STUDENT MANUAL
FOR THE
REHABILITATION COUNSELING PROGRAM
(M.S. Degree)

Department of Counselor Education
Emporia State University
Emporia, Kansas 66801
620-341-5220
http://www.emporia.edu/ce/rehabilitation-counseling/

11/27/2012
This manual was developed to assist majors in the rehabilitation counseling program as they pursue course work toward the M.S. degree. Included is information that briefly describes the major requirements and student expectations. It also provides general information about the profession, credentials, and activities of interest to students majoring in rehabilitation counseling. Students are encouraged to visit with the Director of Rehabilitation Programs if any questions arise regarding program requirements or expectations.

STUDENT RESPONSIBILITY

It is the student’s responsibility to assure that he/she has met all graduation requirements for the M.S. degree in Rehabilitation Counseling. The student should familiarize him/herself with the requirements in the Graduate Catalog and the Rehabilitation Counseling program requirements, available at www.emporia.edu/ce/rehabilitation-counseling/. Any questions should be directed to the student’s assigned adviser.

BACKGROUND

Emporia State University’s Master of Science (M.S.) degree program in rehabilitation counseling was established in 1966. It has been nationally accredited by the Council on Rehabilitation Education (CORE) since 1975. CORE accredits masters level programs in rehabilitation counseling. The program is for students who want to work with individuals with physical, mental, or emotional disabilities, whether congenital or acquired. A major goal of the program is to develop each student as a counselor and coordinator of rehabilitation services. The program prepares counselors to work in diverse human service settings, including state and federal rehabilitation agencies, rehabilitation workshops, mental health centers, correctional facilities and programs, alcohol and drug treatment programs, independent living centers, employee assistance programs, proprietary (private) rehabilitation programs, educational settings, halfway houses, group homes, and other human service programs serving individuals with various problems, disorders, and disabling conditions.

PROGRAM MISSION AND OBJECTIVES

The overall mission of the rehabilitation counseling program is primarily to provide a comprehensive educational program to facilitate the development of culturally competent, professionally qualified rehabilitation counselors to meet the needs of individuals with
disabilities. Graduates are expected to effectively provide and coordinate all aspects of the rehabilitation process, including: assessment; individual, group, family, and vocational/career counseling; job development and placement; case management; medical, vocational, and/or education training; follow-up services; and other rehabilitation services that will assist a person with a disability to reach his or her full potential.

Graduates of the Rehabilitation Counseling program will be able to demonstrate their knowledge, skills, and dispositions as they relate to the following primary objectives:

- Demonstrate a professional level of knowledge, behavior, and social responsibility as related to Rehabilitation Counseling and ethical principles in the public and private sectors;
- Identify the psychosocial aspects of disability as relevant to individual and sociocultural responses;
- Apply constructs relevant to human growth, development and disability in a changing social landscape;
- Differentiate and contrast the theoretical models of career development and use them in resolving issues of employment facing people with disabilities;
- Translate and demonstrate principles, theories, methods, and styles of relevant counseling approaches and principles to diverse populations;
- Employ principles, theories, and activities related to group counseling and working with families who experience disability;
- Be able to apply statistical principles to identification, utilization, and interpretation of assessment instruments and methods;
- Apply the knowledge and skills essential in conducting and using research as applied to program evaluation;
- Classify the medical, functional, and environmental aspects of disability; and,
- Demonstrate the knowledge and skills to coordinate rehabilitation services, case management, and related community services.

PROFESSION OF REHABILITATION COUNSELING

The foundation of the rehabilitation counseling profession is firmly grounded in specific values and beliefs. Basic philosophical underpinnings of the rehabilitation counseling profession include the concepts of a holistic perspective about the limitations people experience, rehabilitation potential and capacity, wellness, opportunity for self-responsibility and decision making, uniqueness, equal opportunity for health care and economic involvement (employment).

To partner with and assist a person with a disability, the rehabilitation counselor draws on knowledge from several fields: counseling, psychology, medicine, psychiatry, sociology, social work, education, law, and the world of work. The rehabilitation counselor works closely with the consumer and professionals from the above-listed areas, marshaling the internal or external resources required for a successful rehabilitation plan for the person with a disability. Although other human services and health care providers serve people with disabilities, it is rehabilitation
counselors who are uniquely qualified to do so, providing vocational guidance and psychological counseling to people with disabilities and their families.

The demand for comprehensive rehabilitation services is rapidly growing as new treatment approaches, vocational programs, and various specialized services emerge. Economic factors such as unemployment and high technology are creating problems necessitating more highly skilled professionals to help persons with physical, behavioral, and mental limitations deal with these challenges. The changing roles and demands of the professional rehabilitation counselor are creating many new job opportunities in a variety of settings. Historically, rehabilitation counselors primarily served working age adults. Today, the need for rehabilitation counseling services extends to children and the elderly. Rehabilitation counselors may also provide general and specialized counseling to the non-disabled population in public human service programs and in private practice settings.

A major goal for the rehabilitation counselor is to assist a person with a disability to move from a position of psychological and economic dependence toward one of independence. The concept that "it's ability, not disability, that counts" is fully supported by the rehabilitation counseling profession. The rehabilitation counselor is the primary professional who manages components important in the rehabilitation process and helps prevent fragmentation and gaps in services. The key functions of a rehabilitation counselor are to assist the person with a disability to attain (1) self-sufficiency, and (2) economic stability, (3) and life adjustment. In our society, the opportunity and ability to work usually leads to some measure of success and independence. The ESU rehabilitation counseling program therefore requires course work in the areas of vocational/career counseling, psychological adjustment, and understanding the value of employment as it relates to personal work satisfaction and adjustment and the significance of the ability to be independent.

**STEPS TOWARD THE M.S. DEGREE**

After completing the Graduate School admissions requirements, if selected for interview, applicants are notified and asked to arrange an interview with three program faculty. Those who are accepted into the program follow these protocols:

Step 1: Advisement. Following admission to the program, the student should contact his or her assigned faculty adviser for an appointment to receive advisement for enrollment.

Step 2: Program of Study. During the first enrollment a student must plan and file a Program of Study in consultation with the faculty adviser. This document is the contract between the student and the Graduate School about the courses that must be completed to attain a degree.

Step 3: Candidacy. After completion of six to twelve hours the student must file an Application for Degree Candidacy. To apply for degree candidacy the student shall have a 3.0 or higher graduate grade point average (GPA) and the student shall have no grade lower than "B" in any courses required for the rehabilitation counseling masters degree.
PROGRAMS OF STUDY

Students may complete the program on a full- or part-time basis. Typically, students complete a 60 credit hour masters degree to meet minimum qualifications to attain state counseling licensure. Incoming students may elect to follow a modified program consisting of 48 graduate credit hours. This alternative approach to the masters degree will qualify to apply for national certification, but not for state licensure.

The unique academic background and work experience of each student is taken into account in planning a program of study. All programs require 100 hours of practicum experience and 600 hours of supervised internship experience. Students interested in completing a thesis may enroll in 3 hours of thesis credit reducing the elective requirement below to one credit hour. Students will be required to pass an oral defense of the thesis in lieu of writing and passing the comprehensive examination. All other course requirements for the degree are the same (refer to http://www.emporia.edu/grad/ to obtain information on thesis requirements). Satisfactory completion is defined as earning a “B” in each required course listed or an equivalent course as approved by the student’s academic adviser is required.

REQUIRED COURSES (Total Hours 60)

Course prefixes and numbers may change, so for clarification be sure to check with your adviser to determine appropriate courses toward the degree and to avoid any unnecessary duplications.

FALL OFFERINGS

CE 893-3 Professional & Ethical Issues in Counseling
MH 735-3 Theory & Process of Counseling OR SC 825-3 Theories of Counseling
MH 830-3 Group Processes in Mental Health Counseling
RE 701-3 Foundations of Rehabilitation Counseling
RE 732-3 Psychosocial Development & Disability
RE 734-2 Individual Counseling Skill Development OR SC 810-2 Counseling Skill Development
RE 730-3 Medical Aspects of Disability
RE 833-3 Diagnosis & Treatment of Mental Disorders

SPRING OFFERINGS

CE 893-3 Professional & Ethical Issues in Counseling
RE 640-2 Disability Policy & Human Service Systems
RE 695-3 Employment Issues in Rehabilitation
RE 732-3 Psychosocial Development & Disability
RE 751-3 Advanced Case Management
RE 855-3 Supervised Practicum in Rehabilitation Counseling
RE 875-3 Trends & Issues in Rehabilitation Counseling
RE 899-9 Internship in Rehabilitation
SUMMER OFFERINGS

RE 721-3 Counseling Diverse Populations OR SC 710-3 Multicultural Counseling
RE 815-3 Individual & Group Assessment
RE 835-3 Career Counseling OR SC 820-3 Career Counseling & Development

EVERY SEMESTER
ER 752-3 Analysis of Research OR ER 851-3 Research Design & Writing
2 hours of Electives (with adviser approval)

CURRICULUM OPTIONS - REHABILITATION COUNSELING PROGRAM

The Behavioral Sciences Regulatory Board of Kansas allows a maximum of 30 of the 60 credit hours to be in an online format. It is the responsibility of the student to be sure the appropriate number of face-to-face courses total a minimum of 30 credit hours.

OPTION A. Full-time Student Interested In Counselor Licensure (beginning in Fall)
TOTAL HOURS 60 (6 semesters)

SEMESTER 1 (Fall)
RE 701-3 Foundations of Rehab Counseling
CE 893-Professional & Ethical Issues In Counseling
RE 734-2 Individual Counseling Skill Development
MH 735-3 Theory & Process of Counseling
10 Hours

SEMESTER 2 (Spring)
RE 640-2 Disability Policy & Human Service Systems
RE 695-3 Employment Issues in Rehabilitation
RE 732-3 Psychosocial Development & Disability
RE 855-3 Supervised Practicum in Rehabilitation Counseling
11 Hours

SEMESTER 3 (Summer)
RE 721-3 Counseling Diverse Populations
RE 835-3 Career Counseling
RE 815-3 Individual & Group Assessment
9 Hours

SEMESTER 4 (Fall)
RE 730-3 Medical Aspects of Disability
MH 830-3 Group Processes in Mental Health Counseling
ER 752-3 Analysis of Research
RE 833-3 Diagnosis & Treatment of Mental Disorders
12 Hours
SEMESTER 5 (Spring)
RE 751-3 Advanced Case Management
RE 875-3 Trends & Issues in Rehabilitation Counseling
Electives-2 hours with adviser approval
9 Hours

SEMESTER 6 (Summer)
RE 899-9 Internship in Rehabilitation
9 Hours

OPTION B. Part-time Student Interested In Counselor Licensure (beginning in Fall)
TOTAL HOURS 60 (9 semesters)

SEMESTER 1 (Fall)
RE 701-3 Foundations of Rehabilitation Counseling
CE 893-3 Professional and Ethical Issues in Counseling
RE 734-2 Interpersonal Counseling Skills Development
7 Hours

SEMESTER 2 (Spring)
RE 695-3 Employment Issues in Rehabilitation
RE 732-3 Psychosocial Development & Disability
6 Hours

SEMESTER 3 (Summer)
RE 721-3 Counseling Diverse Populations
RE 815-3 Individual & Group Assessment
6 Hours

SEMESTER 4 (Fall)
MH 830-3 Group Processes in Mental Health Counseling
MH 735-3 Theory & Process of Counseling
6 Hours

SEMESTER 5 (Spring)
RE 855-3 Practicum in Rehabilitation Counseling
RE 751-3 Advanced Case Management
6 Hours

SEMESTER 6 (Summer)
RE 835-3 Career Counseling
ER 752-3 Analysis of Research
6 Hours
SEMMESTER 7 (Fall)
RE 833-3 Diagnosis & Treatment of Mental Disorders
RE 730-3 Medical Aspects of Disability
6 Hours

SEMMESTER 8 (Spring)
RE 640-3 Disability Policy & Human Service Systems
RE 875-3 Trends and Issues in Rehabilitation Counseling
Electives – 2 hours with adviser approval
8 Hours

SEMMESTER 9 (Summer)
RE 899-9 Internship in Rehabilitation Counseling
9 Hours

MODIFIED PROGRAM OPTION

Students who graduate with a major from the undergraduate degree program in Rehabilitation Services Education at ESU may follow a modified program requiring a minimum of 48 graduate semester credit hours. The program is reduced from 60 hours since several required competencies have been demonstrated in courses taken in the undergraduate program that are required for the masters degree. These courses include RE 640 Disability Policy & Human Services and RE 695 Employment Issues in Rehabilitation.

This program option is approved by CORE, the organization which accredits masters level Rehabilitation Counseling programs. In all cases the student must have obtained a minimum of a "B" grade in each required class to be accepted into the modified program. Any questions about the option of substituting courses should be directed to the assigned adviser. Students are reminded that current Kansas state counseling licensure standards require an individual to have a graduate degree in counseling with 60 graduate hours in specific content areas and with not more than 30 hours from online coursework.

STUDENT RECRUITMENT AND RETENTION

Throughout the student's study the rehabilitation faculty monitors the student's performance by means of midterm and semester grades as well as the demonstration of appropriate dispositions/attitudes essential to developing clinical counseling skills and personal growth. If faculty determines the student is not making satisfactory progress, the adviser will take the necessary steps to assist the student toward improvement or offer support in finding a field of study more suitable to the student’s demonstrated abilities and/or interests. At the conclusion of pre-practicum and practicum, instructors will evaluate the academic and clinical skill, performance, and personal growth of students enrolled in the program determine if satisfactory progress is being made toward a degree. Students are informed of any concerns by the appropriate faculty adviser, and/or a Plan for Improvement is developed.
Each student shall continuously demonstrate dispositions appropriate to the profession. Students shall maintain a 3.0 grade point average (GPA) or higher throughout their program. The student shall have no grade lower than "B" in any required rehabilitation course. Students must obtain at least a "B" grade in RE 855 (Supervised Practicum) to be approved for enrollment in the Internship Experience.

GRADES

All masters students in the Rehabilitation Counseling program are expected to obtain a 3.0 grade point average (GPA) or higher in all graduate courses required for the masters degree. Only those courses in which a grade of "B" or higher has been earned may be transferred from another institution. Although transfer credit may be accepted and used on the degree plan, no grades earned on transfer credit may be used in determining grade point averages.

FIELD EXPERIENCES

All students must have direct observation and practical experience with persons experiencing disability to obtain the masters degree. Students who have limited educational and work experience with persons with disabilities will be encouraged to obtain direct field experience during the first semester in the program.

Field experience may be obtained in three different ways:

Observation

The primary purpose of this experience is to provide the student with minimal to no background in rehabilitation services the opportunity to see the practical application of rehabilitation policy, client services, and philosophy. By placing the student in a real work situation the student develops an understanding of the competencies and skills necessary in applying formal classroom experience to diverse kinds of client behaviors and problems. Generally, a student will observe during a rehabilitation counselor's regular working hours, 8 hours a day for an agreed number of days per week to accumulate 30-40 hours of field experience.

Practicum

The practicum experience is designed to provide opportunities for the student to focus on the application of counseling techniques which the student has been developing in classroom situations. This opportunity to try out, under close supervision, various methods or working with clients is an important factor in learning to be an effective rehabilitation counselor.

Each student should discuss the practicum experience with the supervised practicum supervisor or your adviser early in your academic program. Generally, a student will work with clients, 4-8 hours per week, for an agreed upon number of weeks. Exceptions to this may be approved by the instructor/supervisor of the practicum course (RE 855). It is understood that the student is neither expected nor required to carry-out or to perform the same rehabilitation counseling
responsibilities as a full-time employed staff member. Each student should have the opportunity to obtain interviewing and counseling experience. It is desirable for the student counselor to work with a small number of consumers for several contacts over a period of time. The practicum supervisor will review the interviews/counseling sessions and will also directly observe the student's performance.

Details for obtaining approval to enroll in a practicum and the requirements are addressed in the Practicum Guidelines handbook.

Internship

To qualify for internship, students must receive a final grade of “B” or higher in practicum, and approval from their academic advisor. Each prospective intern should discuss and arrange the field experience with his or her faculty adviser at least one month prior to the beginning date of the internship. Opportunities are provided under the general direction and supervision of a Certified Rehabilitation Counselor (CRC) or university faculty member and the direct supervision of a qualified person within the rehabilitation agency or facility. This arrangement places major supervisory responsibility on the field or on-site supervisor which emphasizes the need for an experienced, trained (CRC qualified) on-site supervisor.

The following expectations are placed on graduate students taking internship:

- Complete a minimum of 600 clock hours of field experience at a field site for 9 hours of graduate credit;
- Travel time to and from the internship site is not included as hours towards the internship experience;
- Travel time as part of direct service provision is acceptable; and,
- Work 40 hours per week for 15 weeks during regular operating hours at their placement sites (or obtain approval from their faculty adviser and faculty internship coordinator for alternate arrangements).

In some internship settings the consumers served include individuals who are not considered disabled as currently defined in the Rehabilitation Act Amendments. In these situations the length of an internship may be extended to move beyond the minimum of 600 hours in 15 weeks. The length of the internship is determined by reviewing the activities to be completed during the field experience and the percentage of consumers considered individuals with a disability who are typically served by the agency/program. The arrangements for these unusual circumstances will be considered by the Director of Rehabilitation Programs and the ESU faculty member responsible for internship supervision. Students must specify the reasons for extending the length of their internships on their internship proposal forms.

For more information on the academic and behavioral requirements of the internship experience, please review Internship Guidelines, at http://www.emporia.edu/dotAsset/660dfd95-54cd-406ead25-ef822bc466d9.pdf
FINANCIAL ASSISTANCE

General graduate assistantships are available to qualified students. Specific requirements and enrollment limitations for graduate assistant positions are described in the graduate catalog.

PROGRAM PROGRESS

It is the responsibility of each student to monitor their progress through the Rehabilitation Counseling program and to meet all requirements. After receiving letters from the Department and the Graduate Office explaining your admission status, the following steps should be completed:

1. Make an appointment with your adviser to discuss the degree plan and initiate enrollment.

2. During that first meeting with your advisor, complete a Plan of Study with your faculty adviser. The advisor will then submit the Plan to the Graduate School, and this document becomes the agreement between the student and ESU regarding requirements for the degree.

3. After completing 6-12 hours:
   a. apply for Degree Candidacy (form may be obtained from the secretary in the Counselor Education Office); and
   b. review Plan of Study with adviser each semester.

4. Prior to students’ final semester, each student needs to discuss internship options with their advisor, and establish an internship plan. It is the student’s responsibility to identify and secure their internship site, through communication with the faculty internship coordinator and site-supervisor. Once a site has been identified, the student must complete an internship proposal, review it with the site-supervisor and faculty internship coordinator. These arrangements need to be completed a minimum of one month before the start date of internship. Students are required to have completed RE-855 (Supervised Practicum in Rehabilitation Counseling) with a "B" or better prior to enrolling in the internship.

5. During your last enrollment:
   a. sign-up for comprehensive examinations;
   b. complete an Intent to Graduate Form; and
   c. pay commencement fees (available online through the Graduate Office).

DEGREE CANDIDACY

After having been admitted to graduate study with the objective of earning an advanced degree at ESU, the student must apply for and be admitted to candidacy for the M.S. degree. Candidacy is
the formal approval for pursuit of a graduate degree after it is determined that all preliminary requirements have been met. The following are required to be accepted for degree candidacy:

1. The student must have filed a degree plan in the Graduate Office and the plan approved by the Graduate Dean; the Chair of Counselor Education; and the student’s faculty adviser.

2. Any probationary status must have been removed before or at the time of admission to degree candidacy.

3. The student must have completed at least six hours of course work on the graduate program of study at ESU before being admitted to degree candidacy. These six hours must include two of the following courses: RE 701, RE 695, RE 730, RE 833, RE 732, RE 835/SC 820, or RE 734/SC 810.

4. The student shall have earned a 3.0 or higher graduate grade point average (GPA) and the student shall have no grade lower than "B" in any required rehabilitation courses.

COMPREHENSIVE EXAM

A comprehensive examination, often abbreviated as "comps," is a specific type of examination that must be completed by graduate students in the ESU Counselor Education department as a condition of program completion.

The comprehensive examination is focused on the rehabilitation counseling course of study and is used to determine candidates’ eligibility to graduate. The examination consists of writing essay responses to a variety of questions addressing critical knowledge of rehabilitation counseling. Examples of areas that may be included in the comprehensive examination are identified below:

- Professional Identity and Ethical Behavior
- Psychosocial Aspects of Disability and Cultural Diversity
- Human Growth and Development
- Employment and Career Development
- Counseling Approaches and Principles
- Groupwork and Family Dynamics
- Assessment
- Research and Program Evaluation
- Medical, Functional, and Environmental Aspects of Disability
- Rehabilitation Services, Case Management, and Related Services

THESIS OPTION

Students opting to complete a thesis do not take comprehensive examinations, but must take ER 851 Research Design and Writing, rather than ER 752 Analysis of Research. Guidelines for writing a thesis are available in the Office of Graduate Studies and Lifelong Learning.
OTHER DEGREE INFORMATION

1. Completion Deadline. The student is expected to complete all work for the degree within a seven-year period from the date of first enrollment. Courses taken at another institution and accepted for transfer to apply toward the degree must fall within the seven-year limitation.

2. Transfer Credit. No more than twelve semester hours of transfer credit may be used toward the degree. Such credit must be from a regionally accredited institution, and taught by regular members of the graduate faculty for graduate credit. A grade of "B" or higher must have been earned in all transferred credit. Transfer credit must be approved by the department and the Graduate Dean.

3. Credit Load. To qualify for financial aid, the full-time, minimum credit-load for a graduate student is seven credit hours. During the summer, the minimum load for financial aid is four credit hours. A typical graduate student load in the rehabilitation counseling program is nine to twelve credit hours per semester, and six during summer session. Outstanding students may make a request for an overload.

ACADEMIC DISHONESTY POLICY

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources).

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. (Faculty Senate, May 1996).

STUDENT ACCOMMODATION

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Director of Disability Services and their professors as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

PROFESSIONAL ORGANIZATIONS

Throughout the academic programs of students the importance of involvement in professional organizations is stressed. Students are encouraged to join at least one of the two national organizations that represent the rehabilitation counseling profession; these are National Rehabilitation Counseling Association (NRCA) and American Rehabilitation Counseling
Association (ARCA). The majority of students become involved in ESU’s Rehabilitation Club. This student organization meets on campus every month.

ACCREDITATION, CERTIFICATION, AND LICENSURE

Accreditation. The rehabilitation counseling program at ESU was first accredited in 1975. It still maintains its national accreditation from the Council on Rehabilitation Education Inc. (CORE). Rehabilitation Counseling Program Accreditation is a type of professional recognition granted to M.S. degree programs that have met specified standards of preparation for master's level students.

Certification. This is a form of professional recognition provided an individual. The primary purpose of certification is to provide assurance that professionals engaged in rehabilitation counseling will meet acceptable quality standards in practice. National certification is granted to individuals by the Commission of Rehabilitation Counselor Certification (CRCC).

Counseling Licensure. In Kansas, the Behavioral Sciences Regulatory Board (BSRB) oversees state licensure of professional counselors (LPCs). This licensure may or may not be transferrable to other states. For students planning to obtain their LPC credential, no more than 30 credit hours of graduate study may be taken online.

Addictions Licensure. In Kansas, the Behavioral Sciences Regulatory Board (BSRB) oversees state licensure of addictions counselor. Kansas has a two-tier licensure system for addictions counselors, the Licensed Addictions Counselor (LAC), and the Licensed Clinical Addictions Counselor (LCAC). This licensure may or may not be transferrable to other states. Students planning to obtain addictions counseling licensure should consult with their academic advisor and review the addiction counselor license application at the BSRB website at http://www.ksbsrb.org/ for information on coursework requirements.

Interdisciplinary Autism Spectrum Disorders (ASD) Certificate. This interdisciplinary online program helps professionals who work with persons with autism spectrum disorder and their family members develop the knowledge and skills needed to do so effectively. The program is designed for the following professionals:

1. Education (e.g., early childhood, general or special education)
2. Counseling (e.g., rehabilitation counseling, school counseling)
3. Psychology (e.g., school psychology)
4. Art therapy

Family members of persons with ASD who meet the program admissions requirements may also complete the program.

To earn the ASD Certificate, students enroll in 12 credit hours of study, approximately six of which may overlap with required rehabilitation counseling coursework. Students interested in this option should consult the website at http://www.emporia.edu/distance/graduate/autistic-certificate.html.
# APPENDIX: STUDENT DISPOSITIONS CHECKLIST

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<th>The candidate demonstrates…</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>1. Commitment to professionalism and ethical standards.</td>
<td>N0 0 1 2</td>
<td>Example Behaviors</td>
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</tr>
<tr>
<td>a.</td>
<td>is punctual and regularly attends classes and keeps appointments.</td>
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<tr>
<td>b.</td>
<td>maintains positive attitudes during and outside of class</td>
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<tr>
<td>c.</td>
<td>is honest and trustworthy in communications &amp; interactions with others</td>
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<tr>
<td>d.</td>
<td>demonstrates ethical behavior</td>
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<tr>
<td>e.</td>
<td>is open and receptive to change</td>
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<tr>
<td>f.</td>
<td>willingly goes beyond required assignments</td>
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<tr>
<td>Example or description of behavior:</td>
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| 2. desire to analyze/evaluate concepts and clinical practices, to experiment and to evaluate and/or initiate innovative practice | N0 0 1 2 | Example or description of behavior: |                       |                     |
| a. | seeks opportunities to learn about self and the counseling process |                       |                     |                     |
| b. | recognizes personal strengths and seeks to enhance and use them |                       |                     |                     |
| c. | recognizes personal limitations and seeks ways to compensate and/or overcome them |                       |                     |                     |
| d. | is willing to experiment with new ideas and techniques |                       |                     |                     |

| 3. Dedication to life-long learning by participating in professional organizations and by being current with research in his/her field. | N0 0 1 2 | Example or description of behavior: |                       |                     |
| a. | demonstrates a willingness to read and/or conduct research on his/her own |                       |                     |                     |
| b. | seeks opportunities for professional development |                       |                     |                     |
| c. | takes responsibility for personal learning |                       |                     |                     |
| d. | understands the roles of counselor/case manager |                       |                     |                     |

Examples or description of behavior:
4. Demonstrates positive regard and expectations of all clients’ capabilities.

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<tbody>
<tr>
<td>a.</td>
<td>demonstrates belief that all clients can learn/perform at their potential</td>
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<tr>
<td>b.</td>
<td>makes a positive contribution to the learning of others (clients/peers)</td>
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<tr>
<td>c.</td>
<td>understands the role of standards and outcomes</td>
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Examples or description of behavior:

5. Respect for cultural and individual differences by providing equitable services for all.

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<tbody>
<tr>
<td>a.</td>
<td>is tolerant of, and responsive to, ideas and views of others</td>
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<tr>
<td>b.</td>
<td>is respectful of and responsive to individual differences</td>
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<tr>
<td>c.</td>
<td>provides equitable services for all</td>
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<tr>
<td>d.</td>
<td>considers backgrounds, interests, attitudes of clients when planning</td>
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Examples or description of behavior:

6. Desire to communicate with family & community members to make them part of the client support network whenever possible.

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<tbody>
<tr>
<td>a.</td>
<td>is sensitive to clients, their peers, &amp; families from different cultures &amp; with special needs</td>
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<tr>
<td>b.</td>
<td>encourages interactions in a mutually respectful and friendly manner</td>
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Examples or description of behavior:

7. Commitment to collaboration with other professionals to improve client services.

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</thead>
<tbody>
<tr>
<td>a.</td>
<td>relates well to peers, faculty, staff, and other professionals</td>
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<td>b.</td>
<td>is willing to share information and ideas with others</td>
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<td>c.</td>
<td>works well with others to develop opportunities for peer &amp; client learning</td>
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<tr>
<td>d.</td>
<td>acts as a consultant with other individuals/systems related to clients</td>
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</tbody>
</table>

Examples or description of behavior: