

University of Hawai`i at Manoa



Department of Kinesiology & Rehabilitation Science

REHABILITATION COUNSELOR EDUCATION PROGRAM STUDENT HANDBOOK

Updated September 2008

The University of Hawai`i at Manoa is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admission and access to, and participation, treatment and employment in the University's programs, activities, and services. For more information on EEO/AA policies and complaint procedures, contact:

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UNIVERSITY OF HAWAII - MANOA

TABLE of CONTENTS

Introduction	3
Accreditation & Licensure	4
Vision, Mission & Core Values of the College of Education	5
Rehabilitation Counselor Education Program Mission & Objectives	9
Core Curriculum	10
Admissions Procedure	11
Disability Access Services	14
Equivalency Provisions	15
Degree Program Planning Guidelines	16
Additional Requirements & Information	17
Student Recruitment and Retention Policy	19
Procedures for Handling Complaints	25
Campus Life	26

INTRODUCTION

Welcome to graduate study in the Department of Kinesiology and Rehabilitation Science at the University of Hawai'i at Manoa. This handbook is a guide to provide students with some information about the program, policies, and procedures. This does not replace the University of Hawai'i General and Graduate Information Catalogs. Students should be familiar with these Catalogs as they present official University policies.

The Department hopes to make annual revisions of the handbook in order to keep current with the latest accreditation requirements and University policy changes. Students are expected to review the current edition and any new editions.

Although every effort is made to provide accurate and current information, the Department reserves the right to change, without notice, statements in the handbook concerning rules, policies, curricula, courses, calendars, or other matters. Further, the statements set forth in this handbook are for informational purposes only and should not be construed as the basis of a contract between a student and the institution.

Students have the responsibility for keeping themselves apprised of current graduation requirements and deadlines of the Graduate Division for their program.

COLLEGE OF EDUCATION
DEPARTMENT OF KINESIOLOGY & REHABILITATION SCIENCE

Degree: Master of Education in Counseling & Guidance
Website: <http://coe.hawaii.edu/krs/masters/rehab>

The Department of Kinesiology and Rehabilitation Science offers a program leading to a distance program leading to a Master's degree of Education in Counseling and Guidance, with a specialization in Rehabilitation Counseling. It is the only such program in the Pacific Basin and in the nation accredited by the Council on Rehabilitation Education (CORE), serving predominantly Asians and Pacific Islanders. The program requires 3 years, part-time enrollment considering that most of our students work full time. In practice, that means attendance in 6 (six) regular semesters plus 2 (two) intervening summer sessions in a hybrid online environment. The Rehabilitation Counselor Education (RCE) program consist of 48 semester credit hours, and an option for students intending to practice in states requiring 60 credits for licensure.

Accreditation & Licensure

The RCE program is accredited until 2008 by the Council on Rehabilitation Education. The RCE curriculum prepares graduates to be eligible to take the Certified Rehabilitation Counselor (CRC) Examination. Graduates are also eligible to apply for State of Hawai'i licensure as Mental Health Counselors provided they complete the required post-graduate direct counseling work and face-to-face clinical supervision within a two year period, and pass the National Certified Counselor Examination.

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The University of Hawai'i at Manoa is accredited until 2010 by the Western Association of Schools and Colleges (WASC).

Applications to the program are being accepted twice a year. The deadline is **March 1** for fall semester admissions and **September 1** for spring semester admissions. The deadline for foreign applicants is also March 1. Students admitted at the same time form a "cohort", and progress through the program at the same pace. From students' as well as administrative point of view, the main benefit of a cohort approach is a predictable schedule of courses.

Course offering is based on a schedule, so "speeding up" the program is not readily feasible. "Slowing down" the progress toward completion is possible (though not recommended), since students' eventual graduation date will depend heavily on the availability of appropriate courses. In any case, the university seven-year limit will apply. **In order to maintain the high quality of our program, the department expects prospective applicants to be aware of the length of time necessary to complete the program, and if admitted, faculty expect that they will abide by the university, and other department policies explained in this handbook.**

VISION, MISSION, AND CORE VALUES OF THE COLLEGE OF EDUCATION

"The College of Education prepares educators to contribute to a just and democratic society."

VISION

The College of Education consists of educators who provide innovative and cutting-edge research and teaching in an effort to further the field of education and prepare educators to contribute to a just and democratic society.

MISSION

The mission of the College is to work as a diverse and democratic community through:

- **Teaching**-prepare new educators and provide ongoing professional development in education.
- **Research**-increase the knowledge base in education and related fields through the production and application of research related to teaching, learning, and assessment.
- **Service**-serve as partners and leaders for excellence in education.

CONCEPTUAL FRAMEWORK AND CORE VALUES

The College of Education comprises a diverse mix of faculty, staff, and students whose aims are to advance and generate knowledge in the fields of education, human development, counseling, administration, assessment, evaluation, research, technology, disabilities and other related disciplines. We do this through a variety of means. In addition to being a professional school of education, the College also houses units which employ and prepare professionals in the related fields of counseling, educational psychology, technology, research on disabilities, athletic training, evaluation, assessment, and curriculum development. Our conceptual framework and core values provide direction for each of the programs, courses, instructors, scholars, researchers, and administrators in the College of Education.

The College remains committed to the fundamental goal of employing as well as preparing education professionals who are **knowledgeable**, **effective**, and **caring**, and who demonstrate these core values through their (k)nowledge, (s)kills, and (d)ispositions.

KNOWLEDGEABLE

Knowledge

It is our belief that knowledgeable educators are more effective, and therefore have a greater impact on the students they teach. Knowledge of subject matter, research-based practice, and teaching skills are clearly important factors as related to teaching quality and student outcomes. Additionally, educators must possess knowledge across an array of other areas, including pedagogy, educational research, human development, assessment, and individual learner needs.

In short, we believe that a teacher must understand not only the subject matter to be taught, but also how to teach that subject matter, how to modify and adapt instructional practices to meet individual needs, and how to diagnose those needs.

Skills

Educators must know how to translate knowledge into the skills needed to pass on information and teach successfully. First and foremost, research shows that the most effective teachers possess knowledge of certain “generic teaching skills,” such as organizing lessons, implementing instructional strategies that are hands-on and inquiry-based, increasing “wait time” to allow students to reflect on the questions at hand, and providing corrective feedback. We also believe it is important for teachers to possess knowledge of the skills involved in linking educational research to teaching, and be able to “give back” to the body of knowledge in education by developing and sharing their own practitioner knowledge, which is grounded in the context in which educators work.

Dispositions

We believe it is important for educators to value knowledge and the process by which it is passed on to others. It is our goal to produce educators who are constantly seeking to increase their own knowledge of the field through professional development, reflection on practice, consideration of educational research, and collaboration with colleagues. In this way, we hope to produce educators who will become “lifelong learners” and lovers of knowledge and education.

These goals are in line with the following Hawaiian values and proverbs about **knowledge**, which we hope our students will understand and put into practice:

‘imi ‘ike—knowledgeable

‘imi na‘auao—enlightenment, wisdom

hō‘ike—demonstrate or perform

E hana mua a pa‘a ke kahua mamua o ke a‘o ana aku ia ha‘i—Build yourself a firm foundation before teaching others.

Ua ao Hawai‘i ke ‘ōlino nei mālamalama—Hawai‘i is enlightened, for the brightness of day is here (Hawai‘i is in an era of education).

O ke kahua mamua, mahope ke kükulu—The site first, and then the building (Learn all you can, then practice).

Lawe i ka ma‘alea a kū‘ono‘ono—Take wisdom and make it deep.

EFFECTIVE

Knowledge

We believe that an educator must be highly knowledgeable, not only of the subject matter being taught, but also of general teaching skills, pedagogy, human development, individual learner needs, educational research, and issues of diversity in order to be effective. We also believe that it is important for educators to have knowledge of what makes educators “effective.” In this way, educators have a standard for which to aim; they have specific skills and knowledge which they can attempt to incorporate into their professional selves. As was mentioned above, educators must have a solid “foundation” of research-based knowledge before they can attempt to “build” up knowledge in others; this holds true when considering what constitutes effective educators.

Skills

Educational research shows that effective teaching, above all other school-related variables (such as curriculum, class size, funding, etc.), is the single-most important factor leading to student success. Furthermore, studies have shown that students taught by effective teachers for just one year will outpace their peers for the next few years of school, while students taught by ineffective teachers will lag behind the average student for up to three years. Effective educators may be described in a variety of ways, including caring, humorous, competent, demanding, knowledgeable, and fair.

In order to prepare educators who possess these qualities, we strive to equip our students with the skills required to teach effectively—strong cognitive and reasoning skills; verbal ability; organizational skills and the abilities to set priorities and plan instructional time effectively; teaching methods, including effective questioning and wait time, and the abilities to tailor lessons to meet individual learner needs, design and implement guided practice, and provide constructive feedback to students; classroom management approaches and skills that create safe learning environments; and the ability to assess and track student progress in order to adjust future instruction so that all students are learning.

Dispositions

The concept of an effective educator, while based to some extent on research literature, is utterly important, yet often elusive. We believe that an effective educator can be labeled in any number of ways, including analytical, dutiful, competent, reflective, diversity-responsible, expert, and respected. We train educators to value both the general concept of effective teaching and the skills associated with it, and who will strive to incorporate a variety of attributes associated with effective educators into their instruction.

These goals are in line with the following Hawaiian values and proverbs about attributes associated with our definition of **effective**, which we hope our students will understand and put into practice:

Kūpono—Honest, reliable, excellence

Kuleana—Responsible

Laulima—Cooperation

E kuhikuhi pono i na au iki a me na au nui o ka 'ike—Instruct well in the little and the large currents of knowledge (In teaching, do it well; the small details are as important as the large ones).

Hō a'e ka 'ike he'enalu i ka hokua o ka 'ale—Show knowledge of surfing on the back of the wave (Talking about one's knowledge isn't enough; let it be proven).

'Ike 'ia no ka loea I ke kuahu—An expert is recognized by the altar he builds (It is what one does and how well he does it that shows whether he is an expert).

E ho'ōki i ka ho'ina wale o hō'ino ia mai ke kumu—One should never go home without [some knowledge] lest his teacher be criticized.

E kuahui like i ka hana—Let everybody pitch in and work together.

CARING

Knowledge

We believe that the development of a general ethic of care in future educators should be a central concern in pre-service teacher education programs. The literature on the matter is clear in stating that “caring” is at the heart of education, and that effective teachers are generally described as caring individuals. We understand that by nature, many candidates in pre-service education programs are already caring individuals; the further cultivation of this disposition is our goal. We believe that by equipping educators with knowledge about the importance of caring in education, as well as knowledge of the mental, social, emotional, and physical needs of learners, we will be giving them the foundation to carry out their fundamental “obligation to care about every student.”

Skills

We believe that good teachers care, and good teaching is inextricably linked to specific acts of caring. However, a general ethic of caring is not enough for educators; it is imperative that they go beyond this and actually demonstrate their caring dispositions in specific ways. That is why we believe it is important to equip teachers with the skills that will help them demonstrate their ethic of caring, as well as create a classroom environment in which caring is the central focus. These include strong interpersonal skills, which will allow them to be approachable and to form relationships with students; the ability to be empathetic, yet in control; effective and appropriate ways to demonstrate affection for students, both verbally and non-verbally; classroom management skills that will stress prevention and fairness in dealing with discipline problems; and the ability to be democratic in their approach, while incorporating and respecting multiple perspectives. We believe that these skills will enable educators

(most of whom are already caring individuals by nature) to take a step beyond simply “having” a caring attitude, and allow them to actually demonstrate their caring disposition in specific ways.

Dispositions

Researchers have pointed out that in order to cultivate caring attitudes in their students and therefore create positive classroom environments, educators themselves must operate from fundamentally caring dispositions. As was pointed out above, we believe that most educators are, by nature, caring individuals. It is this general ethic of caring, love, and respect that we hope will serve as the foundation for educators hoping to instill such dispositions in their learners and to create such environments in their classrooms and workplaces.

These goals are in line with the following Hawaiian values and proverbs about attributes associated with our definition of **caring**, which we hope our students will understand and put into practice:

Mälama—Caring

Aloha—Love

Lökahi—Unity, agreement, harmony

Hö'ihl—Respect

He lani ke keiki, he milimili na ka makua—The child is a chief to be fondled by the parents (A child requires as much care as a chief).

Ua ola loko i ke aloha—Love gives life within.

E waikahi ka pono i mänalo—It is well to be united in thought that all may have peace.

He waiwai nui ka lökahi—Unity is a precious possession.

REHABILITATION COUNSELOR EDUCATION PROGRAM MISSION & OBJECTIVES

The mission of the University of Hawai'i Rehabilitation Counselor Education program is to provide graduate level training that is designed to provide students with the essential knowledge, skills and attitudes necessary to assist individuals with disabilities to achieve an increased sense of empowerment, responsibility and maximum independence.

Consistent with its mission, the objectives of the program are to: (1) incorporate new knowledge that addresses the needs of individuals with disabilities and the community, as well as promote professional and personal growth, and (2) enhance students' ability to implement culturally responsive and ethically sound rehabilitation counseling practices.

Core Curriculum

REHABILITATION COUNSELING SPECIALIZATION

GOAL: Prepare rehabilitation counselors who possess the essential knowledge, skills, and dispositions to appropriately respond to the culture and rights of individuals with disabilities.

PROGRAM: Forty-eight semester hours of required courses designed to meet accreditation requirements of the Council of Rehabilitation Education and requirements of the Department of Kinesiology and Rehabilitation Science, University of Hawai'i. Additional curriculum requirements are offered for students who plan to seek employment in states requiring 60 semester hours for licensure.

Core Courses

KRS 627	Career Development and Vocational Counseling	3
605	Human Growth and Development Across the Lifespan	3
606	Counseling: Theory and Practice (formerly 610)	3
607	Planning and Design of Counseling Research	3
629	Counseling: Group Theory and Practice	3
637	Cross-Cultural Counseling	3

Rehabilitation Counseling Courses

KRS 680	Principles and Practice of Rehab. Counseling	3
681	Medical & Psychosocial Aspects of Disability	3
683	Case Management	3
685	Ethical Issues for Helping Professions	3
686	Vocational Evaluation & Assessment in Rehabilitation	3
688	Theory & Techniques of Job Placement	3

Clinical Courses and Seminar

KRS 703	Practicum in Rehabilitation Counseling	1-3
733	Internship I in Rehabilitation Counseling	3-6
734	Internship II in Rehabilitation Counseling	3-6
781	Seminar in Rehabilitation Counseling	2-3

Suggested Electives

KRS 684 Psychopathology in Counseling (3)
 KRS 687 Assistive Technologies in Rehabilitation Counseling (3)

Plan A - 6 additional semester hours of KRS 700 thesis

Plan B - no additional electives required

Plan C - no additional electives required

TOTAL 48 (60)

ADMISSION PROCEDURE

Admission is based on prior academic and other preparation and background, on intellectual and affective potentials for graduate study, and on personal qualifications that are likely to contribute to success as a counselor. Application for the M. Ed. program in Counseling and Guidance presumes satisfactory completion of a bachelor's degree with an acceptable grade-point-average.

Completed applications are screened by the Graduate Division Admission Office. Applications that meet the requirements of the Graduate Division are forwarded to the Department of Kinesiology and Rehabilitation Science's graduate Rehabilitation Counselor Education Program, where applications are subjected to a more comprehensive and intensive review by the graduate faculty. The RCE graduate program then makes a recommendation to the Graduate Division either to admit or deny the applicant. The final decision to make a formal offer of admission rests with the Graduate Division, which takes into full consideration the recommendation of the graduate program. Admission is valid only for the semester for which a student was accepted. The Graduate Division notifies each applicant of its decision

Graduate Division Admission Requirements and Procedure

Prospective students may apply online or by downloading the necessary instructions. Either process should be initiated at the Graduate Division website which provides detailed instructions on (1) how to access either of the two modes, (2) deadlines, (3) \$50 non-refundable application fee, and (4) required documentation materials at: <http://www.hawaii.edu/graduatestudies/admissions/html/admissions.htm>

Deadline: No application will be considered after **March 1 for Fall Semester** and **September 1 for Spring Semester**

Applicants need to meet the criteria and documentation requirements of Graduate Division. Access the following link for more detailed information: <http://www.hawaii.edu/graduatestudies/admissions/html/admissions.htm#gdrequirements>

Criteria:

1. Bachelor's degree from a regionally accredited U.S. college or university, or its equivalent from a recognized non-U.S. institution of higher learning.
2. A grade point average (GPA) of 3.0 or the equivalent — in the last two years of undergraduate study, and in all post-bachelor course work at the upper-division undergraduate or graduate levels. The calculation of the GPA is based on a scale of 4.0 = A.

Documentation:

1. completed Graduate Admissions Application
2. application fee (\$50, non-refundable)
3. one official transcript for each post-secondary institution attended

The transcripts from other than UH system must be official, i.e., sent by the respective registrars directly to the Graduate Division. The Graduate Division is able to retrieve one copy of a UH transcripts from the university database.

4. Residency Declaration Form (for applicants claiming Hawai'i residency or statutory exemptions only)

Information on Tuition and Fees

In May 2005, the Board of Regents has adopted a new tuition and fee schedule for the years 2005 through 2012. The full version, including other campuses of UH System, is available at: <http://www.hawaii.edu/academics/tuition.html>

Financial Aid for residents: Information on loans and scholarships may be obtained in the Financial Aid Office in the Student Services Center website at:
<http://www.island.hawaii.edu/finaid/>

Department Admission Criteria and Requirements

Basic premise

Admission is based on previous preparation and background, intellectual and affective potentials for graduate study, and personal qualifications that contribute to success as a counselor. Application for the M. Ed. program in counseling and guidance presumes satisfactory completion of a bachelor's degree with an acceptable grade-point-average.

Documentation

By the deadline, applicants must submit directly to the Rehabilitation Counselor Education Program Coordinator the following:

1. Statement of **goals and objectives**;
2. Three completed **recommendation forms**. Additional letters may be included if desired. Recommendations should not be requested from Rehabilitation Counselor Education program faculty, and
3. An updated **resume**. All information should show evidence that an applicant's personal qualifications, motivation, intellectual-affective potential and/or professional background indicate competence and success in rehabilitation counseling. After these documents are reviewed, successful applicants will be invited for an interview followed by a writing sample.

Evaluation Criteria

1. GPA – 3.0 minimum
2. Academic background (prior coursework, content, grades). Psychology, sociology, anthropology, nursing, and social work courses are particularly helpful.
3. Recommendations attesting to applicant's motivation and potential. Personal or character references are usually not rated as highly as letters from people able to judge the applicant's professional and academic potential.
4. Statement of goals and objectives (specific to rehabilitation counselor education). Well organized and well written statement (with no grammatical & typographical errors) will serve as a sample of what the program can expect from you after admission.
5. Prior experience. Paid or volunteer work in counseling, teaching or other human services areas will be particularly helpful in rating the application.
6. Other unique qualities, honors, potential, research experience, volunteer experience, work with diverse groups, etc.
7. Interview
8. Writing Sample

Disability Access Services

Eligibility

UH Mānoa students with permanent documented disabilities, who voluntarily disclose their disability status to KOKUA, are eligible for services. KOKUA provides services to students with a range of health-related, mobility-related, hearing, visual, and learning disabilities.

Persons with disabilities who are interested in attending the University of Hawai'i at Mānoa may contact the KOKUA Program for information about disability access services, as well as related and general information.

In the UH Mānoa general application process, disability status is **not** requested or considered in determining admission. Detailed information about the application process can be found on the UH Mānoa Admissions and Records website.

Meet with KOKUA Staff

Students with disabilities who are accepted and decide to attend the University of Hawai'i at Mānoa, and wish to request services should call to schedule an appointment. This initial appointment is an opportunity to learn more about KOKUA and the services that they provide. KOKUA is located at 2600 Campus Road, Room 013 in the Queen Lili'uokalani Center for Student Services. The phone number is (808) 956-7612 or (808) 956-7511.

Documentation

All KOKUA students are required to provide complete disability documentation to our office. This documentation is kept in confidential files at the KOKUA Program office. Documentation will vary depending on the classification of disability. Documentation is reviewed by KOKUA professional staff to determine appropriate accommodations. If documentation is determined to be incomplete, KOKUA may request additional documentation.

Students should retain a copy of their documentation for themselves as KOKUA is not able to indefinitely house originals of disability documentation for future use.

Current Students

Current students should meet with their assigned KOKUA counselor at least once each semester to discuss current and future needs. If services or accommodations are needed for the current or upcoming semester, students must sign a Service Request Form.

Equivalency Provisions

The Graduate Division policies require that regardless of the number of credits transferred, more than half of the credits used to fulfill master's degree requirements must be earned at UHM while enrolled as a graduate student. Therefore, up to 23 credit hours of applicable counseling graduate credits from another CORE-accredited institution may be transferred to fulfill master's degree requirements. Such courses must not have been applied to any degree program, and must be evidenced on the transcript(s) that were submitted as part of the student's application. Formal transfers are to be requested in writing to the advisor immediately after admission as a classified student. Substitutes of the program's required course(s) may be allowed in exceptional cases, if the substituted course(s) is (are) fully equivalent in level and content. Documentation (*i.e.* official transcripts, course descriptions, outlines, etc.) must accompany the student's written request. Transferring or substituting practicum and internship courses is not permitted. All transfers and substitutions must be approved by the Program Coordinator, the Department Chair and the Graduate Division, and made a part of the student's file. The Graduate Division decision is final.

Transfer of pre-admission UH credits. Not more than 12 units of degree-applicable course credit earned by the student while in unclassified status at the University of Hawai'i may be transferred. The transfer must also be approved by the Graduate Division before applicable course(s) may be approved as credits toward fulfillment of advanced degree requirements. A written request by the students to his/her advisor initiates the process. This, too, must be included in the student's file.

Note: All transfers must be initiated by the student, and action completed by the department, during the first semester after admission to the program. **No course credits older than seven (7) years at the time of graduation, whether earned in residence or transferred, may be applied toward the master's degree.**

Degree Program Planning Guidelines

Candidates may elect to follow either Plan A (thesis), Plan B (non-thesis paper), or Plan C (comprehensive exam) to complete their program of studies.

Students completing Plan A (Thesis) need to take at least six credits of Thesis 700. For the RCE program, the 6 credits of theses research are all over and above the required 48-60 credits. Students whose topic (proposal) and committee has been approved may take between one and six credits of 700 per semester. The committee for the Plan A Thesis is comprised of at least three members of the graduate faculty (two of whom from Kinesiology and Rehabilitation Science), and is approved by the Graduate Chair and the Graduate Dean. Thesis committees must be formed in accord with Graduate Division Policy. Please see:
<http://www.hawaii.edu/graduate/thesdiss/html/committee.htm>

Theses topics must be formally approved by the Graduate Division. The deadline imposed for completion of theses is more stringent than for Plan B. The Plan A Thesis option is designed for students who have a strong interest in conducting research or who anticipate applying eventually to a doctoral program. Theses must be typed according to the prescribed guidelines found at:
<http://www.hawaii.edu/graduate/download/manuals/tdstylepolicy.pdf>

Students working under Plan B must complete a culminating experience. The RCE program has determined the successful completion of the practicum and internship sequence as a capstone experience that assesses the quality of the students' preparation for advanced work in the academic discipline in rehabilitation counseling.

Students completing Plan C must demonstrate competence by exam. A final exam is required to determine the student's level of comprehension and achievement in rehabilitation counseling at the master's level.

Additional Requirements & Information

Technology Requirements

Because all of the RCE program courses are enhanced by the use of computer management systems, such as Lualima, the use of the computer, with access to the Internet, is a *sine-qua-non* for RCE students. Additionally, written assignments are expected to be done using word-processing application. Students are expected to submit assignments only in the format available to the faculty. If open-source applications are used, students should check with the instructor(s) to ensure documents will be compatible with the faculty's computer capabilities. Occasionally, a course may be offered almost entirely online, that is, almost all work, communications, and activities will be done on student's computer.

Using UH *username*, *UH userID* and *@hawaii.edu* e-mail address is necessary for many vital functions at the university, starting with registration; it is also needed for communication with the department and individual instructors. No other e-mail address should be used. Regular and frequent (that is, daily) checks of the e-mail account is essential in the RCE program.

Performance Expectations

The Graduate Division requirement of maintaining a 3.0 (B) average applies to students in the RCE program. Additionally, the department has a long-established policy that students who fail to attain a grade of "B" or better in the practicum or internship courses will have one additional opportunity to repeat the course and earn a grade of "B" or better or they will not be continued in the program. The current edition of the *University of Hawai'i at Manoa Catalog* should be consulted for detailed information on "Academic Policies," and specifically Requirements for Continued Registration at:
<http://www.catalog.hawaii.edu/grad-ed/requirements4.htm>

A brief review of the current procedures is as follows:

1. Student and the Graduate Division are notified as soon as student performance indicates (but not later than last day of classes) that dismissal from the program, based on possible grade below B, is being contemplated.
2. Student may appeal the action through the *Academic Grievance Procedure* which is to be initiated through the Office of the Vice-Chancellor for Students. The details are outlined in *Responsibilities of Faculty and Students and Academic Grievance Procedures for Students, UH Manoa* (Policy M-4527), available from the Office of the Vice Chancellor for Students or by accessing:
http://studentaffairs.manoa.hawaii.edu/policies/academic_grievance/
3. The decisions of the Academic Grievance Committee are final within UH.

Clinical Experiences

The sites and supervisors for practicum (1-3 credits in one semester) and internship (3-6 credits for each of two semesters) are approved by the RCE Program Coordinator and faculty. A list of agencies previously attended by UHM graduates on the island of Oahu is located in the appendix of the clinical handbook found on the program website. After the practicum site assignment has been tentatively confirmed, students should contact the prospective site supervisors prior to the start of the practicum/internship semester to complete the necessary arrangements to confirm their placement.

Liability Insurance

Liability insurance must be maintained (*i.e.*, premium must be paid) throughout the practicum and internship. The requirement is for the students' protection, and applies to all students. Forms for enrolling in the National Rehabilitation Association liability insurance program are available at the NRA web site at: <http://www.nationalrehab.org/>

Students may also seek professional liability insurance through the CESA (the College of Education's Student Association).

Fingerprinting Requirement

This is a very important information that students need to understand and follow before being allowed to participate in any Practicum or Internship activities in Hawai'i public schools, or potentially in any situation which the law determines requires trainees to be fingerprinted.

In 2004, the Hawai'i Department of Education implemented regulations in respect of employees, potential employees and **institutions of higher education (IHE) trainees** who work in close proximity to students at public school campuses. The phrase in the **bold** type clearly refers to the classified graduate students in the Department of Kinesiology and Rehabilitation Science at the University of Hawai'i at Manoa.

The new policy requires each student enrolling in and participating in the activities of our KRS 703 Practicum, KRS 733 Internship I and 734 Internship II courses to be fingerprinted and to fill in the "DOE Personnel Form 90". The Form 90 consists of screening questions regarding the student's personal background, employment and criminal history. Falsification or non-disclosure of conviction information may result in denial of placement in the public schools. The information is compared with the FBI files. The appropriate authority is provided in §302A-601.5, Hawai'i Revised Statutes and in Chapter 7 of Title 8, Hawai'i Administrative Rules. Proof of clearance is confirmed in student's departmental files. Even though the cited authority is that given to the Department of Education, other state and local agencies have been given similar authority, as the purpose of the fingerprinting policy applies in all situations where individuals work in close proximity to children".

STUDENT RECRUITMENT & RETENTION PLAN

The emphasis on diversity in the Rehabilitation Counselor Education program is consistent with the University of Hawaii strategic plan objectives and the College of Education mission and core values. Program faculty members strongly believe that the training environment is enriched through the interaction of a culturally diverse student body, faculty and staff, resulting in graduates who are prepared to work in a society with clients representing a wide range of backgrounds and beliefs.

Rehabilitation Counselor Education program faculty members recruit and seek to attract individuals from culturally and linguistically diverse populations, particularly applicants with disabilities from the Pacific Basin and across the globe. The faculty actively recruits personnel in (a) human service and related fields (e.g. social work, education, and psychology), (b) community-based programs serving individuals with disabilities, (c) national professional organizations promoting multicultural emphases, and (d) nationally registered undergraduate rehabilitation education programs. Established relationships with personnel on University of Hawaii campuses are used in recruiting students from targeted populations including but not limited to (a) Imi Ho`ola-Pacific Islanders, (b) Operation Manong-Filipino, and (c) Ku`ana Hawaiians. Recruitment is also targeted to students in other public and private institutions of higher learning with enrollment of at least 50% of students from culturally and linguistically diverse populations, including Hawaii Pacific University, Chaminade University of Honolulu, and Brigham Young University-Hawaii campus. Strategies include ads in Hawaii's ethnic newspapers, informational meetings, career and employment fairs and professional conference presentations. Admission procedures used to review applications also assure flexibility to give consideration to unique features of an applicant's personal and cultural background that would add to the diversity of the student cohorts.

Successful completion of the Master's degree in Counseling and Guidance in the Department of Kinesiology and Rehabilitation Science is based on ongoing monitoring and evaluation review of each student's progress and performance to ensure (a) effective demonstration of academic competence, and (b) continual personal growth and professional development for successful performance as a rehabilitation counselor. Ongoing reviews by program faculty may result in student retention, remediation or dismissal from the program. All students are informed of this policy upon entry to the RCE graduate program. All students are expected to review the policy with the RCE Program Coordinator, sign and submit the attached acknowledgment form prior to beginning his/her program. The signed copy of the acknowledgement form will be placed in the student's file which is retained in the Department.

Program advisors will assess students' progress and performance at least annually with the initial review following completion of the student's first year in the RCE program based on the areas listed below. Written results of review actions/interventions will be documented in the student's files.

ACADEMIC PERFORMANCE As outlined in the University of Hawaii Graduate Division, each student is required to maintain a cumulative grade point average of 3.0 or above. The student must also make adequate progress toward the degree.

PROFESSIONAL CONDUCT Each student is expected to demonstrate effective professional behaviors, including professional maturity and responsibility, as well as appropriate cultural sensitivity and multicultural counseling competence. These qualities are further specified in the attached Professional Development Review Form.

ETHICAL CONDUCT Each student is expected to demonstrate commitment to and adherence to the Standards of Practice and the Code of Ethics for Rehabilitation Counselors, as well as the university Code of Conduct. Ethical behaviors are further delineated in the attached Professional Development Review Form.

Program faculty will work with students towards maintaining satisfactory progress in each of the areas of development. Students who demonstrate satisfactory progress or exceed expectations in all areas of their development will be retained in the program. In cases where questions arise regarding the suitability of the student for graduate level performance and/or the rehabilitation counseling profession, the following procedures will be followed:

1. Any faculty member expressing concern about a student's inability to meet acceptable performance criteria will meet with the student, discuss the nature and severity of the deficiency, possible consequences of the situation, and seek to establish a plan to resolve the situation without further action needed.
2. If the student fails to meet the desired performance level, the Department Chair will request that the Graduate Division place the student on probation, and the RCE Coordinator will convene a retention committee meeting, consisting of RCE program faculty and the Department Chair or designee, to determine if a more formal remediation plan is warranted. The remediation plan may include but is not limited to: (a) identification of the problem area(s); (b) expected performance and/or behaviors; (c) potential methods for achieving and demonstrating the change, and (d) time line for completion. The student will have the option of bringing an advocate (neither a family member nor a lawyer) to the meeting with the retention committee. A copy of the plan will be given to the student, the Graduate Division, and one copy will be retained in the student's file. Satisfactory completion of the plan and consistent demonstration of appropriate performance or conduct will be assessed by the committee on an agreed timeline, and will result in a decision for retention.

3. If processes 1 & 2 fail, the retention committee may (a) recommend voluntary termination to the student and/or (b) recommend dismissal from the RCE program. The Department will forward the recommendation to the Dean of the Graduate Division for disposition.

In rare cases, program faculty may become aware of issues or behaviors that raise doubt about a student's ability to either (a) successfully complete the program, or (b) advance as a graduate student in the RCE program. When such information becomes available, the faculty member has the duty to review the information fully and carefully, to notify the student of concerns, and the outcome of the review, and to select a course of action that is commensurate with acceptable ethical and legal procedures as well as "best practices" of the profession. In these situations, program faculty in consultation with the Department Chair and/or the College of Education Dean, may find it necessary to forgo the procedures listed above, and move directly to recommend dismissal from the program.

STUDENT RETENTION POLICY ACKNOWLEDGEMENT FORM

I, _____ have read and
(*Printed name*)

understand the University of Hawaii Rehabilitation Counselor Education (RCE) program student retention policy. I have reviewed the Professional Development Review Form and understand the expected performance and conduct requirements necessary for satisfactory completion of this program. Further, I understand that RCE program faculty members have the responsibility to monitor my academic performance, professional and ethical conduct while a student in the program. I understand my rights and responsibilities under this policy, and I agree to abide by its conditions.

Signature

Date

**REHABILITATION COUNSELOR EDUCATION PROGRAM
PROFESSIONAL DEVELOPMENT REVIEW FORM**

Student: _____

Semester: _____

Date of Evaluation: _____

Year: _____

Advisor: _____

I. Academic Performance

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

- | | | | | | |
|--|---|---|---|---|-----|
| A. Student course grades meet Program expectations. | 4 | 3 | 2 | 1 | N/O |
| B. Student maintains a cumulative grade point average of 3.0 or above. | 4 | 3 | 2 | 1 | N/O |
| C. Student progresses appropriately toward the degree. | 4 | 3 | 2 | 1 | N/O |

II. Professional Conduct

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

- | | | | | | |
|---|---|---|---|---|-----|
| A. Student demonstrates professionalism in all course-related activities, including practicum (e.g., attends class on time, uses good judgment, professional appearance). | 4 | 3 | 2 | 1 | N/O |
| B. Student completes assignments and/or assigned tasks in a timely and responsible manner. | 4 | 3 | 2 | 1 | N/O |
| C. Student demonstrates motivation and initiative. | 4 | 3 | 2 | 1 | N/O |
| D. Student is responsive to constructive feedback from faculty, as evidenced by non-defensiveness and efforts to change relevant behavior. | 4 | 3 | 2 | 1 | N/O |
| E. Student demonstrates the communication skills and abilities necessary to the practice of rehabilitation counseling. | 4 | 3 | 2 | 1 | N/O |
| F. Student demonstrates sensitivity to issues of cultural diversity in assessment, intervention, and working with clients from culturally diverse groups. | 4 | 3 | 2 | 1 | N/O |

III. Ethical Conduct

Please rate student's performance (4-Outstanding, 3-Good, 2-Fair, 1-Poor, N/O-Not Observed)

- | | | | | | |
|--|---|---|---|---|-----|
| A. Student conducts self in an ethical manner to promote confidence in the rehabilitation counseling profession. | 4 | 3 | 2 | 1 | N/O |
| B. Student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise | 4 | 3 | 2 | 1 | N/O |
| C. Student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships | 4 | 3 | 2 | 1 | N/O |
| D. Student takes reasonable precautions to respect the confidentiality rights of those with whom they work or consult. | 4 | 3 | 2 | 1 | N/O |
| E. Student demonstrates application of legal requirements relevant to rehabilitation counselor training and practice. | 4 | 3 | 2 | 1 | N/O |

Comments:

Based on current evaluation, the committee requires that a Professional Development Review will be conducted this year.

_____ yes _____ no

Advisor's Signature

Comments by student on evaluation (optional):

Student Signature

Date

Procedures for Handling Complaints through the Department

Complaints involving other Students

Step One: The Department expects that students will attempt to first resolve disagreements or problems with other students by talking directly with them.

Step Two: If this is not successful, the student indicating the complaint will inform the Department Chair of the conflict. An informal meeting of all students involved will be scheduled within 7 days of the Chair's notification of the conflict. All relevant materials will be presented at that time, which includes the complainants and the nature of the complaint. The Department Chair may be contacted at (808) 956-3800.

Step Three: Issues would be resolved to the satisfaction of all participants. Recommendations can be prescribed.

Step Four: If the informal process proves unsatisfactory, a formal grievance is pursued with the Dean of Students at (808) 956-3290.

Complaints involving Faculty

Step One: The Department expects that students will attempt to resolve disagreements or problems by the first meeting with the faculty member in question to discuss their concerns.

Step Two: If this is not successful, the student will inform the Department Chair of the conflict. This can be done verbally or in writing. An informal meeting of the student and faculty will be scheduled with the Department Chair or designated mediator. The meeting will be scheduled within 7 days of the Chair's notification of the conflict. All materials will be presented which include the name of the students and nature of the complaint.

Step Three: Issues would be resolved to the satisfaction of all parties. Recommendations can be prescribed. Any written material related to the complaint will be destroyed.

Step Four: If the informal process proves unsatisfactory, the complaint can be referred to the Dean of the College of Education at (808) 956-7703 or a formal grievance is pursued with the Dean of Students.

Campus Life

UH Manoa Office of the Ombuds

If something is bothering you and you need somewhere to turn, you may make an appointment or just drop by. The UH Manoa Ombuds Office offers a safe, confidential way of helping students deal with problems. For additional information, view their website at: <http://manoa.hawaii.edu/ombuds/>

Library Services

The University of Manoa campus houses two major libraries. Hamilton and Sinclair Libraries are open to any individual who wishes to use materials inside the library buildings. Almost all materials are available on open shelves for self-retrieval. More than 3 million books and journals, a century of Hawaiian language newspapers, the world's largest collection of English-language documentary videos from Asia, photo archives, electronic journals, digitized rare and historical documents, congressional papers, botanical and fine art prints, other special collections, computer labs, electronic media (E-journals and searchable data bases), and inter-library loan capabilities are available for our students. Computers, software and other devices and services are also available for patrons with disabilities. For additional information, see: <http://www.hawaii.edu/libraries/>

Bookstores

The University of Hawai'i Bookstores offers a wide variety of academic books and general merchandise. The main branch of the Bookstore is located on the Manoa campus with seven branch stores, a Medical Bookstore, an Outreach Program and two RainbowTique merchandise stores. For additional information see: <http://www.bookstore.hawaii.edu/main/>

Committee on Human Studies

Students who plan to conduct research involving human subjects are required to submit an application to the Committee on Human Studies for review and approval prior to involvement in research projects. Applications and information may be obtained at: <http://www.hawaii.edu/irb>

Health Services

University Health Services Manoa, located on the East-West Road by Kennedy Theatre, offers University of Hawai'i students medical care at little or no cost. Services include emergency first aid, general medical care, pregnancy testing, psychiatric counseling, consultation/referral service, and testing for sexually transmitted diseases. For additional information, see: <http://www.hawaii.edu/shs/>

Recreation

There are tennis courts, weight rooms, an Olympic-size swimming pool, three gymnasiums, integrated wellness center, men's and women's lockers and intramural fields available at the Athletic Complex for University of Hawai'i students to use. Hours vary for the various facilities; therefore, students should contact the Intramural Sports Office directly. For more information, see: <http://manoa.hawaii.edu/imports/>

Food Service

There are several places around campus to get something to eat; it depends on how far you want to walk. You may want to try Manoa Gardens, the Campus Center Dining Room, Subway, Pizza Hut, or other vendors on campus including vegetarian and local plate lunch kiosks. For more information, see: <http://manoa.hawaii.edu/food/>

UH RideShare Program

As part of the university's ongoing mission to support sustainability efforts, the popular UH RideShare Program is accessible to all UH students, faculty and staff through MyUH with their UH Username and password. The program is listed under the UH Life tab in MyUH. Use of other transportation alternatives is also encouraged and options are listed in the left-side menu.

Parking

Both on and off campus parking is a major problem for the University of Hawai'i community. Evening parking passes are available from the Traffic Desk at Auxiliary Services for students who have evening classes. Students wishing to park during the day might want to locate parking on the streets of Manoa or try the parking structure: cost is \$3.00 /day. Parking fees are subject to change.