

RC48 Online Student Handbook

Rehabilitation Counseling
48-Credit Hour Online
Masters of Science Degree Program

Department of Counselor Education
Emporia State University

Approved April 29, 2014

It is the student's responsibility to assure that all graduation requirements for the M.S. degree in Rehabilitation Counseling (RC48) are met. Students should familiarize themselves with the requirements in the Graduate Catalog, the Rehabilitation Counseling program requirements as contained in this manual, and at the program website. Questions should be directed to Katrina R. Miller, RC48 Academic Adviser, 620-341-5231, kmille12@emporia.edu.

Applying for RC48 Online

Thank you for your interest in the Rehabilitation Counseling Program at Emporia State University.

Step One. Apply to the [Graduate School](#) online. Qualifying applicants will receive a letter from the Graduate School stating that they have been accepted for graduate studies as a non-degree seeking student.

Step Two. For admission into RC48 Online graduate program in rehabilitation counseling, applicants submit the following:

- Departmental application form;
- Three completed [reference](#) forms;
- Official undergraduate transcripts; and,
- Current [Graduate Record Exam](#) (GRE) or [Miller Analogies Test](#) (MAT) score no older than five years, or, the date for which you have signed up to take the exam.

Once these materials are received, rehabilitation counseling faculty evaluate applicant files. Based on items such as undergraduate grade point average (GPA), GRE/MAT scores, relevance of the undergraduate degree, corresponding work and volunteer experiences, and feedback as provided from references, applicants are selected for interviews. Interviews may be conducted in person, via telephone, Skype, or other communications technologies.

If selected for interview, applicants are notified by RC48 director Dr. Katrina Miller, and a date is established for interview with a panel of three or more rehabilitation counseling faculty members. This interview is a time for faculty to get to know applicants and learn more about their knowledge and understanding of the profession, their academic and dispositional readiness to perform graduate level work, and their goals for a career in public service. It is also a time for applicants to interview faculty and ask questions about the program.

RC48 Online does not discriminate against applicants, students, faculty, or employees on the bases of race, color, ethnicity, national origin, age, disability, appearance, sex, gender identity, religion, political beliefs, marital status, familial or parental status, sexual orientation, or socioeconomic status. Persons with disabilities, persons of color, and women are encouraged to apply.

Your Academic Adviser

Within a week of interview, applicants are informed of their status. If accepted into the program, Dr. Katrina Miller will serve as academic adviser for the duration of their studies at ESU. As academic adviser, Dr. Miller will provide students with information concerning the program on an ongoing basis via phone, email, and conventional mail; she will enroll students every semester; and she will monitor student progress towards completion of academic and dispositional goals. Dr. Miller is available at 620-341-5231 or kmille12@emporia.edu.

Welcome to RC48 Online!

Congratulations! Based on your demonstrated academic performance, your dispositions during the interview process, and your passion for a career in public service to persons with disabilities (PWD), you have been selected for admission to RC48. We are an online, 48-credit hour Rehabilitation Counseling (RC48) master's degree program at Emporia State University (ESU), designed to train and prepare graduate-level students to provide services to persons with disabilities (PWD). Graduating students enter the workforce as highly competitive Certified Rehabilitation Counselors.

You now join a legacy of over 500 graduates from a distinctive educational program in rehabilitation counseling, established in 1966, the sole program of its kind in Kansas. Educational programming in rehabilitation at ESU has been fully accredited by the [Council on Rehabilitation Education](#) (CORE) since 1973. Your commitment to a career in rehabilitation counseling addresses a critical demand in state, tribal, community, and private rehabilitation settings. From this day forward, you are an ambassador of ESU and the promising profession of rehabilitation counseling.

The RC48 Mission

The mission of RC48 Online is to provide a comprehensive educational program to facilitate the development of highly competent rehabilitation counselors representative of diverse cultural and disability populations, in order to effectively meet pre-employment and employment 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 educational training; follow-up services; and other rehabilitation services that will assist a PWD to reach his or her full potential.

It's Ability, Not Disability, That Counts

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 employment.

To partner with and assist a PWD, 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 PWD. Although other human services and health care providers serve PWD, 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 evolving technologies are creating problems necessitating more

highly skilled professionals to assist persons with physical, behavioral, and mental limitations 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 adults of working age. Today, the need for rehabilitation counseling services extends to children and older persons. Rehabilitation counselors may also provide general and specialized counseling to the non-disabled population in public human service programs.

A major goal for the rehabilitation counselor is to assist a PWD 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 self-sufficiency, economic stability, and life adjustment. In our society, the opportunity and ability to work usually leads individuals to some measure of success and independence. RC48 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.

What We Are...

We are a 48-credit-hour, online masters of science program in the counseling specialty of rehabilitation counseling. Through distance education, students maintain employment and study from home, generally enrolling in 3-9 hours per semester. We aim to expeditiously train and place highly qualified rehabilitation counselors into their local workforces with entry-level skills and national certification. Students enter on a cohort plan. Our program meets CORE accreditation standards and the typical hiring requirements of state, tribal, community, and private vocational rehabilitation entities.

...And What We Are Not

Online training in rehabilitation counseling does not qualify graduates for Kansas state counseling licensure. The Kansas Behavioral Sciences Regulatory Board requires persons seeking counseling and/or addictions counseling licensure to: 1) obtain 60-credit-hour master's degree in counseling; and 2) attend no more than 30 credit hours online. Students who wish to work in mental health and addictions settings in Kansas should inquire about the 60-credit-hour, on-campus masters in clinical counseling with a rehabilitation and/or mental health emphasis.

Student Responsibilities

Throughout the course of study, RC48 students are expected to:

- Sign and file a Degree Contract with the Graduate Office following the first semester;
- Maintain a consistent 3.0 grade point average (GPA; B average) or higher on all RC48 coursework;
- Establish membership in one professional rehabilitation organization at the student rate;
- Establish and maintain a professional networking page on [LinkedIn](#);

- Purchase [professional liability insurance](#) at student rates prior to beginning practicum and internship;
- Complete a 600-clock-hour internship in rehabilitation counseling in their communities;
- One semester prior to the expected graduation date, file an [Intent to Graduate](#) with the ESU Graduate Office;
- During the final semester, register for and take the online Certified Rehabilitation Counselor (CRC), absorbing all associated costs; and, sign a consent to release CRC exam scores to their academic adviser;
- File an Intent-to-Graduate with the Graduate Office during the semester prior to graduation;
- Following graduation, students who make geographical moves and/or changes of employment will promptly provide current contact information to RC48; and,
- Students will faithfully respond to RC48 annual electronic requests for their post-graduation employment data for five years.

The Right Tools

RC48 is an online program; it's important to have the right tools to access and complete assignments in a timely and professional manner. All of your classes are taught using Canvas, an online learning management system (LMS).

Digital Equipment

To complete your coursework, you will need the following equipment:

- Current or updated PC/Mac or laptop
- High-speed Internet connection
- Webcam
- Microphone
- Speakers
- Portable recording device
 - Flipcam
 - iPad or Android Tablet with videorecording capability, or
 - Digital videorecorder

Canvas Requirements

Canvas supports the last two versions of every browser release. We highly recommend updating to the newest version of whatever browser you are using as well as the most up-to-date Flash plug-in. As of May 24, 2014, we support the following desktop browsers and Flash versions:

- Internet Explorer 10, and 11 (note: IE 9 will no longer be supported as of May 24, 2014)
- Chrome 33 and 34
- Safari 6 and 7
- Firefox 28 and 29 (Extended Releases are not supported)
- Flash 10, 11, and 12 (for recording or viewing audio/video and uploading files)
- Respondus Lockdown Browser (supporting the latest system requirements)

Flash is required in several places in Canvas: media recording/streaming and viewing as well as uploading files to a course or an assignment. Other than these features, Flash is not required to use most areas of Canvas. Because mobile devices do not support Flash, your online courses should not be accessed exclusively through your mobile device. However, you may use your mobile device for many features in Canvas.

The Java plug-in is required for screen sharing in Conferences. Please note that some browsers do not support Java. Not all classes will use Conferences, but some will. Please download the latest version of Java when prompted, in order to participate in conferences.

Basic Computing Skills

You'll need a working knowledge of computing, demonstrating the following skills:

- Browsing the web
- Downloading and installing software
- Using anti-virus software
- Checking and sending emails
- Using video, text, and chat software

Word Processing Skills

RC48 faculty and staff use Microsoft WORD to create essential documents and assignments. As a student, you will be required to produce scholarly writings in American Psychological Association (APA) format. You will need to know how to:

- Adjust the margins and make indentations
- Create headers and footers
- Apply text formatting
- Insert figures

If you do not know how to operate the necessary digital equipment or format documents, please schedule some practice and learning time prior to starting RC48. There are many tutorials available online on these topics, and the Help Menus in your software may also be useful. It is strongly suggested that you consider using citation software for writing papers. These programs allow you to collect your data and references, and insert them easily into your assignments. It's important that whichever program you choose can integrate well with your word processing software and web browser. Common citation software, ranging from free to paid, are as follows: EndNote, Zotero, RefWorks, or Mendeley.

Got Accommodations?

The ESU campus has been fully accessible for persons with mobility impairments since 1959. Per the Americans with Disabilities Act, ESU will make reasonable accommodations for students with documented disabilities. Students are encouraged to contact [Dr. Lisken Seader](#), Director of the Office of Disability Services (ODS), as early in the semester as possible to ensure that academic accommodations are implemented in a timely fashion. All communication between students, ODS, and the professor is strictly confidential.

Knowledge, Skills, & Dispositions

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.

Building Knowledge

Rehabilitation counselors provide a range of pre-employment and employment services to individuals who have physical, mental, or emotional disabilities, whether congenital or acquired. In order to develop each student as a counselor and coordinator of rehabilitation services, the RC48 curriculum is based on ten fundamental knowledge areas as defined by the Council on Rehabilitation Education (CORE).

Students are typically admitted into the program in Fall as a cohort, attending on a full-time basis online, remaining in their home communities. During their course of study, students may take up to six (6) elective credits of electives in ethics, pharmacology, disability policy, crisis counseling, counseling with boys and men, issues of returning veterans, and other topics as available.

Course Sequence

Fall I (9)

CE 732 XA Psychosocial Development and Disability (3)

RE 701 XA Foundations of Rehabilitation Counseling (3)

Elective (3)

Spring I (9)

CE 825 XA Counseling Theories (3)

RE 695 XA Employment Issues in Rehabilitation (3)

Elective (3)

February 1st: File Degree Contract

Summer I (3)

CE 830 XA Group Process in Counseling (3)

Fall II (9)

CE 820 XA Career Counseling (3)

ER 752 XA Analysis of Research (3)

RE 692 XA Vocational Information and Assessment (3)

October 1st: File [Practicum Application](#) and obtain [Liability Insurance](#)

Spring II (6)

RE 751 XA Advanced Case Management (3)

RE 855 XA Practicum in Rehabilitation Counseling (3)

May 1st: Submit [application](#) to take the CRC exam: [Category “A”](#)

End of semester: Dispositional Checklist to adviser from practicum supervisor

Summer II (3)

RE 730 XA Medical Aspects of Disability (3)

July 1st: Purchase CRC [interactive practice test](#) and get access code (optional)

July 1st: File [Intent-to-Graduate](#) form

Fall III (9)

RE 899 XA Rehabilitation Counseling Internship (9) 600 hours

Early October: Report to [regional test center](#) to take the CRC

Late November: Adviser receives CRC exam score

End of semester: Dispositional Checklist to adviser from internship supervisor

Mid-December: Commencement

Course Descriptions

All RC48 coursework is aligned to the academic standards set forth by [CORE](#). Every five-to-eight years, the program undergoes a Self-Study and Site Review in order to ensure that instruction for each course is addressing the knowledge base as outlined in the standards. The most recent program Self-Study and Site Review took place during Spring 2014, resulting in a successful recommendation for reaccreditation without conditions.

CE 732 XA Psychosocial Development and Disability

This course focuses on physical, psychological, cognitive, emotional, and social development throughout the lifespan, and the effects of disability on individuals and their families at any developmental stage during the lifespan. Learning, personality, and adjustment theories will be addressed; the nature and needs of humans at all developmental levels and abilities will be examined; using a case study approach, the impact of developmental crises, disability, gender issues, sexual orientation, cultural diversity, addiction, aging, psychopathology, and the environment as it relates to psychosocial development and typical human behavior will be explored.

CE 820 XA Career Counseling

This course provides a comprehensive introduction to career counseling over the lifespan with various types of consumer, including multicultural consumers and people with disabilities. Topics will include: (1) developmental aspects of career decision making from childhood to adulthood, including career-related educational programming; (2) theories, techniques, and instruments for counselors to use in assisting students/consumers with career exploration and development, including computerized assessments and resources; (3) school-to-work transition, job loss, and career transition, (4) career development with diverse populations including people with disabilities, and (5) ethical concerns relating to career counseling.

CE 825 XA Theories of Counseling

This course provides students with an overview of various counseling theories and their applicability to the rehabilitation counseling profession. The application of theory and ethical approaches in dealing with consumer concerns in private practice, public rehabilitation, community services, and postsecondary education settings will be examined. Video examples focused on various counseling techniques are presented weekly, to illustrate how theory may be applied in practice.

CE 830 XA Group Counseling

This course provides an understanding of group dynamics, stages of group development, group leadership styles, group counseling methods and skills, and presents group process theories and methods applicable in all group counseling settings. Specifically, this course is designed to provide experiential techniques and intervention strategies essential for counselors treating mental disorders in therapeutic groups in mental health settings. Part of this course provides students the opportunity to participate in brief counseling groups facilitated by the professor during which techniques and interventions reflecting various group counseling theorists and group processes are implemented.

ER 752 XA Analysis of Research

An introductory graduate level course in research methodology designed to allow the student to function as a knowledgeable consumer of research in his/her field of endeavor.

RE 692 XA Vocational Information & Assessment

An orientation to occupations, occupational information assessment instruments, assessment techniques and information interpretation as utilized in various vocational rehabilitation settings.

Consideration will also be given to various theoretical approaches to vocational planning and the impact of theory in practice.

RE 695 XA Employment Issues

This course explores the factors that influence successful employment of people with disabilities in the current labor market. Emphasis is placed on meeting the needs of both the worker with a disability who is seeking employment and the employer who creates employment opportunities for workers. Students are introduced to business and social forces which shape the labor market and how to use those forces in employment planning with workers with disabilities. Strategies for doing employer development, job development, and job placement in public and proprietary sectors are examined. Students will learn job seeking skills and how to design employment supports for workers with disabilities.

RE 701 XA Foundations of Rehabilitation Counseling

The purpose of this course is to provide students with the foundations of rehabilitation and the rehabilitation counseling profession. The course will introduce students to relevant aspects of rehabilitation history, philosophy, values and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. The course will examine current issues, community resources, services, and the vocational rehabilitation process.

RE 730 XA Medical Aspects of Disability

Provides medical information about disabling conditions and introduces students to medical terminology. Includes knowledge of the etiology, prognosis, methods of treatment, effects of disabling conditions and implications for the rehabilitation professional. Relationships of other health related personnel to medical services and comprehensive rehabilitation are also emphasized.

RE 751 XA Advanced Case Management

This course integrates rehabilitation principles, knowledge, and skills using systematic and sequential planning and management. Topics will include: (1) the goals and models of case management in rehabilitation; (2) consumer interviewing and assessment; (3) planning for appropriate and effective intervention strategies, services and benefits, included in rehabilitation plan; (4) plan implementation, program monitoring, and evaluation; and (5) placement and closure. The course will address key components including effective documentation, process and relationships, health care management, community resources and supports, service delivery, psychosocial interventions, conflict resolution and problem-solving processes, and management techniques. It will focus on facilitating the consumer's quality of life, maximum functioning in the environment of choice, and making desired vocational or employment decisions.

RE 855 XA Practicum in Rehabilitation Counseling

This supervised practicum will assist students to improve their counseling skills through counseling sessions with clients. The course provides opportunities for students to obtain supervised practice in the area of group counseling, as well as experience in preparing case notes, consulting with other professionals, and critiquing audio and video tapes of counseling sessions. Students receive one hour of individual and one and one-half hours of group supervision each week. Liability insurance coverage is required.

RE 899 XA Internship in Rehabilitation Counseling

An opportunity for 600-plus hours of supervised application of theory to practice in a rehabilitation setting under direct supervision of qualified persons in the host agency and the university faculty.

Academic Excellence

Students in RC48 are expected to obtain a grade of B or higher on all required coursework, and to maintain a 3.0 grade point average (GPA) overall. In the event that a student performs below the 3.0 GPA or B-average standard, the academic adviser will contact the student and together, an Academic Plan for Improvement (API) will be developed. Students who do not follow through on an API may be dismissed from the program.

Developing Skills

Students must have direct observation and practical experience with PWD to obtain the RC48 master's degree. Students who have limited educational and work experience with PWD will be encouraged to obtain direct field experience during their first semester in the program. Field experience may be obtained through observation, practicum, and internship.

Observation

The primary purpose of an observation experience is to provide students with minimal to no background in rehabilitation services the opportunity to see the practical application of rehabilitation policy, consumer 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 consumer behaviors and problems. Generally, a student will observe during a rehabilitation counselor's regular working hours, eight hours a day, for an agreed-upon number of days per week to accumulate 30-40 hours of field experience.

Practicum

The practicum experience is designed to provide opportunities for students 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 of working with consumers is an important factor in learning to be an effective rehabilitation counselor. Each student should discuss the practicum experience with the clinical supervisor for practicum early in the academic program. Generally, a student will work with consumers 4-8 hours per week, for an agreed-upon number of weeks. Exceptions to this may be approved by the clinical supervisor for practicum.

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 to work with a small number of consumers and engage in several contacts over a period of time. The clinical supervisor for practicum will review the videoed interviews and counseling sessions, and will directly observe the student's performance.

Students must [apply](#) for a Spring practicum by October 1st. Clinical supervision for practicum experiences is arranged by Dr. Colleen Etzbach, 620-341-5798 or cetzbach@emporia.edu. Students may download the [Practicum Guidelines Handbook](#) for in-depth information on enrolling in practicum, and for student performance and practicum site expectations.

Internship

To qualify for internship, students must receive a final grade of B or higher in practicum, a satisfactory evaluation of dispositions, and approval from their academic adviser. Each prospective intern should discuss and arrange the field experience with his or her faculty adviser at least one semester prior to the start date of internship. Internships operate under the general direction and supervision of an onsite Certified Rehabilitation Counselor (CRC), or co-managed by a university faculty member and a qualified onsite supervisor 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 internship field experience at a state rehabilitation setting 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 placement sites (or obtain approval from their faculty adviser and faculty internship coordinator for alternate arrangements).

Students must submit an internship proposal form for a Spring internship by October 1st. Clinical supervision for internship experiences is arranged by Dr. Michael Richard, 620-341-5852 or mrichar8@emporia.edu. Students may download the [Internship Manual](#) for in-depth information on enrolling in internship, and student performance and internship site expectations.

Use of Technology

RC48 Online adheres to the Commission on Rehabilitation Counselor Certification and the American Counseling Association Codes of Ethics regarding informed consent, consumer confidentiality, and the use of technology in the counseling process. Informed consent is obtained from consumers prior to making practicum and internship videos, which are submitted for the purpose of evaluating skills development of counselor trainees. Videos are encrypted, or scrambled to protect the contents, and uploaded to a secure server at the ESU campus for instructor review and feedback.

Dispositional Readiness

In addition to maintaining academic excellence, students are expected to display dispositional readiness appropriate to a career in rehabilitation counseling. Dispositions refer to prosocial student and professional attitudes and behaviors. Throughout the program, student and

professional dispositions will be observed and evaluated by faculty; site supervisors will evaluate and report to faculty on student dispositions as observed during practicum and internship.

Examples of prosocial student dispositions include: timeliness with coursework, reading weekly materials as assigned, reliability, follow-through on assignments and academic commitments, communicating with faculty about absences and other relevant issues, demonstrating respect for peers, online etiquette, openness to alternate perspectives, enthusiasm for learning, asking for clarification when needed, and a desire for self-improvement.

Examples of prosocial professional dispositions include: maintaining confidentiality, following genuineness, unconditional positive regard for consumers, working in partnership with consumers, upholding consumer choice, use of intuition, working within one's scope of practice, seeking consults as necessary, accepting feedback on performance, multicultural competence, demonstrated commitment to self-awareness, and adherence to primary ethical principles such as: autonomy, fidelity, justice, beneficence, and nonmaleficence.

Students who evidence dispositional concerns will be asked to meet with an academic adviser to review the issues and together, develop a Dispositional Plan for Improvement (DPI). Students who do not evidence a concerted effort and reasonable dispositional change as outlined in the DPI may be dismissed from the program.

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 Retention

All RC48 faculty monitor student performance on an ongoing basis by means of midterm and semester grades, as well as the demonstration of appropriate dispositions as considered essential to developing clinical counseling skills and enhancing personal awareness. At the conclusion of pre-practicum and practicum, clinical and onsite supervisors will evaluate the academic and clinical knowledge, performance, and dispositions of students enrolled in RC48 to determine if satisfactory progress is being made toward a degree.

If faculty determines that a student is not making satisfactory progress, the academic 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. Students are informed of any concerns by Dr. Miller, and together, an Academic Plan for Improvement (API) and/or a Dispositional Plan for Improvement (DPI) is implemented.

Financial Aid

The [Office of Financial Aid and Student Scholarships](#) provides students with assistance in planning and obtaining funding and scholarship opportunities.

Degree Candidacy

After admittance to graduate study with the objective of earning a master's degree in Rehabilitation Counseling at ESU, students must apply for and be admitted to degree candidacy. This typically occurs at the conclusion of students' initial semester, requiring the following:

- File a degree plan in the Graduate Office and the plan for approval by the Graduate Dean; the Chair of Counselor Education; and the Director of RC48;
- Probationary status must be removed before or at the time of admission to degree candidacy;
- The student will have completed at least six hours of course work, including RE 695, RE 701, RE 730, CE 732, or CE 820.
- 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 course.

No more than twelve semester hours of transfer credit may be applied to RC48. Such credit must be from a regionally accredited institution, taught by regular members of 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 Director of RC48, the Chair of the Department of Counselor Education, and the Graduate Dean.

Intent to Graduate

Students are required 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.

Students submit an Intent-to-Graduate form to the ESU Graduate School by November 1st of the semester prior to internship placement. Students may file electronically using the Graduate School's [online form](#).

Exit Requirements

Students successfully completing the academic, dispositional and internship requirements of RC48 are required to take an exit exam in order to proceed to graduation. The exit exam is the [certified rehabilitation counselor exam](#) (CRC); it serves as an indicator of entry-level competence. Students may purchase a [practice test](#) during their second-to-last semester (optional). Students take the certified rehabilitation counselor exam during their final semester of study, making them eligible for the opportunity to graduate with a nationally-recognized credential in rehabilitation counseling.

A representative of the Commission on Rehabilitation Counselor Certification (CRCC) administers the 175-item multiple choice exam via computer at a [testing center](#) in the students' home region (Topeka, Overland Park, or Wichita). Students should budget approximately four

hours to take the exam. Students may request [accommodations](#) as needed. Students will provide written consent for their scores to be released to academic advisers at ESU, for the purpose of tracking student achievements. Students who pass the CRC exam will receive their scores, a certificate, and a wallet card after CRCC has been provided an official transcript from ESU confirming that the rehabilitation counseling degree has been conferred.

Students who do not receive a passing score on the CRC exam may re-take the exam at their own expense. The CRCC offers the exam [once per semester](#).

Professional Organizations

Throughout the RC48 course of study, the importance of professional identity is emphasized. Students are eligible for lower membership rates and are strongly encouraged to join at least one national organization that represents the rehabilitation counseling profession:

- [American Rehabilitation Counseling Association](#) (ARCA)
- [International Association of Rehabilitation Professionals](#) (IARP)
- [National Rehabilitation Association](#) (NRA)
- [National Rehabilitation Counseling Association](#) (NRCA)

Understanding Accreditation, Certification, and Licensure

Accreditation

Accreditation is a type of professional recognition granted to graduate degree programs that have demonstrated specified standards of preparation for master's level students. The rehabilitation counseling program at ESU was first accredited in 1975 and has since maintained its national accreditation from the [Council on Rehabilitation Education](#) (CORE).

Certification

Certification is a form of professional recognition provided to 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).

Licensure

In Kansas, the [Behavioral Sciences Regulatory Board](#) (BSRB) oversees state licensure of professional counselors (LPCs). The BSRB requires that candidates obtain a **60-credit hour** master's degree and that no more than **30 credit hours** are taken online. Graduates of RC48 are **not** eligible for Kansas state counseling licensure; however, they may practice in numerous public, private, and community rehabilitation settings.

RC48 [Directory](#)

Name/Position	Photo	Mailing Address	Phone/Email/Web
James Costello, Ph.D., CRC, LCAC Associate Professor Chair, Department of Counselor Education Director, Rehabilitation Education Programs		1 Kellogg Circle Box 4036-EC Emporia KS 66801 The Earl Center #252-A	620-341-5791 jcostell@emporia.edu www.linkedin.com/pub/jim-costello/25/841/a67
Carleen Dvorak Sr. Administrative Assistant Department of Counselor Education		1 Kellogg Circle Box 4036-EC Emporia KS 66801 The Earl Center #252	620-341-5220 620-341-6200 fax cdvorak@emporia.edu
Katrina R. Miller, Ed.D., CRC, NCC, LPC Professor RC48 Coordinator RC48 Academic Adviser		1 Kellogg Circle Box 4036-EC Emporia KS 66801 The Earl Center #223	620-341-5231 kmille12@emporia.edu www.linkedin.com/millerspace/
Michael Richard, Ph.D., CRC Associate Professor RC48 Internship Supervisor		1 Kellogg Circle Box 4036-EC Emporia KS 66801 The Earl Center #222	620-341-5852 mrichar8@emporia.edu
Damara Paris, Ed.D., CRC Adjunct Professor		1 Kellogg Circle Box 4036-EC Emporia KS 66801 Off-site	620-341-5220 (msg) dparis@emporia.edu

Please LIKE US! at <https://www.facebook.com/pages/Rehabilitation-Counseling-at-Emporia/388641317909847>

Appendix A: Admissions Rating Criteria

Student Name: _____ Date: _____

I. ACADEMIC

		Target	Actual
A.	Undergraduate GPA	3.00 (last 60 hours)	
B.	Graduate GPA (masters, doctorate)	conferred	
C.	GRE or MAT score	GRE 141 / MAT 45	
D.	(3) References, averaged*	1-3	

*3 = 3.0, 2 = 2.0-2.9, 1 = 1.0-1.9, 0 = below 1.0 or "no" response to either direct question

II. BACKGROUND

Please rate candidate materials accordingly: 2=good, 1=acceptable, 0=unacceptable.

A.	Application Letter <i>Writing style and content</i>	2	1	0	_____
B.	Experience <i>Degree, training, award, volunteerism, or employment in counseling, human services, disability, or related</i>	2	1	0	_____
TOTAL _____					

III. INTERVIEW

Please rate candidate materials accordingly: 2=good, 1=acceptable, 0=unacceptable.

A.	Academic Readiness <i>Articulates knowledge of RC roles, career goals, time management, computer literacy, stable and relevant academic and/or employment history</i>	2	1	0	_____
B.	Dispositional Readiness <i>Articulates personal strengths & limitations, compensation strategies, is positive, respectful, receptive, answers prompts, genuine and congruent</i>	2	1	0	_____
TOTAL _____					
TOTAL _____					

Minimum total of 12 quality points on Sections II and III (from 3 raters) if minimum academic not met)

RECOMMENDATION (check one): _____ Admit _____ Admit Conditionally _____ Deny

Signature: _____ Date: _____

Revised 4/23/2012

Appendix B: Degree Contract

Name _____

Degrees: _____

Concentration: Thesis or Non Thesis (circle one)

Courses	Credit Hours	Grade	Substitution
RE701 Foundations of Rehabilitation Counseling	3		
RE732 Psychosocial Development and Disability	3		
RE695 Employment Issues in Rehabilitation	3		
CE825 Counseling Theories	3		
CE830 Group Processes in Counseling	3		
CE820 Career Counseling	3		
ER752 Analysis of Research	3		
RE692 Vocational Information and Assessment	3		
RE751 Advanced Case Management	3		
RE855 Practicum in Rehabilitation Counseling	3		
RE730 Medical Aspects of Disability	3		
RE899 Internship in Rehabilitation Counseling	9		
Electives - 6			
MH734-Interpersonal Counseling Skills Development	2		
MH790 – Professional/Ethical/Legal Issues in Counseling	1		
RE833 – Diagnosis and Treatment of Mental Disorders	3		

Signature of Advisor: _____ Date: _____

Signature of Chair: _____ Date: _____

Signature of Graduate School Dean: _____ Date: _____

Appendix B: Dispositional Standards

1. Commitment to professionalism and ethical standards:
 - a. is punctual and regularly attends classes and keeps appointments.
 - b. maintains positive attitudes during and outside of class
 - c. is honest and trustworthy in communications & interactions with others
 - d. demonstrates ethical behavior
 - e. is open and receptive to change
 - f. willingly goes beyond required assignments
2. Desire to analyze and evaluate concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practice:
 - 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 lifelong learning by participating in professional organizations and by being current with with research in the profession:
 - 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
4. Demonstrates positive regard of all consumer's capabilities:
 - a. demonstrates belief that all consumers can learn/perform at their potential
 - b. makes a positive contribution to the learning of others (consumers/peers)
 - c. understands the role of standards and outcomes
5. Respect for cultural and individual differences by providing equitable services for all:
 - a. is tolerant of, and responsive to, ideas and views of others
 - b. is respectful of and responsive to individual differences
 - c. provides equitable services for all
 - d. considers backgrounds, interests, attitudes of consumers when planning
6. Desire to communicate with family and community members to make them part of the consumer support network whenever possible:
 - a. is sensitive to consumers, their peers, & families from different cultures & with special needs
 - b. encourages interactions in a mutually respectful and friendly manner
7. Commitment to collaboration with other professionals to improve consumer services:
 - a. relates well to peers, faculty, staff, and other professionals
 - b. is willing to share information and ideas with others
 - c. works well with others to develop opportunities for peer & consumer learning
 - d. acts as a consultant with other individuals/systems related to consumers

Appendix C: Academic Plan for Improvement

In the event that a student performs below the 3.0 GPA or B average standard, the academic adviser will contact the student and together, an Academic Plan for Improvement (API) will be developed. Students who do not follow through on an API may be dismissed from the program, at which time they will be obligated to pay back any federal studentship funding received per their original Student Agreements.

1. What led to your academic difficulties and what are your plans for academic success?
2. Do you understand the academic requirements for RC48, skills/performance, academic dispositions, admissions, exit?
3. What impact might academic probation have on your progression?
4. What are appropriate second choice degrees or careers?
5. Do you have a regular student routine? If so, please describe it.

Appendix D: Dispositional Plan for Improvement

Students who evidence dispositional concerns will be asked to meet with an academic adviser to review the issues and together, develop a Dispositional Plan for Improvement (DPI). Students who do not demonstrate a concerted effort and reasonable dispositional change as outlined in the DPI may be dismissed from the program. At such time, students will be obligated to pay back any federal studentship funding received per their original Student Agreements.

1. What led to your dispositional difficulties and what are your plans for dispositional success?
2. Do you understand the dispositional requirements for RC48: academic dispositions, skills/performance dispositions, professional attitudes?
3. What impact might academic probation have on your progression?
4. What are appropriate second choice degrees or careers?
5. Do you have a regular student routine? If so, please describe it.