Graduate Student Handbook
2019/20 Academic Year

Rehabilitation Counseling
Master of Science Degree Program
Located within the
College of Health and Public Service

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This Graduate Student Handbook (referred to as the "Handbook") is intended to provide graduate students in the Rehabilitation Counseling graduate program information regarding the academic activities and professional development progress required to obtain a master's degree in Rehabilitation Counseling, as well as the policies and procedures in effect at the time of release. The Rehabilitation Counseling Program faculty reserve the right to make changes at any time to this Handbook to reflect current policies and procedures. Academic activities identified in the student's degree plan will reflect the requirements of the program at the time the degree plan was approved and will not be affected by departmental or program policy and procedural changes. Information provided by this Handbook is subject to change without notice and does not constitute a contract between the student and the University of North Texas, the Department of Rehabilitation and Health Services, or the Rehabilitation Counseling master's degree program.

Students are responsible for observing the policies and procedures as stated here and are therefore expected to read this Handbook carefully. This Handbook does not include all university rules, regulations and policies for which a student is responsible and that can be found in other publications, such as the *Graduate Catalog, Student Handbook*, and the *Code of Student Conduct*. This Handbook becomes effective on the first day of the 2019 Fall semester.

12 Strategies for Academic and Personal Success as a Graduate Student

1. Take responsibility and ownership for your success. Be an active learner!
2. Prioritize your education.
3. Become familiar with available resources.
4. Know university, department, and program policies and procedures
5. Think ahead – plan early and plan often.
6. Communicate with your instructors and advisor. They want to see you succeed.
7. Join professional associations and attend conferences whenever possible. Begin developing your professional identity.
8. Take advantage of personal growth experiences.
9. Make and keep connections with others for personal and professional support.
10. Keep a positive perspective.
11. Be flexible.
12. Take care of your physical and mental health.

WELCOME!!!

Welcome to the Master's Degree program in Rehabilitation Counseling at the University of North Texas (UNT) in Denton! This Handbook is designed to be a guide to students regarding our graduate program requirements, policies, and procedures, and provides important resources so that you may have a successful experience as a graduate student at UNT. Students are expected to refer to the material provided in this Handbook regularly as it contains information relevant to the successful completion of their graduate degree. Additional information about our department and program is available on our website http://rhs.hps.unt.edu/ and we encourage you to visit the website frequently to keep apprised of new information and events that may be of interest to you.

Our Rehabilitation Counseling graduate program is nationally accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) and the curriculum is designed to comply with CACREP published accreditation standards (see **http://www.cacrep.org/)**. Graduates of our program are eligible for national certification as a Certified Rehabilitation Counselor (CRC) as well as for licensure in the state of Texas as a Licensed Professional Counselor (LPC). National certification is obtained through the Commission on Rehabilitation Counselor Certification (CRCC; **https://www.crccertification.com/**); state licensure is available through the Texas Department of State Health Services **(https://www.dshs.texas.gov/counselor/**). More information regarding relevant certifications and licensure is provided for your review elsewhere within this Handbook.

The faculty and staff thank you for choosing to obtain your Master of Science degree in Rehabilitation Counseling from UNT. We look forward to working with you as you proceed through our program and progress toward your own vocational goals.

A Letter to Past Graduate-Student Me

Graduate school is an exercise in people not telling you things

By Rachel Herrmann June 22, 2016

Dear Past Graduate-Student Me,

Almost a decade ago you were preparing to move to Texas to begin a Ph.D. program in history, where you would also earn a master's degree along the way. First up was the M.A. coursework. You felt pretty confident about this foray into academe — after all, you were coming straight from college and thought you knew how things worked.

Well you got some things right and some things wrong, and Future Me — who has taught her share of master's students — is writing you this letter to tell you what I wish you'd known about graduate study back in 2007. Here's where we start.

Your grades. I know you're pretty pleased with yourself for earning an A- on your senior thesis, but you need to learn that grades mean something different in graduate school. Nearly everyone gets an A- or an A in every history class, and after a certain point everything will be pass/fail. Sure, if you decide to change programs, you'll want a high GPA. But you should stop stressing

over the outcome of each semester because your grades are no longer the yardstick by which your successes will be measured.

Graduate school is an exercise in people not telling you things. It's also an exercise in learning when to ask questions, and whom to ask.
What your professors expect — more than anything — is for you to want to learn because you're passionate about a topic, not because you're passionate about doing well. Stop trying to figure out grading criteria, and start wrapping your head around new trends in your subfield. "Success" is measured, in part, by your ability to identify omissions in current scholarship, and to win funding to write about them and why they matter.

Your seminars. Another thing your professors will want you to be enthusiastic about is their seminars. The hours we spend teaching graduate students are when we as faculty are most able to draw upon our own research.

Go to class regularly but remember that, at this level, professors are not here to chase you about attendance. If you have to miss seminar for a reasonable reason (you're legitimately sick, you have a job interview, or you have a childcare or family crisis), let us know, as most of us will be sympathetic. But if you need to miss seminar because you're hungover, didn't do the reading, or planned a vacation without looking at the semester's calendar, don't explain any of that to your professors. Just take the absence, and assume that it reflects poorly on you as a student.

When you do come to class, it won't be the same as your senior-year seminars. You'll encounter more challenging readings. Many professors use graduate courses to both run through established, canonical texts, and to catch up on the newest scholarship in the field. So get ready for some easy readings, some articles that will make you want to throw things, and some texts that will prompt you to question why you were asked to go through them at all. As you read, remember that graduate school should transform you into a good scholar and colleague. It's OK to be critical of a book, but you need to learn *how* to be critical in a constructive, respectful way. (Keep in mind: The professor might be friends with the author.)

Our teaching style might also surprise you. If it does, it's because we are thinking of you as colleagues-in-the-making, rather than students. That means: Expect less guidance on what to make of the readings, and minimal stretches of time when we seem to feed you information. Don't count on being told whether your comments on the reading are on track or not — you may even find that you're expected to lead discussion and to tell fellow students whether their assessments of the reading seem convincing.

Perhaps the most significant change is that you and your fellow students' contributions are expected to fill almost the entirety of the seminar time. You are our peers-in-training, and we expect to hear you speak more than we do during these meetings. Don't use class time to try to have an extended conversation featuring just you and the professor. Think of seminar as a conversation between you and the other students, with the professor there to moderate discussion.

Is there someone in class who always seems to have grasped the author's argument and the book's significance? You should be picking up tips for strategic reading from them, rather than wondering why no one else besides you had a problem with the footnote on page 394. And while we're at it, learn to skim (and no, Past Me, "skimming" does not mean putting the book on your lap and turning the pages faster than usual), and become best friends with book reviews.

You should be getting the sense that graduate school — starting with the master's — is about strategic study. Spend the most time with the texts and sources that interest you. But be smart about how what you're reading will help you write your M.A. thesis, how it will help you study for comprehensive exams, or how it will aid you as you conceptualize the dissertation (if you plan to go that far).

Be deliberate about your end-of-semester research papers. Many professors will be willing to let you bend the chronological and geographic scope of our classes if it means you will write the seminar paper that is most useful for you in the future.

Your work versus your life. So, Past Me, that's a lot of advice about coursework — but graduate school should have work/life balance.

Most of all, take responsibility for your graduate-school experience. It's going to be tough; but it's going to be fun, too.
You'll need to curtail your competitive nature in graduate school. Don't get me wrong: You can and should be aware of what other people in your cohort and the cohort above you are writing and planning to publish, and you should have a sense of the significant grants in your discipline and who's recently won them. But do not try to write "better" or faster than other people. Figure out your writing and reading styles, do what works for you, and remember that a few of your fellow students might be future colleagues. Save your competitiveness for your department's intramural sports teams, which will provide excellent opportunities to pursue work/life balance and to get humiliated by undergraduates who are in much better shape.

You should also be a good citizen. Turn up to departmental seminars, and, if graduate students are invited, to job talks. Seminars and university lectures are good opportunities to take the pulse of a given field, and sitting in the audience might spark research ideas you hadn't considered for your own work. Attending job talks will give you an excellent opportunity to see what works — and what doesn't — as A.B.D.s and new Ph.D.s try to sell themselves on the job market.

Finally, banish the following phrase from your vocabulary: "No one told me that …"

Graduate school is an exercise in people not telling you things. It's also an exercise in learning when to ask questions, and whom to ask. Make it your job to be informed. Read your graduate school's handbook, and go speak with your department's amazing administrators if you have initial questions. They will not say no to chocolate. Read *The Professor Is In,* but also ask people who were recently on the job market whether her advice worked for them in your discipline. When senior scholars come to give talks, take the opportunity to go for drinks with them if that option is available to graduate students, and seek their advice about research and publishing.

Read *The Chronicle's* forums. Meet regularly with your adviser, but keep in mind that you are the one who should request those meetings.

Most of all, take responsibility for your graduate-school experience. It's going to be tough; but it's going to be fun, too.

Hugs, caffeine, and work/life balance,

Future Me

Rachel Herrmann is a Ph.D. lecturer in early modern American history on the Faculty of Humanities at the University of Southampton.

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Introduction

Program Mission

The mission of the rehabilitation counseling program is to promote the provision of high-quality rehabilitation services to individuals with disabilities. Departmental faculty and staff accomplish this mission in a variety of ways:

- through the preparation and education of a diverse group of rehabilitation professionals;
- by providing services and resources to individuals with disabilities as well as public and private rehabilitation agencies, educational facilities, employers, and national, state, and local professional associations; and
- by conducting and disseminating scholarly activities related to improving the quality of life and employment opportunities for individuals with disabilities.

Program Goal and Objectives

The primary goal of the Rehabilitation Counseling graduate program at UNT is to prepare a diverse group of students for the profession of rehabilitation counseling who can assist and advocate for individuals with disabilities to live and work as independently as possible program strives to prepare professionals who will provide rehabilitation counseling in a competent, ethical, and legal manner, adhering to the Code of Professional Ethics and Scope of Practice for the rehabilitation profession.

The specific objectives of the rehabilitation counseling program are:

- To provide a comprehensive curriculum that prepares students from diverse backgrounds for a career in rehabilitation counseling;
- To strengthen values, skills and knowledge of students that result in a genuine commitment to human rights, professionalism, personal integrity and ethical practice;
- To nurture an approach to professional practice and rehabilitation research that is characterized by inquiry, critical thinking, flexibility and self-confidence;
- To provide high-quality services to individuals with disabilities; and
- To develop and disseminate best practices in providing rehabilitation counseling services to individuals with disabilities.

Plan of Study

Depending on whether the student enrolls as a full-time student (9 credits during the Fall and Spring semester; 6 credits during the Summer semester); or as a part-time student (6 credits during the Fall and Spring semester; 3 credits during the Summer semester), our master's degree program can typically be completed by full-time students in 2.3 years, 3.3 years for part-time students. Courses are offered once per academic year therefore it is important that students follow the published sequence of courses so that they do not risk delaying their planned date for graduation.

In addition to the required coursework, an elective course is required. One elective is available within the department, others can be taken in counseling-related departments throughout the university. Elective coursework should be selected in consultation with the student's faculty advisor.

Description of the Department

History of the Department and Graduate Program

The Department of Rehabilitation and Health Services (RHS), originally the Center for Rehabilitation Studies, was founded in 1967 as a federally-funded program to provide continuing education in rehabilitation facility/workshop administration in a five-state region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). The Center for Rehabilitation Studies (CRS), along with the Center for Studies in Aging and the Institute of Applied Economics, were the original units of the School of Community Service, founded by Dean Hiram Friedsam. During its first sixteen years the School was located in Oak Street Hall, where CRS comprised over half of the first floor of the building. This space included the Vocational Evaluation Unit, established in 1975, and the Work Adjustment Unit, added in 1979, both with funding from the Texas Rehabilitation Commission. These units provided client service laboratories for training CRS students and served as sites for applied research projects.

By the late 1980's the undergraduate enrollment in CRS had reached 100 and the graduate enrollment about 40 students. The continuing education and technical assistance programs of CRS had expanded to include regional training in supported employment and community integration. The latter emphasis was spearheaded by the Texas WorkNet Project, part of the CRS program from 1987-91. The emphasis of the Work Adjustment Unit also shifted to community integration during these years, assisted by funding from the Texas Council on Developmental Disabilities, and continuing in the early 1990's with a Projects with Industry (PWI) grant for job development and placement of older workers.

In 1991 the School of Community Service moved into the newly renovated Chilton Hall in the heart of the campus. In that year, the Rehabilitation Counseling and Neurofeedback Lab was added as a third on-campus practicum laboratory. By 1995, the CRS had added the Institute for Studies in Addictions and the undergraduate program in Social Work, combining to form the Department of Rehabilitation, Social Work and Addictions (DDAR). In 1997 the on- campus client service facility was renamed the DDAR Research and Training Laboratory, consisting of employment, rehabilitation counseling, and neurotherapy lab components. In 2013 the Social Work program was relocated to the program of Community and Professional Program, offered in the Bachelor of Applied Arts and Sciences (BAAS) program of PACS. The department was renamed the Department of Disability and Addiction Rehabilitation.

An on-line master's degree program in Rehabilitation Counseling was developed in 1999 with a federal long-term training grant from the Rehabilitation Services Administration. The purpose of this training grant was to provide an on-line master's degree program to vocational counselors who were employed by state-federal Vocational Rehabilitation agencies. The on-line program was originally offered through the Consortium for Distance Education in Rehabilitation (CDER) consisting of two universities: University of North Texas and San Diego State University. First offered in the fall of 2000 to 35 students, the program has presently graduated over 250 students. As of August 2013, UNT ended its relationship with the consortium allowing our department to offer the UNT rehabilitation counseling graduate program in both a blended (on-line and on-campus classes) as well as in a completely on-line format.

In 2016, the Department of Applied Gerontology as well as brand new programs in Health Services joined DDAR, and in 2017, we became the Department of Rehabilitation and Health Services (DRHS). During its fifty years of operation, DRHS has obtained in excess of three million dollars in external funding for training, innovation and research grants, primarily from the Rehabilitation Services Administration of the U.S. Department of Education, the Texas Rehabilitation Commission, the Texas Planning Council for Developmental Disabilities, and the Texas Commission on Alcoholism and Drug Abuse. DRHS is one of the leaders within the University in the amount of external funding it attracts. Such funding has supported the department's on-going commitment to "develop and disseminate innovative and interdisciplinary practices which enhance opportunities for all people to live and work in their communities." (DDAR Mission Statement, 1995).

DRHS currently offers multiple academic degrees: a bachelor's degree in Rehabilitation Studies, a bachelor's degree in Public Health, a Master's degree in Rehabilitation Counseling, a Master's degree in Health Services Administration, and a Ph.D. in Health Services Research. In addition, the Department offers an undergraduate minor in Addiction Studies, and has several undergraduate certificate programs, including certificates in Substance Use Disorder Treatment, Rehabilitation Studies, and Applied Gerontology. There is also a Post-Graduate Certificate in Rehabilitation Counseling, a graduate certificate for professionals in related human service fields interested in obtaining national certification as a Rehabilitation Counselor and who meet the eligibility requirements for CRCC's Category R. See the CRCC website for more details (https://www.crccertification.com/).

Workplace Inclusion and Sustainable Employment Program

The University of North Texas – Workplace Inclusion and Sustainable Employment (UNT-WISE) is the premier training and consultancy group for rehabilitation programs seeking to enhance employment outcomes for individuals with disabilities. The program began in 1969 and has operated under various names serving rehabilitation professionals and administrators in the five-state region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). Renamed UNT WISE in 2007, this program continues to conduct training, hosts conferences, and provides technical assistance to community rehabilitation programs. The program's mission is to increase the capacity of personnel within these programs to provide quality services that enhance the employment and independent living outcomes of individuals with disabilities. This is accomplished through training, technical assistance, and system support. The program has expanded in later years to provide summer programs for youth with disabilities to explore careers.

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The Profession of Rehabilitation Counseling

What do rehabilitation counselors do?

Rehabilitation counselors help people with physical, mental, emotional, or social disabilities at various stages in their lives. Some work with students to develop strategies to live with their disability and to move from school to work. Others help veterans cope with the mental or physical effects of their military service. Still others help elderly people adapt to disabilities developed later in life due to illness or injury. Because rehabilitation counselors deal with employment issues, they typically work with older students and adults rather than young children.

Philosophy of Program

Rehabilitation is an empowering process in which persons exercise control over their lives. Our program adheres to concepts of the holistic nature of people, the uniqueness of each individual, self-responsibility for health promotion and wellness, and equal opportunity for health care, social, and economic involvement for all persons with disabilities. These concepts form the philosophical basis for our program's course work that prepares students to provide vocational guidance, rehabilitation and wellness counseling, case management, job development and employment services for persons with any type of disability.

Student's Responsibilities

Students are expected to demonstrate the highest standard of personal, academic,, professional, and ethical behavior. This includes, but is not limited to, treating faculty, staff, peers, clients, and others with dignity and respect, abiding by the Code of Professional Ethics for Rehabilitation Counselors (see Appendix B), and adhering to the provisions listed in this Graduate Student Handbook.

Professional Characteristics and Competencies Expected of Students

Rehabilitation counselors must be able to establish collaborative relationships with a wide range of professionals and clients. Ethical standards hold them to a high level of integrity, empathy, concern for the welfare of others, interest, and self-motivation. Competent rehabilitation counselors must possess the emotional health required for sound judgment and clinical decision-making, and effective problem resolution, the prompt completion of all responsibilities associated with the assessment and counseling of clients, and the development of caring sensitive, and effective relationships with clients, their families, and significant others.

Rehabilitation Counselors often work with people who are dealing with stressful and difficult situations, so they must ***possess the ability to be compassionate and empathize*** with their clients, as well as be able to ***function effectively under stress***. They must be able to ***adapt to changing environments*** and to ***function in the face of ambiguities*** inherent in clinical practice. ***Good listening skills*** are essential for rehabilitation counselors, who need to give their full attention to clients in order to understand their problems, concerns, and values. Rehabilitation Counselors also need to ***possess patience*** in order to effectively help clients learn about and address the

impact of their disabilities, as well as learn new skills and strategies. Being ***able to work with different types of people*** is essential for rehabilitation counselors, who spend most of their time working directly with clients, families, employers, or other professionals. They must be ***able to develop a good working relationship***. Rehabilitation counselors need to be able to ***communicate effectively*** with clients, and other members of the rehabilitation community, both verbally and in writing, expressing ideas and information in a way that is understood. They need to have the ***capacity to engage clients*** in order to elicit information and be able to observe clients, perceive nonverbal communications, and describe changes in affect and behavior. Rehabilitation counselors must routinely ***make logical diagnostic and treatment decisions, conduct assessments, analyze, integrate, synthesize, and problem solve quickly, accurately, and consistently***. They must be proactively ***aware of their own limitations and strengths***, seeking help and support when necessary and removing themselves from situations in which their own issues may negatively impact the lives of clients.

In light of these responsibilities, students admitted to the Rehabilitation Counseling Program are expected to:

- possess sufficient intellectual capacity, physical stamina, emotional stability, interpersonal stability, and communication skills to acquire the scientific knowledge, interpersonal and technical competencies, and clinical abilities required to effectively and competently provide services to clients;
- consistently demonstrate a level of personal and professional maturity that is in keeping with the minimum reasonable expectations for students in the early phases of their professional training and/or commensurate with the overall number of years of work in counseling-related employment;
- demonstrate a level of self-awareness and personal insight that will allow them to receive feedback, apply recommendations for improvement, and continue on a path of personal and professional development; and
- conduct themselves in a professional manner both in and outside of the classroom, in conformity with the high moral and ethical standards of the profession as well as within the legal constraints of any law-abiding community.

Employment Opportunities for Rehabilitation Counselors

Rehabilitation Counselors practice in both the public and private sectors such as independent living centers, employee assistance programs, hospitals and clinics, mental health organizations, public school programs, and employer-based disability prevention and management programs. Examples of settings in which Rehabilitation Counselors are presently employed include the following:

Public rehabilitation programs
Private rehabilitation companies
Employee assistance programs
and industry
Worker's compensation agencies
facilities
Insurance companies
Job training centers

Medical centers and hospitals
Veteran Administration
Mental health centers Business
Private practices
Substance use disorder

Independent living centers
Rehabilitation Centers

One-Stop Career Centers Corrections Facilities
Private, nonprofit, community-based organizations
Public school systems Colleges and universities

Rehabilitation Counselors typically work with adults, or adolescents who are 16 years of age or older. Although historically Rehabilitation Counselors worked primarily with individuals who had physical disabilities, today Rehabilitation Counselors work with a variety of populations who have an impairment or disability, including clients with developmental, cognitive, emotional, sensory, psychiatric and addiction disabilities as well as young adults preparing for future careers.

According to the Bureau of Labor Statistics, demand for rehabilitation counselors is expected to grow with the increase in the elderly population and with the continued rehabilitation needs of other groups, such as veterans and people with disabilities. Older adults are more likely than other age groups to acquire disabilities or injuries. They will need to learn to adapt to their disabilities and learn strategies to live independently. As a result, they will require the services of rehabilitation counselors. As the size of this population grows, so will the need for rehabilitation counselors. In addition, there will be a continued need for rehabilitation counselors to work with veterans who acquired disabilities during their military service. They will also be needed to work with other groups, such as people who have learning disabilities, autism spectrum disorders, or substance use disorders (http://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm#tab-6)

Program Information

Program Requirements

The Master of Science degree in Rehabilitation Counseling requires 60 semester hours of academic preparation. The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences. A very high value is placed on the exposure of students to a broad spectrum of rehabilitation services, professional organizations, interdisciplinary professional activities, as well as advocacy and consumer groups in the field of rehabilitation.

The master's degree in rehabilitation counseling program includes:

- a core curriculum of 48 credit hours (see "Core Courses" below)
- 3 credit hours of an elective
- 9 credit hours of practicum (3 credit hours) and internship (6 credit hours)

The core curriculum for the Rehabilitation Counselor Education program consists of basic preparatory studies in disability, educational and occupational information, counseling and case management, and the vocational rehabilitation process. Students who lack basic preparation in any of the core knowledge and skill areas may be required to complete prerequisite course work or complete individual studies prior to entry into advanced graduate courses. The core curriculum is comprised of the following courses:

Core Courses	**Credit Hours**
RHAB 5700 Introduction to Rehabilitation	3
RHAB 5710 Rehabilitation in a Multicultural Society	3
RHAB 5715 Disability Issues in Human Development	3
RHAB 5720 Rehabilitation Counseling Theories	3
RHAB 5721 Rehabilitation Counseling Application	3
RHAB 5722 Advanced Counseling Techniques in Rehabilitation Counseling	3
RHAB 5723 Group Work and the Rehabilitation Process	3
RHAB 5724 Disability and the Family System	3
RHAB 5730 Medical and Psychosocial Aspects of Disability	3
RHAB 5732 Principles of Psychiatric Rehabilitation and Recovery	3
RHAB 5734 Psychopathology in Clinical Rehabilitation Counseling	3
RHAB 5735 Alcohol and Other Drug Use Counseling Models	3
RHAB 5740 Rehabilitation Assessment	3
RHAB 5741 Employment & Career Development	3
RHAB 5742 Professional and Ethical Issues in Rehabilitation Case Management	3
RHAB 5770 Rehabilitation Research & Program Evaluation	3

Students have the option to complete a thesis as part of their program of study. If you have an interest in completing a thesis, consult with your academic advisor as soon as possible. A thesis is not required in order to complete our graduate program but it may prove beneficial should you have plans to continue your education at the doctorate level.

Course Schedules

The following course schedules are suggested for students starting in the Fall semester (students starting in the Spring or Summer semesters should meet with their advisor prior to the start of the semester to determine their course schedule). ***Be aware that scheduling of classes may change thus you are encouraged to meet with your advisor to review your semester-by- semester plan prior to registering for courses***.

The following sequence is suggested for <u>on-campus</u> students:

6 credit hours per semester

Session	UNT Course Number
Fall I	RHAB 5700
	RHAB 5720
Spring I	RHAB 5715
	RHAB 5721
Summer I	RHAB 5770*
Fall II	RHAB 5740
	RHAB 5732*
Spring II	RHAB 5730*
	RHAB 5741*
Summer II	RHAB 5722
Fall III	RHAB 5734*
	RHAB 5710*
Spring III	RHAB 5723
	Elective
Summer III	RHAB 5742*
	RHAB 5724*
Fall IV	RHAB 5735*
	RHAB 5811*
Spring IV	RHAB 5812*

9 credit hours per semester

Session	UNT Course Number
Fall I	RHAB 5700
	RHAB 5710*
	RHAB 5720
Spring I	RHAB 5715
	RHAB 5721
	RHAB 5730*
Summer I	RHAB 5724*
	RHAB 5722
	RHAB 5770*
Fall II	RHAB 5732*
	RHAB 5740
	RHAB 5734*
Spring II	RHAB 5741*
	RHAB 5723
	Elective
Summer II	RHAB 5742*
	RHAB 5811*
Fall III	RHAB 5735*
	RHAB 5812*

***designates courses that are conducted on-line**

The following sequence is suggested for <u>on-line</u> students:

6 credit hours per semester

Session	UNT Course Number
Fall I	RHAB 5700
	RHAB 5710
Spring I	RHAB 5720
	RHAB 5730
Summer I	RHAB 5715
	RHAB 5721
Fall II	RHAB 5723
	RHAB 5732
Spring II	RHAB 5740
	RHAB 5741
Summer II	RHAB 5724
	RHAB 5742
Fall III	RHAB 5734
	RHAB 5770
Spring III	Elective
	RHAB 5722
Summer III	RHAB 5811
Fall IV	RHAB 5735
	RHAB 5812

9 credit hours per semester

Session	UNT Course Number
Fall I	RHAB 5700
	RHAB 5710
	RHAB 5770
Spring I	RHAB 5720
	RHAB 5730
	RHAB 5740
Summer I	RHAB 5715
	RHAB 5721
Fall II	RHAB 5723
	RHAB 5732
	RHAB 5734
Spring II	RHAB 5722
	RHAB 5741
	elective
Summer II	RHAB 5724
	RHAB 5742
Fall III	RHAB 5735
	RHAB 5811
Spring III	RHAB 5812

Description of Core Courses

RHAB 5700: Introduction to Rehabilitation (3 credits). This course is an introduction to human rehabilitation with emphasis on vocational rehabilitation. Study includes the philosophical, legislative and organizational foundations. The course reviews rehabilitation practice, professional issues and a broad overview of the context in which rehabilitation occurs. (Prerequisite: none)

RHAB 5710: Rehabilitation in a Multicultural Society (3 credits)**.** This course provides an exploration of ethnic and cultural factors influencing the planning and delivery of rehabilitation and related services. The course includes an examination of disability within various racial and ethnic groups along with ways to work with diverse populations. (Prerequisite: none)

RHAB 5715: Disability Issues in Human Development (3 credits)**.** This course covers the effects of disability, chronic illness and addiction on the process of human growth and personality development cross the lifespan. The course focuses on rehabilitation counseling issues related to physical, emotional, cognitive, behavioral, sexual and moral/spiritual development of persons with disabilities and their families. (Prerequisite: none)

RHAB 5720: Rehabilitation Counseling Theories (3 credits)**.** This course includes the study of major counseling theories and modalities with focus on principles and approaches relevant to

rehabilitation counseling and supervision. Course covers applications required in counseling people with physical, cognitive or emotional disabilities. (Prerequisite: none)

RHAB 5721: Rehabilitation Counseling Application (3 credits)**.** This course includes the study and application of the counseling process, strategies and techniques used by rehabilitation counselors. Students develop generic counseling skills applicable to work across a spectrum of rehabilitation counseling settings. (Prerequisite: RHAB 5720)

RHAB 5722: Advanced Counseling Techniques in Rehabilitation Counseling (3 credits). Students will learn and practice advanced counseling skills involving techniques and strategies associated with major counseling theories. Emphasis is on skill development, case conceptualization, and self-awareness. (Prerequisite: RHAB 5721)

RHAB 5723: Group Work and the Rehabilitation Process (3 credits)**.** This course includes the study of group work and theory within rehabilitation practice. Study will include group/family dynamics as well as leadership style, team work and skill development with specific application to rehabilitation settings. (Prerequisite: RHAB 5721)

RHAB 5724: Disability and the Family System (3 credits). Provides a survey of important theories and models relating to interventions with families. Emphasis is placed on the family system and on the reciprocal interactions within the system that can affect the family, the member of the family with a disability, and the rehabilitation process. (Prerequisite: none)

RHAB 5730: Medical and Psychosocial Aspects of Disability (3 credits). Course examines medical, functional, and environmental aspects of disability. Focus is on understanding the medical aspects related to human body systems and disability; understanding medical terminology, principles of the diagnostic process, and diagnostic tools used by medical and other health professionals, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD); understanding the onset, severity, progression, and duration of an individual's disability as well as the impact of disability on the individual's functioning; understanding the psychosocial impact of disability on the individual, family, and environment; evaluating the influences and implications of environmental factors on the disability and the use of assistive technology and other appropriate intervention resources to reduce or eliminate barriers and functional limitations. (Prerequisite: none)

RHAB 5732: Principles of Psychiatric Rehabilitation and Recovery (3 credits). The primary focus of the course is on the adult diagnosed with psychiatric disabilities. Students will explore evidenced based practices for service provision to persons with severe and persistent mental illnesses. DSM V diagnostic codes will be reviewed. Factors that impact functioning, vocational success, education, social and cultural roles in the community will be discussed. Students will identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes for persons with psychiatric disabilities. (Prerequisite: none)

RHAB 5734: Psychopathology in Clinical Rehabilitation Counseling (3 credits). Covers the etiological, emotional, and behavioral characteristics in syndromes of psychopathology. Included is an overview of diagnostic systems (e.g., DSM-VI, ICD, ICF), treatment interventions that include psychopharmacological interventions, and prognosis for independent functioning among individuals with disabilities (Prerequisites: RHAB 5720, RHAB 5730).

RHAB 5735: Alcohol and Other Drug Use Counseling Models (3 credits). Models of alcohol and other substance use disorder counseling provides students with a broad overview of intervention and counseling strategies utilized by rehabilitation programs serving persons with substance use disorders. Focuses on service delivery systems and addiction counseling theory. (Prerequisite: none)

RHAB 5740: Rehabilitation Assessment (3 credits)**.** This course is an orientation to the process and practice of assessing adults with disabling conditions for rehabilitation plan development and decision-making. Test selection, administration and interpretation and reporting, through synthesis, integration and evaluation of assessment data are covered along with the use of DMS IV, Ecological and Assistive Technology assessment. (Prerequisite: none)

RHAB 5741: Employment and Career Development (3 credits)**.** This course involves the investigation and study of theories and other practices associated with successful job placement activities. Study will include transferable skills analysis, job analysis, labor market analysis, job seeking skills training, employer identification, management of a job development campaign, as well as supported employment strategies. Technology related to these areas will be explored. (Prerequisite: none)

RHAB 5742: Professional and Ethical Issues in Rehabilitation Case Management (3 credits). Covers professional, ethical and legal principles that guide the practice of case management in the field of rehabilitation counseling. (Prerequisite: none)

RHAB 5770: Rehabilitation research and Program Evaluation (3 credits)**.** This course is designed to provide an understanding of research methods used in rehabilitation programs. Rehabilitation program evaluation and basic statistics research methods, outcome based research and ethical/legal/cultural issues related to research will be explored. (Prerequisite: none)

RHAB 5811: Practicum in Rehabilitation (3 credits)**.** This course involves participating in a minimum of 100 clock hours of supervised experiences in the student's area of concentration, to be performed in one of the on-campus DDAR vocational rehabilitation laboratories and in related community agencies. Course includes 1–3 hours each week of counseling lab, group supervision and seminar in ethical and professional issues in the practice of rehabilitation. (Prerequisite: consent of instructor)

RHAB 5812 - Internship in Rehabilitation (6 credits). A 600-hour applied experience in the student's area of concentration in a rehabilitation agency or facility external to the university. Course includes a 1-hour-per-week seminar and group supervision meeting. (Prerequisite: RHAB 5811 and consent of instructor)

Academic Advisor

Upon admission to the graduate program, students are assigned a faculty advisor from the rehabilitation counseling faculty to provide orientation and advising. Students are responsible for scheduling a meeting with their faculty advisor at least once per semester, which may be scheduled at any time but should be no later than prior to the registration period for the upcoming

semester. A meeting with the faculty advisor is also required well in advance of any semester in which the student plans to do the following activities:

- enroll in Practicum (RHAB 5811)
- enroll in Internship (RHAB 5812)
- take the Comprehensive Examination
- graduate

Students have the option of changing advisors, providing they receive approval from the proposed new advisor who must be a member of the DRHS graduate faculty. The form to request a change in advisors can be obtained from the DRHS Administrative Office and requires the signature of the student and proposed advisor. Copies will be forwarded to the Graduate Coordinator and/or the former advisor as well as to the student's academic file.

Degree Plan

By the end of the second semester in the program, students and their faculty advisor should develop a formal degree plan for the student's master's degree program. (Note: no degree plan can be developed until a student has met all requirements for unconditional admission to the Master's degree program in Rehabilitation Counseling). The degree plan lists all course work, including prerequisites, which the student must complete to meet requirements for the degree (see Appendix C). The degree plan must be approved by the academic advisor, the department chair, and the Dean of the Graduate School. If a change needs to be made in the degree plan, the student must obtain approval from their academic advisor and complete the appropriate form to be submitted to the Graduate School. Students must have a degree plan on file with the Graduate School in order to be approved for graduation. Upon receiving a student application for graduation, the Graduate School will review the student's degree plan to ensure that all courses have been completed.

Field Work

A copy of the graduate program's *Guidelines for Supervised Field Site Experience in Rehabilitation Counseling* may be obtained from the Practicum/Internship Coordinator for additional details regarding internship/practicum procedures and guidelines. An overview of the policies and procedures regarding a student's field work is provided below.

Practicum

The Master's degree in Rehabilitation Counseling requires that upon completion of at least 75% of all core and professional specialization course work, students complete a supervised practicum experience. The practicum will consist of a minimum of 100 hours of observation and client contact experiences at an approved field site that offers rehabilitation services to persons with disabilities. Students must accrue the required number of hours throughout the entire semester. The course includes a weekly 1-1/2 hour group supervision meeting and seminar in ethics and standards of practice in rehabilitation with an instructor who is a Certified Rehabilitation Counselor (CRC), and a counseling laboratory experience for supervised practice of basic counseling skills. Students who are employed full time during their graduate program may need to make prior arrangements to spend extra time at their field placement site or to include

significant new learning experiences in their job during the semester in which they plan to do their practicum.

Applying for Practicum. Before applying for Practicum, all students must have an approved degree plan on file with DRHS and the UNT Graduate School. All students must make application for practicum placement before enrolling in the Practicum course (see https://rhs.hps.unt.edu/practicum-internship-application). **This application must be submitted to the Practicum Coordinator six to eight weeks prior to the start of the semester the student plans to complete the practicum course.** Enrollment in the course may be delayed for a semester should the student not adhere to these deadlines and procedures.

Students should first confer with the Practicum Coordinator before completing the practicum application form or discussing arrangements with a prospective site supervisor of the on- and off-campus site in which they plan to do their experience. Consent to enroll in the Practicum course is dependent upon the student's satisfactory progress in all course work prerequisite to the practicum and upon approval of the Practicum Coordinator regarding the field site selected for the student's practicum experience and the field site supervisor's qualifications.

Satisfactory Progress in the Practicum. The student must complete the Practicum course with a grade no lower than a "B" in order to apply for the Internship course. Students who receive less than a grade of "B" will be considered as making unsatisfactory progress and will be required to meet with the Practicum Coordinator to determine if the nature of the student's poor performance can be improved through remediation, or if the student's performance violated the ethical or professional behavior expected of a rehabilitation counseling student in training, warranting possible termination from the program (See Unsatisfactory Progress and Dismissal policies on pages 33 and 34).

Internship

Students who have satisfactorily completed all core and professional specialization course work, including the practicum, may apply for Internship (see https://rhs.hps.unt.edu/practicum-internship-application). The internship is a 600-hour, full-time experience over one long semester or the entire summer in a rehabilitation facility approved by the Internship Coordinator. With the Coordinator's approval, a student may complete the internship in two semesters of 300 hours each. The course involves a 1-1/2 hour weekly group supervision meetings with the course instructor.

The internship site selected must meet the following criteria:

1. An agency, organization or facility that has been in operation at least three years and, preferably, accredited by JCAH, CARF, etc.
2. The site's mission is to provide services to persons with disabilities (mental, physical, emotional, cognitive or developmental).
3. The internship activities will involve application of knowledge and competencies of a rehabilitation counselor and for which the student has received education and training in their master's program coursework.
4. The site provides a supervisor who has at least a master's degree and at least three years of experience in Rehabilitation Counseling or a closely related field (counseling, psychology, social work).

5. The site supervisor is certified as a Certified Rehabilitation Counselor and/or licensed as an LPC, LCDC, Psychologist, LMSW with at least three years of experience working with the client population served by the agency or facility.
6. The site supervisor is available on site at least 30 hours per week and available at least one hour per week to provide direct supervision to the intern.

Students must achieve a grade no less than a "B" in the Internship course to be eligible for graduation from the program. Any student receiving a grade of less than "B" will be considered as making unsatisfactory progress and may be required to participate in remediation, or, if the student's performance violated the ethical or professional behavior expected of a rehabilitation counseling student in training, may warrant possible termination from the program (See Unsatisfactory Progress Policy on page).

Selecting a Clinical Site

The selection of a clinical site is a highly individualized process. Each student is matched to a clinical site based on his/her interests, goals, and needs. Students will submit an application to the Practicum/Internship Coordinator the semester prior to their Practicum and Internship semesters and schedule an appointment to meet with the Coordinator to discuss their placements. Students should consider the following questions as they prepare their application:

- What are your future career goals?
- What type of client population interests you?
- What specific skills would you like to hone?

Once the match is made, you will be asked to meet with staff at that site to see if the placement provides a good fit, both from your perspective and that of your potential supervisor. Arrangements are not finalized until both parties agree to the match. There are a number of sites in the Dallas/Ft. Worth/Denton area and beyond that typically host students and provide a range of training opportunities. A list of practicum and internship sites at which students have been placed is available on our program's website (note: you must log into the website using your EUID and password in order to have access to this list).

Comprehensive Examination

All graduate students are required to pass a comprehensive examination in order to be approved for graduation. There are two options for completing the comprehensive examination requirement, the departmental comprehensive examination, or the national certification examination:

Option 1: Departmental Examination

The departmental comprehensive examination is scheduled approximately 4 weeks after the start of each long semester and prior to the start of the summer term. This is necessary in order to meet the University's deadline for confirmation of the student achieving a passing score and therefore being found eligible to graduate at the end of the semester. The student is responsible for applying for the departmental examination by completing the Graduate Examination Application Form (see

https://rhs.hps.unt.edu/comp-exam-application) and submitting it to the Graduate Coordinator at least three weeks **prior to** the date of the examination Students will receive an e-mail from the Graduate Coordinator with information regarding the scheduled exam date. For students who require accommodations, please provide the Examination Coordinator a copy of your accommodation letter provided by the Office of Disability Accommodations (see Accommodations policy on page 25). The departmental comprehensive exam is conducted in the semester in which the student plans to graduate.

Scoring of the departmental examination: The Comprehensive Exam Coordinator is responsible for the administration of the examination to students and for the distribution of the completed exams to rehabilitation counseling faculty for review and scoring. Students are notified of the results of their examinations no later than two weeks after completing the exam. The departmental comprehensive exams will be read by two rehabilitation counseling faculty and scored based on a defined rubric with pass-marginal-fail options. The student must receive a passing score from both faculty members in order to pass the exam. A third faculty member will be asked to review the student's exam should the student receive less than a passing score.

Should it be the consensus of the faculty that the student did not pass the comprehensive examination, the student will be allowed to sit for an equivalent alternative exam. Students are provided a maximum of two opportunities to pass the departmental comprehensive examination. Should the student not pass the alternative exam, the student will not be approved for graduation. The remaining option for the student to graduate will require passage of the Certified Rehabilitation Counseling (CRC) examination (see below). It is expected that students will schedule sufficient time to adequately prepare for the examination.

Option 2: Certified Rehabilitation Counselor (CRC) Examination

The Commission for Rehabilitation Counseling Certification (CRCC) administers the national certification examination for rehabilitation counselors three times a year (March, July, and October). The schedule of examination dates, as well as application deadlines, is available on the CRCC's website (http://www.crccertification.com). Students taking the CRC exam to meet their comprehensive examination requirement should discuss this option with their faculty advisor as well as notify the Graduate Comprehensive Examination Coordinator in writing of their intention to elect this option prior to submitting their application with CRCC. The student is required to provide the Graduate Coordinator with a copy of their exam results (provided by the testing site after completing the examination). The student is also responsible for reviewing the CRCC's website for a schedule of examination dates and sites, application deadlines, and for obtaining an examination application packet.

NOTE: There are various deadlines that need to be considered when selecting Option 2. Students should discuss with their faculty advisor which comprehensive exam option is best for them given the semester in which the plan to graduate.

Scoring of the CRC examination: CRCC is responsible for the administration and scoring of the certification examination. Results are made available immediately to the student and should be submitted to their faculty advisor for confirmation of passing the comprehensive examination requirement. A student is not certified as a Rehabilitation Counselor until CRCC receives an official transcript verifying the student has obtained a Master's degree in rehabilitation counseling.

Should the student not pass the examination, it is recommended that the student contact CRCC to discuss arrangements for take the test again at its next scheduled offering.

Applying for Graduation

Degrees are conferred at the close of each long semester (fall and spring). Students who complete their degree plan at the end of the summer semester are invited to join the commencement ceremony in December. To be eligible for graduation the student must file an application for graduation with UNT's Toulouse Graduate School by the deadline noted in the Graduate School's website (https://tgs.unt.edu/new-current-students/graduation-information). Typically the deadline to apply is within the first few weeks of the semester in which the student intends to graduate.

In order to be approved for graduation you must have: an overall 3.0 GPA; completed all classes designated on your approved degree plan satisfactorily (i.e., with a grade no less than a "B", see Policies and Procedures section, GPA Requirement); and have passed the comprehensive examination (either Option 1 or 2). Students are required to schedule a meeting with their advisor in the semester prior to the semester in which they plan to graduate to ensure that all requirements for graduation will be met. Failure to do this may result in a delay in graduation. For further information regarding the graduation application, deadlines, and commencement information visit or call (940) 565-2383.

Program Timetable

During your first semester, you should complete the following tasks:

- Carefully review the Graduate Handbook
- Sign the Graduate Handbook Agreement
- Meet with your academic advisor and plan your semester course schedule

By the end of your second semester…

- Meet with your academic advisor and develop your degree plan

Throughout the degree program, you should…

- Meet with your faculty advisor each semester to review your progress
- Register for and complete required coursework, practicum, and internship courses
- Network with your classmates and professionals
- Collect and organize your notes and resources to prepare for the comprehensive examination and for use in your future work
- Consider joining a student, local, state, or national professional association, and attending professional conference to network with students and professionals from other parts of the country.
- Discuss potential practicum and internship sites with your advisor that would be most beneficial to obtaining the necessarily experiences for achieving your own vocational goals

In the semester prior to the semester in which you plan to graduate:

- Review your degree plan and transcript with your academic advisor to ensure you have completed the required coursework
- Discuss the comprehensive examination options and make a decision

In the semester in which you plan to graduate:

- Apply for graduation with the Toulouse Graduate School by the published deadline
- Apply for the departmental comprehensive examination (if that is your choice)
- Obtain information about the commencement ceremony

Policies and Procedures

ACADEMIC STATUS

GPA requirement.

- Graduate students must maintain an overall graduate GPA of 3.0 in order to remain in good standing and to graduate from the Rehabilitation Counseling master's degree program.

- Rehabilitation Counseling graduate students are required to achieve a grade of "B" or higher in all courses with a RHAB-prefix.

Should the student receive a grade of less than "B" in any RHAB course, the student will have one additional opportunity to enroll in the course to achieve a grade of "B" or higher (a possible exception is RHAB 5812, see below). If a student takes a RHAB course twice without achieving a grade of "B" or higher, continuation in the Rehabilitation Counseling Program is by successful grade appeal only (see policy on Appeals). The maximum number of courses for which a student may have a grade change, including grades of Incomplete, is two. Should there be any additional course(s) in which the student receives less than a "B" (or an Incomplete), the student will be terminated from the program.

- Students must have earned "B's" or better in all degree-seeking courses before he or she will be permitted to take the Program's comprehensive examination.

Grade requirements for Rehabilitation Counseling clinical courses.

- Students must achieve a grade of "B" or higher in RHAB 5720 (Counseling Theories) in order to be approved for registration in RHAB 5721 (Counseling Techniques.

- Students must achieve a grade of "B" or higher in RHAB 5721 (Counseling Techniques) in order to be approved for registration in RHAB 5722 (Advanced Counseling Techniques), RHAB 5723 (Group Work), and RHAB 5811 (Practicum).

- Students must achieve a grade of "B" or higher in RHAB 5811 (Practicum) in order to be approved for registration in RHAB 5812 (Internship).

Students who receive a grade below "B" in RHAB 5812 (Internship).

- Students who fail to achieve a grade of "B" or higher in RHAB 5812 (Internship) will have their performance in the course reviewed by the Rehabilitation Counseling Program faculty, which will include the Practicum and/or Internship course instructor, within 10 days of the final grade being posted.

The faculty will request a written statement from the student to be submitted prior to the faculty's review so that the student's view is considered. The Rehabilitation Counseling Program faculty will determine whether the student will continue in the program without

restriction, will continue in the program with remedial work, or will be dismissed from the program. The faculty will provide their decision to the student in writing within 10 days following the completion of their review. A request for appeal may be made to the Chairperson of the DRHS within 10 days of having received written notice of the Rehabilitation Counseling Program faculty's decision.

Incompletes

A grade of Incomplete (I) is a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester. The requirements for completion of the course and the date by which the course is to completed must be approved by the instructor and listed on a Request for Grade of Incomplete form signed by the instructor, student and department chair and must be entered on the grade roster by the instructor.

After the student completes the requirements, the instructor then records the final grade on the UNT Grade Change Form and obtains the department chair's signature. The Dean of the graduate School must approve of the grade change before being submitted for processing by the Registrar's Office, where the grade point average is adjusted accordingly. If the student does not complete the stipulated work within the time specified, the instructor will change the grade of "I" to a grade consistent with the grade the student would have received at the end of the course. Students who do not complete the requirements to remove the Incomplete by the end of one calendar year from the date the original course ended will automatically receive an "F" or the course. The student's GPA is adjusted accordingly.

Repeating courses

Students have only one additional opportunity to repeat a course in which they did not achieve a grade of "B" or higher. Should the student be unable to achieve a grade of "B" or higher after a 2nd attempt at the course, continuation in the Rehabilitation Counseling Program is by successful grade appeal only (see policy on Appeals).

It is preferable that students avoid having to repeat any course while pursuing their master's degree because of earning a grade of less than a "B" in a RHAB course. But, should that occur, a desirable outcome is that student replace the initial grade with either a "B" or "A" upon repeating the course. Students are able to repeat a RHAB course only once, with the exception of RHAB 5811 or RHAB 5812 (see above description under "GPA requirement"). Furthermore, students can repeat only a maximum of two RHAB courses. Should the student receive a grade of less than a "B" on a third RHAB course, the student will terminated from the Rehabilitation Counseling graduate program.

Academic Probation

A student who fails to achieve a cumulative average of 3.0 GPA on all courses carrying graduate credit in a term/semester will be placed on academic probation for the subsequent term/semester. The student will be removed from probation when the 3.0 cumulative GPA is achieved. A student who is on probation cannot apply for graduation and cannot graduate. For more information go to: http://unt.catalog.acalog.com/content.php?catoid=7&navoid=382

A student who is placed on academic probation who does not receive either a semester or a cumulative 3.0 GPA during the term/semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to re-enroll for further graduate courses. Graduate work completed elsewhere during a period of graduate suspension at UNT may not be counted for graduate credit at UNT. After the one-year period of suspension, students must reapply for admission to graduate school (see "Readmission of Graduate Students" in the Admission section of this catalog); students may then enroll in graduate courses under probation with the same probation conditions as previously described. Students who are then suspended a second time without having returned to a good academic standing by achieving a cumulative GPA of 3.0 or better will be dismissed from the university.

The student who's UNT GPA in graduate work falls below 3.0 must make up the deficit, either by repeating courses in which the grades are low, or by completing other UNT courses with grades high enough to bring the UNT GPA up to 3.0. Low grades made in graduate courses at UNT may not be duplicated at other institutions.

Academic suspension

A graduate student who is placed on academic probation and who does not receive either a semester or a cumulative 3.0 graduate GPA during the term/semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to reapply for graduate admission (see "Readmission of Graduate Students" in the Admission section) and enroll for further graduate courses. After the one-year period of suspension, students may re-enroll in graduate courses under probation. Students who are then suspended a second time without having returned to good academic standing by achieving a CGPA of 3.0 or better will be dismissed from the university. Programs are not required to readmit students who left the university on probation or suspension and reapply.

Grade appeals

As stated in the UNT policy regarding grade appeals, "grades are subject to appeal only when the student believes that the grade was awarded in an inequitable, arbitrary, or erroneous manner". All grade appeals must follow the policy and process described in the UNT Grade Appeals Policy #06.040.

Appeal processes

Students who believe they have not been fairly treated in any aspect of their graduate program have the right of appeal. Grade appeals should be initiated through the instructor. Appeals concerning extension of time to complete a degree should be initiated through the student's major department. Appeals concerning admission to the Toulouse Graduate School are initiated through the office of the graduate dean. Appeals concerning admission to a particular degree program should be initiated through the student's major department. Appeals regarding specific requirements to complete a degree should be initiated through the student's major department. All other appeals should be initiated through the office of the graduate dean.

ACCOMMODATIONS

UNT and the members of our program and department value the full inclusion of persons with disabilities in classes and events. Should you anticipate the need for accommodations or

services so that you may fully participate in the curriculum, instruction, or assessments of a course, please let your instructors or the Graduate Coordinator know of your needs. We encourage our students with disabilities to be self-advocates and to communicate with the Office of Disability Access (ODA) any requests for needed accommodations and services. ODA can be contacted at 940-565-4323, TDD access: 940-565-2958, or by going to www.unt.edu/oda

ATTENDANCE AND PARTICIPATION

Although in general students are graded on intellectual effort and performance rather than attendance, student attendance and participation in class discussion is considered an essential part of all coursework whether the course is offered in person or through distance education. For in-person classes it is expected that students will be in attendance for each scheduled class period, from the start until the end of the class period, and will engage appropriately in class discussions. Instructors have the prerogative to determine attendance and participation policies and to assign a lowered grade or a failing grade in the event of excessive absences. Students should inform themselves at the beginning of each semester of their instructors' policies for communicating an absence and if work missed as a result will be accepted.

As a general policy, instructors may choose to drop students from the class who have an unexcused absence for two classes (this includes not participating in two discussion boards for on-line students). It is up to the instructor to determine if an absence will be considered excused or unexcused.

COMMUNICATION

It is the responsibility of the student to provide correct permanent and local mailing address information at all times and on all documents at the university. Students who change their mailing address must notify the Registrar's Office by calling 940-565-2111 or update their address at *my.unt.edu*. Students must also notify their faculty advisor if there is a change in address or phone number so that departmental records can be updated. There are times when the department may need to contact students by phone so it is important that we have your current phone number

All UNT students automatically receive an EagleConnect account that provides students with e-mail as well as chat, calendar, file storage, and other online services. All official program and university communications are delivered through EagleConnect. Students are responsible for activating accounts and checking their accounts regularly.

Students may choose to have their EagleConnect e-mails forwarded to an external address (e.g., Gmail, Yahoo, etc.). For more information and instructions go to: http://eagleconnect.unt.edu.

COMPLAINTS AND GRIEVANCES

Complaints and grievances are best resolved among the parties directly involved in the concern (e.g., student issues resolved between students; student/faculty issues resolved between the faculty member and student). In a situation where that is not possible, students are urged to work with other members of the program including (a) their faculty advisor, (b) the Graduate Program Coordinator, and/or (c) Department chairperson. For general university guidelines about harassment and discrimination concerns, students are urged to consult with the

UNT Division of Institutional Equity and Diversity by calling 940-565-2711 or visiting the Division's website at http://edo.unt.edu/.

COURSE EXEMPTIONS

It is possible that the student's previous coursework may allow for the student to be granted an exemption from one of the core curriculum courses, or the elective course (note: only a maximum 12 credit course hours may be approved for exemption. Practicum and Internship courses will not be permitted to be exempted under any circumstances). A written request for a course exemption must be provided to the student's academic advisor, which will then be reviewed by the rehabilitation faculty for approval. All requests should be submitted with sufficient evidence of the course's content in order to warrant an exemption.

ETHICAL CONDUCT

The field of rehabilitation counseling is guided by the standards of ethical conduct put forth by the Commission on Rehabilitation Counselor Certification (CRCC). Graduate students of the Rehabilitation Counseling Program are therefore expected to maintain high standards of integrity and practice ethical behaviors that are consistent with the *Code of Professional Ethics for Rehabilitation Counselors* (see Appendix B). Unethical behavior will result in disciplinary action on the part of the Department or university and may involve dismissal from the program.

FINANCIAL AID, GRADUATE ASSISTANTSHIPS, REHABILITATION SCHOLARSHIPS

There are several ways to pay for your graduate education. Your options may include a student loan, grant, assistantship, scholarships or student employment.

Student financial aid.

Information regarding available financial aid, scholarships, assistantships, loans, and student employment is available on the UNT Student Financial Aid and Scholarship website at http://financialaid.unt.edu. Unconditional admission into the Master's degree program in is required in order to qualify for financial aid.

Department graduate assistantships.

There are a limited number of departmental teaching and research assistantships available to Rehabilitation Counseling graduate students. These are paid positions that include health benefits. Applications are submitted prior to the start of the fall semester and reviewed by a committee consisting of faculty from the rehabilitation, social work, and addiction programs. The best qualified students are selected for a research, teaching, or a combination of research/teaching assistantship. Assistants are expected to dedicate 20 hours per week to support faculty courses and/or research projects.

Scholarships.

There are a variety of scholarships available from the university, college, and department. For more information go to:

UNT scholarships: http://financialaid.unt.edu/scholarships

College of Health and Public Services: http://hps.unt.edu/current-students/scholarships

Department of Rehabilitation and Health Services: http://rhs.hps.unt.edu/scholarships

INACTIVE STATUS

Students who have not enrolled in any course during a one (1) year period are considered inactive and required to reapply in order to continue in the program.

ORIENTATION

In the week immediately preceding the beginning of classes, the Rehabilitation Counseling Program holds a New Student Orientation Meeting. This meeting is mandatory and serves as an important mechanism for communication between students, faculty, and staff. Students are informed of this meeting in both their letter of acceptance and in subsequent e-mail reminders. It is each student's responsibility to arrange to attend this meeting. All graduate students in the Rehabilitation Counseling Program are welcome to attend this meeting.

PROFESSIONAL CONDUCT

Students in the Rehabilitation Counseling master's degree program are expected to be preparing for professional careers in the field of rehabilitation counseling therefore maintaining high standards of integrity and practicing the highest ethical behavior is expected both in and outside of the classroom. Unethical behavior, impaired performance, or unprofessional practices may result in disciplinary actions on the part of the Department or the university.

As part of developing professionals, the Rehabilitation Counseling graduate program has now implemented a requirement that students wear appropriate attire when participating in department activities, such as classes, clinic work, and at practicum and internship settings. The overall description for appropriate attire is "business casual". Given that the meaning of this description can vary from person to person, students are asked to follow the guidelines below:

- Do not wear clothing that is ripped, torn, frayed, stained, dirty, or patched. This includes pants, shirts, t-shirts, shorts, dresses, and skirts.
- Jeans are permitted, however, as stated above, they cannot be ripped or torn. We realize that there are jeans sold in that condition, however, they will still be considered inappropriate attire.
- Skirts, dresses, and shorts should be appropriate for a business casual environment and no shorter than ½ inch above the knee when sitting.
- Clothing must cover the mid-section at all times. Blouses and tops should not show cleavage.
- Items worn as outerwear that resemble undergarments or sleepwear is unacceptable at all times.
- T-shirts or clothing that have written messages on them reflecting personal opinions, biases, or opinions are not appropriate at any time. UNT t-shirts purchased from the UNT Bookstore or authorized vendors for UNT items are acceptable. Again, they must conform to the requirements stated above.
- Shoes should be in good condition.

We strongly encourage students to begin practicing professional dress and behavior by complying with the above guidelines. Students' clothing should not be a distraction to other students, the faculty, or the professional guest speakers who are invited to speak to our students in the

classroom or other department sponsored events. We expect our students to use good judgement in how they present themselves as professionals-in-training to others in our field and the community.

READMISSION

Students who voluntarily withdraw from the program and were in good standing are eligible for readmission. They must file an application for readmission with the Graduate School for this purpose. The program faculty makes a recommendation on readmission of the individual.

REGISTERING FOR CLASSES

All registration is completed via the university's on-line registration system accessible at http//my.unt.edu. You gain access to MyUNT when you activate your EUID and login password. For more information on the registration process for classes, including instructions and deadlines, go to http://www.unt.edu/classes-registration.htm.

Courses numbered 5000 or higher ordinarily are taken by students working toward master's degrees; those numbered 6000 or higher are open principally to doctoral students. The graduate student enrolled in a 5000-level course that meets with a senior-level undergraduate course will be expected to complete additional requirements beyond those expected of undergraduates in the same course. Please discuss any questions about course enrollment with your faculty advisor.

SCHEDULE CHANGES (ADD/DROP, WITHDRAWAL)

Students may make adjustments to their schedule by adding and/or dropping classes, or by withdrawing from the university. Specific procedures must be followed in making these changes. Dropping all courses during a term/semester constitutes withdrawing from the university for that term/semester. Students must notify the Registrar's Office of their intent to withdraw from the university. Procedures and deadlines for dropping or withdrawing are available in the Registrar's Office or online at ***www.unt.edu/register***. Please be aware there are specific deadlines established by the Office of the Registrar by which a student may add, drop, or withdraw from a class.

STUDENT STANDARDS OF ACADEMIC INTEGRITY

A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT's policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. The full policy (06.003) can be found at http://policy.unt.edu/policy/06-003.

Students should be aware that faculty and instructors have the right to submit any student paper to a plagiarism detection software program. Most faculty in our program use Turnitin as a depository for student papers. Although faculty may implement their own standards regarding the proportion of content that must be original, a general practice is to accept an "originality score" of 15%. Although the term is counterintuitive, a 15% originality score actually means 85% of the paper is original. Most faculty will provide a Turnitin link in their Blackboard course so that students can directly submit their papers to Turnitin.

Students should also be aware that the term "cheating" as described in the Student Academic Integrity policy includes resubmission of a paper or project, or a large proportion of a previously submitted paper or project, to a different class without express permission from the instructor. This is also referred to as "self-plagiarism". No student can cite him or herself from unpublished works. Should the student be repeating a course, he or she is restricted from resubmitting previously submitted papers or projects from the original course. Faculty will follow the UNT policies as stated in the Student Academic Integrity policy.

"Plagiarism" means incorporating someone else's words or thoughts without proper citation to the original work. Although plagiarism is often the result of the student's lack of knowledge regarding proper citation formats, that will not be an accepted explanation. All graduate students in this program are required to be familiar with proper citation formats found in the *American Psychological Association Publication Manual* (6th ed.). More information on this is provided elsewhere in this Handbook.

STUDENT EMPLOYMENT

Fulfillment of the degree requirements for our graduate program requires a serious commitment of time and effort. Students are expected to carefully weigh and manage their responsibilities at home, school, work, etc., while a student in the program. Talk with your faculty advisor as to whether enrollment as a full-time or part-time student would be in your best interest given your employment and personal responsibilities. The university recommends that students who work full-time not schedule more than 6 semester hours in a long semester or 3 semester hours in a summer session.

STUDENT ACADEMIC, CLINICAL, AND PROFESSIONAL CONDUCT EVALUATIONS

Professions that engage in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. The faculty in the Rehabilitation Counseling graduate program has an ethical responsibility to "do no harm" to their profession, their students, and to the eventual consumers of services who will be provided those services by graduates of this program. Therefore faculty members monitor students' academic performance and professional conduct on an ongoing basis in order to ensure that only those students who continue to meet academic program standards are allowed to continue in the program. A students' acceptance in any program does not guarantee his or her fitness to remain in that program. When, in the professional judgment of a program faculty member, a student is not making satisfactory progress or meeting the program or university standards, or the severity of the problem warrants immediate action, the faculty member will consult with the rehabilitation faculty members to determine appropriate steps. Upon a review of the student's unsatisfactory performance or behaviors, the faculty may recommend remediation or dismissal from the program. All students who have been accepted as of the Fall 2015 semester have been accepted with the understanding that if satisfactory progress is not achieved through

the first two full semesters (Fall and Spring), the student will be notified he or she will be not be granted permission to continue in the program.

Formal evaluations are conducted as part of all clinical courses (RHAB 5721 Counseling Techniques; RHAB 5811 Practicum; and RHAB 5812 Internship) by faculty as well as designated site supervisors. In addition, a comprehensive review of each student's academic performance, clinical skills, and professional and ethical conduct is conducted at the end of each semester throughout the student's program by the Rehabilitation Counseling Program faculty. Faculty advisors will discuss the outcome of these evaluations with the student, discuss any identified problems, review appropriate measures of correction if necessary, and establish a timeline for change. A designated faculty member (e.g., advisor) will monitor progress accordingly to an agreed upon timeline, and a faculty review will determine the next course of action, if needed (e.g., dismissal from the program).

STUDENT EVALUATIONS OF TEACHING

Students also have the opportunity to provide anonymous feedback to faculty by completing course evaluations at the end of each semester. We value your feedback and encourage you to take the time to complete the student evaluation available to students in the myunt.edu portal. Students can access the survey site by clicking on the survey icon. A list of their currently enrolled courses will appear. Student complete each course evaluation independently. During the long terms, the survey is open for students to complete two weeks prior to final exams. During the summer terms, the survey is open for students to complete six days preceding their final exam.

STUDENT EVALUATION OF THE GRADUATE PROGRAM

Upon graduation students are asked to provide an overall evaluation of the program. The information is provided on an anonymous basis. Periodically the program may also conduct a survey of graduates and employers of graduates. The results from these evaluations and surveys are valuable in helping the faculty improve the quality of the program.

STUDENT RIGHTS AND RESPONSIBILITIES

It is the student's responsibility to be informed concerning all regulations and procedures required by the university and the program. Therefore, the student should become familiar with UNT's Graduate Catalog as well as the Rehabilitation Counseling Graduate Student Handbook. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that advisors or other authorities did not present information.

Each University of North Texas student is entitled to certain rights associated with higher education institutions. Please review these rights at: http://deanofstudents.unt.edu/conduct/rights-of-students.

TECHNICAL SKILLS AND COMPETENCE

American Psychological Association (APA) Publication Style Proficiency.

The Rehabilitation Counseling faculty requires that all papers written for rehabilitation courses conform to the American Psychological Association (APA) writing style for publications.

Faculty may allot a portion of grades on assigned papers to conformity to APA format. *It is the responsibility of the student to become fluent in the use of APA writing style.*

There are several resources available to assist students in mastering this writing style. The most direct source is the current edition of the *Publication Manual of the American Psychological Association*. There is also a self-instruction workbook (*Mastering APA Style Student's Workbook and Training Guide)* available from the APAstyle.org website, as well as Amazon.com (NOTE: make sure any APA materials you purchase correspond with the most recent edition of the *Publication Manual*). Two helpful web-based resources for APA writing style can also be found at http://apastyle.org/ and http://owl.english.purdue.edu/.

Computer competence.

Students are expected to be skilled in using a computer to write reports, access on-line resources, and complete related academic assignments. There are, however, no specific computer competencies required for admission to or graduation from the Rehabilitation Counseling graduate program. Computer labs available to students are located throughout the campus; information about location and hours of service can be found at http://www.gacl.unt.edu/hour.php.

TIME LIMITS

The University has a 7-year deadline from the time you begin the Rehabilitation Counseling graduate program to completion of the program. Extensions require a recommendation of the Rehabilitation Counseling Program faculty and must be approved by the Dean of the Graduate School.

TRANSFER OF CREDITS

A total of up to 12 credits for courses determined to be equivalent to the course offered in our graduate program may be accepted for transfer credit. It is recommended that students provide a published description of the course (e.g., course syllabus or catalogue description) so that its equivalency can be determined by the Rehabilitation Counseling program faculty.

TUITION AND FEES

Information regarding tuition and fees can be found at http://essc.unt.edu/saucs/tuition- and-fees.html.

UNSATISFACTORY PROGRESS AND REMEDIATION

The Rehabilitation Counseling Program faculty continually conduct informal and formal student review processes each semester to assess student's academic status, clinical skills, and professional development. The purpose of the process is to review student progress in the program and to ensure that students are performing in a manner that demonstrates ethical behavior, clinical competence, sound academic performance and professional behavior as rehabilitation counselors in training that is free from impairment. Documentation of this evaluation is an on-going process, documents will be retained by the program in order to ensure that students are adequately prepared to provide the services for which they are trained.

Students and faculty are charged with adhering to the highest standards of practice in the Rehabilitation Counseling Field, therefore actions and behaviors are governed by the Commission on Rehabilitation Counselor Certification and the American Counseling Associations Code of Ethics. Faculty, and the University of North Texas' standards for academic integrity and student conduct. Students and supervisors are charged with monitoring student behavior for evidence of impairment (physical, mental, or emotional) and must refrain from offering services to clients when this impairment poses risk of harm to client or others. Students should notify faculty and seek support for issues that may result in professional impairment. In some cases, faculty may limit, suspend or terminate students' professional responsibilities until it is determined if/when they may safely resume their work.

The remediation process

Students, who are identified by faculty as having demonstrated unsatisfactory academic, clinical, ethical, and/or professional behaviors in class (or who witnessed the behavior(s) outside of the classroom), will be required to meet with the faculty member, their faculty advisor, or both, to discuss what behavior(s) need(s) to be changed. Faculty will develop a specific remediation plan (whether the process involves remediation only, suspension and/or probation) designed to address the issue(s) of concern will be initiated and documented that includes:

- specific behaviors requiring remediation
- specific activities to be completed by the student
- target measures of accomplishment (which will be documented)
- a schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor)
- a time frame for accomplishment
- consequences if remediation is unsuccessful which may include suspension or dismissal from the program
- Signatures of the student, faculty advisor, and the program coordinator. Signatures will indicate agreement with the remediation plan among all parties involved

Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan will result in program dismissal. The faculty advisor may ask other faculty members to assist in the development of the remediation plan and to attend meetings with the student. A written summary and documentation of the plan will be placed in the student's program file.

Some examples of problematic behaviors that could have significant implications for clients and are considered behavior warranting remediation include the following:

- Missing classes
- Chronic tardiness
- Lack of participation in class
- Unprofessional/unethical conduct
- Academic concerns (e.g., failure to submit assignments on time; poor performance on assignments, quizzes, tests; poor communication skills; cheating/plagiarism; poor writing skills)

- Interpersonal concerns (e.g., inappropriate self-disclosure, failure to respect boundaries, unprofessional interactions with faculty or peers, unwillingness to respect others' point of view, lack of empathy, poor hygiene/self-care)
- Substance use , personal distress and mental illness that results in impairment
- Unwillingness to use and to accept feedback
- Inability to express feelings effectively and appropriately
- Inability to deal with conflict effectively and appropriately

Probation

Depending on the nature of the issue, students may be placed on probationary status in which they have limitations placed on certain classes or activities in which they may be involved. Students may be required to take certain classes or participate in certain activities as a condition of probation or may not be permitted to take certain classes until the probationary status is removed. Students will be provided in writing with the following information: a behavioral description of the problem, courses of remediation, criteria for ending the probationary status, time frame for meeting these criteria and an explanation of the consequences should the student fail to meet these criteria within the appropriate timeframe.

Suspension from the program

Faculty try to remediate students while they are still active in the program, however in situations where a student is determined to be an immediate danger to themselves, clients, other students in the program, faculty etc. the student may be immediately suspended from the program. The evaluating faculty member will be responsible for meeting with a majority of the program faculty in order to identify a course of action for the adviser and student. This course of action may require: a remediation plan to address the concern with a description of steps needed to successfully return to the program; students may be placed on probation with a remediation plan to address the steps, conditions, and timeframe for being removed from probation; suspension from the program with a description of the steps, conditions, and timeframe for being re-admitted or permanently dismissed from the program. At the end of the suspension period, faculty will review the student's progress and determine their progress toward readmission. Faculty will determine whether the student is fit to return to full graduate status, whether the student should continue suspension (if necessary provide another set of recommendations), or whether the student should be terminated from the program.

Dismissal from program

The dismissal of a student from the Rehabilitation Counseling program is a significant event for both the student and the Rehabilitation Counseling program faculty. Dismissal represents the conclusion of the program faculty that the student has not demonstrated an adequate level of competency in his or her academic, clinical, ethical, or professional conduct. Dismissal action is generally the final outcome of informal and formal documented communications with the student regarding his or her unsatisfactory progress through the program. The final decision regarding whether or not a student should be dismissed from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the Rehabilitation Counseling Program faculty. The student will be informed in writing by the Rehabilitation Counseling Program Coordinator that the Rehabilitation

Counseling Program faculty has reviewed the student's unsatisfactory progress and has recommended dismissal from the program.

Students may be dismissed from the Rehabilitation Counseling program for the following reasons:

- failure to maintain academic standards
- academic dishonesty
- criminal misconduct
- unethical practices and/or unprofessional conduct
- failure to successfully meet all requirements of a remediation plan
- failure to achieve a grade of "B" or higher after a 2nd attempt in the Practicum course
- failure to achieve a grade of "B" or higher in the Internship course
- failure of a 2nd attempt to pass the comprehensive examination
- violation of the Student Code of Conduct

The appeal process

Students who believe they have not been fairly treated in any aspect of the Rehabilitation Counseling graduate program have the right to appeal remediation or dismissal decisions made by the Rehabilitation Counseling Program faculty. A request for appeal must be made to the Chairperson of the Rehabilitation and Health Services Department within 10 days of having received written notice of the Rehabilitation Counseling Program faculty's decision.

University Resources

UNT Websites

Blackboard and Canvas

NOTE: as of Fall 2018, Canvas will be the web-based course platform for all courses offered by the Rehabilitation and Health Services department. Upon logging into the Blackboard website, students will be directed to the Canvas website until the Spring 2019 semester when Blackboard will no longer be available and all students will have access to Canvas).

http://www.unt.edu/distance-learning.htm
Provides information about web-based courses. UNT is currently converting all courses offered on Blackboard Vista to Blackboard Learn. The conversion is scheduled to be completed by the end of the Fall 2012 semester. Many instructors supplement in-person classes with materials posted to a course site located on Blackboard.

Department of Rehabilitation and Health Services
http://rhs.hps.unt.edu/
Provides information relevant to all students enrolled in programs within our department. Rehabilitation Counseling students should be familiar with the information that is available to them in this website.

Graduate Catalog
http://catalog.unt.edu/index.php
This catalog is an official bulletin of the University of North Texas and is intended to provide general information, including policies, regulations, procedures and fees in effect at the time of release. Students are responsible for observing the regulations included in the Catalog and therefore are expected to review this catalog carefully.

MyUNT
https://my.unt.edu/
MyUNT allows you to access your university e-mail, calendar, campus news, course guide, register for classes, course grades, etc.

Office of the Registrar
http://essc.unt.edu/registrar/
Provides access to information relevant to your status as a student at UNT, such as course schedules, academic records, etc. Students register for courses through this website.

Toulouse School of Graduate Studies
http://tsgs.unt.edu/
The Graduate School website provides admission, academic, news and events, and resources to help make your graduate experience a successful one. Graduate students apply for graduation through this website.

Student Support Resources

Counseling and Testing Services; Chestnut Hall 311; 940-565-2735
http://www.unt.edu/cat/
Provides confidential, professional, short-term (8 sessions per academic year) psychological counseling to currently enrolled students. Counseling is available for the areas of educational, vocational, marital, emotional and personal adjustment and development for UNT students. Counseling and Testing services also serves as a national testing center and computer-based testing site for the GRE, GMAT, TOEFL, and CLEP. The computer based testing is located in Gateway Center 140, 940-369-7617.

EagleConnect e-mail services
http://it.unt.edu/eagleconnect
EagleConnect is the official UNT e-mail system for students and alumni. All Rehabilitation Graduate students should provide their faculty advisor with their current UNT e-mail address. All university, college, department, and program e-mails are sent to students using the UNT e-mail on records. Please make sure you update the department administrative staff or your faculty advisor on any changes to your e-mail address, phone number, or mailing address.

Eagle Early Alert system and severe weather dismissals
UNT uses a system called **Eagle Alert** to quickly notify you with critical information in an emergency. The system sends voice messages to the phones, including cell phones, of all active faculty, staff and students. All students, faculty and staff are automatically enrolled in the system using the telephone numbers you provided to UNT during your registration or hiring process. You should check your contact information **regularly** and update it as soon as it changes by logging in at my.unt.edu.

Financial Aid Office; Eagle Student Services Center 228 ;940-565-2310
http://essc.unt.edu/finaid/
Applications; processing and awarding of federal and state financial aid-loans, grants, scholarships, work programs.
http://essc.unt.edu/finaid/

Health Center; Chestnut Hall; 940-565-2333
http://www.healthcenter.unt.edu/home/
Medical care and health education services for enrolled students. Call to schedule an appointment.

Libraries; various locations throughout the campus http://www.library.unt.edu/
Access to library catalog, electronic resources, special collections, library hours and locations, interlibrary loan, research tools, workshops, etc.

Office of Disability Accommodation; Union 321; 940-565-4323
Assists students with ADA-related concerns, educational access and accommodation. Makes referrals for diagnostic evaluations.
http://www.unt.edu/oda/

Pohl Recreation Center; 1900 Chestnut Dr.; (940) 565-2275
http://recsports.unt.edu/
The student recreation center with exercise equipment and facilities, pool, group exercise classes, etc

Psychology Clinic; Terrill Hall 171; 940-565-2631
http://www.psyc.unt.edu/clinic/
Provides psychological services such as counseling, testing, and biofeedback for UNT students and the community.

Transportation and Parking; Highland Street Garage; 940-565-3020
http://www.unt.edu/transit/
Provides information on campus parking, shuttle routes and schedules, etc.

Student Organizations

A list of all UNT approved student organizations can be found at http://unt.orgsync.com/search. In particular, we encourage our graduate students to consider joining the following (recommended, not required):

North Texas Active Minds (NTAM)
Active Minds is an organization working to utilize the student voice to change the conversation about mental health on college campuses. We aim to capitalize on the energy and dedication of young adults in the fight against the stigma that surrounds mental health disorders, as well as educate, enlighten, and empower all young adults to ensure their own mental health before it reaches a tragic stage.

Chi Sigma Iota National Counseling Honor Society (CSI)
Rho Kappa is a chapter of Chi Sigma Iota (CSI) located at the University of North Texas. CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. 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. Please see Dr. Chandra Carey for more information about CSI.

North Texas Rehabilitation Association (NTRA)
The professional organization for graduate and undergraduate students interested in the field of vocational rehabilitation is the **North Texas Rehabilitation Association**. The group meets regularly throughout the semester to hold programs of interest to students and professionals in rehabilitation, fund-raising events for the organizations projects and for rehabilitation student scholarships, and social events for members and friends of the organization. All students and other persons interested in the field of vocational rehabilitation are eligible to join. NTRA is a recognized student chapter of the National Rehabilitation Association (NRA). Please see Dr. Rachita Sharma for more information regarding NTRA.

UNT Graduate Student Council
http://gsc.unt.edu/

The Graduate Student Council at UNT provides for communication between representatives of the graduate student body and both the dean of the School of Graduate Studies and the University Graduate Council, which acts as the policy-making body for graduate program affairs. The Graduate Student Council serves as an advisory council to facilitate an interchange of views and information between these groups. Two members of the Graduate Student Council are elected annually to serve as voting members of the University Graduate Council. Graduate Student Council members also serve on other Graduate Council and university-wide committees. The President of the Council can be reached by contacting the Graduate School office. Graduate students in the Rehabilitation Counseling program have been represented on the Graduate Student Council whenever a student in the program has been willing to serve in this capacity. **Alpha Epsilon Lambda** is a national honors society recognizing students who display leadership, as well as academic qualities. The local chapter was established in 1993. More information is available through the Graduate Student Council.

Professional Resources

One of the most important learning experiences for students enrolled in the Rehabilitation Counseling program is the development of a professional identity. There are several professional organizations that provide opportunities for students to grow in this regard. Professional organizations typically have discounted membership rates for students so it will benefit you to join an organization early in your academic career. Talk with your advisor about the different associations so that you join an association and/or division that will best support your own vocational goals.

National Rehabilitation Association (NRA)
http://nationalrehab.org/
The National Rehabilitation Association (NRA) seeks to be the premier organization nationwide connecting thousands of professionals in the area of vocational rehab. NRA provides members with up to date information on advocacy, issues and networking opportunities. Members receive the quarterly *Journal of Rehabilitation*, an internationally-acclaimed scholarly journal on the cutting-edge of rehabilitation research. Members also receive *Contemporary Rehab*, the bi-monthly newsletter filled with the latest rehabilitation and membership news.

Rehabilitation Counselors and Educators Association (RCEA): A division of NRA
http://rehabcea.org/
With a focus on professionalism, RCEA provides its member base with a framework for state chapters, regional affiliations and offers a national presence. The member base is comprised of educators and counselors employed in both public and private settings. RCEA members receive, among other benefits, a subscription to the quarterly *Rehabilitation Counselors & Educators Journal.*

Texas Rehabilitation Association (TRA): The state chapter of NRA
http://txrehabassoc.org/
Members include public and private rehabilitation counselors, rehabilitation administrators, rehabilitation educators, social workers, job placement specialists, consultants, qualified rehabilitation professionals, medical professionals (physical therapy, speech, occupational therapy), community rehabilitation professionals, and others involved in the provision of advocacy of services or programs for people with disabilities. TRA is the Texas state chapter of the National Rehabilitation Association (NRA). By joining NRA, you automatically become a member of TRA.

North Texas Area Rehabilitation Association (NTARA): The local chapter of TRA
http://ntara.org
The North Texas Area Rehabilitation Association (NTARA) is an organization for rehabilitation professionals in Dallas, Denton, Fort Worth, and the surrounding areas. NTARA is a local chapter of the *Texas Rehabilitation Association* (TRA) and the *National Rehabilitation Association* (NRA).

National Rehabilitation Counseling Association (NRCA)
http://nrca-net.org
NRCA is the largest national organization representing rehabilitation counselors practicing in a variety of work settings: private non-profit agencies, hospital medical settings, educational programs, private-for-profit businesses, state/federal agencies, private practice, unions, and

others. Membership includes, among other benefits, a subscription to the quarterly *Journal of Applied Rehabilitation Counseling.*

American Counseling Association (ACA)
http://www.counseling.org/
The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity. Membership includes, among other benefits, ACA's monthly periodical, *Counseling Today,* and the quarterly journal of counseling research *Journal of Counseling & Development,* as well as bi-weekly e-mail news updates.

American Rehabilitation Counseling Association (ARCA): A division of ACA
http://www.arcaweb.org/
ARCA is a division of the ACA organized by rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development. Membership includes, among other benefits, a subscription to the quarterly journal of rehabilitation research, the *Rehabilitation Counseling Bulletin.*

American Psychological Association (APA)
http://www.apa.org/
The American Psychological Association is the largest scientific and professional organization representing psychology in the United States. APA is the world's largest association of psychologists, with more than 137,000 researchers, educators, clinicians, consultants and students as its members. APA's mission is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives. APA's 54 divisions are interest groups organized by members. Some represent subdisciplines of psychology (e.g., experimental, social or clinical) while others focus on topical areas such as aging, ethnic minorities or trauma. APA members, and even nonmembers, can apply to join one or more divisions which have their own eligibility criteria and dues. In addition each division has its own officers, website, publications, email list, awards, convention activities and meetings. All APA members receive a monthly subscription to the *Monitor on Psychology* and *The American Psychologist.*

Certification and Licensure

Certification as a Rehabilitation Counselor (CRC); https://www.crccertification.com/

National certification in the specialty area of rehabilitation counseling is available for interested graduates of the Rehabilitation Counseling Master's degree program. The mission of the Commission on Rehabilitation Counselor Certification (CRCC) is to best serve and protect individuals with disabilities by promoting quality rehabilitation counseling services to persons with disabilities through the certification of rehabilitation counselors. CRCC also provides leadership in advocating for the rehabilitation counseling profession. The CRCC is the world's largest rehabilitation counseling organization with over 16,000 current certificants and has certified over 35,000 rehabilitation counselors since its incorporation in 1974.

Students currently enrolled in a Master's degree program accredited by CORE meet the "Category G" requirement however our program also offers a certificate program that provides individuals who meet the "Category R" requirement with the necessary coursework to be eligible for the certification exam. More information on the eligibility categories can be found at:
http://www.crccertification.com/pages/eligibility_requirements/69.php.

The exam is offered 3 times per year in the months of October, March, and July with application deadlines approximately 5 months in advance of the testing date (deadlines are available at http://www.crccertification.com/pages/crc_exam_schedule/83.php). 75% of the applicant's coursework must be completed by February 1 for the March exam; June 1 for the July exam; and September 1 for the October exam. Additional requirements include:

- Rehabilitation counseling internship of 600 clock hours supervised by a CRC completed prior to graduation.
- Graduate within twelve months of the CRC application deadline date.

The certification exam in Rehabilitation Counseling is administered by the CRCC through Prometric, a company which develops and delivers tests to more than 400 organizations worldwide. Applicants schedule the examination at the most convenient Prometric location. Additional information on the CRC exam and certification process can be obtained from:

Commission on Rehabilitation Counselor Certification 1699 E.
Woodfield Road; Suite 300
Schaumburg, IL 60173
Phone: 847-944-1325
Fax: 847-944-1346
Email: info@crccertification.com

Licensed Professional Counselor (LPC); http://www.dshs.state.tx.us/counselor/

The Texas State Board of Examiners of Professional Counselors has been designated by the Texas Legislature as the licensing body for counselors in Texas who want credentials as a Licensed Professional Counselor (LPC). Any person practicing counseling activities and claiming the credentials of a LPC is required by law to submit appropriate credentials for

evaluation and take an examination before recognition is granted. The requirements for licensure from the State of Texas (as of August 2017) requires applicants have a graduate degree in counseling or a counseling-related program that consists of 60 credit hours. Our 60 credit hour program is in compliance with the academic requirements that must be met.

- After completion of the graduate degree and before application, an applicant must take and pass the National Counselor Exam and the Texas Jurisprudence Exam. After receiving a temporary LPC license from the board, the applicant may begin the supervised post-graduate counseling experience (internship). 3000 clock-hours with at least 1,500 being direct client contact of internship under the supervision of a board-approved supervisor is required. The 3000 clock-hours may not be completed in a time period of less than 18 months.

- If reapplying for a temporary license, the applicant must submit any supervised experience gained during their previous temporary license.

Applications and additional information on the LPC for the state of Texas may be obtained by contacting:

Texas State Board of Examiners of Professional Counselors
Texas Department of State Health Services
Mail Code 1982
P.O. Box 149347
Austin , Texas 78714-9347 E-
mail: lpc@dshs.state.tx.us
Telephone: (512) 834-6658
Fax: (512)834-6677

To find licensing requirements outside the state of Texas, consult the National Board for Certified Counselors at http://www.nbcc.org/

National Counselor Examination (NCE)

All applicants for licensure must first pass the NCE exam. Information can be found at http://www.nbcc.org/Exams/NCE

Appendix A: CACREP Counseling Program Accreditation Standards

2016 CACREP Standards
http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf

Appendix B: Professional Ethics Codes

Code of Professional Ethics for Rehabilitation Counselors
https://www.crccertification.com/code-of-ethics-4

American Counseling Association Code of Ethics
http://www.counseling.org/knowledge-center/ethics

Appendix C: Degree plan

UNIVERSITY OF NORTH TEXAS GRADUATE SCHOOL
Master's Degree Plan

The *original* of this form must be submitted to the Office of the Graduate Dean for approval.

Name: _____ ID. No.: _____

Home Address:

Master's degree to be earned: M.S. Major: Rehabilitation Counseling

Minor: N/A Specialization Area : Rehabilitation Counseling

Major Professor: _____ Minor Professor: N/A

Any deficiencies in undergraduate prerequisites: None

Responsibility for reading catalog requirements and for knowing when program has been completed rests entirely upon the student. Application for graduation must be filed in Office of Graduate School before the deadline date in force during your final semester. See Graduate School calendar for deadline date.

The number of UNT off-campus residence courses, which may be applied on the master's degree, is limited by state regulations. Consult the Office of the Graduate Dean for information concerning this restriction.

Identify transfer courses with school abbreviation and date completed. Official transcripts of transfer work must be filed before courses can be approved.

Courses to be completed for the master's degree

Course Prefix and No.	Date Completed	Course Prefix and No.	Date Completed
RHAB 5700		RHAB 5742	
RHAB 5710		RHAB 5770	
RHAB 5715		RHAB 5811	
RHAB 5720		RHAB 5812 (6 hours)	
RHAB 5721		Elective (3 hours)	
RHAB 5722			
RHAB 5723			
RHAB 5724			
RHAB 5730			
RHAB 5732			
RHAB 5734			
RHAB 5735			
RHAB 5740			
RHAB 5741			

Admission to candidacy is recommended: Total Semester hours required: 60

_____ _____
Major Professor Department Chairperson

_____
Date

To Be Completed by Dean of the Toulouse Graduate School

The student is admitted to candidacy:

_____ _____
Date Dean of the Toulouse Graduate School