

**RPLS 691 (1-6) In-Service****RPLS 694 (1-2) Alternate Plan Paper****RPLS 697 (1-6) Internship**

Field experience focused on development of competencies in recreation, parks, and leisure service settings. For majors only.

**RPLS 699 (3-6) Thesis****REHABILITATION COUNSELING MS**

*College of Allied Health and Nursing  
Department of Speech, Hearing, and Rehabilitation Services  
103 Armstrong Hall • 507-389-1414*

Chair: Bruce Poburka, Ph.D.

Graduate Coordinator: Patricia Hargrove, Ph.D.

Glen Peterson, Ph.D.; Andrew Phemister, Ph.D.; Gerald Schneck, Ph.D.

Master's level training in Rehabilitation Counseling prepares students for employment as counselors who provide services to individuals with a wide range of different disabling conditions and disabilities. Graduates of this nationally accredited (CORE) program work in federal, state, and not-for-profit community agencies, as well as business and industry settings in the for-profit sector.

Rehabilitation counseling involves integration of the client's life situation including personal, family, medical, psychological, social and career factors. In addition to counseling, rehabilitation counselors typically provide case management and case coordination services, working jointly with clients to access a variety of resources and services that are relevant to the individual's rehabilitation goal(s). Rehabilitation counselors frequently work in interdisciplinary relationships and team with other professional specialists such as physicians, therapists, psychologists, social workers, educators, vocational evaluators, job placement specialists, and employers.

This 48 credit program allows open entry (students can begin any academic term), but is structured for students who begin in the fall to graduate after approximately two years of full-time enrollment. Classes are conducted on Wednesdays and Fridays and part-time study is an option for students who intend to complete the program in more than two years. Completion of a 900 hour internship in a rehabilitation agency or a similar social service setting is generally the final requirement for graduation. In many instances students are able to obtain paid internships. Upon, or close to completion of the program, graduates are eligible to sit for the national certification (CRC) examination. Demand for master's level rehabilitation counselors is strong and graduates have a very good employment outlook in the profession of rehabilitation counseling.

**Admission.** Majors in this degree program are admitted upon application of the College of Graduate Studies and Research based upon GPA from the last 90 credits from a quarter system or 60 credits from a semester system of undergraduate work and/or graduate level work completed after earning an undergraduate degree, but prior to applying to this program.. Generally, a 3.0 GPA on a 4.0 scale is required, although students with less than a 3.0 GPA can request admittance on a provisional basis.

In addition to being admitted by the College of Graduate Studies and Research, applicants must be recommended for admission by faculty of the Department. Faculty recommendations will be based upon the applicant's 300-500 word Statement of Purpose and the applicant's three Letters of Recommendation which are provided by a combination of academic and professional sources. In some instances, applicants may be asked to participate in an interview or additional selection procedures. Priority for admission will be provided to those applicants who are applying to begin in the fall semester and whose application materials are received by March 1st, prior to the fall semester in which the applicant intends to begin the program. Other applicants will be considered if program vacancies exist. Full-time or part-time study are equally encouraged, based on student needs or preferences.

**Financial Aid.** Students are referred to the MSU Office of Financial Aid where information on financial aid resources can be provided. In some instances scholarships of varying amounts are available to Rehabilitation Counseling students. Program faculty will keep students informed of available scholarship opportunities. Some Rehabilitation Counseling students also obtain Graduate Assistant appointments in the Department or in other campus settings such as the Cultural Diversity Program, the Office of Disabled Students Services, the Learning Center, and others. Inquiries about Graduate Assistantships should be directed to the College of Graduate Studies and Research.

**REHABILITATION COUNSELING MS** (Thesis, Alternative Plan Paper or Portfolio - 48 credits)

**Required Core**

- REHB 612 Foundations of Rehabilitation (3)
- REHB 617 Medical Aspects of Disability (3)
- REHB 619 Psychosocial Aspects of Disability (3)
- REHB 625 Research and Issues in Rehabilitation (3)
- REHB 640 Theory in Rehabilitation (3)
- REHB 651 Rehabilitation Counseling Techniques (3)
- REHB 661 Case Management in Rehabilitation (3)
- REHB 681 Vocational Measurement and Evaluation Techniques (3)
- REHB 688 Career Planning and Development in Rehabilitation (3)
- REHB 692 Rehabilitation Counseling Practicum (3)
- REHB 698 Internship (3)

**Required Elective**

Elective in Cultural Diversity or Cultural Pluralism (graduate level course(s) selected by student in consultation with an advisor)

**Research Portfolio**

Most Rehabilitation Counseling students produce a Research Portfolio that is developed over the period of time that the student is completing coursework. The Research Portfolio usually serves as an alternative to a Thesis or Alternate Plan Paper. Any student who desires to complete a Thesis or Alternate Plan Paper has the option to do so, in consultation with the academic advisor.

**COURSE DESCRIPTIONS****REHB 524 (3) Rehabilitation of the Chemically Dependent**

Exploration and development of research and entry-level skills in diagnosis, treatment planning, service provision, and after-care with chemically dependent persons, particularly those with co-existing physical and mental conditions.  
(Fall)

**REHB 590 (1-2) Workshop****REHB 612 (3) Foundations of Rehabilitation**

Rehabilitation principles practices, philosophy, and history of rehabilitation will be addressed in various settings. Trends, legislation, and service delivery systems will be investigated.  
(Fall)

**REHB 617 (3) Medical Aspects of Disability**

Basic medical information essential to understanding the functional limitations and rehabilitation implications of individuals with disabling conditions. Information on the etiology, prognosis, potential complications, treatment procedures, rehabilitation strategies, and vocational implications will be addressed with respect to a representative sample of disabling conditions. In addition, an introduction to medical and therapeutic services, restorative techniques, and some medical terminology will be provided.  
(Fall)

**REHB 619 (3) Psychosocial Aspects of Disability**

Overview of the psychological and social aspects of disability with an emphasis on diversity of experience among individuals with disabilities and their families. The impact of social and psychological aspects of disability on public attitudes, public policy, and law will be examined. The adjustment process experienced by individuals with disabilities and their families will be examined from the perspective of the personal and social context in which adjustment occurs.  
(Fall)

**REHB 625 (3) Research & Issues in Rehabilitation**

Critical review of recent research findings and related practices in rehabilitation and allied disciplines.  
(Spring)

**REHB 640 (3) Theory in Rehabilitation**

Beginning theory and related techniques of counseling and vocational development are presented utilizing lecture and role play to convey key concepts in rehabilitation counseling.  
(Fall)

**REHB 651 (3) Rehabilitation Counseling Techniques**

Applied theory and techniques in rehabilitation counseling are presented, including specific applications to various disabilities in both groups and individual practice. Interactions are required in addition to regular class meetings.  
(Spring)

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## SCIENCE EDUCATION

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### REHB 661 (3) Case Management in Rehabilitation

The student is involved in all phases of interviewing, counseling, diagnosis, assessment, planning, and analysis, transferable skills analysis, and integration of the knowledge and skills required of practicing rehabilitation counseling.  
(Summer)

### REHB 677 (1-4) Individual Study

A project performed, with prior approval, under the close supervision of a faculty member. Prerequisite: permission  
(Summer, Fall, Spring)

### REHB 681 (3) Vocational Measurement and Evaluation Techniques

Through readings and by taking and administering diverse tests, the student will gain knowledge of the theory and methods of test construction, appropriateness of individual tests, and practical applications of measurement and evaluation.  
(Spring)

### REHB 688 (3) Career Planning and Development in Rehabilitation

Overview of career development theories. Relates career development to the challenges and barriers associated with disability. Employment development, job seeking and job retention factors that pertain to employment, and career planning for individuals with disabilities who participate in rehabilitation programs are examined.  
(Spring)

### REHB 691 (1-6) Inservice

#### REHB 692 (3) Rehabilitation Counseling Practicum

Provides the student with an individualized learning opportunity related to development and enhancement of direct counseling competencies through supervised, applied counseling experience in a public or private agency that provides counseling and related rehabilitation services to individuals with disabilities. Enrollment in the rehabilitation counseling practicum requires successful completion (grade "B" or better) of REHB 651 - Rehabilitation Counseling Techniques or comparable counseling competence as demonstrated by a method determined through academic advisement. Typically, the rehabilitation counseling practicum will be completed prior to enrollment in the rehabilitation counseling internship or through academic advisement, concurrently with initiation of the internship.

#### REHB 694 (1-2) Alternate Plan Paper

Writing a paper utilizing substantial bibliographic research under the direction of a faculty member.

Prerequisite: permission  
(Summer, Fall, Spring)

#### REHB 698 (1-12) Internship

The student provides a comprehensive array of professional rehabilitation services, including counseling and case management services at an accredited rehabilitation agency, facility, or program under the coaching of a qualified counselor-coach and university supervisor before entering professional employment.

Prerequisite: permission  
(Summer, Fall, Spring)

#### REHB 699 (3-6) Thesis

Performance of a formal research paper under the direction of a graduate faculty member.

Prerequisite: permission  
(Summer, Fall, Spring)

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## SCHOOL HEALTH EDUCATION MS

(DISCIPLINE-BASED)

*College of Allied Health and Nursing  
Department of Health Science  
213 Highland Center N • 507-389-1527*

See **HEALTH SCIENCE**

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## SCIENCE EDUCATION MS

(DISCIPLINE-BASED)

*College of Science, Engineering and Technology*

Advisors: Daryl Adams, Ph.D. Biology; Jeff Pribyl, Ph.D., Chemistry

The Master of Science in Science Education is a program for students who wish to further their knowledge in a multidisciplinary manner within the science areas. The program offers flexibility for the junior high school and high school science teacher who desires a broad background in the sciences.

Teaching licensure is a prerequisite to pursuing this degree, which is for teachers interested in enrichment in a teaching area. This degree does not lead to initial teaching licensure. Students who desire initial licensure should consult the Master of Arts in Teaching (MAT) program. Please see the section concerning the MAT program that is listed in this bulletin.

**Admission.** Students must meet the admission requirements of the College of Graduate Studies and Research, and submit two letters of recommendations (one of which is their current principal or superintendent). The GRE is required.

**Financial Assistance.** Students are encouraged to contact an advisor about the availability of financial assistance through various science departments or Cultural Diversity assistantships.

### SCIENCE EDUCATION MS

(DISCIPLINE-BASED)

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

#### Required Science Core (24 credits)

The program requires a minimum of 24 credits in science. The science credits, selected with the aid of an advisor, may be from the areas of astronomy, biology, chemistry, earth science, geology, mathematics, physics or environmental sciences. Credits must be earned in at least three of these disciplines with a minimum of 12 credits in one area. Within this program students may choose the thesis or the alternate plan.

#### Required Professional Education (6 credits)

Choose 6 credits of professional education courses in consultation with an advisor.

#### Required Thesis or Alternate Plan Paper

Students may elect to complete the thesis or alternate plan paper in any of the science areas listed above with the approval of their advisor.

694 Alternate Plan Paper (1-2)

699 Thesis (3-6)

In the alternate plan students must earn a minimum of 34 credits plus meet the alternate paper requirements outlined by their grad committee.

With the aid of an advisor, students will select various science and professional education courses to fulfill the above stated requirements before the completion of the first 10 credits. The course selection will be tailored to each student's background, current teaching duties and interests. All students must have 50% of their credits at the 600 level, excluding thesis or alternate plan paper credits.

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## SOCIAL WORK

*College of Social & Behavioral Sciences*

*Department of Social Work*

358 Trafton Science Center N • 507-389-6504

Chair: William A. Anderson, Ph.D.

William Anderson, Ph.D.; Annelies Hagemester, Ph.D.; Christine Black-Hughes, Ph.D.; Marilyn Frank, Ph.D.; Nancy Fritzsims-Cova, Ph.D.; Debra Gohagan, Ph.D.; Robin R. Wingo, MSW

Minnesota State University does not have a program leading to a graduate degree in social work. Selected graduate level offerings are scheduled on a regular basis to provide continuing education for human service workers and to supplement graduate coursework for related majors, but these courses do not lead to a graduate Social Work degree. Students who want to transfer credits to an accredited MSW program should check with the degree-granting institution.

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### COURSE DESCRIPTIONS

#### SOWK 512 (3) Social Welfare Issues & Policies

Theoretical and practical exploration of the interrelatedness of social services, social policy formation and analysis, and social work practice.

#### SOWK 515 (3) Child-Family Welfare Services

Social services designed to facilitate child development and family functioning.

#### SOWK 519 (3) Social Work and Aging

Issues, resources, and processes in working with the elderly and their families in the social service system.

#### SOWK 520 (3) Women's Issues in Social Work

Women's concerns as clients and workers in the social service system.

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