



COPPIN STATE UNIVERSITY

College of Behavioral and Social Sciences
Department of Psychology, Counseling, and Behavioral Health

REHABILITATION COUNSELING PROGRAM (RCP) **STUDENT HANDBOOK**



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The RCP Student Handbook serves as a general source of information for the RCP students. The information in the RCP Student Handbook should not be regarded as a contract between the students and Coppin State University. All information is subject to change as updates are required.

MISSION OF **COPPIN STATE UNIVERSITY**

Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

INSTITUTIONAL **IDENTITY**

Coppin State University (CSU) is a Historically Black Institution (HBI) within the University of Maryland that prepares students with the mission of meeting the challenges associated with urban communities. Its primary target population includes graduates of Baltimore City and Baltimore County Public Schools Systems. The University seeks to transform the lives of its students who return to their communities as changed agents.

Founded in 1900, Coppin State University (CSU) is a comprehensive Historically Black Institution (HBI) originally founded for teacher education. Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success. The Institution offers 53 academic programs: 32 baccalaureate, 11 masters, and 9 certificates programs, and one doctorate degree.

Coppin serves differently-prepared, multigenerational students, from a variety of cultural and racial backgrounds, with an age range that spans from 17 to 65 and older. The average age of the Coppin student is 26. Approximately 34 percent of the student population is between the ages of 30 and 59 and 75 percent are female. Seventy-three percent of the total student population is Pell grant recipients. Approximately 13 percent of Coppin's students are classified as first-time, full-time students who moved directly from high school to college. On the other end of the spectrum, 61 percent of Coppin's students are working adults with young children, while 68 percent are first-generation college students. Moreover, 19 percent are transfer students from other four-year institutions or community colleges.

Coppin State University is regionally accredited by Middle States Commission on Higher Education. The institution also ranks as a Carnegie master's Comprehensive (MA-I) institution. The University program reflects excellence in the discipline-specific accreditations from the National Council for Accreditation of Teacher Education (NCATE) the Commission on Nursing Education (CCNE), the Council on Rehabilitation Education (CORE), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Social Work Education (CSWE), and the Commission on Accreditation of Health Informatics and Information Management

Education (CAHIIM). Additionally, the Accreditation Council for Business Schools and Programs (ACBSP) accredits the College of Business.

Coppin State University provides programming related to the inclusion of those racial, cultural, and ethnic groups and individuals that are, or have been, underrepresented in higher education. The University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. As required by the University System of Maryland, Coppin State has a diversity plan that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff.

***The full text of Institutional Identity may be viewed online at www.coppin.edu.*

RCP **MISSION STATEMENT**

The Rehabilitation Counseling Program (RCP) is committed to preparing a diverse population of students as lifelong learners for employment in the counseling profession to: provide high quality graduate education in rehabilitation counseling leading to a Masters Degree, which prepares graduate students to be qualified rehabilitation counselors and licensed clinical professional counselors, and; provide students with sufficient quality academic and internships, practicum, and experiential opportunities to ensure the provision of high quality professional vocational, clinical counseling, and other rehabilitation services to individuals with disabilities and individuals with most significant disabilities.

RCP **GOALS AND OBJECTIVES** **ACADEMIC UNIT**

The goals of the RCP are to increase the number of professional personnel available to enhance the quality of specialized counseling services to a wide and diverse group of consumer populations, and to maintain and upgrade basic skills of personnel employed as providers of vocational rehabilitation and clinical counseling services to individuals with disabilities or mental health needs.

- Training specialized professional personnel in vocational rehabilitation who are able to provide high quality vocational rehabilitation counseling and independent living services to individuals with disabilities, especially individuals with significant disabilities;

- Providing a Masters level vocational rehabilitation and clinical counseling education program to develop counselors who are trained to address the multidimensional needs of clients/consumers from diverse cultural backgrounds;
- Meeting personnel needs for vocational rehabilitation and clinical counseling personnel in the state-federal programs, community rehabilitation programs, private sector, and other rehabilitation agencies and organizations;
- Providing opportunities for national certification, state licensure, and for rehabilitation counseling and human services personnel to upgrade skills, and;
- Preparing vocational rehabilitation and clinical counselors to work in varied rehabilitation and counseling settings prepared to address professional issues, community needs, and the needs of persons with disabilities all consistent with the program's mission and objectives.

CRITERIA FOR **ADMISSIONS**

- A bachelor's degree from an accredited institution of higher education is prerequisite for admissions to graduate study. Students apply to the School of Graduate Studies through the Office of Graduate Admissions.
- Applicants must submit a completed application, official transcripts from the undergraduate degree-granting institution and all other post-baccalaureate institutions attended, and three (3) current letters of reference from current employer, instructors, and other persons who can attest to their character, integrity, an academic potential.
- Submit packet by August 15 (Fall Semester), and December 15 (Spring Semester).
- Schedule an interview, and meet with designated rehabilitation and counseling program faculty upon acceptance into the Graduate Program.
- Grade point average 3.0 on a 4.0 scale in a program of study awarding a baccalaureate degree from a regionally accepted college/university or an equivalent degree from a comparable foreign institution.

The Dean of the School of Graduate Studies, in consultation with the graduate Program Coordinators and Directors, makes admission decisions. These persons constitute the Graduate Admission Committee.

Individuals representing diverse/disability groups are encouraged to apply.

***For additional information on criteria for admissions please visit our website at www.coppin.edu.*

FINANCIAL AID

It is the policy of the Financial Aid office that students are awarded aid on a first come-first served basis upon receipt of a completed application. A completed application requires that the following items have been received in the Financial Aid office:

1. Electronic Student Aid Report (SAR) with a valid EFC
2. Verification documents (if required)
3. Any other documents required on the SAR

All students must be officially admitted into the graduate program at Coppin State University in order to receive Federal financial aid. Readmission may be required for students returning following a period of non-enrollment.

Students must re-apply for Federal financial aid each year between January 1 and March 1 for priority processing for the upcoming academic year.

***For additional information on financial aid please visit our website at:
www.coppin.edu.*

GRADUATE ACADEMIC REGULATIONS STUDENT EXPECTATIONS MATRICULATION REQUIREMENTS

GRADING SYSTEM

Grades are available from the Office of the Registrar approximately three weeks after the close of each semester. The grading system for graduate students, with the quality points assigned, is as follows:

A	4.0
B	3.0
C	2.0
F	0.0
I	Incomplete
W	Official Withdraw

ACADEMIC PROBATION

Success in graduate study requires that the student maintain a minimum overall “B” average. Students who fall below the required 3.0 cGPA will be placed on academic probation the following semester. Failure to bring the cumulative grade point average to

the mandated 3.0 level during the semester the student is on probation will result in dismissal from the University.

No student may accrue more than one (1) “F” during their graduate career at the University. A course resulting in a grade of “F” must be re-taken in the next semester when the course is again offered. Failure to do so may result in immediate dismissal from the University.

ACADEMIC DISMISSAL

Students who fail to meet the minimum academic standard of at least a 3.0 cumulative grade point average in the time allowed or have accumulated unsatisfactory grades in excess of the number allowed will be dismissed from their program of study. Appeals will be considered by the Graduate Council Appeals Committee where there exists documented mitigating circumstances. Appeals of this sort must be supported by the Program Advisor and Program Coordinator and accompanied by an action plan for completion of the program.

THE DEAN’S LIST

Students who complete at least fifteen (15) graduate credit hours with a cGPA of 3.8 or higher will be recognized as meeting the criteria for graduate honors and may be nominated for inclusion on the National Dean’s List.

INCOMPLETE GRADES

An instructor may enter a grade of “I” for students who have not, because of extenuating circumstances, completed all requirements at the end of the semester of involvement. If the “I” grade is not removed within eight (8) weeks into the following semester, the grade converts to an “F” or grade designated by the professor. No “I” grades are assigned for courses taken in the summer or winter sessions. Extensions of “I” grades will generally not be granted. In extenuating circumstances, a student who has received an “I” grade may petition the Dean for reconsideration provided there is sufficient documentation that extenuating circumstances exist.

ATTENDANCE

Course attendance is an essential and intrinsic element of the educational process and a valid consideration in determining the grade a student receives. It is the responsibility of the instructor to stipulate the relevance of attendance to the evaluation process and final grade in the course at the beginning of each semester. Therefore, all students are expected to be in regular attendance at all class meetings throughout the semester.

PLAGIARISM

It will be taken for granted that any work, oral or written that a student does for a course is his/her original work. Plagiarism includes any form of cheating on examinations, tests, or quizzes, and any unacknowledged/undocumented use of another’s writing or ideas, published or unpublished. A student who plagiarizes will receive an “F” for the project. Plagiarism is a serious offense and may result in formal charges leading to permanent dismissal from the University.

FULL-TIME/PART-TIME STATUS

Full-time graduate students pursue nine to twelve (9-12) credit hours of graduate course work during regular semesters. If a student desires to take more than twelve (12) hours, he/she must obtain approval from the Dean of Graduate Studies. Part-time graduate students pursue three to eight (3-8) credit hours of graduate work during regular semesters.

***The information provided on graduate academic regulations was taken from the Graduate Catalog. For more information on graduate academic regulations please refer to the Graduate Catalog on our website at: www.coppin.edu.*

RCP ACADEMIC REQUIREMENTS

A minimum of forty-nine (49) credit hours of graduate work is required to obtain a Master's of Education Degree (M.Ed.). The requirements include course work in three areas of study: academic study, clinical work, and practicum and internship experiences. A research option must be completed by the student for program completion. Students must consult with the Program Coordinator or their advisor to select their Research Option.

COURSE REQUIREMENTS

Rehabilitation Foundation (6 Credits)

REHB 513 Introduction to Rehabilitation
REHB 516 Theories & Techniques of Counseling

Rehabilitation Core (21 Credits)

REHB 502 Medical & Psychosocial Aspects of Disability
REHB 503 Psychiatric Aspects of Disability
REHB 508 Legal & Ethical Issues for the Professional Counselor
REHB 521 Seminar in Occupational Information & Rehabilitation Placement
REHB 535 Community Resources in Mental and Physical Health
REHB 536 Casework/Caseload Management
REHB 636 Multicultural Counseling

Rehabilitation Area/Measurement & Research (9 Credits)

REHB 598 Vocational Evaluation and Assessment
REHB 581 Research Methods in the Social Behavioral Sciences
REHB 582 Seminar in Rehabilitation Research

CLINICAL PRACTICE

Practicum and Internship (10 Credits)

REHB 525 Rehabilitation Practicum** (100 Hours)

***Prerequisite to REHB 526*

REHB 526 Internship I (200 Hours)

REHB 527 Internship II (200 Hours)

REHB 528 Internship III (200 Hours)

Elective (3 Credits)

Students select one elective. A list of recommendations is available.

PROFESSIONAL COUNSELOR LICENSURE

***REHB 502 Medical and Psychosocial Aspects of Disability or...*

***PSYC 641 Advanced Individual & Group Counseling Diagnosis & Assessment of the Addicted Client*

***Students are required to complete one of the above (3 Credits)*

REHB 503 Psychiatric Aspects of Disability

REHB 508 Legal & Ethical Issues for the Professional Counselor

REHB 516 Theories & Techniques of Counseling

***REHB 527 Internship II Field Experiences (supervised) or...*

***REHB 528 Internship III Field Experiences (supervised) or...*

***PSYC 645 Internship I Professional Counselor Licensure or...*

***PSYC 646 Internship II Professional Counselor Licensure*

***Students are required to complete one of the above (3 Credits)*

REHB 581 Research Methods in Social & Behavioral Sciences

REHB 521 Seminar in Occupational Information & Rehabilitation Placement

REHB 636 Multicultural Counseling

***REHB 598 Vocational Evaluation & Assessment of Individuals with Disabilities or...*

***PSYC 501 Assessment of Individuals with Disabilities*

***Students are required to complete one of the above (3 Credits)*

PSYC 502 Theories of Counseling

PSYC 529 Human Growth and Development

PSYC 612 Group Counseling

PSYC 614 Marriage and Family Counseling

PSYC 625 Psychotherapy and Treatment of Mental & Emotional Disorders

PRACTICUM & INTERNSHIP **EXPERIENCE**

The determination of readiness of the student to begin supervised clinical practice is made by the clinical training coordinator and faculty of the Rehabilitation Counseling Program. Students assigned to clinical practice should have acquired basic philosophy and principals, basic information, counseling theory, etc., from the RCP before clinical assignment.

Prior to the completion of Internship I (REHB 526), the student shall have completed Practicum in Rehabilitation Counseling (REHB 525). The clinical practice has been divided into four courses to facilitate the need of the student population. The activities of the clinical experience can be broadly grouped into three phases:

1. Orientation
2. Observation
3. Participation

PRACTICUM

The Practicum includes instructional experiences (audio-video tape and individual and group interaction) dealing with rehabilitation counseling concerns and clinical experiences that facilitate the development of basic rehabilitation counseling skills.

Practicum experiences include an average of one (1) hour per week of individual and one-and-one-half (1½) hours per week of group supervision by a program faculty member or qualified individual working in cooperation with a program faculty member. Students in practicum have a minimum of 100 hours of supervised rehabilitation counseling practicum, with at least 40 hours of direct services to persons with disabilities.

INTERNSHIP

Internship activities include orientation to program components, policies and procedures; introduction to staff and their role and function; identification of the expectations of interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors.

Students in internship have a minimum of 600 clock hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities.

*** For detailed information on Practicum and Internship requirements please refer to the Practicum and Internship Policy and Procedure Manual.*

RESEARCH AND **THESIS**

Students enrolled in the RCP may elect one of the following two options in partial fulfillment of the degree requirement:

OPTION I: Comprehensive Examination and Research Paper

RCP students may elect to take a comprehensive examination and complete a research paper as an integral part of the program.

OPTION II: THESIS

RCP students who elect to write a thesis must take six (6) credit hours in thesis research and writing. These two courses are: REHB 583 Thesis Project I (3 credits) and REHB 584 Thesis Project II (3 credits). Each student's major advisor will be the faculty supervisor for the thesis courses.

OPTION III: Comprehensive Examination only

*** For additional information on research and thesis please access the Graduate Catalog on our website at: www.coppin.edu.*

INSTITUTIONAL **REVIEW BOARD**

Students conducting research must submit an application to the Institutional Review Board (IRB) for approval. The purpose of the IRB is to help ensure the protection of the right and welfare of human subjects. For more information on the IRB at CSU students should contact their advisor or research professor.

DEGREE **CANDIDACY**

RCP students must apply for admission to candidacy as soon as possible after earning twelve (12) credit hours and before earning more than twenty-one (21) credit hours. No more than twenty-one (21) hours of credit earned before acceptance to candidacy will apply toward the degree unless the Program Coordinator and the Dean of Graduate Studies grant special permission. Students should complete the application for degree candidacy before the posted deadline. The Program Coordinator forwards Advancement to Candidacy applications with the plan of study for approval by the Dean of Graduate Studies and the Graduate Council.

***For additional information on degree candidacy please visit our website at: www.coppin.edu.*

COMPREHENSIVE **EXAMINATION**

RCP students who elect Option I Comprehensive Examination and Research Paper must apply by completing the required application within the designated deadline. The comprehensive exam is administered twice a year in the Fall and Spring semesters. Students should consult with their advisors to receive additional information regarding this exam.

STUDENT **ADVISEMENT**

RCP students are encouraged to contact their advisors to schedule an appointment to meet at least one time per semester. Students are advised to meet as necessary throughout the semester for assistance with academic planning, developing a planned program of study, course selections, and developing short and long-term career plans relating to their career in rehabilitation counseling. Additionally, RCP faculty advisors assist students with learning about program resources, professional associations, student organizations, student services, and employment opportunities.

POST-GRADUATE **QUESTIONNAIRE**

Upon graduation, RCP students are encouraged to complete a graduate exit survey. This survey gives students the opportunity to provide an assessment of the overall effectiveness of the RCP. Information gathered is confidential and may be used to make improvements in the program to enhance educational experiences for future students. Please see Appendix J for a copy of the survey.

RCP STUDENT FEEDBACK **FORM**

Students are encouraged and provided the opportunity to submit feedback regarding the effectiveness of the RCP (this may be in the form of issues, concerns, and/or compliments). Drop-boxes are conveniently located in the Department of Applied Psychology and Rehabilitation Counseling, HHSB Room #353, and in the Disability Support Services Program office, HHSB Room #223. Comments are regarded as confidential and student identification is optional.

POST-MASTER'S PROFESSIONAL COUNSELOR **LICENSURE**

The Post-Master's Professional Counselor Licensure (PMPCL) provides a structure in which those students who are preparing to apply for State of Maryland certification or licensure as a professional counselor can complete required courses. The PMPCL post-graduate option provides the opportunity for students with a master's degree to complete the requirements needed to become licensed clinical professional counselors and independent providers of counseling services in the State of Maryland. The program course offerings of the PMPCL have been approved by the Maryland Board of Professional Counselors.

Students will be assigned a faculty advisor to assist with developing an individual program plan, which is designed based on previous qualifying coursework. Enrollment and acceptance into the PMPCL is open to individuals who have completed a master's degree from an accredited institution in a qualifying program of study. The course offerings cover all content areas required by the Maryland Board of Professional Counselors.

RCP ADVISORY **COUNCIL**

The mission of the RCP Advisory Council is to provide input and make recommendations to the Program Coordinator and faculty members on matters important to the RCP (i.e.: Program Mission, Goals & Objectives, curriculum, practicum and internship, organizing special activities to promote the RCP, student employment, and reviewing program publications).

The RCP Advisory Council consists of scholars, business owners, students, consumers, employers, and rehabilitation professionals who have an interest in the development and continued growth of the RCP, student success, and the promotion of the rehabilitation counseling profession.

All Advisory Council members share with the RCP, a common belief in the rehabilitation counseling profession as well as a commitment to promoting a better understanding of the field of rehabilitation counseling, and developing outstanding rehabilitation professionals.

STUDENT **CONDUCT & EXPECTATIONS**

CSU is a multi-generational educational community where people of diverse backgrounds and philosophy learn together, accept personal responsibility of their actions, and respect the rights and opinions of others. In order for this community of learners to thrive, standards of behavior must be strongly valued and clearly understood. To accomplish these goals of rights and responsibilities, the University must require certain standards of behavior. For a full copy of the Student Code of Conduct please visit:

<https://www.coppin.edu/downloads/file/1977/>

STUDENT GRIEVANCE **PROCEDURE** ACADEMIC APPEAL **POLICY**

Students may appeal to the Graduate Council, through the Graduate Dean, to address any grievance within the Graduate School. For detailed information on the steps for the appeals procedure process please go to the Graduate School webpage on our website at: www.coppin.edu.

CERTIFICATION AND **LICENSURE**

Procedures for recommending students for credentialing and employment:

In order to expand and enhance professional competencies, students are encouraged to apply for licensure(s) and certification(s). Students are required to meet with their Program Coordinator or advisor and provide the necessary documents for assistance with meeting certification and licensing requirements. Information sessions are held with students, electronic information is provided, and guests are invited to campus to hold special sessions to inform students about certification and licensing requirements.

CERTIFIED REHABILITATION COUNSELOR (CRC)

The Commission on Rehabilitation Counselor Certification (CRCC) is an independent, not-for-profit organization that sets the standard for quality rehabilitation counseling services through its internationally recognized certification program.

Students enrolled in the RCP who successfully pass the CRC exam under Category G are eligible to use the CRC results in lieu of taking the comprehensive exam under Research Option I. For additional information on Category G please refer to the CRCC website at: www.crc certification.com.

NATIONAL CERTIFIED COUNSELOR (NCC)

The NCC is a voluntary national certification to identify those counselors who have met national standards set by the counseling profession. The National Board for Certified Counselors (NBCC) proves to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist a counselor in obtaining a State license. National certification travels with the counselor no matter the state or country of residence. The basic national certification offered by NBCC is the NCC. For additional information please visit their website at: www.nbcc.org.

CERTIFIED VOCATIONAL EXPERT (CVE/FORENSIC COUNSELOR)

The American Board of Professional Experts is dedicated to promoting forensic vocational credentialing, education, training and research through enhancing the competency of its members. For information on requirements to become certified as a vocational expert visit the website at: www.abve.net.

LICENSED PROFESSIONAL COUNSELOR (LPC)

An LPC provides mental health and substance abuse care to millions of Americans. LPCs are master's-degreed mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders. LPCs make up a large percentage of the workforce employed in community mental health centers, agencies, and organizations, and are employed within and covered by managed care organizations and health plans. LPCs also work with active duty military personnel and their families, as well as veterans.

*****Note: Some descriptions used are directly from the organization's website.***

PROFESSIONAL ASSOCIATIONS

Students are encouraged to apply for membership(s) in professional associations and organizations. Students currently have memberships in the Maryland Rehabilitation Association (MRA), National Rehabilitation Association (NRA), and International Association of Rehabilitation Professionals (IARP). The RCP currently has one (1) graduate student serving as the 2019-2020 Student Representative for the MRA, and has a student serving on the board for the IARP. Additionally, the RCP has one (1) faculty member serving as the MRA Faculty Representative since 2013, and a faculty member served as the MRA President for the 2013 academic year. The RCP has an active Student Rehabilitation Association (SRA) and two active student honors society (Chi Sigma Iota and Delta Alpha Pi). Information on these membership opportunities is available to students through email, information sessions, guest presenters, and student orientations.

NATIONAL REHABILITATION ASSOCIATION (NRA)

NRA members work to eliminate barriers and increase employment opportunities for people with disabilities. The members of NRA are provided with opportunities for advocacy and increased awareness of issues through professional development and access to current research topics. For additional information on the NRA and membership please visit their website at: www.nationalrehab.org.

MARYLAND REHABILITATION ASSOCIATION (MRA)

MRA is an inter-disciplinary, professional organization committed to promoting best practices in rehabilitation services for people with disabilities and to supporting professionals in the field. For additional information on the MRA and membership please visit their website at: www.mdrehab.org.

THE ACADEMY OF FORENSIC REHABILITATION RESEARCH (AFRR)

Forensic rehabilitation is the application of traditional rehabilitation principles and techniques to provide scientific, thorough and unbiased assessment and consulting services within litigated settings. These settings may include personal injury, workers' compensation, divorce, and labor law, particularly in relation to economic damage, including earning capacity and future medical care needs. For more information on how to become a member of AFRR visit their website at:

www.academy-of-forensic-rehab.org.

STUDENT REHABILITATION ASSOCIATION (SRA)

The mission of the SRA is to provide highly qualified graduate and undergraduate education in rehabilitation services and counseling. Additionally, the SRA provides students with sufficient quality, academic, and experiential opportunities to enable the provision of professional and entry level rehabilitation services to individuals with disabilities. For additional information on the SRA and membership please contact CSU's Department of Applied Psychology and Rehabilitation Counseling.

CHI SIGMA IOTA (CSI)

CSI is an international honor society that values academic and professional excellence in counseling. The mission of CSI is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. For additional information please visit their website at: www.csi-net.org.

DELTA ALPHA PI (DAPI)

Delta Alpha Pi is an academic honor society founded to recognize high-achieving students with disabilities who are attending colleges (including community colleges) and universities as undergraduate or graduate students. This dynamic organization celebrates and supports academic achievement, leadership and advocacy for post-secondary students with disabilities. Over 150 institutions have established a chapter to recognize students' academic achievement.

*****Note: Some descriptions used are directly from the organization's website.***

DISABILITY SUPPORT SERVICES **PROGRAM**

CSU fosters an environment that nurtures potential and transforms lives. Special services are provided for individuals with disabilities within the Disability Support Services Program (DSSP). Under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act 1990, CSU has designated the DSSP to facilitate and coordinate disability support services. The DSSP is designed to ensure equal access for all qualified students with special needs who request services. For additional information contact the CSU DSSP office at 410 / 951-3944.

STUDENT SUPPORT **SERVICES**

The following services are provided to CSU students in order to enhance the academic environment and student success. Students interested in accessing these services should contact the program or visit our website at: www.coppin.edu

CAREER SERVICES

410 / 951-3919

COUNSELING CENTER

410 / 951-3939

STUDENT SUCCESS CENTER

410 / 951-6444

STUDENT INFORMATION TECHNOLOGY (IT) HELP DESK

410 / 951-3872

INTERNATIONAL STUDENTS

410 / 951-3922

HOUSING

410 / 951-6300

DR. LEROY FITZGERALD COMPUTER LAB & RESOURCE ROOM

This computer lab and resource room is located on the 3rd floor of the Health & Human Services Building. It is dedicated to Dr. Leroy Fitzgerald for his service and commitment to the RCP as a founder of the program, former Chair of the Department of Applied Psychology and Rehabilitation Counseling, mentor, and devoted faculty member.

RECRUITMENT AND **RETENTION**

The goal of the RCP recruitment and retention process is to attract and identify the student who has the interest and attributes for completing a Master's degree in Rehabilitation Counseling with the goal of becoming a professional trained and skilled to work with individuals with special needs or disabilities. Ensuring that all qualified individuals including applicants to the program with disabilities and minorities can participate in the educational and training process is key to meeting this goal. Additionally, students accepted into the RCP will benefit from an educational environment that facilitates their success and retention through the support, accommodations as needed, and faculty involvement and effective engagement in academic learning and practical experiences.

For additional information refer to the Recruitment and Retention Policies and Procedures document in the Appendices section of this handbook.

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COMMENTS & **NOTES**



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COMMENTS & **NOTES**



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APPENDIX: A

RCP PROGRAM PLANS

A 1: Masters in Rehabilitation Counseling

A2: Clinical Mental Health Counseling
Rehabilitation Program



COPPIN STATE UNIVERSITY
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
 Department of Applied Psychology and Rehabilitation Counseling

PROGRAM PLAN: Masters in Rehabilitation Counseling

Name _____ Expected Graduation _____

Telephone Number _____ E-Mail _____ Student ID# _____

REQUIREMENTS:

COURSE NUMBER AND TITLE	Credits	Grade	Semester/Year
Rehabilitation Foundation (6 Credit Hours)			
REHB 513 Introduction to Rehabilitation	3		
REHB 516 Theories and Techniques of Counseling	3		
Rehabilitation Core (21 Credit Hours)			
REHB 502 Medical and Psychosocial Aspects of Disability	3		
REHB 503 Psychiatric Aspects of Disability	3		
REHB 508 Legal and Ethical Issues for the Professional Counselor	3		
REHB 521 Seminar in Occupational Information and Rehabilitation Placement	3		
REHB 535 Community Resources in Mental and Physical Health	3		
REHB 536 Casework / Caseload Management	3		
REHB 636 Multicultural Counseling	3		
Measurement and Research (9 Credit Hours)			
REHB 581 Research Methods in the Social and Behavioral Sciences (<i>Prerequisite for REHB 582</i>)	3		
REHB 598 Vocational Evaluation and Assessment of Individuals with Disabilities	3		
Field Work and Internship Program (10 Credit Hours)			
REHB 525 Practicum (<i>Prerequisite for REHB 526</i>)	1		
REHB 526 Internship I (200 clock hours-supervised agency training)	3		
REHB 527 Internship II (200 clock hours-supervised agency training)	3		
REHB 528 Internship III (200 clock hours-supervised agency training)	3		
Recommended Electives (6 Credit Hours)			
**SPECIAL NOTE: Licensure courses may be used to meet electives requirements.			
REHB 500 Sign Language I	3		
REHB 501 Sign Language II	3		
REHB 514 Independent Living	3		
**REHB 602 Foundations of Forensic Rehab Counseling I	3		
**REHB 603 Foundations of Forensic Rehab Counseling II	3		
**REHB 604 Law and Forensic Rehab Consultant	3		
**REHB 605 Orientation to Forensic Vocational Practice	3		
REHB 610 Organization and Administration of Counseling and Rehabilitation Programs	3		
**PSCY 501 Assessment of Individuals with Disabilities	3		

PSYC 512 Mental Health	3		
Recommended Electives (3 Credit Hours) Cont'd			
**PSYC 529 Seminar in Human Growth and Development	3		
**PSYC 612 Group Counseling	3		
**PSYC 625 Psychotherapy and Treatment of Mental and Emotional Disorders	3		
PSYC 627 Counseling and Spirituality	3		
**PSYC 645 Professional Counselor Internship I	3		
**PSYC 646 Professional Counselor Internship II	3		

REHABILITATION OPTION I

COURSE NUMBER AND TITLE	Credits	Grade	Semester/Year
REHB 581 Research Methods in the Social and Behavioral Sciences	3		
REHB 582 Seminar Rehabilitation Research	3		

In addition to the above coursework:

Completion of Comprehensive Examination

REHABILITATION OPTION II

COURSE NUMBER AND TITLE	Credits	Grade	Semester/Year
REHB 581 Research Methods in the Social and Behavioral Sciences	3		
REHB 582 Seminar Rehabilitation Research	3		
REHB 583 Thesis Project I	3		
REHB 584 Thesis Project II	3		

REHABILITATION COUNSELING PROGRAM MILESTONES

Degree Candidacy Approval Date: _____

Comprehensive Exam Date Passed: _____

OR

CRC Exam Completion Date Passed: _____

SIGNATURES

Student Printed Name

Student Signature

Date

Faculty Printed Name

Faculty Signature

Date



COPPIN STATE UNIVERSITY
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
 Department of Applied Psychology and Rehabilitation Counseling

PROGRAM PLAN: Clinical Mental Health Counseling Rehabilitation Program (60 Credit Hrs)

Name _____ Expected Graduation _____

Telephone Number _____ E-Mail _____ Student ID# _____

REQUIREMENTS:

COURSE NUMBER AND TITLE	Credits	Grade	Semester/Year
Rehabilitation Foundation (9 Credit Hours)			
CORH 615 Introduction to Rehabilitation	3		
CORH 624 Techniques of Counseling	3		
CORH 628 Theories of Counseling	3		
Rehabilitation Core (30 Credit Hours)			
CORH 616 Medical and Psychosocial Aspects of Disabilities	3		
CORH 617 Casework Management	3		
CORH 618 Psychiatric Aspects of Disability	3		
CORH 619 Professional Orientation and Ethics in Counseling	3		
CORH 625 Multicultural Counseling	3		
CORH 626 Group Counseling	3		
CORH 629 Marriage and Family Counseling	3		
CORH 630 Psychotherapy and Treatment Planning	3		
CORH 631 Career Counseling and Career Development	3		
CORH 632 Human Growth and Development	3		
Measurement and Research (6 Credit Hours)			
CORH 620 Vocational Appraisal and Evaluation	3		
CORH 627 Statistics in Research	3		
Field Work and Internship Program (9 Credit Hours)			
CORH 621 Practicum (<i>Prerequisite for CORH 622</i>) <i>[100 clock hours-supervised agency training]</i>	3		
CORH 622 Internship I	3		
CORH 623 Internship II	3		
Recommended Electives (6 Credit Hours)			
**SPECIAL NOTE: Licensure courses may be used to meet electives requirements.			
REHB 500 Sign Language I	3		
REHB 501 Sign Language II	3		
REHB 514 Independent Living	3		
**REHB 602 Foundations of Forensic Rehab Counseling I	3		
**REHB 603 Foundations of Forensic Rehab Counseling II	3		
**REHB 604 Law and Forensic Rehab Consultant	3		
**REHB 605 Orientation to Forensic Vocational Practice	3		
REHB 610 Organization and Administration of Counseling and Rehabilitation Programs	3		
REHB 620 Career Planning and Professional Development	3		

Recommended Electives (3 Credit Hours) Cont'd			
**PSCY 501 Assessment of Individuals with Disabilities	3		
PSYC 512 Mental Health	3		
PSYC 627 Counseling and Spirituality	3		
**PSYC 645 Professional Counselor Internship I	3		
**PSYC 646 Professional Counselor Internship II	3		

REHABILITATION OPTION I

COURSE NUMBER AND TITLE	Credits	Grade	Semester/Year
REHB 581 Research Methods in the Social and Behavioral Sciences	3		
REHB 582 Seminar Rehabilitation Research	3		

In addition to the above coursework:

Completion of Comprehensive Examination

REHABILITATION OPTION II

COURSE NUMBER AND TITLE	Credits	Grade	Semester/Year
REHB 581 Research Methods in the Social and Behavioral Sciences	3		
REHB 582 Seminar Rehabilitation Research	3		
REHB 583 Thesis Project I	3		
REHB 584 Thesis Project II	3		

REHABILITATION OPTION III

COURSE NUMBER AND TITLE	Credits	Grade	Semester/Year
REHB 581 Research Methods in the Social and Behavioral Sciences	3		
** Completion of Comprehensive Exam or CRC Exam			

REHABILITATION COUNSELING PROGRAM MILESTONES

Degree Candidacy Approval Date: _____

Comprehensive Exam Date Passed: _____

OR

CRC Exam Completion Date Passed: _____

SIGNATURES

Student Printed Name

Student Signature

Date

Faculty Printed Name

Faculty Signature

Date

APPENDIX: **B**

LICENSURE PROGRAM PLAN



COPPIN STATE UNIVERSITY
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
 Department of Applied Psychology and Rehabilitation Counseling

CERTIFICATE PROGRAM PLAN: Professional Counselor Licensure

Name _____ Date of Admission _____

Telephone Number _____ E-Mail _____ Student ID# _____

Requirements:

COURSE STATUS Transfer	CSU	COURSE NUMBER AND TITLE	Credits	Grade	Sem/Year	Code
		** Students are required to complete one of the following ** REHB 502 Medical and Psychosocial Aspects of Disability or...	3			K
		-- OR -- PSYC 641 Advanced Individual and Group Counseling Diagnosis & Assessment of the Addicted Client				
		REHB 503 Psychiatric Aspects of Disability	3			M
		REHB 508 Legal & Ethical Issues for the Professional Cnslr	3			I
		REHB 516 Theories and Techniques of Counseling	3			D
		** Students are required to complete one of the following ** REHB 527 Internship II Field Experiences (Supervised) or... REHB 528 Internship III Field Experiences (Supervised) or... PSYC 645 Internship I Professional Counselor Licensure or... PSYC 646 Internship II Professional Counselor Licensure	3			L
		REHB 581 Research Methods in Social & Behavioral Sciences	3			H
		REHB 521 Seminar in Occupational Information & Rehabilitation Placement	3			F
		REHB 636 Multicultural Counseling	3			B
		REHB 598 Vocational Evaluation & Assessment of Individuals with Disabilities	3			G
		-- OR -- PSYC 501 Assessment of Individuals with Disabilities	3			G
		PSYC 502 Theories of Counseling	3			C
		PSCY 529 Human Growth and Development	3			A
		PSYC 612 Group Counseling	3			E
		PSYC 614 Marriage and Family Counseling	3			J
		PSYC 625 Psychotherapy and Treatment of Mental and Emotional Disorders	3			N

LICENSURE & CERTIFICATION CODES LEGEND:

- | | |
|---|--|
| A-Human Growth & Development | H-Research & Evaluation |
| B-Social & Cultural Foundations of Counseling | I -Professional, Legal & Ethical Responsibility |
| C-Counseling Theory | J -Marriage & Family Therapy |
| D-Counseling Techniques | K-Alcohol & Drug Counseling |
| E-Group Dynamics | L-Supervised Field Experience |
| F-Lifestyle & Career Development | M-Diagnosis & Psychotherapy |
| G-Appraisal & Diagnosis of Individuals | N-Psychotherapy & Treatment of Mental
& Emotional Disorders |

Student Signature _____

Date _____

Faculty Signature _____

Date _____

APPENDIX: C

APPLICATION FOR DEGREE CANDIDACY



Admit Status: _____
Credits: _____ GPA: _____
Enrolled: _____

APPLICATION FOR ADVANCEMENT TO DEGREE CANDIDACY

This application must be submitted to the Dean of Graduate Studies through the Department Chairperson/Dean of Nursing, after the student completes at least twelve (12) credit hours, and before he/she completes more than twenty-one (21) credit hours of graduate work.

1. ID: _____ Date: _____

2. Name: _____
(Last, First, Middle)

Address: _____
(Number and Street; City, State ZIP Code)

Telephone: Home and/or Mobile _____ Work _____

3. Graduate program in which applicant is enrolled (please check):

Degree Sought	Major	Specialty (if any)
<input type="checkbox"/> DNP	Doctor of Nursing Practice	
<input type="checkbox"/> M.S.	Addiction Counseling	
<input type="checkbox"/> M.S.	Adult and Continuing Education	
<input type="checkbox"/> M.S.	Applied Molecular Biology and Biochemistry	
<input type="checkbox"/> M.S.	Clinical Mental Health Counseling Rehabilitation	
<input type="checkbox"/> M.Ed.	Contemporary Educational Leadership	
<input type="checkbox"/> M.S.	Criminal Justice and Law Enforcement	
<input type="checkbox"/> M.Ed.	Curriculum and Instruction	
<input type="checkbox"/> M.S.	Human Services Administration	
<input type="checkbox"/> M.S.	Nursing (Family Nurse Practitioner)	
<input type="checkbox"/> M.S.	Polymer and Materials Sciences	
<input type="checkbox"/> M.Ed.	Special Education	
<input type="checkbox"/> M.A.	Teaching	

4. Graduate hours completed at Coppin: _____ cGPA: _____

5. Research Option Selected:
- OPTION I (Research paper and comprehensive exam]
 - OPTION II [Thesis]
 - OPTION III [Comprehensive Exam, **this option is only for students in the Addiction Counseling and Clinical Mental Health Counseling Rehabilitation programs]**
 - OPTION IV [DNP Project]

6. I took the course EDUC 581 on (date): _____ I received a Grade of _____

Date officially admitted to Graduate School: _____

Please submit a copy of your transcript.

- 7. For students seeking teacher certification, I took and passed (attach a copy of results):
Praxis CORE

Student's Signature _____ Date _____

**A CURRENT PROGRAM OF STUDY BY YOUR ADVISOR MUST ACCOMPANY THIS APPLICATION
(DO NOT WRITE BELOW THIS LINE)**

Action of Department/College of Health Professions: Applicant Recommended Not Recommended

Comments: _____

Advisor's Signature	Date	Chairperson/Dean of Nursing Signature	Date
---------------------	------	---------------------------------------	------

Action of Graduate Council: Approved Not Approved

Reason(s) for Disapproval, if applicable: _____

Date: _____ Dean, Graduate School _____

APPENDIX: D

APPLICATION FOR THE COMPREHENSIVE EXAM



Advanced to Candidacy: _____ cGPA: _____ Enrolled: _____
--

APPLICATION FOR COMPREHENSIVE EXAM

Date Application Filed: _____ **Date Planning to Take Exam:** November 6, 2021

Name: _____ **Student ID Number:** _____

Address: _____

City: _____ **State:** _____ **ZIP Code:** _____

CONTACT INFORMATION

Phone: _____ **CSU Email:** _____

Graduate Program in which applicant is enrolled and Area of Specialization:

- Addiction Counseling, M.S. Specialty: N/A
- Adult and Continuing Education, M.S. Specialty: _____
- Clinical Mental Health Counseling
Rehabilitation, M.S. Specialty: N/A
- Criminal Justice and Law Enforcement, M.S. Specialty: _____
- Curriculum and Instruction, M.Ed Specialty: _____
- Nursing [Family Nurse Practitioner], M.S. Specialty: N/A

Graduate Hours completed at Coppin: _____

List course(s) being taken this semester: _____

Required or elective courses to be completed after this semester: _____

Student's Signature: _____

DO NOT WRITE BELOW THIS LINE	FOR OFFICE USE ONLY
-------------------------------------	----------------------------

Advisor _____ Date: _____

Graduate Program Coordinator _____ Date: _____

Department Chair _____ Date: _____

Dean of Graduate Studies _____ Date: _____

APPENDIX: E

**IRB (INSTITUTIONAL REVIEW BOARD)
APPLICATION**



COPPIN
STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD

<https://www.coppin.edu/research/institutional-review-board>

The Coppin State University Institutional Review Board (IRB) reviews all human research conducted under the auspices of Coppin State University.

The protection of human Subjects is of utmost importance. As such, we believe it is important to provide a “user friendly” environment by which you can seek approval to conduct research using human subjects at Coppin State University.

The IRB will not review applications for projects that are already completed. If a project is already underway, research should be immediately suspended until the application has been reviewed.

Function

The function of the IRB is to ensure adherence to all federal, state, local, and institutional regulations concerning the protection of human subjects in research. All human research conducted at CSU or associated with the university must receive IRB review and approval prior to conducting the research.

Application to Use Human Subjects in Research

The [Application to Use Human Subjects in Research](#) and appropriate forms should be completed and submitted to irb@coppin.edu. You will receive a response within 14 business days after the IRB has met.

The [CSU Human Subjects Handbook](#) provides guidance for applicants.

Should you have questions, please do not hesitate to contact the IRB Chair at irb@coppin.edu.



Dear Researcher,

We are pleased by your plan to conduct research at Coppin State University. The Institutional Review Board (IRB) and entire Coppin Family are committed to the development and perpetuation of research that is grounded in conventional and accepted standards and practices. As such we believe it is important to provide a user friendly method by which you can seek approval to conduct research using human subjects at Coppin State.

This letter and attachments will provide you with the information required by Coppin and the Federal Government (U.S. Department of Health and Human Services, DHHS/Office of Human Research Protections/OHRP) to insure that your research does not present a risk to human subjects. To insure that we comply with federal regulations, please provide all of the requested information.

The "Application to Use Human Subjects in Research" and appropriate forms, should be completed and returned to the IRB office at irb@coppin.edu. You will receive a response within 14 days for the date of receipt of the application packet. Should you have questions, please do not hesitate to contact us at irb@coppin.edu.

Sincerely,
IRB Chair

Application Format and Contents

<https://www.coppin.edu/research/institutional-review-board/application-use-human-subjects-research>

The following information is included in the [electronic application](#). The headings are specified below and in the order presented below. Each item is to be identified and addressed separately, otherwise the application will not be reviewed.

1. **Brief Description.** A brief description (one paragraph) of the significance of this project in lay terms.
2. **Methods and Procedures.** Describe the methods and procedure to be used during the research project. Outline the sequence of events involving human subjects.
3. **Benefits.** Describe the benefits (if any) to the subjects involved in the research. (See [Human Subjects Handbook](#)).
4. **Risk.** Describe the risks (if any) to the subjects involved in the research. (See [Human Subjects Handbook](#)).
5. **Study Participants.** Describe the study participants, including number, characteristics, and method of participant selections. If a random sample is to be drawn, specify the specific random technique to be used. Justification is required if study participants is restricted to one gender or ethnic group.
6. **Sample Size.** A 10% sample frame is recommended for statistical analysis. In each independently drawn sample, the number of cases should not be lower than 30 cases. Justification is required if the study utilizes a smaller sample.
7. **Informed Consent.** A description of what the Principle Investigator will do to insure the study participants will be informed of all details of the study and consent to participate in the study.
8. **Confidentiality and/or Anonymity.** A description of how confidentiality and/or anonymity will be maintained.

File

[Institutional Review Board Application to Use Human Subjects in Research](#)

Email your completed application, and any applicable attachments from the section below, to the IRB office at irb@coppin.edu.

Important Attachments

Applications must include each of the following items, if appropriate to the proposed research:

- **[Informed Consent Document](#).** The informed consent document must include the pertinent items from the Basic Elements of Informed Consent.
- **Questionnaire, Survey, Testing Instruments.** A copy of the questionnaire, survey, or testing instrument (if any) to be used in this project must be attached. There must be separate validation of instruments that are not established, not vetted, or not in the public domain.
- **[Institution Board Authorization Form](#)**
- **Advertisements or Posters.** A copy of any advertising that will be used to recruit subjects.
- **Telephone Scripts or Other Recruitment Scripts.** A copy of any telephone surveys or other recruitment scripts that will be used.
- **Debriefing Materials.** Any written or orally presented information indicating that study participants will have the opportunity to contact the Principal Investigator.

- **Letters of Approval.** Letters of approval from each cooperating school, hospital, organization, club or similar type of group. If subjects are obtained through this type of group or organization, a written letter of approval, from an individual authorized to approve such activities, is required. Projects that utilize Coppin's data (i.e. student records, names, etc. Must have the authorization of the appropriate person authorized to release such data.

COP-IRB.DOCX

APPENDIX: **F**

RCP BROCHURE



ACCREDITATION

This program is fully accredited by the Council on Rehabilitation Education, Inc. (CORE).

LICENSURE

Students interested in counselor licensure can complete coursework and apply for a Post-Masters Certificate in Professional Counselor Licensure.

CERTIFICATION

Students graduating from the Masters in Rehabilitation Counseling program are qualified to take the CRC and NCC Examination



Support for students with disabilities is provided by the:

DISABILITY SUPPORT SERVICES PROGRAM

(410) 951-3944

Additional student services are available through:

THE COUNSELING CENTER

(410) 951-3636

PROGRAM ADMISSION

- Apply to Graduate Program through the Coppin State University Office of Admission
- Submit application, official transcript(s) from undergraduate degree granting institution and other post-baccalaureate institutions attended
- Submit three (3) current letters of reference from current employer, instructors, or others who can attest to character, integrity, and academic potential
- Submit packet by August 15 (Fall Semester), and December 15 (Spring Semester)
- Schedule an interview, and meet with designated Rehabilitation Counseling Program faculty upon acceptance into the Graduate Program

STANDARDS FOR ADMISSION

Grade point average 3.0 on a 4.0 scale in a program of study awarding a baccalaureate degree from a regionally accredited college/university or an equivalent degree from a comparable foreign institution.

Individuals representing diverse/disability groups are encouraged to apply.

FINANCIAL AID

Financial assistance is available in various forms through the Financial Aid Office (410) 951-3636.

COP-BRO-RCP-2012 / REV080816

COPPIN STATE UNIVERSITY

College of Behavioral and Social Sciences

Department of Applied Psychology
and Rehabilitation Counseling

2500 West North Avenue
Baltimore, MD 21216-3698
Phone: (410) 951-3510
Facsimile (410) 951-3511

MASTERS DEGREE IN REHABILITATION COUNSELING



www.coppin.edu

COPPIN STATE UNIVERSITY

MASTERS DEGREE IN REHABILITATION COUNSELING

MISSION STATEMENT

The graduate program in Rehabilitation Counseling at Coppin State University is committed to preparing a diverse population of students as lifelong learners for employment in the counseling profession to: provide high quality graduate education in rehabilitation counseling leading to a Masters Degree, which prepares graduate students to be qualified rehabilitation counselors, and; provide students with sufficient quality academic and internships, practicum, and experiential opportunities to ensure the provision of high quality professional vocational and other rehabilitation services to individuals with disabilities and individuals with most significant disabilities.

PROGRAM DESCRIPTION

A minimum of 49 credit hours of graduate work is required to obtain the Masters of Education Degree (M.Ed.). The requirements include course work in three areas of study: academic studies, clinical work, and practicum and internship experiences. A research option must be selected by the student for program completion.

GOALS OF THE REHABILITATION COUNSELING PROGRAM

The goals of the Rehabilitation Counseling Program (RCP) are to increase the number of professional personnel available to enhance the quality of specialized counseling services to a wide and diverse group of consumer populations, and to maintain and upgrade basic skills of personnel employed as providers of vocational rehabilitation services to individuals with disabilities or special needs.

PROGRAM OBJECTIVES

- Training specialized professional personnel in vocational rehabilitation who are able to provide high quality vocational rehabilitation counseling and independent living services to individuals with disabilities, especially individuals with significant disabilities;
- Providing a Masters level rehabilitation counseling education program to develop rehabilitation counselors who are trained to address the multidimensional needs of clients from diverse cultural backgrounds;
- Meeting personnel needs for vocational rehabilitation personnel in the state-federal program, community rehabilitation programs, and other rehabilitation agencies and organizations;
- Providing opportunities for national certification, state licensure and for rehabilitation and human services personnel to upgrade skills;
- Meeting professional academic training needs of individuals under the Comprehensive System of Personnel Development according to the Rehabilitation Act of 1973, as Amended, and;
- Preparing vocational rehabilitation counselors to work in varied rehabilitation settings prepared to address professional issues, community needs, and the needs of persons with disabilities all consistent with the program's mission and objectives.

PROGRAM REQUIREMENTS & CLINICAL PRACTICE

COURSE REQUIREMENTS

Rehabilitation Foundation (6 Credits)

- REHB 513 Introduction to Rehabilitation
- REHB 516 Theories & Techniques of Counseling

Rehabilitation Core (21 Credits)

- REHB 502 Medical & Psychosocial Aspects of Disability
- REHB 503 Psychiatric Aspects of Disability
- REHB 508 Legal & Ethical Issues for the Professional Counselor
- REHB 521 Seminar in Occupational Information & Rehabilitation Placement
- REHB 535 Community Resources in Mental and Physical Health
- REHB 536 Casework/Caseload Management
- REHB 636 Multicultural Counseling

Rehabilitation Area/Measurement & Research (9 Credits)

- REHB 598 Vocational Evaluation and Assessment
- REHB 581 Research Methods in the Social Behavioral Sciences
- REHB 582 Seminar in Rehabilitation Research

CLINICAL PRACTICE

Practicum and Internship (10 Credits)

- REHB 525 Rehabilitation Practicum** (100 Hours)
**Prerequisite to REHB 526
- REHB 526 Internship I (200 Hours)
- REHB 527 Internship II (200 Hours)
- REHB 528 Internship III (200 Hours)

Elective (3 Credits)

Students select one elective. A list of recommendations is available.



APPENDIX: **G**

APPLICATION FOR GRADUATION



COPPIN STATE UNIVERSITY

Application for Graduate Graduation and Diploma

Office Use Only	
Receipt # _____	
Date _____	

Instructions to Student: Complete the graduation application, pay the fee to the cashier, & submit the application and proof of payment to the Office of Records & Registration. Submitting your application by the deadline date allows your name to be listed in the graduation booklet.

Deadline dates are to ensure that your name will appear in the Commencement Booklet

Summer – First week of May Fall- First week of October Winter & Spring – First week of February

Name: _____ **ID:** _____
Last *First* *Middle Initial*

Address: _____
Street *City* *State* *Zip Code*

Birth date: _____ **Email:** _____

Telephone: (H) _____ **(Cellular)** _____ **(W)** _____

ETHNIC GROUP (REQUESTED FOR FEDERAL REPORTING: Are you of Hispanic or Latino origin (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)? Yes No

What is your race? Select one or more of the following categories:

American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White

.....
ALL INFORMATION BELOW IS REQUIRED TO PROCESS THIS APPLICATION

Previous Educational Experience

Name of Institution: _____	Highest Degree Earned: _____
Concentration: _____	Year Earned: _____

Current Coppin State University (CSU) Program of Study

Major _____ **Concentration** _____
Degree sought:
 Master of Education Master of Science Master of Science Nursing Master of Arts in Teaching
 Doctorate of Nursing Practice

Are you currently enrolled at CSU? Yes No
Have you passed a Comprehensive Exam? Yes No
Have you passed the Research Paper/Thesis/Portfolio? Yes No

DEPARTMENTAL APPROVAL

I have reviewed the above named student's academic record and based on this current review the student is expected to **complete all graduation requirements** for the degree in:

____ Winter, ____ Spring ____ Summer I, ____ Summer II, or ____ Fall _____ Year

The **candidate is eligible to participate in the graduation ceremony for Spring** _____ Year

Advisor/Chairperson's Signature **Date** **School Dean's Signature** **Date** **School Graduate Dean's Signature** **Date**

By signing this form, I confirm that I have consulted with my department advisor regarding requirements for graduation. I understand that if graduation requirements are not satisfied in the semester indicated on this application, no further action will be taken and I must consult with my advisor.

- The initial payment fee can be utilized for one full year from the original application date; however a new application is required which identifies the new graduation completion date.
- If the student fails to complete degree requirements beyond the year of the original application fee, a new application and payment is required.

I understand that the submission of the graduation application does not guarantee participation in the graduation ceremony or completion of degree requirements.

Student Signature _____ **Date** _____

APPENDIX: H

CHANGE OF PROGRAM FORM



CHANGE OF PROGRAM/PLAN FORM

Instructions: This form must be completed and submitted to the Graduate Studies Office for any change in program of study, academic plan, or research option and must bear signatures as indicated below. Changes are not effective until receipt of official notification from the Dean of Graduate Studies. A change in program may require the submission of additional information, which may include transcripts, resume, or statement of purpose. Please contact your advisor or Program Coordinator/Director for further information.

PLEASE TYPE

Student ID: _____

Student Name: _____
(Last, First, MI)

Address: _____
(Street; City, State ZIP Code)

Contact Information: Phone _____ CSU Email: _____

I. Change Requested

	<u>OPTION</u>	<u>CURRENT</u>	<u>REQUEST CHANGE TO</u>
<input type="checkbox"/>	Program of Study		
<input type="checkbox"/>	Academic Plan		
<input type="checkbox"/>	Research Option		

Student Signature: _____ **Date:** _____

II. A request for change in program of study requires all signatures as listed below. Requests for changes in academic plan and research option require signatures of current advisor and Program Director/Coordinator.

<u>SIGNATURE</u>	<u>DATE</u>	<u>APPROVAL</u>
Advisor		<input type="checkbox"/> Yes <input type="checkbox"/> No
Current Program Director/ Coordinator		<input type="checkbox"/> Yes <input type="checkbox"/> No
Newly Assigned Advisor		<input type="checkbox"/> Yes <input type="checkbox"/> No
New Program Director/ Coordinator		<input type="checkbox"/> Yes <input type="checkbox"/> No

FOR OFFICE USE ONLY

SGS Dean Signature: _____ **Date:** _____ **Sent to Records:** _____

APPENDIX: I

STUDENT FEEDBACK FORM

SCHOOL OF PROFESSIONAL STUDIES

DEPARTMENT OF APPLIED PSYCHOLOGY AND REHABILITATION COUNSELING



RCP STUDENT **FEEDBACK**

To Our Valued RCP Students:

This student feedback form is provided as an opportunity for you to submit comments on the effectiveness of the Rehabilitation Counseling Program at Coppin State University. The information you provide will be used to make improvements in the RCP that will enhance the educational experience for all students.

Your comments are regarded as confidential and your identifying information will be held in confidence. Your name and contact information is optional.

Please place your comments on the reverse side of this form and place it in the Feedback Drop Box located in the Department of Applied Psychology and Rehabilitation Counseling HHSB Room 352 or in the DSSP Office located in HHSB Room 223.

Thank You

The seal of Coppin State University is a large, light blue watermark in the background. It features a central figure holding a globe, surrounded by ornate scrollwork and the text "COPPIN STATE UNIVERSITY" and "ESTABLISHED 1860".

RCP STUDENT **FEEDBACK**

Comments: _____

Optional:

Name: _____ Phone/Email: _____

SCHOOL OF PROFESSIONAL STUDIES

DEPARTMENT OF APPLIED PSYCHOLOGY AND REHABILITATION COUNSELING

APPENDIX: J

POST-GRADUATE QUESTIONNAIRE



COPPIN STATE UNIVERSITY



SCHOOL OF PROFESSIONAL STUDIES

DEPARTMENT OF APPLIED PSYCHOLOGY & REHABILITATION COUNSELING

2500 West North Avenue / Baltimore, MD 21216-3698 / Telephone: (410) 951-3510

October 17, 2012

RE: POST-GRADUATE QUESTIONNAIRE

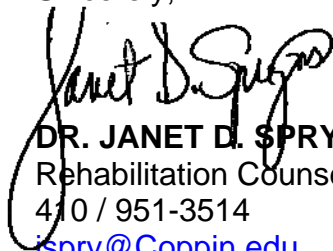
Dear Coppin Graduate:

On behalf of the faculty of the Rehabilitation Counseling Program (RCP) at Coppin State University please accept our congratulations on your graduation. We trust that the time you have invested here has resulted in securing a most satisfying position within your discipline.

I am requesting your assistance in the completion of the enclosed questionnaire. You will be providing our program with important information regarding the employment status of our students upon graduation and assisting us in the evaluation of our program's effectiveness in preparing professionals to serve and meet the needs of individuals with disabilities. Kindly complete and return the document in the self-addressed envelope, which is also enclosed.

Thank you for choosing Coppin State University and the RCP for your professional development and career advancement. Your valuable time and cooperation in completing and returning this questionnaire is greatly appreciated.

Sincerely,



DR. JANET D. SPRY, CRC, LCPC, CVE, MCRSP

Rehabilitation Counseling Program Coordinator

410 / 951-3514

jspry@Coppin.edu

COPQUEST001.DOC / REV101712



COPPIN STATE UNIVERSITY



SCHOOL OF PROFESSIONAL STUDIES

DEPARTMENT OF APPLIED PSYCHOLOGY & REHABILITATION COUNSELING
2500 West North Avenue / Baltimore, MD 21216-3698 / Telephone: (410) 951-3510

DEPARTMENTAL GRADUATE'S QUESTIONNAIRE

PLEASE ANSWER EACH QUESTION COMPLETELY

NAME: _____

GRADUATION YEAR: _____

1. Are you currently employed? NO YES Full-Time Part-Time

Please indicate your current place of employment:

Address: _____

Title of Position: _____

Does your employment involve working with individuals with disabilities? Yes No

2. Have you received or will you receive a promotion, new responsibilities, special recognition or awards for achievements as a result of your degree? Please explain: _____

3. Have you applied to the Department of Rehabilitation Services in any state? Yes No
If "YES" please indicate the state in which you applied: _____ Outcome: _____

4. Do you feel that Coppin's Rehabilitation Counseling program has prepared you for employment in the field of Rehabilitation Counseling? Please check one:

High degree of preparation
 Little preparation

Moderate preparation
 No preparation

Please explain: _____

5. Would you recommend others to pursue a Masters Degree in Rehabilitation Counseling at Coppin State University? Yes No

Please explain: _____

6. Have you taken the Certified Rehabilitation Counselor Exam? Yes No
(If "YES" please indicate your CRC# _____)

7. Have you taken the State of Maryland Professional Licensure Exam? Yes No
(If "YES" please indicate your LCPC# _____)

8. What changes or recommendations would you suggest to improve the current program?

PLEASE SEND COMPLETED QUESTIONNAIRE TO:

DEPARTMENT OF APPLIED PSYCHOLOGY & REHABILITATION COUNSELING
Coppin State University
2500 West North Avenue
Baltimore, MD 21216-3698
ATTN: DR. JANET D. SPRY

APPENDIX: K

**SRA (STUDENT REHABILITATION ASSOCIATION)
BROCHURE**

Our History

In early 2006, a group of graduate students led by Zarifa Robinson decided to form the Student Rehabilitation Association under the leadership of Dr. Janet Spry.

The Student Rehabilitation Association (SRA) is the student branch of the National Rehabilitation Association (NRA). The association is for anyone interested in promoting the chance to benefit others.

To become a member of the Student Rehabilitation Association at Coppin State University, you must fill out an application. There are 3 levels of membership:

Board Level - \$50.00
Master Level - \$25.00
Undergrad Level - \$15.00



Our Purpose

The purpose of our organization is to advance the profession of rehabilitation counseling through the establishment of professional ethics and supportive programs that assist all persons with disabilities.

Our Objective

Our organization consists of a body of undergraduate and graduate students who are committed to furthering the goals of the profession and of the National Rehabilitation Association (NRA).

The student chapter at Coppin State University seeks to educate, empower and professionally develop students interested in the field of Rehabilitation. Moreover, we seek to prepare individuals to become dedicated students and professional by encouraging participation in service projects, social events, and academic exploration.



SRA Membership Application

Name

Address

Phone / Email

Circle Level: Lifetime Membership

Board Level - \$50 Master Level - \$25 Undergrad - \$15

Circle form of Payment: Cash or Check

Make payable to:

CSU Student Rehabilitation Association

Student Rehabilitation Board

Tamika Ashe	President
Gwendolyn Lewis	Vice President
Shavon Montgomery	Secretary
Troy McCoy	Sergeant-of-Arms
James Blannon	Treasurer



STUDENT REHABILITATION ASSOCIATION

*We are an organization that
encompasses, membership to all
graduate and undergraduate
students on the campus of
Coppin State University.*



Coppin State University Student Rehabilitation Association Board

Tamika Ashe	President
Gwendolyn Lewis	Vice President
Shavon Montgomery	Secretary
Troy McCoy	Sergeant-of-Arms
James Blannon	Treasurer

Faculty Advisors

Dr. Janet Spry
Dr. James Stewart
Prof. Ethel Womble
Prof. Betty Griffin

Contact: Tamika Ashe
Phone: 443-854-0113
E-mail: TASheSRA@yahoo.com or
TAShe@coppin.edu

Student Rehabilitation Association (SRA)

“We Only Move forward”



**Providing awareness
and leadership in the
community.**

*Constructing CHANGE outside the
walls of CSU into the communities*

APPENDIX: L

**DSSP (DISABILITY SUPPORT SERVICES PROGRAM)
BROCHURE**

**Disability Support Service Program
Coppin State University
Health and Human Service Room 223
2500 W. North Avenue
Baltimore, MD 21216**

PLACE
STAMP
HERE

FREQUENTLY ASKED QUESTIONS

What type of Documentation is needed?

Documentation includes, but is not limited to:

1. Psychological evaluations
2. IEPs or 504 Plans are accepted.

*Documentation must be within the last three years. *

Please allow 7 business days for processing and approval of services.

IS MY INFORMATION CONFIDENTIAL?

All information given is confidential.

The service provider is the only person allowed to know your disability, and all files are maintained in a locked cabinet. The only item given to your instructor is the accommodation form that addresses what accommodations you need in the classroom. The service provider is allowed to speak with your school or referral agencies and parents only if you have signed a release form for him to do so.



DIVISION OF ACADEMIC AFFAIRS

DISABILITY SUPPORT SERVICE PROGRAM

Contact Information

**Disability Support Services Program
Coppin State University
2500 W. North Avenue, HHSB 223
Baltimore, MD 21216
(410) 951- 6087
(410) 951- 6098
(410) 951- 2694 (FAX)**

What is DSSP?

DSSP is an office that assists students with disabilities excel within their abilities, assist with reducing stress, and address the negative factors that affect the students' academic success.

Mission

The mission of the DSSP is to create an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment: to promote students' independence and to ensure that students are viewed on the basis of "ability" and not disability.

Vision

To promote a greater understanding of disability culture and accessibility issues. To promote, at the university level, a greater understanding of the educational needs of persons with disabilities and to advocate for improving access to educational attainment.

Who does DSSP Serve?

We serve students that are enrolled that have medical documentation of their disability. Some of these disabilities include:

- Physical
- Mental
- Emotional
- Health Impairment
- Learning
- Speech Impairment
- Deaf/Hearing Impaired
- Blind/Visually Impaired
- Traumatic Brain Injury
- Pregnancy

Steps of Enrollment for Services

- Come to the DSSP office to complete the intake process with a DSSP counselor.
- Submit medical documentation and a current class schedule.
- Student is provided with class accommodations by the DSSP counselor for each course and instructed to return a signed copy by the professor to the DSSP office within 7 business days.
- If documentation is not submitted to the DSSP office, the student's accommodations are not active.

Who is the Team?

The Support Team consists of the student, faculty and the DSSP staff. This team is an integral part for successful academic success. The rights and responsibilities of the student and instructor include:

The Student:

- Responsible for providing documentation from an appropriate professional regarding his/her disability.
- Have the same obligation as any student to meet and maintain the Institution's academic and technical standards.
- They are encouraged to be proactive, work with their advisors and instructors.

Instructor:

- Responsible for giving the accommodations for the student's success.
- Encourage students to use campus support services such as the DSSP Office Services, Student Support Services, and Academic Resources.
- Faculty members should clearly explain grading procedures to students that receive services on an one to one basis.

What Laws Support Individuals with Disabilities?

REHABILITATION ACT of 1973, SECTION 504

Under Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, "no otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance".

SECTION 504 - Secondary Education

- Students with disabilities must be given an equal opportunity to participate in and benefit from all post-secondary education programs and activities. That includes any course, course of study, or activity offered.
- Rules that limit students with disabilities participation in a program or activity may not be imposed upon the students with disabilities. For example, prohibiting tape recorders and calculators in classrooms or guide dogs in campus buildings.
- Academic requirements must be modified, on a case-by-case basis, to afford qualified students with disabilities an equal educational opportunity.

American Disabilities Act (ADA) of 1990

- According to the ADA, a person with a disability is anyone who has a physical or mental impairment which substantially limits one or more major life activities.

APPENDIX: **M**

RECRUITMENT AND RETENTION POLICIES AND PROCEDURES



COPPIN STATE UNIVERSITY
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
Department of Psychology, Counseling, and Behavioral Health

RECRUITMENT AND RETENTION
POLICIES AND PROCEDURES

The goal of the Rehabilitation Counseling Program (RCP) recruitment and retention process is to attract and identify the student who has the interest and attributes for completing a Master's degree in Rehabilitation Counseling with the goal of becoming a professional trained and skilled to work with individuals with special needs or disabilities. Ensuring that all qualified individuals including applicants to the program with disabilities and minorities can participate in the educational and training process is key to meeting this goal. Additionally, students accepted into the RCP will benefit from an educational environment that facilitates their success and retention through the support, accommodations as needed, and faculty involvement and effective engagement in academic learning and practical experiences.

STUDENTS WITH DISABILITIES

- Students with disabilities as well as all students are encouraged to identify barriers and educational concerns without fear or concern of reprisal and also providing the means to allow them to submit this information anonymously and confidentially. Information on disability support services is provided to students at the beginning of each semester during the general class orientation as well as in the course syllabus.
- Students are informed of the policies to voluntarily self-identify as a person with a disability.
- It is indicated on the recruitment announcement in the student handbook and the program brochure that the RCP encourages applications by qualified individuals with disabilities.
- Orientation sessions are held providing information on the program requirements, the application process, recruiting literature, the acceptance process, and the discussion of career options upon successful completion of the RCP.
- Opportunities are provided for students with disabilities to attend career and recruitment fairs.
- Students with disabilities are provided with opportunities to participate in RCP orientations and campus-wide recruitment events.
- Veterans with disabilities, including wounded returning service members, are encouraged to meet with the RCP Coordinator or graduate student recruitment specialist to discuss services and supports available to enhance educational success.

SERVICES

The RCP provides supportive academic assistance to its students in an effort to ensure that each of the students are successful and graduate. The RCP also provides direction for academic advisement, financial assistance, test preparation, and workshops for students.

- Academic Advisements
- Scholarship and Financial Aid Information
- Career Guidance
- Leadership in Educational Workshops

RECRUITMENT AND RETENTION MATERIALS

During each academic semester students are provided with information regarding special events, workshops, advisement sessions, financial aid information, and career guidance. Examples of some of the materials shared with students informing them of such activities include brochures, fliers, and emails regarding:

- Announcement of RCP student orientation
- Comprehensive exam review sessions
- Rehabilitation Counseling Student Association meetings and activities
- Annual Advisory Board meetings
- Information sessions conducted for students scheduled for graduation
- Chi Sigma Iota National Honor Society meetings
- Disability Awareness Month activities
- Student coffee and café hours

RECRUITMENT AND RETENTION POLICIES AND PROCEDURES

The following is the recruitment and retention policies and procedures administered through the Graduate Studies office and the RCP, which is consistent with the program's mission and general needs of the rehabilitation field:

RECRUITMENT:

1. The recruitment specialist who is assigned to the School of Graduate Studies is responsible for responding to student inquiries received through the internet, email, postal services, phone calls, and personal walk-ins.
2. RCP information is sent to students and prospective students via email and postal service.
3. RCP students and prospective students are referred to the program's web page.
4. Prospective RCP students who visit the Graduate School are escorted or sent to the RCP Coordinator's office for a personal meeting to receive program information.
5. The recruitment specialist attends college fairs to share information on the RCP.
6. Information on the RCP is shared at conferences and special workshops.
7. Community service providers receive information on the RCP through the postal service as well as the Radio One Media broadcast show.
8. Students are encouraged to share information on the RCP.
9. Graduate program coordinators share information through presentations at the School of Graduate Studies orientation.
10. Information is shared on the RCP during bi-monthly open houses, which are sponsored by the School of Graduate Studies.
11. Each semester the RCP Coordinator co-sponsors the graduate Café Hour. This is an opportunity for students and prospective students to receive information on the RCP.

RETENTION:

1. Students are encouraged to meet with their advisors during registration period and throughout the semester as needed.
2. The RCP coordinator schedules meetings during each semester for current students to share information on the program, including program requirements, student expectations, and student resources.
3. During the student meetings the RCP Coordinator provides information to students on the process for providing confidential feedback about faculty conduct.
4. Each semester the RCP Coordinator co-sponsors the graduate Café Hour. This is an opportunity for students and prospective students to receive information on the RCP.
5. RCP students attend comprehensive exam review sessions that are held prior to each exam.
6. RCP students attend the CRC exam review sessions provided throughout each semester.
7. A comprehensive review of academic progress and career goals are reviewed prior to student submission of application for advancement to degree candidacy.

COP-RECRUITMENT-RETENTION-POLICY-PROCEDURES-REV120821.DOC

