

Counselor Education

College of Education

The Graduate Program in Counselor Education in the Department of Early Childhood, Special Education, and Counselor Education offers a Master of Arts (M.A.) in Counseling and a doctoral degree in Counselor Education. For application procedures, please go to the Graduate School web site (<https://gradschool.uky.edu/>) and follow the directions for the Apply Yourself application. This electronic application incorporates the program and Graduate School application process.

Master of Arts in Counseling

The master's program has two specialties: Rehabilitation Counseling and Clinical Mental Health Counseling. The Rehabilitation Counseling specialty is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and fulfills national certification requirements in Rehabilitation Counseling. Program graduates are eligible to sit for the Certified Rehabilitation Counselor (CRCC) Examination, state licensure as a professional counselor (LPC), and other national and state certifications. The Clinical Mental Health Counseling (CMHC) specialty covers the required curriculum outlined by CACREP for the specialty. Accreditation for the CMHC specialty is pending approval by CACREP. Graduates in this program specialty typically are pursuing licensure as a professional counselor (LPC).

The program trains students to understand the physical, psychological, social, cultural, global, and economic factors affecting persons with mental or physical disabilities, and to provide counseling for people with disabilities in a wide variety of professional settings. The counselor must demonstrate competencies in ethics, in establishing and conducting counseling relationships, assessment procedures, career counseling, program planning and coordination. They must have an awareness of professional and community resources that can be utilized in the rehabilitation process; have knowledge of persons from culturally diverse backgrounds, and understand how rehabilitation engineering and technology can be utilized to help clients achieve their goals.

The Master's program is offered on campus and via on line web-based instruction. Both formats are equivalent with regard to content and student learning outcomes and can be completed in the same timeframe.

Emphasis is placed on social justice, severe disability and its consequences, independent living, career development and placement, human growth and development, the provision of services in rural communities, technology, business and industry, and consumer issues and rights. Graduates of the program are employed in a wide range of public and private rehabilitation counseling, health, educational, mental health, and human service settings. Students interested in obtaining a terminal

degree in Counselor Education following the completion of their master's degree are encouraged to apply to the doctoral program, described below.

An Endorsement Curriculum and University Scholars Program in conjunction with Kentucky State University facilitate the enrollment of persons from culturally diverse backgrounds. Please contact the Program Coordinator for more information.

Admission Requirements

The Counseling master's program has the following admission requirements. Students are required to have a minimum undergraduate grade point average of 2.75, submit three letters of reference, complete a statement of professional goals and objectives, complete a program application, and participate in an interview with faculty.

The program faculty consider all of this information in making admissions decisions. Students are admitted from a wide range of backgrounds and academic disciplines. Students are admitted in the fall semester to the Master's program. Admission requirements are the same for the campus and online programs.

Program Requirements

Course and fieldwork total 60 credit hours for each specialty. At least 75% of the credit hours must be taken at the University of Kentucky. Campus courses are offered primarily in the late afternoon and early evening to accommodate full- and part-time students. Students who attend the program on a full-time basis can complete the program in 16 months.

Admission to Field Work

Admission to field work will be considered after the student has completed two semesters (full-time) of graduate study or when the student has completed 30 hours of graduate study. The decision to advance to fieldwork includes successful completion of the admission to fieldwork examination, demonstrated skill in academic areas, and a judgment by the faculty that the student possesses the professional, ethical, personal, and social characteristics necessary for providing professional counseling services. In addition, the student must have no "I" (incomplete) or S grades. Any E grades must also be cleared with a regular letter grade prior to beginning fieldwork. Students must also be in good academic standing to begin fieldwork.

Field Work

The first fieldwork component is a three-credit practicum, which consists of 200 clock hours of supervised experience in Rehabilitation Counseling or Clinical Mental Health in an approved setting, a weekly seminar, and individual supervision. The practicum is generally taken during the eight-week summer session. However, this course is offered every semester to accommodate part-time students. A student must successfully pass the fieldwork examination prior to enrolling in the practicum.

In accordance with national accreditation and certification requirements, students then complete 600 clock hours of supervised internship in a rehabilitation or clinical mental health setting. Every intern

student also participates in a weekly seminar and individual supervision. Internship is three credits per 200 clock hours, and may be taken in the summer, fall, or spring semesters following practicum. The internship is taken in one semester; or, due to extenuating circumstances, it may be divided into two semesters. It is recommended, however, that the internship be completed in one semester.

Students must successfully complete their internship, and demonstrate competence in working with individuals with disabilities in the context of a professional Rehabilitation Counseling or Mental Health Counseling relationship in order to graduate. A final written examination is given at the completion of all course work. Graduation is contingent upon the successful completion of this examination. Students also have the option of using an approved national certification examination as their final program exam.

Program of Studies and Sequence of Courses: Master's with Rehabilitation Counseling Specialty

Fall Semester (First Year)

- CED 520: Foundations of Professional Counseling (3)
- CED 650: Counseling Theories (3)
- RC 525: Human Growth, Disability, & Development Across the Lifespan (3)
- CED 515: Medical and Psychosocial Aspects of Disabilities: Physical Disability (3)
- CED 530: Social and Cultural Foundations of Counseling (3)

Spring Semester (First Year)

- CED 660: Counseling Techniques (3)
- CED 516: Medical and Psychosocial Aspects of Disabilities- Psychiatric Disabilities (3)
- CED 750: Rehabilitation and Mental Health Counseling Research and Program Evaluation (3)
- CED 610: Case Management in Rehabilitation Counseling (3)
- CED 620: Assessment in Rehabilitation and Clinical Mental Health(3)

Summer Session

- CED 560: Supported Employment, Independent Living, Transition (3)
- CED 640: Private Practice in Rehabilitation Counseling (3)
- CED 710: Clinical Practicum in Counseling (3) *
- CED 630: Career Development Counseling and Job Placement (3)
- CED 550: Ethics for the Counseling Profession (1)
- Approved Electives (2 hours)

Fall Semester (Second Year)

- CED 730: Clinical Internship in Counseling (9) *
- CED 670: Group and Family Mental Health Counseling (3)
- Electives (3 hours): either CED 540, CED 554, CED 558, or other approved elective

Program of Studies and Sequence of Courses: Master's with Clinical Mental Health Counseling Specialty

Fall Semester (First Year)

- CED 520: Foundations of Professional Counseling (3)
- CED 650: Counseling Theories (3)
- CED 525: Human Growth, Disability, & Development Across the Lifespan (3)
- CED 540: Addiction and Substance Use Counseling (3)
- CED 530: Social and Cultural Foundations of Counseling (3)

Spring Semester (First Year)

- CED 660: Counseling Techniques (3)
- CED 516: Medical and Psychosocial Aspects of Disabilities: Psychiatric Disabilities (3)
- CED 750: Rehabilitation and Mental Health Counseling Research and Program Evaluation (3)
- CED 615: Clinical Practice of Mental Health Counseling (3)
- CED 600: Psychopharmacology (3)

Summer Session

- CED 570: Crisis and Trauma Counseling (2)
- CED 680: Mental Health Diagnosis and Treatment Planning for Counselors (3)
- CED 710: Clinical Practicum in Counseling (3) *
- CED 630: Career Development Counseling and Job Placement (3)
- CED 550: Ethics for the Counseling Profession (1)

Fall Semester (Second Year)

- CED 730: Clinical Internship in Counseling (9) *
- CED 670: Group and Family Mental Health Counseling (3)
- CED 620: Assessment in Rehabilitation and Clinical Mental Health (3)

**CED 710 and 730 (Practicum and Internship) are offered every semester for part-time students.*

Doctoral Rehabilitation Counseling Education, Research, and Policy Program

The Counselor Education Doctoral Program offers a Departmental Ph.D. degree with a formal option in Counselor Education, Research, and Policy. The doctoral program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The doctoral program is campus-based and is not offered on-line. We have carefully designed our doctoral curriculum to meet the needs of students who are preparing for careers in rehabilitation counselor education, research, and administration. Our students complete advanced doctoral seminars in rehabilitation counseling research, psychosocial aspects of chronic illnesses and disability, rehabilitation counseling theory, professional rehabilitation counseling issues, and rehabilitation administration and policy. In these courses, students explore a wide range of psychosocial, societal, and international perspectives on

disability and counseling. In addition to the counseling professional seminars, doctoral students complete coursework in the following areas:

1. A Graduate Core (23 hours), including coursework in college and university teaching, grant writing, clinical practicum experiences and practicum experiences in university teaching, and dissertation residency;
2. A Counselor Education area of emphasis core (15 hours) (counseling professional seminars, described above);
3. A thematic support area from outside the area of emphasis (15 hours), including interdisciplinary coursework consisting of courses from outside the Department, such as: Psychology, Rehabilitation Sciences, Educational and Counseling Psychology, Social Work, Sociology, Communication Disorders, or other areas, designed to develop the student's expertise in a focused area of rehabilitation counseling research, and typically this core directly relates to the student's dissertation topic;
4. A research block (21 hours), including course work in statistical methods, quantitative research methods, qualitative research methods, and mixed method approaches, and research internships.

Each student's program of studies is planned and supervised by an Advisory Committee consisting of 4 individuals, including the student's major professor and two other members from the Department. The remaining member represents the student's outside support area. Upon completion of the prescribed coursework, students are examined to evaluate their preparedness to be advanced to candidacy for the Doctor of Philosophy degree. The basis of this evaluation is completion of a qualifying examination administered by the student's Advisory Committee.

Admissions Requirements

- Applicants are required to have an undergraduate GPA of at least 2.75;
- A Master's degree in Rehabilitation Counseling or a closely-related field with a GPA of at least 3.5. (Note: Students who are entering with a non-Rehabilitation Counseling Master's degree program may be required to take leveling, or foundational courses as described below.);
- Submission of Graduate Record Examination (GRE) scores (mandatory for all doctoral applicants);
- Minimum of one year (at least two preferred) of post- Master's experience in rehabilitation counseling or a related field (program will alternatively consider extensive prior related experience and exceptional academic performance on an individual basis);
- At least three (3) positive recommendations attesting to the candidate's professional disposition and fitness for the profession, self-awareness and emotional stability, oral and written communication skills, cultural sensitivity and awareness, and potential for scholarship, professional leadership, and advocacy;
- Written statement of the applicant's objectives for completing a doctoral program; and
- A sample of the applicant's academic and/or professional writing. Final admissions decisions are the purview of the Department's faculty.

Note: For students applying to the Ph.D. Formal Option with a Master's or graduate degree that is not from a CORE- or CACREP-accredited rehabilitation counseling program, foundational rehabilitation counseling content and core counseling content courses may be required prior to, or concurrent with enrollment. Decisions about the need for foundational coursework are the purview of the Program faculty and will be made on an individual basis, based on review of the applicant's previous graduate coursework, review of applicant's transcripts and course descriptions; previous graduate coursework may in some cases be substituted.

Foundational Coursework includes the following: (a) Foundations or Principles of Rehabilitation Counseling or Counseling, (b) Social and Cultural Diversity, (c) Human Growth and Development, (d) Career Theory and Development, (e) Individual and Group Counseling Theories and Models, (f) Assessment and Testing, (g) Research and Program Evaluation, (h) Psychosocial and Medical Aspects of Disability.

A typical course sequence is as follows:

Graduate Core (minimum 23 credits)

1. Coursework from Professional Seminars in Advanced Rehabilitation Counseling may include:
 - CED 740: Administration, Supervision, and Program Evaluation in Rehabilitation Counseling
 - CED 735: Advanced Methods for Teaching and Conducting Research in Counselor Education: From Theory To Practice
 - CED 711: Seminar in Advanced Rehabilitation Practices and Procedures
 - CED 760: Contemporary Practices in Rehabilitation
 - CED 715: Advanced Seminar in Psychosocial Aspects of Chronic Illness and Disability
 - CED 770: Advanced Seminar in Rehabilitation Counseling Theory, Practice, and Education
2. EDS 701 / CED 701 / IEC 701: Seminar for EDSRC Leadership Personnel (1 credit each, 4 semesters) (4)
3. EDS 712 / CED 712 / IEC 712: Seminar in EDSCE Professional Services (3)
4. EDS 720 / CED 720 / IEC 720: Seminar in EDSCE Teacher Preparation (3)
5. EDS 721 / CED 721 / IEC 721: Practicum in EDSCE Personnel Preparation (3-9)
6. EDS 767 / CED 767 / IEC 767: Dissertation Residency Credit (24). EDS 767 is taken for a minimum of two credits per semester for two semesters (excluding summer terms) after successful completion of the qualifying examination.
7. CED 710 Clinical Practicum in Counseling (Doctoral Section).

Rehabilitation Counseling Area of Emphasis (15 credits)

Thematic Support Area (15 credits)

Research Tools (21 credits)

Required Practicum Experiences

Clinical practicum experiences are required of all doctoral students. As with the didactic portion of the curriculum, practica experiences are planned according to the individual backgrounds and needs of each student. Students are required to complete a 200-hour clinical practicum (40% of which must be direct client contact hours).

Required Internship Experience

In the course of their program plan, students will complete 600-clock hours of supervised internship, addressing three of the five following areas: Counseling, Supervision, Teaching, Research and Scholarship, Leadership and Advocacy. The internships are designed to ensure doctoral-level experience in counselor education areas including: campus and distance-based teaching, supervision, and clinical counseling. The nature and focus of the internship will be determined in consultation with each student individually.

Professional Involvement

We encourage and support student's professional development, with an emphasis on participation in the rehabilitation counseling profession at the national level through research, publication, and participation in national conferences and leadership opportunities in our national and regional rehabilitation counseling professional associations. We provide support to our students through research grants and teaching assistantships, and a number of funding opportunities that are available to our doctoral students through our graduate school.

Course Descriptions

CED 515 MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITIES: PHYSICAL DISABILITY. (3) This course is designed to prepare rehabilitation and mental health counselors, social workers and students in related fields with a working knowledge of the medical and psychosocial aspects of physical disability and chronic illness, and to provide students with the knowledge and understanding necessary to function and serve effectively in rehabilitation counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: human body systems, medical terminology, medical, functional, environmental and psychosocial aspects of physical disabilities and chronic illness, professional ethics, assistive technology, functional capacity, and wellness and illness prevention concepts and strategies. Prereq: College level courses in biology and psychology or consent of instructor. (Same as SW 515.)

CED 516 MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITIES: PSYCHIATRIC DISABILITIES. (3) This course is designed to prepare rehabilitation and mental health counselors, social workers, and students in related fields with a working knowledge of the medical and psychosocial aspects of neurodevelopmental and psychiatric disabilities, and to provide students with the knowledge and understanding necessary to function and serve effectively in counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: medical, functional, and environmental aspects of neurodevelopmental and psychiatric disabilities, professional ethics, assistive technology, diagnostic classification systems, psychopharmacology, functional capacity assessment, and wellness and illness prevention concepts and strategies. Specific disabilities covered during this semester include psychiatric and psychological impairments, neurodevelopmental disabilities, autism, learning disabilities, substance abuse and others. Prereq: College level courses in biology and psychology or consent of instructor. (Same as SW 516.)

CED 520 FOUNDATIONS OF PROFESSIONAL COUNSELING. (3) The course provides a comprehensive introduction to rehabilitation and clinical mental health counseling as a human service system in public and private organizations. Students will examine and analyze philosophical, historical, legislative and organizational structures; rehabilitation and related clinical mental health counseling programs; referral and service delivery systems; the rehabilitation counseling process; administration of rehabilitation clinical mental health counseling programs; and professional and ethical issues. Prereq: Twelve hours of social or behavioral science, or graduate standing, or consent of instructor.

CED 530 SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING. (3) This course is designed to assist students to develop an understanding of the implications of cultural and individual diversity including race/ethnicity, gender, disability, age, class, spirituality and religion, geographic region, and sexual orientation. This course will provide an overview of social justice, culturally diverse counseling techniques, and identify how cultural values, beliefs, attitudes, and public policies influence consumers and service providers. Emphasis will be placed on debunking cultural myths and stereotypes through the use of case studies, examples, and discussion to present implications and best practices for rehabilitation and mental health counselors, other human service providers, and educators in addressing the needs of culturally diverse consumers and students through direct service and referral.

In addition, this course offers students an opportunity for self-exploration, growth, and expansion and sharing of diverse viewpoints. Finally, this course is designed to promote ethical and professional behavior when working with diverse populations. Prereq: Consent of instructor.

CED 540 ADDICTION AND SUBSTANCE USE COUNSELING. (3) This course is designed to provide students with information about the disease concept and etiology of addiction and co-occurring disorders, theories and models and research of substance-related and addiction disorders, behavioral, psychosocial and physiological effects of alcohol and other drugs, screening, evaluation and assessment, diagnosis, treatment intervention, counseling strategies, and mental health counseling to address issues pertaining to multiculturalism, crises, disaster and trauma, family, prenatal exposure, co-occurring disorders, sexual orientation, and adult children of addicts. In addition, ethical and legal considerations of addiction counseling and principles of self-help programs and identification community resources are discussed. Prereq: Consent of instructor

CED 550 ETHICS FOR THE COUNSELING PROFESSION. (1) This is a one-credit hour course designed to provide students with a comprehensive overview of the professional codes of ethics for Rehabilitation Counselors (CRCC) and mental health counselors (American Counseling Association.) A goal of this course is to acquire knowledge about ethical practice in serving persons with disabilities in a changing professional landscape. Emphasis will be on helping to recognize the implications of culture, class, and gender components, as well as identifying appropriate ethical behavior in various rehabilitation and mental health counseling-related practice areas. Prereq: Consent of instructor or admittance to graduate program in Rehabilitation or Mental Health Counseling.

CED 554 RURAL REHABILITATION. (3) This course focuses on the various issues related to counseling service provision in rural areas. The course will also present methods and techniques utilized to meet the specific and unique needs of persons with disabilities living in rural areas. Prereq: Consent of instructor or admittance to graduate program in Rehabilitation or Mental Health Counseling.

CED 558 SPECIAL TOPICS IN REHABILITATION COUNSELING. (1-3) Study of a selected topic within the field of rehabilitation. Topic to be chosen annually in accordance with student needs and interests. May be repeated to a maximum of six credits.

CED 560 SUPPORTED EMPLOYMENT, INDEPENDENT LIVING, AND TRANSITION. (3) This course is designed to provide a basic knowledge and understanding of the origins, development, and underpinnings of supported employment, transition, and independent living for rehabilitation and clinical mental health counselors. The contents of the course provide the student with the following information: philosophies for transition and supported employment programs; the concept of Person Centered Planning; a model for developing a transitional process in the community; vocational training and placement concepts of transition and supported employment; perspectives and roles within supported employment and transition for rehabilitation and clinical mental health counselors; and major elements of independent living rehabilitation. Prereq: Admission to the Rehabilitation Counseling Program or consent of instructor.

CED 610 CASE MANAGEMENT IN REHABILITATION COUNSELING. (3) This course emphasizes the basic principles of helping persons with disabilities within the rehabilitation and clinical mental health processes. The course fosters both an appreciation and knowledge of how various theories and research findings translate into appropriate rehabilitation and clinical mental health counseling techniques. The course explores the roles or functions that rehabilitation and clinical mental health counselors play as they work in different clinical rehabilitation and counseling programs and agencies. Prereq: CED 520 or consent of instructor.

CED 620 ASSESSMENT IN REHABILITATION AND CLINICAL MENTAL HEALTH. (3) This course includes effective methods and techniques used in determining the academic, intellectual, educational, and aptitude potential of persons with disabilities. Content also includes exploring the ethical practice of assessment and evaluation, test development, reliability, validity, and psychometrics, report writing, use of commercial evaluation systems, and the role of assessment in rehabilitation and clinical mental health counseling programs and agencies. Prereq: A vocational theories course and CED 520 or consent of instructor.

CED 630 CAREER DEVELOPMENT COUNSELING AND JOB PLACEMENT. (3) The course examines career theories and development including: the interrelationships among and between work, mental wellbeing, relationships, and other life roles; career, avocational, educational, occupational and labor market information resources; the work environment impact on clients' life experiences; assessing abilities, interests, values, personality and other factors that contribute to career development; career development program planning, organization, implementation, administration, and evaluation; advocating for diverse clients' employment opportunities; client skill development for career, educational, and lifework planning and management; assessment tools and techniques relevant to career planning and decision making; ethical and culturally relevant strategies for addressing career development; the needs of clients and employers as these relate to approaches to be used in job development, analysis, modification, placement and follow-up. The course helps students develop the skills necessary for successful placement of clients into a variety of settings – competitive and supportive employment, independent living, etc. The philosophy of placement including pre-placement analysis, client readiness, career and job development, job re-engineering, and related issues will be presented. Prereq: A vocational theories course, CED 520 and CED 620 or consent of instructor.

CED 640 PRIVATE PRACTICE IN REHABILITATION COUNSELING. (3) This course is designed to provide rehabilitation counseling students with a comprehensive knowledge of rehabilitation in business environments. Skills to develop a professional working relationship between the rehabilitation counseling professional, employers, the insurance industry, and other professionals will be taught. A thorough overview of worker compensation, related legislation, and other insurance will be presented. The roles and functions of the rehabilitation professional in business rehabilitation will be discussed. Prereq: Twelve hours of study in rehabilitation counseling or consent of instructor

CED 650 COUNSELING THEORIES. (3) This course is designed to provide an overview of theories pertinent to a career as a professional counselor. There will be an emphasis on application of theories to counseling individuals with disabilities. A goal of this course is to acquire knowledge about

counseling theories and to identify ways to integrate theory into practice. Emphasis will be on helping students in developing a personal theoretical orientation and understanding the use of different counseling theories with different clientele, especially with regard to the intersectionality of client identities. Prereq: Admission to the Counseling program or consent of the instructor.

CED 660 COUNSELING TECHNIQUES. (3) This course is designed to teach students how to implement counseling techniques. These techniques are applicable to professional careers in rehabilitation counseling and mental health counseling. The techniques presented in this class will be based in the theories presented in CED 650. Students will learn evidence-based practices for working with a variety of individuals and across multiple settings. In addition to learning, practicing, and discussing various counseling techniques, students will engage with additional content necessary for high-quality, ethical counseling practice such as case conceptualization, the use of technology in counseling, counselor characteristics, self-care, and more. Emphasis will be on competence with infusing social justice into counseling practice, and developing a personal counseling style. Prereq: CED 650 or consent of instructor.

CED 670 GROUP AND FAMILY MENTAL HEALTH COUNSELING. (3) This course is designed to prepare rehabilitation and clinical mental health counselors and other human service providers to become knowledgeable of counseling theory and skilled in group and family counseling techniques, with a focus on concerns related to disability and rehabilitation and clinical mental health counseling. The course will cover the history of group and family counseling, related counseling theories, elements of leadership in group counseling, family life cycle and models of healthy and unhealthy characteristics of families, culturally diverse perspectives of counseling, and ethical, legal, and professional issues. Students will gain practical experience with group counseling leadership and participation. Prereq: Admissions to the rehabilitation counseling or other human services program, and have counseling theories and techniques course, and consent of instructor.

CED 701 SEMINAR FOR EDSRC LEADERSHIP PERSONNEL. (1) Study of issues and topics affecting the preparation of Rehabilitation Counseling, Special Education, and Early Childhood personnel and of research issues involving persons with disabilities and educational and rehabilitation programs. May be repeated to a maximum of six credits. Lecture, two hours per week. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as EDS/IEC 701.)

CED 710 CLINICAL PRACTICUM IN COUNSELING. (3) The course is designed to provide the student with clinical learning experiences under faculty supervision in a community-based or state rehabilitation mental health agency. The student is expected to demonstrate knowledge and skills in the application of rehabilitation and mental health counseling methods, techniques, and vocational knowledge in working with persons with disabilities. In addition, the student is required to perform all tasks in accordance to ethical and legal standards in clinical rehabilitation mental health counseling. Prereq: Admission to the counseling program, CED 520, CED 530, CED 650, CED 660 and either CED 515 or CED 516, completion of minimum of 20 hours of program courses, consent of instructor, and passing the Admission to Field Work Exam.

CED 711 SEMINAR IN ADVANCED REHABILITATION PRACTICES AND PROCEDURES. (3) Advanced study of issues related to rehabilitation counseling, theory, research and practice including problem identification and assessment, program alternatives, services delivery models, theoretical and conceptual frameworks, the translation of theory and research into practice. Prereq: Admission to the doctoral program in Special Education and Counselor Education.

CED 712 SEMINAR IN EDSCE PROFESSIONAL SERVICES. (3) Education and Rehabilitation professional services including consultation, technical assistance, continuing education programs, professional organization development, committee and advisory board involvement, professional writing and editing, leadership training, and funding proposal development. Prereq: Admission to Ed.S., EDS, CED, or IEC Ph.D. Programs. (Same as EDS/IEC 712.)

CED 715 ADVANCED SEMINAR IN PSYCHOSOCIAL ASPECTS OF CHRONIC ILLNESS AND DISABILITY. (3) This course is a doctoral seminar designed to provide advanced knowledge and understanding of psychosocial aspects of chronic illness and disability (CID), including theoretical, practice, and research approaches to the processes of adaptation to CID, coping, self-management and health decision making, historical and sociological perspectives on disability and cultural and global perspectives, responses, and attitudes about disability, developmental and lifespan issues, and evidence-based practice and interventions in professional rehabilitation counseling practice, policy, and education. Students will engage in advanced analysis and synthesis of relevant theories and their application, and develop knowledge, skill, and experience in the application and teaching of related content in rehabilitation counseling education, research, policy, and practice. Prereq: Admission to the Ph.D. program in Special Education and Counselor Education or permission of instructor.

CED 720 SEMINAR IN EDSCE TEACHER PREPARATION. (3) Rehabilitation Counseling and Special Education college/university professor preparation, including syllabus development, organization of class presentations, instructional alternatives, scheduling, student assessment, professor-student interactions, student advising, resource identification and utilization and program evaluation. Prereq: Admission to Ed.S., EDS, CED, or IEC Ph.D. Programs. (Same as EDS/IEC 720.)

CED 721 PRACTICUM IN EDSCE PERSONNEL PREPARATION. (1-9) Professional preparation of Rehabilitation Counselors or Special Education Teachers, including practice in delivering lectures, conducting class discussions, leading seminars, directing independent studies, guiding student research projects, demonstrating instructional methods and materials, supervising rehabilitation counselors or special education student teachers, and advising. Laboratory, three-nine hours. May be repeated to a maximum of nine credits. Prereq: Admission to Ed.S., EDS, CED, or IEC Ph.D. Programs. (Same as EDS/IEC 721.)

CED 730 CLINICAL INTERNSHIP IN COUNSELING. (3,6,9) This course is designed to provide the student with clinical professional advanced learning experiences under faculty supervision in a community-based or state rehabilitation mental health agency. The student is expected to demonstrate knowledge and skills in the application of rehabilitation counseling and mental health methods, techniques, and vocational knowledge in working with persons with disabilities. In addition the student is required to

perform all tasks in accordance to ethical and legal standards in clinical rehabilitation mental health. Prereq: A minimum of successful completion of one year in the Counseling Program and CED 710 and consent of instructor.

CED 735 ADVANCED METHODS FOR TEACHING AND CONDUCTING RESEARCH IN COUNSELOR EDUCATION: FROM THEORY TO PRACTICE. (3) Advanced study of issues related to developing a theoretical framework for conducting and teaching rehabilitation counseling research. The course will incorporate rehabilitation counseling theory into researchable paradigms. The focus will be on understanding issues related to disability, developing a theoretical framework for rehabilitation research, and applying research findings to teaching, practice, policy, and program evaluation. Prereq: Admission to the Ph.D. program in special education and counselor education.

CED 740 ADMINISTRATION, SUPERVISION AND PROGRAM EVALUATION IN REHABILITATION COUNSELING. (3) Administrative and supervisory aspects of rehabilitation service delivery. Administration, clinical and technical supervision, staffing, and organizational structure(s) of the rehabilitation service delivery system (state, local, and federal). Research, program evaluation, political and ethical aspects of rehabilitation administration and supervision are overviewed. Prereq: Admission to Ph.D. program in Special Education or Counselor Education, or consent of instructor.

CED 750 REHABILITATION AND MENTAL HEALTH COUNSELING RESEARCH AND PROGRAM EVALUATION. (3) The purpose of this course is to introduce students to rehabilitation and mental health counseling research, program evaluation, and research methodology and so that they can become informed, critical, and reflective consumers and producers of quality research. This course provides a comprehensive introduction to research, statistics and research design, hypothesis testing, program evaluation, and research utilization. This is not a statistics course; however, students will be introduced to basic statistical procedures, concepts, and terms. Prereq: A basic research course and CED 520 or consent of instructor.

CED 760 CONTEMPORARY PRACTICES IN REHABILITATION. (1-3) Contemporary practices including supported employment, independent living, engineering and technology, family matters, client rights, ethical practices, cultural diversity, aging, and present and future trends in the field of rehabilitation. Analysis of legislation, value systems, political and economic fluctuations and research. Prereq: A minimum of 12 graduate hours in rehabilitation counseling or consent of instructor

CED 767 DISSERTATION RESIDENCY CREDIT. (2) Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended. Prereq: Admission to Ed.S., EDS, CED, or IEC Ph.D. Programs. (Same as EDS/IEC 767.)

CED 770 ADVANCED SEMINAR IN REHABILITATION COUNSELING THEORY, PRACTICE, AND EDUCATION. (3) This course is a doctoral seminar designed to provide advanced knowledge and understanding of personality and counseling theories and techniques and their application in professional rehabilitation counseling practice and education, rehabilitation counseling process and

outcome research, and the application of counseling theory across diverse populations and settings. Students will engage in advanced analysis and synthesis of counseling theories and their application, and develop knowledge, skill, and experience in the application and teaching of related content in rehabilitation counseling education, research, and practice. Prereq: Admission to the Ph.D. program in Special Education or Counselor Education.

RC 525 HUMAN GROWTH, DISABILITY, AND DEVELOPMENT ACROSS THE LIFESPAN. (3) This course provides a comprehensive study of human growth and development in the context of rehabilitation and clinical mental health counseling. Students will review human development theories across the life span and their implications and applications with persons with disabilities. Issues to be addressed include physical, emotional, moral, and cognitive development and the interaction of development and disability; human sexuality and disability; spirituality and religious aspects; transition issues as they relate to family, school, employment, aging, and disability; social and learning needs of individuals across the life span, and ethical and legal issues impacting individuals and families related to adjustment and transition. Prereq: Admission to the Rehabilitation Counseling Program or consent of instructor.