Alabama Agricultural and Mechanical University (AAMU) does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in the provision of educational opportunities or employment benefits.

Alabama A&M University does not discriminate on the basis of sex or disability in its educational programs and activities, pursuant to requirements of Title IX of the Educational Amendments of 1972, Public Law 92-318, and Section 504 of the Rehabilitation Act of 1973, Public Law 93-112, and the Americans with Disabilities Act of 1990, Public Law 101-336, respectively. This policy extends to both employment by and any contracted services to the University.

Inquiries concerning Title V Section 504, and the Americans with Disabilities Act of 1990 should be directed to:

Office of Human Resources
Alabama Agricultural & Mechanical University
4101 Meridian Street
P.O. Box 305
Normal, Alabama 35762
256- 372-5835 office
256-372-5881 fax

Notice of violation of the above policy should also be directed to the Office of Human Resources.
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I. **Introduction and Overview**

Alabama A & M University Rehabilitation Counselor Education Program has established this manual to serve as a guide for students entering the Rehabilitation Counselor Education Program and, subsequently, for students preparing for supervised clinical field experiences. This manual will serve as an aid to students, faculty advisors, and site supervisors in planning for and directing the student's educational experience. It will assist the student by presenting an overview of the Rehabilitation Counselor Education Program, by stating purposes and procedures specific to the curriculum, and by defining the student's position within the program.

The Rehabilitation Counselor Education Program at Alabama A & M University is administratively located in the Department of Social Work, Psychology and Counseling within the College of Education, Humanities and Behavioral Sciences. The Division of Psychology and Counseling offers the Master of Science Degree in Counseling Psychology with a concentration in Rehabilitation Counseling. The Rehabilitation Counseling program accepted its first students in January 1995. Of this group, the first graduate was in May 1997. Since that time, more than sixty five students have completed the program and are successfully working in public and private rehabilitation agencies.

A. **Rehabilitation Counseling**

Rehabilitation counseling is a process which facilitates the movement of a person with a disability toward maximal functioning in the areas of home, community and work. Consumers of rehabilitation counseling services usually range in age from late adolescence through adulthood, and exhibit emotional, mental, sensory and/or physical disabilities. The majority of rehabilitation clients or consumers experience substantial difficulty in obtaining or maintaining employment. Therefore, the ultimate goal of rehabilitation is the placement of the client or consumer into gainful employment at the fullest level of functioning in all areas of life. To participate in society at the highest possible level of independence is the goal of the rehabilitation process. In some situations, the objective of gainful employment may be a secondary consideration.

B. **The Mission of the Rehabilitation Counseling Program**

The mission of the Rehabilitation Counselor Education Program at Alabama A & M University is to increase the number of trained personnel from under-represented groups. These individuals are qualified to deliver rehabilitation services in the public and private not-for-profit sector. Emphasis is directed at developing skills necessary to work with disabled individuals in general rehabilitation caseloads and specialized caseloads in vision and hearing impairment.

The specific objectives of the Rehabilitation Counselor Education Program are to:

1. Provide for the study of the history and philosophy of rehabilitation and legislation affecting persons with disabilities.
2. Provide for the study of the organizational structure of the vocational rehabilitation system, including public and private, for profit and not-for-profit service delivery.

3. Provide for the study of theoretical bases of behavior and personality; counseling theories and practice.

4. Provide for the study of the case management process, including case-finding, service coordination, referral to and utilization of other disciplines, and client advocacy.

5. Provide for the study of theories, methods, and practice of career development, vocational assessment and evaluation, and work adjustment.

6. Provide for the study of medical aspects of disabilities; functional limitations of disabilities.

7. Provide for the study of psychological aspects of disabilities; personal, social and cultural impact of disabilities.

8. Provide for the study of planning client vocational rehabilitation services.

9. Provide for the study of utilizing occupational information and labor market trends.

10. Provide for the attainment of knowledge of community resource and services.

11. Provide for the understanding of requirements and characteristics of a variety of occupations; job analysis, and job modification and restructuring.

12. Provide for the study of vocational placement, follow-up and follow along services.

13. Provide for the study of rehabilitation research literature, research methods, and analysis.

14. Provide for the study of trends and issues in, and legal and ethical tenets for the practice of rehabilitation counseling.

15. Provide for the study of rehabilitation counselor functions with persons with disabilities in a variety of settings.

C. Skills Required

Rehabilitation counselors are able to perform effectively in a wide range of settings. Working with people who have disabilities and need assistance; with physicians, teachers, job service counselors and other valuable human resources professionals to help facilitate client's rehabilitation programs. The rehabilitation counselor works with people throughout the rehabilitation process, and must be able to empathize accurately with clients an understanding of themselves regarding the world of work. The counselor must be a vocational expert and function as a multidisciplinary team member in the planning and development of client services. The
counselor must relate client data to specific occupational requirements and facilitate the physical restoration, work adjustment, and/or job training needed for satisfactory employment.

D. Training Philosophy

The Rehabilitation Counselor Education Program is designed to prepare professional counselors for successful practice in public and private not for profit rehabilitation programs. Competencies required for successful counselor performance is evident in all academic courses. At the beginning of the process, development of techniques in counseling skills and interviewing is introduced to the students during the first fall semester. Students are motivated in the helping process by the knowledge and skills that they obtain from the classroom setting. Working with clients/consumers is required after therapeutic counseling skills are developed. Practicum situations are selected on the basis of client/consumer need for problem resolution through counseling. Courses (including individual and group interaction in these and other skill areas) are included in the program curriculum at which time students are provided more comprehensive instruction on historical foundations, legal and ethical issues, theory, strategies, and methodology. For example, after the time students take the job development and placement course during the second semester, most will have already performed one or more job analyses and have had experience meeting with employers before field placement. Moreover, by the time students enter their internship, they will have begun skill development in interviewing; behavioral assessment; individual counseling; vocational assessment; vocational counseling; individualized programming; identifying, community resources; and performing job placement activities. The two courses of internship, preceded by a practicum, provides the student with an opportunity to further develop these skills, experience caseload management functions, and become more acquainted with agency practices, resources, and client service delivery. Upon completion of the practicum and internship courses, the new graduate will possess considerable professional competence to offer rehabilitation consumers.

E. Rehabilitation Settings

The majority of rehabilitation counselors work in the State-Federal Vocational Rehabilitation Program with caseloads in urban or rural settings. Rehabilitation counselors, employed in the State-Federal Vocational Rehabilitation Program, may be assigned to general hospitals, comprehensive rehabilitation centers, correctional institutions, specialized hospitals, or centers for the treatment and rehabilitation of people who are blind, deaf, physically, intellectually, or emotionally disabled, including substance abuse and mental health. Rehabilitation counselors are also employed directly by hospitals, medical centers rehabilitation/centers, sheltered workshops, supportive employment facilities, colleges, universities, and schools.

II. Faculty and Staff

Joan Fobbs, Ph.D., C.R.C. earned a doctorate in Higher Education Administration Policy and Leadership from the Ohio State University. She earned a Master of Science in Personnel Counseling with a concentration in Rehabilitation Counseling and a Bachelor of Science in Rehabilitation Education from Wright State University. Dr. Fobbs has more than thirty six years experience in higher education and has served in faculty, administration, and professional staff
She has been a Director and Acting Chair of two other Rehabilitation programs (graduate and undergraduate), and now coordinates the Rehabilitation Counselor Education Program at Alabama A & M University. She has successful experiences in grant writing and resource acquisition from various organizations and has been the principal investigator for grants from agencies like the U.S. Department of Education and the U.S. Department of Health and Human Services. Her research has included colorectal cancer, HIV/AIDS, leadership skills and managerial styles and cultural diversity. She has several publications, some of which are, What does it mean to be disabled? Barriers and biases to upward mobility of women administrators.

Linda Holloway Ed.D. received her doctorate in Counselor Education from Mississippi State University in 1993, and her Masters in Sociology from Jackson State University in 1986. She also holds a Post-Doctorate Residential Fellowship from the University of North Carolina at Chapel Hill. She was Program Coordinator of Graduate Counseling at the Department of Education at Hampton University in Virginia. Her areas of expertise are: Community Health with an emphasis in Diversity, Race Relations and Criminology. She has presentations on: the topics of Incorporating Diversity Activities into classes, Multicultural affairs in Higher Education, Helping Graduate Students Talk About Racism 101 using Project Pride, The seven habits of highly effective mentoring African-American graduate students, and Teaching children multicultural concepts. Dr. Holloway has served several military tours of duty in Iraq and Afghanistan.

Calvin O. Matthews Ph.D., LPC received his doctorate in Counseling and Psychology at Michigan State University in 1975, and his Master of Science Degree in School Counseling at Alabama A&M University in 1970. He has more than thirty-one years experience as a counselor educator and additional experience in private practice counseling. Dr. Matthews was Staff Counselor in the Counseling Center at Illinois State University and was also Director of Engineering Equal Opportunity Program at Michigan State University serving as liaison for engineering students. He has publications on the subjects of multidimensional attitude/behavior of internal locus of control and cue controlled relaxation in vivo desensitization of snake phobia. Dr. Matthews has retired but continues to serve in an adjunct faculty position.

Everton McIntosh Ph.D. received his doctorate from Howard University in 1987 a Master of Science degree in Clinical Psychology from Alabama A & M University in 1980. His areas of expertise are: Social psychology, research methods, statistics, history of psychology, and undergraduate advisement. He was Data Coordinator of the Nutrition Program Project School of Human Ecology at Howard University. Research areas including: Interpersonal attraction, romantic, and belief systems of religious groups. He has published on the topics of Policy shifts in the Presidential debates, chronic low back pain and depression in a sample of veterans, and attribution of power and status in a religious nonprofit organization.

Ingrid McFarlane, M.S., CRC earned a Master of Science in Counseling Psychology with a concentration in Rehabilitation Counseling followed by national certification from the Council on Rehabilitation Certification. She served as the Graduate Scholar Coordinator, under the U.S. Department of Education, Rehabilitation Services Administration Grant Number H129B10005. Additionally, Ms. McFarlane accepted a position with the Alabama Department of Rehabilitation Services. She serves as Adjunct faculty for the Psychology and Counseling program areas.
Deborah Ashley, M.S. earned a Master of Science in Counseling Psychology. She currently serves as the Graduate Scholar Coordinator, under the U.S. Department of Education, Rehabilitation Services Administration Grant Number H129B10005.

LaDonna Long provides clerical support for the Rehabilitation Counseling Program

III. Recruitment, Admission, and Retention of Students

A. Recruitment

Applicants are recruited from all four-year, accredited colleges and universities in the State of Alabama and Tennessee Valley, as well as from selected agencies and facilities providing rehabilitation services inside and outside the State. Program graduates and consumer groups also are encouraged to refer applicants. Recruitment brochures developed by the Alabama Department of Rehabilitation Services are distributed broadly. Brochures and flyers developed within the Rehabilitation Counseling program are widely circulated.

B. Application Process

Applicants must meet admission requirements of the Graduate School. Indicate on the application for the Graduate School your preference is Counseling Psychology with a concentration in Rehabilitation Counseling. Simultaneously, applicants must: (1) complete a typed essay on “Why I Want to be a Rehabilitation counselor,” (2) demonstrate some logic in selecting rehabilitation counseling as a career objective, (3) exhibit commitment to the goals of rehabilitation programs, and (4) show potential for performance consistent with the mission of the Rehabilitation Counselor Education Program. In addition to the Graduate School application, a program application is required; this may be obtained from the Rehabilitation Counselor Education Program office in 126A, Carver Complex North (CCN), see Appendix A. Candidates must provide a copy of transcripts and a resume. The Rehabilitation Counselor Education Program application is returned to the Rehabilitation Counselor Education Program Coordinator. Although a major in rehabilitation services is preferred, undergraduate academic performance in many areas are considered in the selection of students. The minimum requirement is a bachelor's degree with a 2.5 grade point average on a 4.0 scale.

C. Admissions

The Graduate Catalog (see the AAMU Homepage to access the catalog on line) contains information regarding admission to The Graduate School. The Graduate School Office is located at 300 Patton Hall, Normal, Alabama 35762. Information about the Rehabilitation Counseling program is available on the webpage: www.aamu.edu/rehabilitation counseling. Also, see the AAMU Homepage, click on Academics, then the College of Education, Humanities and Behavioral Sciences/Rehab. It is preferred that applicants make early application because an on-campus interview is required with the Rehabilitation Counselor Education Program Admission's Committee.
before a decision on admission can be made. Selection of students for the fall term is completed by June 30.

A complete application to the Rehabilitation Counselor Education Program includes (1) completed application from to the Graduate School, and indicate an interest in becoming a Counseling Psychology major with a concentration in Rehabilitation Counseling; (2) five Graduate School ratings forms completed by professors, employers, or supervisors; (3) transcripts from previously-attended colleges and universities; when the completed application is received, an interview with the Rehabilitation Counselor Education Program Admission's Committee is scheduled. The applicant is informed by letter of the Committee's decision within two weeks following the interview.

D. Retention

Students must maintain a 3.0 GPA to remain in school. Progress of students is evaluated on a continuing basis, and noted deficits are addressed by the student and the instructor of the course of concern. Further, faculty reviews the progress of students at the close of each school term, with particular attention at the end of the fall semester, as to the student's adjustment to the program and to the educational process as well as to the student's observed potential for pursuing a successful career in rehabilitation counseling. Students who fail to demonstrate satisfactory potential will meet with faculty to resolve the issue. If it is determined that rehabilitation counseling is not an appropriate career choice, the student will be advised to seek an alternative occupational objective.

Students who self-terminate their educational program may be granted approval by the faculty to re-enter. Student’s who self-terminate, but later desire to re-enter, must inform the program coordinator in writing of this desire. Student’s who self-terminate because of a medical condition/disability, and later desire to re-enter, must inform the program coordinator of this desire.

Assistance for students with disabilities who have needs for support services is available from the Office of Disability Services, located in 106 Carver Complex South. The Office of Disability Services provides assistance to students with disabilities as necessary for reading, writing, communicating, processing information, and accessing housing, transportation, parking, classrooms, technology, and more.

IV. Graduate Curriculum in Rehabilitation Counseling

A. Program Design

The Alabama A & M University graduate program in Rehabilitation Counseling is designed to prepare students for a professional career as clinicians, in the field of rehabilitation. In order to equip students with the background essential to effective functioning as professional clinicians, the Masters of Science Degree in Counseling Psychology with a concentration in Rehabilitation Counseling is service-oriented and includes practicum and internship experiences.
Due to the scheduling of certain courses in the curriculum, incoming full-time students enroll for the fall semester must remain in the program for six (6) academic semesters. The first five (5) semesters (Fall, Spring, and Summer) of the first year and Fall and Spring of the second year of the program will be completed on campus, while the last semester will be completed in an off-campus internship site. Full-time students are expected to complete the program within twenty-eight (28) months. It is possible for part-time students to pursue a master's degree in Rehabilitation Counseling by completing requirements over a more extended period of time.

A Program of Study (PofS) must be developed with the Advisors guidance in the first semester after admission. This PofS requires that the candidate declare non-thesis or thesis option and this document must be signed by the student, department chairperson, and advisor before it is forwarded to the Graduate School. In order to complete the Master of Science in Counseling Psychology with a concentration in Rehabilitation Counseling, students must earn a minimum of forty-eight semester hours of credit, including a research course and a research project.

B. Application for Diploma

The application for diploma must be submitted early in the school term of graduation.

NOTE: The student is responsible for knowing and completing all requirements of the Graduate School. All deadlines are available in the Graduate School office

V. Philosophy and Scope of Curriculum

A. Philosophy

The AAMU Rehabilitation Counseling Program has adopted the findings, purpose, and policy of Title I of the Rehabilitation Act of 1973, as guiding principles for practice and course work goals. These principles are as follows:

1. Individuals with severe disabilities, are generally presumed to be capable of engaging in gainful employment.

2. Individuals with disabilities must be provided opportunities to obtain gainful employment in integrated settings.

3. Individuals must be active participants in their own rehabilitation programs, including making meaningful and informed choices about the selection of their vocational goals, objectives, and services.

4. Families and natural supports can play an important role in the success of an individual's vocational rehabilitation program.

5. Qualified rehabilitation personnel can facilitate the employment goals of the individual with a disability.
6. Individuals with disabilities and their advocates are to be full partners in the rehabilitation program and be involved in a meaningful manner in policy development and implementation.

These principles are used to guide the rehabilitation program in the content of course work. The thrust of these principles provide students with the practical knowledge and skills for assisting individuals with disabilities to maximize their potential as necessary to pursue career opportunities. This goal is accomplished programatically through guidance of students through course work.

B. The Curriculum

The curriculum has been developed in response to the Rehabilitation Services Administration (RSA) and State Agency program initiatives and structurally recommended by the Commission on Rehabilitation Education (CORE). Through careful evaluation and planning by faculty, the curriculum has been contained in a two year or six semester format. Consequently, each course is reviewed every year with input from students, graduates, advisory board, faculty, intern supervisors, CORE, employers of graduates, and RSA programmatic initiatives.

C. Counseling on Rehabilitation Education (CORE) Curriculum and Course Content

PSY 502: Descriptive & Inferential Behavioral Statistics (3)
The meaning and importance of statistics as a scientific look in educational investigation includes: measures of central tendency, variability, and relation as descriptive devices; the computation of descriptive measures and the presentation of data in graphic and tabular form.

PSY 507: Intro to Rehabilitation Counseling (3)
This course includes basic principles of rehabilitation; history of rehabilitation philosophy and legislation; rehabilitation counseling ethics; and disability conditions. Organizational structure of the vocational rehabilitation system, including public, private for-profit, and not-for-profit service settings; laws and ethical standards affecting rehabilitation counseling practice, with examples of their application; and societal issues, trends, and developments as they relate to rehabilitation and job placement in the world of work.

PSY 508 Job Development and Placement (3)
This course relates the psychological meaning of work, the vocational development theories of occupational choice, and labor market information to current methods of job development, job analysis, selective placement and follow-up with workers who are disabled.

PSY 509: Vocational Assessment (3)
This course is designed to provide students with an overview of vocational evaluation and assessment, work adjustment, personal-social adjustment, and independent living services for persons with disabilities and special needs primarily as they are applied in rehabilitation facilities. Field trips to facilities providing evaluation are required.
PSY 510  Rehabilitation High and Low Technology (3)
This course provides an overview of high and low technology focused on adaptive and assistive rehabilitation technology, including aids for daily living. This technology will assist individuals with disabilities to achieve their maximum potential, and provide training to students interested in gaining expertise in the use of technology while working with people with disabilities across the human lifespan.

PSY 556  Group Dynamics (3)
This course presents a rationale for moving to group procedures. It provides a basis for the understanding of group structure, group topology and group dynamics. It explores group processes, and individual work used to explore the philosophy of guidance services, functions, and program.

PSY 559:  Counseling Techniques (3)
This course includes theories and techniques in vocational and effective counseling; foundations of interviewing; principles of human behavior; and behavior change modalities as well as individual personality, human growth and development; individual, group and family counseling theories and practices; multicultural and gender issues, environmental and attitudinal barriers to individuals with disabilities; becoming familiar with services to many disability populations, including multiple disabilities in diverse settings, identify over-looked causes of work stress, understand stress, workers' compensation claims and identify clients who are more prone to work stress related problems.

PSY 560:  Occupational Psychology (3)
This course will examine the world of work, sources of career information, and the concept of vocational development, theories of career choice, and implications of theories for the professional counseling of clients are emphasized. It also includes job development, job-seeking skills; placement and follow-up. Vocational aspects of disabilities, including theories and approaches to career development and exploration; occupational information, labor market trends, and the importance of meaningful employment are also explored.

PSY 585:  Research in Psychology (3)
Rehabilitation research literature; statistics, methods and types of research analyses; design of research projects and consultation on survey procedures and needs assessment approaches are included in this course.

PSY 591:  Psychosocial Aspects (3)
Testing and assessment of the functional capacities of individuals with disabilities and appropriate intervention resources including assistive technology as appropriate; psychosocial aspects of selected disabilities to include alcoholism, chemical substance abuse, developmental delays, mental retardation, and mentally and emotionally disturbed. Issues to be addressed will include the impact of disability on the individual, family, and personal, social and cultural adjustment to life, and litigated disability cases. The administration of tests, test selection, test scoring & limitations as well as interpretation of test results, and resources for assessment will be a consideration.

PSY 554:  Medical Aspects and Adjustment in Rehabilitation (3)
This course provides an orientation to the medical profession and related rehabilitation professions. Discussion of body systems and functions, malfunctions and common physiological and diagnostic treatments and rehabilitative procedures as well as implications of disabilities within the overall scope of the rehabilitative process including: rehabilitation considerations, vocational implications, clinical manifestations and functional limitations will be discussed including all major areas of client information. The course includes synthesis of client information; rehabilitation plan development; knowledge of service delivery; identification of community, state, and local community resources, initiating, managing, and tracking individual clients.

PSY 553: Case Management for Rehabilitation (3)
The case management process is taught, including case finding, service coordination, referral to and utilization of other disciplines, and client advocacy; planning for the provision of independent living services and vocational rehabilitation services; identification and use of community resources and services in rehabilitation planning and report writing.

PSY 597: Counseling Practicum (3)
The goal of practicum is to provide students with a supervised counseling experience in individual and group counseling. Emphasis will be placed on basic counseling skills and application of knowledge. This requires a 100 clock hour experience with an agency.

PSY 616 Internship in Vocational Counseling I (3)
Students spend a minimum of 300 hours in the field working part time (20 clock hours) a week during normal working hours under direct supervision of university faculty member and a selected staff member of a rehabilitation setting.

PSY 617 Internship in Rehabilitation Counseling II (3)
Students spend a minimum of 300 clock hours in the field working part time (20 clock hours) a week during normal working hours under direct supervision of university faculty member and a selected staff member of a rehabilitation setting.

D. Electives for Counseling Psychology/Rehabilitation Counseling Majors

PSY 555 Personality and Counseling Theory
An intensive study of theoretical approaches to understanding personality and counseling. This is a didactic approach to increasing the students knowledge of classical and modern theory.

PSY 558 Use and Interpretation of Tests (3)
Methods of selecting appropriate group tests; understanding of individual tests and clinical reports; and application results of testing to learning situations.

PSY 561 Individual Testing (3)
An intensive study of the construction, administration, and scoring of the Stanford Binet, the Wechsler Adult Intelligence Scale, and the Wechsler Intelligence Scale for Children.
PSY 582 Problems in Counseling Adolescents (3)
Consideration of special problems encountered in counseling with adolescents and methods of helping teens deal with problems encountered in counseling.

PSY 587 Cognitive Behavior Psychology (3)
Study of the methods used in changing the behavior of children and/or adults. Helping the individual to change their behavior. Application of principles learned in the psychology laboratory in working with and dealing with behavior problems. Ethical problems involved when one person's behavior is controlled by another individual.

PSY 592 Professional Orientation/Issues
Study of professional organizations and preparing the students to interact with professionals who practice counseling and therapy within diverse situations. A course which explores the professional and ethical codes that guide the practice of counselors and therapists. Also covers certification and licensure issues and concerns.

PSY 595 Counseling Diverse Populations
A course to explore and prepare the counselor and therapist to understand and interact with multicultural populations and communities. Explores the counseling issues that may occur when serving diverse populations.

PSY 611 Motivation (3)
This course is a study of the organization of cognitive perceptual factors that influence the motivation of behavior and understanding of motivational factors allows the student to assist those who need help in changing their behavior to more acceptable modes.

PSY 630 Psychology of Aging (3)
This course presents an overview of the psychological, sociological, physiological and cultural aspects of the aging process.

PSY 660 Consultation (3)
An overview of consultation. This overview will encompass numerous components. Included within this framework will be an operational definition of consultation, theories of consultation, change agent strategies for counselors functioning as consultants, roles of consultant or process facilitator, school consultation, community agencies, mental health agencies, and rehabilitation counselors.

SPE 501 Introduction to Individuals with Disabilities (3)
Provides an overview of the various exceptionalities and introduction to basic special education services and procedures.

SPE 524 Sign Language (3)
American Sign Language and Finger spelling will be taught with opportunities for group practice, opportunities with children and adults who are deaf and/or hard of hearing.
CSD Courses  Select CSD courses at the recommendation of the Advisor and with the approval of the Coordinator of CSD. Other electives are at the discretion of the Advisor in consultation with the graduate student and consistent with professional goals.

Course Syllabi  The master's degree program in rehabilitation counseling is a 48 semester-hour curriculum. The curriculum covers both theory-based and field-based course work. Students on the general Track III are expected to take 45 semester hours of core classes and 3 hours of electives. Students have the option of specializing in the area of blindness or deafness through collaborative training with the Mississippi State University or the University of Tennessee (Tracks I and II). Developing other specialty skills may be achieved in job development and placement, rehabilitation technology, evaluation or working with other specific disabilities, e.g. substance abuse may be accomplished with additional courses and specialized internships in selected setting.

E. Counseling Psychology with a Concentration in Rehabilitation Counseling

Track I - Blindness Track

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
<th>Semester</th>
<th>Hours</th>
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<tr>
<td><strong>Fall (1)</strong></td>
<td></td>
<td><strong>Spring (1)</strong></td>
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<tr>
<td>PSY 507 Intro to Rehab</td>
<td>3 hours</td>
<td>PSY 591 Psychosocial Aspects</td>
<td>3 hours</td>
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<tr>
<td>PSY 502 Statistics</td>
<td>3 hours</td>
<td>PSY 585 Research</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSY 559 Counseling Techniques</td>
<td>3 hours</td>
<td>PSY 556 Group Dynamics</td>
<td>3 hours</td>
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<tr>
<td><strong>Summer (1)</strong></td>
<td></td>
<td><strong>Fall (2)</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 553 Case Management</td>
<td>3 hours</td>
<td>PSY 554 Medical Aspects &amp; Adj. in Rehab</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSY 509 Vocational Assessment</td>
<td>3 hours</td>
<td>PSY 560 Occupational Psychology</td>
<td>3 hours</td>
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<tr>
<td><strong>Spring (2)</strong></td>
<td></td>
<td><strong>Summer (2)</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 508 Job Devel. &amp; Placement</td>
<td>3 hours</td>
<td>MS – Orientation to Blindness</td>
<td>12 hours</td>
</tr>
<tr>
<td>PSY 597 Counseling Practicum</td>
<td>3 hours</td>
<td>This training will fulfill elective requirements</td>
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<tr>
<td>Elective</td>
<td>3 hours</td>
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<tr>
<td><strong>Fall (3)</strong></td>
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<tr>
<td>Internship (600 clock hours)</td>
<td>6 hours</td>
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Track II - Deafness Track

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
<th>Semester</th>
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<tbody>
<tr>
<td><strong>Fall (1)</strong></td>
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<td><strong>Spring (1)</strong></td>
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<tr>
<td>PSY 507 Intro to Rehab</td>
<td>3 hours</td>
<td>PSY 591 Psychosocial Aspects</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSY 502 Statistics</td>
<td>3 hours</td>
<td>PSY 585 Research</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSY 559 Counseling Techniques</td>
<td>3 hours</td>
<td>PSY 556 Group Dynamics</td>
<td>3 hours</td>
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<tr>
<td><strong>Summer (1)</strong></td>
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<td><strong>Fall (2)</strong></td>
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</tbody>
</table>
PSY 553 Case Management 3 hours  PSY 554 Medical Aspects & Adj. in Rehab 3 hours  SPE 524 Sign Language 3 hours
PSY 509 Vocational Assessment 3 hours  

**Spring (2)**
PSY 508 Job Devel. & Placement 3 hours  UT - Orientation to Deafness 12 hours  This training will fulfill elective requirements
PSY 560 Occupational Psych. 3 hours  PSY 597 Counseling Practicum 3 hours
PSY 597 Counseling Practicum 3 hours

**Fall (3)**
PSY 616/617 Intern. (600 clock hrs) 6 hours

### Track III - General Track

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<th>Hours</th>
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<td><strong>Spring (1)</strong></td>
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<tr>
<td>PSY 507 Intro to Rehab</td>
<td>3 hours</td>
<td>PSY 591 Psychosocial Aspects</td>
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<td>3 hours</td>
<td>PSY 585 Research</td>
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<tr>
<td>PSY 559 Counseling Techniques</td>
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<td>PSY 556 Group Dynamics</td>
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| **Summer (1)** | | **Fall (2)** | |
| PSY 553 Case Management | 3 hours | PSY 554 Medical Aspects & Adj. in Rehabilitation | 3 hours |
| PSY 509 Vocational Assessment | 3 hours | PSY 560 Occupational Psychology | 3 hours |
| PSY 510 Rehab High & Low Technology | 3 hours |

| **Spring (2)** | | **Summer (2)** | |
| PSY 508 Job Devel. & Placement | 3 hours | PSY 616 Internship (300 clock hours) | 3 hours |
| PSY 597 Counseling Practicum | 3 hours |
| Elective | 3 hours |

**Fall (3)**
PSY 617 Internship (300 clock hrs) 3 hours

### Semester Sequence when Rehabilitation Courses are Offered

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
<th>Faculty</th>
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**Fall Semester** |
PSY 507  | Introduction to Rehabilitation Counseling | 3 | TBA |
PSY 554  | Medical Aspects & Adj in Rehabilitation | 3 | Dr. Fobbs |
PSY 510  | Rehab High & Low Technology | 3 | Dr. Fobbs |
<table>
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<th>Credits</th>
<th>Instructor</th>
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<tr>
<td>PSY 502</td>
<td>Desc &amp; Inferential Behavioral Statistics</td>
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<td>TBA</td>
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<tr>
<td>PSY 585</td>
<td>Research in Psychology</td>
<td>3</td>
<td>Dr. McIntosh</td>
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<tr>
<td>PSY 559</td>
<td>Counseling Technique</td>
<td>3</td>
<td>Dr. Holloway</td>
</tr>
<tr>
<td>PSY 556</td>
<td>Group Dynamics/Techniques</td>
<td>3</td>
<td>Dr. Holloway</td>
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<td>PSY 560</td>
<td>Occupational Psychology</td>
<td>3</td>
<td>TBA</td>
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<td>PSY 597</td>
<td>Counseling Practicum</td>
<td>3</td>
<td>TBA</td>
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<tr>
<td>PSY 616</td>
<td>Internship in Vocational Counseling I</td>
<td>3</td>
<td>Dr. Fobbs</td>
</tr>
<tr>
<td>PSY 617</td>
<td>Internship in Rehabilitation Counseling II</td>
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**Spring Semester**

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<tr>
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<td>PSY 508</td>
<td>Job Development and Placement</td>
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<td>PSY 591</td>
<td>Psychosocial Aspects of Disabilities</td>
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<tr>
<td>PSY 585</td>
<td>Research in Psychology</td>
<td>3</td>
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<td>Counseling Technique</td>
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<tr>
<td>PSY 556</td>
<td>Group Dynamics/Techniques</td>
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<td>Counseling Practicum</td>
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<td>PSY 616</td>
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<tr>
<td>PSY 617</td>
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<td>Dr. Fobbs</td>
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**Summer Semester**

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<th>Course Title</th>
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<tr>
<td>PSY 553</td>
<td>Case Management</td>
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<tr>
<td>PSY 509</td>
<td>Vocational Assessment</td>
<td>3</td>
<td>Dr. Fobbs</td>
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<tr>
<td>PSY 502</td>
<td>Desc &amp; Inferential Behavioral Statistics</td>
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<tr>
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<td>Counseling Practicum</td>
<td>3</td>
<td>TBA</td>
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<tr>
<td>PSY 616</td>
<td>Internship in Vocational Counseling I</td>
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<td>Dr. Fobbs</td>
</tr>
<tr>
<td>PSY 617</td>
<td>Internship Rehabilitation Counseling II</td>
<td>3</td>
<td>Dr. Fobbs</td>
</tr>
</tbody>
</table>

**F. Curriculum and Teaching Methods**

Curriculum and teaching methods provide for an integration of theory and practice relevant to the educational objectives of the Rehabilitation Counseling Program.

Principles and concepts regarding psychological adjustment are tested through student interviews with people who have severe disabilities and with state agency rehabilitation counselors (PSY 591). Students participate in Medical Consultation sessions at the local VR office in Medical Aspects (PSY 554). Students practice basic counseling skills on taped recorded sessions with clients only after having demonstrated minimal levels of empathy and other dimensions of helping in the classroom (PSY 597). All research projects are directly related to
employment, counselor functions, or treatment variables common to the practice of rehabilitation counseling and/or vocational rehabilitation with people who have disabilities (PSY 585, and PSY 591 or PSY 508).

The Caseload Management course (PSY 553) focuses on practices common to State VR agency rehabilitation counselor functions. This course involves State agency caseload management simulations, a teaching approach which students enjoy. Concurrent with this course is the Practicum in Rehabilitation (PSY 597) wherein each counselor trainee carries a "live caseload" of several local agency/clients for fifteen weeks (100 clock hours). The Vocational Assessment course (PSY 509) provides opportunities for students to learn about themselves in computer-assisted self-assessment and also learn about psychometrics and vocational evaluation by actually conducting assessment at local rehabilitation facilities. Job analyses are performed in industry as a means of learning about occupational requirements (and essential functions) and the person-job matching process. Students also learn how to perform functional assessments, determine eligibility, and prepare Individualized programs. In the Job Analysis, Development, and Placement course (PSY 508), students tour businesses, perform job analyses, and practice job placement and marketing strategies with local personnel managers. These are only a few examples of theory-practice integration which occurs in all courses. Instructional methods are arranged so that skill-acquisition occurs when the instructional process follows a sequence of (1) lecture, (2) demonstration, (3) practice and (4) feedback.

The rehabilitation counseling program places continuing emphasis on experiential learning in field-based research, practice, and internship.

Students interview both clients and service providers during Introduction to Rehabilitation (PSY 507). Students have additional contact with individuals who have severe disabilities (and their families) during Psychosocial Aspects of Disability (PSY 591).

Involvement with people who have severe disabilities and with different phases of their vocational rehabilitation or independent living rehabilitation becomes more intensive, however, during the Practicum in Rehabilitation (PSY 597). This fifteen-week practicum (100 clock hours) involves students in all phases of the client's program of service (as time allows in one semester). Students always perform counseling which is audio and/or videotaped for supervision purposes, but also may include referral for vocational assessment/evaluation, determination of eligibility, rehabilitation programming, job analysis, job placement, job coaching and follow-up.

The student's final semester involves a six credit hour full-time 600 hour internship (PSY 616 and PSY 617) in providing vocational rehabilitation services to individuals who have severe disabilities. The internship is closely supervised and monitored, and is considered to be a critical component of the total Rehabilitation Counselor Education Program. Student internships usually are completed at the State VR agency in Huntsville, although disability related local disability related human service agency offices, where professional supervision is available, in north Alabama also are utilized. In addition to the internship's importance as an orientation experience in every aspect of the vocational rehabilitation process, the student is positively stimulated in the
areas of philosophy, ethics, morals, integrity, honesty, and commitment. The total experience is believed to have a lasting effect upon choice of work sites as well as employment retention.

The Program Coordinator has primary responsibility for all phases of practicum and internship experiences including arrangements, monitoring, revising, supervising, and evaluating. All arrangements are facilitated through the utilization of supervisors who are Qualified Professionals, CRC- LPC. The internship is the "highlight" of the student's graduate program. Input from ADRS Regional Supervisors and from the State Commissioner of ADRS has been especially helpful in maximizing the value of the internship experience.

Students are exposed to vocational rehabilitation and independent living rehabilitation processes, concepts, programs, and services. Additionally, private sector rehab is explored.

Didactic course work and student exposure regarding the above-listed issues for vocational rehabilitation are present throughout the curriculum. Attention to independent living programs is found in the Intro to Rehabilitation course where guest speakers, site visitation, and library research comprise the focus of content and process. Course work is sequential and integrated which facilitates the timely acquisition of knowledge and skills.

G. Program Evaluation

Alabama A&M University Rehabilitation Counselor Education Program provides for a systematic, periodic evaluation review of the program's mission and objectives, and the overall effectiveness of the Rehabilitation Counselor Education program in relation to its mission. The mission of the program is to prepare willing, committed, and competent clinicians who desire to provide appropriate rehabilitation services to people who have disabilities.

The Program evaluation includes assessments of:

1. Special learning needs of students.
   Learning difficulties/needs are identified and resolved through joint efforts of students, instructors, and the Office of Disability Services. Attention also is given to students housing and health needs.
2. Courses and instructors.
   Individual courses and instructors are evaluated at the close of each school term. Further, each course is reviewed a second time by the students upon completion of the internship. Input from students helps to determine the content and process of each course. In addition to the standard student evaluation of the instructor, faculty members also undergo annual evaluations.

3. Student progress.
   Students are evaluated in every course regarding knowledge and skill mastery, punctuality and attendance, group participation, timely submission of assignments, and total involvement in the program. Team meetings among faculty are on-going, regarding student progress, and interventions planned and implemented as necessary to ensure that students have the direction and support they need to be successful in the program.
4. The practicum.

The practicum provides the student with a closely supervised rehabilitation counseling experience with actual Northern Alabama Rehabilitation agency and facility clients. The student is exposed to the rehabilitation process and practices which enables the student to acquire additional knowledge about the role of the counselor, the diverse nature of clients, and function of the rehabilitation agency/facility and its community resources. Further, the student begins skill acquisition and gains self-confidence. It is believed that the practicum experience with area agency/facility clients increases the probability that students will seek employment with those entities upon graduation. The outcome is observable. Feedback from agency/facility supervisors and students enhances the student-supervisor relationship and facilitates the student's skill building and personal growth. A separate evaluation of the students is perceived value and benefits of the learning experiences assessed during and when the practicum is completed.

5. Cultural Diversity.

Program faculty serve as consultants, educators, trainers, and researchers to advance the implementation of Section 21 of the Rehabilitation Act Amendments of 1992. Through collaborative and partnership efforts, quality services and outcomes, as well as equal access, will be provided and enhanced for individuals representing cultural diversity. Capacity building will be achieved through expanded career development opportunities. Consistent with the Rehabilitation Culture Diversity Initiatives (RCDI), target populations include African Americans, Asian Americans, Native Americans, Hispanic Americans, and Pacific Islanders.

6. Internships.

Interns compile a daily record of activities which is sent to the clinical coordinator on a monthly basis. A review of these reports enables the clinical coordinator to determine if the students learning activities are appropriate, and consistent with the program mission as well as the purpose of the internship. Program faculty maintain telephone, email, and face-to-face contact with the interns and their supervisors for purposes of evaluation and support. Students and supervisors are encouraged to involve faculty in discussions concerning any needed and/or planned intervention. Midterm and final written evaluations are submitted to the clinical coordinator. The students report on different aspects of the internship experience whereas the supervisor provides an evaluation of the student.

Interventions are implemented as necessary. Typically, however, mid-term reports are summaries of exchanges between student/supervisor and faculty. Rarely do these reports contain surprises from the student or the supervisor. Upon completion of the internship, the student evaluates all aspects of the internship and provides a written report to the clinical coordinator. The student uses a rating form to evaluate the Rehabilitation Counselor Education program's effectiveness in preparing the student for the internship experience. The student's supervisor provides the program Coordinator with a written report regarding the student's progress and success in the internship. This report concludes with a recommendation for employment or for an additional internship experience. Further, the supervisor evaluates the student's knowledge and competency.
7. Rehabilitation Counselor Certification.

All graduating students are adequately prepared to take the Certified Rehabilitation Counselor (CRC) examination. This is a national examination with an objective assessment of knowledge and skills deemed by the Commission on Rehabilitation Counselor Certification to be necessary for the certification and ethical, competent, and responsible performance as a professional rehabilitation counselor. Satisfactory completion of the CRC examination is considered to be an acceptable measure of knowledge and skill mastery.

In summary, the evaluation plan is concerned with overall Program capability to recruit appropriate students, especially those with disabilities and culturally diverse populations. All courses and instructors are evaluated by students. Feedback from all sources provide the data necessary for the total program improvement.

H. Program Resources

The University has more than adequate resources for the Rehabilitation Counseling Program. Three classrooms and an instrumentation laboratory and computer room are available in the Department of Social Work, Psychology and Counseling. Many classrooms are available in the North wing of the Carver Complex Building. Clinical practicum facilities, copy machines, telephones, fax machine, computers (IBM compatible) are available for use by the students. A seminar room is available for students to use as a study area and for meetings of faculty, staff and others as needed. The College of Education, Humanities and Behavior Sciences has two computer laboratories located on the first floor of Carver Complex North and two Smart rooms located on the second floor of the same building. All areas are well lighted and physically accessible. In addition, the University supports an active Office of Services to Students with Disabilities. This office coordinates and implements accommodations for students with disabilities. There is a facility located within two miles of the campus: (TASC) Technical Assistance for Special Consumers. TASC provides evaluations for assistive communication device’s appropriate switches and software, which are available to meet a consumer’s special needs. Multiple computers and a vast array of computer programs to assist with tutoring, individual instruction, and other special needs of consumers are maintained.

Rehabilitation Technology Resource Center is located in room126 in the Carver Complex North. This center provides high and low technology available to students and the public.

Website: www.aamu.edu/academic/school of education/rehab or www.aamu.edu/rehabilitationcounseling

Alabama. A&M University library acquisitions from 1988 exceed 15,000 volumes. Additional volumes added as of August 31st, 2006 were 347 and total volumes held as of August 31, 2006 is 250,661. Total bound periodicals as August 31st are 27,397. Government documents added as of August 31st are 197,524. The interlibrary loan service obtains library materials for students at Alabama A&M University from within the state and nation. The medical school library located in downtown Huntsville, Alabama, and the University of Alabama in Huntsville library are open to all students from Alabama A&M University. The library in the School of Nursing at UAH is
also available to the students enrolled at Alabama A&M University. The local public library has an extensive list of library media, books, and materials that are available to students. The College of Education, Humanities and Behavior Sciences has a computer laboratory located in the Teacher Service Center and one technical laboratory located within the Department of Social Work, Psychology and Counseling. The Rehabilitation Counseling program office has a library of rehabilitation and related books, journals, and videos.

I. Accessibility: Compliance with The Americans With Disabilities Act

Work orders to accommodate persons with disabilities have been turned in to the architect and maintenance personnel at the university. Adjustments are made as needs are identified.

J. Professional Development

Graduate students are strongly encouraged to seek membership in state, regional or national professional organizations focusing on people with disabilities, e.g., Alabama Counseling Association, American Counseling Association, National Council on Rehabilitation Education, National Rehabilitation Association, American Rehabilitation Counseling Association and National Rehabilitation Counseling Association. Additionally, students are introduced to the value of attending workshops, training sessions and conferences for continued professional growth. All rehab majors are expected to become very familiar with the Code of Ethics for Rehabilitation Counseling.

Notes:
Rehabilitation Counseling Contacts

Joan Fobbs, Ph.D., CRC  
Associate Professor  
Coordinator  
Office 126C Carver Complex North  
256-372-8623

Deborah Ashley, M.S.  
Graduate Scholar Coordinator  
Office 126E Carver Complex North  
256-372-4299

Leatha Bennett, Ph.D.  
Unit Coordinator for Psychology, Counseling and Rehabilitation  
Office 219 Carver Complex North  
256-372-4764

Janice Donegan  
Executive Secretary of Psychology and Counseling  
Office 219 Carver Complex North  
256-372-4764

LaDonna Long  
Secretary  
Office 126A Carver Complex North  
256-372-4039
Appendix A

Application for the Counseling Psychology with a concentration in Rehabilitation Counseling*

Student ID #: ____________ Legal Name: ____________________________________________

I plan to attend full time: ___ yes or ___ no  Date of Birth:_______  Place of Birth: __________

Ethnic Background: ____________  U. S. Citizen: ___ yes or ___ no. If no, indicate

Country of residence: ____________________________GRE Score: No longer required

First time graduate student: ___ yes or ___ no  Resident of Alabama: ___ yes or ___ no

If no, indicate state of permanent residence: ____________________________________________

Present Mailing Address: ____________________________________________ Apt. #______________

City: ________________________________ State: __________ Zip Code: __________

Current Phone Number: __________ home, __________ work, __________ cell

Permanent Address: ____________________________________________

City: ________________________________ State: __________ Zip Code: __________

Email address: ___________________________ Social Network info: __________________________

Institution  City  State  Date  Major Field Degree  Colleges/Universities attended
1. __________________________________________________________________________

2. __________________________________________________________________________

Place of employment: ____________________________________________________________

Employers Address: ____________________________ State: _______ Zip: ______

Telephone Number: _____________ Ext.______ Email: ____________________________

*This application does not imply that the applicant will be accepted into the RCE program.

Signature: ______________________________________ Date signed: __________________
ESSAY: Why do you want to become a rehabilitation counselor? (Please type this essay.)
# Appendix B

## List of Agencies for Practicum and Internship Placements

<table>
<thead>
<tr>
<th>Agency</th>
<th>Address</th>
<th>Phone</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Alabama Department of Rehabilitation Services</td>
<td>3000 Johnson Rd. SW, Huntsville AL 35805</td>
<td>256-650-1700</td>
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</tr>
<tr>
<td>A.D.R.S.</td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.gjackson@rehab.state.al.us">www.gjackson@rehab.state.al.us</a></td>
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<tr>
<td>List of Agencies for Practicum and Internship Placements</td>
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<tr>
<td>Center for Developmental Learning (CDL)</td>
<td>2901 Fairbanks, Huntsville AL 35801</td>
<td>256-532-4982</td>
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<tr>
<td>Columbia Medical Center of Huntsville</td>
<td>One Hospital Drive, SE, Huntsville AL 35801</td>
<td>256-882-3100</td>
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<td>Alabama Institute for the Deaf and Blind</td>
<td>600 St. Clair St., Bldg #2, Huntsville AL 35801</td>
<td>256-539-7881</td>
<td></td>
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<tr>
<td>Alabama Department of Rehabilitation Services</td>
<td>1686 P.O. Box, Decatur AL 35602</td>
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<tr>
<td>Alabama Institute for the Deaf and Blind</td>
<td>35161 P.O. Box 698, Talladega AL 35161</td>
<td>256-761-3402</td>
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<tr>
<td>Alabama Institute for the Deaf and Blind</td>
<td>3104 Ivy St., Huntsville AL 35805</td>
<td>256-534-7644</td>
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<tr>
<td>Alabama Institute for the Deaf and Blind</td>
<td>3000 Johnson Rd. SW, Huntsville AL 35805</td>
<td>256-429-5480</td>
<td></td>
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<tr>
<td>Behavior Health Services</td>
<td>1600 Browns Ferry Road, Madison AL 35758</td>
<td>256-461-7272</td>
<td></td>
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<tr>
<td>Bradford Health Services</td>
<td>1600 Browns Ferry Road, Madison AL 35758</td>
<td>256-461-7272</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crestwood Medical Center</td>
<td>2939 Johnson Rd. SW, Huntsville AL 35805</td>
<td>256-880-0671</td>
<td>256-880-0680, ext. 112</td>
<td>256-8802149 fax</td>
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</tbody>
</table>
List of Agencies for Practicum and Internship Placements (continued)

Substance Abuse Center
Decatur AL
256-355-3332

TASC
Technical Assistance for Special Consumers
2075 Max Luther RD
Huntsville AL 35801
256-532-5996.

Tennessee Valley Rehabilitation
Decatur AL
256-350-2041

Three Springs, Inc.
247 Chateau Dr. SW
Huntsville AL 35801
256-880-3339

United Cerebral Palsy Association
2075 Max Luther Dr. NW
Huntsville AL 35801
256-852-2888

United Way Family Service Center
Decatur AL
256-530-1967

U.S. Department of Veterans Affairs
400 Meridian St., Suite 101
Huntsville AL 35801
256-533-2507
256-533-2572

Veterans Hospital
700 19th St.
Birmingham AL 35233
205-930-9420

Veterans Hospital
Nashville TN 37207
615-327-5339

Veterans Hospital
Highway 231 – North
Murfreesboro TN 37129
615-893-2543

Unity Outreach Ministries
Pastor Videau
4143 Highway 20 West
Trinity AL 35673
256-476-4615 cell
256-476-7530 cell
Tribute to Dr. Fennessee

William Fennessee Rh.D., CRC, NCC, received his doctorate in Rehabilitation from Southern Illinois University at Carbondale in 1987, and his Masters in Rehabilitation Counseling from University of Tennessee in 1976. A severely disabled individual (blind), he has been a rehabilitation client-counselor, and counselor-educator. He has had substantial experience involving a diversity of disabilities such as Deafness, Hearing Impairments, Blindness and Visual Impairments, mental illness, mental retardation, and head injury. Dr. Fennessee worked for the Tennessee Rehabilitation Center where he served as a program manager.

During his professional career, he has been involved in the development of therapeutic horse-back riding programs and agrability projects. Dr. Fennessee was a member of the National Council on Rehabilitation Education (NCRE), the American Counseling Association (ACA), and numerous other national and regional organizations. Dr. Fennessee enjoyed international recognition as an amateur athlete and an educator. He placed third in the javelin throw in the International Games for the Disabled in 1984 and was a delegation member on Citizens Ambassador Programs to England in 1997. He served as a tenured Associate Professor and Coordinator of the Rehabilitation Counselor Education Program at Alabama A & M University for 13 years.

An annual symposium in honor of Dr. Fennessee was established in 2008. The purpose of the symposium is to continue his legacy and to inspire others to learn more through educational themes.
In 2008 Alyce Earl Jenkins collaborated with the Rehabilitation Counseling program to develop a scholarship, which is to be awarded bi-annually to an aspiring Rehabilitation Counseling major. After graduating from Alabama A&M University in 1957 and remaining there as an employee for one year, Alyce unknowingly embarked upon a 35 year journey in higher education. She began as an instructor of Graphics at Central State University (Wilberforce, Ohio) before settling at Wright State University for 26 years where she moved through the academic ranks of instructor to associate professor of rehabilitation education/counseling and now Professor Emerita. Subsequent to graduating from AAMU, this native of Birmingham, Alabama, obtained a M.Ed in Rehabilitation Counseling from Kent State University and is a Certified Rehabilitation Counselor and an Ohio Licensed Professional Counselor. Alyce was the first African American female to receive a direct appointment as Lt. Commander in the United States Navy and served as a Navy Campus Liaison Officer for ten years.

Alyce’s scholarly activities include writing and obtaining $1,146,856 in federal, university and state private funds. Among Alyce’s successful grant efforts was fulfillment of her dream to obtain a rehabilitation grant to develop a graduate program at Alabama A&M University in 1995. To that end, a 5-year Rehabilitation Services Administration grant for $533,220 was awarded to Alabama A&M University. Alyce has written Rehabilitation Handbooks, numerous professional articles published in refereed journals and technical/evaluation reports. Alyce’s entrepreneurial experiences (1993-2007) involved work with universities, local/state/federal governments and corporations.

Alyce has received national and local recognition for her professional work including the College of Education and Human Services Dean’s Award for Faculty Excellence and numerous other awards. She is a member of Central Chapel A.M.E. Church in Yellow Springs, Ohio. She was initiated into Gamma Mu Chapter, The Alpha Kappa Alpha Sorority in 1954 and is a Life Member of the sorority.
Notes:

Updated: 7/14/2014