



JAMES R. WATSON &
JUDY RODRIGUEZ WATSON
COLLEGE OF EDUCATION

**Rehabilitation Counseling Program Student Handbook
2024-2025**

Department of Special Education, Rehabilitation and Counseling
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Welcome to the Rehabilitation Counseling Program

<https://www.csusb.edu/rehabilitation-counseling-program>

Rehabilitation Counseling Graduates of the master's program at California State University San Bernardino (CSUSB) are in great demand because of their theoretical and applied knowledge. The Program comprises of formal course work, seminars, practicum, and fieldwork experiences. It is designed for students who intend to work with people with disabilities in public and private rehabilitation agencies, medical facilities, special community college programs, veterans' administration, workers' compensation programs, psychiatric and correction facilities, and social aspects of disability, as well as job placement of individuals with disabilities.

This handbook was designed and developed to make you aware of the policies and procedures that are to be followed while you are a student in the Rehabilitation Counseling (RC) program located within the Department of Special Education, Rehabilitation, and Counseling (SRC). We ask that you read this handbook carefully. Information in this handbook is subject to change, so you should check the RC and the SRC websites periodically. The existing policies and requirements of the University govern all graduate students; you should also familiarize yourself with policies and requirements that are specific to your program within SRC.

Master of Arts in Rehabilitation Counseling

Accredited by the [Council for the Accreditation of Counseling and Related Education Programs \(CACREP\)](#) – July 2017 to March 2026

The Master of Arts (MA) in Rehabilitation Counseling offered by the James. R. Watson and Judy Rodriguez Watson College of Education is designed to prepare students to work with individuals with disabilities in public and private rehabilitation agencies, hospitals, industry, and related fields. The graduate program, a three-year course of study, will train students in rehabilitation counseling, addictions counseling, psychiatric rehabilitation, vocational evaluation, case management, and job placement of persons with disabilities. The program has both didactic and clinical components. Students will take the Certified Rehabilitation Counselor Examination as part of their comprehensive examination requirements from the program.

Rehabilitation Counseling is a growing field in mental health and allied health professions. A rehabilitation counselor helps persons with disabilities achieve their optimal social, psychological, and vocational potential. Whenever possible, the final goal of rehabilitation is job placement. The rehabilitation counselor works with people who have different disabilities, ranging from physical, intellectual, emotional, and/or socio-cultural.

Students will be encouraged to develop areas of specialization by completing research of individual interest and clinical field experiences in the specialization area. The program recruits to develop a diversity of program which is reflective of the community. Students with bi-lingual and cultural diversity are encouraged to enter this area as a career choice for individuals with high-energy who want to use their creativity along with a desire to have independence in their career. Those new to the profession can anticipate a diverse range of opportunities in a career that offers competitive salaries and benefits.

James R. Watson & Judy Rodriguez Watson College of Education

<https://www.csusb.edu/coe>

Vision Statement

To be the premier provider of teachers, counselors, and educational leaders.

Mission Statement

Through compassion and collegiality, we are committed to inspire students and serve our communities.

Vision and Mission statements were adopted by the College faculty and staff and approved by the Dean's Cabinet March 2019.

Our core beliefs in

- the dignity and inherent worth of all people,
- diversity and multiple perspectives as essential, treasured assets,
- a collaborative teaching / learning community,
- the crucial leadership role of education professionals in promoting positive social change fostering human development, achieving social justice, and promoting human rights form the foundation for our work.
- in collaboration with university and P-12 colleagues, clients, students, alumni and the community-at-large, we apply our values and beliefs in responding to evolving needs and priorities in the schools, agencies and communities of the region we serve.

As outlined in our Conceptual Framework, we accomplish our mission through our personal and professional commitment to practice the following behaviors, which we model for and encourage in our students:

- develop and maintain knowledge, skills, and expertise in our fields through scholarship and reflection,
- behave ethically, responsibly, and professionally,
- comprehend the specific contexts experienced by our students and use that understanding to make instructional decisions,
- respect the experiences of various groups with whom we interact and make concerted efforts to incorporate knowledge of and sensitivity to those experiences in (a) professional decisions and (b) interactions with students, colleagues, and members of the broader community,
- reflect on the outcomes of our actions and make adaptations as necessary.

Adopted by the College faculty and staff and approved by Dean Patricia Arlin, April 22, 2008.

Conceptual Framework

- Possess rich subject matter knowledge.
- Applies sound judgment to professional practice and conduct.
- Applies a practical knowledge of context.
- Respects multiple viewpoints.
- Reflects on professional practices and follows up with appropriate action.

Statement of Commitment to Diversity, Equity, and Inclusion

<https://www.csusb.edu/diversity-equity-inclusion>

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, equity, and inclusion we welcome people from all backgrounds, and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Our commitment to work toward an environment that values diversity, equity, and inclusion requires that we create, promote, and maintain activities and programs which further our understanding of individual and group diversity. We will also develop and communicate policies and promote values which discourage intolerance and discrimination.

The concept and dimensions of diversity, equity, and inclusion are to be advanced and incorporated into every aspect of university activity, including student life, the curriculum, teaching, programs, staffing, personnel training practices, research, community services, events, and all other areas of university endeavor.

Dimensions of diversity, equity, and inclusions shall include, but are not limited to, the following: race, ethnicity, religious beliefs, spirituality, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

The implementation of the commitment to diversity, equity, and inclusion will rest with the university as a whole. The president, in addition to a personal commitment and involvement, may use the University Diversity, Equity, and Inclusion Committee, campus administrators, faculty, staff, and students as well as other members of the campus community to effectively implement the philosophy and intent of this statement.

In keeping with the University's Commitment to Diversity, the faculty of the James. R. Watson and Judy Rodriguez Watson College of Education fully supports the Americans with Disabilities Act (ADA). The faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation.

We commit to this statement because it is consistent with the values of our college and of California State University San Bernardino as represented in our strategic plan. A climate of diversity, equity, and inclusion aligns with an overwhelming body of evidence-based health care, decades of health and workplace research. Finally, a culture of inclusivity and diversity is imperative if we want to meet our college's responsibility to train and be the premier provider of counselors, teachers, and educational leaders.

Program Information

Rehabilitation Counseling Program Staff

The program staff members are available during regularly scheduled hours to assist students.

All program and course advisement must be referred to a faculty advisor.

Rehabilitation Counseling Program

Provides general program information to candidates and applicants.

Administrative Support Coordinator

Janet Miller

Special Education, Rehabilitation, and Counseling – CE 243

Phone: (909)-537-5606

Email: jmiller@csusb.edu

Recruitment & Admissions Advisement

Provides information on the admissions process to applicants and runs Information Sessions required for applicants.

Program Admissions Advisor

Shelia Braggs

College of Education Student Services (COESS) – CE-102

Phone: (909)-537-5621

Email: sbraggs@csusb.edu

Rehabilitation Counseling Program and Clinical Coordinator

Provides support for new and current CSUSB students, Practicum and Fieldwork Supervision, and Program Advisement for the Masters Program.

Dr. Priyanka Yalamanchili

Office: CE - 226

Phone: (909)-537-5670

Email: priyanka.yalamanchili@csusb.edu (preferred mode of contact)

Rehabilitation Counseling Program Faculty

Faculty members teach courses and supervise field experiences in the program. Each semester, faculty post their regularly scheduled office hours in their course syllabi, on a sign outside their faculty office, and with their department and program office staff. Faculty advisors are available during regularly scheduled office hours. Faculty members work with students who are admitted to the Rehabilitation Counseling program in the following areas:

- support and information regarding the course that students are enrolled in with the faculty members.
- preparation of program plans.
- academic advisement and clinical supervision

Core Faculty

Dr. Priyanka Yalamanchili, CRC
Associate Professor
Program and Clinical Coordinator
Office: CE 226
Phone: (909)-537-5670
Email: priyanka.yalamanchili@csusb.edu

Dr. Abbas Quamar, CRC
Associate Professor
Office: CE 230
Phone: (909)-537-3692
Email: abbas.quamar@csusb.edu

Dr. Heekyung Lee, CRC
Assistant Professor
Office: CE 229
Email: heekyung.lee@csusb.edu

Adjunct Faculty

Dr. Beth Boland, CRC
Adjunct Instructor
Email: elizabeth.boland@csusb.edu

Cathleen Coombs, M.S., CRC
Adjunct Instructor
Email: cathleen.coombs@csusb.edu

C. Francine Apacible-Holm
Adjunct Instructor
Email: charlene.apacible-holm@csusb.edu

Biographical Sketches of Program Faculty

Core Faculty

- *Dr. Priyanka Yalamanchili, CRC* works as an Associate Professor and as the Program and Clinical Coordinator for the Rehabilitation Counseling Program at California State University, San Bernardino. She earned her Ph.D. degree in Rehabilitation Counseling and Administration at Southern Illinois University Carbondale and is a Certified Rehabilitation Counselor. She teaches courses related to individual and group counseling skills, counseling theories, psychiatric rehabilitation, addictions and co-existing disabilities, case management, job placement, and medical and psychosocial aspects of disability. Dr. Yalamanchili's research includes understanding cultural competencies from perspective of clients receiving services from community agencies and teaching pedagogies used to enhance interdisciplinary collaboration. She serves as a peer reviewer for the Journal of Applied Rehabilitation Counseling, Journal of Rehabilitation Administration, and the Rehabilitation Counseling Bulletin.
- *Dr. Abbas Quamar, CRC* has a Ph.D. in Rehabilitation Science with a Specialty in Rehabilitation Counseling from the University of Pittsburgh and more than 18 years of work experience in a wide array of health and rehabilitation work settings ranging from hospitals and non-governmental organizations for People with Disabilities (PWD) to sporting clubs and vocational rehabilitation facilities. He has had ten years of experience in rehabilitation counseling education and research at the University of Pittsburgh (PA) and the University of Arkansas at Little Rock (UALR) before coming to California State University San Bernardino. During his doctoral dissertation research, Dr. Quamar was the co-author and developer of a Massive Open Online Course, "Disability Awareness and Support," to help train faculty/staff to work with competence and confidence with PWD. Dr. Quamar has published eight peer-reviewed articles, two book chapters, and 14 peer-reviewed conference proceedings in the field of rehabilitation counseling. Dr. Quamar is a Certified Rehabilitation Counselor and serves on the editorial board of the Journal of Applied Rehabilitation Counseling (JARC) and the Journal of Vocational Rehabilitation (JVR). He also serves as a grant reviewer for the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) Switzer Fellowship programs, Field-Initiated Project Programs, and Small Business Innovation Research Programs.
- *Dr. Heekyung Lee, CRC* is a faculty member in the Rehabilitation Counseling program. Her research focuses on emotion regulation for young adults with autism spectrum disorder and ethnic minority groups, mental health in Asian American communities, and cyberbullying in college students. Dr. Lee has a wide range of clinical experiences including substance use counseling, school counseling, juvenile counseling, mental health counseling, and family counseling both in the U.S. and Korea. Dr. Lee is a Certified Rehabilitation Counselor in USA and Certified Social Worker and Youth Counselor in Korea.

Adjunct Faculty

- Dr. Elizabeth Boland, CRC* after receiving her Master's degree, worked as a Vocational Rehabilitation Counselor for the State of Nebraska for three years. In addition to a general caseload, she was the liaison with the local rehabilitation hospital and was actively involved on the rehabilitation team for both the inpatient and outpatient programs. The caseload at the rehabilitation hospital primarily consisted of individuals with traumatic brain injuries, spinal cord injuries, stroke, and multiple sclerosis. Upon completing her doctoral degree, Dr. Boland joined the faculty at the University of Florida's Department of Rehabilitation Counseling. During her 4½ years at UF, she taught undergraduate courses in Rehabilitation Services, graduate courses in Rehabilitation Counseling, and doctoral courses in Rehabilitation Science. Dr. Boland joined the MA in Rehabilitation Counseling Program at Western Washington University as faculty and the Academic Program Director in December 2004. From September 2010 until August 2015, she was also the Department Chair. Dr. Boland is also collaborating with the Northwest Indian College's Tribal Vocational Rehabilitation Institute as the Assistant Director.
- Francine Apacible-Holms, CRC, CVE*, has been a special educator for 23 years in the San Bernardino City Unified School District. She received her certification for rehabilitation counseling in 2018. Since then, she has primarily worked with transition age youth in developing their independent living options and vocational profiles. She helps coordinate consumer services through the Inland Regional Center and the Department of Rehabilitation and other Post-secondary agencies. Moreover, she is an adjunct lecturer for the Department of Special Education and Rehabilitation Counseling in California State University San Bernardino since 2019. She helps provide instruction and training for incoming rehabilitation counseling students and professionals.
- Cathleen Coombs, CRC*, is a part time Adjunct Faculty at California State University San Bernardino since 2021 and a Vocational Rehabilitation Professional employed in the field serving people with disabilities since 1989. She has a Bachelor of Arts in Psychology and a Master of Science in Rehabilitation Counseling, both from San Diego State University. She has completed a Graduate Certificate in Career Planning and Placement for Youth in Transition. She is also a Certified Rehabilitation Counselor (CRC). Cathleen has 33 years of experience working with various populations of people with disabilities, including youth, particularly those with vision impairments and those with developmental and intellectual disabilities. She has served as a Program Manager for a community-based adult program providing training and support in the community and at work. For 16 years she has served as a Rehabilitation Counselor for California State Department of Rehabilitation (DOR), primarily as a counselor for youth and adults blindness and low vision. During her tenure with DOR, she has served as an advocate to improve outreach and services to youth with vision impairments, facilitating the California Transition Council and working on several transition projects statewide. Cathleen has worked collaboratively with a network of community partners: community rehabilitation programs, local school districts and special education programs (Local Planning Areas), colleges and other training programs, and One Stop Career Centers (America's Job

Centers), to name a few. In 2021, Cathleen moved into instructional design as a Training Officer at Department of Rehabilitation, and now designs and provides training for employees in all divisions at DOR.

Rehabilitation Counseling Program Mission

The mission of the Master's in Rehabilitation Counseling program at CSUSB is to develop rehabilitation counseling professionals who work in varied settings with individuals from diverse disabilities and cultural backgrounds. The program is specially designed to provide the knowledge, skills, and professional dispositions necessary to serve individuals with disabilities in achieving their key life pursuits. To ensure diversity within the profession, the program encourages the recruitment, retention, and successful graduation of students from underrepresented and underserved communities. *(revised & updated January 2024)*

Program Objectives *(revised & updated January 2024)*

1. Offer a quality CACREP accredited curriculum that prepares master's level rehabilitation counseling professionals to work effectively with individuals from diverse disabilities and cultural backgrounds.
2. Recruit and retain qualified students that include people with diverse cultural and disability backgrounds.
3. Train students in the effective delivery of rehabilitation services for individuals with physical, psychiatric, sensory, neurological, substance use disorders, and developmental disabilities.
4. Prepare students to become Certified Rehabilitation Counselors.
5. Facilitate an inclusive and culturally responsive learning community that enriches the students educational experience and promotes full participation.

Student Learning Outcomes *(revised & updated January 2024)*

1. Develop a professional counseling identity and demonstrate ability to function ethically and effectively within settings that offer counseling, vocational rehabilitation, case management, and related services to individuals with disabilities from diverse backgrounds.
2. Identify appropriate counseling theories and skills applicable in an ethnically diverse society with individuals, groups, and families, and demonstrate the ability to apply this knowledge in a culturally therapeutic manner.
3. Identify and apply the stages of development throughout the lifespan, including developmental goals when working with individuals with disabilities and other medical conditions.
4. Identify and apply career development theory and tools.
5. Use case management techniques and describe the range of community resources available.
6. Use appropriate assessment techniques when working with individuals with disabilities and utilize the relevant information within the vocational rehabilitation counseling process.
7. Demonstrate the knowledge and skills necessary to be an effective vocational rehabilitation counselor through supervised practicum and fieldwork experiences.
8. Read and evaluate professional research literature and incorporate relevant information into their professional development.

Philosophy of the Rehabilitation Counseling Program

The philosophy of the program also upholds the values underlying [the scope of practice for Rehabilitation Counseling](#), (CRCC, undated) including:

1. Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.
2. Belief in the dignity and worth of all people.
3. Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
4. Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as interdisciplinary teamwork, counseling to assist in maintaining a holistic perspective, and a commitment to considering individuals within the context of their family systems and communities.
5. Recognition of the importance of focusing on the assets of the person.
6. Commitment to models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and the Rehabilitation Counselor.

The philosophy statement is reflected in the program's professional curriculum that was designed to prepare professional, entry-level students to assume the roles of a Rehabilitation Counselor in the public or private sector.

Employment Opportunities for Graduates of the Program

Rehabilitation Counselors practice in both the public and private sectors such as independent living centers, employee assistance programs, hospitals and clinics, mental health organizations, public school programs, and employer-based disability prevention and management programs. While the term "Rehabilitation Counselor" is used in most settings, one may also find titles such as "rehabilitation consultant," "accommodations specialist," "qualified rehabilitation professionals," and/or "case manager". Examples of settings in which Rehabilitation Counselors are presently employed including the following:

- Public rehabilitation programs
- Veterans Administration
- Mental health agencies
- Private, nonprofit, community-based organizations
- Public school systems
- Private rehabilitation agencies
- Insurance companies
- Independent Living Centers
- Brain Injury Rehabilitation Centers
- Employee Assistance Programs
- Colleges and Universities
- Workers Compensation agencies

- Corrections facilities
- Job training centers
- One-Stop Career Centers
- Addictions Recovery Centers

In terms of clients, the Rehabilitation Counselor typically works with adults, and/or youth ages 14 and up. Historically, the Rehabilitation Counselor has worked with individuals with physical disabilities. Today, in addition to serving people with physical disabilities, Rehabilitation Counselors work with a variety of other populations including clients with developmental, cognitive, emotional, psychiatric and addiction disabilities as well as young adults preparing for post-secondary education and future careers. Examples of the major types of disabilities encountered by Rehabilitation Counselors would include:

- Physical disabilities
- Psychiatric disabilities
- Sensory disabilities
- Intellectual and Developmental disabilities
- Learning disabilities
- Emotional disabilities
- Neurological disorders
- Chemical dependencies

Locally, because of the need for qualified rehabilitation counseling professionals to address Comprehensive State Personnel Development requirements of the public rehabilitation program, it is anticipated that a number of the program graduates will obtain employment with the State Vocational Rehabilitation Program.

Admission to Rehabilitation Counseling Master of Arts Program

Admission Requirement

In addition to the general requirements of the university ([Cal State Apply](#)), specific requirements for admission to classified graduate status are:

1. A baccalaureate degree with a major preferably in education, psychology, sociology, or a related field.
2. A cumulative undergraduate grade point average of 3.0 overall.
3. A cumulative grade point average of 3.0 ("B") in all previous graduate work.
4. Prospective students with a GPA between 2.75 to 3.0 are encouraged to apply to the program but are required to attend an interview with the program coordinator.
5. Students must pass EREH 6615 and EREH 6616 with a grade of "B" or better in each course to continue in the master's degree program.

Advancement to Candidacy

To be formally advanced to candidacy, a student must have:

1. Achieved classified graduate standing to the M.A. in Rehabilitation Counseling program.
2. Satisfactorily completed EREH 6615, EREH 6616, EREH 6617, EREH 6619, and EREH 6622 with a grade of "B" (3.0) or better in each course.
3. Completed with a grade point average of 3.0 ("B") no more than 16 semester units of course work.
4. Secured approval of candidacy from the James. R. Watson and Judy Rodriguez Watson College of Education.
5. Filed an approved graduate program plan in consultation with the academic advisor and program coordinator.
6. Submitted a proposal for the graduation writing requirement.

Requirements for Graduation

1. A minimum of 60 semester units of acceptable work, with 42 completed in residence at this university.
2. A minimum of 40 semester units are taken after a student has been advanced to candidacy for the degree.
3. Participation in a continual evaluation process assessing personality, character, professional ethics, aptitudes, counseling skills, dispositions, oral and written language usage.
4. A grade point average of 3.0 ("B") in course work taken to satisfy the Master of Arts degree requirements.
5. Required to earn a "B" or better in EREH 6615, EREH 6616, EREH 6617, EREH 6619 and EREH 6622..
6. The Graduate Writing Assessment Requirement is met upon successful completion of EREH 6624.
7. Successful completion of the Certified Rehabilitation Counselor (CRC) Examination with a score of 900 and above, which is a national certification examination given by the Commission on Rehabilitation Counselor Certification located in Schaumburg, Illinois.

Degree Requirements (60 units)

Program Code (EREH)

- EREH 6615 – Introduction to Rehabilitation Counseling (5 units)
- EREH 6616 – Medical Aspects of Disability Across the Life Span (5 units)
- EREH 6617 – Counseling Theories and Psychosocial Aspects in Rehabilitation (5 units)
- EREH 6618 – Addictions and Co-Existing Disabilities (5 units)
- EREH 6619 – Counseling Skills – Practicum (5 units)
- EREH 6620 – Multicultural Rehabilitation Counseling (4 units)
- EREH 6621 – Psychiatric Rehabilitation, Diagnosis, and Psychopharmacology (5 units)
- EREH 6622 – Theoretical & Practical Applications of Case Management & Job Placement (5 units)
- EREH 6623 – Theory and Practice of Group Counseling in Rehabilitation (4 units)
- EREH 6624 – Assessment, Research, and Program Evaluation (5 units)
- EREH 6625 – Fieldwork in Rehabilitation Counseling (12 units)
- EREH 6980 – Culminating Experience / Comprehensive Examination (0 units)

Culminating Experience (0 units)

EREH 6980 - Comprehensive Examination in Rehabilitation* (0 units)

* A grade of CR (Credit) will be awarded upon successful completion of the Certified Rehabilitation Counselor (CRC) Examination, which is a national certification examination given by the [Commission on Rehabilitation Counselor Certification](#). The exam is administered in March, July and October each year. Students need to apply and pay the examination fee. Students need to provide evidence of exam completion in the final semester of the academic program to the program coordinator. It is mandatory for students to take the CRC Exam as part of EREH 6980 in order to complete the master's degree in Rehabilitation Counseling program.

If a student does not pass the CRC with a score of 900 or above on the first attempt, they will be required to complete the comprehensive exam offered by CSUSB Rehabilitation Counseling Program. The in-house comprehensive examination will be offered to the students as a second attempt in the month of April in their final semester. If after the second attempt they do not pass the in-house comprehensive examination, the student needs to petition both the Dean of Graduate Studies and the Coordinator of the Rehabilitation Counseling Program, for permission to develop a plan of remediation to retake either the CRC exam or the in-house comprehensive examination.

Admission to the Rehabilitation Counseling Certificate Program

Certificates may be earned by regularly matriculated or extended learning students and denote successful completion of a prescribed preprogram of study designed to (a) impart specified professional/vocational/career competencies; of (b) produce mastery of the content of a sub-field of an academic major (discipline); or (c) provide exposure to the range of materials in a traditional or emerging disciplinary field. The Rehabilitation Counseling Certificate Program is reserved for individuals who possess a master's degree in a related field (social work, mental health counseling, marriage and family counseling, school counseling, counseling psychology, and addictions/substance abuse counseling).

Certificate Requirements (minimum 30 units)

1. EREH 6615 – Introduction to Rehabilitation Counseling (5 units)
2. EREH 6616 – Medical Aspects of Disability Across the Life Span (5 units)
3. EREH 6617 – Counseling Theories & Psychosocial Aspects in Rehabilitation (5 units)
4. EREH 6622 – Theoretical & Practical Applications of Case Management & Job Placement (5 units)
5. EREH 6624 - Assessment, Research, and Program Evaluation (5 units)
6. EREH 6625 – Fieldwork in Rehabilitation Counseling (5 units)

Note: EREH 6615 and EREH 6616 must be completed with a grade of “B” (3.0) or better to continue in the certificate program.

Individuals may be eligible to use the [Open University](#) option to enroll for the certificate courses through the [College of Extended and Global Education](#), which makes it possible to take courses on a space-available basis without going through the formal university admission process.

Course Offerings in Rehabilitation Counseling

EREH 6615: Introduction to Rehabilitation Counseling: Fundamental processes and practices of rehabilitation counseling including examination and analysis of the historical, philosophical, organizational, economic and legal basis of rehabilitation. Orientation and field visits to community rehabilitation counseling agencies required. Morality and ethics; ethical issues; models and techniques for effective ethical decision-making in personal and professional interactions.

EREH 6616: Medical Aspects of Disability Across the Life Span: Medical aspects of disabilities including implications of disabilities for vocational adjustments and rehabilitation processes across the life span. Theories of learning and human growth/development using life span approach from a rehabilitation counseling perspective.

EREH 6617: Counseling Theories and Psychosocial Aspects in Rehabilitation: Counseling theories application to rehabilitation settings; lab experience working with individuals with disabilities. Psychosocial aspects will examine the physical, mental, gender and cultural characteristics of individuals with disabilities to participate fully in society.

EREH 6618: Addictions Counseling & Co-Existing Disabilities: This course provides a broad understanding of issues and trends in substance use disorder and behavioral addiction treatment in a multicultural and diverse society with a specific focus on treatment methods that reflect the culture-specific values and treatment needs of clients. Including a focus on medical and psychological consequences, drug classification systems, legislation, and other clinical and public policy issues that may be relevant to the field. Motivational Interviewing counseling techniques will be explored in the lab experience.

EREH 6619: Counseling Skills – Practicum: Supervised counseling practice; intensive analysis of counselor ethics, styles, methods. Application of counseling skills, theories and techniques working with individuals with disabilities. Includes 100 hours of related observational practice with individuals with disabilities.

EREH 6620: Multicultural Rehabilitation Counseling: Theory and techniques of counseling skills serving diverse populations relating to individuals with disabilities. Analysis of differing socioeconomic, racial, and social backgrounds of individuals with disabilities. The major focus is on building multicultural competencies with cultural, economic and psychosocial processes relative to people from diverse and underrepresented populations and societies.

EREH 6621: Psychiatric Rehabilitation Diagnosis & Psychopharmacology: This course will explore the history, philosophy, practice, current trends and issues relevant to psychiatric rehabilitation. Rehabilitation services that develop skills and provide environmental support for individuals with chronic mental illness will be examined. Emphasis will be placed on treatment planning to reach vocational goals and optimal independent functioning for individuals with psychiatric disabilities. This course is intended to cover psychiatric diagnosis,

psychopharmacology, and the application of medication to all the major diagnostic categories contained in DSM.

EREH 6622: Theoretical & Practical Applications of Case Management and Job Placement:

Application of methods and techniques of case management/job placement with different client populations in rehabilitation settings. Intensive analysis of counselor ethics, styles, methods. Job analysis, job seeking training skills, placement and follow-up for rehabilitation clients.

EREH 6623: Theory and Practice of Group Counseling in Rehabilitation: Theories and techniques of group counseling in rehabilitation settings with individuals with disabilities. Integration of theory, experience and research in group counseling; ethical and multicultural considerations.

EREH 6624: Assessment, Research & Program Evaluation: Review of fundamental bases of measurement, criteria for evaluating tests, review of instruments in major categories to assess the functioning abilities and work potential of individuals with disabilities. Introduction to personality, aptitude, achievement measurements. Principles of research design and methods of data collection to facilitate knowledge of rehabilitation research. Program evaluation includes analysis of development and utilization of an agency system in rehabilitation settings with focus on system design, monitoring techniques and service program development. Materials fee required.

EREH 6625: Fieldwork in Rehabilitation Counseling: Field experience in Rehabilitation Counseling. Includes preparation for the Certified Rehabilitation Counselor Examination. Students will take fieldwork in segments of 6 units for a total of 12 units. Students must complete 300 clock hours per semester.

EREH 6980: Comprehensive Examination in Rehabilitation: * A grade of CR (Credit) will be awarded upon successful completion of the Certified Rehabilitation Counselor (CRC) Examination, which is a national certification examination given by the Commission on Rehabilitation Counselor Certification. The exam is administered in March, July and October each year. Students need to apply and pay the examination fee. Students need to provide evidence of exam completion in the final semester of the academic program to the program coordinator. It is mandatory for students to take the CRC Exam as part of EREH 6980 to complete the master's degree in Rehabilitation Counseling program. If a student does not pass the CRC with a score of 900 or above on the first attempt, they will be required to complete the comprehensive exam offered by CSUSB Rehabilitation Counseling Program. The in-house comprehensive examination will be offered to the students as a second attempt in the month of April in their final semester. If after the second attempt they do not pass the in-house comprehensive examination, the student needs to petition both the Dean of Graduate Studies and the Coordinator of the Rehabilitation Counseling Program, for permission to develop a plan of remediation to retake either the CRC exam or the in-house comprehensive examination.

Course Schedule & Formats

Year 1	Fall Semester	Spring Semester
10 units – Fall 10 units - Spring	EREH 6615 – Introduction to Rehabilitation Counseling (5) EREH 6616 – Medical Aspects of Disability across the Lifespan (5)	EREH 6617 – Counseling Theories and Psychosocial Aspects in Rehabilitation (5) EREH 6618 – Addictions Counseling and Co-existing Disabilities (5)
Year 2	Fall Semester	Spring Semester
9 units – Fall 10 units - Spring	EREH 6619 – Counseling Skills – Practicum (5) EREH 6620 – Multicultural Rehabilitation Counseling (4)	EREH 6621 – Psych Rehb/Diagno/Psychpharm (5) EREH 6622 – Case Management/Job Placement (5)
Year 3	Fall Semester	Spring Semester
10 units – Fall 11 units - Fall	EREH 6623 – Group Counseling (4) EREH 6625 – Fieldwork 1 (6)	EREH 6624 – Assessment/Research/Prog Eval (5) EREH 6625 – Fieldwork 2 (6) EREH 6980 – Comp Exam (0)

Notes

- Students must have completed EREH 6619 Sections 2 and 3 Practicum courses with 100 hours of experience before enrolling in EREH 6625.
- The only courses for which students need department consent to register are EREH 6619 and EREH 6625. Consent will be given by the Program and Clinical Coordinator only after students have completed the required practicum and fieldwork application process. Students who do not meet the program deadlines to submit their practicum and fieldwork applications will not be eligible to register for the course and will need to wait until the next time the course is offered.

Foundations of Clinical Training

Experiential clinical training and supervision are the hallmarks of becoming a professional vocational rehabilitation counselor. As a student in the program, students will undertake a myriad of experiences in the community that will strengthen overall skills and knowledge as a counselor. The clinical courses are sequential in nature and built in a developmentally appropriate way so that students are able to increase comfort level, confidence, decision-making, knowledge and skill as they continue through the program. The Handbook for Supervised Practicum and Fieldwork Clinical Experiences contains the information necessary to successfully engage in the clinical training portion of the degree.

Course Formats

The program offers a combination of face-to-face courses, and hybrid courses. Access to an Internet-connected device is required for all courses, regardless of format.

- **Face-to-Face Courses:** Classes meet one evening a week, generally from 7.00pm to 9.45pm. They may also incorporate Canvas to support the classroom activities. The classrooms are located in the James. R. Watson and Judy Rodriguez Watson College of Education, on the campus of California State University, San Bernardino.
- **Hybrid Courses:** Hybrid courses use a combination of face-to-face sessions and Canvas online synchronous instruction. The in-person classes are typically 8 to 10 times during the semester with synchronous online participation (via Zoom) during the other weeks. The instructors of each class reserve the right on how to set up their hybrid classes.

Student Feedback

California State University, San Bernardino and the M.A in Rehabilitation Counseling Program are dedicated to excellence in serving their students. At the end of each course, you will be asked to complete and submit a faculty course evaluation (SOTE). The SOTEs are administered by the University through CANVAS. Feedback is also sought through periodic meetings with students, input from students during the Advisory Committee meetings, and a final student assessment of the program.

Ethics, Certification, and Professional Organizations

Code of Ethics

Professional ethical codes guide the work of rehabilitation counselors. All rehabilitation counselors must always understand and abide by relevant ethical codes.

The Commission on Rehabilitation Counseling Certification's codes can be found here:
<https://crccertification.com/code-of-ethics-4/>

The American Counseling Association's codes can be found here:
<https://www.counseling.org/knowledge-center/ethics#2014code>

CRC Certification

The M.A in Rehabilitation Counseling program will prepare graduates for the Certified Rehabilitation Counselor (CRC) credentials. Students are eligible to sit for the CRC exam in their last semester in the master's program. While in the program, students will complete 75% of the coursework required for certification, as well as 600 hours of relevant supervised clinical experiences to be eligible to apply for the CRC exam. Detailed information about how to apply for the CRC exam can be found here: <https://crccertification.com/get-certified/>

Professional Organizations

The following organizations represent the interests of professionals in the field of Rehabilitation Counseling:

- **American Counseling Association (ACA):** <https://www.counseling.org/>
- **American Rehabilitation Counseling Association (ARCA):** <https://www.arcaweb.org/>
- **International Association of Rehabilitation Professionals (IARP):**
<https://rehabpro.org/>
- **National Rehabilitation Counseling Association (NRCA):**
<https://nationalrehabcounselingassociation.wildapricot.org/NRCA-Reformation>

Strongly Recommended for Students: You are strongly encouraged to join, as a student member, at least one major professional organization.

Practicum and Fieldwork

(See Handbooks for Practicum and Fieldwork Experiences)

Practicum

Supervised practice in rehabilitation is designed to provide students in the Rehabilitation Counseling program an opportunity for practical counseling experience with people of all ages who have various disabilities. Rehabilitation Counseling, as a profession, often requires graduates to be able to function as professionals upon graduation. A developing Rehabilitation Counselor needs the 100 hours practicum experience to further develop counseling approaches and techniques in the safety of a setting that allows for professional growth.

The practicum requires the student to utilize the skills and techniques learned in previous coursework. The course Instructor, the field supervisor, and the student will cooperatively determine the exact nature of the practicum experience, depending on the learning needs and interests of the student. The 100 hours practicum experience allows the student to elect to work with various disability groups, which may include persons with physical impairments, sensory impairments, mental retardation, emotional disturbances, psychiatric disabilities, chemical dependencies, terminal illnesses, and others.

Fieldwork

Fieldwork is a period of supervised practical experience involving the utilization or application of previously learned skills or theories. It is a 600 hour planned learning experience and is designed to complement the didactic phase of the academic program. The purpose of the 600-hour fieldwork experience is to develop new insights and to provide new experiences that will contribute to the intern's educational development and professional growth. The major purpose for the evaluation of students is:

1. To assess the student's progress
2. To assess strengths and weaknesses in the student's professional performance,
3. To assess program strengths and weaknesses, as they are reflected in the student's performance.

Evaluation is a continuous process that is to be directed toward strengthening the student personally and professionally. Therefore, evaluation will be conducted with the student, not merely of the student, and will provide the student with an opportunity to appraise the experience and derive meaning for the student.

Clinical Supervision

(Consult the Practicum and Fieldwork Manuals for a description of detailed supervisory responsibilities required for the Practicum and Fieldwork experiences)

Supervised practice in rehabilitation counseling brings together, in a realistic setting, diverse kinds of client problems and helps students acquire proficiency and gain confidence in all aspects of rehabilitation counseling. It exists primarily to enhance the professional development of students. Supervision of students will be the joint responsibility of the agency person to whom the student is assigned and the faculty advisor. Since the clients with whom students will be working are assigned to the agency person, and ultimately will be the agency person's

responsibility, it is expected that most of the day-to-day supervision will be done by the agency person.

Agency responsibilities include:

1. Assigning a supervisor to the student who has sufficient experience in service areas to help the student develop as a counselor.
2. Holding regularly scheduled supervisory meetings (one hour per week) with the student counselor.
3. Supervising day-to-day activities of the student counselor.
4. Assigning cases appropriate to the level of competence of the student.
5. Meeting as needed with the faculty advisor to evaluate progress.
6. Completion of a competency evaluation form at the end of the practicum and fieldwork experience.

Responsibilities of the faculty advisor will include:

1. Arranging meetings between the student and the agency person to whom the student is assigned.
2. Providing the agency with information on the student, including strengths and weaknesses.
3. Conferring with the student and agency person on a regularly scheduled basis.
4. Meeting with the student and agency advisor in conference as needed.

Professional Liability Insurance

Prior to participating in EREH 6619 – Counseling Skills – Practicum and EREH 6625 – Fieldwork in Rehabilitation Counseling, the student must have liability insurance. Students can obtain the Professional Liability Insurance from <https://www.hpsso.com/>. Further information can be obtained from your academic advisor and/or the clinical coordinator.

Rehabilitation Counseling Program Comprehensive Exam *(This applies to students who do not pass the CRC National Exam)*

Exam Administration

The Rehabilitation Counseling Program in-house comprehensive examination will be administered through an online proctoring service ([Proctor U](#)). All students are required to register and enroll for EREH 6980 to take the exam.

- All correspondence and testing will be administered through the CSUSB Canvas.
- Each student will need to set up an online account and pay the fee for the proctor service.
- Each student is required to have a computer with a camera to take the exam online.
- **Eligibility includes: not passing the CRC exam with a score of 900 or above, advancement to candidacy, completion of all program coursework, no expired courses (older than 7 years), and a graduation requirement check on file with the Records Registration and Evaluations Office.**
- It is a 4-hour essay exam. Any special accommodation requests must be made 2 weeks prior to the scheduled exam date.

Expectations of the Exam

- Students should not cheat – cheating includes but not limited to cu-and-paste, transcribing from books, notes, and internet sites. Please make note that students' computers are monitored in real time.
- Make sure you write your responses in a proper **essay format** (an introduction, main body, and conclusion). An essay begins with a main statement followed by supporting details and evidence. It makes a strong argument when a statement is substantiated by facts, statistics, and research findings. You need to demonstrate abilities of independent thinking and application of your counseling skills. **Your responses should be narrative elaboration. Avoid bullet lists of answers.**
- Proper writing skills such as spelling, grammar, and punctuation are expected.

Nature of the Exam

The comprehensive exam is of an integrative nature and is designed to test the student's knowledge of the field of Rehabilitation Counseling, rather than subject matter of courses takes. The exam is an assessment of the student's ability to **integrate** the knowledge of the area, show **critical and independent thinking**, and demonstrate **mastery of the subject matter**. The exam is made of essay questions or case studies which examine your understanding on the subject matter, applicative knowledge, as well as your critical and independent thinking. Simple display of your memory on the subject matter would not get you a passing credit (see the evaluation rubric).

Retake / Petition Policies

The in-house comprehensive examination is offered as a second attempt to third year students who do not pass the CRC national exam with a score of 900 or above. Students who do not receive a passing score on the second attempt **must petition the Dean of Graduate Studies for a third retake. The petition requires the student to develop a letter to the dean including a study plan addressing how she/he will prepare differently for the exam this time.** Approval

to retake the exam may be, at any time, contingent upon completion of additional designated courses. **The third re-take will be the final attempt.** The program does not allow any additional re-take more than the third one due to the validity issue of the exam.

Comprehensive Exam Evaluation Rubric

Candidate #	Criteria 1 = 60%	Criteria 2 = 15%	Criteria 3 = 15%	Criteria 4 = 10%	Total = 100%	Rating = Pass/ Not Pass
001						
002						

Evaluation Criteria:

Students must achieve a minimum of 75% cumulative score to pass the alternative written comprehensive exam.

1. **Content (60%)** – The extent to which the response addresses the intent of the questions, adequately answers each part of the question, and reflects a rehabilitation counseling perspective.
2. **Writing Mechanics (15%)** – The extent to which the responses satisfy the basic rules of grammar, punctuation, spelling, etc.
3. **Unity (15%)** – The extent to which sentences in each paragraph and paragraphs in a section relate to one another.
4. **Organization (10%)** – The extent to which the response(s) is organized in a logical format.

Academic Standards for Graduate Students

In general, graduate studies deals with more complex ideas and demands more sophisticated techniques, searching analysis and creative thinking than undergraduate study. Extensive research is required in both primary and secondary sources, and high-quality writing is expected. The student is advised to consider these factors when deciding the amount of course work to be undertaken during any one semester. Postbaccalaureate students will be held to all prerequisites for all courses. All students are required to maintain a 3.0 ("B") grade-point average in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

Academic Honesty Policy – Plagiarism and Cheating

Plagiarism and cheating are violations of the Student Conduct Code (see Appendix of the CSUSB Bulletin of Courses) and may be dealt with by both the instructor and the Judicial Affairs Officer. Definition and procedures for addressing cheating and plagiarism are found below. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President for Student Affairs.

Definition of plagiarism/cheating:

Plagiarism is the act of presenting the ideas and writings of another as one's own.

Cheating is the act of obtaining or attempting to obtain credit for academic work using any dishonest, deceptive, or fraudulent means. Cheating includes but is not limited to:

1. Copying, in part or in whole, from another's test, software, or other evaluation instrument.
2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental/school policy.
3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department/school policies of both departments/schools.
4. Using or consulting during an examination sources or materials not authorized by the instructor.
5. Altering or interfering with grading or grading instructions.
6. Sitting for an examination by a surrogate, or as a surrogate.
7. Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism is academically dishonest and makes the offending student liable to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used.

- Section 1: Academic dishonesty shall initially be addressed by the instructor, who may employ any of the sanctions listed below in Section 3. The instructor shall then complete a form that identifies the student who was found responsible, the general nature of the offense, the action taken (if any), and a recommendation whether further action should be

considered by the Judicial Affairs Officer. The instructor shall send the completed form to the Judicial Affairs Officer, care of the Office of the Vice President for Student Affairs.

- Section 2: An instructor who takes any of the actions listed in Section 3 below has the following responsibilities:
 - To preserve the evidence in support of the allegation.
 - To notify the student of the allegation and of the evidence on which it is based.
 - To provide the student a reasonable opportunity to challenge or rebut the allegations.
 - To notify the student of the action being taken.
- Section 3: The instructor may employ any of the following sanctions:
 - Verbal or written reprimand
 - Assignment or appropriate task or examination
 - Change of grade, including assigning a punitive grade to work involving dishonesty, or for the course, project, thesis, or any other summary evaluation of the student's academic work
- Section 4: If the student does not wish to accept the sanction proposed by the instructor, the student may request and require that the allegation be referred to the Judicial Affairs Officer. In that event, the procedures specified under Executive Order 628 (Student Disciplinary Procedures of the California State University) shall be observed. The instructor shall not impose any sanction other than the sanction(s) imposed through the disciplinary procedure.

Academic Probation

Failure to maintain the appropriate grade point average will result in the student's being placed on probation. Students on probation must rectify their grade point deficiencies by the end of the semester of notification of probationary status, or they automatically will be disqualified and dismissed. To apply for reinstatement to a graduate degree or credential program after disqualification, the student must petition the appropriate program graduate committee. A student who has been disqualified from a master's degree program may be admitted to another program only on the recommendation of the department to which the student has applied and with the approval of the Dean of Graduate Studies. Students who are dismissed from the University for failure to maintain these standards must petition the Dean of Graduate Studies for readmission to the university.

Readmission of Previously Disqualified Students

After receiving notice of disqualification, a student may petition the graduate coordinator for readmission to the university on probation. Contact the Dean of Graduate Studies for format. All petitions for readmission must be submitted to the graduate coordinator.

Administrative Academic Disqualification

A graduate student may also be placed on probation or may be disqualified by appropriate campus authorities for unsatisfactory scholastic progress regardless of cumulative grade point average or progress in the program. Such action shall be limited to those arising from repeated withdrawal, failure to progress toward an educational objective and noncompliance with an academic requirement and shall be consistent with guidelines issued by the chancellor.

Administrative Drop

Faculty members may initiate an administrative drop of a student in their courses based on any one of the following criteria.

- **Lack of attendance:** Students who fail to attend two consecutive class meetings during the first four weeks of the semester without contacting the faculty member or making special arrangements may be dropped. Students in on-line or hybrid classes who fail to contact the instructor either in person or electronically (via email or CANVAS) within the first week of the start of the semester may also be dropped during the semester.
- **Course requisites not met:** Students who are unable to show completion of required courses or do not have the background needed to succeed in the course may be dropped.

Withdrawal from a course after the Census Date

Please keep in mind that permission is rarely given to withdraw from a course after the census date has passed. Extenuating circumstances must have prevented course withdrawal in a timelier manner. Reasons, which must be documented, include accident, illness (physical or mental), serious personal or family problems, or military transfer. Employment-related withdrawals are valid only when the waiver is filed before the end of the term in question. Lack of awareness of withdrawal procedures is not a valid reason. Official transcripts will indicate a "W" for this dropped class.

Retroactive Withdrawal

Requests for withdrawal following the close of the term will be considered only for: accident or illness (physical or mental), serious personal or family problems, or military transfer. Documentation is required. In addition, extenuating circumstances must be shown to have prevented withdrawal in a timely fashion. The student must list each course number and obtain the instructor's signature for all courses they are attempting to withdraw from. Partial withdrawal of grades during a term is not permissible for any reason. All courses must be withdrawn and will be noted with a "W" on the official transcript. Lack of awareness of the withdrawal procedures is not an extenuating circumstance. Employment-related reasons are acceptable only for withdrawals processed during the term in question. This withdrawal would be completed by filling out a "Drop After the Census Date" form.

Repeat of a Course (Discount of Grade)

Classified and conditionally classified graduate students may be permitted to repeat one course at CSUSB that was taken for graduate credit (i.e., that is applied towards a master's degree) one time only by petition to and approval of the college or department graduate committee. The petition requesting permission includes an automatic request to discount the first attempt. When approved, the original course grade on the student's permanent record will be discounted. Only the second grade earned shall apply to the student's cumulative postbaccalaureate grade point average. The first attempt will appear on the transcript with the repeat (discount) noted. Subsequent repeats of course will be averaged.

Classified postbaccalaureate students may be permitted to repeat a course taken for postbaccalaureate credit by petition to and approval of the appropriate college or department committee. The petition requesting permission includes an automatic request to discount the first

attempt. When approved, the original course grade on the student's permanent record will be discounted. Only the second grade earned shall apply to the student's cumulative postbaccalaureate grade point average. The first attempt will appear on the transcript with the repeat (discount) noted. Courses taken for subsequent repeats of course will be averaged. The Discount of Grade form must be completed and submitted to the Program Coordinator for preliminary approval. It will then be forwarded to Graduate Studies for Final Approval.

Grade / Academic Grievance Procedures

Information regarding the Student Academic Grievance Procedures is available from Advising & Academic Services, University Hall, Room 380, 909-537-5034; information is also available on the Advising & Academic Services website. A grade grievance must be initiated by the student within no more than 40 calendar days after the grade is recorded.

A student may appeal a final course grade or a grade on a Comprehensive Examination or a project (e.g., art exhibition) or thesis required for graduation. An appeal may be initiated on the basis of:

- Clerical error
- Capricious or prejudicial evaluation
- Inconsistent or inequitably applied standards for evaluation.

Students may also appeal other types of academic decisions. These include, but are not limited to:

- Denial of admission to or dismissal from a course, major or program
- Placement on academic probation
- Suspension or dismissal from the university

A simple allegation or unsubstantiated assertion is an insufficient basis for lodging a formal complaint. Students must support their allegations with evidence compelling enough to give the Academic Grievance Committee reason to hold a formal hearing.

Leave of Absence Policy

Advanced degree (master's, doctorate) and credential seeking students who plan to be absent from the university for one term or more must file a leave of absence to preserve their current catalog rights (Title 5, Article 5, Sec. 40401). A petition, available through the Office of the Dean of Graduate Studies, CE 358, (909) 537-5058, must be filed and approved.

With an approved leave of absence, the student may be absent from the campus without losing rights to the specific degree requirements for the catalog year in which they were admitted (Title 5, Article 5, Sec. 40401). Students who discontinue their studies without an approved leave must reapply to the university when they return and may lose their catalog rights.

The leave of absence policy covers interruptions which are involuntary (medical) or voluntary (military, personal or planned educational leave). Petitions for leaves of absence should be filed in advance of the interruption in enrollment. Medical and military leaves may be considered retroactively if supported by individual circumstances, but those leaves must be filed no later

than census date of the first regular term of non-attendance. Personal and planned educational leaves cannot be retroactive since they constitute an agreement or "contract" which must be set in advance. The maximum duration for any leave is two calendar years.

Leaves of absence will not be approved for students subject to disqualification or dismissal due to academic deficiencies or disciplinary action. Other student's ineligible for leaves of absence are those who are not completing any degree applicable course work, those who are enrolling only in extension courses, those who are only auditing courses, and those who have not completed their first term in their current program.

Students who do not return to CSU, San Bernardino at the conclusion of their planned leaves and those who enroll elsewhere without permission of the Office of the Registrar will be considered to have withdrawn for the university at the end of their last term of regular enrollment.

Types of Leaves and Requirements

1. **Medical Leave:** Requests must be accompanied by a statement from a medical doctor verifying the reason for the leave and the length of recuperation. The statement should be on the doctor's letterhead. Leaves for pregnancy are restricted to the term of delivery unless verified medical circumstances indicate a longer time is required for recuperation. Exceptions to the two-year limit may be granted under extenuating circumstances.
2. **Military Leave:** CSUSB supports students called to active duty in the U.S. Military. The Military Leave Policy and forms are available from the Veterans Success Center.
3. **Planned Education Leave:** Since students usually maintain their catalog rights, courses completed at other institutions must have received prior approval to count toward the degree program at CSU, San Bernardino. Therefore, a student must also [file a concurrent enrollment form with the Office of Graduate Studies](#) to obtain that approval. Failure to file a concurrent enrollment form may result in coursework not being accepted. Upon return, transcripts must be submitted showing the courses taken. A maximum of 12 semester units may be approved. (Summer does not count as a term.)
4. **Personal Leave:** This option allows time to address personal matters and thus enhances the prospect of successful completion of the academic program. When completing the form, students should briefly describe the reasons for the proposed leave of absence.

Policy for requesting Letters of Recommendation

To request a Letter of Recommendation for you job search or higher education, please contact the program coordinator or any of the program faculty. Use the letter of recommendation policy provided by the Office of Graduate Studies.

Statement on Student Professionalism for Rehabilitation Counseling

(This statement is in addition to the academic standards put forth by the Office of Graduate Studies)

Every Rehabilitation Counseling faculty member in the Department of Special Education, Rehabilitation, and Counseling is committed to making the highest standards of professionalism a significant component of the process of preparing future Rehabilitation Counselors. Learning to become a professional Rehabilitation Counselor is more complex than completing a sequence of courses. Individuals who desire to become excellent Rehabilitation Counselors must have, or learn, the basic skills needed to be a member of this profession. Additionally, students must acquire a set of professional competencies during courses and field-based experiences that comprise the training sequence. **Students should actively engage in ongoing conversation with faculty, including their faculty adviser, throughout their course of study.**

A major component of Rehabilitation Counselor education must include and emphasize such factors as the individual's level of responsibility, honesty, commitment, integrity, work habits, interpersonal skills, enthusiasm, creativity, sense of humor, social perceptiveness, potential for leadership, judgment, potential for growth, and other qualities and characteristics valued by the profession.

Some behaviors indicating the likelihood that an individual will perform as a Rehabilitation Counseling professional include:

- a) Class attendance according to standards set by the faculty member.
- b) Class participation according to standards set by the faculty member.
- c) Demonstrate appropriate (verbal and nonverbal) communication patterns.
- d) Prompt completion of coursework; clinical experiences; and relevant program paperwork requirements by assigned due dates unless provided an extension by the instructor.
- e) Attend to class discussion and lecture presentations without prompts.
- f) Accept leadership opportunities within classroom and clinical activities.
- g) Willingness to engage in a variety of practicum and fieldwork placement opportunities with youth and adults with disabilities.
- h) Involvement in activities related to professional development.
- i) Articulate a general understanding of rehabilitation counseling related issues.
- j) Comprehension of the professional literature.
- k) Demonstrate responsibility by adhering to the behaviors stated in this document and class syllabi.
- l) Demonstrate integrity by adhering to university, college, department, and program professional standards,
- m) Demonstrate initiative and integrity by adhering to the professional behavioral standards stated in class syllabi.
- n) Articulate a general awareness of community, state, national and world events which impact the Rehabilitation Counseling profession.
- o) Willingness to build collegiality by working with peers in collaborative, reflective and problem-solving settings.

- p) Demonstrate value of diversity and develop knowledge and awareness of how to effectively work with clients and colleagues in multicultural environments.
- q) Demonstrate the ability to accept supervision and instructional feedback and respond by appropriate modification of behavior.

Personal Counseling Services

The Rehabilitation Counseling program promotes both personal and professional growth in all students. There is no requirement to obtain personal counseling services while enrolled in the program. However, the Program supports the participation in such services as the benefit is two-fold: 1) students gain the experience of being a client and gain personal empathy regarding the nature of such experience; and 2) students can practice continued self-reflection and work on personal growth. CSUSB offers free personal counseling services for students. CSUSB [Counseling and Psychological services](#) offer reduced and sliding scale rates.

Psychosocial Impairment

The American Counseling Association (2016) defines impairment as a “significantly diminished capacity to perform professional functions.” Rehabilitation Counselors with untreated mental health concerns, trauma, or those that face a crisis that negatively impacts their ability to cope can significantly compromise the effectiveness of counseling and other professional activities. Impairment during the program can impede the student in managing coursework, participating meaningfully in class discussion and exercises, and participating ethically and appropriately in clinical experiences. Faculty and supervisors evaluate student performance as discussed in the Student Performance Evaluation section on page 24. If a student feels as if they are experiencing significant mental or emotional hardships or facing a significant stressor or crisis and need support or a referral, please contact the academic adviser and/or program coordinator.

Personal Growth Requirement

Students enrolled in the Rehabilitation Counseling program are expected to participate in the role of “clients” in individual or group counseling training experiences during the time they are enrolled as graduate students. This requirement is based on a philosophy that recognizes the value of such an experience to the continuous development of self-awareness and personal identity. The program faculty members believe that first-hand experience as a client bridges the gap between intellectual understanding and emotional awareness of the client experience. These experiences will be growth centered and are not intended to provide psychotherapy for students. This experience should focus on personal growth and awareness in addition to specific skills training. Important components could include the following: sharing of here-and-now feelings; working out communication blocks; interpersonal feedback; individual expression of concerns; or expression of feelings about self; significant people in one’s life as well as other members of the rehabilitation counseling training experience. Students are careful to monitor appropriate self-disclosure and keep ethical boundaries. An unwillingness or inability to participate in such experiences may be grounds for intervention or recommended dismissal from the program.

Rehabilitation Counseling Program Evaluation

Student Performance Evaluation

Performance of students enrolled in the program is evaluated through ongoing feedback and grading across the semester in each course, with formal grades assigned at the end of the semester for each course, and for clinical work in practicum and fieldwork. The Department of SRC and the RC program abide by the school-wide policy grading and academic probation (CSUSB Bulletin of Courses, Graduate Degree Programs, Standards for Graduate Study), which provides overview guidelines for minimum passing scores (maintenance of a 3.0 overall GPA), Advancement to Candidacy, and abides by the guidelines for redress of alleged academic integrity compromise set forth in the CSUSB Policy on Plagiarism and Cheating.

If a student is deemed to be proceeding in an unsatisfactory manner by the midterm evaluation, a written report will be prepared by the Program Coordinator summarizing both the points of concerns and a specific action plan for remediation, including specific recommendations, behavioral outcomes, and deadlines for review that offer a realistic opportunity for the student to experience an ultimately successful academic experience.

The Rehabilitation Counseling program has instituted a regular and formal evaluation process by which rehabilitation professionals in the field and CSUSB faculty members are requested to provide developmentally appropriate feedback to individuals in the areas of knowledge, skills, and attitudes. The process incorporates the qualities, characteristics, and behaviors of professional performance detailed in the Statement on Student Professionalism for Rehabilitation Counseling. The faculty will take the accumulated information into consideration regarding continuation in the program and permission to enroll in Practicum and Fieldwork courses.

If faculty members believe that a student is having significant difficulty with one or more of the above-described behaviors, the Program Coordinator will request a meeting with the student, express faculty concerns, and provide a summary letter to the student. A copy of the letter will be sent to site supervisor (if a field site is involved in the concern), a copy to the course Instructor, a copy maintained by the Program Coordinator, and a copy placed in the student's file. When two concerns accumulate, the student may be requested to meet with a committee of the faculty to: (a) explore the nature of the concern(s), (b) hear the student's perception of the reason for the concern(s), (c) discuss any corrective or remedial actions that may be appropriate, and/or (d) discuss the feasibility of the student's continued enrollment in the professional training sequence. If corrective measures do not occur, the student may be dismissed from the program.

Probation and Dismissal

Student competency in the program begins when the student is admitted to the program and continues until the Program is completed. It is the intent of the Rehabilitation Counseling faculty to monitor a student throughout the program by way of the advisement plan and offering support and guidance when needed. If a student is identified as not meeting expected academic and professional standards, the student may be placed on probation, as outlined in the CSUSB Bulletin and by the Office of Graduate Studies. The faculty has the responsibility to notify a student who is not progressing well in the program and, if needed, placing a student on

probation. At that time, the student will meet with the Program Coordinator and/or Faculty Committee to discuss the student's future in the program. Further review may be undertaken by an ad hoc faculty committee, or the faculty, as needed. All students also need to pass both clinical reviews (Practicum and Fieldwork) and maintain a 3.0 GPA or better to graduate. The RC program reserves the right to seek dismissal of a student who is determined to be unsuited to be a Rehabilitation Counseling professional. Student appeals will be based on university policy.

Quantitative and Qualitative Program Evaluation Procedures

Program evaluation strategies are both process and product focused. The process evaluation strategies are qualitative emphasizing the scope, appropriateness, and quality of the educational experiences offered. The quantitative evaluations, being product oriented, focus on the numbers of students graduating, grade point averages, number employed, and certification examination results. Program evaluation will be planned and monitored by the Program Coordinator. All program evaluation information is collected and reviewed by the RC faculty on a regular basis (semester or yearly as appropriate) and is used for revision of the curriculum relevant to both didactic and fieldwork training components.

Program evaluation is conducted from a formative and summative perspective to address students learning, faculty effectiveness, and curriculum effectiveness. Three methods of formative evaluation are implemented, with the ultimate goal of program feedback and improvement throughout the course to better meet the needs of students and program constituents, including employers and consumers of Rehabilitation Counseling services including:

1. An external advisory committee consisting of representatives from the State-Federal VR program, rehabilitation counselor education, community-based rehabilitation facilities and rehabilitation consumers. This committee provides feedback about program curriculum, student activities, and program structure and administration.
2. An annual written survey of CSUSB Rehabilitation Counseling students will be conducted regarding program quality and match of program curriculum with student career goals. Results will be used to modify the program to best meet student needs both in terms of content and in instructional development.
3. Ongoing semester-end surveys of student evaluation of instructor/course are conducted by an external university department, this data is reviewed by individual faculty and the departmental chair to ensure ongoing quality of classroom instruction.

Methods of summative evaluation address long-term training goals of successful preparation and entry into the state VR system, internal university needs for program quality, and assurance of CACREP compliance. These methods include:

1. Written survey of program graduates at 6 months after graduation and then at 3 years after graduation, gathering data on employment setting, type of employment, satisfaction with the RC program, relevance of the RC program to current employment demands, and suggested curriculum changes.
2. Quantitative evaluation of student outcomes, including graduation rates/progression through the program, GPA, and CRC results.
3. Surveys of employers of graduates to ensure that graduates are meeting the rehabilitation service needs of the region, state, and nation.

Resources for Graduate Students

University Resources

1. CSUSB Diversity, Equity, and Inclusion Committee – <https://www.csusb.edu/diversity-equity-inclusion>
2. CSUSB Student Health Center – <https://www.csusb.edu/student-health-center>
3. CSUSB Counseling and Psychology Services – <https://www.csusb.edu/caps>
4. CSUSB CARE Team - <https://www.csusb.edu/care-team>
5. Office of Graduate Studies – <https://www.csusb.edu/graduate-studies>
6. Services for Students with Disabilities – <https://www.csusb.edu/ssd>
7. CSUSB Veterans Success Center - <https://www.csusb.edu/veterans>
8. Accessibility Technology Services – <https://www.csusb.edu/ats>
9. CSUSB Ombuds Services - <https://www.csusb.edu/ombuds>
10. CSUSB IT Services - <https://www.csusb.edu/its>
11. CSUSB Financial Aid Services – <https://www.csusb.edu/financial-aid>
12. CSUSB Pfau Library Services – <https://www.csusb.edu/library>
13. CSUSB Graduate Writing Center – <https://www.csusb.edu/writing-center>
14. CSUSB Extended Learning – <https://www.csusb.edu/cege>
15. CSUSB Student Life - <https://catalog.csusb.edu/student-life/>