

# GRADUATE PROGRAM HANDBOOK

*Revised 02/2024*



Graduate Studies Division  
Clinical Rehabilitation Counseling  
Masters of Science Degree  
Phone: 937-708-5614  
<http://wilberforce.edu/>

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## 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 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.

The Master of Science in Clinical Rehabilitation Counseling at Wilberforce University received formal authorization from the Ohio Board of Regents (OBR) and North Central Accreditation (NCA). The program is currently seeking accreditation by the Council for Accreditation of Counseling and Related Educational Programs (**CACREP**).

### **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 CRCP was started in August of 2004. The program is designed to meet the growing demand for qualified, professionally trained 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. Rehabilitation counselors manage the components important in the 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.

Counselors are employed in a variety of settings such as state 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.

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 a half years (full-time hours). The program is also offered in an online format. The CRCP has evolved into a digital delivered experience, offering flexibility for our adult learners and opening demographic barriers in continuing education.

### **Program Mission**

The Master of Science in Clinical Rehabilitation Counseling Program is designed to meet the growing demand for qualified, mental health professionally trained 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 rehabilitation in government agencies such as the state-federal system, not for profit and for-profit community 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; region V includes: Ohio, Illinois, Indiana, Michigan, Minnesota, and Wisconsin. Wilberforce's Master of Science Degree in Clinical Rehabilitation Counseling is the only HBCU program in the Midwest. Likewise, the program builds local capacity to provide culturally competent mental health services for minority clients in the rehabilitation system and improve their chances to achieve successful outcomes.

## 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 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 613 Assessment & Evaluation	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 642 Group Counseling	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.*

## 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 (3 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 people 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 services. The practicum facilitates the application of theory to the practice of rehabilitation counseling under supervision of a trained and certified rehabilitation professional. 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 rehabilitation counselor's core functions.

**The student is required to spend a minimum of 40 clock hours with direct contact with persons with 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 Directors. 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 and/or a CRC. For those seeking licensure, you must be supervised by an LPCC.S. 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 in 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 other professional codes such as that of the American Counseling Association. 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 support. 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.

### **Certified Rehabilitation Counselor (CRC) Certification / National Counselor Examination (NCE)**

This program prepares students to sit for the certification exam. Students are eligible to take the CRC/NCE after completing 90% of the required coursework with a "B" grade or better. Students that pass the CRC/NCE exam prior to completion are exempt from taking the comprehensive exam.

#### **Characteristics expected of a successful student:**

1. Integrity and self-awareness.
2. Ability to successfully complete the academic course work required in the program.
3. Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
4. Respect for and adherence to the Code of Ethics of the American Counseling Association and the Certified Rehabilitation Certification Code of Ethics.
5. The ability to accept and make use of feedback from faculty regarding one's progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
6. The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
7. Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.

#### **CAREERS**

Clinical Rehabilitation Counselors work with people of all ages who have physical, emotional or cognitive disabilities to discover their potential as independent, self-sufficient citizens. It is a challenging job that often requires creativity and vision to see possibilities where others see only problems. It's a good choice for someone with high energy who wants to make a very real and measurable difference in the lives of others. Rehabilitation Counselors are in high demand nationwide. Many recognized experts in the field predict that this demand will increase during the next several years.

Clinical Rehabilitation Counselors work in public and private rehabilitation agencies and institutions. For more information about careers in vocational rehabilitation, please visit the home page of the National Clearinghouse of Rehabilitation Training Materials at [www.rehabjobs.org](http://www.rehabjobs.org). The following is an example of possible careers:



- State, Federal Rehabilitation Programs
- Mental Health Centers
- Private, Non-Profit, Community-Based Organization
- Public School System
- Private Rehabilitation Companies
- Insurance Companies
- Independent Living Centers
- Employee Assistance Programs
- Medical Centers/Hospitals
- Job Training Centers
- Colleges and Universities
- Workers' Compensation Agencies
- Social Security Administration
- Business and Industry
- Substance Abuse Facilities

## FACULTY

All faculty members hold advanced degrees in Rehabilitation Counseling, Clinical Counseling or a related area with a variety of professional experiences in the rehabilitation field. All faculty maintains good standing with certifications and licenses.

## ADMISSION TO GRADUATE PROGRAM

Students seeking admission to the Master of Science degree in Clinical Rehabilitation Counseling Program (CRCP) must meet the admission requirements of the program. 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 online.

- (1) **Official Transcript (from all 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.
- (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.

Upon receipt of documents and fees paid, an interview will be scheduled with the Graduate Program's admission team (this process can take between 1-2 weeks). Approved students will receive an official welcome letter within one week of interview.

**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:**

Eligibility requires an earned Baccalaureate degree.

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 CRCP 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.

**ORIENTATION**

The Program will provide an orientation in the summer for newly admitted students. **The orientation will be held the week prior to the start of the semester (day and time at the discretion of the Graduate Coordinator).** Orientation will be held via zoom to further support our transition to a digitally delivered program. New students will receive a copy

of the Graduate Program handbook, information regarding obtaining a student ID, a library code, and WU email. Students MUST use their student e-mail to receive and obtain communication. Additionally, it is expected that students will seek out and explore with their faculty advisor, program faculty, and other students, any additional information they believe is in their best interest in matriculating through the program.

## **CAMPUS RESOURCES**

### **WU LIBRARY**

The Wilberforce University Stokes Library (Rembert E. Stokes Learning Resources Center) is located on the second and third floors of the Stokes Building. It houses a local book collection of more than 62,000 volumes and has periodical indexes with 500 journal and magazine subscriptions, CD-ROM resources, pamphlets, and other undergraduate library resources. The Wilberforce Stokes Library is an active participant in OPAL (Ohio Private Academic Libraries) and LIRN (library Information Resources Network). Electronic online resources are available via computers on the campus network and via authentication from other Internet-accessible computers off-campus. Audiovisual materials are located just inside the Library entrance (look to your left) in a separate department. The WU Library has seating at tables, carrels, and comfortable chairs for about 125 students.

### **LIBRARY SERVICES**

#### **Personal Consultations**

Students are encouraged to contact any library staff member for assistance in the use of the library resources and facilities. If students need to explore additional or new types of resources for projects, they should contact a librarian to make sure they are tapping into the best available information and resources.

#### **Media Technologies**

Separate from the library, but located just inside the library entrance is a place for your audio-visual equipment and service needs. Take a look at the CATALOG for our outstanding media collection.

### **LIBRARY HOURS**

The WU Stokes LRC Library is open while classes are in session, following this schedule:

- **Monday through Friday** 9 a.m. - 5 p.m. \*

Between semesters and during the summer, the WU Library is open weekdays, 9 a.m. until 5:00 p.m\*. with an optional lunch break closing from noon until 1 p.m. Please call (937) 502-3958, to confirm open hours.

\*Hours may vary

### **COMPUTER LAB**

Our computer lab is available to all students 24 hours a day, seven days a week (except holidays). After regular hours, students will need to access the lab via WU student ID. The lab is located on the first floor of the Stokes building at the south end of the building. Hours vary between semesters. Change in hours during the semester breaks is posted in the lab. Availability of computer equipment is on a first-come, first-serve basis. There is no time limit but the expectation is that all students will be using the computers to complete academic assignments and professional development activities.

### **FITNESS CENTER**

A state of the art fitness center is available at no additional cost to current students. The fitness center is located inside the Stokes Health and Wellness Center. Hours vary and are posted at the center. Entrance into the center

requires a WU student ID card. Equipment in the center include: treadmills, stationary bicycles, stair steppers, weight machines, and free weights. User of equipment assumes liability of injury.

## **COUNSELING CENTER**

Wilberforce's new Mental Health Clinic is expected to open in 2024! Relocated to the Alumni Multiplex, students will have access to counseling services provided by a licensed counselor as well as student interns from the program.

**\* Please note that hours of department operation may change. Please call to confirm open hours.**

### **Program Advising and Policies**

This 60-unit semester hour sequence of graduate study seeks scholars/practitioners who will devote a minimum of two years of graduate study to develop a mastery of knowledge and skill areas identified by CACREP. The program strives to mold scholars/practitioners who apply their studies to guide practice. Students who successfully complete the coursework are eligible to apply for national certification as a Certified Rehabilitation Counselor (CRC) through the Commission on Rehabilitation Counselor Certification (CRCC) and a License in Professional Counseling (LPC) through the National Board for Certified Counselors (NBCC).

The Program Director will assign each student who has accepted an offer of admission to the program to a member of the faculty who will serve as the student's academic advisor. The advisor will assist the student with tasks such as developing a plan of study, pre-registration, and consultation regarding other academic training and professional issues. The student will routinely meet with his/her advisor during the pre-registration period of each semester and may also contact the advisor at any other time as necessary. During the student's first semester, the student shall initiate a meeting with his/her advisor to develop a comprehensive plan of study which meets program requirements and the particular needs of the student. Program requirements are described in this handbook and clinical manuals (practicum and internship). The assignment of a faculty advisor is generally permanent; however, a change can be initiated either by the student or the advisor. Any change must be arranged and approved through the Program Director.

Each student, upon admission, will receive a copy of the Graduate Program Handbook and Practicum & Internship Manuals. An academic advisor serves as a guide to assist students to matriculate through the program. However, ultimately, it is the students' responsibility to ensure they follow the policies and procedures outlined in the Graduate Program Handbook and Practicum & Internship Manuals.

### **Transfer of coursework from other colleges**

It is expected that all courses within the 60-semester hour curriculum will be taken at Wilberforce University. However, it is also recognized that adult learners have many needs that may be challenging to meet. As such, a student may transfer up to 18 Credit Hours from another CACREP accredited institution. If a course is sought after admission to the program, prior approval must be obtained by a student's academic advisor. The advisor may require documentation about the course/s prior to approval. The completed course work must be from an accredited university and reflect the course content of a course offered in Wilberforce's program. No transfer of credit will be approved if the grade for graduate work is less than a "B" or if the grade was a pass/fail. Graduate credit is not accepted for courses taken by correspondence courses.

***NOTE: Certain courses in the curriculum are excluded from the possibility of transfer: RC 630 Practicum, RC 650 Internship I, and RC 660 Internship II.***

Credit for any course transferred from another institution will not officially be recorded until the official transcript with grade and Course Substitution form signed by your academic advisor is received in the registrar's office. This official process takes a few weeks and it may take longer if the course is taken from another institution that is not on the same schedule as Wilberforce. Typically, the process does not interfere with registration at Wilberforce; however, if a student attempts to take a course in their last semester at Wilberforce there may be a delay in officially recording the transfer grade prohibiting graduation.

### **Obtaining Transfer Credit from another graduate program**

In order to have credits transferred the following steps should be taken:

Discuss the potential course/s that might be considered for transfer credit with an academic advisor. Obtaining a copy of the course description and syllabus will facilitate the process. The advisor and the student should review the materials and determine if a particular course is the substantial equivalent of a course in the Rehabilitation Counseling curriculum. Review of the course syllabus and other supporting documents such as class papers and exams should be done at this time. If the advisor deems that the course in question is the substantial equivalent of a Rehabilitation Counseling course, the materials should then be given to the department faculty person who teaches the course to review the materials. The course instructor and faculty advisor will then make the final determination to submit the request to the Program Director for approval. A formal written request -- with supporting documentation -- should be made to the Program Director.

### **Independent Study**

The University makes every concerted effort to offer all courses according to the Graduate Program Handbook. However, the university recognizes that there are times when courses will need to be cancelled during a semester due to low enrollment or when a conflict may exist in the day and time a course is offered and the time an adult learner may have available. Likewise, a student is permitted to take a maximum of 6 Credit hours of Independent Study.

### **Process to Request Independent Study**

1. Discuss any conflicts with your academic advisor.
2. Review and explore options to assist your matriculation with your academic advisor.
3. If no other options are available and your academic advisor approves of the independent study, a request, along with all supporting documentation must be submitted to the Director of the Program.

No independent study will be approved if the course is offered in the semester that the student is seeking an independent study. **It is highly recommended that each student keep a copy of their syllabus for their records.**

### **Time of Study**

The master's program is a 60-credit hour program and typically takes two and half years of fulltime study to complete. The requirements for the master's degree must be completed within a period of six years starting with the first course (excluding leveling courses) counted toward the master's degree. Any student unable to complete the degree requirements at the end of the 6 years must apply for an extension. The Application for Extension must be submitted to the Program Director no later than the 6<sup>th</sup> week of the last semester in the 6<sup>th</sup> year. Students may only apply for a (1) one semester extension.

### **Full-time/part-time students**

Full-Time students are those who are admitted to the master's degree program and carry at least 9 semester hours of graduate-level course work during Spring and Fall semester. Part-Time students are those who are admitted to the master's degree program and carry less than 9 semester hours of graduate-level course work during Spring and Fall semester. Any student wishing to apply for a student loan must carry a minimum of 6 Credit Hours to be eligible for financial aid assistance. Please refer to the Financial Aid office.

### **Faculty advising load**

In order to ensure adequate time for proper advisement for each student, the ratio of student to faculty advisor will be 10 to 1. This ratio complies with CACREP Standards. A faculty member may exceed the advisement of 10 students only if several (4 or more) of their advisees are enrolled on a part-time basis consistently. However, a faculty member may not exceed the advisement capacity of more than 12 students.

### **Course load**

A graduate student is permitted to register for a maximum semester load of 15 credit hours. Any student seeking more than 15 credit hours must request permission from the Program Director. Any student seeking to register for more than 15 semester credit hours must complete an Overload Request Form and submit to their faculty advisor.

## **PRACTICUM & INTERNSHIP EXPERIENCES**

Overall, the practicum and internship experiences offer students the opportunity to apply the skills and competencies gained in the classroom setting into practice by direct supervised field experience. Attention and focus are also aimed at building upon skill sets and competencies based on student's strengths and areas of improvement. The supervised field experience formalizes and avenue of fostering and promoting professional development as a rehabilitation counselor. It is expected that upon completion of these experiences and the program of study, students will be able to establish, build, and coordinate therapeutic and effective counseling relationships with consumers to achieve individualized goals.

### **Counselor Trainee Status (CT):**

All students completing the Clinical Rehabilitation Counseling practicum or internship are **REQUIRED** to obtain and maintain Counselor Trainee (CT) status. According to the Ohio Counselor, Social Work, and Marriage and Family Therapist (CSWMFT) Board, a student cannot refer to themselves as a "Counselor Trainee" without CT status. The online and paper application can be found in the Counselor Trainee tab found under the Counselors Tab on the State of Ohio Counselor, Social Worker, and Marriage & Family Therapist Board website.

### **Student Liability (malpractice) Insurance:**

Students participating in practicum and internship are **REQUIRED** to have their own professional liability insurance and provide verification of coverage to practicum and internship course instructors. Students are **NOT** permitted to see clients without providing verification of liability insurance. Students can obtain Student Liability Insurance through the following: American Counseling Association (ACA) and Ohio Counseling Association (OCA).

### **Site Supervisors Qualifications:**

A supervisor must meet all 5 qualifications.

1. A master's degree, preferably in counseling, school counseling, clinical rehabilitation counseling, or a related profession;
2. Relevant Certification or License(s); a. LPCC-S: Licensed Professional Clinical Counselor with Supervisory endorsement for those supervising students in the CMHC or CMH/CLRC specialty
3. A minimum of 2 years of pertinent professional experience in the specialty area in which the student is enrolled;
4. Relevant training and/or continuing education in counseling supervision;
5. Knowledge of Ohio University's expectations, requirements, and evaluation procedures of students through receipt and review of the Practicum and Internship manual.

The practicum is a 100 clock hour **(40 clock hours with direct contact with persons with mental health at his/her site)** supervised field experience in a setting related to rehabilitation services. Students must successfully complete their Practicum before enrolling in their Internship I or II class.

Internship I and Internship II consists of a total of 600 clock hours **(240 clock hours in direct contact with person with mental health at his/her site)** of supervised field experience in a setting related to rehabilitation services. Students will complete their Internship I during the fourth semester of study; and Internship II will be completed in the fifth semester of study. Students must successfully complete Internship I before enrolling in Internship II. Students completing the Master's program on a part-time basis will follow the program of study and work closely with their academic advisor to schedule their practicum and internship experiences.

Students may, with permission of their academic advisor and Program Director, receive an Incomplete in Internship I and enroll and start Internship II before the Incomplete is transferred into a grade – indicating that all requirements have been met. However, a student may not have an Incomplete in Practicum and enroll or start Internship I.

**Further details are listed in Practicum and Internship Manual.**

## 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 statements 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 their 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 70%) 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](http://www.cswmft.ohio.gov)

## APPLYING FOR GRADUATION

Students are eligible to graduate in both Fall and Spring semesters. However, **Wilberforce University has only one commencement ceremony** at the end of Spring semester. An application to graduate form and accompanying graduation fees must be submitted to the registrar's office by deadline dates. Please check with the Registrar's Office for these dates. **\*\*Please Note:** It is the responsibility of the student to complete the application in a timely manner. Failure to do so may result in a delay of graduation.

## 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 needs and the specific impact of their disability.

### **Student Support and Disability Services**

The Center for Academic Support and Student Success (CASSS) works collaboratively with each Division, as well as Student Life, to ensure a student's growth, support, and success. The Center functions at the intersection of Academic Affairs, Student Engagement, Enrollment Management, and Success. As a result, students can engage in traditional methods of academic support such as tutoring and mentoring, while experiencing co-curricular activities beyond the traditional scope of academic support. 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. Students seeking accommodations for a class need to discuss their needs with their instructor. The instructor and/or student may then work with CASSS to meet the need. Course material is available, upon request, in an alternative format. The student is responsible for communicating their need and/or preference for which type of alternative format.

### **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-taking the clinical placement course. The decision is left to the academic advisor. If the student fails to receive an acceptable grade the second time around, the student will be dismissed from the program.

Grade	Explanation	Point for calculating GPA
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failing	0
I	Incomplete	0
W	Drop or Withdraw	0

**Timing**

Assistantship with center open- apply July before the beginning of the semester to begin Internship 1  
 Scholarship committee- Good standing and progress report (good behaviors)

**Scholastic Probation Policy**

A student working toward a master’s degree must maintain a “B” (3.0) average in all work offered toward degree requirements. If a student’s grade point average falls below “B” (3.0), the student is placed on probation. The student will receive a letter indicating the terms and conditions of the probation. The letter will be signed by the student, advisor, and director.

The length of the probationary period, not to exceed one year, is set by the Program Director of Clinical Rehabilitation Counseling Program and the academic advisor. Students who do not raise their grade point average to “B” (3.0) by the end of the probationary period are dismissed from the Graduate Program and suspended from further work toward a master’s degree at the university. Based on length of time in the program, number of courses taken, and grades prior to falling below a 3.0 GPA, a student will be given a one semester or two semester probationary period.

**Scholastic Suspension**

A graduate student on scholastic probation who fails to achieve an acceptable cumulative GPA at the end of their probationary period will be suspended from the university for one academic term.

To re-enter Fall Semester                      June 1  
 To re-enter Spring Semester                      October 1

**Scholastic Probation (upon readmission) Policy**

A student who is reinstated after scholastic suspension will be on *scholastic probation*. If the student’s graduate grade point average for any term following reinstatement falls below 3.0, the student will be scholastically excluded from the university.

**Scholastic Exclusion Policy**

A student may be scholastically excluded from the university for one or more of the following three reasons:

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.0 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.0 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 Responsibilities**

- 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. Students 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. For more information on the CRC exam, please contact:

### **Commission on Rehabilitation Counselor Certification (CRC)**

1699 E. Woodfield Road, Suite 300  
Schaumburg, Illinois 60173  
Phone: (847) 944-1325  
Fax: (847) 944-1346  
www.crccertification.com  
Email: [info@crccertification.com](mailto:info@crccertification.com)

### **National Board for Certified Counselors (NCE)**

3 Terrace Way  
Greensboro, North Carolina 27403  
Phone: (336)547-0607  
Fax: (336) 547-0017  
[www.nbcc.org](http://www.nbcc.org)  
email: [nbcc@nbcc.org](mailto:nbcc@nbcc.org)

## **CERTIFICATION/LICENSURE**

### **Rehabilitation Counselor Certification**

The purpose of certification is to ensure that the professionals engaged in clinical rehabilitation counseling meet acceptable standards of quality in practice. The existence of acceptable standards is considered to be in the best interests of consumers of rehabilitation counseling services and the general public. Students planning on staying in Ohio should consider becoming licensed as Professional Counselor (PC) or a Professional Clinical Counselor (PCC).

Students interested in obtaining certification CRC, CIRS, CCDC, CVE & CWA, PCC/PC should contact:

**Commission on Rehabilitation Counselor Certification (CRCC)**  
1699 E. Woodfield Road, Suite 300  
Schaumburg, Illinois 60173  
Phone: (847) 944-1325  
Fax: (847) 944-1346  
[www.crccertification.com](http://www.crccertification.com)  
Email: [info@crccertification.com](mailto:info@crccertification.com)

For more information about LPC or LPCC licensure contact:

**State of Ohio, Counselor, Social Worker, and Marriage and Family Therapist Board**  
50 West Broad Street, Suite 1075  
Columbus, OH 43215-5919  
Phone: (614) 466-0912  
Fax: (614) 728-7790  
Web address: <http://www.cswmft.ohio.gov>

For students applying for the license of a Professional Counselor, the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board stipulates in Rule 4757-3-01(J) (1): (1) "Graduate coursework" is any coursework that meets the requirements of a post-baccalaureate degree and in which the applicant was enrolled after receiving their baccalaureate degree and in which the applicant received a grade of "B-" or higher.

### **Additional Resources/Links**

For information about CIRS, contact:

**Certification of Disability Management Specialists Commission (CDMSC)**  
1699 E. Woodfield Road, Suite 300  
Schaumburg, IL 60173  
Phone: (847) 944-1335  
Fax: (847) 944-1346  
E-Mail: [info@cdms.org](mailto:info@cdms.org)  
Web address: <http://new.cdms.org/index.php>

## **Ongoing Program Assessment**

Students in the Graduate Program are engaged in regular systematic assessment activities and the results are used to foster student achievement through modification and improvement of the program. These activities include:

- **Course Evaluation**  
Students complete a course evaluation at the end of the semester in the Graduate Program.
- **Program Evaluation**  
Students complete the Annual Student Satisfaction Evaluation each Spring Semester.
- **Comprehensive Examination**  
Master Program candidates must take comprehensive examinations prior to graduation. These examinations assess the mastery and achievement of the candidates in the program.
- **Exit Survey**  
The Program Directors of the Graduate Program in Clinical Rehabilitation Counseling and selected members of the graduate faculty will give surveys to each student who is completing the Master of Science in Clinical Rehabilitation Counseling degree. This structured survey elicits information on the strengths and weaknesses of the program. The graduate faculty use information collected from the exit surveys to make appropriate changes.
- **Graduate Follow-up**  
Students are mailed a follow-up Graduate Alumni Evaluation one year after their graduation.
- **Employer Evaluation**  
Students are e-mailed the evaluation one year after graduation, they are provided with a form to give their employer that will also assess student's knowledge and skills obtained in Graduate Program.

### **Code of Ethics**

Wilberforce University's Master of Science in Clinical Rehabilitation Counseling Program follows the Code of Professional Ethics for Rehabilitation Counselors as well as the Code of Ethics for Counselors, which can be viewed respectively at: <http://www.crccertification.com> / <http://www.counseling.org>

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. Enhancing human development throughout the life span;
2. Honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. Promoting social justice;
4. Safeguarding the integrity of the counselor–client relationship; and
5. Practicing in a competent and ethical manner.

### **Standards of Practice**

An explanation of the standards of practice for rehabilitation counselors is located at [www.CRCCertification.com](http://www.CRCCertification.com) and is summarized in the following quote. "In general, the term 'standards of practice' simply means those criteria that indicate acceptable professional performance. In the case of rehabilitation counseling, the profession's standards of practice are contained in two key documents: The Scope of Practice for Rehabilitation Counseling; and the Code of Professional Ethics for Rehabilitation Counselors. Taken together, these documents constitute the standards of practice for rehabilitation counselors. These standards are based on the educational and credentialing processes of the rehabilitation counseling profession as well as the profession's own commitment to promoting the welfare of its clients, the profession, and public.

### **Professional Development**

Students are encouraged to become members of professional organizations that share your interest in rehabilitation services. Professional organizations facilitate professional identity, recent news and developments in the field, relevant research, associate with other professionals, and learn of potential employment possibilities. Students are offered reduced rates in these organizations. Below is a list of organizations for rehabilitation counselors.

#### **American Counseling Association (ACA)**

5999 Stevenson Avenue  
Alexandria, VA 22304-3300

Phone: (703) 823-9800/1-800-347-6647

Fax: (703) 823-0252

url: <http://www.counseling.org>

**American Rehabilitation Counseling Association**

Secretary: Paul J. Toriello, Ph.D., CRC

Department of Rehabilitation Studies

4425 Health Sciences Building

East Carolina University

Greeneville, NC 27858-4353

Phone: (252) 744-6297

Fax: (252) 744-6302

Email: [toriello@ecu.edu](mailto:toriello@ecu.edu)

**Association for counselor Education and Supervision**

<https://www.counseling.org/.../association-for-counselor-education-and-supervision>

**Brain Injury Association**

105 N. Alfred Street

Alexandria, VA 22314

Phone: (709) 236-6000/1-800-4444-6443

Fax: (703) 236-6001

url:<http://www.biausa.org>

**Ohio Brain Injury Association – Dayton Area Chapter**

Speech Department RIO

Miami Valley Hospital

1 Wyoming Street

Dayton, OH 45409

Contact: Anita Marie Greer

Phone: (937) 208-4104

**National Rehabilitation Association (NRA)**

633 S. Washington Street

Alexandria, VA 22314

Phone: (703) 836-0850

Fax: (703) 836-0848

TDD: (703) 836-0849

**National Rehabilitation Counseling Association (NRCA)**

PO BOX 4480

Manassas, VA 20110-4719

Phone: (703) 361-2077

Fax: (730) 361-2489

Email: [info@nrca-net.org](mailto:info@nrca-net.org)url: <http://nrca-net.org/>

**Ohio Counseling Association (OCA)**

3227 Mountview road

Columbus, OH 43221

Phone: (614) 395-3341

**Ohio Rehabilitation Association (ORA)**

2732 Bella Via Avenue

Columbus, OH 43321

Phone: (614) 891-2217

Email: [oranancy@aol.com](mailto:oranancy@aol.com)

url: [www.ohiorehab.org](http://www.ohiorehab.org)

**Ohio Rehabilitation Counseling Association (ORCA)**

237 W. 8<sup>th</sup> Street

Perrysburg, OH 43551-1602

**Rehabilitation Engineering and Assistive Technology of North America (RESNA)**

url: <http://www.resna.org>

Phone: (703) 524-6686

Fax: (703) 524-6630

**National Association of Addiction Treatment Providers (NAATP)**

313 West Liberty Street, Suite 129

Lancaster, PA 17603-2748

Phone: (717) 392-8480

Fax: (717) 392-8481

url: <http://www.naatp.org>

**National Association of Alcoholism and Drug Abuse Counselors (NAADAC)**

1001 N. Fairfax St, Suite 201

Alexandria, VA 22314

Phone: (800) 548-0497

Fax: (800) 377-1136

url: <http://www.naadac.org>

**National Association of Substance Abuse Trainers and Educators**

6400 Press Drive

Southern University at New Orleans

New Orleans, LA 70126

Contact: Evelyn Harrell

Phone: (504) 286-5234

Email: [eharrell@suno.edu](mailto:eharrell@suno.edu)

**National Association of Multicultural Rehabilitation Concerns (NAMRC)**

[www.namrc.org](http://www.namrc.org)

Phone: (940)891-6893

**Recruitment Plan**

**Statement of Purpose:**

The Clinical Rehabilitation Counseling Program seeks to enhance its efforts towards recruitment of students. The program has not made significant effort to recruit students over the past years. However, in an effort to make recruitment a central priority, the program has hired a Program Recruiter to increase and diversify our student body.

**Target Enrollment Goals:**

Master's cohort: 15-20 students

**Recruitment Efforts**

**Conferences, Community, College and Other Events:**

The faculty and staff understand that recruitment happens on an ongoing basis and each person has a responsibility to assist in the recruitment efforts, while the main function for the Graduate Recruiter is to recruit capable and culturally diverse students. All Clinical Rehabilitation Counseling faculty, the Graduate Coordinator, and Graduate Recruiter will regularly attend conferences, community, college, and other recruitment and informational events utilizing program specific display board and program materials to attract students.

**Undergraduate Classes and Programs:**

The Graduate Recruiter, Graduate Coordinator and Faculty will engage with undergraduate students in programs such as Psychology and Social Work, and community members who might be interested in learning more about the

profession of counseling. Making undergraduate class visits will be beneficial in that it provides students with information about the field of counseling, including various career options that they may not be aware of. Many students are in programs such as Social Work, Psychology, and Human Services, but are not exposed to the profession of counseling since it is not offered as an undergraduate degree.

**Personal contacts for internal and external undergraduate programs:**

The Graduate Recruiter, Graduate Coordinator and Faculty will make personal contacts with their own professional networks and undergraduate programs at Historically Black Colleges and Universities (HBCUs), Native American Colleges and Universities, and Hispanic Colleges and Universities. The faculty will rely on relationships with colleagues at these institutions and forge new relationships to encourage referral of current students and alumni to study with the faculty at Wilberforce University. Each faculty member will identify at least one recruitment goal in the initial academic annual meeting with Department Director to be implemented and assessed following activity. The Graduate Recruiter will develop an annual recruitment plan in the initial academic annual meeting with Department Director to be implemented and assessed following activity.

**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.

**Thank you for your interest in this program.**