

3. College/School PCC Chair
   - Carol S. Parham
   - 2/27/08

4. Dean
   - Bill Gipser
   - 2/27/08

5. Dean of the Graduate School (if required)
   - 5/15/08

6. Chair, Senate PCC
   - Cathleen Hastings
   - 5/15/08

7. Chair of Senate
   - 6/23/08

8. Vice President for Academic Affairs & Provost
   - Mylinc Perez
   - 6/23/08
PROPOSAL FOR
NEW CERTIFICATE PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK

Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation
Department of Counseling and Personnel Services
Rehabilitation Counseling Program

College of Education
Dean Donna Wiseman

Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation
Proposed program initiation in Fall, 2008

Dr. Kim MacDonald-Wilson
50686
kmacdona@umd.edu
Proposal for a Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation

I. OVERVIEW and RATIONALE
   A. Briefly describe the nature of the proposed program and why the institution should offer it.

   This is a proposal for a new outreach Graduate Certificate program in the Rehabilitation Counseling Program, Department of Counseling and Personnel Services in the College of Education. The Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation (PVR) is designed for working adults in community mental health and state rehabilitation agencies to expand and update their knowledge and skills. This purpose would be achieved with a year-long, online, 12-credit PVR Certificate Program. The objectives of this program are consistent with the Rehabilitation Counseling Master’s Degree Program. The Rehabilitation Counseling Program faculty has experience in developing and implementing online outreach courses; we have successfully operated such online courses in Job Development and Job Placement (a series of 4 courses for a total of 12 credits) for community rehabilitation personnel, serving almost 50 students since its inception in 2004.

   Psychiatric Rehabilitation is a subspecialty of the field of rehabilitation, focusing on improving the lives and opportunities of the 5 million or more adults in the U.S. whose mental health and related disabilities present significant barriers to achieving valued life roles in the community. Psychiatric Vocational Rehabilitation is a vocational rehabilitation approach developed specifically to meet the needs of people who have psychiatric disabilities. These Individuals often comprise the largest group served in state-federal vocational rehabilitation programs for people with disabilities, but have one of the lowest employment outcomes of all people with disabilities served in state VR (Dew & Alan, 2005; Hayward & Schmidt-Davis, 2003; RSA, 1995; Tashjian et al., 1989). In addition, individuals with psychiatric disabilities often have substance abuse disorders as well, complicating the rehabilitation picture, resulting in even lower outcomes (Becker, Drake, & Naughton, 2005; Rosenheck & Mares, 2007).

   The past decade or so has witnessed enormous national and state attention to the needs of this group of citizens, both from the perspective of the increasing costs to society in terms of disability entitlement programs, lost wages due to disability, and well documented impoverished lives. There has been substantial federal and state investment in improving programs and services for adults with psychiatric disabilities, through major research and demonstration grants. Specialized rehabilitation services such as evidence-based practice supported employment services result in improved employment outcomes (Bond, Becker, Drake, Rapp, Meisler, Lehman, et al., 2001; Cook, Lehman, Drake, et al. 2005; Dew & Alan, 2005, RSA, 2007). Several other evidence-based practices such as Illness Management and Recovery, Assertive Community Treatment, and Integrated Treatment for People with Dual Disorders (mental illnesses and substance abuse disorders) have also been found to improve clinical, social, and indirectly, vocational outcomes for people with psychiatric disabilities (Torrey, Drake, Dixon, et al., 2001).

   Currently there are more than 7000 community mental health and rehabilitation programs meeting the needs of this group, employing tens of thousands of staff, many of who are required to deliver rehabilitation and related services without the necessary credentials or professional training. Many of these service providers have at most bachelor’s degrees, and the financially
stressed community agencies for whom they work have limited resources to provide additional education and training. The PVR Certificate Program will target these community rehabilitation staff with Bachelor’s degrees, and will focus on a theory to practice based approach to assisting working adults to expand their knowledge and skill in the area of Psychiatric Vocational Rehabilitation. The perspective upon which this curriculum is built is that of developing more competent professionals who can improve the employment outcomes of adults with psychiatric disabilities who have diverse racial, ethnic, and cultural backgrounds.

B. How big is the Program expected to be? From what other Programs serving current students, or from what new populations of potential students, onsite or offsite are you expecting to draw?

The primary audience for the PVR Program is the community-based mental health and state rehabilitation agency professional and paraprofessional. We anticipate enrolling a first cohort of 12 students in the Program per year for 5 years.¹ Our 4-year experience with a similarly structured outreach program in Job Development and Job Placement, which is also online, indicates that we should have no difficulty recruiting an average of 12-15 students per cohort each year. We receive approximately 35 applications per year for 15 openings in the JDJP courses, targeted to community rehabilitation personnel in our 5-state region. This proposed PVR Certificate program will recruit nationally.

Needs assessment we routinely conduct to prepare for federal grants indicate that community staff rate psychiatric vocational rehabilitation to be among the top-ranked training needs of rehabilitation staff. Based on our own faculty expertise and experience in this field and a survey of academic programs focusing on psychiatric rehabilitation that have been identified by the United States Psychiatric Rehabilitation Association (www.uspra.org), we do not believe there are any similar academic graduate certificate programs designed to meet the needs of working adults who may not have the existing resources or opportunities to get a graduate degree, but who can benefit from advanced education and training. Such a program would not only be valuable within the state of Maryland (see Appendix 2, support letters), but would be a national resource. We are confident that we will be able to exceed our recruitment target for this online Certificate Program.

II. CURRICULUM
A. Provide a full catalog description of the program, including educational objectives and any areas of concentration.

The Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation is a 12-credit program offered by the Department of Counseling and Personnel Services at the University of Maryland, College Park. These courses are all currently offered within the rehabilitation counseling Master’s degree program, but will be offered online.

The course sequence will be offered within a calendar year, beginning with a 1-credit Introduction to Counseling Skills (EDCP 618) and a 3-credit course in Psychiatric Vocational Rehabilitation called Rehabilitation and Treatment of Mental and Emotional Disorders (EDCP

¹ In October, 2007, we submitted a grant to the U.S. Department of Education ($100,000 per year for each of 5 years) to primarily support scholarship funds for students in the proposed program. In early April 2008, we were notified that we have been awarded this grant.
663) in the Fall semester, followed by one 3 credit course in the spring semester in Counseling the Chemically Dependent (EDCP 625) and one 3-credit course in the Summer I session in Job Placement (EDCP 668). The capstone course will be a 2-credit Independent Study course (EDCP 798) during the second summer session, in which students will complete an independent project under the direct supervision of department faculty.

The specific courses selected for the PVR Certificate Program from the RC Master’s program all address specific needs of people with psychiatric disabilities, including knowledge about mental health disorders, functional limitations and psychiatric rehabilitation interventions and treatments designed to address them (with a focus on vocational interventions to improve employment outcomes), basic helping skills and multicultural competencies for listening, engaging consumers in counseling, and interventions to motivate individuals in achieving goals, specific skills in assessing work functioning, developing jobs and relationships with employers, and supporting people with psychiatric disabilities in the workplace, and effective interventions for people with dual diagnoses of mental health and substance abuse disorders.

All courses will be offered using a distance education format, with the University of Maryland ELMS computerized and interactive course platform utilizing Blackboard, and internet and telephone contacts with students. A unique aspect of this program is that counseling skills will be taught using a distance education format by using the interactive components of web course tools, such as using video, digital recordings of sample counseling sessions to demonstrate skills, student uploading of digital tape recordings to instructors of practice counseling sessions, interactive discussion with the instructor and classmates using live chat, blogs, and discussion boards, and instructors providing clinical feedback on counseling skills individually and in groups by teleconferencing. Students will practice skills taught in courses with individuals with psychiatric disabilities in their agencies, and submit assignments to instructors for review and evaluation.

The overall educational objective of the PVR Certificate Program is to improve the quality of psychiatric vocational rehabilitation services offered in community rehabilitation programs by upgrading the knowledge and skills of rehabilitation staff. Below is a list of the courses in the PVR Certificate Program with major content areas identified. Catalog descriptions of each of these courses are located in Appendix 1.

### Outline of the Graduate Certificate in Professional Studies in PVR

**12 credits**

The five core courses:

1. **Pre-Practicum: Introduction to Helping Skills (EDCP 618, 1 credit)**
   - Development of basic helping skills: listening, engaging, and motivating skills
   - Self and other awareness, multicultural and disability issues, values, ethics, stigma

2. **Rehabilitation and Treatment of Mental & Emotional Disorders (EDCP 663, 3 credits)**
   - Categories of mental health disorders, limitations, interventions
   - Philosophy of Psychiatric Rehabilitation and Recovery
   - Functional and Resource Assessment
   - Skill and Resource Development
• Employment and Evidence-Based Practice interventions
• Counseling and other intervention strategies in community-based settings

3. **Job Development and Placement (EDCP 668, 3 credits)**
   • Fundamentals of assessment of work functioning for job placement
   • Job and worksite analysis
   • Job Development and Employer Development strategies
   • Job Retention strategies
   • Evidence-based supported employment approaches
   • Implications of the ADA for people with psychiatric disabilities – disclosure, accommodations

4. **Counseling the Chemically Dependent (EDCP 625, 3 credits)**
   • Knowledge of substances that are used and abused
   • Differential diagnosis and co-existing mental health/substance abuse disorders
   • Interventions for people with dual disorders
   • Chemical dependency and its effects on personal, social, and work function
   • Vocational strategies for people with dual disorders

5. **Special Problems in CAPS (EDCP 798, 2 credits)**
   • Capstone Project – research or program intervention design project conducted in groups or individually under the supervision of faculty members
   • Must be a project that integrates the various skills and knowledge that are required in the PVR Certificate Program

**B. List courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.**

The following courses are all currently offered by the Department. However, they will be offered online in the PVR Certificate Program. Although some modifications of course content will occur because of the online format, the courses will substantially cover the same content as existing courses, and will have the same course objectives. Attendance will be limited to the specific cohort of PVR Certificate Students.

Sequence of Courses:
- EDCP 618 Pre-Practicum: Introduction to Helping Skills (1 credit; Fall Semester)
- EDCP 663 Rehabilitation and Treatment of Mental and Emotional Disorders (3 credits; Fall Semester)
- EDCP 625 Counseling the Chemically Dependent (3 credits; Spring Semester)
- EDCP 668 Job Development and Placement (3 credits; Summer I session)
- EDCP 798 Special Problems in CAPS (2 credits; Summer II session)

**C. Describe any selective admissions policy or special criteria for students selecting this field of study.**
The PVR Certificate Program is open to all qualified applicants holding an accredited Bachelor’s degree or graduate degree in fields such as psychology, sociology, human services, social work, and rehabilitation services, with a minimum undergraduate GPA of 3.0 for full admission, consistent with Graduate School requirements. Potential students must be working in community agencies providing services to people with psychiatric disabilities, and must have access to a computer via a high speed modem. The Program is offered as an off-campus outreach Program and therefore is not open to students enrolled in our regular graduate degree program in Rehabilitation Counseling.

One of the objectives of this program is to enhance visibility of and recruitment efforts for the Master’s program in Rehabilitation Counseling. Any PVR Certificate graduates who are recruited to the Master’s degree program will be screened and must meet full admission standards of the Graduate School, including the minimum GPA, and will follow Graduate School guidelines for transferring graduate credits into the Master’s program.

III. STUDENT LEARNING OUTCOMES and ASSESSMENT
   A. List the program’s learning outcomes and explain how they will be measured.
   B. Include a general assessment plan for the outcomes.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures and Criteria</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate knowledge and skills of Psychiatric Vocational Rehabilitation</td>
<td>A. Successful completion of capstone project/paper applying PVR in community agency. Criterion: 80% of students will attain a B or better on capstone project.</td>
<td>Project will be evaluated by faculty in the last term of the program, collected annually.</td>
</tr>
<tr>
<td>2. Students will assess the relevance of the program content to their professional experience.</td>
<td>A. A program exit report will be administered to all graduates to assess their overall satisfaction with the PVR Certificate program. Criterion: 90% of respondents will rate the PVR program as relevant to their professional experience. Respondents will average satisfaction of 3.5 or above on a 5 point scale with the PVR program</td>
<td>Program Exit Report will be administered to all students after completion of the program and prior to graduation.</td>
</tr>
</tbody>
</table>
IV. FACULTY and ORGANIZATION

A. Who will provide the academic direction and oversight of the program?

Academic direction will be coordinated by Dr. Kim MacDonald-Wilson, Assistant Professor in the Rehabilitation Counseling Program in the Department of Counseling and Personnel Services, with the assistance of the Rehabilitation Counseling Program Director, Dr. Ellen Fabian and other program faculty.

V. OFF CAMPUS PROGRAMS

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

Students will receive academic advising over the telephone and/or via e-mail. Course scheduling and information will, likewise, be available electronically or telephonically. We will contract with SPOC within the Office of Professional Studies to conduct student administrative duties, including information regarding registration, enrollment, student services, financial aid, grading, and so forth. Course resources and materials will be available via the course content itself (e.g., posting on the course website), or made available through various electronic databases that enable students to download articles and additional information. Students will be University of Maryland students with student ID numbers to be able to access electronic library resources through Research Port. Students must have access to a computer for this program, a stipulation they will be aware of prior to enrolling.

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

Each of the five principles and guidelines for online programs are adhered to in the proposed PVR Certificate Program. The Program is consistent with the mission of the Rehabilitation Counseling Program, the CAPS Department, and adheres to the technical standards of the College of Education. Experienced faculty in the Program have documented a national need for the proposed Program; in addition, their success in developing and marketing similar online outreach courses in Job Development and Job Placement supports the potential success of the PVR Certificate Program. The two program faculty aligned with the program (Kim MacDonald-Wilson and Ellen Fabian) have a considerable record of expertise and background in the content area of the proposed Program, and are known as national experts in Psychiatric Vocational Rehabilitation. Program faculty also have experience in conducting online courses using the Blackboard academic platform at UMD, and have accessed technical training through OIT on teaching with technology, and can provide technical consultation and support to students. This training will be available to adjunct faculty on an as-needed basis. Additional administrative and technical supports are provided by SPOC and OIT as needed.
Program marketing materials will clearly specify instructional modalities, academic resources, and student services. Academic admission standards will be clearly described, as well the nature of the courses, so that potential students can evaluate their readiness for the Program.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

In order to document the need for the proposed program in preparation for a grant application previously noted, the Rehabilitation Counseling Program solicited letters of support from critical community, state, and national organizations and associations signifying the need for the PVR Program, and their willingness to market and refer appropriate staff. We received 20 letters from various state and federal authorities (see Appendix 2), including the Maryland State Director of Health and Mental Hygiene, the State Directors of Vocational Rehabilitation Agencies from all six states and jurisdictions in Region III, the community rehabilitation program associations in the Region, and mental health consumer agencies and organizations. Staff working in these programs are the individuals who will be recruited for this program.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates?

The program will offer a Certificate for graduates. No other accreditation is sought or needed, nor will other certification or licensure for its graduates be provided.

VII. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

We will be drawing our students primarily from the state VR agencies and their non-profit community vendors throughout Region III. Typically, minority representation among the staff in these programs tends to be about 30-40%. Of the students enrolled in the Rehabilitation Counseling Master’s program since 1999, 54% are members of under-represented ethnic or racial groups, and 12% have a disability. Of the students enrolled during the last 4 years in the online courses in Job Development and Job Placement, 75% are members of under-represented ethnic or racial groups, and 15% have a disability. We plan on recruiting students not only from community agencies and their vendors, but also from local, regional, and national organizations of mental health consumers, many of which have programs to train mental health consumers to work as providers in community agencies (e.g., On Our Own of Maryland, West Virginia Mental Health Consumer Association, Consumer Organization and Networking Technical Assistance Center (CONTAC) with whom we have collaborative relationships. Finally, we will be networking with the United States Psychiatric Rehabilitation Association, a national organization of psychiatric rehabilitation programs, providers, consumers, researchers, and educators (of which this project director is a member). This organization maintains a database of academic programs in psychiatric rehabilitation, and the Rehabilitation Counseling Program and Job Development and Job Placement courses are already listed. We have no reason to believe that the students in this PVR Certificate Program will not be representative.
VIII. REQUIRED PHYSICAL RESOURCES
   A. Additional library and other information resources required to support the proposed program.

   No Additional University of Maryland library or information resources are required. Student will have UMD IDs and will be able to access library resources online through Research Port.

   B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

   Rehabilitation Program faculty will teach or directly supervise instructors for all PVR Certificate courses. The PVR Certificate Program Director, Kim MacDonald-Wilson, will teach the fall courses requesting course load release, and the spring course will be taught by Rehabilitation Program faculty with course load release. Other faculty in the Rehabilitation Program will teach required courses as summer session overload pay. All courses will have teaching and advising assistance of a doctoral graduate student, funded in the grant as a 12 month Graduate Assistant. Since this is an online program, no additional computers, equipment, or office space is anticipated, as instructors can use existing personal computers.

   C. Impact, if any, on the use of existing facilities and equipment.

   None anticipated. Students and faculty will access ELMS to use Blackboard to access their courses. Students will not be on campus to utilize existing physical facilities.

IX. RESOURCE NEEDS and SOURCES
   A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

   The resources of the Rehabilitation Counseling Program and the Counseling and Personnel Services Department, supplemented by grant funds for this Academic Certificate Program from the US Department of Education, will be sufficient to address the requirements of the PVR Certificate Program. Two of the courses will be taught during the Summer Sessions so that program faculty may teach them. Instructors and the Graduate Assistant (paid for through grant funds) will handle the minimal advising responsibilities. Administrative assistant support will be provided by the Graduate Assistant. Processing applications, admissions, registration, and billing tuition to student accounts will be handled by the Single Point of Contact (SPOC) unit within the Office of Professional Studies, based on successful use of these services for Job Development and Job Placement online courses.

   B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.
The Program Graduate Assistantship funds (about $20,000) are covered through the federal grant funding this Academic Certificate Program.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any resources.

EDCP Rehabilitation Counseling Faculty will cover the PVR Certificate Program courses with course release during the fall and spring semesters, or with summer salary overload pay for the summer term courses.

D. Identify the source to pay for the required physical resources identified in Section VIII above.

No physical resources needed.

E. List any other required resources and the anticipated source for them.

Administrative support regarding student registration, enrollment, and access to resources will be covered through a contract with Single Point of Contact (SPOC) within the Office of Professional Studies and covered by student fees. As necessary, any additional instructional support services will be covered by tuition income generated by this program and any auxiliary federal grant sources available.

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the proposal submission to USM and MHEC).

Tuition Fees/Revenue (based on graduate tuition rates for part-time students):
12 graduate credits/student/year x $427/credit (2007-08 rates) = $5124 per student
$5124 per student x 10 students = $51,240
$5124 per student x 12 students = $61,488
$5124 per student x 15 students = $76,860

Fees Income (as an outreach program, typical student fees do not apply, fees noted are Single Point of Contact - SPOC registration fees):
Application Fees per student - $60 (graduate application fees)
Registration Fees – SPOC
$40 per student per semester/session x 4 semesters/sessions = $160 per student per year
$160 per student per year x 10 students per year = $1600
$160 per student per year x 12 students per year = $1920
$160 per student per year x 15 students per year = $2400

Table 1: Resources
1. Reallocated Funds = $0
2. Tuition/Fee Revenue (c + g below) = $61,488
   a. # F. T. Students = 0
b. Annual Tuition/Fee Rate = $0
c. Annual Full Time Revenue (a x b) = $0
d. # Part-Time Students = 12 on average (capacity for 15)
e. Credit Hour Rate = $427
f. Annual Credit Hours = 12
g. Total Part-Time Revenue (d x e x f) = $61, 488 (Does not include $1600 SPOC fees).

3. Grants, Contracts, & Other External Sources = ^2
4. Other Sources = $0
5. TOTAL (Add 1 - 4) = $61,488 See Footnote 2

**Table 2: Expenditures - None**

The grant award covers any expenditure associated with the Academic Certificate Program, including administrative support and instructional supplies. Federal regulations forbid grant funds being used to directly support faculty in their regular salaried roles; although they may use tuition funds for summer and winter session teaching.

1. Total Faculty Expenses (b + c + d below) = $10,000
   a. # FTE = --
   b. Total Salary - $10, 000 (funded by department course releases for fall and spring)
   c. Total Benefits = $0
   d. Adjunct Instructors = $0
2. Total Administrative Staff Expenses (b + c below) = $0
   a. # FTE = 0
   b. Total Salary = $0
   c. Total Benefits = $0
3. Total Support Staff Expenses (b + c below) - $19, 196 (funded by grant)
   a. # FTE = 0.50 Graduate Assistant (part-time, 12 month)
   b. Total Salary = $8,732
   c. Total Benefits = $10,454 (fringe including tuition remission)
4. Equipment = $0
5. Library = $0
6. New or Renovated Space = $0
7. Other Expenses = $0
8. Total (Add 1 - 7) = $29, 196

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^2 Faculty from the Rehabilitation Counseling Program have been awarded a Long-Term Training Grant from the Rehabilitation Services Administration, U.S. Department of Education for Training in Psychiatric Vocational Rehabilitation. Funding cycle begins September, 2008 for 5 years. Grant funds are for $100,000 per year, 75% of which must be used for student tuition, stipends, and other student support, a portion of which is to be used for student tuition support in the PVR Certificate Program, the other portion for student support in the Master’s in Rehabilitation Counseling Program. $19,196 is included in the grant for a Graduate Assistant for PVR Certificate Program.
REFERENCES


Rehabilitation Services Administration. (1995). *The provision of vocational rehabilitation services to individuals who have severe mental illnesses: Program administrative review*. Washington, DC: Rehabilitation Services Administration.


APPENDIX 1

CATALOG COURSE DESCRIPTIONS
Catalog Course Descriptions for the Graduate Certificate in Professional Studies in Psychiatric Vocational Rehabilitation

The course catalog descriptions below are for existing courses in the Master’s Program in Rehabilitation Counseling that will be used in the new PVR Certificate Program.

EDCP 618: Counseling Skills: Introduction to Practicum (1-6 credits)
Corequisite: EDCP 616. Repeatable to 2 credits.
Development and utilization of counseling skills.

EDCP 625: Counseling the Chemically Dependent (3 credits)
Chemical dependency and its effects on the individual's personal, social, and work functioning. Counseling procedures for persons with drug and alcohol problems.

EDCP 663: Rehabilitation and Treatment of Mental and Emotional Disorders (3 credits)
Prerequisite: EDCP 610 or permission of department.
Purpose and principles of rehabilitation and treatment methods of adolescents and adults with significant mental health disorders and dual diagnoses. Focus is on the individual as well as the family. The course includes information regarding etiology, assessment, treatment interventions, program planning and program evaluation.

EDCP 668: EDCP 668 Special Topics in Rehabilitation: Job Development & Placement (1-6 credits)
Prerequisite: permission of department. Repeatable to 6 credits if content differs.

EDCP 798 Special Problems in Counseling and Personnel Services (1-6 credits)
Master's AGS, or doctoral candidates who desire to pursue special research problems under the direction of their advisers may register for credit under this number.
APPENDIX 2

LETTERS OF SUPPORT
October 25, 2007

Dr. Kim MacDonald-Wilson, Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Dr. MacDonald-Wilson:

The Maryland Division of Rehabilitation Services (DORS) is pleased to support your grant proposal for training funds from the Rehabilitation Services Administration to develop an Academic Certificate in Psychiatric Vocational Rehabilitation. DORS and the Mental Hygiene Administration have been working closely over the last several years to implement Evidence Based Practices (EBP) in Supported Employment, which are effective practices based on research to assist individuals with mental illness to enter or re-enter the competitive labor market. This proposal to expand the psychiatric rehabilitation training to include an academic certificate program is needed to help support our statewide implementation efforts, both for our Community Rehabilitation Program partners and for our state VR staff. The emphasis on improving employment outcomes for people with psychiatric disabilities who have diverse racial, ethnic, and cultural backgrounds is also congruent with our agency goals.

The University of Maryland Rehabilitation Counseling Program has a long history of providing high-quality education and training in the field of rehabilitation. This proposal will support the need for staff to develop core competencies in EBPSI, so that improved employment outcomes are offered to individuals with psychiatric disabilities.

DORS looks forward to the continuing collaborative relationship we have with The University of Maryland and to working cooperatively to assure that the organization, delivery and outcomes of services for people with mental illness is transformed.

Sincerely,

Robert A. Burns
Assistant State Superintendent
in Rehabilitation Services

www.dors.state.md.us
October 23, 2007

Dr. Kim MacDonald-Wilson, Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Dr. MacDonald-Wilson:

I am pleased to offer my support to the University of Maryland's Long-Term Training proposal to offer Masters level education and a certificate program that will increase the number of qualified rehabilitation counselors who are skilled in providing psychiatric vocational rehabilitation. A significant portion of the individuals served by the Division of Vocational Rehabilitation (DVR) have psychiatric disabilities, and provision of quality services to this population is a goal shared by the division and the university. By offering a specialized Masters Degree in Psychiatric Rehabilitation and a four-course, 12-credit program in Psychiatric Vocational Rehabilitation, the proposal will have a considerable impact of the skill-level of the participants and the quality of the services they provide to the community. The multi-cultural approach will present the information in a way that addresses the diversity among individuals with disabilities. Your proposal also outlines how you will continuously update and improve your project through interaction with other professionals in the field of psychiatric rehabilitation education.

DVR enthusiastically supports the provision of certificate courses via a distance learning, off-campus format. As a state without a local Masters in Rehabilitation Counseling program, opportunities like the one proposed in your Long Term Training application will provide valuable training for our staff. It is my hope that counselors from DVR will have the opportunity to participate in the program.

Thank you for the opportunity to offer my support for your program. On behalf of the Division of Vocational Rehabilitation, I offer best wishes and look forward to working with the University of Maryland.

Sincerely,

Harriet Ann Litwin
Program Specialist
October 16, 2007

Dr. Kim MacDonald-Wilson, Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, Maryland 20742

Dear Dr. MacDonald-Wilson:

It is my pleasure to support the efforts of the Rehabilitation Counseling Program at the University of Maryland (UMD) to pursue funding to increase the supply of rehabilitation counselors with an emphasis in psychiatric rehabilitation and upgrade the skills of existing personnel in public vocational rehabilitation. For the past decade, the University of Maryland has been committed to expanding the training available to vocational rehabilitation (VR) personnel that provide psychiatric rehabilitation services to individuals with mental illnesses.

OVR anticipates the need to fill approximately 25 - 30 VR counselor vacancies per year over the next five years. Many of these new counselors will need to be knowledgeable in the area of providing services to individuals with psychiatric disabilities. This will require that OVR develop innovative ways of partnering with university programs to attract and retain adequate numbers of VR counselors with the qualifications that meet the high entry-level standards adopted by the State Board of Vocational Rehabilitation in Pennsylvania. These standards require newly hired VR counselors to possess a Master's Degree in Rehabilitation Counseling or Certified Rehabilitation Counselor credentials or documented eligibility to receive CRC credentials. Included in these entry-level standards is a waiver of the Pennsylvania residency requirement for VR counselor positions. This waiver allows OVR to establish relationships with and recruit from university rehabilitation counseling programs, like UMD, that may have students with residences outside of Pennsylvania.

OVR plans to continue its support of the Rehabilitation Counseling Program at the University of Maryland and looks forward to collaborating with this initiative in order to train and develop future leaders in the public vocational rehabilitation program in Pennsylvania. Through this dedication and commitment
to recruitment of qualified VR counselors, continuous staff development and improvement, OVR will be well positioned to pursue continued excellence in serving people with disabilities as they enter competitive employment and seek financial independence. Should this grant be funded, please contact Cindy Mundis of my staff at (717) 787-2521 to collaborate on the implementation of this project.

Sincerely,

William A. Gannon
Executive Director
Dr. Kim MacDonald-Wilson, Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Dr. MacDonald:

The Virginia Department of Rehabilitative Services (DRS) is pleased to offer our support for your grant proposal to the Rehabilitation Services Administration (RSA) for your Masters-level Rehabilitation Counseling program with a specialization in Psychiatric Vocational Rehabilitation. Your proposed program can definitely benefit the vocational rehabilitation (VR) agencies in RSA Region III.

DRS is aware of the need for advanced training in the area of psychiatric vocational rehabilitation in order to assist counselors to empower consumers to obtain quality employment in the community. Your project should increase the pool of available, qualified VR counselors to fill positions requiring special expertise in the area of psychiatric impairments. In particular, graduates of your program will be well prepared to provide services to individuals who are diagnosed with serious mental illness.

DRS promotes the ongoing education of our VR counselors who carry specialized caseloads in order to augment their skills in providing VR services to individuals with mental illness. DRS would welcome the opportunity to work with the University of Maryland’s Rehabilitation Counseling Program, should your proposal be funded.

With best regards, I am

Sincerely,

James A. Rothrock

JAR/klr
October 17, 2007

Dr. Kim MacDonald-Wilson, Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Dr. MacDonald-Wilson:

Thank you for the opportunity to review your proposal to fund the RSA long-term training grant for an Academic Certificate in Psychiatric Vocational rehabilitation.

Your proposal is well designed and clearly addresses the need to increase the knowledge and skills of rehabilitation counselors to assist people with psychiatric disabilities to choose, secure and keep meaningful employment. Your interest in providing additional educational opportunities on psychiatric vocational rehabilitation is to be commended.

Our most recent training needs assessment reflects this demand as well. Our rehabilitation counselors and rehabilitation services associates have requested additional training in psychiatric disabilities due to our increase in servicing clients in this area.

Feel assured that the West Virginia Division of Rehabilitation Services strongly supports your application and stands ready to assist in anyway you deem helpful.

I wish you success in this important application.

Sincerely,

Deborah Lovely
Director
Government of the District of Columbia  
Department on Disability Services

Rehabilitation Services Administration

October 26, 2007

Dr. Kim MacDonald-Wilson  
Assistant Professor  
Counseling and Personnel Services Department  
University of Maryland  
3214 Benjamin Building  
College Park, Maryland 20742

Dear Dr. MacDonald-Wilson:

I have reviewed the abstract of your proposal to the Rehabilitation Services Administration for a Long Term Training project focusing on expanding your graduate level psychiatric rehabilitation training to include an outreach Academic Certificate Program in Psychiatric Vocational Rehabilitation. I am pleased to write a letter of support.

This proposal’s emphasis on maximizing the employment outcomes of individuals from diverse racial, ethnic, and cultural backgrounds, who have psychiatric disabilities, promises to provide information and insights that would assist the State Rehabilitation Agency in serving this significant population of clients more effectively. I am especially excited about the opportunity to increase the number of rehabilitation counselors with knowledge of psychiatric rehabilitation and to upgrade the skills of existing state VR agency personnel and their community-based vendors through the four core courses (12 credit hours) of on-line training leading to the Academic Certificate Program in Psychiatric Vocational Rehabilitation.

The District of Columbia Rehabilitation Services Administration has enjoyed a long-standing and fruitful working relationship with the University of Maryland. If I can be of further assistance, please contact me at (202) 442-8663.

Sincerely,

Ted M. Daniels, Ph.D.  
Acting Deputy Director

810 First Street, NE, Washington, D.C. 20002
October 19, 2007

Dr. Kim MacDonald–Wilson, Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Dr. MacDonald-Wilson:

The Pennsylvania Association of Rehabilitation Facilities (PARF) supports the grant application submitted by University of Maryland (UMD) for funding from Rehabilitation Services Administration (RSA) for an outreach academic certificate program in psychiatric vocational rehabilitation.

Our association represents more than 100 vocational and psychiatric rehabilitation programs in Pennsylvania. These community service providers have expressed the need for academic-based training in the area of psychiatric vocational rehabilitation. PARF has responded to their needs by working with University of Maryland and other universities to offer continuing education programming and by providing education and training in special sessions throughout the year and at our annual conference. Our effort is only a partial response to the need. Our committees and statewide partners have indicated that there is a continuing and pressing need for intensive training in psychiatric vocational rehabilitation and to reach out to people with experience and understanding of psychiatric disabilities.

Your request for funding from RSA follows a strategy that will be effective. It seeks to recruit individuals with interest and experience with people with psychiatric disabilities and to improve the skills of professionals in the field. The project enhances efforts in our own state to build on the experience of people in recovery from mental illness. It uses a network of educators as well as state and community agencies and strengthens collaborative efforts. Your program would also support efforts by states within Region III to promote the use of psychiatric rehabilitation services in mental health programs and to build programs of peer support. Access to the training program proposed by UMD will be very helpful in offering effective services to people with psychiatric disabilities and in increasing their opportunities for employment.

We believe that the UMD proposal adopts an excellent approach to meeting educational and training needs. We would be pleased to work with your department in identifying organizations
and professionals within Pennsylvania who would participate in the UMD programs. Once funding is secured, we will be encouraging rehabilitation professionals and other staff members in Pennsylvania organizations to enroll in the UMD certificate and degree programs.

We look forward to your success in obtaining RSA support and to our working together on this important project.

Sincerely,

Gene Bianco
President/CEO
October 24, 2007

Dr. Kim MacDonald-Wilson
Rehabilitation Counseling Program
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Dr. MacDonald-Wilson,

We, the Delaware Association of Rehabilitation Facilities (DelARF), would like to support your proposal for a long-term training grant in Psychiatric Vocational Rehabilitation. We understand that it is designed to increase the supply of VR Counselors providing services to individuals with mental illness.

Within our state, there is a strong need for academic-based training in the area of psychiatric vocational rehabilitation, particularly among the community-rehabilitation programs. Our State Advisory Council continues to document a need for advanced training in this area, in order to assist community provider staff in empowering consumers to obtain quality employment in the community. The greatest vocational/employment need that we have is for employment opportunities for people with mental illness. This fact is documented year after year.

DelARF will strongly encourage the CRPs in our state to enroll staff in the training you offer through this proposal, if it is funded and available. This represents an excellent opportunity for rehabilitation personnel to improve their skills without the inconvenience of having to travel long distances.

We will work with the Rehabilitation Counseling Program in whatever way is helpful. The need is significant. Therefore, we strongly endorse your proposal and recommend that it be approved and funded as timely as possible.

Sincerely,

Connie Hughes
Executive Director
October 24, 2007

Dr. Kim MacDonald-Wilson, Assistant Professor
Counseling and Personnel Services Department
3214 Benjamin Building
College Park, MD 20742

Dear Dr. MacDonald-Wilson:

This letter confirms our support of the long-term training grant in Psychiatric Vocational Rehabilitation you are proposing to RSA. In West Virginia there continues to be a strong need for academic-based training in the area of psychiatric vocational rehabilitation. This is especially true for some of the larger community rehabilitation programs we represent.

WVARF has worked closely with University of Maryland in the past in coordinating training workshops on areas related to psychiatric vocational rehabilitation and in areas associated with these issues. While not objectively documented, there appears to be a strong need for advanced training in psychiatric vocational rehabilitation training.

WVARF will promote the Academic Certificate Program that you are offering in conjunction with Boston University to the CRP community in West Virginia. The distance learning concept is particularly appealing as it can be an excellent outreach approach to upgrading the skills of rehabilitation personnel without the inconvenience of having to travel long distances. We would offer our assistance in locating a central location in our state where the course can be delivered in person, as well as sites which might host orientation programs to increase program awareness.

We need higher-level training in this region in this subject area, and are encouraged by your commitment to deliver it. We strongly support your concept and your application.

Sincerely,

Glenn D. McEndree
Executive Director
October 15, 2007

Dr. Kim MacDonald-Wilson
Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Dr. MacDonald-Wilson:

The Maryland Department of Health and Mental Hygiene, Mental Hygiene Administration (MHA) is pleased to lend its support toward your proposal for a Long-Term Training Grant from the Rehabilitation Services Administration to develop a cadre of trained, professional staff in psychiatric vocational rehabilitation.

The University of Maryland Rehabilitation Counseling Program is a well-respected, regional leader in the provision of high-quality, broad-based education and training services to prospective rehabilitation counselors and mental health professionals in Maryland. As you know, you and your colleague Dr. Ellen Fabian have previously served as content consultants and acted as session facilitators for MHA-sponsored Conferences, systems change initiatives, and joint training events. Moreover, our network of community-based provider organizations has accessed your program for the ongoing training, skills development, and graduate-level educational needs of their professional staff in psychiatric rehabilitation and supported employment.

Maryland, under the auspices of the Dartmouth Evidence-Based Practice Center and the Johnson and Johnson Foundation, is engaged in a large-scale, multifaceted mental health systems transformation designed to disseminate knowledge generated by empirical research related to six discrete Evidence-Based Practices (EBP) for individuals with Serious Mental Illness (SMI), supported employment among them, and to facilitate their implementation in real-world practice settings. Currently, in conjunction with the University of Maryland at Baltimore Evidence-Based Practice Center, EBP in supported employment (SE) is being implemented at thirty (30) sites in Maryland. Since its inception in 2002, the EBP in Supported Employment Initiative has consistently yielded competitive employment outcomes, which rank among the best in the nation, across
participating states and sites in the Johnson & Johnson Community Mental Health Project. This Initiative has enhanced the quality of supported employment services in Maryland, while respecting the preferences of consumers for competitive employment and for job diversity. In order to sustain the Initiative, MHA is interested in exploring avenues for potential collaboration to develop core staff competencies in EBP in SE and in so doing, to enhance the competitive employment outcomes of individuals with serious mental illness.

MHA commends your continued efforts in developing programs dedicated to the preparation of individuals for meaningful careers in the rehabilitation of individuals with serious mental illness. In support of this proposal, we look forward to a continued and expanded collaboration between the University of Maryland at College Park and the Maryland Mental Hygiene Administration.

Sincerely,

[Signature]
Brian Hepburn, MD
Executive Director,
Mental Hygiene Administration
October 19, 2007

Dr. Kim MacDonald-Wilson, Assistant Professor
Counseling and Personnel Services Department
3214 Benjamin Building
University Of Maryland
College Park, Md. 20742

Dear Kim,

St. Luke's House is in full support of your proposal to provide an
Academic Certificate in Psychiatric Vocational Rehabilitation. The need for
highly trained rehabilitation staff is critical to the success of our program.
Graduates of your program play a very important role in the delivery of
rehabilitation services throughout the State and within our agency. Your
training grant is critical link to services for people with mental illness.
The public mental health system in Maryland is sorely lacking
professionally trained psychiatric rehabilitation professionals. This
training grant will make a difference in the outcomes of people with
mental illness that come from diverse backgrounds.

St. Luke's House has 37 staff providing psychiatric vocational
rehabilitation. Over half of the staff are potential beneficiaries of the
grant. Many customers of our Back to Work Program are interested in
becoming counselors and would be very interested in this program.

St. Luke's House fully supports this grant and would expect to collaborate
with the program on multiple levels.

Sincerely,

Larry Abramson
Vocational Director
October 18, 2007

Kim MacDonald-Wilson, Sc.D., CRC
Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Kim,

On behalf of the United States Psychiatric Rehabilitation Association (USPRA), I am very pleased to support the University of Maryland’s application for a Rehabilitation Services Administration (RSA) Long-Term Training grant for psychiatric vocational rehabilitation. The unique needs of individuals with psychiatric disabilities are often overlooked, and there is a real shortage of training and rehabilitation counselors specializing in psychiatric vocational rehabilitation.

Supported employment, and similarly psychiatric vocational rehabilitation, is a recognized evidenced-based practice that promotes the recovery of individuals with severe mental illnesses. It is widely acknowledged by other government agencies, such as the Substance Abuse and Mental Health Services Administration and the Centers for Medicare and Medicaid Services that EBP SE programs are essential to improving the employment and recovery of people with severe mental illnesses. However, there is a severe shortage of practitioners skilled in these competencies, and these workforce shortages prevent broader adoption. The University of Maryland’s proposal would facilitate greater awareness, recognition, and understanding of this population, and would increase the supply of trained personnel to work in state vocational rehabilitation and community rehabilitation programs.

Because of their established curriculum in psychiatric vocational rehabilitation and experienced instructors, the Rehabilitation Counseling Program at the University of Maryland is one of the few programs qualified to implement this proposal, and it has USPRA’s unconditional support.

Sincerely,

Marcie Granahan
CEO
601 Global Way, Ste 106 Linthicum, Maryland 21090 410.789.7054 ph 410.789.7675 fax info@uspra.org www.uspra.org
October 18, 2007

Dr. Kim MacDonald-Wilson, Assistant Professor
Counseling and Personnel Services Department
University of Maryland
3214 Benjamin Building
College Park, MD 20742

Dear Kim:

On Our Own of Maryland, Inc. has read your abstract for expanding your training program for rehabilitation personnel in order to improve the delivery of quality vocational rehabilitation services to consumers with psychiatric disabilities. Improving the skills and knowledge of VR providers is a key step in ultimately empowering consumers to achieve quality employment in the community. There is a tremendous need to this kind of ongoing training, in addition to the training of new VR personnel.

On Our Own of Maryland, Inc. would be glad to work with you to implement your proposed curricula. Specifically we would welcome the opportunity to serve as advisors to your program, to recommend consumers who want to receive undergraduate or advanced training, and to continue to collaborate with you on these and other initiatives. In addition, we applaud your emphasis on multi-cultural, multi-disciplinary approaches.

We look forward to working with you on these projects, and wish you the best of luck.

Sincerely,

Michael Finkle
Executive Director
On Our Own of Maryland, Inc.

Jennifer K. Brown
Director of Training and Communications
On Our Own of Maryland, Inc.
Dr. Kim MacDonald-Wilson, Assistant Professor  
Counseling and Personnel Services Department  
University of Maryland  
3214 Benjamin Building  
College Park, MD 20742  

Dear Dr. MacDonald-Wilson:

I would like to offer our support for your RSA training application to develop an Academic Certificate in Psychiatric Vocational Rehabilitation. There is a need for further education, especially at the post-bachelor’s level, to provide training in the knowledge and skills to assist people with psychiatric disabilities to choose, get, and keep meaningful employment.

Offering an off-campus 12-credit Academic Certification Program in Psychiatric Vocational Rehabilitation will allow state Vocation Rehabilitation personnel and community-based vendors to further their education without the hardship of traveling to College Park. This should result in providing better assistance to individuals with psychiatric disabilities.

We are enthusiastic about working with UMCP on improving rehabilitation education in Maryland, especially with upgrading the skills of existing personnel in the field.

Sincerely,

[Signature]

William Talley  
Chair

www.umes.edu/rehab  
Hazel Hall, Suite 1062  
Princess Anne, Maryland 21853
October 18, 2007

Kim MacDonald-Wilson  
Assistant Professor  
Rehabilitation Counseling Programs  
Counseling and Personnel Services Department  
University of Maryland  
3214 Benjamin Building  
College Park, MD 20742

Dear Prof. MacDonald-Wilson:

I am writing in support of your application for the RSA Long-term Training Grants for Rehabilitation of Persons with Mental Illness. I am happy to endorse such a proposal because of your long-term commitment to serving persons with severe and persistent mental illness. I have reviewed the proposal and noted a number of innovative components to better prepare rehabilitation professionals to serve persons with psychiatric disabilities, including a certificate program specializing in psychiatric rehabilitation. In addition to the needed emphasis on collaborating with local state VR agencies, you have added a novel and frankly, quite needed, distance learning component. This increases the accessibility of the curriculum by making it more conveniently studied in a broader geographic area.

I also noted your commitment to including support for the activities associated with the Consortium of Psychiatric Rehabilitation Educators. As a founding member of this group, I greatly appreciate the leadership and collegiality you have shown in contributing to its development.

Although I come from a "competing" university, I still very strongly support you activities which are committed to serving the interests of persons with psychiatric disabilities by developing the skills of the staff who serve them. Good luck with this proposal.

Sincerely yours

Kenneth J. Gill, PhD, CPRP  
Professor Chairperson

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