M. S. Program in Rehabilitation Counseling

Information Bulletin

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# Master of Science Degree Program in Counseling

## option in Rehabilitation Counseling

### Information Bulletin

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of this bulletin</td>
<td>3</td>
</tr>
<tr>
<td>RCEP mission, objectives, and goals</td>
<td>3</td>
</tr>
<tr>
<td>Accreditation</td>
<td>3</td>
</tr>
<tr>
<td>The Rehabilitation Counseling Profession</td>
<td>4</td>
</tr>
<tr>
<td>Certification</td>
<td>5</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>5</td>
</tr>
<tr>
<td>CSULA RCEP Structure</td>
<td>6</td>
</tr>
<tr>
<td>Eligibility And Admissions</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum</td>
<td>7</td>
</tr>
<tr>
<td>Relationship to the B. S. Degree</td>
<td>8</td>
</tr>
<tr>
<td>Concentration Areas</td>
<td>8</td>
</tr>
<tr>
<td>Student Development Counseling</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>Transition Services</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>Student Representation</td>
<td>9</td>
</tr>
<tr>
<td>Program Planning And Advisement</td>
<td>9</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Courses Required For The Rehabilitation Counseling M. S. Degree</td>
<td>10</td>
</tr>
<tr>
<td>Concentration area courses</td>
<td>11</td>
</tr>
<tr>
<td>Student Development Counseling</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>Required Core Courses (29 units)</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>Brief descriptions of courses</td>
<td>11</td>
</tr>
<tr>
<td>Recruitment Policy</td>
<td>13</td>
</tr>
<tr>
<td>Retention Policy</td>
<td>13</td>
</tr>
<tr>
<td>Program Evaluation Plan</td>
<td>14</td>
</tr>
</tbody>
</table>
Master of Science Degree Program in Counseling

option in Rehabilitation Counseling

Scope of This Bulletin

This Information Bulletin is provided to potential students, current students, agency personnel, and other relevant publics needing information on the M. S. Program in Rehabilitation Counseling. It also is given to faculty within and outside the Division of Special Education and Counseling, the Dean and Associate Deans of the Charter College of Education, and other administration at CSULA requesting information on the Program. This Bulletin covers the graduate-level Rehabilitation Counselor Education Program (RCEP). Additional important information is contained in (a) the CSULA General Catalog and (b) the Student Advisement Handbook for Master’s Degree Programs, which applies to all post baccalaureate students in the Charter College of Education. These other bulletins address matters such as “classified graduate standing,” “advancement to candidacy” for the degree, and filing for graduation. These important regulations and procedures are not given duplicate coverage here. The supervised practice portion of the M. S. program is discussed in detail in a second RCEP bulletin: Practicum and Internship Manual.

This document is given to program applicants, new students, and agency personnel.

RCEP Mission, Goals, and Objectives

Mission
The mission of the Rehabilitation Counseling Program is to recruit and train individuals from a remarkably diverse urban center to become rehabilitation counselors who work in a variety of employment settings. The Program serves the community by preparing counselors and administrators to become leaders and work in partnership with individuals who have disabilities to maximize their personal and professional potential.

Goals & Objectives
Goals are numbered, related objectives are alphabetized.

1. Recruit applicants from a remarkably multicultural, multilingual urban center, who have a variety of experiences and skills, including students with disabilities.
   a. Distribute program brochures via mail, e-mail, and our website
   b. Present on the program to relevant organizations, agencies, classes at Cal State L.A., and other colleges and universities
   c. Networking with employers at practica and internship sites

2. Retain enrolled students through graduation.
   a. Encourage to join the student Rehabilitation Counseling Association and other rehabilitation-related state and national organizations to further develop their professional identity

May 2016 3
b. Provide accurate, timely, and effective advisement throughout the academic year
c. Collaborate with Student Financial Aid and funding from outside sources (RSA and private grants)
d. Help students remedy academic difficulties

3. Deliver the CORE-accredited curriculum in rehabilitation counseling.
   a. Students will promote the dignity and worth of all individuals, and advocate for people with disabilities so that they receive maximum benefit and equitable treatment in society (C.1)
   b. Students will recognize the richness and uniqueness of socially and culturally diverse populations, providing equitable services to all individuals (C.2)
   c. Students will be able to recognize consumers’ strengths and capabilities throughout their lifespan, and assist them to maximize their potential (C.3)
   d. Students will establish their knowledge and expertise in the world of work, and the vocational implications of disability, including the knowledge to assist with issues of accommodation and accessibility (C.4)
   e. Students will develop effective individual and group counseling strategies, interviewing and consultation skills, and sensitivity in working with consumers (C.5, C.6)
   f. Students will learn evaluation techniques necessary for case conceptualization and intervention targeting (C.7)
   g. Students will apply empirically-supported interventions to practice and program development, and appropriately evaluate the effectiveness of these activities (C.8)
   h. Students will become expert in medical and psychosocial aspects of disability and functioning (C.9)
   i. Students will obtain practical experiences in working with people with disabilities in community, public, private sector agencies, and colleges and universities within an urban environment (C.10)

4. Graduate and place 100% of enrolled students.
   a. Encourage students to select employment in the public sector (e.g., vocational rehabilitation, Veterans Administration); facilitate placement in private not-for-profit and for profit agencies
   b. Student development counseling graduates find disability-related employment in higher education
   c. Transition services graduates will assume positions within state-federal vocational rehabilitation system, in collaboration with the secondary education system

Accreditation

The Western Association of Schools and Colleges (WASC) accredits Cal State L.A.. The Council on Rehabilitation Education (CORE) accredits the graduate-level RCEP.

The Rehabilitation Counseling Profession

Rehabilitation counseling has emerged as a distinct profession concerned with people who have disabilities. The profession emphasizes the social concept that the development of human resources merits skillful, well-trained professional practitioners who want to help
individuals with disabilities achieve more independent, productive, fulfilling, and satisfying lives. Clients are encouraged to (a) understand, develop, and use their strengths and abilities; and (b) comprehend the vast array of community services that can provide assistance. Understanding and adaptation to disability include any opportunities to reduce or transcend its associated limitations; for example, counselors often help their clients develop the practical skills and find the resources needed to live independently.

Different employment settings in rehabilitation emphasize different aspects of the process. Nonetheless, a major portion of the work activities of most rehabilitation counselors involves helping clients formulate and implement vocational plans. Such activities include (a) evaluating clients' aptitudes, interests, temperament, and transferable work skills; (b) identifying occupations consistent with these qualities and clients' disability-related limitations; (c) arranging for various services clients need to become employed; and (d) finding suitable employment opportunities. In addition, rehabilitation counselors influence society's response to disabling conditions; related activities include advocacy, lobbying, and providing expert testimony in court.

Rehabilitation counselors work in a wide variety of employment settings. These employers include state rehabilitation agencies, workers’ compensation companies, insurance companies, school-based rehabilitation counseling (school-to-work transition), business and industry, forensic rehabilitation, independent living programs, psychiatric hospitals, chronic disease hospitals, private non-profit rehabilitation agencies, work evaluation facilities, colleges and universities, and employee assistance programs in business and industry. Recently, disability management programs in industry have emerged as employers of rehabilitation specialists. As noted in the above paragraph, these employment sectors emphasize different aspects of the rehabilitation process. For example, injured worker programs seek to return clients to work as quickly and cost-efficiently as possible in suitable employment. Independent living programs give assistance with such matters as accessible housing and attendant care.

Rehabilitation counselors work with other specialists in rehabilitation, such as physicians, attorneys, psychologists, social workers, physical therapists, occupational therapists, and work evaluators. Often, counselors' tasks include coordinating the efforts of other team members and bringing together community resources in the service of clients' rehabilitation. In addition to counseling skills, the specialized knowledge base which underlies rehabilitation counselors' work includes (a) consequences and implications of disablement generally and with various specific disabilities, (b) the world of work, and (c) rehabilitation service delivery systems.

Certification and Licensure

Professional certification is available through the Commission on Rehabilitation Counselor Certification (CRCC). This certification is recognized nationally and is offered in three forms: Certified Rehabilitation Counselor (CRC), Certified Case Manager (CCM), and Certified Disability Management Specialist (CDMS).

Licensure through the Bureau of Behavioral Sciences (BBS) in the State of California is also available. Students who wish to become Licensed Professional Clinical Counselors in California have the option of completing the Clinical Counseling Certificate through the RCEP.

Professional Organizations

Rehabilitation counselors have a number of national organizations representing their interests. Among them are the American Rehabilitation Counseling Association (ARCA, a
division of the American Counseling Association, ACA), the National Rehabilitation Counseling Association (NRCA), the National Rehabilitation Association (NRA), and the International Association of Rehabilitation Professionals (IARP). Some of these national organizations have state and local affiliates. The California Association of Postsecondary Education and Disability (CAPED) California Association for Counseling and Development (CACD) are statewide organizations. Several organizations offer student memberships at reduced rates. Students and graduates are encouraged to join and take active roles in these organizations. They are encouraged to join the CSULA student chapter - Rehabilitation Counseling Association (RCA). This has been a very active student organization and is a subdivision of ARCA.

CSULA RCEP Structure

The RCEP is one of four graduate-level counselor education programs housed in the Division of Special Education and Counseling within the Charter College of Education. The other four programs are Applied Behavior Analysis; School-Based Family Counseling; and School Psychology. The division also offers a B. S. degree in Rehabilitation Services, and a Minor in Rehabilitation Services. The "RCEP coordinator" is a Certified Rehabilitation Counselor (CRC) and a tenure-track faculty member responsible for the general administrative management of the program, in addition to teaching and student advisement. Duties of RCEP coordinator are shared with four full-time faculty members who are also CRCs.

Eligibility And Admissions

Applicants must meet the academic requirements for Classified Graduate Standing described in the CSULA General Catalog. Additional requirements are discussed in the Student Advisement Handbook for Master’s Degree Programs.

Entry into the RCEP involves two separate admissions processes. First, the CSULA Graduation Admissions Office requires (a) a completed application form, (b) official transcripts of all college and university work, and (c) an application fee. The online application is available through CSU Mentor on the CSULA website; information of the link is available from the Admissions Office and the Division Office of Special Education and Counseling. The General Catalog and each quarter's Schedule of Classes discuss details such as the number of copies of transcripts, deadline dates, and the application fee. Inquiries concerning the general CSULA admissions process should be addressed to the Admissions Office. In addition, the RCEP requires a separate application form, official transcripts, three letters of reference, and a personal interview. Second, the RCEP application is available online and applicants may obtain the link information from the Division of Special Education and Counseling office (King Hall C-1064). The application is to be completed and submitted to that office without fee. Inquiries concerning the RCEP admissions process may be addressed to any RCEP faculty advisor.

Applications to the RCEP are received on a continuing basis, though priority is given to applications that are completed by January 15 of the year for which the student is applying. When the Division of Special Education and Counseling office has received an applicant's completed application form, transcripts, and reference letters, the applicant file is defined as "complete." After an applicant's file is complete, an admissions interview will be scheduled. Among other qualifications, applicants are expected to have (a) experience (paid work, volunteer work, other life experiences) which provides a sound basis for choosing a career working with people; (b) sufficient knowledge about the work of rehabilitation counselors to provide a
reasonable basis for choosing to undertake training in this work; and (c) skill at recognizing and responding to the ideas and feelings expressed by other people. These issues will be evaluated through the application form and interview. Applicants with questions about this are encouraged to discuss them with a RCEP faculty advisor in advance of the interview. Visiting a few rehabilitation facilities often answers many questions, and faculty advisors are prepared to offer referrals. Upon completion of interviews, applicants will be notified by e-mail concerning their admission.

Advisement

Students in the RCEP are advised based on the first letter of their last name. Students whose last names begin with A-C meet with Dr. Brodwin for advising, students with names D-L meet with Dr. Paul, M-R with Dr. Peterson, and S-Z with Dr. Pebdani. In addition, students can refer to the Charter College of Education Student Advisement Handbook for Master’s Degree Programs for information on graduate advisement.

Curriculum

The M.S. degree in rehabilitation counseling curriculum comprises a total of 48 Semester units, of which 37 units represent academic coursework and 11 units represent supervised practice (Practicum and Internship). While taking 12-13 units per semester is considered a full-time graduate student, this program requires a minimum of two academic years (four semesters) of full-time study, or its equivalent in part-time study. Students may obtain transfer credit for equivalent courses taken in other recent graduate programs up to a maximum of 30% of their required coursework. No coursework taken over seven years ago will count toward a graduate degree.

Curriculum content includes counseling theory and practice; personality theory and human development; vocational development and career counseling; history, structure, and philosophy of rehabilitation; medical and psychosocial aspects of disability; sociocultural factors in counseling; tests and measurement; case management and disability management; job development and work evaluation; research methods; diagnosis and treatment in counseling; and practicum and internship. The curriculum is described in greater detail in this bulletin.

Previous to internship, the student completes 100 hours of practicum experience. Forty of the 100 hours must be direct service provision to people with disabilities. Students monitor their progress through weekly logs that are turned into their faculty supervisor.

Internship represents 600 hours of supervised rehabilitation counseling practice during two or more semesters in an agency under the supervision of a professionally qualified person. CORE and the Cal State L.A. program require students to have regularly scheduled supervision by a CRC. Los Angeles and the surrounding communities offer a rich variety of rehabilitation facilities in which fieldwork can be carried out. One unit of internship placement is equivalent to 75 hours. Practicum and internship are described in greater detail in the Practicum and Internship Manual.

In addition to satisfactorily completing required coursework and clinical practice, each student must pass a comprehensive examination or write a thesis. Most students take the comprehensive examination; students planning to continue their education in a doctoral program, or who have special research interests and abilities, may choose to write a thesis. We recommend that such students enroll in COUN 5219: Principles of Research and Program
Evaluation in Counseling as early as practicable, and discuss the thesis possibility with an academic advisor.

**Relationship to the B. S. Degree**

The Division offers a B. S. degree with a major in rehabilitation services. This degree provides a positive foundation for enrolling in the Master’s program.

**Concentration Areas**

The Master of Science degree in Counseling: Option in Rehabilitation offers concentrations in Student Development Counseling and in Transition Services.

**Certificate in Applied Behavior Analysis**

48 units from the RCEP, plus an additional 18 units

This program is designed for students who have obtained a master’s degree in either Psychology, Counseling, School Psychology, Teacher Education, Educational Administration, Special Education, or a related field, who wish to acquire the course content to become a behavior analyst and sit for the certification exam from the Behavior Analysis Certification Board to become a Board Certified Behavior Analyst. This postbaccalaureate credit certificate program is designed to prepare behavior analysts and provides practitioners, such as school psychologists, counselors, resource and program specialists, administrators, and others who work with students and teachers, the opportunity to develop specialized skills for designing, implementing and evaluating Applied Behavior Analysis programs in behavior management, motivation, consultation, and teaching. The certificate includes the following courses in counselor education (18 units) with a minimum B (3.0) average.

**Certificate in Clinical Counseling**

48 units from the RCEP, plus two prerequisites (6 units) and up to 15 units depending on prior coursework

The Certificate in Clinical Counseling is designed for those who hold or are obtaining a master’s degree in counseling, psychology, or a closely related profession, and who are seeking to apply for the Licensed Professional Clinical Counselor (LPCC) credential for the State of California, or any similar license in the United States (e.g., Licensed Mental Health Counselor, Licensed Clinical Professional Counselor).

Professional clinical counseling is the application of counseling interventions and psychotherapeutic techniques (cognitive, affective, verbal or nonverbal, systemic or holistic counseling strategies that include principles of development, wellness, and maladjustment that reflect a pluralistic society) to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems.
Certificate in Higher Education

48 units from the RCEP, plus up to 17-19 units depending on prior coursework

This concentration in the Rehabilitation Counseling program is designed to train students to work in higher education colleges and universities with a specialty in disability. These students will be competent in: 1) providing and designing effective counseling services to higher education students; 2) evaluating social, psychological, educational, vocational, and cultural issues as related to students with and without disabilities; and 3) assisting students to make the transition from high school to post-secondary education and beyond.

Student Representation

Student representatives are invited to meet regularly with RCEP faculty to discuss issues of mutual concern regarding the structure and operation of the program. Representatives convey student concerns to faculty, and participate in discussions that lead to decisions about the program. Students interested in this role should notify the RCEP coordinator of their interests. The President of the CSULA Rehabilitation Counseling Association serves on the CSULA Community Advisory Board.

Program Planning And Advisement

At the time of admission to the RCEP, each student is assigned a faculty advisor based on the first letter of their last name. A student should meet with this advisor at least once each semester to discuss professional goals, course selections, fieldwork, and progress through the program. As preparation for advisement sessions, we recommended that students (a) review the Charter College of Education Student Advisement Handbook for Master’s Degree Programs and the Practicum and Internship Manual; (b) review academic records showing which courses have already been taken; (c) consult the current Schedule of Classes and bulletins issued by the Counselor Education faculty regarding the scheduling of each course in future quarters; and (d) make tentative plans for the next few semesters, taking into account prerequisites, corequisites, and the year's planned schedule.

Advance planning is essential because some courses have prerequisites or corequisites, and most courses are offered only once a year. We offer the following general recommendations:

1. Take the Writing Proficiency Examination (WPE) during the first quarter.
2. Complete a program plan with your advisor; it is required for credit for COUN 5005.
3. Apply for “advancement to candidacy” after completing 16 units. To be advanced to candidacy you need credit in COUN 5005. Forms are available in the Charter College of Education Office of Graduate Study.
4. Complete all coursework on your program plan with a minimum “B” (3.0) overall GPA and a minimum “C” grade in all courses, with no incompletes.
5. COUN 5005, 5140, and 5142 should be taken in the Fall, at the first opportunity.
6. Students who are considering a thesis should take COUN 5129 as soon as practicable. The COUN 5129 assignment is a good place to begin planning a thesis or project.
7. Students who take the comprehensive examination should plan to do so in a Fall or Spring quarter, either the quarter in which graduation is expected or the immediately preceding quarter.
8. Deadlines should be carefully noted on a personal calendar. The Charter College of Education Student Advisement Handbook for Master’s Degree Programs, the Fieldwork Manual, and each quarter's Schedule of Classes specify deadlines.

9. Students should keep in a safe place all correspondence and other records concerning their relationship with Cal State L.A.. These materials are very helpful in planning. Further, they can be a good way to have at hand the information needed to complete future applications for employment, certification, or the like.

10. Apply for graduation two quarters before you plan to graduate. The degree will be posted for the quarter in which you complete all requirements for the degree.

Program Requirements

The next pages offer a list of RCEP requirements and a brief description of each required course. The curriculum requires a total of 48 semester units.

Courses Required For The Rehabilitation Counseling M. S. Degree

All of the following courses are designated "Counseling," abbreviated "COUN."

Numbers in brackets refer to semester units.

Required Core (4 units)
COUN 5005 Individual Counseling Strategies (4)

Other Required Courses (44 units)
COUN 5000 Lifespan Human Development for Counselors (3)
COUN 5103 Multicultural Counseling (3)
COUN 5111 Diagnosis and Treatment in Clinical Counseling (3)
COUN 5128 Assessment in Counseling (3)
COUN 5129 Principles of Research and Program Evaluation in Counseling (3)
COUN 5140 Introduction to Rehabilitation Counseling and Case Management (3)
COUN 5142 Medical and Psychological Aspects of Disability, Part A (3)
COUN 5143 Medical and Psychological Aspects of Disability, Part B (3)
COUN 5149 Employment and Career Development (3)
COUN 5150 Ethical, Legal and Professional Issues in Counseling - Ethics in Counseling (3)
COUN 5160 Group Counseling (3)
COUN 5187 Supervised Internship in Rehabilitation Counseling (3)
COUN 5188 Supervised Practice in Rehabilitation Counseling (2-8 variable unit course, repeatable) (8)

Comprehensive Examination or Thesis or Project (0, 4 units)
COUN 5960 Comprehensive Examination (0) or
COUN 5990 Thesis or Project Planning (2)
and
COUN 5991 Thesis or Project (2)

Minimum Units 48
Concentration area courses

Certificate in Applied Behavior Analysis

Required Courses
- COUN 5010 Experimental Foundations of Applied Behavior Analysis (3)
- COUN 5012 Legal and Ethical Issues in Applied Behavior Analysis (3)
- COUN 5016 Applied Behavior Analysis (3)
- COUN 5018 Behavioral Assessment and Interventions (3)
- COUN 5022 Analysis and Application of Verbal Behavior (3)
- COUN 6010 Research Methods in Single Subject Design (3)

Certificate in Clinical Counseling

In addition to the general RCEP requirements (above), students completing the Certificate in Clinical Counseling should complete the following courses:

Co-requisite Courses:
- COUN 4330 Trauma and Crisis Counseling (3)
- COUN 4650 Addiction Counseling (3)

Required Courses:
- COUN 5111 Diagnosis and Treatment in Clinical Counseling (3)
- COUN 5112 Psychopharmacology for Clinical Counselors (3)
- COUN 5113 Case Management in Clinical Counseling (3)
- COUN 5114 Advanced Theories and Techniques in Clinical Counseling (3)
- COUN 5115 Couples and Family Counseling (3)

Certificate in Higher Education and Career Counseling

In addition to the general RCEP requirements (above), students completing the Certificate in Higher Education should complete the following courses:

Required Courses:
- COUN 5005 Individual Counseling Strategies (4)
- COUN 5160 Group Counseling (3)
- COUN 5149 Employment and Career Development (3)
  or
- SOC 5410 Seminar: Gender and Labor (3)
- COUN 5100 Counseling Students in Higher Education (3)
- COUN 5161 Seminar: Higher Education Counseling (3)
- COUN 5188 Supervised Internship in Rehabilitation Counseling (2-4)
Brief descriptions of courses

COUN 5000  Lifespan Human Development for Counselors
Advanced theories of human development, including stages of personality, cognitive, career and social development across the lifespan.

COUN 5005  Individual Counseling Strategies
Prerequisites: Admission to MS in Counseling program. Introduction to the various theories of counseling. Practical experience with techniques in individual counseling skills that apply to specific settings and are derived from specific theories of counseling.

COUN 5103  Multicultural Counseling
Effect of social environment and cultural group membership on behaviors related to counseling; relationship of social and cultural background to counseling practices; implications of cultural diversity

COUN 5111  Diagnosis and Treatment in Clinical Counseling
First part of two-course sequence (COUN 5112), a review of differential diagnosis of psychiatric disorders from a biopsychosocial perspective. Survey of evidence-based psychotherapeutic treatments and contemporary pharmacotherapy for psychiatric disorders.

COUN 5128  Assessment in Counseling
Knowledge and skills required to select, administer, score, and interpret psychological tests in counseling.

COUN 5129  Principles of Research and Program Evaluation in Counseling
Principles, procedures, and ethical considerations underlying collection, analysis, and interpretation of research data. Research psychometric concepts, development and implementation of program evaluation.

COUN 5140  Introduction to Rehabilitation Counseling and Case Management
Prerequisite: Admission to the graduate rehabilitation option. Introduction to the profession of rehabilitation counseling, including study of roles and functions of rehabilitation counselors, and impact of disability. Study of case management and caseload management practices.

COUN 5142  Medical and Psychological Aspects of Disability, Part A
Research and practical implications for rehabilitation and counseling for adults with major physical and mental health conditions leading to disablement; etiology, therapy, and prognosis of rehabilitation

COUN 5143  Medical and Psychological Aspects of Disability, Part B
Research and practical implications for rehabilitation counseling for adults with major physical and mental health conditions leading to disablement; etiology, therapy, and prognosis of rehabilitation.
COUN 5149  Employment and Career Development  
Prerequisites: COUN 5005 and COUN 5140. Theories and practices of employment readiness for individuals with disabilities: job analysis, work evaluation, workplace, culture, job placement strategies, employer developments, benefits system, and accommodation.

COUN 5150  Ethical, Legal and Professional Issues in Counseling - Ethics in Counseling  
Critical review of the ethical, legal, and professional issues in counseling-related professions.

COUN 5160  Group Counseling  
Prerequisites: COUN 5005. Theory and practice of group processes, leadership, membership skills; group skills appropriate to school, college, agency settings; counseling group and guidance group processes; current research in group theory and practice.

COUN 5187  Supervised Practicum in Rehabilitation Counseling  
Prerequisites: COUN 5005, consent of instructor, application filed by division deadline. Supervised professional practice. Course requires 100 hours of practice, 40 of which must be in direct contact with clients, the remainder of which is indirect contact. Grade CR/NC only

COUN 5188  Supervised Internship in Rehabilitation Counseling  
Prerequisites: COUN 5005; COUN 5187, consent of instructor; application filed with division by division deadline. Supervised professional experience. One unit requires 75 hours of practice. Grade CR/NC only. Must be repeated to a total of 8 units.

Recruitment Policy  
CSULA and the RCE Program serve the culturally and linguistically diverse population of the urban community that is Los Angeles and the surrounding area. The program recruits qualified individuals with strong interests in working with people who have disabilities. It is the philosophy of the program to include in recruitment efforts persons with disabilities and individuals from culturally diverse backgrounds.

Retention Policy  
Each new student will receive a copy of this “Retention Policy.” It is the philosophy of the faculty of the Rehabilitation Education Programs that every student is a valued individual who has special characteristics, needs, and abilities. Our students are planning careers in the helping professions with the goal of improving the lives and worth of people seeking their services. The programs have developed and implemented this retention policy based on this philosophy.

A) Responsibilities of Students:  

1. Carefully review the Charter College of Education Student Advisement Handbook for Master’s Degree Programs.
2. See your assigned advisor at least once per semester. If you do not know whom your advisor is, see any advisor and he or she will direct you to the correct advisor.
3. As soon as you receive your grades each semester, make a copy and submit it to your advisor. Discuss any deficient grades. It is your responsibility to do this each term.
Rather than attempting to complete a program too quickly, consider taking fewer courses each term so you will have sufficient time to do well in each course you take.

If your grade point average (GPA) falls below 3.25, see your advisor to develop a plan for improvement.

Get to know your course instructors. See each instructor during office hours immediately if you do poorly on an assignment or examination; do not wait until the last week or two of classes. Remember, most academic problems can be resolved. It is a good idea to get to know your instructors even when you are not having problems.

You must make up an “Incomplete” (IN) grade within one year or the grade automatically becomes a “Fail” (F) which cannot be removed.

If you are in financial need, apply for CSULA’s many financial loans and scholarships. Your advisor has further information.

Your degree is very worthwhile and valuable to you; the faculty wants you to succeed at Cal State L.A. and in your future career.

B) Responsibilities of Advisors:

1. Make up a list of your advisees and a file for each one, including current telephone number and address.
2. Make sure each advisee meets with you at least once per semester, and submits grade reports to you regularly.
3. Counsel and help develop a plan of action for any student earning less than a 3.25 grade point average.
4. Make sure the student has reviewed and followed the procedures within the Charter College of Education Student Advisement Handbook for Master’s Degree Programs.
5. Students who fail to take classes for more than two consecutive semesters will be disenrolled by the university unless they fill out a “leave of absence” form. They will then have to re-apply to the university.
6. Encourage students in need of financial assistance to look into the many loans and scholarships available at CSULA.
7. Remember that a little encouragement may convince a student to remain in school.

Program Evaluation Plan

The RCEP has a systematic and periodic written evaluation plan and review of the program as related to its mission and objectives. This plan includes self-evaluation by the program, and external review by the Community Advisory Board and other relevant groups (students, graduates, etc.). A questionnaire survey of current students, advisory board members, and recent graduates is conducted yearly. The results of this survey are used to make changes in the program. Results are communicated to institution administration at CSULA and the Council on Rehabilitation Education (CORE). The Program Evaluation Plan and time frames include the following:
(1) Mission/Objectives
(a) Self-evaluation and external review evaluating RCEP objectives compared to its mission is conducted each Fall term.

(2) Academic Curriculum
(a) Each term, courses being taught are evaluated by students relating to course effectiveness and quality of instruction.
(b) Evaluation of the RCEP curriculum is conducted through student surveys completed by the conclusion of each academic year.
(c) The curriculum is evaluated through student performance on the comprehensive examination, which is administered twice a year, in November and May.
(d) The Community Advisory Board reviews student and graduate surveys of the RCEP and evaluates the curriculum annually.
(e) Curriculum content and appropriateness for entry-level professionals is evaluated by the Community Advisory Board annually.
(f) An annual open forum is held yearly during Spring term for senior students with faculty to provide input on program strengths and any areas needing improvement.

(3) Practicum and Internship
(a) The Individual Counseling Strategies (COUN 5005) instructor evaluates students on practicum experiences and in-class counseling skills Fall term. Each student submits a final interview DVD and verbatim transcript that are thoroughly reviewed by the instructor.
(b) Site supervisors evaluate students during practicum and internship each term and submit written evaluations at the end of each term.
(c) Students complete a self-evaluation survey including their perceived strengths/deficiencies in counseling for practicum and internship. Individual Counseling Strategies (COUN 5005) is offered every Fall, Practicum (COUN 5198) is offered during Spring and internship (COUN 5188) every term.
(d) Students complete a yearly survey during Spring term on the entire Program curriculum including their practicum and internship experiences.
(e) Practicum and internship are evaluated annually through the external program review by comments from site supervisors who have worked with students.

(4) Graduate Achievement and Employment
(a) An annual survey of employers, field site supervisors, and former graduates is conducted to determine graduate performance, employer satisfaction, graduate satisfaction with employment, and graduate academic preparedness for their current positions.

(5) Recruitment and Retention of Students
The Program has a recruitment and retention policy in this bulletin. The retention policy outlines the responsibilities of students and advisors. Faculty works closely with students whose grade point averages fall below 3.25, in an attempt to prevent the GPA from falling below the minimum 3.00.

(6) Program Recognition, Support, and Resources
(a) The Program Chair and College Dean evaluate budgetary support on an annual basis.
(b) The Program Chair and Graduate Coordinator evaluate faculty-student ratios, development efforts, Program contributions, and budgetary review annually.
(c) Each Fall, Community Advisory Board members evaluate Program recognition, support, and resources at the annual board meeting.

(7) Faculty Composition, Qualifications, and Performance
(a) Students evaluate the performance of faculty members at the conclusion of every course.
(b) The College Dean, Program faculty, and Program Chair evaluate faculty productivity in teaching, research, and service annually through a review concluding in June.
(c) Teaching effectiveness of faculty is evaluated through annual peer and Chair evaluations.
(d) Faculty strength in composition, qualifications, and performance are evaluated at tenure/promotion periods, as well as every five years following tenure with mandatory post-tenure review.

Outcome Analysis of the Program Evaluation Plan. On an annual basis, results and outcomes of the Program Evaluation are reported to the Program Chair or Associate Chair of the Division of Special Education and Counseling, Associate Dean of the Charter College of Education, Vice President of Academic Affairs, and Community Advisory Board. This Annual Report is written yearly and includes recommendations for Program modification. The information is included in other accreditation and annual reports of the Charter College of Education. Portions of the evaluation contribute to the annual report to Council on Rehabilitation Education (CORE).

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