

MASTER OF ARTS  
**RCDS**

*Rehabilitation Counseling  
& Disability Sciences*

**Graduate Studies**

# Student Handbook

August 2024

[WWW.USF.EDU/RCDS](http://WWW.USF.EDU/RCDS)



UNIVERSITY of  
**SOUTH FLORIDA**

Child & Family Studies  
College of Behavioral & Community Sciences

## Preface

This Student Handbook was written to assist students in understanding the requirements for the Master of Arts Degree offered by the Rehabilitation Counseling and Disability Sciences (RCDS) within the Department of Child & Family Studies (CFS). It does not replace the University of South Florida Graduate School Catalog. It is offered only as a supplement to the Catalog with specific information about the Degree offered by the Rehabilitation Counseling and Disability Sciences Program. It is the responsibility of the student to be aware of all degree requirements stipulated in the Graduate Catalog (<https://catalog.usf.edu/>) and this Handbook.

Students are required to satisfy both University and RCDS Program requirements in order to graduate. Advisors, faculty, and staff are available to guide and respond to questions from students. However, students are responsible for complying with USF and RCDS Program regulations in a timely manner. If graduation requirements are not satisfied, the degree will not be granted (USF Graduate Catalog). Students must meet graduation requirements in effect during the time of their program. Questions or comments on the content of this Handbook can be sent to us at [cbcs-rcds@usf.edu](mailto:cbcs-rcds@usf.edu).

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# Faculty and Staff

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## Emeritus Faculty

John D. Rasch, PhD, CRC	<i>Professor Emeritus</i>
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## Staff

Greg Wance, MEd	<i>Academic Services Administrator</i>
Tatiana Acosta	<i>Program Specialist</i>

# Background Information

## Introduction

USF celebrated the 50th Anniversary of the Rehabilitation Counseling program at the University. Over the past 50 years our program has grown and evolved. During this celebratory year, we launched our fully online master's program in Rehabilitation Counseling and Disability Sciences. This discipline is both a separate allied health profession and specialty within the field of counseling. Graduates work in many different human service settings, including state and federal rehabilitation programs, not-for-profit rehabilitation organizations, private for-profit rehabilitation companies, drug and alcohol treatment programs, and various agencies servicing people with disabilities. The discipline emphasizes training in vocational, educational, psychological, social and medical aspects of disability; interpersonal counseling, addictions and substance abuse counseling, wellness, and case management.

## Program Mission, and Outcomes

The mission of the Rehabilitation Counseling and Disability Sciences program is to improve the quality of life for people with disabilities and their families by educating graduate students with the essential skills, knowledge, and dispositions needed to become ethical, responsive, and culturally competent professionals working in the field of human services.

## Objectives

The purpose of this program is to prepare professionals to work with the growing population of people with disabilities in the U.S. with an emphasis on advocacy and contemporary state of the art research, and assistive technology in disability sciences.

1. Educate and empower students to advocate for disability rights and support disability justice for clients who belong to other marginalized populations.
2. Increase the number of high-qualified professionals working with people with disabilities.
3. Increase the number of students who possess the requisite knowledge and earn credentials to become certified rehabilitation counselors working within the healthcare workforce.

## University Recruitment and Diversity Policy & Procedure

USF is committed to promoting globally-competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development and skill acquisition. Every department and administrative unit at the university – from the cashier's office and physical plant, to academic departments and residence life – is committed to student success. Through a series of programs and initiatives, the university strives to create a positive teaching and learning environment designed to engage students and enrich all aspects of the student experience.

USF's academic programs are designed to meet the needs of all learners, including traditional learners, special needs learners, adults interested in advancing their careers, veterans and distance learners. The University offers over 90 undergraduate majors and over 90 degree programs at the graduate, specialist and doctoral levels, including the doctor of medicine. Undergraduates are strongly encouraged to take advantage of a wide range of undergraduate research opportunities and study abroad programs.

The University has 13 colleges falling under the Office of the Provost and Executive Vice President for Academic Affairs. From Medicine and the Arts to Marine Science and Business, each college offers an extensive range of degree and specialty programs, many allowing students to focus on a particular discipline while exploring other areas of interest across the university.

The University is accredited by the Southern Association of Colleges and Schools (SACS). The Rehabilitation Counseling and Disability Sciences program is within the Department of Child & Family Studies (CFS) and is a member of the College of Behavioral & Community Sciences.

The Board of Regents approved the master's degree in Rehabilitation Counseling in 1972. Since then, the Program has graduated over 1,600 rehabilitation and mental health counselors. The program of study is 60 semester hours, which includes classroom as well as clinical field experiences. Graduates are eligible to take the national certification examination in rehabilitation counseling through the Commission on Rehabilitation Counselor Certification.

## General Degree Information

### Admissions Process

New students are admitted in the Fall and Spring semesters. Application deadline for Fall admission is June 1. Application deadline for Spring admission is October 15. Prospective students should access the USF Graduate Catalog online, as this publication has important information about admission to Graduate Studies and other requirements. Prospective students must submit an online application to the Graduate School indicating Rehabilitation Counseling & Disability Sciences as the selected program of study; send official transcripts and Graduate Record Examination (GRE) scores to USF Graduate Admissions or email our program office for GRE Waiver consideration; complete the electronic Graduate Application form, with Statement of Purpose and provide the Program with three letters of reference. These letters should be from former professors, professionals in the human services field, or other individuals who can attest to the student's character and potential for successful completion of graduate studies. Including at least one academic recommendation from a former Professor. An individual interview is also required. All documents should be uploaded to the Graduate Admissions application portal.

### Matriculation Requirement

Upon enrollment, students follow the program and university requirements of the catalog year under which they began the program. For full description of university requirements, please refer to the Graduate Catalog.

### Non-Degree seeking Students

Non-degree seeking students may take up to 12 credit hours in non-degree seeking status with the permission of the Program. Graduate Studies strictly enforces the 12-hour limit, and additional hours in non-degree seeking status will not be accepted toward the master's degree. All applicants must meet Graduate Studies and program criteria for the GRE and undergraduate GPA.

Please contact the Program Coordinator for a list of courses you may seek as a non-degree seeking student.

## Transfer Credit

Graduate Studies will accept coursework constituting up to 40% of the Rehabilitation Counseling and Disability Sciences Program at the discretion of the Program Director. The following rules apply to all transfer credits:

- Courses that were completed to meet the requirements for another degree cannot be counted as transfer credit toward a second degree.
- Students must petition through the Graduate Transfer Course Form to have transfer credits accepted into the graduate program, and students are responsible for providing a syllabus for each course to be considered. The Graduate Transfer Course Form can be found at [www.usf.edu/graduate-studies/forms.aspx](http://www.usf.edu/graduate-studies/forms.aspx). This must be completed and submitted to the Office of Graduate Studies preferably in the first semester, but no later than the second semester the student is enrolled in the graduate degree program.
- A grade of B or better must be earned in order for transfer credits to be approved.
- Field placement coursework will not be accepted as transfer credit under any circumstances.
- Transferred courses must be at the graduate level and acceptable to the program.
- Courses that were earned seven or more years before the student applied for admission to the program will not be accepted as transfer credit.

### Can I have required courses waived in the program?

Maybe. Direct equivalent courses from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited graduate programs may be waived at the discretion of the Program Director. Courses will not be waived for work experience.

## GPA Requirements and Probation

All graduate students are required to maintain a minimum 3.0 GPA. A GPA of less than 3.0 will result in probationary status. Graduate Studies require a written plan to remove the student from probation. Students on probation must attain a minimum 3.0 GPA by the end of the following semester to avoid continuing probation.

If a student remains on probation after two semesters, the department may recommend:

1. The student withdraws from the program;
2. Graduate Studies dismiss the student from the program Academic Performance

### Academic Performance

Effective in the 2016-2017 Graduate Catalog, all core and elective courses require a grade of 3.0 or better to be accepted toward a student's program of study. Failure to achieve a grade of 3.0 will require the student to repeat the course and earn a 3.0 or better in the course. No grade forgiveness applies at the graduate level and all grades will appear on the student's transcript. In such cases, a student may not substitute the course with one taken at another university or via an on-line program. Any student who has earned less than a "B" in a course and/or has been notified of continued poor academic performance (missed assignments, excessive absences and/or "I" grades) will be referred to their program academic advisor. Poor academic performance may result in a written notice followed by recommendation for withdrawal or dismissal. Please refer to the USF Graduate Catalog for details.

# USF Graduate Catalog, Section 7 Academic Policies & Regulations

More detail on the items below can be found at the following link: <https://catalog.usf.edu>

- Academic Policy Information
- Student Responsibilities
- Student Conduct
  - » The program expects all students to conduct themselves in a professional manner at all times inside and outside of the classroom. This includes appropriate attire in the classroom and at the field placement site, punctuality, professional social media, and the like.
- Academic Integrity of Students
- Disruption of Academic Process
- Student Academic Grievance Procedure
- Academic Standards and Grades

## Advisement

Students accepted into the graduate program will be assigned an advisor at the start of their first semester. Students should contact their advisor to discuss their educational program and career plans throughout their program of study.

Routine questions (e.g., course availability, course schedules, prerequisites) can typically be answered by office staff. The main number for the RCDS Program is (813) 974-0970, and students with general questions should call this number.

## Computer Accounts

All currently registered graduate students are required to obtain USF computer accounts through Information Technologies. To obtain one, go to <https://netid.usf.edu>. There is no separate charge for these accounts.

The Program has an internet home page which students are encouraged to visit. This page has important information about the program, including downloadable program forms, field placement sites, and program mission and objectives. The address is [www.usf.edu/rcds](http://www.usf.edu/rcds).

The RCDS Program maintains an email list that may be used for academic purposes. Should a student need something distributed to faculty and students, a request should be submitted via email to the Academic Program Specialist, Tatiana Acosta ([tacosta@usf.edu](mailto:tacosta@usf.edu)). Requests are subject to approval by the program director and if approved, the distribution will be handled by the Program Specialist. Submissions should be in text format with pictures/graphics posted as an attachment. Submissions are moderated and may be edited by program staff as necessary.

## Course Load, Access and Time Limits

The Program allows students to pursue the master's degree on a full-time (12 hours Fall and Spring, 6 hours Summer) or part-time basis (6 credits per semester), and to register for courses in a manner consistent with their work and/or family obligations and responsibilities. In accordance with Graduate Studies policy, all course work must be completed within a five (5) year period.

All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of 6 hours of graduate credit in three contiguous semesters. However, other colleges and programs may enforce additional requirements. Students on an

approved leave of absence are not subject to the enrollment requirement for the time approved for the leave. A graduate student who is not registered and enrolled for a minimum of six (6) credits in a 12-month period is automatically placed in inactive status. Students must be readmitted to the degree program to continue their studies.

Readmission is at the discretion of the program and is not guaranteed. Full-time enrollment requires registration for a minimum of nine (9) semester hours during fall and spring, and six (6) semester hours during summer. Students may take up to 15 credit hours per semester; however, enrollment in more than nine (9) credit hour during any one (1) semester is strongly discouraged, and must be approved by the student's advisor. Request for approval to enroll in more than 9 credit hours must be submitted in writing to the student's advisor.

Due to CACREP accreditation standards, academic standards and limited resources, course enrollment caps may be implemented by the program. Due to demand by full-time and part-time student registration in any given semester, course access cannot be guaranteed. While the Program attempts to schedule courses consistent with projected needs, students may occasionally experience delays in accessing one or more courses needed for graduation.

# Curriculum

## Course Requirements

Courses are offered fully online. Content courses are typically offered in an asynchronous online format, while clinical courses may have synchronous session. These live sessions will be offered during a weekly evening session. Students will be notified of the live sessions in the course syllabus. The program is 60 credit hours. Students participating in the RSA Scholars Program will be responsible for two additional courses that will also be taught online. Contact the RSA Scholars Coordinator for more information.

## Field Training Component

The master's program includes two field placement courses of one semester each. Practicum (RCS 6803) requires about 15 hours per week (minimum of 100 hours each). The second field experience is the Internship (RCS 6825) and requires 40 hours per week (minimum of 600 hours total) in an approved agency. Students must register for all field placement courses through the Program. Faculty review student readiness for initial field placement success once students have completed their first semester in the Program. A Student Readiness for Field Placement form is completed at that time for each student. See Appendix A.

The Program must have an approved affiliation agreement with an agency before a student can be placed there and the agency must be able to provide the student with one hour of individual supervision each week, counseling experiences, and the opportunity to obtain audio tapes from consenting clients in Practicum. All sites must be approved in advance by the program coordinator and a semester notice is required. Students are responsible for locating a field placement experience and interview for that position. The Program maintains a list of approved agencies for field placement as some human service agencies cannot provide the required experiences. Students may review the approved list here via our Intern Placement Tracking System.

Students must successfully complete RCS 5780 Legal/Ethical Issues and MHS 5020 Counseling Skills and Techniques by earning a grade of 3.0 or better, and be in good standing in order to be permitted to register for field placement courses. The student should review the Field Placement tab located on our website to learn about the field placement process.



## Liability Insurance

USF provides students with liability insurance coverage, free of charge. Liability insurance is required even if the site is the student's place of employment and insurance is provided. A copy of the certificate will be provided to the site supervisor at their request.

Students employed in a human service position may, with Program review and approval, use their place of employment for their internship and/or practicum. If the student's work site is used for the practicum, the student must work with RCDS faculty to develop a plan or project, maybe including tapes, that is different from their standard duties at their job

Students should discuss their practicum and internship plans with their advisor and review the Program's Handbook for Students, Site Supervisors, and Agencies before registering for practicum and internship. The handbook is located on the Field Placement webpage. All practicum hours must be completed prior to enrolling in internship.

## Final Comprehensive Examination (COMPS)

In addition to the required courses and a total of 60 semester hours, all students must pass the comprehensive exam. This exam will be a 50 question multiple-choice exam that is modeled after the CRC exam.

Students may also sit for the CRC exam in place of completing the comprehensive exam. Passing the CRC Exam prior to graduation is also an option to fulfill the COMPS requirement. Additionally, students must be registered for a minimum of two (2) graduate credit hours at the time they complete the comprehensive exam. Students who do not pass the comprehensive exam must retake it in the semester immediately following the semester in which they failed it or the next semester that it is offered. In keeping with Graduate Studies policy, students must enroll in two credit hours in the semester in which they retake the examination. The M.A. degree will not be awarded until the student has passed their comprehensive exam.

## Graduation

Students must apply for graduation at the start of the semester in which they will complete all requirements for the degree. <https://www.usf.edu/registrar/services/> The application is very important, and some students have found their graduation delayed a semester because they did not apply for their degree by the University deadline. Students are strongly encouraged to review the USF Graduate Catalog regarding graduation application deadlines.

## Written Endorsement Policy

The Counselor Education Program faculty will endorse students for licensure/certification upon completion of all university and accreditation requirements. Graduates will be endorsed in the area(s) of program completion. If a student wishes to obtain endorsement in more than one program specialty, all program requirements must be met including appropriate internship placements.

Faculty will recommend graduates for employment for positions in which the student meets the posting requirements and has demonstrated competence to perform the stated responsibilities. The retention, remediation and dismissal policy must include more than academic performance. It needs to include concerns about dispositions and fitness to practice.

# General Information

## First Day Class Attendance

First day class attendance is mandatory for all students. At the discretion of the instructor, poor attendance may result in a letter grade penalty.

## Confidentiality and Ethics

Students are expected to maintain the highest level of ethical standards in accordance with the Code of Ethics of the Commission on Rehabilitation Counselor Certification. Students are obligated to keep information of a personal nature that they may hear in interpersonal courses and field placement courses confidential. Audiotapes obtained during practica and internship must be erased after they are reviewed and critiqued. Confidentiality and other ethical standards will be addressed in practica and internship. Academic dishonesty will not be tolerated and may result in discipline including suspension or dismissal from the program.

## Financial Aid

The Department/Program supports two to four students with graduate assistantships each semester. These assistantships generally require 10-20 hours of work per week. Additional information about financial aid and student loans can be obtained by contacting: Office of Financial Aid, SVC 1102, University of South Florida, 4202 East Fowler Avenue, Tampa, Florida, 33620-8100 or by telephoning (813) 974-4700.

## Social Media Policy

In regard to social media, disclosing any information pertaining to yours or others experiences, class discussion, instructor comments, and the like is inappropriate. Doing so is inconsistent with the highest level of professionalism. It creates an emotionally unsafe learning environment and the behavior is strongly discouraged. Please refer to the Certified Rehabilitation Counselor Code of Ethics for standard practices regarding privileged communication, confidentiality, and sharing of information. The CRC Code of Ethics may be found at: <https://www.crccertification.comce>.

# Problem Resolution Process

The Rehabilitation Counseling and Disability Sciences Program is committed to resolving issues at the earliest possible point. The Problem Resolution Process is internal to the Program and is not meant to replace the University Academic Grievance Procedure (AGP). If at the end of the Program's Problem Resolution Process when final action is taken that affects a student grade, and a student feels that s/he has been treated in a manner that violates university policy, the student may file a formal Academic Grievance. The Academic Grievance Process provided in USF Policy 10-002: (<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf>). In addition, the Student Grievance Processes and Non-Academic Grievance Policy is USF Policy 30-053: <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-30-053.pdf>.

## General Guidelines

It is important to note that if an instructor or field supervisor deems that a student's behavior or academic performance creates a safety or disruption risk, the instructor or field supervisor may take immediate action and remove the student from a classroom or placement with a review through the academic grievance process. Unless directed otherwise by an instructor or field supervisor, students with concerns must continue to meet the directives and participation requirements of a placement and must complete all assignments in a timely fashion until the end of the process. Failure to fully participate and complete assignments may result in a failure or dismissal.

## Concerns Initiated By Students

If a student experiences a problem in any area of academic performance, whether it is program or agency-based, with an individual faculty member, field supervisor, or field placement coordinator, the following process is used to resolve the problem. These steps must be followed in this order:

### If the concern is classroom-based

NOTE: It is strongly recommended that the student discuss concern(s) with his/her advisor, or a trusted faculty member, prior to initiating the formal problem resolution process. The advisor will keep all communications about the student's concerns confidential.

The student will discuss concern(s) with the USF course instructor within business 7 days of onset of the problem.

1. If resolution is not reached by talking to the instructor within business 7 days, the student will contact the Problem Resolution Process Committee, in writing, stating the elements in the concern being raised.
2. The Problem Resolution Process Committee will review the written concern within business 7 days and contact the student, in writing, regarding their review outcome.
3. If the student disagrees with the Problem Resolution Process Committee's written report received within business 7 days, the student will contact the Director of the Program of Rehabilitation Counseling and Disability Sciences stating, in writing, that the concern remains unresolved.
4. The Director will respond to the student, in writing, within business 7 days.
5. If the student disagrees with the Director's written response, the student will contact the Chair of the Department stating, in writing, that the concern remains unresolved.
6. The Chair of the Department will respond to the student, in writing, within business 7 days.

### **If the concern is field-based:**

1. The student will discuss the concern with the agency field supervisor within business 7 days.
2. If a resolution is not reached within business 7 days of discussion with the field supervisor, the student will contact the course instructor and state the concern.
3. The student will request a field visit via phone or face-to-face as an intervention to address the concern within business 7 days. The course instructor will document the action plan. A copy of the report will be placed in the student's file and sent to the Field Placement Coordinator.
4. If resolution is not reached, the student will contact the Field Placement Coordinator in writing, stating the elements in the concern being raised. The Field Placement Coordinator will respond, in writing, within business 7 days.
5. If resolution is not reached, the student will contact the Director of the Rehabilitation Counseling and Disability Sciences program in writing within 7 business days stating the elements in the concern being raised.
6. The Director will respond to the student, in writing, within business 7 days.
7. If the resolution is still not reached, the student will contact the Chair of the Department stating, in writing, that the concern remains unresolved.
8. The Chair of the Department will respond to the student, in writing, within business 7 days.

## **Concerns Initiated By Faculty**

### **Classroom or Agency Based**

Any Rehabilitation Counseling and Disability Sciences instructor or agency-based supervisor having questions about the capacity, performance, or continuation of a student in the master's program, will address the concern in this order:

### **If concern is classroom-based**

1. The instructor will discuss the concern with the student within 7 business days of the concern becoming identified as one not meeting standard for pre-professional and/or academic work.
2. The instructor will give the student an opportunity to address/correct the concerns within an agreed upon time frame. S/he will document the concern and will place a copy of the report in the student file.
3. If resolution is not reached as defined in the Instructor Report, the instructor will contact the Problem Resolution Process Committee, in writing, regarding the concern(s) within business 7 days.
4. The Problem Resolution Process Committee will review the written concern and meet with the instructor and the student. After the meeting, the Problem Resolution Process Committee will offer written feedback within business 7 days that, when appropriate, will include a resolution plan. The resolution plan, which may include the option of immediate dismissal, is:
  - » Designed to address specific concerns
  - » A time line is assigned for completion and review of the plan
  - » Immediate dismissal from the program
5. If a resolution is not obtained through demonstration of satisfactory progress on the resolution plan identified in # 4, the Problem Resolution Process Committee will present a written statement to the Director of the Rehabilitation Counseling and Disability Sciences Program within 7 business days.

6. The Director will take the concern under review and consult the Department Chair if necessary. If the issue is resolved satisfactorily, the student will be notified in writing and a copy of the notification will be placed in the student's file. If the student is dismissed, he/she will be notified via certified mail.

### **If the concern is agency-based**

1. The student and/or the field supervisor will identify the problem and create a written plan to resolve it.
2. If the problem is not resolved, the student and/or field supervisor should consult with the course instructor and make another attempt to resolve the problem.
3. If the problem is still not resolved, the course instructor will facilitate a meeting between the student and the field supervisor. This meeting may also involve the Field Placement Coordinator if necessary. At this meeting, a written contract with time frames for resolution will be developed to address the problem. The course instructor will distribute copies of the written contract to the field supervisor, Field Placement Coordinator and student within five business days following the meeting.
4. If the problem remains unresolved, and the contract mandates the student's removal from the placement, the Program Director will notify the student of that action. If further review of unsuccessful contract mandates is necessary, the Department Chair will be notified.

NOTE: The field placement Agency may request USF to withdraw any student whose conduct or work performance is not in accordance with the Agency's policies and standards. Although the Program strongly prefers prior notification of a withdrawal it is not required.

## **Policy for Changing Field Placement**

Field placements are chosen after a thoughtful process that includes the student, the agency, and the Field Placement Coordinator. Once a field placement has been confirmed, it is expected that the student will complete the entire placement at that agency. Disruption of a field placement is not taken lightly. The course instructor, the field supervisor, the student and the Field Placement Coordinator will make any needed placement changes jointly. Other individuals, such as the student's academic advisor or the agency director, also may be asked to participate in the decision. Students who leave an field placement without prior approval of their Field Placement Coordinator and Instructor risk failing the practicum or internship course.

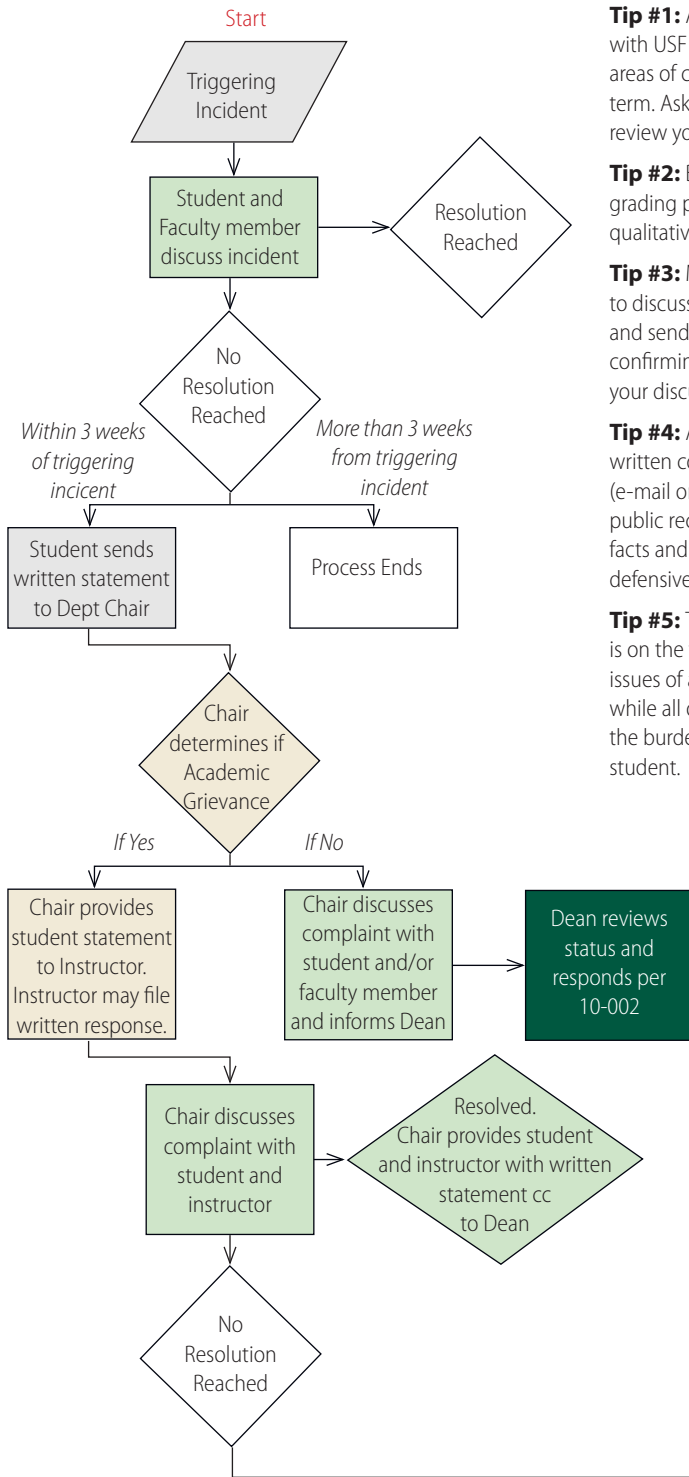
## **Retention, Remediation, and Dismissal**

If a student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that interfere with the ability to function in the role of a professional counselor, a remediation plan will be developed and implemented. Remediation can involve repeating classes, other required professional development activities, and attending personal counseling. The program faculty will develop the goals for the plan, identify the required target measures of accomplishment and documentation of goal attainment, and the timeframe for completion. Students who are mandated to attend personal counseling will be required to sign a release of information that will allow the faculty to obtain information about the number of sessions attended, willingness to address the identified concerns, and progress toward the identified goals. Personal information will not be shared with the faculty. Failure to complete the remediation plan will result in removal from the program.

# Academic Grievance Procedure – Department

(USF Policy 10-002) <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf>

An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.



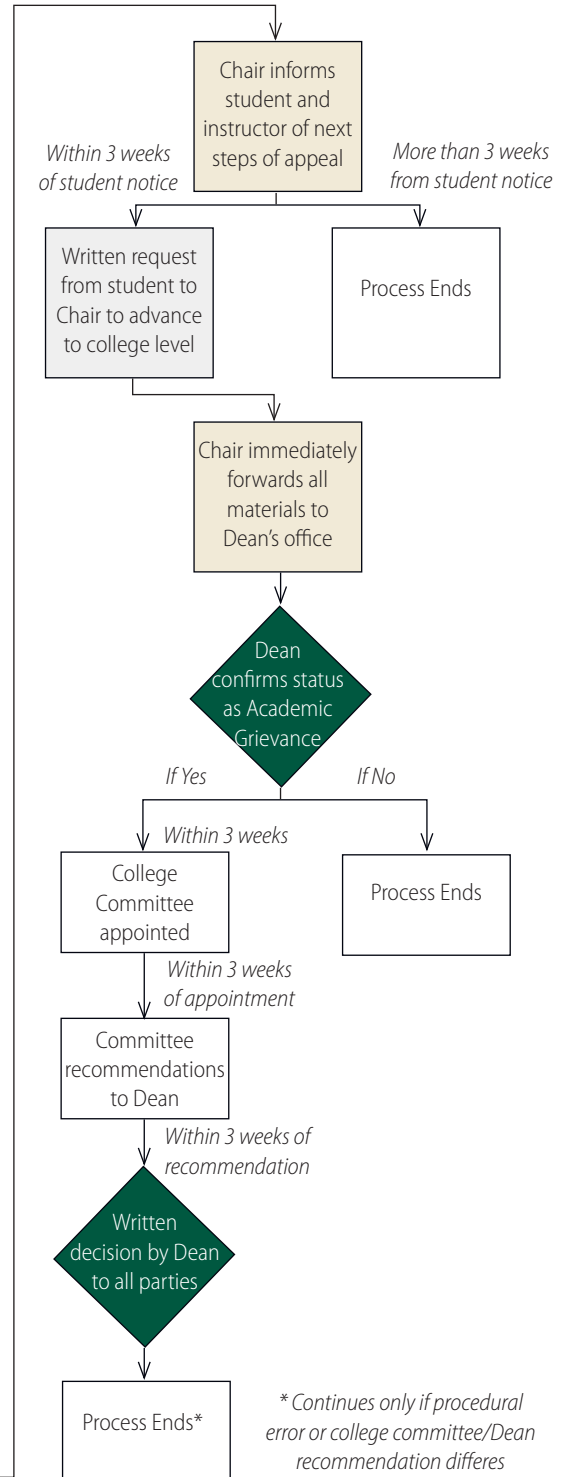
**Tip #1:** Align your syllabus with USF Policy and revise areas of confusion after each term. Ask your colleagues to review your syllabus.

**Tip #2:** Be explicit about grading practices (both qualitative and quantitative).

**Tip #3:** Meet with students to discuss their concerns and send a follow-up e-mail confirming key points from your discussion.

**Tip #4:** Assume that any written communication (e-mail or hard copy) is public record. Stick to the facts and don't respond defensively.

**Tip #5:** The burden of proof is on the faculty member for issues of academic integrity while all other issues place the burden of proof on the student.



Student Action

Faculty/Chair Action

Faculty, Chair, and Student Action

Dean Action

# Appendix A

## Student Readiness for Field Placement Form

Rehabilitation Counseling and Disability Sciences Program Clinical Staff Meeting

Student Readiness for Field Placement Student:

Strongly Disagree <b>1</b>	Disagree <b>2</b>	Somewhat agree <b>3</b>	Agree <b>4</b>	Completely Agree <b>5</b>	
					Student demonstrates maturity and professionalism.
					Student appears willing and open to feedback.
					Student is proactive in asking for help when needed.
					Student demonstrates good listening skills.
					Student demonstrates the ability to work with others.
					Student demonstrates the capacity for self-awareness and insight.
					Student demonstrates the capacity for reliability and self-direction.

Poor <b>1</b>	Fair <b>2</b>	Averagee <b>3</b>	Above Average <b>4</b>	
				Overall student progress
				Grades / progress in coursework
				Dispositional fit to engage in field experience
				Proceed with field placement
				Needs further review

**Comments:**

# Appendix B

## Certification and Affiliation

### Rehabilitation Counselor Certification

Graduates of the program are eligible to sit for Certified Rehabilitation Counselor (CRC) national examination. Students may apply for the examination with the Commission on Rehabilitation Counselor Certification. Due to advanced application deadlines, students may apply for the examination after completing 75% of their course work. After passing the examination and completing the M.A. degree, the CRC designation will be awarded. The CRC is an important credential in many agencies such as the Division of Vocational Rehabilitation and facility settings such as those accredited by the Commission on the Accreditation of Rehabilitation Facilities (CARF).  
<http://www.crccertification.com/>

### National Board of Certified Counselors

This organization offers the National Counselor Examination for Licensure and Certification (NCE) and the National Certified Counselor (NCC) credential. At the time of this writing 33 states, including Florida, have adopted this examination as part of their credentialing process.

National Board of Certified Counselors      <http://www.nbcc.org/>

### Professional Associations

It is strongly recommended that students join one or more professional associations in the counseling field. Membership in the associations is of critical importance to the profession at large, and has many important individual benefits including professional journals, professional meetings, in-service training information, newsletters on current developments in the profession, malpractice and other forms of insurance. The major professional associations in the field are the American Counseling Association (ACA) and National Rehabilitation

### Association (NRA)

Both organizations have divisions for rehabilitation counselors. The American Rehabilitation Counseling Association (ARCA) is a division of ACA, and the National Rehabilitation Counseling Association (NRCA) is a division of NRA. Applications and additional information may be obtained from their respective websites:

American Association for Marriage & Family Therapy	<a href="http://www.aamft.org">http://www.aamft.org</a>
American Counseling Association	<a href="http://www.counseling.org/">http://www.counseling.org/</a>
American Family Therapy Academy	<a href="http://www.afta.org">http://www.afta.org</a>
Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling	<a href="http://floridasmentalhealthprofessions.gov/">http://floridasmentalhealthprofessions.gov/</a>
International Family Therapy Association	<a href="http://www.ifta-familytherapy.org/">http://www.ifta-familytherapy.org/</a>
National Rehabilitation Association	<a href="http://www.nationalrehab.org/">http://www.nationalrehab.org/</a>



# Appendix C

## Sample Graduation Certification Form

### College of Behavioral and Community Sciences Certification Form

**MASTERS OR DOCTORAL DEGREE CANDIDATE CERTIFIED FOR GRADUATION**  
SEMESTER (enter Fall/Spring/Summer 20XX) \_\_\_\_\_

1. Student's Name \_\_\_\_\_ U

Degree Program M.A. Major Field Rehabilitation Counseling & Disability Sciences

2. Date of Admittance to Program as Degree-Seeker \_\_\_\_\_  
If graduating under of a subsequent catalog, indicate year of catalog \_\_\_\_\_

3. **Prescribed Curriculum (for students admitted under Fall 2017 catalog & after)**

Courses Required Pfx.-No.-Title	Indicated Waiver or Course Substituted	Sem. Hrs.	Grade
RCS 5035 RC: Concepts & Applications		3	
RCS 5780 Legal/Ethical Issues & Prof. Standards		3	
MHS 5020 Counseling Skills & Techniques		3	
RCS 5080 Medical Aspects of Disability		3	
RCS 6408 Diagnosis & Txt of Psychopathology		3	
RCS 6301 Career & Lifestyle Assessment		3	
RCS 6440 Social & Cultural Foundations of Counseling		3	
RCS 6643 Advanced Case Management.		3	
RCS 6407 Counseling Theories & Practice		3	
RCS 6803 Practicum		3	
RCS 6510 Group Theories		3	
RCS 6705 Disability Justice & Trauma-Informed Care		3	
RCS 6220 Individual Evaluation & Assessment		3	
RCS 6456 Counseling Approaches for Substance Abusers		3	
RCS 6825 Internship		6	
MHS 5480 Human Growth & Development		3	
RCS 6476 Human Sexuality		3	
RCS 6740 Research & Program Evaluation		3	
RCS 6255 Applications of Assistive Technology		3	

Total Number of Graduate Hours required:

a) Overall 60 b) at 6000 level 45

If this student has less than the required number of hours at the 6000 level, give the prefix and number of the course(s) substituted and state who authorized the substitution.

\_\_\_\_\_

5. Comprehensive Examination: Date successfully passed:

6. Thesis/Dissertation Required: Yes \_\_\_\_\_ No X ( ) Other Project?

7. If thesis/dissertation required: (1) Title: \_\_\_\_\_

(2) Has student successfully passed oral defense of thesis/dissertation? Yes \_\_\_ No \_\_\_ Not required

(3) Has student presented thesis/dissertation to Dean of Graduate School? Yes \_\_\_ No \_\_\_

8. Language/Tools of Research \_\_\_\_\_

9. Major Professor, Advisor, or Committee Chair's name: \_\_\_\_\_

Approval of program by same: (Signature) \_\_\_\_\_

10. Approved for Degree: \_\_\_\_\_

Date

Program Director, Chih Chin Chou, PhD





**Rehabilitation Counseling and Disability Sciences**

University of South Florida

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Tampa, FL 33612-3807

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[www.usf.edu/rmhc](http://www.usf.edu/rmhc)



UNIVERSITY of  
**SOUTH FLORIDA**

**College of Behavioral &  
Community Sciences**

Child & Family Studies