

**REHABILITATION EDUCATION PROGRAM  
MASTER'S REHABILITATION COUNSELING**

**STUDENT HANDBOOK**



**January, 2004**

**6/85, 6/90, 10/93, 8/97, 8/99, 11/99, 8/00, 8/02, 8/03**

**University of Arkansas  
College of Education and Health Professions  
Department of Rehabilitation, Human Resources and Communication Disorders**

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## **Introduction**

The Rehabilitation Education Program offers a Master of Science Degree in Rehabilitation Counseling with specialty tracks in deafness, job placement, and independent living. All three tracks involve counseling coursework appropriate to the practice of rehabilitation counseling in a variety of settings. The Rehabilitation Education and Research Program exists as an organizational entity under the Department of Rehabilitation, Human Resources and Communication Disorders within the College of Education and Health Professions, University of Arkansas, Fayetteville. The university and college are accredited through the North Central Association and the National Council for Accreditation of Teacher Education, respectively. The program's accrediting agency is the Council on Rehabilitation Education (CORE) and is a member of the National Council of Rehabilitation Education. The program provides studies that allow students to qualify for consideration as Certified Rehabilitation Counselor and as Licensed Professional Counselor.

## **Historical Overview**

Training in rehabilitation counseling at the University of Arkansas, Fayetteville was established in 1974 as an emphasis area in counselor education. In 1977, the college, the university, and the Board of Higher Education approved the Rehabilitation Education program. The original program consisted of a general program and three specialty tracks: rehabilitation counseling, rehabilitation program evaluation, and rehabilitation orientation and mobility of the blind. Due to both changing national and state priorities and to faculty changes, the program evaluation and the vision impairment tracks were deleted during 1980. That same year, funding from a Rehabilitation Services Administration (RSA) Innovation and Expansion grant provided supplemental program support to train independent living rehabilitation counselors. Subsequent to receipt of that funding, independent living rehabilitation counseling was developed and approved by the college and university as a new emphasis area.

During 1983, the RSA awarded a long-term grant to train master's level rehabilitation counselors to offer services to persons who are deaf or hard of hearing. In 1984, a track in rehabilitation counseling for persons who are deaf or hard of hearing was added to the Rehabilitation Education and Research Program. This emphasis area is taught in Little Rock, Arkansas by faculty who hold graduate school status at the University of Arkansas, Fayetteville and who are associated with the Arkansas Research and Training Center for Persons who are Deaf or Hard of Hearing (RT-31). In 1984, RSA awarded a long-term training grant to the general vocational rehabilitation counseling emphasis area. This grant vitalized the general rehabilitation counseling track located in Fayetteville more in line with RSA priorities by providing funds for the recruitment and retention of qualified students and by stimulating the development of new curriculum materials.

## **Program Mission and Objectives**

### Mission

The primary mission of the Rehabilitation Education Program is to increase and enhance employment opportunities for individuals with disabilities. This mission is accomplished by both improving the quality and increasing the number of professional rehabilitation counselors available for employment in public and private agencies as well as institutions involved in the vocational and independent living rehabilitation of individuals with physical and intellectual, developmental, and emotional disabilities. A major emphasis is on individuals who are severely disabled.

The program seeks to meet its mission by providing graduate academic education designed to upgrade the competence of rehabilitation counselors who provide vocational, social, and psychological services to, as well as advocacy for, individuals with disabilities.

### Program Objectives

1. To recruit trainees who are dedicated to preparing themselves to serve individuals with disabilities. Individuals with disabilities and/or minority status are encouraged to apply.
2. To provide academic and experiential training in accordance with standards developed by the university, college, and appropriate accrediting, certifying, and licensing agencies.
3. To improve the quality of rehabilitation counseling by teaching students the philosophy, theory, and skills necessary to enhance the lives of individuals with disabilities.

### Need and Rationale

The rationale of the Rehabilitation Education Program is to provide master's graduates with the knowledge, skills, and attitudes required to function effectively as professional rehabilitation counselors. Individuals trained in this program will be qualified to seek employment in the following settings: public and private rehabilitation agencies, independent living service centers, the Veterans Administration, the Employment Securities Department, sheltered workshops, labor unions, hospitals, correctional institutions, school settings, nursing homes, insurance companies, and the Social Security Administration.

The need for the program was developed and is modified through interaction with the program's multiple constituencies including students, faculty, the university and college, advisory committees, consumers, practicing professionals, professional organizations, and accrediting and certifying bodies. Generally, the overall need for the program (e.g., the three emphasis areas) is established by national (RSA) and local (Arkansas Rehabilitation Services) priorities. Changes within the program tend to result from input from any of the constituencies.

The Rehabilitation program has a graduate program coordinator who has responsibility for all of the graduate level Rehabilitation programs offered within the Rehabilitation, Human Resources and Communication Disorders Department. The department head reports in turn to the dean of the College of Education and Health Professions. The duties of the Rehabilitation graduate program coordinator include:

- Teaching rehabilitation education courses
- Coordinating and scheduling other faculty teaching in the program
- Operating the program within university guidelines and regulations
- Developing methods to recruit and select students into the program
- Coordinating, monitoring, and advising individual student's academic programs
- Advising students, as needed, to enhance their success in the program
- Serving on appropriate departmental, college, and professional committees
- Monitoring program and student records
- Identifying funding sources, initiating and writing grants to increase program funding
- Developing and maintaining good working relationships with advisory committees, state, regional, and national personnel involved in promoting rehabilitation counselor education
- Supervising personnel and monitoring program budgets
- Preparing and submitting reports as requested by funding and accreditation agencies
- Contributing to the field of rehabilitation counseling through scholarship and professional activities

### **Program Resources**

#### Faculty

The university provides support for the Fayetteville campus 3 full-time faculty members, a full-time graduate program coordinator and faculty to teach part-time in the program. University funds are provided to support the graduate education program for such things as supplies, resource materials, travel for faculty and students, etc. Adjunct faculty may be hired on a contract basis to supplement existing faculty. All faculty hold graduate faculty status. Little Rock campus has one full-time faculty member and six research faculty who contribute their expertise to course offerings.

#### Rehabilitation Program

A unique aspect of the program is that it is linked, within the department, to nationally prominent research and training centers and continuing education programs.

1. The Arkansas Research and Training for Persons Who Are Deaf or Hard of Hearing was established in 1980 and is funded by the National Institute on Disability and Rehabilitation Research.

The mission of the center is to conduct programmatic research, training, dissemination, and technical assistance to enhance rehabilitation outcomes of all persons who are deaf or hearing impaired. These activities aim to support the efforts of vocational rehabilitation and related employment programs to address the career

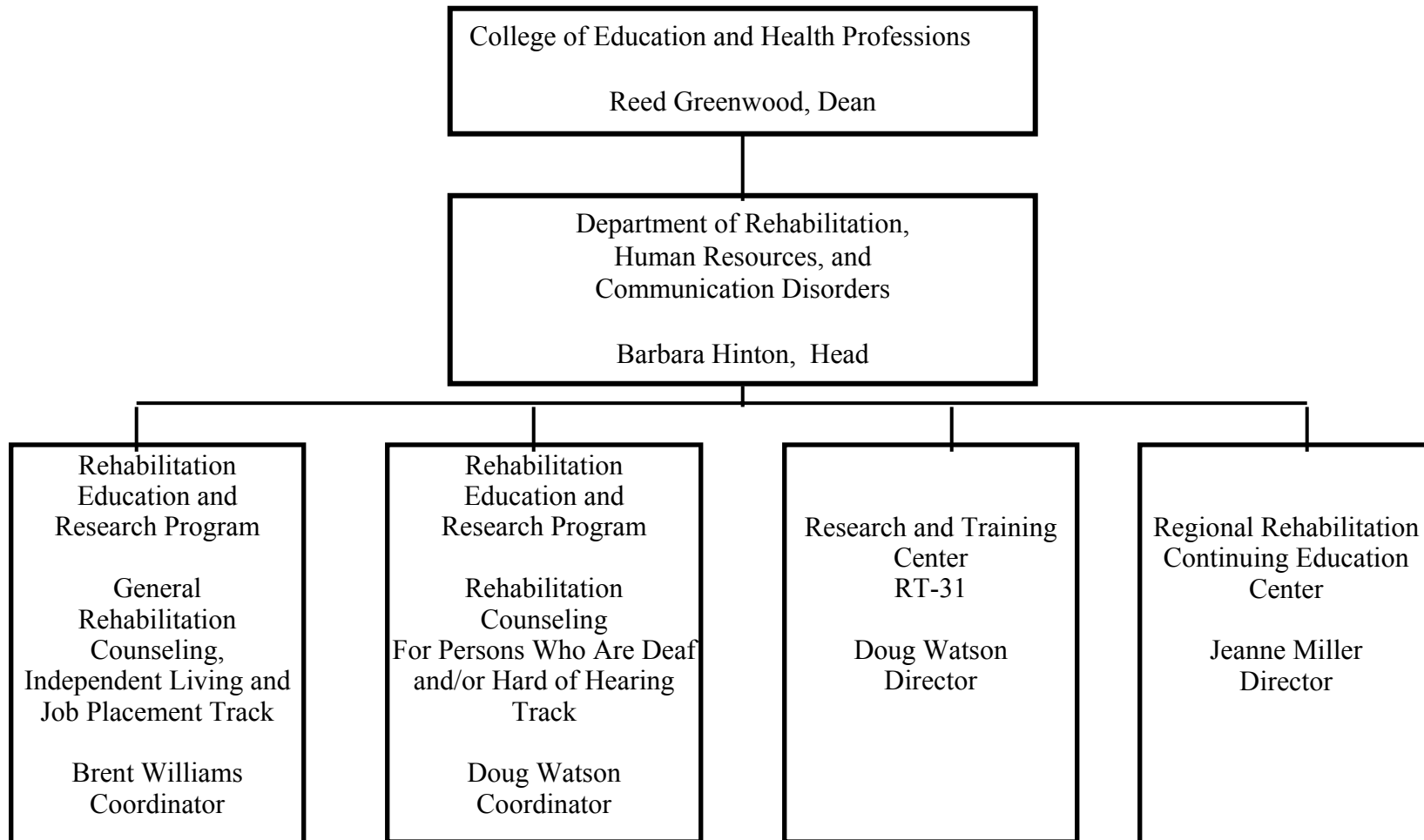
preparation, job entry, career adjustment and independent living of this target population.

2. The two Region VI Regional Rehabilitation Continuing Education programs are designed to meet the in-service training needs of persons employed in the state/federal rehabilitation program and persons employed in the not-for-profit rehabilitation sector. Their mission is to deliver training programs to a broad range of service providers within three core areas: rehabilitation administration and management, the vocational rehabilitation process, and rehabilitation of severely disabled persons.

The interaction of the Rehabilitation Education Program with other departmental programs allows students to be exposed to the latest research and knowledge and ongoing practitioner concerns.

**Rehabilitation Education and Research Program**  
*Department of Rehabilitation, Human Resources and Communication Disorders*  
*College of Education and Health Professions*  
*University of Arkansas - Fayetteville*

**Organizational Chart**



## **Student Policies and Resources**

The program offers a 48 semester-hour curriculum leading to a Master of Science Degree in Rehabilitation Counseling. The usual course of study involves a 600 clock-hour internship. The curriculum is designed to meet the guidelines developed by the National Council on Rehabilitation Education (NCRE), the Commission on Rehabilitation Counselor Certification (CORE), and the Arkansas Board of Examiners in Counseling. The curriculum also must meet the requirements of the College of Education and Health Professions, and where applicable, extramural funding agencies. Students who wish to also obtain LPC licensure are advised that a minimum of 60 hours are required to sit for that exam.

### Eligibility

All students must first meet eligibility requirements and be admitted to the Graduate School (see current edition of Graduate School Catalog for admission requirements). Admission to the program is determined on the basis of interest in the field of rehabilitation counseling, undergraduate major, references, GPA, and work experience. In some cases, students may be required to remove academic or skill deficiencies.

### Accessibility

The Rehabilitation Education Program is keenly interested in recruiting students who are disabled into the program and into the field of rehabilitation counseling. Consequently, the program has an active interest in developing and maintaining accessibility. The program provides instruction in the Graduate Education Building on the Fayetteville campus and at the Research and Training Center for Persons Who are Deaf or Hard of Hearing in Little Rock. These facilities are accessible to the mobility-and sensory-impaired. Other key facilities (e.g., library) are also accessible. The University Transit System is equipped with lift vans, and TTY equipment is available. The program works closely with the Center for Students with Disabilities (CSD) to assist students. Contact CSD at (479) 575-3104 (voice), or (479) 575-3646 (TTY), or [ada@uark.edu](mailto:ada@uark.edu) for further information. Services offered by that office include assistance with registration, on-call transportation, interpreters, readers, and notetakers.

### Financial Aid

Financial Aid information is available from the Financial Aid Office, 114 Hunt Hall, University of Arkansas, Fayetteville, Arkansas, 72701. The office is open from 8:00 am to 5:pm, Monday through Friday and the phone number is (479) 575-3806. Financial aid information is also available on the Web at <http://www.uark.edu/admin/fininfo/index.html>.

### Attendance

Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students have the responsibility for making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies for making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors.

### Student Organizations

In order to enhance student professional development, all students enrolled in the program are members of the Rehabilitation Student Association, a registered university organization. The goals of the association are:

1. to stimulate interest in the field of rehabilitation
2. to promote and encourage professional improvement among those interested in rehabilitation counseling
3. to provide a medium for the exchange of ideas concerning rehabilitation
4. to foster a closer relationship and better understanding among faculty and students, and
5. to establish and maintain contact with all groups having a mutual interest in rehabilitation

A program faculty member serves as advisor to the association. Students elect a president and secretary-treasurer who serve one-semester terms, allowing for different students to gain leadership experience during their studies. The president of the association serves as student representative to the Advisory Council. Past activities of the association have included faculty-student socials, assisting with local Special Olympics, and securing guest speakers for association meetings.

The program established the Rho Alpha Beta Chapter of Chi Sigma Iota national honorary society in counseling. Students are eligible for membership in Chi Sigma Iota if they have at least a 3.5 (4=A) GPA over one completed semester. Rho Alpha Beta Chapter meetings are held in conjunction with the Counselor Education Program in the college.

### Professional Organizations

- A. National Rehabilitation Association (NRA)  
National Rehabilitation Counseling Association (NRCA)

Purpose of NRA and NRCA: To advance the rehabilitation of all persons with disabilities.

Benefits of NRA and NRCA Membership:

1. Receipt of bimonthly Journal of Rehabilitation and NRA Newsletter.
2. Membership and participation in the state and local chapter of NRA.
3. Development of professional knowledge and expertise through national, regional, and state conferences; special seminars; up-to-date information; and exchange with other members.
4. Support of national and state legislative activity in which NRA plays a vital role.
5. Eligibility to participate in NRA insurance programs.

6. General support of the advancement of rehabilitation methodology and professionalism.
7. NRCA membership includes receipt of NRA Journal, Journal of Applied Rehabilitation Counseling, and NRCA Newsletter

For further information and applications for NRA and NRCA, please write:

National Rehabilitation Association  
633 S. Washington Street  
Alexandria, Virginia 22314

- B. American Association for Counseling and Development (AACD)  
American Rehabilitation Counseling Association (ARCA): A division of AACD.

Purpose of AACD and ARCA: To serve its members and the public through programs designed to advance the broad educational aspects of guidance and counseling in all settings.

Benefits of AACD and ARCA Membership:

1. Subscription to the Guidepost newspaper.
2. Insurance programs.
3. National career information center.
4. Subscription to Journal of Counseling and Development.
5. Placement services.
6. Professional information and reference service.
7. ARCA membership includes receipt of Rehabilitation Counseling Bulletin and ARCA Newsletter.

For further information and applications for AACD and ARCA, please write:

AACD Membership Division  
5999 Stevenson Avenue  
Alexandria, Virginia 22304

- C. National Association of Rehabilitation Professionals in the Private Sector (NARPPS)

Purpose of NARPPS: To represent the interest and viewpoint of those doing vocational rehabilitation within the free enterprise system

Benefits of NARPPS Membership:

1. Periodic communications regarding events, activities and professional development activities in the country as it relates to rehabilitation in the private sector.

2. Representation to assure that rehabilitation counseling certification procedures take into account the training required for those employed in the private sector.
3. Representation of the viewpoint of the private rehabilitation practitioner in Congress, state legislatures, and local councils.

For further information and application for NARPPS, please write:

National Association of Rehabilitation Professionals in the Private Sector  
P.O. Box 218  
Blue Jay, California 92317

- D. Contact the Arkansas Board of Examiners in Counseling for all issues pertaining to LPC licensure for the State of Arkansas. For additional information, please write:

Arkansas Board of Examiners in Counseling  
P.O. Box 70  
Magnolia, AR 71754-0070  
Phone: (870) 901-7055  
E-mail: arboec@ipa.net.

Information on the National Board for Certified Counselors, Inc. (NBCC) is available at:

NBCC  
P.O. Box 651051  
Charlotte, NC 28265-1051  
Phone: (336) 547-0607  
E-mail: nbcc2nbcc.org.

- E. American Deafness and Rehabilitation Association.

The purpose of ADARA is to facilitate excellence in human service delivery with individuals who are deaf or hard of hearing.

Benefits of ADARA membership:

- a. Subscription to ADARA Update Newsletter.
- b. Subscription to Journal of the American Deafness and Rehabilitation Association.
- c. Professional information and technical assistance services.
- d. Training and professional development opportunities.
- e. Special publications at reduced rates.

ADARA National Office  
P. O. Box 480  
Myerville, MD 21773  
Or  
Visit the website at: <http://www.ADARA.org>

### Grade-Point Average

In order to receive a master's degree, a candidate must present a minimum cumulative grade-point average of 3.0 on all graduate courses required for the degree. Failing to earn such an average on the minimum number of hours, the student is permitted to present up to six additional hours of graduate credit in order to accumulate a grade-point average of 3.0. In the computation of grade point, all courses pursued at this institution for graduate credit that are part of the degree program (including any repeated courses) and the thesis (if offered) shall be considered. Students who repeat a course in an endeavor to raise their grade must count the repetition toward the maximum of six additional hours.

### Libraries

Mullins Library is the main campus library and contains an extensive collection of rehabilitation books and periodicals. The department also maintains a small library that is available to students between the hours of 8:00 a.m. and 4:30 p.m. Monday through Friday.

Students enrolled in classes offered in Little Rock have access to the Mullins Library via the library's online services and internal library loan program. The Research and Training Center maintains a deafness/hard of hearing specialized collection that is available to students Monday through Thursday 8:00 a.m. until 5:00 p.m. and Fridays 8:00 until 3:00 p.m..

### Computer Centers

The university maintains a number of computer centers that are open 24 hours/day. These centers provide various types of machines and software for student use. The College of Education and Health Professions operates two computer labs that are available to College of Education and Health Professions students whenever the Graduate Education building is open. The department also provides computers for rehabilitation students. These machines are IBM compatible; Windows based, and offer Microsoft Word as a word processing program. These machines are available from 8:00 a.m. through 4:30 p.m., Monday through Friday.

Students attending classes at the Little Rock Campus have access to computers with high speed Internet access and Microsoft Windows programs as well as some specialized programs related to disability and research. This student lab is available for student use from 8:00 a.m. until 8: p.m.. The student faculty advisor can accommodate specific needs of student.

## Records

The program follows the regulations and guidelines established by the university concerning inspection of students' records (see Graduate Catalog).

## Clinical Experience

Experiential training allows the student the opportunity to put into practice the knowledge and skills necessary to function as a professional rehabilitation counselor. Students will participate in two experiences in this area: the supervised practice in rehabilitation counseling (practicum) and the internship in rehabilitation counseling. Conducted during the third semester, the practicum involves extensive directed practice under a program faculty member and site supervisor. The major concentration is on the development of counseling, case management, report writing, placement, and related skills with specialization according to the student's emphasis area. The student is expected to complete a minimum of 100 hours in a rehabilitation setting with a minimum of 40 hours of direct client service to individuals with disabilities. Because students take other courses concurrent with the practicum experience, local sites are used for the practicum.

Students must have successfully completed the 100 hour practicum as a prerequisite to the supervised rehabilitation counseling internship. The internship is a 600 clock-hour experience during the student's final semester. The student is required to engage in 240 hours of direct service to persons with disabilities within the 600 clock-hours of internship experience. The internship is supervised by a faculty member or a qualified (i.e., Certified Rehabilitation Counselor) staff member at the internship site. A minimum of one hour per week of individual supervision by a faculty member or qualified staff member at the internship site is required. Selection of internship sites is a joint activity of faculty, students, and site personnel. Internship sites are chosen based on a number of criteria including student area of specialization, CORE standards, variety and quality of program services, availability of qualified supervisors, and accessibility. The *Internship Manual* provides detailed information on the internship experience.

The practicum and internship provide the main vehicles for experiential training. While recognizing that some controversy exists as to how early a student should be exposed to clinical experience, the program holds the philosophy that most beginning students lack the knowledge, skills, and perspective to effectively benefit from early field-based practicum-like experiences. However, the program also believes student exposure to early, controlled, clinical experiences can be beneficial if safeguards for the students and clients are in place. Consequently, faculty teaching in the program incorporate field based materials, such as case studies, in their course work, and students are required to tour and observe relevant rehabilitation agencies and facilities.

## Comprehensive Examination

**Fayetteville General Track:** The Rehabilitation Education and Research Program does not conduct comprehensive examinations. In lieu of comprehensive exams students are required to take the Certified Rehabilitation Counselor examination (CRC) and arrange for the exam scores to be sent to the department. Advisors have the necessary forms for having examination scores released to the department. The forms must be notarized and turned in to the department prior to actually sitting for the examination. Failure to pass the examination

will result in the student having to repeat the examination and therefore graduation will probably be delayed at least one semester.

**Little Rock Deafness Track:** The Rehabilitation Education and Research Program deafness rehabilitation track program in Little Rock requires students to take a written comprehensive examination during their last semester in the program. The exam is generally scheduled for one-half day and covers course work based on the student's two-year academic program. Students engaged in out-of-state internships are permitted to take the comprehensive exam at an approved location at their internship site. Those involved in internship programs in-state may take their comprehensive exam at the RT-31 facility. Successful completion of the comprehensive exam is required to complete the M.S. degree program in deafness rehabilitation.

### Graduation

**Students must apply for graduation and pay a fee at the Graduate School, 119 Ozark Hall.** For program completion, students must: a) have a cumulative grade point average of 3.0, b) remember that coursework with grades below a "C" will not be accepted for graduation, c) maintain a minimum residency of 30 weeks, and d) have passed a written comprehensive exam evaluated by three program faculty who hold graduate faculty status (I or II) or present proof of having passed the Certified Rehabilitation Counselor (CRC) examination.

### Rehabilitation Counselor Certification

The certification program is a direct outgrowth of the concern of two professional associations—the National Rehabilitation Counseling Association and the American Rehabilitation Counseling Association—to establish standards and consequently stabilize the field of rehabilitation counseling and to provide a baseline for future professional growth. These two associations appointed a joint committee on certification which became an independent, incorporated Commission on Rehabilitation Counselor Certification.

The Commission consists of five appointees from NRCA, five appointees for ARCA, one each from the Council on Rehabilitation Education, Council of State Administrators of Vocational Rehabilitation, Association of Rehabilitation Facilities, National Association of Non-White Rehabilitation Workers, Council of Rehabilitation Counselor Educators, and a national consumer representative.

**Eligibility**—Students with a master's degree in Rehabilitation Counseling from the University of Arkansas are eligible to sit for the Certification Examination. Upon graduation, or during your last semester, you may take the Certification in Rehabilitation Counseling (CRC) examination. Because the exam is only offered two times each year, early application is critical. We encourage you to become a Certified Rehabilitation Counselor.

**Examination**—The examination covers rehabilitation philosophy, history and structure; medical and psychosocial aspects of disability; occupational information and the world of work; counseling theory and techniques; community organizations and resources; placement processes and job development; the psychology of personal and vocational

adjustment; evaluation and assessment; and the ability to use research findings and professional publications.

For further information contact your faculty advisor or:

Commission on Rehabilitation Counselor Certification  
1835 Rohlwing Road, Suite E  
Rolling Meadow, IL 60008  
708/394-2104

**Employment**—The department and its faculty have an extensive informal network of employer contacts throughout Region VI and bordering states. This network is a valuable resource for students seeking employment in rehabilitation settings. In addition, the program maintains and updates a file of job openings throughout the country that is available to students. Finally, program faculty provides counseling to students on career objectives, resume writing, and job-interview techniques.

#### Program Evaluation

The Rehabilitation Counseling Program remains responsive to regulations guiding academic programs established by the college and university. In addition, the program responds to training priorities developed by funding agencies and to standards developed by the Council on Rehabilitation Education. As a university program, Rehabilitation is evaluated according to the University's Council on Program Evaluation (COPE). COPE evaluates degree programs on a predetermined cycle to make sure adequate resources are available and that the program has an adequate number of students and graduates to justify university support. As a college program, Rehabilitation Education follows the regulations listed in the manual, "Rules and Procedures for Graduate Programs in Education," for establishing courses, emphasis areas, and related academic matters. When the program, or an emphasis area within the program, receives project funding, formal evaluation schemes are developed in conjunction with specific project objectives. Actual program evaluation methodology consists of project monitoring (e.g., the program is achieving its stated goals), assessment of effectiveness, and systematic feedback from trainees (e.g., course evaluations,) advisory committees, and fieldwork supervisors. Given an adequate population, surveys of program graduates and their employers are conducted.

#### Other Policies and Procedures

Detailed policies and procedures related to the program are found in the Graduate School Catalog and College of Education Rules and Procedures for Graduate Programs in Education. Students are responsible for following applicable policies and procedures contained in these documents.

## PROGRESS CHECKLIST

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### UNIVERSITY OF ARKANSAS

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#### Department of Rehabilitation Checklist of Procedures for Master's Degree

Name \_\_\_\_\_ Advisor \_\_\_\_\_

This checklist has been designed to assist the master's degree candidate and advisors. **PLEASE UTILIZE** the checklist so that you may properly meet the responsibilities of program progression.

- |  | <u>Date Completed</u> |
|--|-----------------------|
| 1. Admitted to program and assigned advisor. You will receive a letter directly from Graduate School when approved or denied.  | _____                 |
| 2. Meet with advisor to plan program of study. If candidate will be completing a thesis, a thesis committee must be established. The Master's Thesis Title and Thesis Committee form (Graduate School form), consisting of a thesis director and at least two other members of the graduate faculty, should be submitted (in duplicate) to the Graduate School at least three months prior to the date of the comprehensive examination. | _____                 |
| 3. Submit Form ORGS-13, "Master's Application for Comprehensive Examination."  | _____                 |
| 4. Complete comprehensive examination or CRC examination. Complete release of score form if taking the CRC in lieu of the comprehensive examination.   | _____                 |
| 5. Receive notification of pass or fail on comprehensive or CRC examination. Advisor must complete Form ORGS-14 and then final notification will be received from the Office of Research and Graduate Studies.   | _____                 |
| 6. Complete minimum residence of 30 weeks.   | _____                 |
| 7. If candidate is completing a thesis, the thesis should be submitted for approval to the student's thesis committee. The committee must receive the thesis at least three (3)  | _____                 |

weeks before the degree is to be conferred. Two (2) unbound typewritten copies of the thesis in prescribed form should be approved by the Graduate School and then delivered to the library at least one week before graduation. Those presenting a master's thesis as a part of the requirements for the master's degree must register for a minimum of six semester hours of master's thesis.

8. Advisor submits completed Record of Progress form to GE 306. \_\_\_\_\_
9. Advisor completes Program of Study, Form ORGS-12 and sends to GE 306, Office for Research and Graduate Studies, for Verification of Requirements. A copy will be provided to the student. \_\_\_\_\_
10. Apply for Degree. A student cannot be cleared for graduation until an application for the degree has been filed with the registrar's office and the appropriate graduation fee has been paid. The degree application is obtained from the Graduate School, 119 Ozark Hall, and filed with the registrar in the semester in which the student expects to receive the degree. The diploma will be received 6-9 weeks following completion of all requirements. \_\_\_\_\_

**Note:** Students and/or advisors should check the current Graduate Catalog for any other policies and/or procedures. All policies and procedures are subject to change upon approval of the graduate faculty in the College of Education and Health Professions and/or the Graduate Council.

An annual academic calendar of specific master's degree deadlines is published by the Graduate School and is available in 119 Ozark Hall, or in 306 Graduate Education or from your advisor.

**PROGRESS RECORD**  
**Vocational Rehabilitation Track**

<u>COURSE</u>	<u>CREDIT HOURS</u>	<u>WHEN COMPLETED</u>	<u>GRADE</u>
F 1. RHAB 5463 Independent Living	3	_____	_____
A 2. RHAB 5423 Voc. Rehab Foundations	3	_____	_____
L 3. RHAB 5483 Rehab. Counseling Research	3	_____	_____
L 4. CNED 5323 Counseling Theory	<u>3</u>	_____	_____
<i>Total</i>	12		
S 1. RHAB 5433 Medical Aspects of Disability	3	_____	_____
P 2. RHAB 5443 Rehab. Case Management	3	_____	_____
R 3. RHAB 5453 Psych. Aspects of Disability	3	_____	_____
I 4. 2. RHAB 5493 Voc. Evaluation N & Adjustment	<u>3</u>	_____	_____
<i>Total</i>	12		
S 1. RHAB 5343 Supervised Counseling-- S Practicum	3	_____	_____
5 2. RHAB 5473 Placement	<u>3</u>	_____	_____
<i>Total</i>	6		
S 1. RHAB 5373 Multicultural/Gender Issues	3	_____	_____
S 3. CNED 5363 Group Techniques	<u>3</u>	_____	_____
<i>Total</i>	6		
F 1. RHAB 5749 Internship	9	_____	_____
A 2. RHAB 5363 Employer Relations	<u>3</u>	_____	_____
<i>Total</i>	12		
Other Courses Taken:			
_____	—	_____	_____
_____	—	_____	_____
_____	—	_____	_____
<i>Grand Total</i>	—		

**PROGRESS RECORD**  
**Deafness Track**

CREDIT	WHEN	<u>HOURS</u>	<u>COMPLETED</u>	<u>GRADE</u>
<u>COURSE</u>				
F 1.	RHAB 5353 Hearing Imp, & Hum Beh.	3	_____	_____
A 2.	RHAB 5423 Voc. Rehab Foundations	3	_____	_____
L 3.	RHAB 5423 Medical Aspects/ Disability	3	_____	_____
L 4.	CNED 5323 Counseling Theory*	<u>3</u>	_____	_____
	<i>Total</i>	12		
S 1.	RHAB 5333 Counseling of Persons D/HH	3	_____	_____
P 2.	RHAB 5473 Placement with PWD	3	_____	_____
R 3.	RHAB 5453 Psych. Aspects of Disability	3	_____	_____
I 4.	2. RHAB 5483 Research Methods	<u>3</u>	_____	_____
G	<i>Total</i>	12		
F 1.	RHAB 5343 Practicum	3	_____	_____
A 2.	RHAB 5443 Case management	3	_____	_____
L 3.	RHAB5493 Vocational Assessment /Eval	3	_____	_____
L 4.	CNSL 7307 Group Counseling*	<u>3</u>	_____	_____
	<i>Total</i>	12		
<b>SPRING</b>				
	1. RHAB 5749 Internship	9	_____	_____
	2. RHAB 5363 Independent Living	3	_____	_____
	<i>Total</i>	12		
Other Courses Taken:				
	_____	—	_____	_____
	_____	—	_____	_____
	_____	—	_____	_____
	<i>Grand Total</i>	—		

\* Denotes courses taken at the University of Arkansas, Little Rock concurrently ,

## COURSE DESCRIPTIONS

RHAB 5463:Independent Living -- Study of the problems and practices involved in developing and maintaining independent living rehabilitation programs for severely physically, developmentally, and mentally disabled individuals.

RHAB 5423: Vocational Rehabilitation Foundations -- Survey of the philosophy of vocational rehabilitation, including history and legislation.

RHAB 5483: Rehabilitation Counseling Research -- An in-depth examination of rehabilitation research methodology and issues to prepare students to critically evaluate and use rehabilitation counseling research in their professional practice.

CNED 5323: Counseling Theory -- Introductory survey and critical analysis of major alternative theoretical perspectives in counseling.

RHAB 5433: Medical Aspects of Disability -- Orientation to medical and medically related aspects of various disabling conditions with emphasis on severe disability.

RHAB 5443: Rehabilitation Case Management -- Counseling process in the rehabilitation setting, focusing upon effective counseling strategies, representative cases, and effective case management methods.

RHAB 5453: Psychological Aspects of Disability: --Intensive study of the psychological aspects of adjustment to atypical physique and prolonged handicapping conditions.

CNED 5363: Dynamics of Group Counseling:--Therapeutic and other theoretical information is presented regarding group process and the counselor's role in that process. An experiential group experience is required.

RHAB 5343: Supervised Rehabilitation Counseling: --Gives the student practice in counseling under supervision with rehabilitation clients in selected settings and agencies.

RHAB 5493: Vocational Evaluation and Adjustment:--An in-depth examination of theories and techniques related to evaluation of vocational potential and work adjustment of people with disabilities.

RHAB 5373: Multicultural/Gender Issues:--Examines multicultural and gender issues of importance to rehabilitation practice and research, including study of women and men with disabilities within different minority cultures. The course uses a power analysis and a minority model of disability as a basis for understanding the relationship between disability, gender, race & ethnicity.

RHAB 5473: Placement of Persons with Disabilities:--Focuses on placement theory and practice as they apply to persons who experience disabilities. Special attention is given to RehabMark approach.

RHAB 5363: Employer Relations Practicum and Placement:--Students address employer concerns and consumer needs by implementing the rehabmark approach to employer development.  
*Prerequisite: RHAB 5493.*

RHAB 5338: Principles and Techniques of Counseling Deaf or Hard of Hearing Persons: --This course focuses on the application of basic principles underlying all forms of therapeutic interaction

and professional counseling practices with people who are deaf, hard of hearing, or late deafened. The critical factors and process variables that affect client-counseling interaction are examined as they relate to the unique problems and special techniques of counseling with these target groups.

RHAB 5353: Hearing Impairment and Human Behavior: -- This course provides a critical review of selected topics in history, culture, education, employment, technology, and social change. Through this interdisciplinary approach, the course examines: a) the impact of these social forces on deaf, hard of hearing and late deafened people as a minority group within the larger American society and b) the role and contributions of deaf, hard of hearing, and late deafened people not only to their own minority groups but also to the larger American culture.

RHAB 5999: Seminar: Special Topics in Deafness: -- designed for advanced trainees, a variety of relevant professional issues related to the rehabilitation of deaf, hard of hearing, and late deafened persons are explored in this seminar. Topics are selected based on the specific interests, career aspirations, and experiences of the trainees. Guest lectures speakers are recruited from a variety of resources such as the Arkansas Rehabilitation Services, Arkansas School for the Deaf, Region IV Continuing Educational Program, and the Research and Training Center's Advisory Council.

Counselor education courses CNSL 7301-Counseling Theories and CNSL 7307-Group Counseling as well as classes in American Sign Language are available to students in the Deafness Track through concurrent registration at the University of Arkansas at Little Rock.