

MICHIGAN STATE UNIVERSITY

REHABILITATION COUNSELING

Doctor of Philosophy

Application Deadline: Ph.D. – December 1.

Description: The doctoral level program in rehabilitation counseling is designed to prepare individuals for professional careers as educators and researchers in the field of rehabilitation counseling. The Rehabilitation Counseling Program at MSU was established in 1956 and since that time has awarded over 1200 M.A.'s and 175 Ph.D.'s. Doctoral graduates from this program have gone on to key leadership positions and made many substantive contributions to the field. Nationally, the employment outlook for graduates completing the doctoral degree in rehabilitation counseling appears very strong based on an increased emphasis on the professional preparation of practitioners at the pre-service level, the critical need to advance our research-based technology in serving people with disabilities, and the many challenges ahead in the ongoing development of our service delivery systems.

Applicants are expected to have completed a master's degree from a CORE accredited rehabilitation counseling program and to have the equivalent of two years of full time work experience in the field or in a related human service area. Applicants with a master's degree in counseling, psychology, or other human service field will also be considered in rehabilitation in addition to the usual doctoral curriculum.

It should be noted that this program is not a clinical program and does not prepare candidates for licensure as psychologists. Students seeking such training are encouraged to apply to the MSU doctoral program in Counseling Psychology which is approved by the APA and which offers opportunity for specialized study in rehabilitation psychology.

Curriculum: Rehabilitation Counseling Program requires approximately two to three years of full time coursework plus a dissertation. Students share a substantial proportion of their coursework with the three other specializations in counseling (e.g. Counseling Psychology, School Psychology and School Counseling), and with other units in the Department of Educational Psychology and Special Education.

The following course descriptions are provided to assist in understanding program requirements. Further understanding of elective course descriptions can be found under the heading Description of Courses at <http://www.msu.edu/students>:

I. Counseling Proseminar (6 credits)

CEP 964 Counseling Foundations: Advanced Seminar on the Practice and Profession of Rehabilitation Counseling and Rehabilitation Counselor Education

An in-depth review of the foundations of rehabilitation counseling practice, professionalization, and pre-service preparation issues will be provided. Students will review relevant aspects of history, legislation, philosophy, values and practice within today's rehabilitation service delivery system. Critical issues currently affecting the discipline will be identified, analyzed, and discussed in detail.

CEP 965 Counseling Foundations: Advanced Seminar on Disability Issues and Research in Rehabilitation Counselor Education

A comprehensive knowledge base in disability studies to inform student research and teaching will be provided. Students will develop their skills as scholars to guide their continued learning about historical and current concepts of disability, factors that influence the impact of disability, and specific interventions that are intended to address service, policy, and research issues. Implications of disability studies for rehabilitation counseling practice and education will be analyzed in detail.

II. Counseling Core (9 credits)

CEP 960 Theoretical Foundations in Counseling Psychology:

Theoretical models of counseling, personality, and behavior change are explored. Literature on the process and outcomes of counseling, as well as selected professional issues are discussed.

CEP 962 Psychology of Career Development

Theories of career choice and development are explored. Psychological processes underlying vocational behavior is emphasized.

CEP 963 Ethics in Counseling Psychology

Focus on ethics including ethical theory, principles, standards, codes of conduct, and legal issues. Traditional and contemporary issues in theory, research, practice and training are discussed.

III. Research (15 Credits)

CEP 930 Introduction to Educational Inquiry

Alternative approaches to educational research: quantitative, interpretive, and customized are explored. Theoretical assumptions, sources of questions, data collection and analysis, and rhetoric are emphasized in this course.

CEP 933 Quantitative Methods in Educational Research

Techniques of data analysis and statistical inference used in educational and psychological research are reviewed. Focus on multiple regression, analysis of variance, and basic principles of experimental design in educational applications.

CEP 934 Multivariate Data Analysis

Multivariate methods, matrix algebra, and the general linear model as applied to educational research settings are explored.

CEP 968 Research in Counseling Psychology

Focus on research topics and designs in counseling psychology, with emphasis on the development of a viable research proposal.

CEP 995 Apprenticeship in Research Design & Data Analysis

Supervised research practicum. Student becomes actively involved in design, execution, analysis, presentation, critique, and revision of research projects.

IV. Learning and Development (6 Credits)

CEP 905 Cultural Diversity in Learning and Development

Focus on theories and research in cultural psychology. Relations among culture, learning, and human development in school and other settings such as family, community, and work is explored. Implications for educational practice are reviewed.

CEP 961 Multicultural Perspectives in Counseling Psychology

Cultural, gender, and disability dynamics as they affect human functioning and counseling practices are reviewed. Focus on the strategies and techniques for multicultural perspectives in counseling.

CEP 903 Cognitive Development Across the Lifespan

Development of thinking skills in learning across the lifespan from three theoretical perspectives. Relationship between cognitive development and learning in schools and other contexts is reviewed.

V. Professional Preparation Core (6 Credits)

CEP 944D Practicum in Counselor Education (2 semesters)

Supervised study and practice in the area of teaching and counselor supervision, including participation in a seminar designed to explore various approaches, models and strategies. Students will develop specific competencies in teaching core counseling content at the master's level and develop practice skills in the area of counselor supervision and performance appraisal, under direct faculty supervision.

VI. Elective Study

In addition to these core requirements, students in Rehabilitation Counselor Education must elect a 12-semester hour program of study in a topic area chosen in consultation with his or her advisor. Students design this elective program which allows them to pursue personal interests in an important area of rehabilitation policy or practice. In addition to formal courses, students will be able to develop independent study options. The entire campus and faculty are available for meeting these interests. The following topic areas are provided as examples of cognate that compliment the doctoral program.

1. Rehabilitation policy and research could include course concentration on public administration, employment and training programs, organization development, program evaluation, legislation and social policy development related to rehabilitation and disability issues.
2. At-risk populations: Transition to work could include course concentrations on policy issues in special education, organization of education and training for diverse learners, transition services and career development, supported employment, and habilitation strategies.
3. Disability management and employment could include course concentrations on organizational behavior in labor and industrial relations, organizational development, equal employment opportunities, occupationally safety and health policy, personnel selection and evaluation, and psychology of motivation and attitudes at work.

V. Qualifying Examinations

Several major phases of the doctoral program take place apart from academic coursework. Preliminary and comprehensive examinations are key aspects of the program that build on knowledge and skills obtained earlier in the program, and focus on refining particular professional competencies.

The preliminary examination assesses students' abilities to analyze and evaluate empirical research from both methodological and conceptual perspectives. The exam is administered prior to the start of the second year of coursework and is required of all students.

The comprehensive examination is designed to examine students' ability to integrate the body of knowledge and competencies critical to their future roles as rehabilitation counselor educators and researchers. Students are encouraged to complete their comprehensive exams during the spring of their second year or the fall of their third year.

VI. Dissertation

CEP 999 Dissertation

Students will complete at least 24 semester hours.

Additional Requirements

Doctoral applicants to the Rehabilitation Counseling area of specialization are expected to have completed a master's degree from a CORE accredited rehabilitation counseling program. They will be encouraged to enroll in new course content areas that were not addressed in their master's training (e.g., Habilitation Strategies, Substance Abuse). Applicants with a master's degree in counseling, psychology, or other human service field are required to consult with his/her advisor regarding master's level courses specific to rehabilitation counseling that may need to be completed in addition to the usual doctoral studies.

Admission: Applicants for admission are considered for Fall term only. In order to be admitted, candidates must be reviewed favorably by the program faculty, the Department Admissions Committee, and the Graduate School. Candidates are reviewed according to undergraduate and graduate grade point averages, relevance of previous academic study, professional employment history, rationale for doctoral study, letters of reference (minimum of four from former professors and supervisors), results of the GRE, and a personal interview. The faculty are particularly interested in the recruitment of qualified minority students and students with disabilities.

Diversity: The Office of Rehabilitation and Disability Studies (ORDS) welcomes applications from individuals with disabilities and from diverse cultural and ethnic backgrounds. ORDS, the College of Education, and Michigan State University are committed to adapting the educational environment so that all students will have the opportunity to learn and grow in an accessible environment. The University's [MSU Resource Center for Persons with Disabilities](#) assists students and faculty in facilitating appropriate accommodations.

Financial Aid: Students desiring financial assistance for graduate studies should contact :

[Office of Financial Aid](#)

259 Student Services Building
Michigan State University
East Lansing, MI, 48824-1113
(517) 353-5940

In addition, a number of graduate assistantships are available through the College of Education, and in the residence halls. More information is available about financial aid, employment opportunities, grants and/or scholarships in the [Graduate School Funding Guide](#) or from any of the ORDS faculty.



DEPARTMENT APPLICATION FOR GRADUATE SCHOOL ADMISSION
Rehabilitation Counseling

Application Deadlines:
PH.D. - DECEMBER 1.
M.A. - FEBRUARY 15.

PLEASE RETURN THIS FORM

Application for: Fall Semester 20

Type or Print Legibly!

Ms.
Mrs.
Miss
Mr.

Last Name First Name Middle

PID (if previous MSU student) Birth Date

E-mail Address:

Permanent mailing address:

Phone (include international code)

Day:
Evening:
FAX:

Temporary (current) mailing address:

Phone:

Day:
Evening:

Last Date to receive mail at this address:

FAX :

Check program for which you are applying:

Rehabilitation Counseling (Fall admission only)
Ph.D.
M.A.

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Graduate Record Examination (GRE) – Date taken or planned: _____

Scores (if known): Verbal _____ Quantitative _____ Analytical _____

TOEFL Score (Total) _____ **(THIS IS A REQUIREMENT FOR INTERNATIONAL STUDENTS)**

Do you have teaching experience? Yes _____ No _____

Fill in years & level: K-12 _____ community college/2 year _____ 4 year Institution _____

Degrees earned (or in progress)

<u>Institution and location</u>	<u>Degree</u>	<u>Field of Study-Major/Minor</u>	<u>Date earned/expected</u>
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Undergraduate GPA last 2 years:

Overall Undergraduate GPA:

Overall Graduate GPA:

Signature: _____ **Date:** _____

**APPLICATION PROCEDURES FOR GRADUATE SCHOOL ADMISSION
Rehabilitation Counseling**

Application Deadlines:
PH.D. – DECEMBER 1.
M.A. – FEBRUARY 15.

DO NOT RETURN THIS FORM

THE FOLLOWING INFORMATION IS REQUIRED:
(Please use this as a personal checklist)

University Admissions Application

Application Fee:
\$50.00

Departmental Application

Statement of Goals

Statement Format is on the website

Two (2) official copies of transcripts
from all previous institutions attended.
These must be sent directly from the
institution; please contact the
Registrar's Office at the institutions
you attended for appropriate
procedures and fee information.

Three Letters of Recommendation

Must be submitted on letterhead
stationery of recommender's school or
company.

Graduate Record Examination

Information on testing may be obtained
from the:
MSU Counseling Center
Testing Office
207 Student Services Building
East Lansing, 517-355-8385

Vita or Resume

List professional experience, awards,
honors, publications, presentations,
professional affiliations, and
professional development activities.

Writing Sample

A writing sample is required for all
Ph.D. and Ed.S. programs.

PLEASE SEND ALL APPLICATION MATERIALS TO:

Ayodele Webb, Admissions Secretary
CEPSE
Michigan State University
447 Erickson Hall
East Lansing, MI 48824-1034 USA
cepadmis@msu.edu