

Graduate Handbook



REHABILITATION COUNSELING ST. CLOUD STATE UNIVERSITY

This material can be given to you in an alternative format such as large print, braille, or paper copy by contacting rce@stcloudstate.edu

St. Cloud State University values diversity of all kinds, including but not limited to race, religion, sexuality, and ethnicity. St. Cloud State University is an affirmation action/equal opportunity educator and employer. Member of Minnesota State Colleges & Universities.

Dear Students,

On behalf of the Rehabilitation faculty, staff, and second-year students, I welcome you to our programs at St. Cloud State University. Established in 1967, the Rehabilitation Counselor Education Program has graduated over 500 students. In 2015, the Rehabilitation and Addiction Counselor Education program became the 2nd program of its kind in the United States. During the Fall of 2021, we revised the Rehabilitation Counseling Curriculum to include specializations in vocational rehabilitation, clinical rehabilitation, and addiction rehabilitation.

There has never been a better time to study rehabilitation than now. Recent legislation has made our master's degrees very marketable, with many of our students finding paid internships and immediate employment upon graduation. Additionally, several of our graduates continue their education by pursuing doctoral degrees.

Our program has taken an active role in ensuring students have opportunities to practice the skills they are learning throughout the program. Students benefit from community-engaged learning by interacting with people with a disability and professionals in the field. A programmatic goal is to engage students in developing competencies through community engagement that promotes the foundation of learning counseling skills, conducting research, and reinforcing social justice. Critical and "out of the box," thinking is encouraged, and our students have been eager to respond. Our program fosters real-life experiences through engagement with ongoing social projects, including grant writing and community engagement activities.

Our program core and degree specializations provide students with the knowledge, skills, and competencies necessary to function as effective counselors in the field of Rehabilitation with cultural fluency. Our objectives are to provide students with a balance between technical rehabilitation knowledge and clinical counseling competency. We believe we have excellent programs, faculty, and students.

"The journey of a thousand miles begins with one step!" ~ Lao Tzu

Now is your first step on your journey! Engage in every experience of the program to fully build relationships along the path. We do not promise this will be an easy journey; the program will be very rigorous and challenging.

Once again, welcome to Rehabilitation Studies at St. Cloud State University. If you have any questions or concerns regarding your program, feel free to contact your advisor or me.

Good luck to you in your academic pursuits,

Amy Hebert Knopf, Ph.D., CRC

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Mission Statement

The Master of Science in Rehabilitation Counseling prepares students to become highly effective and competent counselors in working with people with disabilities and diverse client populations. The program equips students with professional understanding, knowledge, and skills needed to assist adolescents and adults with disabilities in achieving their maximum level of independence and functioning. Students will gain competency in navigating a global society with cultural fluency.

With course work, interaction with professional staff, and direct experience, students will be provided with the opportunity to:

- Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.
- Understanding one's own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.
- Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.
- Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.
- Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.
- Reinforce knowledge, understanding, and a professional attitude
- Synthesize current evidence-based practices and participate in the research process

CACREP Accreditation

The Rehabilitation Counseling program is fully accredited by the [Council for the Accreditation of Counseling and Related Educational Programs](#) (CACREP).

Theoretical Framework

The underpinning of our philosophy of teaching is based on four cornerstones: professional experience, personal transformation, critical thinking, and civic engagement. In this context, our program is grounded in the Social Model of Disability. This theoretical framework views barriers as imposed by society as compared to barriers being the result of a person's disability. Viewing disability through a social model lens requires a paradigm shift about how we frame disability. Society tends to view disability through a medical model, viewing disability as a problem that needs to be fixed within the person. Disability tends to be viewed negatively and people with disabilities often struggle to have access and full participation in their communities. Barriers to fully participate are social justice issues and not issues of compliance. We strongly believe that affording opportunities for every member of society to reach their full potential makes us a better and stronger community. As a program, we have witnessed and been a part of the life-changing personal transformation that happens when others (including students) start to fully experience the fact that everyone in our community has something to contribute. This philosophy of teaching and research activity fosters critical thinking that goes beyond oneself and allows students to view their place as change agents in the community. An integral part of our teaching practice is to foster these cornerstones and as we have experienced their potential to promote active civic engagement. The totality of our program teaching and research philosophy is rooted in the Gestalt concept regarding notions that "the whole is greater than the sum of its parts."

Standards Met Throughout Duration of Program

CACREP Standards

CACREP standards under section 2 F: Professional Counseling Identity and the 8 common core functions areas listed here: <https://www.cacrep.org/section-2-professional-counseling-identity/>

CACREP standards under section 5 H: Rehabilitation Counseling, listed here: <https://www.cacrep.org/section-5-entry-level-specialty-areas-rehabilitation-counseling/>

Certification and Licensure

[CRC Certification Requirements](#)

[Licensure Requirements for Professional Counselors](#)

St. Cloud State Husky Compact

Alongside SCSU, the Rehabilitation Counseling M.S. Program is committed to meeting Husky Compact Standards listed here: <https://www.stcloudstate.edu/ourhuskycompact/default.aspx>

Required Orientation

All new students (both full-time and part-time) must attend the Rehabilitation Studies student orientation meeting held shortly before their first semester. During this time, students will receive critical information that will assist them in succeeding in every step of their program. Students will also ask questions and obtain advice from second-year students and faculty. Lastly, students will have a chance to meet other members of their cohort and faculty they have not met. Recordings of orientation will be available for students to access on the Rehabilitation Studies page in the D2L portal.

Program Policies

Students are required to become members of the (American Counseling Association) ACA to develop their professional counseling identity

Students are required to purchase individual professional counseling liability insurance

Students are required to purchase Tevera software

Attendance and Late Work Policy

As a Rehabilitation Counseling graduate student, you are committing to the program requirements. This includes attending ALL lectures in some format. The format can be live in person, live over Zoom, or watching the recorded lecture asynchronously in a timely manner. Four classes in the program have REQUIRED LIVE attendance either in person or over Zoom. These classes are COUN 668: Counseling Procedures, COUN 666: Group Counseling Theories and Practice, RHAB 668: Practicum, and RHAB 444: Internship in the fall and spring semester.

The student is responsible for making up any work or assignments missed. Students are urged to contact the instructor about makeup work as soon as possible, preferably before returning to campus after an absence. No assignments will be accepted more than one week late, and no assignments will be accepted beyond the last class meeting. It is the student's responsibility to make sure the instructor receives the assignment if it is turned in late. The instructor may refuse to allow a makeup if too much time has elapsed since the assignment.

- **Missed Lectures:** Students will be responsible for all material covered in class during an absence.
- **Missed Assignments:** Contact instructor to check about missed assignments. Students are responsible for completing, on time, assignments missed during their absence.
- **Missed Tests:** A student wishing to take a makeup test MUST contact the instructor within 24 hours from the time that the test is given in class.
- **Assignment Policy:** All assignments are due on the date/time specified. **Late assignments will be deducted 5 points off for each day it is late.**

Any special circumstances falling outside these guidelines will require talking with the instructor to discuss the absence. If a student is absent from class, it is their responsibility to contact the instructor for the assignment and class work missed. The student is expected to be prepared with any assigned work (chapter readings, etc.) from the missed class period on the day they return to class. All these policies can be expanded by professors for their specific course.

Liability Insurance

Students will be required to obtain insurance prior to the start of their internship practicum. You can receive your through Healthcare Providers Service Organization (HPSO) You will be covered for 1 million dollars for an individual claim and 3 million dollars in aggregate annually. It is recommended you obtain liability insurance coverage at least a week before your practicum starts.

Step by Step Instructions for obtaining insurance from HPSO: <https://www.hpso.com>

1. Click on the goldenrod Get a Quote button.
2. Click on the third option provided – Students or Recent Graduates.
3. Verify that you are a Student, Your State of residence, Your Profession/Area of study, and Anticipated graduation date.
4. The annual quote is around \$42. Enter your personal information, including your social security number and anticipated date that you will need coverage to start. You will upload proof of liability coverage to Tevera.

Professional Dress and Professional Demeanor

As a graduate student, we expect professional dress and demeanor in all your classes. You are representing the St. Cloud State University Rehabilitation Studies Program on campus, at practicum, and during internship. Please refrain from wearing torn clothing and jeans, sweatpants/shirts, hats (including winter headbands), and other unprofessional clothing. Please refrain from smoking, cursing, or making negative statements about others while in class, whether online or on campus.

Definitions

Full-time Students: The University, including the Financial Aid Office and Graduate Office, views graduate students who have eight or more credits per semester as being “full-time.” However, in the Rehabilitation Counseling Program, 12 credits per semester constitute full-time status. Students who will complete their program within 5 semesters are considered full-time students. The maximum credit load is 16 credits per semester during the Fall, Spring and Summer. The approval of the graduate dean and your advisor is necessary to take more than the maximum credit load.

NOTE: Full-time students are given a degree map to follow (found on the last pages of this handbook). During a student's second year (4th and 5th semesters), students may be taking less than 12 credits. This is the most efficient way to succeed in the program and finish your course work in a timely manner.

Part-time Students: Graduate students who have fewer than 8 credits per semester are considered part-time by the University. In the Rehabilitation Counseling Program, graduate students who have less than 12 credits per semester have part-time status. It is important to note that part-time students may have more difficulty scheduling classes, as full-time students have priority in registration over part-time students. Also, some classes are offered only once per year or every two years. Therefore, it is imperative that part-time students work closely with their advisor and follow their individualized degree map.

Financial Aid

Graduate students may apply for several forms of financial aid. This includes grants, loans, work study and scholarships. Students interested in applying for the RSA grant should send an interest inquiry to rce@stcloudstate.edu

Students interested in loans and/or work-study need to contact the Financial Aid Office located in the Administrative Services Building. Students who are interested in scholarships through the school that are need based must be sure to complete the financial information form at the Financial Aid Office. Scholarships given to SCSU students are listed on this website: <https://www.stcloudstate.edu/financialaid/scholarships-grants.aspx>

Incoming second year students who wish to apply to the Eugene and Lorraine Perkins Vocational Rehabilitation Counseling Scholarship can follow the website below to rules, requirements, and deadlines: <https://stcloudstate.academicworks.com/opportunities/9319>

Graduate Assistantships

Graduate students may also apply for graduate assistantships. Limited aid may be available through the department in this form. Graduate assistantships who work in the Rehabilitation Studies department require full-time status and include some work responsibilities (10-20 hours a week). Graduate assistants are required to work the number of hours per week that are assigned. In addition to a salary, graduate assistants also receive a tuition waiver for part of their tuition.

There are other assistantships available elsewhere on campus (i.e., Counseling Center, Career Services, Student Accessibility Services, Atwood Center, and other departments). Students may qualify for these assistantships by taking as few as 8 credits. Graduate assistantships can expect the following of their assistantships:

First Priority: Enhancement of graduate assistants' program of study.

Second Priority: Enhancement of instruction in classes.

Third Priority: Assistance to faculty involved in graduate programs.

To apply for a Rehabilitation Studies Graduate Assistantship, please email rce@stcloudstate.edu to receive an application. To apply in another department on campus, follow the instructions given online. All Graduate Assistantship openings are listed on Handshake. To create an account with Handshake, please visit <https://www.stcloudstate.edu/careercenter/> and click on the red "handshake" button.

HuskyNet Email

Your HuskyNet e-mail account will serve as a line of communication between the department, the university and you. You should check your Husky e-mail daily.

Professional and Student Organizations

Involvement in professional and student organizations is strongly encouraged. Membership in professional organizations can keep students informed of opportunities for practical learning and of new developments in the counseling field. Students may also benefit from meeting counseling professionals through organizations. There are many organizations that cover either specific or general domains in counseling. The list below contains only a few examples of organizations to choose from. Advisors may be contacted for more information.

Organizations for students pursuing rehabilitation counseling include:

- American Counseling Association
- Minnesota Rehabilitation Association
- National Rehabilitation Association
- American Rehabilitation Counselors Association
- Chi Sigma Iota (CSI)

CSI is an international honor society for counseling students and professionals. "Our mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling." (CSI 2018). At St. Cloud State University, we have our own chapter of CSI, known as the Rho Alpha Delta chapter of CSI, dedicated to the promoting the mission of CSI within our graduate counseling programs. If you are a graduate counseling student, we encourage you to consider joining. If interested, please contact Dr. Bill Lepkowski, Rho Alpha Delta chapter advisor, at wjlepkowski@stcloudstate.edu

Advisement/Fall Registration

Each new student is assigned an advisor upon acceptance into the Rehabilitation Counseling Program. Not all advisors are immediately available for conferences, particularly in the summer. In these cases, the Graduate Director or any advisor will assist you. For most students, it is not necessary to plan a program of study with an advisor before Fall Semester. At any point during a student's career, they are welcome to change to a new advisor within the Rehabilitation Studies department.

If you are a full-time student, we will have already given you permission for "By Permission Only" courses. You will still need to complete your registration for these courses using E-services. Part-time students will meet with their advisor prior to the beginning of their student career to create an individualized degree (course) map. The student will be responsible for contacting the necessary instructors to obtain permission to join each of their classes every semester. It is imperative that part-time students build an individualized degree map with their advisor so that students can take courses efficiently and prerequisites for practicum and internship are finished in a timely manner.

Course Schedules and Registration

Once registration has opened, students can view the course schedules offered. All courses are offered in a HyFlex format. This means you can attend most of your classes in person, synchronously via zoom, or asynchronously. With the exception of counseling procedures, group counseling, practicum, and internship. These courses require either in-person or synchronously via zoom.

E-services will list all available courses and important information regarding each course, including the following: the start and end date, time, day of the week, location, and the drop and add date of each course. Full-time students will be guaranteed permission for all classes considering they follow the given degree map. Part-time students will need to obtain permission from the department prior to registration. It is imperative that part-time students build an individualized degree map with their advisor and connect with the faculty member of each course to obtain permission for their course schedule. Part-time students should do this early in the semester before classes fill up.

Tevera

Tevera is a required field education program designed to track your progress and practicum and internship experiences.

Tevera will allow you to:

- Search for approved field sites that complement your professional interests and personal strengths.
- Apply for and confirm your field placements online.
- Track your hours toward graduation and licensure.
- Run time tracking reports for your field instructors to sign.
- Automate the process for submitting site evaluations and other program assignments/assessments.

You will soon receive an email from Tevera asking you to register as a user. Please take these three important steps:

[Visit this page](#) to get an overview of Tevera's benefits.

Add noreply@app.tevera.com to your e-mail contacts to ensure that you receive the registration email.

Keep an eye out for that registration email within the first few weeks of your first semester. You must register to apply for field placement, log your hours and activities toward graduation and licensure, and submit evaluations and other assignments.

Once you have registered, look at the training videos and articles in your Tutorials workspace to better understand how Tevera helps you complete your most important tasks. The cost of the program is \$208. If you are an RSA Grant Scholar, you may be eligible for additional funds to assist in paying for Tevera. Please contact the Grant Director for more information.

Thesis versus Non-Thesis Option (Plan A versus Plan B)

Before completing "Proposed Program of Graduate Study" form for candidacy (see next section), students need to decide whether to follow Plan A (thesis) or Plan B (non-thesis). For those planning to pursue a doctorate degree at some time, conducting research and/or publishing a work should strongly be considered.

Research can be done with either Plan A or Plan B. Please see the following page for an example of the "Program of Study," Form.

Plan A, thesis option, requires:

COUN 676: Research Methods, 3 Credits

COUN 665: Assessment in Counseling, 3 Credits

RHAB 669: Thesis, 6 Credits

Students who are planning to write a thesis should carefully read the culminating experience process on the [Graduate School website](#). The Graduate School also has a D2L page with information and resources for students wishing to complete a thesis. Once signed into D2L click on the self-registration tab at the top and choose to enroll in the course offering "GS-CPS School of Graduate Studies - Culminating Project Support." Graduate School Students may also request the book "A Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s)" can be obtained from the SCSU library holdings (Main Collection - Basement LB2369 .M51 1984x).

Plan B, non-thesis option, requires:

COUN 676: Research Methods, 3 Credits

COUN 665: Assessment in Counseling, 3 Credits

*Both Plan A and Plan B require a comprehensive exam.

Program of Study

A program of study must be filed following admission and prior to the completion of 15 graduate credits in your current graduate program. Failure to file a program of study will result in an incorrect degree audit and a registration hold for future terms. Please review your degree audit which is available online <https://www.stcloudstate.edu/srfs/information/dars.aspx>. Submit this signed form and a copy of your degree audit (as needed) to the School of Graduate Studies, AS 121.

Date _____ SCSU Student ID _____ SCSU Graduate Credits Completed _____

Name _____ Personal Email _____

Program Information

Major Program/Concentration _____

Prerequisites: _____

Culminating Project Selected (Please select a plan from the bold choices and a type from the column below – e.g. **Plan A**, Thesis):

Certificate	Plan A	Plan B	Plan C	Doctoral Program
	Thesis	Starred Paper	Project/Portfolio	Dissertation
	Creative Work	Comprehensive Exam	Internship/Portfolio	
	Field Study	Capstone/Professional Program		

Elective approval and substitutions, exceptions, or changes to approved curriculum (For substitutions or changes, list dept. and course numbers, change required and rationale for changes. Use second side as needed.)

Transfer Requests

Request transfer of the following courses: (Official transcripts of all transfer credits that have been completed are required to be submitted to the School of Graduate Studies before a program can be approved.) Transfer courses must be completed within the 7 year time frame allowed to complete the degree. **Doctoral Students:** Advanced standing courses should not be listed below, but on the advanced standing form.

Dept. and Course No.	Name of Course Transferred	College or University	Sem./Qtr. Hours	Grade	Date Taken	Applies as SCSU Course
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Signatures Needed

Student _____ Date _____

Advisor _____ Date _____

Program Coordinator(s) _____ Date _____

Graduate Dean _____ Approve Disapprove Date _____

Candidacy

Admission to the Graduate School does not constitute candidacy for a counseling degree. Rather, a student admitted to graduate study is advanced to degree candidacy upon the Counseling Psychology faculty's recommendation. Advancement to degree candidacy requires that the candidate must:

Have completed at least 24 semester hours of graduate study at St. Cloud State University with a minimum grade point average of 3.0.

Have completed the counseling practicum.

Have submitted to the adviser one completed program of study form signed by the student.

Have clearly demonstrated the aptitude and ability to pursue graduate work and exhibited a commitment to counseling as a profession as demonstrated through candidate evaluation dispositions.

Have demonstrated potential for a successful career in the field of study selected. Admission to the degree candidacy is not an automatic process, but rather the advancement to candidacy is approved by the faculty only after careful evaluation of all pertinent factors.

A program of study must be filed following admission and prior to the completion of 15 graduate credits in your current graduate program. Failure to file a program of study will result in an incorrect degree audit and a registration hold for future terms. Please review your degree audit which is available online in eServices. Submit this signed program of study form and a copy of your degree audit (as needed) to the School of Graduate Studies, AS 121 or graduatestudies@stcloudstate.edu.

Pre-Practicum Core Courses

All counseling emphases include a common core of course work prerequisite to the supervised counseling practicum experience. Part-time students should complete these courses early in their program.

RHAB 650: Rehabilitation Orientation and Ethics, 3 Credits

COUN 651: Counseling Theories, 3 Credits

RHAB 652: Medical & Diagnostic Factors in Counseling, 3 credits

COUN 667: Career Development, 3 Credits

COUN 666: Group Counseling Theories and Practice, 3 Credits

COUN 668: Counseling Procedures, 3 Credits

Supervised Counseling Practicum

This off-campus experience follows the pre-practicum core courses and will provide the application of theories and techniques to counseling experience. Students must make satisfactory progress in their coursework to move forward in practicum. Satisfactory progress is constituted by completion of the pre-practicum courses with a 3.0 or better, a minimum CCS-R rating of at least a 2 or better, and rating of Average on the end of course Career and Personal Development

Evaluation. Many students do their practicum and internship at the same site. All full-time students are automatically placed in the counseling practicum. However, each part-time student must apply to the practicum instructor during the semester preceding the practicum. All students must attend the required practicum/ internship meeting scheduled in the spring semester preceding their practicum and internship experiences. Late applicants might not be admitted. This may result in delayed graduation.

The selected sites must have final approval of the counseling faculty. Students must also determine the configuration of their practicum. Rehabilitation counseling students must complete a minimum of 100 hours of internship which of 40 hours must be direct client contact. Students must also demonstrate leading or co-leading a group during their practicum experience.

To meet the certification and accreditation requirements, students must meet at least one hour a week in face-to-face supervision with their on-site field supervisor and 1.5 hours of faculty supervision.

All interns are required to attend supervision meetings held via zoom during summer practicum. These meetings will be to share internship experiences, discuss ethical dilemmas, discuss trauma and crisis intervention techniques, and learn about supervision. Students will receive one-on-one supervision from the faculty supervisor. Students must attend supervision to count hours for that week.

All students, full-time and part-time, must work with their practicum faculty supervisor to complete the following application requirements for all internships to be conducted during the succeeding academic year:

- Attending the practicum orientation.
- Complete the practicum application Form in Tevera.
- Upload a resume with your practicum application in Tevera.
- Compile a list of learning objectives that can be used in formulating a practicum contract.

Students can sign up for any open practicum section with the faculty member of their choice. Students do not need to choose their advisor to also supervise the internship experience. Internship placements should be finalized, and all contracts signed before intended internship semester begins

Course Substitution

Students with three or more years of full-time experience in rehabilitation settings may substitute some courses with the consent of their advisor. Please note that even if a course is substituted, the student will still need to take another course to replace the credits substituted. Recommendations by the Rehabilitation Counseling faculty will be given only for those courses in which the experienced student demonstrates the competencies in the course for which substitution is requested.

Substitution Procedure:

- Discuss the proposed substitution with your advisor.
- If your advisor agrees that a substitution is possible, you will be directed to a faculty member normally responsible for teaching the course.
- The faculty member normally responsible for teaching the course will establish a method for evaluating your knowledge/competence in the area in question. This could be a written and/or oral evaluation, and may include documentation from employers, educators, etc.
- If the faculty member normally responsible for teaching the course determines that comparable knowledge/competence exists, a recommendation for course substitution will be forwarded to your advisor.
- It will then be necessary for you and your advisor to determine a course to be substituted for the waived course.
- The student and advisor will submit a change of program form to the Office of Graduate Studies listing the waived course and substituted course.

Adding or Changing Program Track

Any changes or additions to the program will occur only by an interview process which will take place during Spring Semester of each year. The request will be considered along with the other new entering students.

Application for Graduation

Students will have to apply for graduation, register for commencement, and register for hooding in the following links.

Apply to graduate: <https://www.stcloudstate.edu/srfs/graduation/default.aspx>

Register for commencement: <https://www.stcloudstate.edu/commencement/>

RSVP for the hooding ceremony. The RSVP for the School of Health and Human Services hooding ceremony will open about 6 weeks before graduation. You may email the Dean's office for further information at chwp@stcloudstate.edu

Purchase your regalia. <https://www.stcloudstate.edu/commencement/student-resources/academic-regalia.aspx>

If you have problems, questions, or concerns about registering for commencement email: commencement@stcloudstate.edu

Endorsements & Recommendations

Endorsement

Policy Endorsement is made at the time of graduation audit and appears on the student's transcript, by means of completed graduation.

Letters of Recommendation

Faculty are willing to provide recommendation letters within 2 years of graduation. Following the 2-year period, it is up to the faculty member and their professional contact with alumni at that time to decide if it is ethical to recommend you for a position when they have not had contact with your professional work in the past two years.

Recommendation through Social Media

Faculty will not write professional recommendations on social media sites, such as LinkedIn. LinkedIn is a professional social media site geared for you to have professional recommendations from your place of employment. Therefore, faculty will not respond to such requests.

References

Faculty are happy to serve as a reference for your internship application. For internships, it is appropriate to ask your clinical course instructor to serve as the recommender (COUN 668), as they are the most capable of speaking on your clinical skill strengths and areas of growth.

Credentialing

Faculty will not serve as a reference or provide letters of recommendation for credentialing purposes. (This includes but is not limited to your application for insurance panels, specialty certifications post-graduation, etc.)

Final Comprehensive Examination

All students will be required to take the CRC (Certified Rehabilitation Counselor) exam as their final comprehensive examination or with faculty advisor approval an alternative exam. The student will take the examination during the semester of their expected graduation. It is necessary to sign up one semester prior to taking the respective examination. For more information on the CRC go to <https://crccertification.com/>. Other exams with faculty approval include the National Counselor Exam or an on campus comprehensive examination given by the program.

Academic Review and Retention Policy

The faculty meets regularly to discuss the progress of students in the program. The following elements are reviewed: Academic progress and promise; counseling skills acquisition and development; personality traits or personal issues that may be interfering with progress in the program; legal and ethical issues. In the event that there is a faculty concern about a student regarding any of these areas, a faculty member will meet with the student to discuss necessary remediation and steps toward improvement or to offer the student assistance with finding a more suitable field of study. While there was a preliminary evaluation of a prospective student's suitability for counseling at the time of admission, evaluation also occurs throughout a student's course of study.

During the pre-practicum core courses, course evaluations are made by faculty as to whether students have developed the skills and personal characteristics necessary to proceed to

practicum. During practicum, regular evaluations are made by faculty to determine whether the student is prepared to proceed to internship, whether the practicum experience needs to be repeated, or if other assistance is necessary to continue in the program. During the internship, regular assessments are made by the site supervisor documenting the pre-professional progress and readiness for recommendation for graduation and licensure.

Personal and Career Development Evaluation

Students are expected to develop and demonstrate dispositions appropriate to rehabilitation counselors' professional practice. Professional dispositions include the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth.

All students must demonstrate, at minimum, an adequate level of performance in all domain areas. These areas include professionalism, planning, preparation, productivity, and commitment to developing professional competencies. These competencies are assessed throughout the program. A final documentation of all dispositions is required before a student will be approved for graduation. We will also be discussing the disposition document at the required orientation meeting

Personal and Career Development Evaluation Form

St. Cloud State University Rehabilitation Counseling
Community Psychology, Counseling and Family Therapy Department
Personal and Career Development Evaluation

All students must demonstrate, at minimum, an adequate level of performance on all domains listed below. Professionalism, planning, preparation, productivity, and commitment to developing professional competencies are assessed throughout the program. A final documentation of all domains is required before a student will be approved for graduation. Student performance will be assessed according to these levels:

Grading Scale for Evaluation Form

Exceptional (E): Students' work and demeanor reflect the graduate level behaviors expected of professional counselors as delineated in professional, state, institutional, and programmatic standards. Students recognize when their own professional behaviors may need to be adjusted and are able to develop plans to do so.
Adequate (A): Students are familiar with the graduate level behaviors expected of professionals. Their work and demeanor reflect the appropriate behaviors delineated in professional, state, institutional, and programmatic standards.
Needs Improvement (NI): Students are not familiar with professional behaviors delineated in professional, state, institutional, and programmatic standards. They do not model these professional behaviors in their work and/or demeanor. Please note any "NI" must be accompanied by a written account of the situation wherein the student exhibited the behavior(s) of concern
Not Observed (N/O): No opportunity to observe.

Domain A: Professionalism

Dispositions	Behaviors	Assessment Level			
		E	A	NI	N/O
Professional demeanor	Uses proper grammar and vocabulary in written and oral communication.				
	Maintains personal hygiene.				
	Dresses appropriately for the professional setting.				
Relationships with others	Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner.				
	Offers feedback to peers, faculty, and supervisors in a respectful and solution-oriented manner.				
	Perceives and honors the physical, emotional, and social boundaries of others.				
	Perceives and honors diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.				
	Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.				
General work attitude and enthusiasm	Tolerates demanding workloads and stressful conditions.				
	Demonstrates the ability to function in ambiguous situations.				
	Seeks and uses feedback from peers and supervisors to improve professional behavior.				
Commitment to professional development	Engages in professional growth: reading, scholarly work, conferences, workshops, and additional coursework.				
	Invests the time and energy to develop professional counseling and student development skills and professional competencies.				
	Recognizes and demonstrates a commitment to overcome personal, interpersonal, and professional deficiencies.				
Integrity	Adheres to the ethical guidelines of the counseling and student affairs professions.				
	Respects and upholds the confidentiality of clients' issues and concerns.				

Professional judgment	Exercises professionally sound judgment in the selection, timing, and implementation of counseling and student development techniques and strategies.				
Comments:					

Domain B: Planning, Preparation, and Productivity

		E	A	NI	N/O
Dependability, conscientiousness, responsibility	Arrives on time to academic and professional commitments.				
	Meets attendance obligations and expectations.				
	Accepts personal responsibility for one's own actions and behaviors.				
	Is punctual and reliable in the completion of assignments and correspondence during coursework and clinical supervision.				
	Arrives able to perform professional tasks and functions, including the exercise of sound judgment.				
Effort and preparation	Arrives prepared to perform professional tasks and meet academic or professional responsibilities.				
	Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.				
Productivity	Completes assigned tasks on schedule.				
	Works effectively as part of a group, as well as independently.				
Comments:					

Domain C: Commitment to Developing Professional Competencies

		E	A	NI	N/O
Commitment to developing multicultural competencies	Demonstrates appreciation for diversity.				
	Understands and respects diverse backgrounds, beliefs, and values of students, clients and colleagues.				
	Seeks feedback about multicultural knowledge and skills and uses this feedback to improve professional functioning.				
Commitment to developing interpersonal competencies	Seeks and uses feedback about one's personal and interpersonal functioning and uses this feedback to improve professional functioning.				
	Demonstrates respect, clear communication, and a commitment to collaborative problem solving when facing interpersonal differences.				
Commitment to developing counseling or student development competencies	Recognizes one's own professional competencies and shares them with peers, supervisors, and faculty.				
	Seeks feedback from peers, supervisors, and faculty about one's professional knowledge and skills and uses this feedback to improve professional functioning.				
	Demonstrates willingness to learn new modes of service delivery and use a variety of resources.				
	Demonstrates willingness to use technology as a tool in service delivery.				
	Demonstrates commitment to improving practice through data collection, assessment and program evaluation.				
	Demonstrates commitment to lifelong learning.				

Comments:	
Strengths	Areas for Opportunities for Growth

Signatures:

(Name of student)

(date)

(Name of faculty)

(date)

(Name of faculty)

(date)



REHABILITATION COUNSELING ST. CLOUD STATE UNIVERSITY

Pre-Practicum Courses

COUN 651 Counseling Theories (3c)

COUN 666 Group Counseling Theory and Practice (3c)

COUN 667 Career Development (3c)

COUN 668 Counseling Procedures (3c)

RHAB 650 Rehabilitation Orientation and Ethics (3c)

RHAB 652 Medical and Diagnostic Factors in Counseling (3c)

Core and Research Courses

COUN 603 Prevention, Wellness and Crisis Intervention (3c)

COUN 658 Multicultural Counseling (3c)

COUN 664 Counseling Across the Lifespan (3c)

COUN 684 Psychopharmacology (3c)

COUN 676 Research and Program Evaluation (3c)

COUN 665 Assessment in Counseling (3c)

Addiction Specialization

RHAB 637 Advanced Principles of Addiction Counseling (3c)
RHAB 639 Diagnosis, Intervention and Treatment of Addiction (3c)
RHAB 671 Family and Adolescent Counseling in Addiction (3c)
RHAB 629 Vocational Evaluation and Placement (3c)
RHAB 668 Practicum (3c) Program requires 100 hours
RHAB 644 Internship (6c) Program requires 600 hours
LADC requires 880 hours total

Plan A (Thesis) RHAB 699 (6c)
Total Credits: 66

Plan B (Non-Thesis)
Total Credits: 60

Vocational Specialization

RHAB 653 Psychosocial, Culture, and Family Counseling (3c)
RHAB 681 Forensic Rehabilitation and case Management (3c)
RHAB 633 Rehabilitation for Transition aged youth (3c)
RHAB 629 Vocational Evaluation and Placement (3c)
RHAB 668 Practicum (3c) Program requires 100 hours
RHAB 644 Internship (6c) Program requires 600 hours

Plan A (Thesis) RHAB 699 (6c)
Total Credits: 66

Plan B (Non-Thesis)
Total Credits: 60

Clinical Specialization

COUN 659 Psychodiagnosis and Treatment Planning (3c)
RHAB 653 Psychosocial, Cultural, and Family Counseling (3c)
RHAB 685 Psychiatric Rehabilitation (3c)
RHAB 629 Vocational Evaluation and Placement (3c)
RHAB 668 Practicum (3c) Program requires 100 hours
RHAB 644 Internship (6c) Program requires 600 hours

Plan A (Thesis) RHAB 699 (6c)
Total Credits: 66

Plan B (Non-Thesis)
Total Credits: 60



REHABILITATION
COUNSELING
ST. CLOUD STATE UNIVERSITY

Addiction Specialization

Curriculum Degree Map

First Semester (Fall)	Second Semester (Spring)
<p>RHAB 650: Rehabilitation Orientation and Ethics</p> <p>COUN 668: Counseling Procedures</p> <p>COUN 651: Counseling Theories</p> <p>COUN 665: Assessment in Counseling</p>	<p>RHAB 637: Advanced Principles of Addiction Counseling</p> <p>RHAB 652: Medical & Diagnostic Factors in Counseling</p> <p>COUN 666: Group Counseling Theories and Practice</p> <p>COUN 676: Research and Program Evaluation</p>

Third Semester (Summer)	Fourth Semester (Fall)
<p>RHAB 629: Vocational Evaluation and Placements</p> <p>COUN 664: Counseling Across the Lifespan</p> <p>COUN 684: Psychopharmacology</p> <p>RHAB 668: Practicum</p>	<p>RHAB 639: Advanced Diagnosis, Intervention, and Treatment of Addiction</p> <p>COUN 658: Multicultural Counseling</p> <p>RHAB 689: Ethics and Professional Issues in Rehabilitation</p> <p>RHAB 644: Internship</p>

Fifth Semester (Spring)	Sixth Semester (Summer)
<p>COUN 667: Career Development (3 credits)</p> <p>COUN 603: Prevention, Wellness, and Crisis Intervention</p> <p>RHAB 671: Family & Adolescent Counseling in Addiction</p> <p>RHAB 644: Internship</p>	<p>Plan A Thesis Track: 66 Credits</p> <p>RHAB 669: Thesis</p> <p>Plan B Non-Thesis Track: 60 Credits</p>

*All courses are 3 credits per class. RHAB 644 and 699 requires two semesters for a total of 6 credits.



REHABILITATION
COUNSELING
ST. CLOUD STATE UNIVERSITY

Vocational Specialization

Curriculum Degree Map

First Semester (Fall)	Second Semester (Spring)
<p>RHAB 650: Rehabilitation Orientation and Ethics</p> <p>COUN 668: Counseling Procedures</p> <p>COUN 651: Counseling Theories</p> <p>COUN 665: Assessment in Counseling</p>	<p>RHAB 681: Forensic Rehabilitation & Case Management</p> <p>RHAB 652: Medical & Diagnostic Factors in Counseling</p> <p>COUN 666: Group Counseling Theory and Practice</p> <p>COUN 676: Research and Program Evaluation</p>

Third Semester (Summer)	Fourth Semester (Fall)
<p>RHAB 629: Vocational Evaluation and Placement</p> <p>COUN 664: Counseling Across the Lifespan</p> <p>COUN 684: Psychopharmacology</p> <p>RHAB 668: Practicum</p>	<p>RHAB 653: Psychosocial, Cultural, and Family Counseling</p> <p>COUN 658: Multicultural Counseling</p> <p>RHAB 689: Ethics and Professional Issues in Rehabilitation</p> <p>RHAB 644: Internship</p>

Fifth Semester (Spring)	Sixth Semester (Summer)
<p>COUN 667: Career Development (3 Credits)</p> <p>COUN 603: Prevention, Wellness, and Crisis Intervention</p> <p>RHAB 633: Rehabilitation for Transitioned Aged Youth</p> <p>RHAB 644: Internship</p>	<p>Plan A Thesis Track: 66 credits</p> <p>RHAB 669: Thesis (6 credits)</p> <p>Plan B Non-Thesis Track: 60 credits</p>

*All courses are 3 credits per class. RHAB 644 and 699 requires two semesters for a total of 6 credits.



REHABILITATION
COUNSELING
ST. CLOUD STATE UNIVERSITY

Clinical Specialization

Curriculum Degree Map

First Semester (Fall)	Second Semester (Spring)
RHAB 650: Rehabilitation Orientation and Ethics	RHAB 685: Psychiatric Rehabilitation
COUN 668: Counseling Procedures	RHAB 652: Medical & Diagnostic Factors in Counseling
COUN 651: Counseling Theories	COUN 666: Group Counseling Theory and Practice
COUN 665: Assessment in Counseling	COUN 676: Research and Program Evaluation

Third Semester (Summer)	Fourth Semester (Fall)
RHAB 629: Vocational Evaluation and Placement	RHAB 653: Psychosocial, Cultural, and Family Counseling
COUN 664: Counseling Across the Lifespan	COUN 658: Multicultural Counseling
COUN 684: Psychopharmacology	RHAB 689: Ethics and Professional Issues in Rehabilitation
RHAB 668: Practicum	RHAB 644: Internship

Fifth Semester (Spring)	Sixth Semester (Summer)
COUN 667: Career Development	Plan A Thesis Track: 66 credits
COUN 603: Prevention, Wellness, and Crisis Intervention	RHAB 669: Thesis (6 credits)
COUN 659: Psychodiagnosis and Treatment Planning	Plan B Non-Thesis Track: 60 credits
RHAB 644: Internship	

*All courses are 3 credits per class. RHAB 644 and 699 requires two semesters for a total of 6 credits.