“Rehabilitation counselors .... demonstrate beliefs, attitudes, knowledge, and skills, to provide competent counseling services and to work collaboratively with diverse groups of individuals, including clients, as well as with programs, institutions, employers, and service delivery systems and provide both direct (e.g., counseling) and indirect (e.g., case review, feasibility evaluation) services." (From the Commission on Rehabilitation Counselor Certification Code of Professional Ethics for Rehabilitation Counselors, 2010)

Hear about the “Art of Rehabilitation Counseling. Listen to link from the Council on Rehabilitation Counseling Certification https://www.youtube.com/watch?v=nCZVNg3dhrU
Rehabilitation Counseling (M.A.)

The RCE program at The University of Alabama is an on-line program. Students admitted into the program must meet criteria for full or conditional admission. Students typically enroll for 9 hours (fall and spring) and 6 hours (summer) and complete the degree program in two calendar years. In addition, students may enroll in 12 hours each semester (fall, spring, and summer) and can anticipate completing degree requirements in four semesters. The RCE program is accredited by the Council on Rehabilitation Education, CORE. Program graduates are eligible for national certification as Certified Rehabilitation Counselors (CRC).

Professional rehabilitation counselors encourage and support persons with disabilities and their families to fully participate in their community by providing individual and group counseling, vocational assessment, case management, advocacy, assistive technology, and consultation services to promote their personal, social, vocational, psychological, independent living, and quality of life goals. The mission of the Rehabilitation Counselor Education (RCE) program at the University of Alabama is to prepare professional rehabilitation counselors who will provide quality rehabilitation counseling services for persons with disabilities from diverse backgrounds and their families.

Objectives

1. To introduce the philosophy and historical tenets of rehabilitation counseling through new literacies of technology and interpersonal communication.

2. To deliver a 21st century, distance-based curriculum of didactic and clinical experiences that encourages active learning and adheres to the Council on Rehabilitation Education (CORE) standards.

3. To prepare qualified rehabilitation counselors to work in both public and private settings located in rural and urban communities to facilitate the needs of all persons with disabilities and their families.

4. To recruit, select, and matriculate rehabilitation counseling graduate students who represent racial and cultural minority groups and individuals with disabilities.

5. To provide our rehabilitation counseling graduate students with the knowledge and skills necessary to develop a philosophical orientation and approach reflective of their commitment to meeting the needs of persons with disabilities and their families, as well as employer and community needs.

6. To foster our university’s mission in advancing the intellectual and social condition of all people by communicating to our rehabilitation graduate counseling students the need for advocacy, community integration, and social responsibility.

7. To prepare our rehabilitation counseling graduate students to become ethical rehabilitation counselors by understanding and following the Code of Professional Ethics for rehabilitation counselors.
8. To promote the involvement of our rehabilitation counseling graduate students in rehabilitation counseling professional associations (e.g., National Rehabilitation Association, National Rehabilitation Counseling Association, American Rehabilitation Counseling Association, National Rehabilitation Counselors and Educators Association) to enhance awareness of professional issues and service that are important to the growth of our field.

**Employment Outlook**


**Required Courses**

(48 Semester Hours)

Effective Fall 2015

While the majority of your course will be offered through the Program in Counselor Education (designated as BCE), some required courses will be offered by affiliated programs. During your academic career, you will enroll in courses in Educational Psychology (designated as BEP) and Educational Research (designated as BER). Students will also take one elective course for 3 hours.

**BCE 512 (Counseling: Theory and Process):** Three hours. Introduction to counseling, counseling theories, the counseling relationship, and an overview of the counseling profession.

**BCE 513 (Career Development):** Three hours. An introduction to career development concepts, labor force information, and other resources needed to help persons with career planning and decision making.

**BCE 514 (Counseling Skills):** Three hours. An experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients.

**BCE 521 (Group: Process and Procedures):** Three hours. Background in group methods, including group guidance, group counseling, and group dynamics.

**BCE 522 (Individual and Group Appraisal):** Three hours. An overview of measurement methods, practice in administration and interpretation of standardized tests, and evaluation of tests and testing programs for counseling and guidance.
BCE 540 (Orientation to Rehabilitation Counseling): Three hours. Philosophical, social, psychological, and legislatives bases of rehabilitation; the nature and scope of the rehabilitation process and the functions of the rehabilitation counselor; and the study of the individual.

BCE 542 (Medical and Psychological Aspects of Disability): Three hours. Orientation to the medical professions and related rehabilitation professions. Survey of body systems, their functions and malfunctions, and the most common diagnostic and treatment procedures. Implications for educational, social, and vocational development.

BCE 545 Vocational Rehabilitation Case Management and Placement: The purpose of this course is to provide the student with information about the total vocational rehabilitation process including follow-up services. Students will learn about the referral process, criteria for services, comprehensive assessment (including medical, psychological, sociological, vocational or work evaluation, etc.), vocational training and placement. Additionally, students will learn about job analysis, job modification, and current placement practices such as supported employment and transitional employment

BER 500 (Introduction to Educational Research): Three hours. An overview of the research process.

BEP 550 (Life Span Development): Three hours. A study of principles and concepts of physical, cognitive, personality, and social development from conception through death.

BCE 546 (Practicum in Rehabilitation Counseling): Three hours. Prerequisite: Permission of the faculty. Supervised experience in rehabilitation counseling

BCE 547 (Internship in Rehabilitation Counseling): Six hours. Prerequisite: Completion of requirements for BCE 546. Supervised field experience in rehabilitation counseling.

BCE 611 (Multicultural Counseling): Three hours. This course is a theoretical and skill development course for counselors and other human helpers to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to evaluate presenting issues brought forward by ethnically and culturally diverse clients. Additionally, this course will examine the related ethical and professional issues of developing multicultural competency.

BCE 633 (Advanced Seminar in Substance Abuse Counseling): Three Hours. Examination of issues involved in counseling individuals with substance abuse and other addictions.

An Elective Course: 3 hours. To be determined in consultation with your advisor.

Electives The following elective courses are available for students. Those wishing to take 60 hours of coursework will work with their academic advisor to identify courses to meet their requirements

BCE 549 (Advanced Internship in Rehabilitation Counseling): 1-6 credits. Prerequisite: Completion of requirements for BCE 547. Supervised field experience in rehabilitation counseling
BCE 618 (Advanced Theories of Counseling): Three hours. Historical and current approaches to individual counseling, and the theories of personality structure and individual behavior from which these approaches are derived. Offered alternate spring semesters.

BCE 626 (Readings in Counseling): Three hours. Prerequisite: Permission of the faculty. Independent study under faculty direction. Offered fall, spring, and summer semesters/terms.

BCE 631 (Consultation, Administration, and Leadership in Counseling): Three hours. Prerequisite: Advanced graduate student status or instructor’s permission. For majors only. An examination of consultation, collaboration, advocacy, administration, and leadership practices for counselors in a variety of practice settings.

BCE 652 (Counseling Strategies for Adult-Child Relationships) Three hours. Prerequisite: BCE 512 or permission of the instructor. Examination of theoretical and applied elements of intervention with discordant relationships between adults and children. Offered summer terms only.

BCE 633 (Advanced Seminar in Counselor Education- Legal, Ethical, and Professional Issues in Counseling): Three Hours. Examination of selected legal, ethical, and professional issues affecting counselors in a variety of service settings.

BCE 633 (Advanced Seminar in Counselor Education- Multicultural Approaches to Helping): Three Hours. This course is a theoretical and skill development course for counselors and other human helpers to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to evaluate presenting issues brought forward by racially, ethnically, and culturally diverse clients. Additionally, this course will examine the related ethical and professional issues of developing multicultural counselling competencies.

SPE 593 (Introduction to Severe Disabilities) Three hours. An intensive study of the background and current perspective on severe disabilities. Emphasis is on developing professional knowledge.

SPE 597 (Transition Methods for Adolescents with Disabilities). Three hours. Focuses on the strategies, methods, curriculum, and measurement for facilitating an effective transition from school to adulthood of adolescents with disabilities.

**Admissions Criteria**

Unconditional admission to the RCE program involves the following elements:

- A completed graduate application (apply at the following website: [http://graduate.ua.edu](http://graduate.ua.edu))
- A statement of goals and purpose in seeking graduate training (to be submitted to the Graduate School when completing the graduate application)
- One Copy of official transcripts from other academic study (to be submitted to the Graduate School)
- Three (3) letters of recommendation from persons who can attest to your potential for success in graduate school. Letters of recommendation should be uploaded through Graduate School Online Application.
• Online interview with faculty-dates and times of interviews will be determined
• An undergraduate grade point average (GPA) of 3.00 or higher (last 60 hours of undergraduate study)
• A score of 300 or higher (verbal and quantitative combined) on the Graduate Record Examination (GRE) or a score of 50th percentile or higher on the Miller Analogies Test (MAT)

You may be eligible to be considered for conditional admission if you do not fully meet the GPA or admission test score requirements. If you do not meet at least one criteria for conditional admission we do not consider you for admission. A decision to admit you conditionally into the RCE program will be based upon a number of factors including the combination of your GPA and admission test scores, your goals, and previous work experience. Students admitted conditionally into the RCE program will be considered for unconditional status if they maintain a “B” average during their first 12 hours of study.

**Admission Deadlines**

Admission decisions are made each semester with priority given to prospective students whose applications are reviewed in November and April. Admission decisions may be made in the summer if openings remain after April admission decisions have been completed. Please attend to the following dates to allow adequate time for your application to be reviewed:

• October 15 for Spring: Priority deadline for applications to be completed with Graduate School
• March 15 for Summer: Priority deadline for applications materials to be completed with Graduate School
• May 15 for Fall: Priority deadline for applications to be completed with Graduate School

**Advising**

Upon acceptance into the RCE program, you will be assigned an advisor. You will receive a letter from the Program in Counselor Education letting you know that you have been admitted and providing you with your advisor’s name and contact information. It is important to plan all aspects of your program of study with your academic advisor; therefore, it is important that you contact your advisor prior to enrolling in any classes.
# Academic Calendar: 2016-2017

## Rehabilitation Counselor Education (M.A.)

### *FALL 2016*

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>October 7</td>
<td>Master’s Portfolios Due (4:00 p.m. CST)</td>
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<tr>
<td>October 15</td>
<td>Priority deadline for applications for Spring 2017 admission to be completed with Graduate School</td>
</tr>
<tr>
<td>November 4</td>
<td>Admission Decisions Spring 2017</td>
</tr>
<tr>
<td>November 11</td>
<td>Master’s Comprehensive Exam (12:01 a.m. to 11:59 p.m. CST). Site to be arranged individually</td>
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<tr>
<td>December 1</td>
<td>Student Evaluation</td>
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### *SPRING 2017*

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<tr>
<td>February 17</td>
<td>Master’s Portfolios Due (4:00 p.m. CST)</td>
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<tr>
<td>March 1</td>
<td>Graduate Assistant Application’s Due</td>
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<tr>
<td>March 7</td>
<td>Graduate Assistant decisions for 2017-2018</td>
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<tr>
<td>March 15</td>
<td>Priority deadline for applications for Summer 2017 admission to be completed with Graduate School</td>
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<tr>
<td>March 17</td>
<td>Master’s Comprehensive Exam (12:01 a.m. to 11:59 p.m. CST). Site to be arranged individually</td>
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<tr>
<td>April 7</td>
<td>Admission Decisions Summer 2017</td>
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<td>April 25</td>
<td>Student Evaluation</td>
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### *SUMMER 2017*

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<tr>
<td>May 15</td>
<td>Priority deadline for applications for Fall 2017 semester to be completed with Graduate School</td>
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<tr>
<td>June 9</td>
<td>Admission Decisions Fall 2017</td>
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<tr>
<td>June 16</td>
<td>Master’s Portfolios Due</td>
</tr>
<tr>
<td>July 14</td>
<td>Master’s Comprehensive Exam (12:01 a.m. to 11:59 p.m. CST). Site to be arranged individually</td>
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*See the University of Alabama Graduate School website (graduate.ua.edu) for important deadlines. Also, important University dates are found on the Academic Calendar (mybama.ua.edu).*

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**Clinical Training/Field Experiences**
The overarching goal of clinical training and field experiences is for you to develop the counseling and related skills for entry-level employment as a rehabilitation counselor. Clinical training and field experiences follow a three course sequence: (1) Counseling Skills, (2) Practicum in Rehabilitation Counseling, and (3) Internship in Rehabilitation Counseling.

The RCE program requires that you complete a 100 hour practicum and a 600 hour internship. The internship may be completed in the final semester of study or over the last two semesters of study. Both the practicum and internship must be completed in a setting providing rehabilitation counseling services for persons with physical, cognitive, psychiatric, and/or substance abuse disabilities.

Field experiences are to be completed under the supervision of an agency supervisor as well as a university faculty member. Students are expected to begin planning for their field experiences early in the program and must have the field experience site approved by the academic advisor in the semester before either field experience is to be started.

**Counseling Skills Course**

The purpose of the counseling skills class is for you to develop and demonstrate micro-counseling skills (e.g., empathy, active listening, open-ended questioning, clarification, probing). This class is a combination of didactic lectures and videotaped role plays. Each student will submit videotapes demonstrating the acquisition of micro-counseling skills, with the final videotape demonstrating integration of the micro-skills. Video recording may be accomplished by recording with Apple iPad2 cameras, personal digital video cameras, HD webcams, and camcorders. Individual feedback is provided to students.

**Practicum in Rehabilitation Counseling**

The practicum follows successful completion of requirements for the counseling skills course. The purpose of the practicum is to provide students with exposure to the work of rehabilitation counselors in an agency providing services for persons with disabilities. As part of the practicum experience, students are expected to demonstrate basic counseling and related skills appropriate for the practicum setting. Basic learning objectives of the practicum are provided below. Be sure to review the “Practicum Manual” for more detailed information about the practicum.

- To understand the roles, services, and processes of an agency providing rehabilitation counseling and related services to persons with disabilities.
- To become familiar with the roles and responsibilities of counselors working in the agency.
- To demonstrate counseling and related skills appropriate for the pre-internship student.
- To apply evaluative feedback about strengths and weaknesses as a rehabilitation counselor in training.
- To demonstrate understanding of rehabilitation ethical standards and ethical practice.

**Appropriate Settings for the Practicum**
The following are examples of appropriate settings in which students may complete the practicum experience. Students are responsible for arranging the practicum with the assistance of his or her advisor.

- State-Federal Vocational Rehabilitation Agencies
- Community Rehabilitation Programs
- Community Mental Health Centers
- Veteran’s Administration Vocational Rehabilitation Programs
- Developmental Disabilities Programs
- Mental Health/Mental Retardation Facilities
- University Disability Support Services Offices
- Transition from School to Work Program
- Substance Abuse Treatment Program

**Basic Requirements of the Practicum**

A requirement of 100 hours of clinical experience in an approved agency setting, with 40 hours of direct service provided to persons with disabilities must be completed for the practicum. Student may participate in no more than 20 hours a week of work at the practicum site. The following requirements must also be met for the practicum:

- Participation in on-going supervision by a site supervisor who has a master’s degree in rehabilitation counseling or a closely related field and two years of experience in an agency setting.
- Participation in 1 hour of weekly individual supervision provided by the university practicum supervisor.
- Participation in 1 ½ hours of weekly group supervision/interaction provided by the university practicum supervisor.
- Submission of videotaped counseling interviews (may be role play) appropriate to the practicum setting and demonstrating basic rehabilitation counseling skills.
- Completion of a mid-practicum self-evaluation by the student and a final practicum self-evaluation by the student.
- Completion of a mid-practicum evaluation of the student by the site supervisor and a final evaluation of the student by the site supervisor.

**Planning for Practicum**

The following are the best practices in preparing for your practicum experience. It is important to submit an application for practicum form following deadlines found in the Practicum Manual, identify and request approval for practicum site, complete practicum agreement and practicum student contact information form, and begin practicum experience.

**Basic Student Responsibilities**
The following are the student responsibilities for participating in practicum: (a) Complete work at the practicum site as scheduled, (b) Participate in on-going supervision provided by the practicum site supervisor, (c) Submit videotaped counseling interviews, (d) Participate in weekly individual and group supervision with university supervisor, and (e) Complete and submit all required forms including practicum time log, mid-practicum self-evaluation, and final practicum self-evaluation.

**Basic Agency Responsibilities**

The following are the agency responsibilities during your practicum field experience: (a) Assign a site supervisor who meets minimum education and experience requirements, (b) Provide on-going supervision during practicum experience, (c) Maintain direct and periodic communication (3 times over practicum experience) with university supervisor, (d) Complete a mid-practicum evaluation of the student, and (e) Complete a final evaluation of the student.

**Basic University Supervisor Responsibilities**

The following are the university supervisor responsibilities during your practicum field experience: (a) Provide weekly individual and group supervision/interaction, (b) Maintain direct and periodic communication with site supervisor for progress review, (c) evaluate videotaped counseling interviews and provide feedback, and (d) Assign final grade for the practicum.

**Internship in Rehabilitation Counseling**

The purpose of the internship in rehabilitation counseling is to enhance students' skills in an advanced clinical setting to make the transition from student to professional rehabilitation counselor. Basic learning objectives of the internship are provided below. Be sure to review the “Internship Manual” for more detailed information about the internship.

- To demonstrate skills for entry-level employment in the internship agency setting.
- To demonstrate understanding of the roles and functions of counselors working in the internship agency setting.
- To gain experience working with a variety of disability conditions.
- To perform work duties and responsibilities in compliance with the Code of Ethics of Certified Rehabilitation Counselors.

**Appropriate Settings for the Internship**

The following are examples of appropriate settings in which students may complete the internship experience. Students are responsible for arranging the internship with the assistance of his or her advisor.

- State-Federal Vocational Rehabilitation Agencies
- Community rehabilitation Programs
- Community Mental Health Centers
- Veteran’s Administration Vocational Rehabilitation Programs
- Developmental Disabilities Programs
- Mental Health/Mental Retardation Facilities
- University Disability Support Services Offices
- Transition from School to Work Program
- Substance Abuse Treatment Programs

**Basic Requirements for the Internship**

A requirement of 600 hours of clinical experience must be completed for the internship. The 600 hours may be completed as a 40 hour a week experience in 15 weeks or it may be split across two semesters. As part of the 600 hours, a student must provide 240 hours of direct service to persons with disabilities. The following must also be completed for the internship.

- Participation in an average of one hour a week of individual supervision provided by site supervisor. Site supervisor must have a master’s degree in rehabilitation counseling or a closely related field and must have two years of experience in an agency setting. Status as a Certified Rehabilitation Counselor (CRC) is preferred.
- Participation in one hour of weekly university supervision or 1 ½ hours of group supervision provided by University internship supervisor.
- Submission of weekly progress reviews/summaries to university supervisor.
- Completion of mid-internship self-evaluation and final self-evaluation by student.
- Completion of mid-internship evaluation and final evaluation by site supervisor.

**Planning For Internship**

The following are the best practices in preparing for your internship experience. It is important to submit application for internship form following deadlines in the “Internship Manual”, identify and request approval for the internship site, complete internship agreement and intern student contact information form, and to begin internship.

**Basic Student Responsibilities**

The following are the student responsibilities for participating in internship: (a) Complete work at internship site as specified in Internship Agreement, (b) Participate in weekly individual site supervision, (c) Participate in weekly university supervision by Skype if site supervisor is not a CRC, and (d) Complete and submit all required forms including weekly progress reviews/summaries/time log, mid-internship self-evaluation, and final self-evaluation.

**Basic Agency Responsibilities**

The following are the agency responsibilities during your internship field experience: (a) Assign a site supervisor who meets minimum education and experience requirements, (b) Provide intern with an orientation to the agency, (c) Provide an average of one hour of weekly individual supervision, (d) Expose intern to the range of services provided by the agency, (d) Provide intern with opportunities to perform multiple functions in the agency, depending on the focus of the agency, (e) Communicate at least three times with the university supervisor for progress review,
(f) Complete a mid-internship evaluation of the student and (g) Complete a final evaluation of the student.

**Basic University Supervisor Responsibilities**

The following are the university supervisor responsibilities during your internship field experience: (a) Maintain direct and periodic communication (at least 3 times a semester) with the site supervisor, (b) Provide one hour of weekly individual supervision or 1 ½ hours of group supervision, (c) Be available for consultation with both site supervisor and intern, and (d) Assign a final grade for the internship.

***The clinical skills training and field experience discussed provide a brief overview. Please review the “Practicum Manual” and the “Internship Manual” for more detailed information about practicum and internship requirements and expectations.

**Comprehensive Examination: Rehabilitation Counseling** (Revised 3/21/2013)

The objective portion of the examination will be given online. Each student will work with the examination coordinator to identify a proctor for the examination. The objective portion of the comprehensive examination consists of 200 multiple-choice items. Questions are taken from courses required for the degree. This includes questions from the research and the Life Span Development courses. Students must achieve a score of 70% or higher on the objective section in order to pass this section.

Typically, you are provided **three hours** for completing the objective section of the master’s comprehensive examination. Dates and times for the objective examination are posted on the Rehabilitation Counseling webpage at the beginning of each academic year.

For students who do not achieve a score of 70% or higher, the objective section (multiple choice exam) may only be retaken in the following semester or a semester other than the first administration. Students who do not pass the objective portion of the comprehensive exam at the second administration are dismissed from the program; this is a Graduate School policy.

In the event that you require an accommodation beyond the typical examination conditions/stipulates, you should submit such a request **in writing** to your advisor by no less than one (1) working week prior to the examination date. You are encouraged to be familiar with regulations affecting comprehensive examinations published in the University of Alabama Graduate Catalog or contact the Graduate School for further information.

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**Content areas for objective portion of comprehensive exam**
Foundations
(Content Areas)

Counseling Theorists and their Theories
Counseling Skills and the Helping Relationship
Group Work
Career Theorists and their Theories
Career Development Process and Career Counseling
Research Designs and Methods
Individual and Group Appraisal
Life Span Development

Program Emphasis-Rehabilitation Counseling
(Content Areas)

Societal Attitudes and Disability
Models of Disability
Legislative History of Rehabilitation Counseling
Policies and Laws Affecting Persons with Disabilities
Roles and Functions of Rehabilitation Counselors
The Vocational Rehabilitation Process
Principles of Case Management
Assessment in Vocational Rehabilitation
Medical and Psychological Evaluations
Job Development and Placement
Resources for Occupational and Labor Market Information
Job Analysis
Job Modification and Reasonable Accommodations
Federal Employment Incentives
Supported Employment
Work Adjustment
Assistive Technology
Independent Living
Advocacy
Rehabilitation Ethics and Ethical Decision Making
Medical Aspects and Psychological Aspects of Disability
Health and Wellness
Adjustment to Disability
Multicultural Issues and Disability
Disability Management
Private-for-Profit Rehabilitation

Portfolio Presentation
You will be required to submit the following materials in a portfolio for grading. The materials may be those selected from classes or especially prepared for the portfolio. All work must be free of any grading marks. You will be expected to have the material typed and designated/labeled.

Resume

Your resume must include previous work experience, educational experiences, professional activities/memberships, and honors. You may or may not have all of these; however, you should provide as much information as possible. Remember your resume is your professional summary and it is a vital element of your image to both peers and the public (it’s also the most essential item to provide as you pursue employment opportunities).

Personal Theory Paper

The personal theory paper allows a student to demonstrate their understanding of various theoretical perspectives on the helping process with their applied experiences. This document is intended to be declarative (i.e., portraying your personal perspective) rather than comparative (i.e., selecting various theoretical models and comparing them against one another). In essence, this activity is an opportunity for you to articulate what you have learned and what you attempt to accomplish in your counseling efforts. Your personal theory paper will present your integration of training and experience through a description of the following:

A Brief Description of Your Theory

Key concepts to include:

- View of human nature
- Structure/development of personality
- Philosophical orientation
- Client’s experience in therapy
- Relationship between client and therapist
- The Therapeutic Process

Student Selection

Your selection may be a paper, project, or presentation that you believe represents your best work in your area of study and preparation. You should remember that this is your opportunity to be creative with your representation of your professional skills and knowledge.

PROFESSIONAL INVOLVEMENT
Rehabilitation counseling students are encouraged to become professionally involved by joining professional associations. Such memberships will encourage ongoing learning opportunities to introduce students to the rehabilitation counseling profession and to expose rehabilitation counseling students to professional issues and leaders and workers in the field of rehabilitation counseling. The following are links to professional associations which offer student discounts for membership:

**National Rehabilitation Association**

**National Rehabilitation Counseling Association**

**American Rehabilitation Counseling Association**

**Rehabilitation Counselors and Counselor Educators Association**

**American Counseling Association**
[http://www.counseling.org/](http://www.counseling.org/)

**PROFESSIONAL CODE OF ETHICS**

“Rehabilitation counselors provide services within the Scope of Practice for Rehabilitation Counseling. They demonstrate beliefs, attitudes, knowledge, and skills, to provide competent counseling services and to work collaboratively with diverse groups of individuals, including clients, as well as with programs, institutions, employers, and service delivery systems and provide both direct (e.g., counseling) and indirect (e.g., case review, feasibility evaluation) services. Regardless of the specific tasks, work settings, or technology used, rehabilitation counselors demonstrate adherence to ethical standards and ensure the standards are vigorously enforced. The Code of Professional Ethics for Rehabilitation Counselors, henceforth referred to as the Code, is designed to provide guidance for the ethical practice of rehabilitation counselors” (CRCC, 2010, p.1). Rehabilitation counseling students are required to be familiar with and adhere to the Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics throughout their professional training and practice as a Rehabilitation Counselor.


**Master's Degree Forms and Policies: Rehabilitation Counseling**
The following forms are required for all master’s degrees in the Program in Counselor Education Rehabilitation Counseling:

- Student Data Form
- Selection, Orientation, and Retention Policy for all Degree-Seeking Students
- Related Academic Policies and Expectations Program in Counselor Education
- Applicant Assessment of Technological Competencies (Required)
- Faculty Review Student Performance Form
- Student Evaluation Action Form
- Endorsement Policy for Program Students and Graduates
- Conceptual Base and Progressive Distinctions: Rehabilitation Counseling
- Program Planning Record - Rehabilitation Counseling
- Site Supervisor’s Guide to Internships in Rehabilitation Counseling
- Dean’s Policy on Student Complaints
Student Data Form
Counselor Education Program
University of Alabama
Box 870231
Tuscaloosa, Alabama 35487-0231
Phone Number (205) 348-5174

Name:____________________________ Date: ______________________
Address:________________________ CWID#: ______________________
____________________________ Phone #: ______________________
Permanent Mailing Address: ______________________________________

Permanent E-mail Address: ______________________________________

Current Program: ______________________________________________
Undergraduate Major:________________________ Minor: ______________
College or University: __________________________________________
Date of Graduation:________________________ Certification: __________
Other Graduate Study; College or University: ______________________
Major:____________________________ Credit Hours: ______________
Degree:__________________________ Date of Graduation: __________

Professional Work Experience(s): (Most recent first)

1. Dates:______ to ________ Employer:____________________________
   Position:____________________________________________________

2. Dates:______ to ________ Employer:____________________________
   Position:____________________________________________________

3. Dates:______ to ________ Employer:____________________________
   Position:____________________________________________________

Current Career Plans: ____________________________________________
Selection, Orientation and Retention Policy
Degree-Seeking Students, Counselor Education

1) All applications for admission to programs in Counselor Education will come from the Graduate School to the Program Chairperson.

2) The Program Chairperson will present all applications to the faculty in regular staff meetings for purposes of discussion and appropriate action. Candidates may be requested to come in for an interview prior to any decision being made on their admission.

3) Letters advising applicants of acceptance should include:
   a. The name of the student’s advisor.
   b. A student data form with instructions to complete it and bring it to the student’s initial interview with his/her advisor.
   c. Instructions directing the students to contact his/her advisor for an interview near the time he/she intends to actively pursue course work.
   d. Information advising the student that his/her progress will be reviewed by the faculty on completion of 6-12 semester hours of coursework with special reference to his/her suitability for working with others in a counseling relationship.

4) Initial interview between advisor and advisee will be committed to becoming acquainted, and with advisor’s orienting the advisee to the program curriculum, procedures and requirements, and completing appropriate data and course outline forms for the student’s folder and for the student.

5) One staff meeting near the end of each semester (and others, if necessary) will be devoted to reviewing the performance of students about whom any faculty member(s) has/have developed serious concerns. After discussion of pertinent materials and observations, the faculty shall conclude for each student identified that:

   a. The difficulty is not a sufficient severity to warrant any action other than continued monitoring;

   b. The student will be informed of the faculty concern in a conference with the program chairperson and the advisor (or at least one other faculty member), and a plan for relieving the difficulty will developed and agreed upon, with some probationary time limits set; or

   c. The faculty will recommend to the Department Head that the student be dropped from the program.
UNIFORM SYLLABUS POLICIES  
(Revised for Fall 2014)

The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

Student Accommodations

It is the policy of the College of Education and the Program in Counselor Education to make reasonable accommodations for qualified individuals with disabilities. Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

LiveText Submissions for CACREP Accredited Tracks (CMHC, SC, Doctoral):

Beginning in Summer 2014, students in the Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision (Doctoral) tracks will have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) purchase a LiveText membership, (2) turn in all assignments as directed by faculty, per course syllabi; and, (3) upload assignments from CACREP-affiliated courses into LiveText - the data management system used to track all CACREP Standards - by the date designated by faculty. Failure to submit assignments to faculty will lead to a grade of “incomplete” for the student’s final grade.


Academic Misconduct/Ethical Violations

All acts of dishonesty in any work for any course will constitute academic misconduct. In this regard, the Academic Misconduct Disciplinary Policy noted in the Student Handbook and the University Faculty Handbook will be followed in the event of any acts of academic misconduct. The Code of Ethics and the Standards of Practice of the American Counseling Association or the Code of Ethics for Certified Rehabilitation Counselors shall serve as the guidelines for determining ethical conduct and propriety for both students and instructors involved with any program activity.

Plagiarism

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own work. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the University. For more information, see http://facultysenate.ua.edu/handbood/append-c.html.
Computer Literacy

Each student in Counselor Education is expected to develop computer literacy in the areas of word processing, data analysis, and literature searches. These skills are both appropriate and necessary for practitioners in any counseling environment, particularly during their graduate preparation. Specific courses and instruction in the usage of computers is not provided directly in Counselor Education. Students are encouraged to purchase their own personal computers or to use the College of Education Computer Laboratories located on the second or third floors of Graves Hall. Additionally, the Research Assistance Laboratory located on the third floor of Carmichael Hall provides guidance in the use of computer technology in data entry and analysis. Access to mainframe or other user services is available upon request through the College of Education Computer Laboratories via written verification of enrollment by the Department Head. Undergraduate and graduate courses in Computer Technology are also available and should be considered as students seek to develop their skills in the use of electronic media. Students are encouraged to utilize these opportunities in the pursuit of their graduate studies.

Other Policies and Expectations

All students should seek assistance from their course instructor, their academic advisor, or the Department Head for concerns related to academic policies and expectations. Students seeking degrees in Counselor Education should review the Student Handbook as well as related policies contained in the program website (http://education.ua.edu/psych/counselor/index.html). All students should consult the Graduate Catalog under which they were admitted for additional policies and expectations for graduate study.

The Code of Academic Conduct

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

The Code of Student Conduct

The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation harassment, hazing, possession of controlled substances, possession of alcoholic beverages. Please avoid particularly disruptive or annoying behaviors. Turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones, smart phones, and pagers. Do not engage in text messaging during class time.
Use of Plagiarism Detection Software

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

Severe Weather Protocol

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7. WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check http://www.wvua7.com/stormwatch.html for details.

- The vision of the College of Education (COE) at The
University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

- **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
- **ACT** to develop the full potential of all learners to be excellent professionals in their field; and
- **LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.
**Applicant Assessment of Technological Competencies (Required)**

As a component of our application process, all prospective students are required to complete the accompanying survey. Please indicate below if you can perform the following computing and technological tasks:

Yes  No  1. I can use word processing programs such as Microsoft Word or Open Office to create scholarly work, as well as attach, open, and save electronic documents received or sent by email.

Yes  No  2. I use an Internet browser other than Microsoft Internet Explorer or Firefox.

Yes  No  3. I can conduct Internet research and understand how to check whether or not the validity of the data and information is credible for scholarly work.

Yes  No  4. I understand online etiquette and its importance for creating a positive online classroom experience.

Yes  No  5. I can communicate with others on the Internet through social networks and video software such as Skype.

Yes  No  6. I have an email address from which I may communicate with program faculty. List your Email Address: ____________________________

Yes  No  7. I can assemble and create presentations using PowerPoint or similar software.

Yes  No  8. I understand how to use applications and web services on cloud computing programs such as Google Apps and Mac Apps.

Yes  No  9. I can use applications such as Microsoft Access and Microsoft Excel to analyze, organize, and store data.

Yes  No  10. I can use statistical programs such as SPSS/SAS to analyze data.

Please return the completed assessment as an e-mail attachment to the administrative assistant for the program or mail to: Program in Counselor Education, Box 870231, The University of Alabama, Tuscaloosa, AL 35487-0231. For further information on technology support, please visit The University of Alabama's Office of Information Technology: [http://oit.ua.edu/oit/services/it-service-desk/](http://oit.ua.edu/oit/services/it-service-desk/)

Student’s Signature:_________________________ CWID #: _____________ Date: ______________
Faculty Review of Student Performance  
Program in Counselor Education

Name: ___________________________  CWID #: ______________________
Advisor: ___________________________  Program: ______________________
   _____MA   _____Ed.S.   _____Ph.D.  Date: __________________________

**Purposes of This Recommendation**

1) To take a professional and personal inventory of the student’s strengths and weaknesses as exhibited in relationship to progress in the Program in Counselor Education.

2) To monitor student’s progress and acceptance in the professional sequence.

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Strength</th>
<th>Concern</th>
<th>No</th>
<th>N/</th>
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<tbody>
<tr>
<td>Completion of Assignments</td>
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<td>Class Participation</td>
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<td>Quality of Work</td>
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<td>Attitude</td>
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<td>Attendance</td>
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<tr>
<td>Punctuality</td>
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</table>

<table>
<thead>
<tr>
<th>Clinical Skills</th>
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<tbody>
<tr>
<td>Basic Attending Skills</td>
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<tr>
<td>Intentionality</td>
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<tr>
<td>Case Conceptualization</td>
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<tr>
<td>Treatment Outcomes</td>
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<tr>
<td>Accountability/Record Keeping</td>
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<tr>
<td>Use of Appropriate Counseling Techniques</td>
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<thead>
<tr>
<th>Ethical and Professional</th>
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<tbody>
<tr>
<td>Ethical Conduct</td>
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<tr>
<td>Professional Conduct</td>
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</table>

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
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<tbody>
<tr>
<td>Stability</td>
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<tr>
<td>Maturity</td>
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<tr>
<td>Respect</td>
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<tr>
<td>Motivation</td>
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<tr>
<td>Peer Relationship</td>
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<tr>
<td>Reaction to Criticism</td>
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</table>

| Comply with COE dispositions     |          |         |    |    |

Comments:

Recommend _________  Provisional Recommendation _____  Recommendation ________  Do not recommend
College of Education Dispositions Rubric

Please rate the candidate by marking an X in the appropriate box according to the following scale. Please carefully consider each explanation. Please include a composite score for all four dispositions.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptor</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Advanced</td>
<td>To receive a “4” the candidate must demonstrate <em>advanced</em> knowledge, skills, and practices. The candidate exceeds the expectations set by the unit’s identified criteria.</td>
</tr>
<tr>
<td>3</td>
<td>Target</td>
<td>The candidate demonstrates <em>target</em> knowledge, skills, and practices expected of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this disposition is consistent with that which meets the unit’s identified criteria.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>The candidate demonstrates <em>developing</em> knowledge, skills, and practices expected of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this disposition is consistent with initial understanding and/or performance in this area.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>The candidate demonstrates <em>unacceptable</em> knowledge, skills, and practices of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.</td>
</tr>
<tr>
<td>Disposition (Maximum Score = 16)</td>
<td>Advanced (4)</td>
<td>Target (3)</td>
</tr>
<tr>
<td>----------------------------------</td>
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<tr>
<td><strong>The candidate demonstrates a commitment to diversity</strong></td>
<td></td>
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<tr>
<td>Such as:</td>
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<tr>
<td>• Adapts strategies to students’ life experiences, responses, ideas, or needs in order to facilitate their critical thinking, independent problem solving, or performance capabilities.</td>
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<tr>
<td>• Demonstrates democratic, just practices with respect to diversity through culturally responsive practices.</td>
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<tr>
<td>• Uses effective communication skills or appropriate technologies necessary to serve all students.</td>
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<tr>
<td><strong>The candidate practices behaviors that are consistent with the ideals of fairness/equity</strong></td>
<td></td>
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<tr>
<td>Such as:</td>
<td></td>
<td></td>
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<tr>
<td>• Adopts strategies that use all students’ unique prior knowledge, life experiences, and interests as part of the context for educational practices that advance ideals of equity.</td>
<td></td>
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<tr>
<td>• Uses methods that demonstrate that all students can learn.</td>
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<tr>
<td>• Creates environments that are safe spaces for open discussions about fairness, provide equitable learning opportunities, and foster student motivation.</td>
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<tr>
<td><strong>The candidate fosters a culture of collaboration</strong></td>
<td></td>
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<tr>
<td>Such as:</td>
<td></td>
<td></td>
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<tr>
<td>• Demonstrates collaborative practices with students, schools, families, colleagues, or communities.</td>
<td></td>
<td></td>
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<tr>
<td>• Recognizes the importance of local, regional, and global partnerships.</td>
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<tr>
<td>• Incorporates a wide variety of resources in the school, family, or community to facilitate student learning.</td>
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<tr>
<td><strong>The candidate exhibits a reflective stance for professional practice</strong></td>
<td></td>
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<tr>
<td>Such as:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exhibits a commitment to planning, reflecting, assessing, or learning as on-going processes.</td>
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<td></td>
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<tr>
<td>• Practices standards of professional and ethical behavior or decision making.</td>
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<tr>
<td>• Adopts a wide array of resources to promote critical reflection.</td>
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<tr>
<td>• Seeks avenues for lifelong learning, evidenced by engagement in professional learning communities.</td>
<td></td>
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<tr>
<td><strong>Composite Score (sum of all four columns):</strong></td>
<td></td>
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</tbody>
</table>
Student Performance Action Form

This document serves as a supplement to the Student Performance Form completed each semester by the faculty in Counselor Education. Specifically, the Action Form provides a vehicle to document discussions of observed strengths in student performance as well as any corrective measures intended for arrears of faculty concern in a student's performance. The Action Form reflects a formal, participatory activity and dialogue designed to assist in the student's successful matriculation into their chosen area of counseling. The procedural elements of this activity are noted in the following listing.

1. Review of Student Evaluation Form

2. Suggested Corrective Actions (specify)
   A.
   B.
   C.

3. Required Corrective Actions (specify)
   C.
   B.
   A.

Acknowledgement

By our signatures, we verify our discussion and agreement concerning the elements of the student Evaluation Action Form.

Student ___________________________ Date ____________

Advisor ___________________________ Date ____________
Endorsement Policy for Students & Graduates
Counselor Education Program

In order to sustain the highest levels of ethical propriety and professionalism in representing the program in Counselor Education, a formal endorsement policy serves to guide faculty representation of competence and preparing for students and graduates. As a matter of policy, faculty will endorse students and graduates for those positions/opportunities as a professional nature of which they have received adequate, formal academic training. Specifically, students pursuing professional opportunities will only be endorsed relative to the status of their academic preparation (e.g., Practicum students will be endorsed as having completed academic training only to that point their preparing program, etc.). In this regard, students seeking volunteer or paid positions will not be endorsed as competent graduates of the Program in Counselor Education. For graduates seeking endorsement relative to professional opportunities, faculty will only endorse their preparation and competence relative to their specific training and areas of skill (e.g., School Counseling graduates will be endorsed for school-related professional opportunities, etc.). Methods of endorsement will include but not be restricted to written/verbal recommendations and commentary solicited and approved by graduates seeking professional employment, professional certification/licensure status, or related positions of opportunities.

Adopted: 09/1995; Reaffirmed: 11/2010
## Conceptual Base and Progressive Distinctions: Rehabilitation Counseling

<table>
<thead>
<tr>
<th>Course</th>
<th>Theoretical Base</th>
<th>Application</th>
<th>Supervision/Roll</th>
<th>Art/Science</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512 (RC)</td>
<td>Classical Theorist; Speculative personal theory</td>
<td>Theoretical</td>
<td>None</td>
<td>Art</td>
<td>&quot;0&quot;</td>
</tr>
<tr>
<td>BCE 514 (RC)</td>
<td>Egan</td>
<td>Theoretical/Applied</td>
<td>Minimal; T-S</td>
<td>Science</td>
<td>&quot;0-1&quot;</td>
</tr>
<tr>
<td>BCE 546 (RC)</td>
<td>Synthesis; Emergent personal theory</td>
<td>Applied/Theoretical</td>
<td>Close; T-S, C-C, Co-Co</td>
<td>Art &amp; Science</td>
<td>&quot;1-2&quot;</td>
</tr>
<tr>
<td>BCE 547 (RC)</td>
<td>Established personal theory</td>
<td>Applied</td>
<td>Minimal: Co-CO</td>
<td>Art</td>
<td>&quot;2-3&quot;</td>
</tr>
</tbody>
</table>

**Key:**
- T-S = Teacher-Student
- C-C = Counselor-Client
- Co-Co = Colleague-Colleague

CMHC = Clinical Mental Health Counseling
RH = Rehabilitation Counseling
SC = School Counseling
The Rehabilitation Counselor Education Program is a 48 semester hour sequence, including 6 semester hours of internship. Program revised: Spring 2013; Effective: Fall 2013.

Student Name: ___________________________ Student Number: ___________________________

Faculty Advisor: _________________________

<table>
<thead>
<tr>
<th>REQUIRED COURSES (48 semester hours)</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512 Counseling: Theory and Process</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 513 Career Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 514 Counseling Skills</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 521 Group: Process and Procedures</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 522 Individual and Group Appraisal</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 540 Orientation to Rehabilitation Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 542 Medical and Psychological Aspects of Disability</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 545 Vocational Rehabilitation Case Management and Placement</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 611 Multicultural Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 633 Advanced Seminar: Substance Abuse</td>
<td>3</td>
<td></td>
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<tr>
<td>BEP 550 Life Span Development</td>
<td>3</td>
<td></td>
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<tr>
<td>BER 500 Research Methods in Education</td>
<td>3</td>
<td></td>
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<tr>
<td>Any approved elective (typically BCE 626 Readings in Counseling)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 546 Practicum in Rehabilitation Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 547 Internship in Rehabilitation Counseling</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Site Supervisor’s Evaluation Form: Rehabilitation Counseling

Intern Name: ___________________________   Semester: ___________________________

Please rate the above named intern using the following:

<table>
<thead>
<tr>
<th>TASKS</th>
<th>Not Observed</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates ethical behavior</td>
<td></td>
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<tr>
<td>Establishes appropriate counseling relationships with consumers</td>
<td></td>
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<tr>
<td>Demonstrates understanding of disability-related issues of consumers</td>
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<tr>
<td>Accurately assesses the needs of consumers using information from multiple sources</td>
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<tr>
<td>Facilitates consumer choice in decision making</td>
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<tr>
<td>Cooperatively develops client-centered individual rehabilitation/counseling plans appropriate to the internship setting</td>
<td></td>
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<tr>
<td>Incorporates social, cultural, economic, disability related, and environmental factors in planning</td>
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<tr>
<td>Demonstrates understanding of employment and career development</td>
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<tr>
<td>Demonstrates ability to work with culturally diverse consumers</td>
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<tr>
<td>Demonstrates ability to effectively manage caseload</td>
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<tr>
<td>Demonstrates understanding of human growth and development</td>
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<tr>
<td>Demonstrates understanding of group work appropriate to the internship setting</td>
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<tr>
<td>Demonstrates understanding of disabling conditions (e.g., physical, cognitive, psychiatric, sensory, substance abuse) presented by consumers</td>
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<tr>
<td>Demonstrates openness to recommendations for improvement</td>
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</table>

*Revised Fall 2009

If a position were available in your organization would you consider hiring this intern? Yes  No

What grade would you recommend for this intern? A  B  Incomplete  F

Supervisor Signature: ___________________________   Date: ___________________________
Dean’s Policy on Student Complaints

From the College of Education Faculty Handbook: APPENDIX Q

Step 1a. Student raises the issue with the faculty member involved.

Step 1b. Faculty member and student try to resolve the issue based on facts.

Step 1c. After this meeting, student or faculty member writes a brief memo, signed by both, indicating the resolution to the problem.

Step 1d. If there is no resolution, student and faculty member sign a brief memo indicating points of continuing disagreement.

Step 2a. Student raises the issue with the program coordinator, who receives in writing the material from steps 1a-d.

Step 2b. Program coordinator and student try to resolve the issue based on facts. Step 2c.

After this meeting, student or program coordinator writes a brief memo, signed by both, indicating the resolution to the problem.

Step 2d. If there is no resolution, student and program coordinator sign a brief memo indicating points of continuing disagreement.

Step 3a-d. Process is repeated between student and Department Head, with all written material shared from steps 1a-d and 2a-d. Under normal conditions, problems will be resolved at this level or below.

Step 4. If the problem is unresolved, faculty or student may bring it to the Associate Dean to come under University grievance policies.

Step 5. The Associate Dean investigates the grievance and provides a summary and recommendation to the Dean.

Step 6. The Dean renders a final decision. The student may appeal the Dean’s decision to the Office of Academic Affairs.

(Note: The following document describes the policy in effect at the time this Handbook was published. Copies of any subsequent revision will be available in departmental and divisional offices in the Office for Academic Affairs)