





GRADUATE CATALOG

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Greetings,

It with great pleasure that I welcome you to the venerable Wilberforce University, an institution with a powerful history of self-determination and noteworthy legacy as the nation's first, private HBCU. At Wilberforce, we are unapologetic in our embrace of excellence, kindness and innovation as core institutional values which anchor us as a University committed to teaching and learning, scholarship and service. We are an intellectual and academic community which values and respects diversity of thought, critical thinking, intellectual rigor, spiritual development and the passionate pursuit of disciplined habits of the mind, spirit and body.

While we have been strategic in defining our value proposition as a premier liberal arts institution with an entrepreneurial intention, we are simultaneously proud of our Graduate Program in Rehabilitation Counseling Program and regard it as an integral part of our institutional identity and future. For years, our Graduate Program in Rehabilitation Counseling has been preparing clinicians who have profoundly shaped the profession. With new leadership and a renewed focus on program development, we are committed to further developing the Graduate Program in Rehabilitation Counseling and making it a signature academic program at the University thus providing a strategic opportunity for Wilberforce University to be at the forefront of training culturally-sensitive clinicians capable of meeting the rehabilitation and mental health needs of the surrounding communities.

As a community of teachers and learners, we take seriously this invitation to participate in the growth and development of our students as they welcome us into their lives. Our expectations are that our students will engage in the life of the University as they pursue their academic program. We commit to providing an enriched academic and student engagement experience that prepares each graduate to take their place as well-educated, highly skilled professionals upon completion of their course of study.

As a Wilberforce University student, you join a proud tradition of excellence and achievement. We look forward to providing the assistance, support and encouragement required to assure that each student achieves the academic and professional goals they have set for themselves. This is the sacred trust we strive mightily as a University to uphold. We are Wilberforce Strong!

Suo Marte,


Alfred Anthony Pinkard
22nd President
Wilberforce University

Wilberforce, Ohio 45384
(937) 376-2911
www.wilberforce.edu

Office of Admission

The Admission office is located on the first floor of the Wolfe Administration Building. The hours of operation are from 8:00 a.m. to 5:00 p.m. Monday through Friday. The telephone numbers are: 937-708-5760. The fax: (937) 376-4752

Office of Financial Aid

Student Financial Services is located on the first floor of the Wolfe Administration Building. The hours of operation are from 8:00 a.m. to 5:00 p.m. Monday through Friday. The telephone numbers are: 1-800-367-8565 and 937-708-5727. The fax: (937) 376-4752. Be sure to visit the University's website (www.wilberforce.edu) for additional information pertaining to financial aid.

Office of the Register

The Register office is located in the Wolfe Administration Building, Hours of operation: Monday through Friday, 8:00 a.m. to 5:00 p.m. The office remains open during the lunch hour (12:00 to 1:00 p.m.). Telephone number are (937) 708-5734 and Fax: (937) 708-5222

Program Graduate Coordinator

Hours of operation: Monday through Friday, 8:00 a.m. to 5:00 p.m. Telephone number are (937) 708-5614 and Fax: (937) 539-8807

The Graduate Program Information

Information about Wilberforce University Clinical Rehabilitation Counseling program is linked to the online version of the catalog. The catalog can be found at www.wilberforce.edu. The online catalog is the definitive version of the program description, policies and procedures, and additional information on the department and courses.

Notices

The university reserves the right to make changes in admission requirements, fees, degree requirements, and other specifications set forth in this catalog. Such changes take precedence over catalog statements. While reasonable effort is made to publicize such changes, the student should

remain in close touch with departmental advisers and appropriate offices, because responsibility for complying with all applicable requirements ultimately rests with the student. Although the university attempts to accommodate the course requests of students, course offerings may be limited by financial, space, and staffing considerations or may otherwise be unavailable. Nothing in this catalog may be construed to promise or guarantee registration in any course or course of study (whether required or elective) nor may anything be construed to promise or guarantee the completion of an academic program within a specified length of time. Admission to the College of Graduate, Adult, and Continuing Education is not complete until application materials have been fully processed and the applicant has been notified by the College of Graduate, Adult, and Continuing Education in writing of admission. Other statements of a legal nature are printed in the "Notices" and "General Regulations" sections of this catalog.

Student Responsibility

It is the responsibility of students to know and observe all regulations and procedures relating to the program they are pursuing, as well as those of the university and College of Graduate, Adult, and Continuing Education. In no case will a regulation be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures. Questions on regulations and their interpretation pertaining to studies at the graduate level should be addressed to the office of the dean of the College of Graduate, Adult, and Continuing Education. Students planning to graduate should familiarize themselves with the dates relating to application for graduation and other pertinent deadlines. (See College of Graduate, Adult, and Continuing Education Calendar.) It is necessary to apply for graduation by the specified deadline in order to graduate in a particular term, whether or not the student plans to attend the commencement ceremonies. Students must satisfy the degree requirements of the catalog in force during the term for which they have been admitted to and begin course work in a degree program; or they may, with the consent of their advisers, meet graduation requirements by complying with the provisions of a later catalog. Students readmitted to a degree program must meet degree requirements of the catalog in force at the time of the later admission (or of a subsequent catalog, as provided above). Aside from degree requirements, all students are subject to the regulations and policies stated in the catalog currently in force. Exceptions to regulations contained in the Graduate Catalog require the written approval of the office of the dean of the College of Graduate, Adult, and Continuing Education, unless otherwise stated in the catalog. Graduate students and students-at-large should notify the College of Graduate, Adult, and Continuing Education immediately of any change in address so that receipt of mail will not be delayed.

Wilberforce University Background

Founded in 1856, Wilberforce University can trace its origin to a period of history before the civil war when the Ohio Underground Railroad was established as a means of escape for all those blacks who sought their freedom in the North from the yoke of slavery. One of the destination points of this railroad became Wilberforce University. As the Underground Railroad provided a route from physical bondage,

the university was formed to provide an intellectual mecca and refuge from slavery's first rule: *ignorance*.

Wilberforce University, the nation's oldest private, historically black university, was named to honor the great 18th century abolitionist, William Wilberforce. Early in 1856, the Methodist Episcopal Church purchased property for the new institution at Tawawa Springs, near Xenia, Ohio. The school met with early success until the civil war when enrollment and financial support dwindled. The original Wilberforce closed its doors in 1862. In March of the following year, Bishop Daniel A. Payne of the African Methodist Episcopal Church negotiated to purchase the university's facilities. Payne, a member of the original 1856 corporation, secured the cooperation of John G. Mitchell, principal of the Eastern District Public School of Cincinnati, Ohio and James A. Shorter, pastor of the A.M.E. Church of Zanesville, Ohio. The property was soon turned over to them as agents of the church.

The University was newly incorporated on July 10, 1863. In 1887 the State of Ohio began to fund the University by establishing a combined normal and industrial department. This department later became the University's sister institution, Central State University. Wilberforce also spawned another institution, Payne Theological Seminary. It was founded in 1891 as an outgrowth of the Theological Department at Wilberforce University.

Today, Wilberforce University continues to build on its sacred tradition. It is a four-year, fully accredited liberal arts institution with one graduate program in Clinical Rehabilitation Counseling added in 2004. The 1990s were good years for the University, ushering in a period of growth and financial accountability. Wilberforce University offers some 20 fully accredited liberal arts concentrations to students in business, communications, computing and engineering sciences, humanities, natural sciences and social sciences. It offers dual degree programs in architecture, aerospace, and nuclear engineering in conjunction with the University of Cincinnati. Other dual degree programs are available in electrical and mechanical engineering in cooperation with the University of Dayton, and in law with St. John's University School of Law. The University's Adult and Continuing Education Program, CLIMB (Credentials for Leadership in Management and Business), annually attracts some 200 nontraditional students interested in completing bachelor of science degrees in organizational management, health care administration and information technology.

During the last few years, five new facilities have been built and dedicated: a \$2.1 million Wolfe Administration Building, which houses the administrative offices of the University; the \$2.5 million Alumni Multiplex, which provides state-of-the-art academic, sports and recreational facilities for the campus and intercollegiate sports at the University; a \$100,000 Student Health Center, which provides medical services from on-site physicians and health care providers; a \$200,000 Communications Complex, which houses the Mass Media Communications Program, the campus television studio and campus newspaper production facilities; the new \$4.5 million John L. Henderson Hall, capable of housing 110 students; and the new \$2.5 million Louis Stokes Health and Wellness Center.

The University has established a number of outreach programs, as well as national and international initiatives such as the expansion of its study abroad programs; the procurement in October 1998 of a \$2.5 million Congressional appropriation grant to renovate the health care facility on campus and a \$1 million grant to develop a new academic program focusing on computer science and engineering; a \$1.3 million grant from NASA in 1992 to establish what is now a teaching collaboration and research center at Wilberforce University; the creation of The Minority Male Health Consortium through the University Family Life Center; and the development of the Wilberforce Intensive Summer Experience (WISE)

Program that brings some 50 incoming freshmen students to campus each summer for an intensive five-week, major-focused program of study.

The brush stroke that completes the picture of Wilberforce University is its mandatory Cooperative Education Program. Wilberforce bears the distinction of being only one of two four-year institutions in the country to require internships as a requirement for graduation. Cooperative Education has been the heartbeat of academics at Wilberforce. The program has seen many others attempt to duplicate its success story, but to date, no other has been able. Wilberforce University, in publications such as Black Enterprise, Better Homes & Gardens, Career, and The Black Employment & Education Journal, has been cited for its excellence.

Program Mission

The Master of Science in Clinical Rehabilitation Counseling Program is designed to meet the growing demand for qualified, mental health professionally trained clinical rehabilitation counselors who want to work in public and private mental health rehabilitation agencies and institutions. Graduates are prepared to meet the psychosocial and vocational needs of persons with varying disabilities such as developmental disabilities, psychiatric disabilities, traumatic brain injury, spinal cord injury, alcohol and substance abuse behaviors, as well as other acquired disabling conditions. Graduates are professionally trained for careers in vocational clinical rehabilitation in government agencies such as the state-federal system, not for profit and for profit community clinical rehabilitation programs, educational institutions, private for profit and not for profit community rehabilitation programs, residential programs, case management, bureau of worker's compensation, and mental health services.

Graduates utilize knowledge and competency in understanding the physical, social, psychological, economic, and political implications of disabilities to promote self-sufficiency and independence. Likewise, graduates learn to always ensure understanding of how gender, sexual orientation, race, ethnicity, and culture impact one's experience of disability. Graduates are trained to engage in ethical practice, ongoing professional development, and to implement research initiatives.

The program recruits' candidates from typically underrepresented populations such as minority students and students with disabilities from the entire Region V area. Wilberforce's Master of Science Degree in Clinical Rehabilitation Counseling is the only Historically Black Colleges and University (HBCU) program in the Midwest. (Region V includes Ohio, Illinois, Indiana, Michigan, Minnesota, and Wisconsin.) The program results in improvement in the clinical rehabilitation delivery system by increasing the number of master's level minority professionals entering the clinical rehabilitation service or increasing their qualifications to advance professionally. Likewise, the program builds local capacity to provide culturally competent mental health services for minority clients in the clinical rehabilitation system and improve their chances to achieve successful outcomes.

About the Program

The Master of Science in Clinical Rehabilitation Counseling Program (CRCP) is a graduate degree offered through the Division of Arts and Science. The Clinical Rehabilitation Counseling Program (CRCP) was started in August, 2004. The Program is designed to meet the growing demand for qualified, professionally trained clinical rehabilitation counselors who want to work in public and private rehabilitation agencies and institutions. The program will result in improvement in the rehabilitation

delivery system by increasing the number of master’s level minority professionals entering the rehabilitation field, and by increasing their qualifications to advance professionally.

Graduates are prepared to meet the psychological and vocational needs of persons with varying disabilities such as developmental disabilities, psychiatric disabilities, traumatic brain injury, spinal cord injury, alcohol and substance abuse, visual impairment, and hearing impairment. Clinical Rehabilitation Counselors manage the components important in the clinical rehabilitation process of individuals with physical and mental disabilities. They help prevent fragmentation and gaps in service to people seeking to move from psychological and economic dependence to independence. The counselor draws on knowledge from several fields: psychology, medicine, psychiatry, sociology, social work, education, and law.

The Master of Science degree in Clinical Rehabilitation Counseling is a **60 semester hour** program with students completing the program in as little as two to two and half years. Counselors are employed in a variety of settings such as state clinical rehabilitation agencies, veteran’s administration programs, evaluation/training centers, private practice, mental health agencies, general/psychiatric hospitals, correctional agencies, substance abuse programs, school/colleges, workers’ compensation insurance companies, sheltered workshops, non-profit agencies, and private industry.

Program Objectives

The Master of Science degree in Clinical Rehabilitation Counseling Program Objectives:

1. To recruit capable and culturally diverse students.
2. To provide a relevant curriculum that intertwines theory with research and practice.
3. To assist students to develop a professional identity as a counselor and address the physical and mental health disabilities of clients.
4. To encourage students to engage in the study and exploration of current societal issues such as:
 - a. Opioid epidemic
 - b. Stress / Anxiety
 - c. PTSD
 - d. Trauma
5. To promote and encourage students to participate in research, scholarly, and professional development activities.
6. To collaborate with community mental health and clinical rehabilitation professionals to identify professional and curricula opportunities for students.

Program of Study

Fall, Semester 1	Hours	Spring, Semester 2	Hours
RC 610 Foundations of Clinical Rehabilitation Counseling	3	RC 636 Multicultural Counseling	3
RC 615 Medical Aspects of Disability Psychological aspects of Disability	3	RC: 632 Case Formulation, Clinical Intervention & Supervision	3
RC 612 Theory & Practice of Rehabilitation Counseling	3	RC 640 Ethics in Clinical Rehabilitation Counseling	3
RC 614 Counseling Skills and Techniques	3	RC 642 Group Counseling	3

Summer, Semester 3	Hours
RC 631 Case Management	3
RC 645 Diagnosis & Clinical Counseling Practice	3
RC 630 Practicum	3
RC 646 Clinical Assessment and Practice	3

Fall, Semester 4	Hours	Spring, Semester 5	Hours
RC 613 Assessment & Evaluation	3	RC 620 Research Methods and Statistics	3
RC 647 Advanced Personality Theory & Psychopathology	3	RC 641 Assistive Technology	3
RC 622 Career Development & The World of Work	3	RC 623 Human Growth & Development	3
RC 650 Internship I	3	RC 660 Internship II	3

WU recognizes that all adult learners have different schedules, but it is highly recommended that each student take the courses in the sequence recommended by their advisor to facilitate matriculation through the program. The completion time for the program is 2.5 years.

Course Descriptions

RC 610 Foundations of Clinical Rehabilitation Counseling (3 Credit Hours)

The purpose of this course is to provide both a broad foundation for students beginning their journey into the profession of rehabilitation and a broad based reference for current practitioners. The contents provide a conceptual overview of the professional, historical, theoretical, research, and applied foundations of the rehabilitation profession as they relate to the services for individuals with disabilities. A major focus is on understanding the economic, social, and political forces underlying rehabilitation legislature and service delivery.

RC 615 psychological & Medical Aspects of Disability (6 Credit Hours)

This course is designed to provide students with information and understanding necessary for the appraisal and understanding of the medical aspects of disability and chronic illness, including their nature, causes, functional aspects, and treatments. This course includes a review of medical terminology, functional limitations, medical treatment and vocational implications as they apply to specific medical conditions and chronic illness.

RC 612 Theory and Practice of Clinical Rehabilitation Counseling (3 Credit Hours)

This course will provide an overview of theories and therapies utilized in the practice of Clinical Rehabilitation Counseling, such as Psychoanalysis, Adlerian, Existential, Person-Centered, Gestalt, Behavior, Cognitive-Behavioral, Reality, and Feminist.

- Compare and contrast different theoretical orientations.
- Select appropriate methods for intervention with specific client groups.
- Demonstrate sensitivity in working with diverse populations to include persons with disabilities and from multi-cultural backgrounds.
- Integrate knowledge and skills from foundation courses i.e., Medical and Psychological Aspects of Disability, Assessment and Evaluation, and Foundations of Rehabilitation Counseling.

- Develop 'treatment plans' using case studies.
- Utilize the DSM-IV in assessment of clients.
- Select treatment methods that are age and developmentally appropriate.
- Use of appropriate technology in class presentations.
- Development of basic counseling skills through practice.

RC 613 Assessment and Evaluation (3 Credit Hours)

Students will learn how to conduct and perform evaluations, interpret and assess objective findings, and utilize resources in the clinical and vocational assessment of clients and clients with disabilities. Students will develop an understanding of principles in assessment and evaluation; including reliability and validity, and when assessment/evaluation tools can and should be used. The importance of multicultural aspects and ethical considerations in the administration and interpretation of assessment tools is also explored. Three specific types of tests are explored and used: aptitude, interest, and achievement tests. Additionally, instruments that assess personality are explored and used. Further, the course will explore how client choice impacts the assessment/evaluation process and develop an understanding of the use of work samples and simulated work activity in the evaluation process is also explored.

RC 614 Counseling Skills (3 Credit Hours)

This course is workshop centered, practice-oriented, and a safe place to build & explore new counseling skills. The emphasis will be on developing and building micro counseling skills. A major focus will be an analysis of students' counseling styles and performance via feedback from practice sessions. The course has two primary goals: (1) to help students develop knowledge of counseling skills that are used by counselors in a range of settings, and (2) to provide opportunities for supervised practice of these skills.

RC 636 Multicultural Counseling (3 credit Hours)

This course is designed to assist students to develop an understanding of the implication of cultural and individual diversity including race/ethnicity, gender disability, age, class, spirituality, and religion, geographic region and sexual orientation. This course will provide an overview of social justice, culturally diverse counseling techniques, and identify how cultural value, belief, attitudes, public policies and "ism" influences consumers and service providers.

RC 620 Research Methods and Statistics (3 Credit Hours)

This course is designed to give students an introduction to the techniques appropriate for analyzing research articles in rehabilitation counseling and related fields. Included are applications of research literature, statistical, and research methods to guide and evaluate practice: includes research design, data analysis techniques, and their relation to action research.

RC 645 Diagnosis & Clinical Counseling Practice (3 Credit Hours)

This course will address broad spectrum of psychological disorders that are encountered by rehabilitation clinical mental health counselors, and other health professionals in various treatment settings. Specific attention is given to the etiology, prevalence, symptoms and treatment of disorders. Students will develop an understanding of DSM and the international Classification of Diseases.

RC 622 Career Development and the World of Work (3 Credit Hours)

Career management and planning involves more than just helping persons choose or enter an occupation. It also includes self-assessment of interests, values, and skills, understanding the steps in career decision making, and learning the necessary employability skills to obtain and keep a job once a choice has been made. The basic mission of this course is to provide an opportunity for students to learn

about and develop the necessary skills to assist other persons or themselves in all areas of life/career planning. Emphasis is placed on the needs of persons with disabilities, settings for service delivery, and professional issues. This course will introduce students to career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling.

RC 647 Advanced Personality Theory & Psychopathology (3 Credit Hours)

This course will focus on an overview of theory and techniques of rehabilitation and mental health counseling to acquire knowledge about clinical mental health theoretical orientation and to integrate theory with practice. The emphasis will be on helping students clarify concepts of mental health counseling, personal and professional ethics and values, and personal style and connecting concepts with various theories and identifying commonalities.

RC 623 Human Growth and Development (3 Credit Hours)

This course offers a broad overview of perspectives, principles, theories, and research findings associated with the field of human life span development. The goal of the course is to assist rehabilitation professionals with understanding human behavior in the life span context to promote practical skills in working with persons with disabilities.

RC 630 Practicum (3 Credit Hours) (Pre-requisite for RC 650) Practicum can be taken after RC 610, 611, 612, 613, & 614 are completed. Students must have proof of liability insurance before beginning practicum.

The practicum is a 100 clock hour supervised field experience in a setting related to rehabilitation and mental health and behavioral services. The practicum facilitates the application of theory to the practice of clinical rehabilitation counseling under supervision of a trained and licensed professional clinical counselor with the supervision endorsement. The experience is designed to enable the student to engage in multiple counselor tasks and functions. It is expected that during the semester students will successfully demonstrate adequate entry mastery of several of the clinical rehabilitation counselor's core functions.

The student is required to spend a minimum of 40 clock hours with direct contact with persons with mental health, behavioral and physical disabilities at his/her site. If a site requires additional hours, students are expected to comply with site expectations. Any concerns regarding clock hours need to be discussed with the Program Director. It is expected that students will be afforded the opportunity to engage in several core tasks and functions.

Students must be supervised by an individual with the minimum of a master's degree in rehabilitation, mental health and/or clinical counseling with a License as a Professional Clinical Counselor with Supervision endorsement. Ideally, the site supervisor will fulfill these requirements. However, in extenuating circumstances, an academic faculty member meeting the aforementioned requirements, may serve as the clinical supervisor.

RC 631 Case Management (3 Credit Hours)

The course emphasizes the basic principles of helping persons with disabilities within the rehabilitation process, and an appreciation and knowledge of how various theoretical positions and research findings translate into appropriate rehabilitation counseling techniques. Exploration of how theoretical positions and research findings translate into the rehabilitation process are enriched by understanding the roles and functions of the rehabilitation counselor as he/she works within, and with, a variety of rehabilitation agencies, settings, and facilities.

RC 646 Clinical Assessment and Practice (3 Credit Hours)

This course includes methods and techniques used to determining and enhancing the potential of person with disabilities. Also exploring assessment and evaluation, test development, validity, reliability, and psychometrics.

RC 640 Ethics in Clinical Rehabilitation Counseling (3 Credit Hours)

This course is designed to help equip students with an increased conscious awareness of ethical issues in counseling and the skills and competencies needed to effectively practice ethical decision making in their professional practice. Throughout the course students will engage in activities and discussion to raise conscious awareness of personal values and biases and how these can affect ethical decision making in a professional context. Students will specifically explore ethical codes from the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association (ACA) for Mental Health Counselors. Likewise, the course will assist students in knowing what constitutes unethical behavior, understanding of the major ethical issues faced by counselors, and the ability to apply an ethical decision making model to a dilemma.

RC 641 Assistive Technology (3 Credit Hours)

The purpose of this course is to build the skills and knowledge about evaluating, selecting, and using adaptive and assistive technology in the rehabilitation process with persons with disabilities. Students will learn where to find information and procure adaptive and assistive technology. Students will learn strategies in collaborating with the consumer and assisting the consumer in taking responsibility for the selection of adaptive and assistive technology. Assistive technology must not only foster independence and autonomy but also contribute to a positive identity and enhanced self-esteem

RC 632 Case Formulation, Clinical intervention and supervision (3 Credit Hours)

This course refers to the collective set of actions used to plan and deliver interventions and supports. Practice takes place in collaboration with the person(s) served and the social and service- related networks and supports available to help meet the person's individualized and/or family needs and is guided by self- determination and individual choice. The purpose of practice is to help a person or family to achieve an adequate level of: • Well-being (e.g., safety, stability, permanency for dependent children, physical and emotional health), • Daily functioning (e.g., basic tasks involved in daily living, as appropriate to a person's life stage and ability), • Basic supports for daily living (e.g., housing, food, income, health care, child care), and • Fulfillment of key life roles (e.g., a child being a successful student or an adult being a successful parent or employee).

RC 642 Group Counseling (3 Credit Hours)

This course outlines the basic issues and key concepts of group process and shows how group leaders can apply these concepts in working with a variety of groups. The course will include several presentation modalities to facilitate learning. The first half of each class will involve lecture and discussion to review course material. The second half of each class will involve an experiential component. The class will participate and 'practice' leading groups for the second half of class each week.

RC 650 Internship 1 and RC 660 Internship II

Each internship is a 300 clock hour supervised field experience in a setting related to rehabilitation and mental health and behavioral services. The Internship facilitates the application of theory to the practice of clinical rehabilitation counseling under supervision of a trained and licensed professional clinical counselor with the supervision endorsement. The experience is designed to enable the student to engage in multiple counselor tasks and functions. It is expected that during the semester students will successfully demonstrate adequate entry mastery of several of the clinical rehabilitation counselor's core functions.

The student is required to spend a minimum of 120 clock hours in each internship with direct contact with persons with mental health, behavioral and physical disabilities at his/her site. If a site requires additional hours, students are expected to comply with site expectations. Any concerns regarding clock hours need to be discussed with the Program Director. It is expected that students will be afforded the opportunity to engage in several core tasks and functions.

Students must be supervised by an individual with the minimum of a master's degree in rehabilitation, mental health and/ or clinical counseling with a License as a Professional Clinical Counselor with Supervision endorsement. Ideally, the site supervisor will fulfill these requirements. However, in extenuating circumstances, an academic faculty member meeting the aforementioned requirements, may serve as the clinical supervisor.

Students taking the Clinical Rehabilitation Counseling Program (CRC) must complete 60 credit hours, all graduate courses are required. It is expected that completion of these requirements will take 2.5 years. If students attend, full-time part-time students will work with their academic advisor to develop a plane of study.

ADMISSION TO GRADUATE PROGRAM

Students seeking admission to the Master of Science degree in Clinical Rehabilitation Counseling Program (MRCP) must meet the admission requirements of the program. The Program requires an earned undergraduate degree from an accredited four-year college or university.

The priority deadline for applying is April 1 for the Fall semester and October 1 for Spring semester (deadlines can be extended at the discretion of the Program Director).

Applicants must submit all documentation listed below to Wilberforce University's Master of Science in Clinical Rehabilitation Counseling Program by mail or appointment.

- (1) Official Transcript (from all accredited colleges/universities attended),** a minimum cumulative GPA of 3.0 in the Undergraduate major is required.
- (2) A completed application.** Applications can be accessed on Wilberforce University's website or picked up in LRC Stokes building, Room 118.
- (3) Non-refundable \$40 application fee.** Payable in cash, credit/debit or money order to the Bursar's Office. Contact the Bursar's office by calling 937-708-5748. **(Be sure to request a receipt and submit a copy to the Graduate Coordinator.**
- (4) Three letters of recommendation** from professionals in a related social service or academic area. Letters should be mailed directly to the Office of Admissions **(Letters should be sent directly from the recommender on letterhead with an attached rating sheet per recommender.**
- (5) Autobiographical Statement** (Autobiographical Statements including: career goals, views on diversity and culture and submit to the Graduate Coordinator).
- (6) An acceptable score on the GRE** (Graduate Record Examination) **or MAT** (Miller's Analogy Test). Cut-off scores are not listed as they are taken into consideration within the entire profile context. If GPA at the undergraduate level is **at least 3.5 on a 4.0 scale, the GRE/MAT requirement will be waived** (GRE or MAT scores should be within 3 years of program start date). The minimum GRE score for regular admission consideration is 291 on the sub-scales Verbal and Quantitative combined. The minimum score on the MAT for regular admission consideration is a scaled score of 403.
- (7) Resume' or Curriculum Vitae** (Resume' or Curriculum should be submitted to the Graduate Coordinator).

Interested students must submit an application and **all supporting documents** to the graduate coordinator before eligibility to complete registration for courses. All payment for each course must be

made prior to the start of that course. The application may be obtained from the Admissions office, Wilberforce University's website or the Graduate Coordinator.

Applicants are evaluated in the following criteria:

(a) academic performance and potential, (b) career goals, (c) personal characteristic, (d) writing skills, and (e) leadership ability. All application materials must be received in the Graduate Office before an applicant will be contacted for an interview with the Graduate Department Admissions Committee.

Admission of Foreign Students

To be eligible for admission to the Graduate Program, a foreign student must meet all of the requirements outlined above for a graduate student. In addition to these requirements, a foreign student must do the following:

1. Make an acceptable score in the Test of English as a Foreign Language (TOEFL). Information regarding this test may be obtained by writing the Educational Testing Service, Box 899, Princeton, NJ 08540 or by presenting a certificate of completion from a State Regents approved English Program.
2. Submit proof of financial ability to remain on the campus long enough to complete degree requirements.
3. Apply to the Graduate program by completing the seven step process (listed above). Each applicant's packet will be reviewed by the Admissions Office. If the application packet meets all requirements, the application material will be forwarded to the Graduate Admissions Committee for review.

GRADUATE NON-DEGREE

Graduate non-degree students take graduate level course work for personal enrichment, professional development, certifications or to familiarize themselves with the rigors of a graduate program before applying. Graduate non-degree students are admitted to the University, not to a specific degree granting graduate programs. Graduate non-degree status is also appropriate for students actively pursuing a graduate degree at another college or university, and who wish to earn graduate credit for transfer back to that institution.

GRADUATE NON-DEGREE RESTRICTIONS AND POLICIES:

Admission to graduate non-degree status neither guarantees nor implies subsequent admission to a degree program. Regular degree seeking students must submit a separate application in order to be considered for graduate admission.

Some classes are restricted to degree seeking students only. You should contact the MCRCP Director to be sure that the course you wish to take will be available.

Note: *If a graduate non-degree student applies to a regular graduate degree program, and is admitted, no more than **twelve hours** of graduate credit accumulated while in this non-degree classification may be counted toward the graduate degree.* Graduate non-degree students may not receive university fellowships or graduate associateships.

Thesis/Non-Thesis Requirements

COMPREHENSIVE EXAMINATION

The student is expected to demonstrate knowledge and skills appropriate to the master's level in integrating facts, concepts, and arguments from diverse sources into a systemic, well-reasoned, well-written narrative. The comprehensive examination is prepared and evaluated by the graduate faculty.

The comprehensive exam is to determine the extent to which the student can analyze, synthesize, organize and apply, in his/her unique personal style knowledge directly pertaining to various aspects of and issues in Clinical Rehabilitation Counseling. Recall of statement and facts, theories, and descriptions of current programs and practices are often necessary in clarifying the student's position. A response limited to these will, however, be considered inadequate.

Students must maintain a 3.0 GPA on all course work to be eligible to sit for the exam. Typically, students take the comprehensive exam during the fourth semester or during their last internship.

Students in the Master of Clinical Rehabilitation Counseling Program are required to take the comprehensive examination during last semester. The nature of the examination and its administration are the responsibility of the Program Director. The examination is held once per semester.

Students will be notified, in writing, when they have passed or failed the examination. A student must obtain a total overall passing score (minimum 75%) on the comprehensive exam before graduating. If a student fails a section of the exam, he/she will be permitted, with the permission of graduate faculty, to re-take the section they failed. However, if a student fails 2 or more sections they will be considered as not completing the examination successfully.

If a student does not successfully complete the comprehensive examination, one semester equivalent to 16 weeks must elapse before the comprehensive examination may be taken a second time. Additional course work, directed study, or research will be required of a student after the first failure of the comprehensive examination; the second failure of a comprehensive examination will result in automatic suspension from the Graduate Program. What is sought is prima facie evidence that the respondent does:

- 1). Understand the question or problem presented;
- 2). Internalize the issue in a personal approach;
- 3). Utilize sound arguments, documentation and research to "zero in" on the most important aspects of the problem or issue;
- 4). Succinctly, conclude with his/her position.

In conclusion, the student should "personalize" the response and defend that response in contrast to previously identified positions. Note: If the CRCC or NCE examination is taken prior to the scheduled

comprehensive exam, and the student has passed, the requirement for the comprehensive exam will be waived. CSWMFT Board's web site www.cswmft.ohio.gov

PROGRAM POLICIES

Program Diversity Policy

The Master of Clinical Rehabilitation Counseling Program (MCRCP) values diversity and is committed to fostering and maintaining an educational environment which appreciates individual difference(s) in all areas of program operation including selection and admissions, hiring, classroom instruction, texts and materials, clinical practice and supervision, research, departmental administration and policy formation.

To this end, the MCRCP will not tolerate or condone any actions, practices, or processes by any MCRCP faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Program Disability Policy

Students with disabilities requiring accommodations should register with the Office of Student Support Services before an instructor can modify instruction or expectations. **Students must self-identify** so that arrangements can be made according to university policy. It is the responsibility of the student to inform the faculty if a student believes that he or she has a disability which requires accommodation for each particular class. Students requesting accommodations (classroom or otherwise) are required to provide the appropriate documentation verifying their disability to assist in determining the necessity and appropriate type of accommodation. Requests for accommodations should be made well in advance in order to allow time for: 1) documentation of the disability, 2) determination of appropriate accommodation, if needed, and 3) implementation of the accommodation. Examples of accommodations available to students include but are not limited to, alternate application process, approval of reduced course load, classroom and examination accommodations (e.g., padded chair, extended time), and use of auxiliary learning aids. Finally, accommodation is based upon student need and specific impact of their disability.

Student Support and Disability Services

The Center for Academic Student Support and Success (CASSS) exists to support faculty teaching and mentoring. The office consists of developmental education, tutoring under the supervision of faculty, freshman advising, and accommodations for students with disabilities. The office is located in 114 Learning Resource Center.

Students seeking accommodations for a class need to discuss their needs with their instructor. The instructor and/or student may then work with ACCESS to meet the need. Course material is available, upon request, in alternative format. The student is responsible for communicating their need and/or preference for which type of alternative format. When textbooks are needed in audio format they will be ordered, if available. When textbooks are not available via audio format, (CASSS) will be responsible for arranging a tutor to tape the textbook. Textbooks and materials requested in Braille are submitted to a transcribing service so there is a 24-72 hour wait for materials. It is the policy of Wilberforce

University to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the Office of Student Academic Support Services at (937) 708-5251. Wilberforce University Reasonable Accommodations Policy and Process

Professional Student Conduct Policy

Unprofessional conduct of any kind, including cheating on an examination, plagiarism (including copying entire sentences or paragraphs from another author's work without referencing it), or unprofessional conduct in classes, laboratories, or in the clinical setting, will subject the offending student to disciplinary action. This action may include program dismissal.

Student Dress Code Policy

It is incumbent upon each student to maintain a certain awareness of the need for a professional appearance and manner that is in keeping with what would be expected of professional persons in a professional program. Whenever a student has direct contact with clients, his or her appearance should be that of a professional (unless otherwise indicated by your placement site).

Standards of Scholarship Policy

The following requirements apply to all students enrolled in the Master of Science degree in Clinical Rehabilitation Counseling program.

1. Maintain a minimum cumulative grade point average of 3.0. No one will be permitted to graduate with any GPA lower than 3.0
2. Credit is given for grades "A" & "B" and/or maintain an average of "B" (3.0) to stay in the program. Courses with the grades of "D", "F", "I", or "W" cannot be used to satisfy any of the requirements of the graduate degree; however, they will be used to determine a student's academic standing. "C" grades are acceptable only if the overall grade point average is a minimal 3.0.

**** PLEASE NOTE:** Students that are planning to pursue certification and/or licenses must check with the licensing board to ensure standards are met.

3. A grade of "I" is given only when extenuating circumstances (hospitalization, personal injury, etc.) prevent a student from completing course requirements. The grade of "I" is given also when students are engaged in a research project and Internships that may require additional time to complete the work. The grade of "I" must be replaced by a passing grade within one semester or it is counted as an "F".
4. Students may not participate in clinical placement (Practicum or Internship I or II) courses until all pre-requisite course work has been completed successfully according to above stated standards.
5. Students who earn an unsatisfactory grade ("D" or below) in clinical placement (Practicum or Internship I or II) courses will need to re-take the course as soon as possible, with instructor and academic advisor permission. Students may not be permitted to take additional coursework while re-

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.00 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first semester hours following reinstatement.
3. The student failed to maintain the level of academic performance required by the department of his or her major.

A student scholastically excluded from the university may never enroll in any graduate program at the university.

Petition and Appeals

There are petitions and appeals procedures for students within the graduate program for the resolution of academic problems.

Petition for Waiver or Variance: This petition allows for a request for an exception to the established academic policies and procedures in graduate program. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor and the program director. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the Program Director. This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

Petition for Resolution: This petition allows for a request to redress an academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the Program Director. This petition must be initiated by a written request to the department for a conference with the professor and program director before the end of the semester in which the academic problem occurred. If the petition involves the director directly then the conference shall be with the directors and the Vice President of Academic Affairs. The entire petition process must be completed within ten (10) working days following the request for the conference.

Graduate Student Expectations

a. Graduates awarded a master's degree shall have participated in 60 semester hours. Students must have direct Clinical Experience including a minimum of 100 clock hours in a supervised Practicum and a minimum of 600 hours in a supervised Internship. Student must pass the Comprehensive Exam and/or pass the test for the Certificate of Rehabilitation Counseling to get the degree.

b. Maintain a minimum average score of 3.0 out of 4.0 or higher in all course work.

c. The University staff and faculty of Graduate Program and the Program Director are here to provide advice and assistance in completing the application and degree or credential program. Although this assistance will help you fulfill the necessary requirements, ultimately the student is responsible for meeting all academic and administrative requirements and deadlines, as detailed in this handbook or elsewhere as specified by the University. Should you have questions regarding courses or procedures at any point in your program, the faculty and administrators are available to help you.

d. It is your responsibility to apply for comprehensive examination and, or the CRC/LPC examination. Graduation dates and practices are posted by the university. Students must ensure their completion of the program requirements.

Student Development Retention Policy

The Clinical Rehabilitation Counseling Program is committed to the professional and personal development of its students. Since completion of the program leads directly to entry into the professions, the faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field.

To meet this obligation, faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in the program when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty and the Program Director gather information and recommend action in the matter.

- 1) Once a student is accepted into a program, the Graduate Coordinator will create a file for a student for faculty reports of academic and non-academic behavioral concerns or reports of commendation for students.
- 2) Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student's enrollment in his/her program. The student must be informed of the statement and sign an attached statement showing their knowledge of the report and the fact that the report will become a part of a file to be kept in the department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student's signature acknowledging the existence and intended use of the information. If the student refuses to sign the statement, the faculty member will note that on the statement and gives this to the Program Director. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed by both the student and the faculty member) indicating agreement and submit this statement to the Program Director of the program for which the student is enrolled. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Director.
- 3) Each semester the Faculty will review student folders containing letters of academic and non-academic praises and/or concerns for all students in the program. He/she will review the files for indications of repeated incidents, both positive and negative. At the direction of the Program Director, negative statements and accompanying information will be reviewed by Program Director for possible additional action.
- 4) Negative statements and accompanying information may form the basis for collaborative effort with an academic advisor to work on improving the noted areas of improvement. A plan may be developed to assist the student with his or her matriculation through the program while also developing the professional skills and demonstrated values important to becoming a successful rehabilitation professional.

- 5) If a collaborative effort is engaged in and the student continues to exhibit negative academic or non-academic actions, the Program Director will review the information and make further recommendations or recommend dismissal. If dismissal is recommended, the student will receive a written notification as to the deficiencies and results of plan of action/s that have been completed and that written feedback will include when the student may reapply to the program. For more detailed information, see Student Handbook or Website