

# *Stephen F. Austin State University*



## *Department of Human Services*

A

Council on Rehabilitation Education (CORE)  
Accredited Program

# Rehabilitation Counselor Education Program

[www.sfasu.edu/hs](http://www.sfasu.edu/hs)

Revised Spring 2005

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## **The Department of Human Services**

Stephen F. Austin State University, located in historic Nacogdoches, Texas, was established by the state legislature in 1921. Originally founded as a teachers college, it is now a regional university with approximately 440 full and part-time faculty, and an average enrollment of more than 11,000 students each regular semester and more than 5,500 students each summer semester. The University grants fifteen baccalaureate degrees and emphasizes master's level study in Arts, Business, Education, Forestry, Humanities and Sciences.

The Department of Human Services offers multifaceted programming. The Department of Human Services was established as a separate department in the College of Education in 1968. The Department offers undergraduate majors in rehabilitation services, orientation and mobility, generic special education and speech and language pathology. Teaching specialties are offered in deaf education and teacher of the visually handicapped. Graduate majors include: Counseling, Communication Disorders, School Psychology, Low Vision, and Special Education. The Bachelor of Science in Rehabilitation Degree Program was implemented in 1977 and has graduated approximately 50 undergraduate students annually.

### **PROFESSION OF REHABILITATION COUNSELING**

#### **Nature of the Work**

Every year more and more people overcome mental, physical or emotional disabilities and become self-sufficient and productive citizens. Some find employment in occupations previously thought too complex or physically demanding. Others enroll in colleges and technical schools. One member of the team of professionals that helps individuals with disabilities achieve their maximum personal and vocational potential is the rehabilitation counselor.

Rehabilitation counselors begin the counseling process by learning about their counsees. Not only do they interview the client, they may read school reports, confer with medical personnel, and talk with family members to determine the exact nature of the disability. If the disability occurred after the person had begun his or her work life, the counselor may discuss the counselee's previous work experience with former employers. The counselor also confers with physicians, psychologists, and occupational therapists about the types of tasks the client can perform. The counselor, in addition, engages in counseling sessions with the counselee to explore and evaluate training and career options, and uses this information to develop an Individually Written Rehabilitation Plan (IWRP).

A rehabilitation program generally includes training for a specific job. Job training is often one of several steps in the rehabilitation process, and occurs only after a sufficient amount of evaluation, research and counseling has been done to find the most suitable job for a counselee.

Because a counselee's employment success is an important goal of rehabilitation counseling, the counselor must keep in touch with the business community to learn the types of workers needed by industry and the training required for each job. Counselors in vocational rehabilitation agencies spend some of their time publicizing the program and informing businesses and community leaders about the services they offer. Rehabilitation counselors in private industry keep up to date on vacancies that might be filled by persons with physical or emotional disabilities.

In addition to exploring job possibilities with clients, rehabilitation counselors often make follow-up contacts to ensure that placement has been successful. If the new employee has a specific problem on the job, the counselor may suggest adaptations to the employer.



An increasing number of counselors specialize in a particular area of rehabilitation; some work almost exclusively with individuals who are blind, deaf, mentally ill, mentally retarded, or have alcohol or drug addictions.

The amount of time spent counseling each client varies with the severity of the problems as well as with the size of the counselor's caseload. Some rehabilitation counselors are responsible for many persons in various stages of rehabilitation; others such as those who work with individuals with severe disabilities, may work with relatively few cases at a time. Caseload size and amount of time spent with a client primarily depend on the work setting.

## **Working Conditions**

Rehabilitation counselors generally work a 40-hour week. Some evening work is required for speaking at community or civic meetings. They may spend only part of their time in their offices counseling, coordinating services and performing necessary paperwork. The rest of their time is spent away from the office, working with prospective employers, training agencies and the person's family.

Rehabilitation counselors must maintain close contact with counselees and their families over many months or even years. The counselor often has the satisfaction of watching day-by-day progress in the person's efforts toward independence. At other times, however, the counselor may experience the disappointment of a counselee's failures.

## **Employment**

Counselors work in state and local rehabilitation agencies financed cooperatively with Federal and State Funds. Several hundred vocational rehabilitation specialists and counseling psychologists work in the Veterans Administration's vocational rehabilitation programs, or in VA hospitals and medical centers, Rehabilitation centers, sheltered workshops, hospitals, mental health centers, special schools, centers for independent living and other public and private agencies with rehabilitation programs and job placement services employ thousands more. Other rehabilitation counselors work in private industry, including insurance companies and other commercial enterprises, manufacturing firms and rehabilitation consulting firms.

## **Training, Other Qualifications, and Advancement**

A master's degree in rehabilitation counseling, counseling, or counseling psychology is generally considered the minimum educational requirement for rehabilitation counselors. Vocational rehabilitation agencies in some states may, however, accept applicants with bachelor's degree in rehabilitation services, counseling, psychology or other related fields. Experience in employment counseling, job development, psychology, education and social work may be helpful in securing employment as a rehabilitation counselor. Many state agencies have work-study programs whereby employed counselors can earn graduate degrees in the field.

The Council on Rehabilitation Education (C.O.R.E.) accredits graduate programs in rehabilitation counseling. Usually, two (2) years of study, including a period of supervised work experience is required for the master's degree. Master's degree programs generally offer courses in human services and psychology, principles of rehabilitation counseling, counseling theory and techniques, occupational and educational information and community resources. Also taught are courses in placement and follow-up, assessment and evaluation, psychosocial aspects of disability, medical and legislative aspects of rehabilitation, and research methods.

## **Employment Future**

Employment of rehabilitation counselors is expected to grow about as fast as average for all occupations through the year 2005. Job opportunities may be best in the growing private sector, however.

Because most state and many private rehabilitation agencies are funded primarily by the Federal Government, employment in these organizations depends largely on the level of government spending. Reductions in

Federal funding for rehabilitation services would have an adverse effect on employment in these agencies.

Substantial employment growth is expected in the private sector, particularly in insurance companies that handle worker compensation programs and in private for-profit rehabilitation consulting firms. Demand for qualified rehabilitation counselors in private industry is expected to increase as employers respond to affirmative action legislation and as they become aware of the savings that can be realized by returning people with disabilities to employment. Colleges and universities that employ coordinators of services to students with disabilities are another source of employment opportunities for rehabilitation counselors.

## **REHABILITATION COUNSELOR EDUCATION PROGRAM**

A major part of the mission of the Rehabilitation Counselor Education Program (RCEP) at Stephen F. Austin State University (SFA) is to provide rehabilitation counselors who can help to meet the growing demand for rehabilitation services for persons with disabilities. Toward this goal, the Department of Counseling and Special Education Programs offers a concentration in Rehabilitation Counseling. The program was designed upon criteria established by and is fully accredited by the Council on Rehabilitation Education (C.O.R.E.). The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences. The faculty of the Rehabilitation Counselor Education Program place very high value on the exposure of students to a broad spectrum of rehabilitation services, professional organizations, interdisciplinary professional activities, as well as advocacy and consumer groups in the field of rehabilitation.

The RCEP at Stephen F. Austin State University endorses the philosophy that rehabilitation is an empowering process in which persons exercise control over their own lives. The program adheres to concepts of the holistic nature of people, self-responsibility for health promotion and wellness, the uniqueness of each individual, equal opportunity for health care and social and economic involvement for all persons with disabilities. These concepts form the philosophical basis for coursework which prepares students to provide vocational guidance, psychological counseling, rehabilitation case management, and job development and placement services for persons with any type of physical, mental, emotional or social disability. The following nine statements represent beliefs of the faculty that guide program development and delivery with the Department of Human Services.

### **Philosophy:**

1. We believe every person with a disability has the civil and moral right to live as independently as possible.
2. We believe every program graduate, at whatever level of training, has the responsibility to advocate for the civil and moral rights of persons with disabilities.
3. We believe that every program graduate should possess the competencies necessary for effecting independent functioning of people with disabilities.
4. We believe that every program graduate should possess the ability to critique and modify performance relative to the needs of the field and the current state of the art in the field.
5. We believe that the knowledge from the Department of Human Services should be shared with other programs, departments and constituents that deal with people with disabilities.
6. We believe that we should have a leadership role at the regional and national level in terms of advocacy, training and research for the advancement of the field of counseling and rehabilitation.
7. We believe in the removal of all barriers (attitudinal, educational, vocational, social, architectural, etc.) affecting individuals with disabilities.
8. We believe in the affirmative action and multicultural recruitment emphasis in our program.

9. We believe in the equitable admission of all qualified minority students with the assumption that the program quality for all students will be maintained or enhanced from this effort.

This philosophy undergirds the training and education of the RCEP. The program coursework provides a theoretical framework in the area of vocational rehabilitation counseling and an experiential sequence of supervised practica and internship courses that allow graduating students to step immediately into service in the field of rehabilitation. The master's program is aimed at the development of practitioners, not theoreticians or researchers. Although the program emphasizes the evaluation of rehabilitation research, the program's aim is to produce practitioners who can provide high quality vocational rehabilitation services to persons with severe disabilities.

The faculty of the Department of Human Services place great value on exposing students to a variety of theories and techniques of counseling, appropriate professional counseling organizations, and interdisciplinary professional activities.

### **Mission Statement**

Develop and provide rehabilitation education, research, and community services that lead to leadership and practice that is in the forefront of the rehabilitation field. The Rehabilitation Counseling Education Program within the Department Human Services at Stephen F. Austin State University offers undergraduate and graduate courses leading to bachelors and master's degrees, preparing qualified rehabilitation counseling professionals. (CORE – Standard A-1)

### **Rehabilitation Counseling Program (RCP) strives to achieve the following objectives:**

- To train students in the effective delivery of rehabilitation services for individuals with physical, mental, and social impairments.
- To emphasize the acquisition of competencies in the broad field of rehabilitation counseling.
- To train students to be rehabilitation practitioners who will be equipped with skills to ameliorate the conditions of persons with disabilities.
- To provide continuing education to state rehabilitation services and other rehabilitation personnel for further skill development and/or completion of a degree. (CORE A-1)

## **MASTER OF EDUCATION DEGREE IN REHABILITATION COUNSELING**

The Master of Arts degree in Rehabilitation Counseling requires a minimum of 48 semester hours of academic preparation. The degree includes a core curriculum of 27 hours, 12 hours of advanced coursework in rehabilitation counseling and 9 hours of practicum and internship.

The core curriculum for the Rehabilitation Counselor Education Program consists of basic preparatory studies in disability, educational and occupational information, counseling and case management, and the vocational rehabilitation process. Students who lack basic preparation in any of the core knowledge and skill areas may be required to complete prerequisite coursework or complete individual studies prior to entry into one of the advanced graduate courses.

### **CURRICULUM PLAN FOR RCEP STUDENTS**

#### **BACKGROUND COURSES**

RHB 407/COU 507 Vocational Evaluation and Job Placement of the Severely Disabled

RHB 490/COU 592 Rehabilitation of the Severely Disabled

PSY 275 Abnormal Psychology

### FIRST YEAR

COU 505 Introduction to Rehabilitation Counseling  
COU 531 Theories of Counseling  
EPS 585 Advanced Human Growth and Development  
COU 533 Counseling Skills and Techniques  
COU 535 Multicultural Counseling  
COU 525 Vocational and Educational Information  
COU 526 Medical Orientation to Counseling  
COU 542 Psychosocial Aspects of Counseling

### SECOND YEAR

COU 541 Seminar in Rehabilitation Counseling  
EPS 559 Tests and Measurement  
COU 528 Group Counseling  
COU 591 Mental Health and Psychopathology  
COU 594 Practicum in Rehabilitation Counseling  
COU 595 Internship in Rehabilitation Counseling  
Some of these courses may be taken during the summer sessions.

### APPLICATION AND ADMISSIONS PROCEDURES

**IMPORTANT!** *All graduate students in the Rehabilitation Counseling Education Program should take special care to read carefully the guidelines outlined in the Stephen F. Austin State University Graduate Bulletin (<http://www.sfasu.edu/bulletin/>) for the year in which they entered their program. It is the student's responsibility to become familiar with and adhere to the regulations for admission, academic policies, application for graduation, and general requirements for the Master's degree--especially the Checkpoints for the Master's Candidate.*

### ADMISSION TO THE MASTER'S PROGRAM IN REHABILITATION COUNSELING

Admission to the Master's of Arts degree program in rehabilitation counseling is contingent upon admission to the Graduate School; therefore, students applying to the Graduate Rehabilitation Counseling Education Program must first apply to the Stephen F. Austin State University Graduate School. Details regarding Graduate School application are contained in the Graduate Bulletin. Criteria for clear admission to the Graduate School includes a 2.8 GPA on the last 60 hours of undergraduate work and a 2.5 on all undergraduate work. Further, the applicant must present satisfactory General Test Scores on the Graduate Record Examination (GRE). **All admission materials must be received by the Counselor Education Admissions Committee 30 days prior to the end of the semester to be considered for the following semester admission.**

**The Department of Human Services admission procedures require:**

1. Application to graduate school - <http://www.sfasu.edu/graduate/index1.html>
2. Official Transcript(s)
3. Verbal and Quantitative Graduate Record Examination Scores - [www.gre.org](http://www.gre.org)
4. For clear admission, the student must have a composite score of a student's last sixty (60) undergraduate hours GPA multiplied by the GRE Scores which **equals at least 2400**. For provisional admission a minimum score of 2000 necessary for initial consideration by the

Counseling Program admissions committee.

5. Three (3) letters of recommendation - of which one should be from a professional in the field of study.
6. Autobiographical letter of application to the department - Your responses to the following questions should total 2-4 pages, typed and double spaced.
  - A. Why did you choose counseling as a possible career and what life experiences have led you to your decision to enter the helping profession?
  - B. Each person has people who are important and whose feelings and opinions are valued. Tell something about your "reference group" (those people who are valued), and indicate who they are and how they have affected you.
8. Current Resume.

The applicant's file is reviewed by the Counseling Program Admissions Committee, which makes recommendations for acceptance or rejection of individual applicants to the program. Students are notified by letter of the committee's recommendation on their application.

**The Counselor Education Program has enacted a rolling admission policy. Candidates for admission will be considered the month following a completed application packed. The packed is not complete until all admission criteria is completed.**

Students who do not have their GRE scores in by the time they make application to the program will not be provisionally accepted to the Graduate School for study in rehabilitation counseling. No student will be unconditionally accepted to the Master's program in Rehabilitation Counseling unless they have obtained the minimum factor score of 2000. The Graduate School allows students to take up to 12 semester hours of coursework under "Post-Baccalaureate Student" status, prior to their being formally accepted into one of the school's recognized degree programs, however the Counseling program limit is six (6) semester hours. Attending classes under the Post Baccalaureate student status does not imply admission to the program.

**NOTE:** Student's who have not met all of the requirements for clear admission into the Master's degree program in Rehabilitation Counseling may not apply for financial aid with any of the Federal stipend or local Rehabilitation Scholarships available through the department.

### **Review of Graduate Applicants**

The Review of all graduate applicants involves consideration of multiple factors. In addition to criteria set by the Graduate School, the Department considers the following:

- < GPA
- < Match between professional goals and the departments mission
- < Letters of reference
- < Professional development, experience and accomplishments
- < Bilingual/multilingual proficiency
- < GRE scores
- < Evidence of leadership potential
- < Personal interviews

Other factors, including quality of prior educational opportunities (high school and undergraduate), family's educational background, disability, socio-cultural experiences, English language proficiency (for international students, measured by the TOEFL score), and any other factors which may have significantly influenced the applicant's academic and professional record to-date. Program areas may use additional factors in the review

process, as appropriate (e.g., minimum number of years of teaching or field experience, adequate professional preparation in the chosen area of specialization).

Steps in the graduate admissions review process:

- < The completed application file is forwarded to the chosen program area for review;
- < The program area makes a recommendation to the Counseling Admissions Committee;
- < The recommendation by the Counseling Admissions Committee is then submitted to the department chair who then forwards the recommendations to the College of Education and to the Graduate School.
- < The applicant is notified of the final decision by the Department Chair and by the College of Education Dean

Applicants are not guaranteed admission even though they meet these minimum requirement, because graduate counseling programs have limited space and facilities.

### **PROFESSIONAL ORGANIZATIONS**

The National Rehabilitation Association (NRA) is the predominant organization in the field of rehabilitation. It is comprised of several divisions, including the National Rehabilitation Counseling Association (NRCA). Below is a descriptive outline of these and other rehabilitation-related organizations.

#### National Rehabilitation Association

#### National Rehabilitation Counseling Association

Purpose of NRA and NRCA: To advance the rehabilitation of all persons with disabilities.

Benefits of NRA and NRCA Membership:

1. Receipt of quarterly Journal of Rehabilitation and NRA Newsletter.
2. Membership and participation in the state and local chapters of NRA.
3. Development of professional knowledge and expertise through national, regional, and state conferences; special seminars; up-to-date information; and exchange with other members.
4. Support of national and state legislative activity in which NRA plays a vital role.
5. Eligibility to participate in NRA insurance programs.
6. General support of the advancement of rehabilitation methodology and professionalism.
7. NRCA membership includes receipt of NRA Journal, Journal of Applied Rehabilitation Counseling, and NRCA Newsletter.

For further information and applications for NRA or NRCA, contact your major advisor or write:

National Rehabilitation Association  
633 S. Washington Street  
Alexandria, Virginia 23314  
<http://nationalrehab.org/website/index.html>

American Counseling Association (ACA)

American Rehabilitation Counselors Association (ARCA)

Purpose of ACA and ARCA: To serve its members and the public through programs designed to advance the educational and practical aspects of counseling in all settings.

Benefits of ACA and ARCA Membership:

1. Receipt of the Journal of the American Counseling Association
2. Participation in the supported liability, disability and life insurance programs.
3. Receipt of the GUIDEPOST.
4. Placement services
5. ARCA membership includes receipt of Rehabilitation Counseling Bulletin and the ARCA Newsletter.
6. Access to the National Career information center.
7. ACA's Professional information and reference service.

For further information and applications for ACA and ARCA, contact your advisor or write:

ACA Membership Division  
5999 Stevenson Avenue  
Alexandria, Virginia 22304  
[www.counseling.org](http://www.counseling.org)

National Association of Rehabilitation Professionals in the Private Sector (NARPPS)

Purpose of NARPPS: To represent the interest and viewpoint of those practicing vocational rehabilitation within the free enterprise system.

Benefits of NARPPS Membership:

1. Periodic communications regarding events, activities and professional development activities in the country as it related to rehabilitation in the private sector.
2. Representation assuring that rehabilitation counseling certification procedures take into account the training required for those employed in the private sector.
3. Representation of the viewpoint of the private rehabilitation practitioner in Congress, State Legislatures and local councils.

For further information and applications for NARPPS, please write:

International Association of Rehabilitation Professionals  
P.O. Box 218  
Blue Jay, California 92317  
[www.iarp.org](http://www.iarp.org)

**CERTIFICATION AND LICENSURE**

**Certified Rehabilitation Counselor**

National certification in the specialty area of Rehabilitation Counseling is available to interested graduates of the RCEP. Graduates are eligible to sit for the certification examination in their specialization given by the Commission on Certification of Rehabilitation Counselors upon completion of two years of work experience with at least one year under the supervision of a Certified Rehabilitation Counselor.

Additional information on the Certified Rehabilitation Counselor exam and the certification process can be obtained from

Board of Certification of Rehabilitation Counselors  
1835 Rowhling Dr., Suite 305  
Rolling Meadows, IL 60008  
<http://www.crccertification.com/>

#### Licensed Professional Counselor

The Texas Board of Examiners of Professional Counselors has been designated by the Texas Legislature as the licensing body for counselors in Texas who want to pursue a career as a Licensed Professional Counselor. Licensing as a generic counselor in the specialty as a rehabilitation counselor is available.

Any person practicing counseling activities and claiming the credentials of a Licensed Professional Counselor (LPC) is required by law to submit appropriate credentials for evaluation and take an examination before recognition is granted. Graduates of the SFASU Master's degree program with the Rehabilitation Counseling Emphasis are prepared with the educational requisites for application for the State of Texas licensing as a rehabilitation counselor. The Board may initiate requirements over and beyond those one might satisfy in any given degree program. It is wise to contact the Board to gain specific information on requirements that may be applicable at the time one applies for licensure.

Applications and additional information on the LPC may be obtained by contacting:

Bobby Alexander, Executive Secretary  
Texas State Board of Examiners of Professional Counselors  
1100 West 49th Street  
Austin, Texas 78756-3138  
(512) 459-2900  
[http://www.tdh.state.tx.us/hcqs/plc/lpc/lpc\\_def.htm](http://www.tdh.state.tx.us/hcqs/plc/lpc/lpc_def.htm)

### GRADUATE FACULTY

#### Professors

David L. Jeffrey, Ed.D., Oklahoma State University  
William F. Weber, Ed.D., University of Northern Colorado  
Dale E. Fish, Ph.D., University of Arizona  
Robert O. Choate, Ed.D., University of Nevada  
H. A. Chris Ninness, Ph.D., University of North Texas, Texas Woman's University

#### Associate Professor

David L. Lawson, Ph.D., University of North Texas

#### Assistant Professor

Wendy Enochs, Ph.D., University of Arkansas

#### Clinic Director/Instructor

Robert Patterson, M.A., Stephen F. Austin State University

#### Staff

Donna Wood

# Recommendation Form



## Stephen F. Austin State University Counselor Education Program Recommendation Form

**To the Applicant:** This form should be given to: (a) a professor, outside the SFA Counselor Education program, with whom you have studied; (b) an employee supervisor under whom you have taught or worked; and/or (c) a practicing counselor. The recommender should be able to comment on your qualifications for graduate study and as a participant in the counseling profession.

1. Are you applying for the school, community or rehabilitation counseling program? (Check one)

School

Community

Rehabilitation

Applicant		Recommender	
Your Name:		Your Name:	
Social Security #		Organization and address	
Your Address		Your Title	
City, State, Zip		Relationship to Student	

You may wish to retain your right to review information provided by the recommender you choose. Some persons prefer not to complete recommendation forms unless they can be assured of the confidentiality of their comments. It is our opinion that comments provided on a confidential basis are likely to be of more help to us in judging important characteristics such as creativity, originality, independence and research capability. Therefore, the Stephen F. Austin State University Counselor Education Faculty are affording you the opportunity to waive your right of subsequent access to this reference statement. In any event, your application for admission and/or financial support will be given full consideration based on all the information accumulated in your application file, including this form, regardless of your decision on waiving your right of future review. It is our policy to shred recommendation forms and letters following the admission decision.

I do waive my right to subsequent access to this recommendation form

I retain my right of subsequent access to this recommendation form.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

**PLEASE MAIL DIRECTLY TO:**  
  
*Counselor Education Admissions Committee  
 Box 13019, SFA Station  
 Nacogdoches, TX 75962-3019*

Applicant Name \_\_\_\_\_ Date: \_\_\_\_\_

**To the Recommender:** the above named individual has applied for admission to our Masters degree program in either school, community or rehabilitation counseling. We are asking you to provide information and evaluation concerning this applicant's ability to complete graduate study in counseling and/or their potential for success in the counseling profession.

1. **How long and under what circumstances have you known the applicant?**
2. **Please rate the applicant with others with whom you have worked in a similar capacity by placing a check (T) in the appropriate box.**

Qualities	Lower Third	Middle Third	Upper Third	Top 10%	Not Able to Judge
Ability to collaborate with others					
Creativity					
Emotional maturity and stability					
Ethics/Personal integrity					
Flexibility					
Friendliness					
Initiative and self-direction					
Intellectual ability/critical thinking					
Interpersonal skills					
Leadership					
Observed competence					
Potential as a Counselor					
Psychological health					
Quality of Work					
Response to feedback					
Tolerance for ambiguity					
Writing ability					

3. **On a separate letterhead, please attach a letter which includes a description of the applicant's particularly relevant strengths, limitations, and other pertinent information that might help in making our decision.**
4. **At what level of overall confidence would you recommend the applicant?**

- Not Recommend                     
  Recommend with Reservations  
 (Please specify below)                     
  Recommend                     
  Strongly Recommend

**Recommender Signatures and Information**

\_\_\_\_\_  
 Name (PRINT) Date

\_\_\_\_\_  
 Signature of recommender Email address

***Stephen F. Austin State University does not discriminate on the basis of age, race, color, national or ethnic group, religious preference, disability, or sex in any aspects of its operations.***

**GUIDE FOR GRADUATE COUNSELING STUDENTS ADMITTED TO EARN GRADUATE DEGREE**

<b>What Action to be Taken:</b>	<b>What Action Should be Taken:</b>	<b>Where to Secure Forms/Information:</b>	<b>Whom to See:</b>
1. Take Aptitude Test of Graduate Records Exam	Preferably at least 12 weeks prior to March 1 and October 1 admission deadlines or 3 weeks for computer-based testing	Counseling and Career Services 3 <sup>rd</sup> Floor, Rusk Bldg <a href="http://www.gre.org">www.gre.org</a>	Send application to Princeton, N.J. office
2. Apply for Admission to the Graduate School	Prior to application to the Counseling Program	Graduate Office, Room 310, Austin Building	Graduate Office
3. Apply for admission to the Counseling Program	Rolling Admission - 30 days after receipt of completed application materials	Graduate Office and Department of Human Services Room 113, Birdwell Building	<b>Rehabilitation -</b> Dr. Bob Choate <b>Community-</b> Dr. Wendy Enochs <b>School-</b> Dr. David Lawson
4. Develop class schedule	After notice of admission and before each registration period	Graduate Program Advisor	Graduate Program Advisor
5. Join Texas Counseling Association	Prior to completion of first semester in program	Graduate Program Advisor	Graduate Program Advisor
6. Request assignment of advisor	Before first registration	Graduate Program Advisor in Major	Graduate Program Advisor in Major Department
7. Get on List for COU 533 Skills and Techniques	During First Semester in Program	Graduate Program Advisor or Dr. Dale Fish	Dr. Dale Fish, Room 114, Birdwell Building, 468-1150
8. Get on List for COU 528 - Group Counseling	During First Semester in Program	Graduate Program Advisor or Dr. David Lawson	Dr. David Lawson, Room 214 Human Services Building, 468-1366
9. Complete Degree Plan	Before the end of your second semester in program and no later than completing 12 hours of graduate work.	Counseling Program Advisor	Counseling Program Advisor
10. Apply for Admission to Candidacy	After <b>completing</b> 15 semesters of graduate work to include COU 520 or COU 505, COU 531 and 533, EPS 559 and 585.	Graduate Program Advisor Candidacy Coordinator Dr. Jan Stalling Counseling Program Handbook	Graduate Program Advisor Candidacy Coordinator Dr. Jan Stalling
11. Petition for changes in degree plan as needed or desired	When changing degree plan	Graduate Program Advisor	Major Program Advisor

12. Apply for Practicum	Oct. 17, for Spring, Summer March 15 for Fall	Practicum, Internship Coordinator	Graduate Program Advisor
13. Apply for Internship	Oct. 17, for Spring, Summer March 15 for Fall	Practicum, Internship Coordinator	Graduate Program Advisor
14. Pay Malpractice Liability Insurance fee	End of semester prior to Practicum and Internship	Practicum, Internship Coordinator	Graduate Program Advisor
15. Apply for degree, pay graduation fee, and arrange for cap and gown	By deadline in current Graduate School Bulletin	Graduate Office	Graduate Office
16. Pay for Thesis binding and microfilming	Before scheduling thesis examination	Library	Library
17. Arrange to complete comprehensive examination	During final semester before graduation	Graduate Advisor	Dr. David Lawson
18. Study the Graduate School Bulletin and Graduate Counseling Handbook	Frequently	Admissions or Registrar Counseling Clinic	Counseling Clinic