Anchor

**RCP OPEN HOUSE**

>> Great to have you all here. I'm the coordinator of the program. And a faculty member, and Cara will talk a bit and then be taking off.

>> So tell us who you are.

>> My name is candy, and I'm here, interested in the program. (speaking away from microphone). I would like to be able to apply it.

>> Excellent.

>> My name is Monique. I'm work wealth preschool and elementary, and I would like to work with people that have learning disability.

>> Onto the next level. I go through a withdrawal.

(Laughter).

Like, no, this can't be ending. It's been a lot of hard work, but it's been the most extraordinary experience. So I'll see who's coming in now.

>> My name is Janel, working in the Equal employment Opportunity Office (Indiscernible) and they expressed interest in this program. And also, I'm an alumni. I graduated in '16 and I'm just interested in learning more about the field that I'm currently working in.

>> This will be my second semester (speaking away from microphone) (Indiscernible) my goal is to become a community college counselor.

>> In the community college. Just refrain that a little bit. [laughing].

>> My name is Tim. I am, this is my first year. Second semester I'm always excited to be here.

>> Survived the first semester. [laughing].

>> Hi, I am the treasurer of the RC. It's my first semester, just like Tim,.

>> Second some of the m second semester, first year.

>> See how much more brilliant they are,.

(Laughter).

They're so comfortable with it. They don't even keep track.

>> I think what is really nice about this program is you'll get into some Master's programs, where cocohorts will be so exclusive. It's just, I of course enrolled, but first year, second year, third year, mixed altogether and my experience here, when I got the interview at San Diego State University, I interviewed with Chuck and immediately after that, I hope I get accepted and after getting accepted, okay. I'm going there. And this was the first school that I've been accepted to and I came back home. And I got my rejection letter from San Diego State University. I was like. Okay. And I had Sacramento state and that was not reality great thing. I think with a very close cohort, we spend hours with professors, and spend hours talking about things because everyone knows where we are currently. They know where we're currently are and they know where we want to get to and they have all this information.

>> You're going to get a chance to get more into that.

>> As Chair of the deputy, I oversee all of our degree programs. In addition, we have a counseling degree, a secondary degree for student affair its. We have a Doctoral degree and it has leadership that has a specialization concentration in community college. So there's several paths, but we get some of our students after they've been out in the field for a while, they come back and join us in the Doctoral program. So there are, you know, options for people we have this institute, offers opportunities for graduate students. We offer graduate students -- going that comes in outside of the state of California funds, that come to the tot university, all the other so we have this whole facility, this here where we have full time staff, many of our staff teach with us, or come and do presentations, so we have access to people who work in the field all over the state, people from across the country that come in. So it's a very Rich program, as you walk, if you visit our bathrooms, you'll walk past the map that shows pins all over the world. We have all worked over the world. So this program is if you've done any research at all on the program, we have programs since before I've been here, probably I can brag a lot about the program. I still teach in the program as chair. I don't really have to teach because I have a lot of time with chair time, and with grant time. But I choose to teach because it keeps me in touch with students. So I can teach in the program. I co-teach a couple of courses so we present with and our program has this ever expanding circle of graduates. We have over a thousand graduates so those people take in our students at interns, they graduate. Most of our students are working while they're in the program. All of our students are working full time and part time while in the program. That's why all of our classes are scheduled at 4:00 and 7:00 in the even and we have a couple of the classes that are offered on Saturday, where you meet once a month all day on a Saturday. Just once a month. So, you know, we have a format and then there's a lot just pieces, things that we would do online, in between those. So it really is designed for working people. It's designed for people who are in the field so that you can immediately apply what you're learning to what you're doing every day. And you have a wall of resources to be successful in the program. And our aim is to be successful in the program. I think one of the things that Phil was elude T. is sometimes graduate programs are very competitive and like, okay.Let's see who we can get rid of, you know, who's not cutting it. Where's our aim is to make sure that everybody gets out of the program successfully. Because then you become (inaudible) and we never let anybody go: You're tide us forever.

(Laughter).

Which is really, we have such a great network. So when people decide they want to move to another part of California, or move target state, we have contacts. If I don't know somebody, Chuck knows somebody, or somebody we know knows somebody, and so you really, the field is relatively small and it's really well connected so you become part of this larger family. We want you to be success. We're invested in your success and it's really up to you to take advantage of that because we only admit about 25 students a year, we get to know everybody pretty well. I've always said, if you're anonymous in the program another your own fault because it's really hard to be anonymous. We really want ton people who want to help you bring out your space. We want to help you find your passion in this field. That's what it's going to sustain you. We want to make sure that you're taking care of yourselves it's okay to take care of yourself, while you're providing services. What we aim to do is to make sure that the services that we train people to do, the services that you provide directly, that we're doing it in partnership. Their needs are driving what you do, not the box that have you to check off. You know, or whatever compliance issue you're look at. That you work in partnership with them I've been here for a long time. I came to San Diego state in 1990. But I came in working under grant projects, and then started teaching part time and decided (speaking away from microphone). So I got my Doctoral degree and -- I mean, I was here doing it while I was getting that. And so I've been full-time faculty since '99 and of course chair since 2008. (Sighs) and I'm really proud of what we have accomplished. Everybody in our department. See, come back. And we have a really good representation. We're invested in your success. When you're out in the field, you're representing all of us. So we just encouraging you to really think about this program, you're going to hear a lot more details with T. you'll lawyer from people in the program. And we have a lot of materials on line, videos from people and so, I really encouraging to you think about if it's a good match. Because if you really think it's a good match, then we'll do everything we can to help make that true.

>> So as Karen said, we're going to get into different aspects and features of the program. We'll hear from current students that are alumni, about their experience of the program and we'll get into the nuts and bolts, things like stipe ends, specializations, the LPPC option, different things that you may be think being right now. So one of the first questions we always ask, and this is for perspective students is that current students will let you know this answer. But when you hear the term like, rehabilitation counseling. How do you define that. What comes to mind for that term?

>> (speaking away from microphone) better yourself.

>> Absolutely. Yeah. Going else? Rehabilitation process.

>> It could be cognitive.

>> Yup. Absolutely. Especially with the LPPC that Kara can probably speak to in that area. L that's more advanced than we typically get. Usually, the answer we get is substance abuse, or something like that. That can be part of the field, too. But I think cognitive aspects field, working with individuals -- a few years ago, we created a video to kind of give a face to what the feel is about. So we're going to show this video and then we'll get some of your thoughts after we watch T.

>> VIDEO: Thank you for taking a few minutes to check out our master of science degree in Rehabilitation Counseling and our various options. Even though respect rehabilitation Counseling has been around as a career since the 1950's, not everyone knows what Rehabilitation Counselors do. Counselors partner with individuals with disabilities, to help them make informed choices, build viable careers, live independently in the community and pursue meaningful lives. The primary focus of career preparation and rehabilitation is developing counseling skills, acquiring knowledge of disabilities and demonstrating respect and sensitivities for people with disabilities. Practice with these principles, combined with a solid foundation of solid -- in the rehabilitation field, and dedicated rehabilitation professionals to help people with disabilities achieve their goals. Individuals supported by Rehabilitation counselors, include Wounded Warriors from Iraq. Afghanistan and elsewhere. Teenagers, with disabilities, transitioning from school to you adult life and sensory disabilities, from injury or illness, whether they were born with a disability or acquired later in life. Students in our program can complete the master in rehabilitation counseling degree through both on campus and distance options. The degree is 60 semester utilities and typically takes two and a half to three years to complete. Students learn to create, deliver and evaluate rehabilitation training programs in services. Upon graduation, a Rehabilitation Council ser qualified to work in a wide variety of settings. The offer for employment in rehabilitation council suggest excellent. Our graduates typically find employment as counselors, evaluators. Assistive listening device cysts including governmental agencies, community programs, and other nonprofit or private agencies. Our program is distinguished by how we respond to the needs of local, state and international. We actively engage with our community partners to develop curriculum, create assignments, advocate for needed services and programs and present a real-life perspective to the work of rehabilitation counseling. Here are some testimonials about the rehabilitation counseling master degree at San Diego State University. Current students, alumni and employers.

>> Professors of course tremendous. They've been supportive and most of all, most importantly in this field, they've been like family.

>> I felt very welcome through the faculty and staff and all the students. I got a lot of guidance from the students, especially some of the secondary students.

>> So I think that the program always takes time-out to make sure that we learn more about veterans and veterans are able to share within each class, their experiences and what they have been through.

>> (Indiscernible) graduates come through on this program. And I can't tell you, as alumni, of this program, how proud I am to work with those students that come through here. There are some students.

>> I think this program to me, is the best in the nation. I'm not just -- the whole institution.

>> We encouraging you to explore the rest of our website to learn more about our program. We look forward to hearing from you.

>> Hello.

>> Hello?

>> All right. Surprise? How many thoughts well, one thing I would say, there's a couple of things to take in the video. You know, those current students are actually alumnis, and the video was from years ago. One thing that was mentioned was like, family, I would site program is pretty much like that. The department is very collaborative and supportive. We take on 25 student ace year. So you're going to get to know your fellow students very well, you'll get ton the faculty very L. I think by the time you leave the program, you might have some very close relationships. Friendships might last your entire life, so the program, really has that future. I think the other thing I would focus on, all the different things can you do in the field. There's a lot of flexibility and a lot different options so it's not just like only working in one type of agency. There's a lot of different kinds of agencies can you work in and a lot of our graduates go to various different types of rehabilitation positions. So again, it's just more we want to give you a base for what we do. So we have some, before when we started, we did a little bit of intro with some of our perspective students. I think we had a couple more -- say your name, and you know, what kind of brought you here today N terms of your interest.

>> I'm the program manager for (Indiscernible) employment. So I've been in it for 13 years, so I decided to enter this program. My boss, (Indiscernible) the program and my C.E.O. (Indiscernible) the program.  
 (Laughter).

>> Great to have you here.

>> You know, and a lot of our students, I would say the majority of students coming to our program, auto more than not. Like yourselves. So it's great that you have that connection so at this point, we're going to do a little of intro for ourselves, and what we do in the program, so you can put a face to us. Now, we have a chance to talk about focus on the program and I'm going to start with mark. I want to say a little bit about yourself, what you do to the program.

>> I'm coming up here, I want to make sure we have a sign-in sheet. We also have an agenda. So make sure you get one of those. That will help us.

>> I'm major Lee, and I teach in the program and my specific role in the program is coordinating the Psych rehab specialization, which includes the certificate, and clinical track in the program. And what we just said around, and it describes the LPPC of the program. But anyway, I've been teaching the program for year 1717, 18. I can't remember. It's been quite a while. And there are specific courses that -- one of them being counselor theories. One is the foundations course, which is the beginning course people usually take, and the other courses are two corpses related to psychiatric rehabilitation. One of them where you kind of learn the basics of what is mental health, what is the history, what are the services and the other course, which is basically five evidence-based practices, which we examine once a month on Saturday. That class meets monthly on a Saturday all day long. So those are the class that is I teach. So if you're interested in the Psych rehab certificate, you would take those class in the program. The nice thing about the certificate, and there are several in the program S that it's kind of two for the price of one. So can you get a cert while you're a student with all the courses that you would take any way. The additional courses that you would take, really takes the place of your electives. So they are basically your electives. So you don't have to take any additional courses. People who decided to any the LPCC route, there are a few additional courses and it ends up being 63 or 66, depending on how you do it. But certainly for the certificate and for any of you who want to take advantage of a certificate here, it's a really good deal. So I would encouraging you, if you decide to come into the program to not just get your master's degree, not just get your CRC],you get a national certificate but also take advantage of getting an academic certificate and going additional training for nothing. Many people who were here, have done it, and I'm sure when they introduce themselves, they will talk about that.

So I teach in the program. I also teach in the Doctoral Program. My specialty area in terms of research, is qualitative research. I just came from studying a whole day with Doctoral students who are studying Qualitative Research. So I apologize for coming in late. But that's where I was coming. I was coming from a class that ended at 4:00. So I'll do that and so if you have interest in Qualitative Research, I try to insert some of those concepts into other courses. So for instance, in one of the Psych Rehab classes, we have an opportunity to do some coding and analysis. So that's kind of icing on the cake. So in addition to the teaching that I do, I also do research and I look at research, specifically, around the experience of people who have the diagnosis, or as it's called, Psychiatric Disability. Anyone can have a mental illness. Anyone who's diagnosed, the DSM5, the big Bible. But when a disability actually interferes with their ability to work, their ability to sustain relationships, to take part actively in their communities, that's when it becomes a disability. Sophic times, if you hear the term Psychiatric Disability, I guess it's mental illness, but it means a person has some sort of limitation of the diagnosis, so that's what we focus on. But anyway, specifically strategies that people use to do better. So there's this whole area of rehabilitation. Rehabilitation counseling program and try to look at rehabilitation strategies that people use in order to function better, to overcome that disability aspect, to be able to go back to work, to be able to engage in fruitful relationships. Working on things like that. In addition to the faculty numbers also are involved in activities so if you ever wonder what we're doing when we're not in a class room with you. So if you have an interest in mental health E-mail me and we can connect about that. And like I said, you can either do a certificate or you can do the certificate with the LPCC so you can do it one way or the other for anyone who's interested. But don't make up your mind yet. Wait until you hear from everybody.

>> I'm mark Tucker. Faculty in the department. My sort of career track what was described before, sort of working in the field and here, at interworks. Did that for a long time and started teaching part time and transitioned about five years ago, teaching full time in the program. And the courses I took, we have a two semester sequence on psychological asset abilities, that's one of the questions that aren't held at campus or here, it's held (Indiscernible) rehabilitations, and it allows us access to folks who are extras in the field to, bring to class about different additions and I felt also teach a (Indiscernible) class, it's not their favorite class, but turns out to be for our graduates, back in the field, kind important stuff. So looking at the three primary classes we're focusing on the program. In addition, I work on -- a lot of us do -- on projects that are recorded -- the whole project (speaking away from microphone). Obviously, the students are involved in them as well.

That area really focused on providing services for youth and disability, around ages 13, 14, and 15, (speaking away from microphone). If we can try to alter them, the path that they might be on early on, it might increase their independence and economic intentional education. Those project will be long-term, so it's kind of the need for immediate gratification, we have to delay that a little bit. It's frustrating but also very exciting at the same time. If you're interested, auto actually quite interesting. In addition, mine are kind of around, we talked about going on (speaking away from microphone). To what extent does college or post-High School training on a level playing field, participation, earnings ...

>> My name is Craig, I've been here three years, actually, Kara was one of my first lead cohorts. It's very exciting to be here. It's family, he really truly S. we get to know everybody. That's my job here, to help you transition through the program a lot easier. So I'll work with the process, I answer questions for financial aid, do course work. Get connect with people -- (inaudible) (speaking away from microphone). Just reach out to myself. And just I'm really here, just to help assist with the program,.

>> One of the things mentioned to me, was I always -- I probably say that 20 times a day. Like I said, we're going to talk about stipends. So Craig is reality go-to person. And he says, the one I would say, is around the most, in terms of you needed to stop in. We're kind of all over the place and work different things. So we have our office hours, which are typically, three hours a week. But beyond that, see us in person. But I was in his office, in terms of my work in the program, I coordinate the cognitive disability specialization. So with that, we talk about brain injuries, learning disabilities, asteism, and intellectual disabilities. So a lot of my work is focused in the area, and brain treatment, which I do a lot research in. So that's really the large measure of value. Plus certificate programs that will be another thing we'll talk about in more detail. There's a lot of value, if you want to think about that.

Especially if you want to get more focused in a particular area. With my area, while students go to places like the V.A. or to community college, student support offices, some go to DMR or other vocational rehab agencies. There are areas where you're going to come across your clients with cognitive disabilities. In terms of my classes, I teach in the assessment classes. So I teach a class on vocational evaluation. And sometimes teach the internship class and so we'll have, a lot of time together for sure in the program. And so at this point, I want to turn it to our alumnis, who are current students. You know, (Indiscernible) will excuse them. Auto one thing to talk about the program and how great it is. We're obviously bias about that.

But I think to hear from students who are actually going through the program or alumni who have gone throughout program. And are used to creating that career, has a lot of power and value. So we always want to make sure we have some time for certain meetings like this. So let's start with current students.

>> , I guess my experience, coming from the background, like, underground, I never -- grad. I never connected with my classmates. Also, I was work full time. But taking those classes, it was supportive and friendly. That's just, it's t just kind of makings you feel like, okay. Can you do it and it was just really a shock to my system. After not taking classes for a few years. -- I had a question. And students were about to graduate.

>> One of the things that I really found out about from this first some of the sorry just how much information you so the information to get out-course, just one semester is just incredible. And it's easy to digest as well because the information that (speaking away from microphone), in group settings, in practical settings and projects for people with disabilities, outside the program really just practice what you're learning right from the beginning.

>> I had some similarities with some of the teachers. I'm from northern California, so Southern California is a whole new ball game and for, he one of the big things is how supportive everyone has been. And I feel like I probably know everyone at the faculty and I have a very great relationship. Healthier and I are one of the few students, we were first-year students last year, that had the opportunity to take (Indiscernible) Trinity (Indiscernible).

(Laughter).

I can say from experience as we've been hiring a new faculty member and a lot of language we get from when we're in these orientations, getting the research orientations I only know -- so let's just say, it's hard but it's worth it and actually, it's not as hard as you think, like, I think I came to class, and (Indiscernible) an "F" and I ended up getting an A minus. It's a really great grate program. There's a reason why it's in the top 10.

>> I'm a first year, second semester student. And I do want to mention about mark's 690 class -- the content, it is complicated information, but mark is a miracle worker and he can take that information and make it extremely accessible in his lectures. So I left three so I really did get that.

So don't be too afraid.

>> So I came to this field. I already had experience for the specialty population for persons with disabilities and that's the deaf and hard of hearing population. And through that experience, I just felt like I wanted to do more. I wanted to do more than that current job so I was able to interface with employees through the Department of Rehabilitation with that job and then I just kind of went down this path and I feel like it's exactly I decided to co-specialize in the (Indiscernible) and psychiatric -- I'm doing two areas with specialty in addition to (inaudible).

>> Do you want to talk about your DUR?

>> Okay. So I still have the other job working with and Do I that part times. In the morning, I'm a graduate assistant with the Department of Rehabilitation. That is a job I learned about through Chuck when he sent out an E-mail like, even before my very first-class. In a class room, I did satisfy the requirements, but it says, you just needed to show proof of enrollment. So employment is a state fund, and it will qualify for my (inaudible), in addition to (speaking away from microphone). What I do there, I work with, you know, just the general population, any variety of disability can accompany a person when they come to see me to assist people in career exploration. I interpret assessments of career explorations assessments for them, and I run the job club where I help people get creative new ideas and stay warm up during the job search, and think of new ways to do things.

>>

>> So a lot things you learn in the classroom that you use.

>> One last thing, I'm just on the ifization with the cognitive and the psychiatric I decided to any that route because in addition to working with a population I have fallen in love with, which is deaf and hard of hearing population, I do like to diversify. I always want to learn new thing, and I'm just always growing. So I would like to have the opportunity to also work with potentially, the veteran population. And I thought that these two specializations would qualify me.

>> Karen.

>> I'm here representing -- (inaudible). I graduated in 1976. So what am I doing here. I just cannot say enough about how welcoming and how, I know it's been a family, but you have the support here for every step of the way. Encouragingment, welcoming. So for me, it was a personal thing, and I had to set that up. My son had a psychiatric breakdown, my adult son, and I had no idea what was going on with him. As I started to learn, it was an amazing field, and so I just kept going with my learning, and deciding to change careers at this stage of my life. And it's been so inspirational, and yes, I can do it. I mean, I can be a student again. It's been really wonderful. So I wasn't sure where I started, where this would take me. Obviously, I had an interest in the psychiatric disability world. But I've learned so much more than that, which I now have come full circle and realize that I'm more than qualified or more qualified than a lot of people. My work alongside, people who are social workers, and family counselors, and what I keep finding is my clients want help to get a job. My clients have all sorts of disabilities that they need help with and I'm the one who they keep coming to. Because I have the training in this.

So it's been very interesting to, he to see how the education that I have gotten here. Really addresses all of that, and open opens you up to different things can you do. So.

>> I started in August. I'm the LPCC track. And I am currently (Indiscernible) a consultation and I, too, work at the Department of Rehabilitation, as an intern. So the specialty was youth. And moment because its this is not where I thought I'd be. Dr. Chuck. (Indiscernible) ou i oui. And French.

(Laughter).

And he said just call me Chuck. And I was really impressed at what he was telling the students. He said what are dug going to do? I said, I don't know. Maybe the NRT program -- how he couldn't do this and (speaking away from microphone), and it infuriated me. What can I do. I never knew that I had a disability until someone told me. I never seen a disability with my child until someone expressed it mildly. And so I was thinking, we can -- I started thinking about, plus Chuck said there are stipends. I became the President and Chuck sent an E-mail that said congratulations. And that touched my heart. And I said wait a minute. Nobody else, and so it intrigued me. Came over here, fell in love. Fist, at the open house, he said, we are your colleagues. And I thought, wow, that's pretty cool. They were totally different than what I've seen. Everyone is warm. I met Karen, she was a sweetheart. I thought I was waiting for the "Uh-huh" moment. Between mark and Marge, I've learned to embrace research. Mark got me through T. I didn't see an "Uh-huh" but a saw a "Ha-ha." this is truly, truly my family. I know I can call on them for going. I know that they were there, they watched me go through it. From physical, mental breakdown, to my children going through all kind of things, to 7 death in the family. Talk Mead out of doing two specialties, saying, let it go, let it go, you're overwhelmed and finally getting it, I'm more than the accomplishment of my disability. It was, I need to do it. And they were there. He was just awesome sauce. There are so many things I'm still confused about. This is home. It's a great place to be.

>> You mentioned some things in the program. You want to talk about your work in Nigeria.

>> I went to Nigeria I was the only person that had something (Indiscernible) African study majors, a lot of teachers. To that extent. Started talking about T. and of course, everyone was like, whoa. What do you to help us. So I'm invited to come back. I've been work with them online, in person.

>> And I'm going to talk more about the website tonight, but I'm here, we have a recording where you talk about your experience in Nigeria. So can you hear the story, and a lot great pictures as well. So diMiss Anybody? Students? Alumni? Well, you know, you guys are welcomed to stay. If you want to take off and you want to get your weekend started, that's fine. Our first sets of students, we want you to stay here for sure. So you're still with us for an hour.

>> We kind of mentioned the faculty a couple times, but I want to emphasize it again, the faculty, they want you to do well. What we try to help you with. I've never transformed (Indiscernible) and usual leaker that's all I need not only do they make content accessible, they are accessible, and (inaudible). So it's the most important environment I've ever been in. Thank you for being here.

>> If you have questions, can you choice them or if you want to chat them as well. We can hear you final, so just speak up if you have any questions, all right? All right. So we have got a sign-up sheet. So the thing, that was about the (inaudible). So we have got a number of things we're going to go through. And as you may know, this is a program, and on campus program. For everyone here, this is all for the on-campus program. We only take students for this program once every three years, the on-campus program week take students every fall. And the semester we have around 25 students enrolled in the program every year. It seems like one of the advantages of that, your classes are pretty small. You have a little bit of the dialogue or the exchange we have. And that happens, I would say in all the classes. We have a lot of discussion, a lot of debates, it's not just the professor talking constantly. It is, I think in a lot of ways, the students also teach the class, in addition to the instruct ow!

Teaching the class, there's a lot of (Indiscernible) I would say for sure. The biggest classes you have, probably would be 20 to 25 students. The smallest classes could be anywhere from 5 to 10 students and we have a number of clinical courses. We do a lot of interactive content activities. Those kinds of classes, typically, the classes are small, the 5 to 10 students per class. Courses like mark's class, I teach the Assessment classes. Most kinds of classes are the bigger once that have 10, 25 students. Compared to under grad. You know, the classes are going to be much smaller. I think in grade school that, gives an advantage to get to know your fillo students and interact with material, and we talked about the various specializations within the program. So the entire program is 60 units long. Typically, that's going to take two and a half to three years to finish. So if you go full time to graduate school, that's taking 9 units or three classes per semester. So if you finish in two and a half to three years. It typically takes you three classes per semester. You might have one semester where you're taking four class bus typically, you're looking at three classes per semester. And I think for graduate instruction, you know, that's probably, you know, all you really want to take because you're going to have a lot of reading. You're going to have different projects. You're going to have different papers you're writing, exams and so on. That's a good amount of time. That's a good sequence to take. Technically, you could finish the program in two years. But we really kind of argue again that, just because the amount of time that takes and you may find that you're just trying to get the work done, and you don't really have the chance to have the material kind of seep in. You don't have a chance to really reflect on it. And we also have a number of activities, different social events, different training events and it's difficult to do those things if you're taking five classes per semester. Now, technically, you'd have seven years to complete the program and we do have some student that is go part time. So if that is something you want to do, we do have that option, once you're admitted, as long as you finish within the 7 year period. We have had students because of different family needs or personal needs they may have, they may start full time and go part time for a while and go back to full time. You also have that option. And the way we do this, in terms of like, figuring out your classes is that when you're admitted into the into the program, your assignment, being be mark, myself, major, Karen, who was here at the beginning of our meeting. We also have Dr. Nan, who's our fifth faculty member. Any of those faculty members will be assigned and you try to really match the faculty member who alliance with your interest. So if you have an interest, brain injury, for example, you would probably be assigned to me, because that's one of my focus areas. If you're interested in psychiatric rehabilitation. That's the area she teaches. Mark does work in higher education, plus secondary participation for people with disabilities. If you have an interest in that, you may be assigned to mark. But along the lines of what we're talking about, just with this community base kind of feel to the tot program, you talk to all the professors, you get to know all the professors. So let's say you're assigned to mark as your adviser, doesn't mean you can ever talk to me. And there are some graduate programs that are solid like that.

But we don't do that in our program. All the students talk, all the professors, talk to all the City Councils it's much more amenable to doing that. Wife four specializations within the program. The way it's set up is you can do all of those within the 60 units of the program. Doesn't take additional time. So the form that we have, would be psychiatric rehabilitation. Second one would be cognitive disabilities. The third one, would be rehabilitation technology. Then the fourth one is supportive employment transition. Now, we also have, one thing I want to mention about those also is that if you go into one of those and finish those programs, as you're finishing the Master's program, you also get a certificate in those areas, from San Diego state. So on your transcript, the students who work in specialization, on the transcript, it would say they have a certificate in cognitive disabilities and then they also have a master's degree. For different jobs, I think it can be helpful where you can say to the employer, you know, I have advanced training in one of these different areas. So when you think about the things you may want to do in the field, working with veterans, working with students with disabilities, working with disabilities, psychiatric disabilities, wherever it might be, you know, one of those specialization areas could be helpful. But if you also have the option of degree going through the general route, and I think in the end, one thing, is you're qualified for a rehabilitation counselor to work in all these different areas. You have advantages, in terms of you're having that advanced training and one of the things also circuits networking that you may have, that you're going to be with other students who are also focusing on those areas. When you graduate, they may be in positions to hire you or you hiring them or you may be making referral to the agencies that you work at. So those are the kinds of things.

>> When you're assigned to a faculty member. Those are the things we talk to you about. Mark is going to have discussions with what is it you want to do in the program. As you take further classes in the program. You'll have -- mark may say, you should really consider the having the disabilities area and seats not something you've got to figure out on your own any way, we really work with you and help you determine what's the best path now, we have a totally different track, I would say, it's a way to think about it, the LPPC, which we talked about earlier, that's the area that she focuses O. and that is the preparation to be a licensed, clinical professional counselor in the state of California. And I will say it's different, around 1/3 of the classes are different not that students in the program. Have you a number of classes that you need to have, to be eligible as a counselor in California. So you take a class in trauma. You take a class in DSM, you take a class in (Indiscernible) psychology, and a couple of other areas are mandated by the state. So there's other classes, in the program that you're not taking. Because you're preparing for the LPPC. Compared to those other certificate areas, if you want to go the LPPC route, that's the kind of thing, you want to decide fairly early. I would say, by the end of the first semester in the program because you know, as you get deeper into the program, you're going to any this different route with classes, the LPPC route again, that's another thing to really help you figure out if that's something you want to co. So for everyone here, and also on line, is anyone think being the LPPC as something do you want do?

>> Yeah, actually, (speaking away from microphone).

>> What do you think you want to do with the LPPC when you graduate?

>> (speaking away from microphone). (Indiscernible) counselor, and help others with disabilities,.

>> I'm glad you made contact with Dr. Hung. If you're think being that route, that's the kind of connect you want to make soon. Anyone else think thinking about the LPPC.

>> Do you guys know on a legislative number where this falls in I know a lot of them -- do you know if there's going on the horizontal, in terms of changing that?

>> Yeah, I'm not sure but doctor Hung would know.

>> I'm interesting. My agency, so being competitive and that, is definitely, something to consider.

>> The department is designed is to work for the mental health departments, where they're required to have a license as a could you thinker or as a psychologist. But you know, outside of that, in terms of private businesses, I'm not really sure, but again, (inaudible). Do you have her contact information or a brochure.

>> Yes.

>> O.

>> (speaking away from microphone).

>> It comes down to the kind of things you want to do with a degree if you come in, and you want to work for the California of -- the Department of California rehabilitation and you want to work on the employment side of V.A.

Vocational rehabilitation counselor program. Working with services with disabilities, and employment. Let's say that's what you want to do. But if you want to work on the mental health side of the V.A. and working doing psychotherapy with veterans, that is where LPPC would be helpful. So I think it's really, really come down to like, what are your goals, and you figure out. To that point, one of the things we try to do on the program S what are you going to be doing with the clients. When you come in, we really try to teach you as an individual person who has your specific goals. So for everyone here, you're going to have a different like, set of training that you have. You're going to have different objectives and what you want to get out of the program. So when we talk about tract comes and internships, and LPPC, it's really going to come down to what is it you want to do with your career. So for some students. It really makes sense. It's probably not worth, like everything you've got to do. When you finish, you've got 3,000 supervised hours. Have the state exam and the national exam. You really have to have a good reason to do it, especially if you want to go to jobs where they really make the difference. You can be employed or not be employed. Again, those are the kinds of things we would talk to you as an individual student. So the classes themselves, that kind of give you a feel for how they work is you have classes only in the fall or spring, we don't have any summer classes. The classes are one day a week either from 4:00 p.m. to 6:40 or from 7:00 p.m. to 9:40. And the reason we do that is it allows you to work. Most of our students work full or part time. And having, you know, the classes start there gives you a lot more flexibility in terms of your work. The other thing is that we have clinical training within the program. Like, the fist year, you're going to have -- we learn about role place, we learn how to do interviews with clients and part of that class is you're going to have 60 units of time. Some kind of rehabilitation agency, where you kind of, you're just job shadowing, and you get a feel for what it looks like. Your second year, you have intermediate practicum. 150 hours at the site, and that's a little more advance where you actually provide different services we have a total of 450 hours at that field for that agent. That is more advance. You have classes in the program, and you're expected to be more at an independent level for client services. So with all that training, you'll have class in the late afternoon or even, that will allow you to do that. So most of the classes are going to be on campus. There's a building called the EBA building. Education Business Administration. Mark heads a class at Sharp Rehab, which is how far, would you say? 10 minutes away? 15 minutes away.

>> 15. Yeah.

>> And if you have a 7:00 class, because his crass is 4:00 p.m. to 6:00 p.m.

-- every semester is going to be different. You might have a semester in which you're here, it could be like, Monday you're here from 4:00 p.m. to 9:40 p.m. and then you have maybe a class on Wednesday from 4:00 to 6:40. You might have Monday, Tuesday, Wednesday, where you have 4 to 6:40. Or 7:00 p.m. to 9:40. It's going to be different every time. But I think the key thing to this is to remember, it's either going to be 4:00 p.m. to 6:40. Or 7:00 p.m. to 9:40. We'll have a stipend available to you next year and need stipends come from the U.S. Department of Education, from an anxious called the Rehabilitation Services Administration z. we're hoping that they provide additional funding. Typically, when the stipends start to run out, they typically have another grant competition we apply for. If we're reward and we've been very successful giving stipends program for our students, we would help that in your second and third year of the program. But the way the stipends work, basically, it's money that's given to you that you decide how you use T. I think the government wants to use it for tuition. Or housing costs you may have. And you don't ever have to 58 money back to the government. Unless you get throughout program and you decide, I don't want to be a real counselor at all. I want to go into real estate or something like that. So in that kind of scenario, you would have to pay the money back to the government. But if you're actually working in the field and most of the jobs you would have in the field, would count for something called employment payback, which is the government, basically wants you to apply your training, and apply the separate funding they have given you. In an area that really helps areas of shortage and rehabilitation council. Ideally, they're look for people to go and work for the California Department of Rehabilitation, which is a state employment agency for people with disabilities. And every state has their own D.O.R. they call it something different. All -- you can move to Guam and work for their state agency, America Samoa or a lot of places mark went. But you can also work for place that have a relationship D.O.R. so Brian, let's say, your agency, would come for the payback because you have a relationship to D.O.R. A lot of D.O.R. clients come to you, that are referred to you. If you worked at the V.A. most of the jobs from the field are going to come from that pay back. And Craig, what would you -- if you had to estimate for next year, what would you think we would average monthly?

>> I think for the stipend, he's talking about. We were getting a thousand dollars per month while you're in school, so that the total is $9,000 for the year. We have one student, she owed 4 years of pay back and after three years, she's having a child, and she said, what will happen if I don't go back to work after three years. We refer how much you received at the time of graduation. So every year is (Indiscernible) that.

So she only owed 1/4 of what she graduated with. So (inaudible) (speaking away from microphone). So she didn't have that burden over her head. And I've had a lot perspective students say, it is very fortunate, thank God our faculty provides and helps you pay for thank you I guess, or helps you subsidize housing. Like myself, I always worry about going to grad school, and ended uptaking out student loans. It's nice knowing that you have possibly $9,000 per year, that you won't be paying back after you graduate. And you can get (Indiscernible) at the same time.

>> We'll have some time for questions, before we talk about the application procedures. We also had a lot international experiences. We talked about the time in Nigeria. Right now, we have two students that are giving internships to Australia Y. we have had students go to the Netherlands, to Thailand, to Spain also, to Mexico took internship. If that's something you want to do, we have a lot of contacts. The fact that we have a lot contacts international, you definitely can do that. We seems also have study of (Indiscernible) trips, where the faculty will organize a trip to different places. Where you get to seat rehabilitation system and see how it works and meet the people of those countries, and part of the website for that presentation. And I'll E-mail all of you this weekend.S with E-mail address you have on the sign up sheet. When you go to the interwork institute website. This is the first thing you're going to see. And then you go to the training. So we have got some presentations per students who have done training abroad. So we have got one from -- so this is a trip in the Netherlands. We had a student, we have had six students do internships in Ireland, at an agency called Quest services. So it's a community agency, all the way to Ireland, they do community based work for families with jurisdiction. We did a trip to Hong Kong. So if you're think being doing something like that.

Get a feel for what the tunes do from spine and you coa lot travel so the students who did one in Ireland, basically, every weekend, she would go to different countries in Europe and just spend the weekend. And said the travel was pretty cheap. To get a plane flight, it was cheap. She went to Paris to, Berlin, to Italy, to all these different places. So if you ever have that interest, it could be an amazing experience. You so we have covered a lot of stuff, and I want to take a few minutes to see, are there any questions you have at this point?

>> (inaudible).

>> Two students in Australia are receiving stipends. Craig, what do you think, what percentage?

>> I'd say close, maybe 30%. It varies from year to year. I think recently, we had the increase in number. I think last semester out of our broughts. There's a lot of (inaudible).

>> (speaking away from microphone).

>> We had that, and we'll go over that. We'll talk about we wish we didn't have to. Unfortunately another not our choice. Maybe we can just jump into that. The application process. We're going to go to degrees. Astro science, and rehabilitation counseling. Perspective students. And then initial procedure on campus. Really pay attention to the application deadlines. Again, that's stuff, we don't have a choice on the grant initiatives, department defines these thing. So this is a deadline and we can ask sometimes if they will help us. But most of the time, they'll say, that's it. The deadline is past. So you want to plan it ahead. First thing you're going to look at is you want to apply it to the department and you're going to click on this, which is going to take you to this website. Which is called the -- something called intrafolio. And the good thing about this is it's all done on line. So if you were here 10 years ago. We had papers flying out everywhere, letters, and -- so now, everything is done on line through this website. To apply to the department, you're going to have one application that goes to the department, which is this application. There's a second application that goes to SDSU. And I'll talk about this next. So with this application, April 1 is the magic date. That's the date you have to have everything in by. All the dates I will tell you, I would really encouraging to you do this sooner. This application you're going to write purpose. You're going to have -- you talk about your reasons for wanting to apply to this program and there's really no one way to write a statement or purpose. I think I'm really talking about. What is it that drew you to this field, to this program and what you want to do with a degree and whatever else you think comes in mind. And when we have the interview with you, it's going to be myself, mark, the faculty member. We'll meet with you one on oncer we talk for an hour, hour and a half or z and we'll ask you a lot of questions, who you are as a person. Your interest in the field, what you want to do and yet questions. Some of the questions are going to tie into things. You talk about your personal statement. Your personal statement uploaded into the system. The second thing you have is the resume. It's going to give us information about where you worked, your academic background. Oop -- I would look at people who had a former professor, I would look at people who supervised you. And you might be saying L what if I don't have any experience in the field? We have had, I could think of a student who graduate aid couple of years ago, she applied she had her manager at the movie theater that she worked at. She took our tickets and stuff like that. That was a good letter. We got a sense for her attention to details, her organizational skills and information that gave us information about her ability to do well in this field. So can you use air letter with them. The one side I would stay away from would be family member. We don't want a family member. We don't want a friend. And I think if you're working at an agency, let's say, somebody visits the same bubble as you, they're not supervising you. I would stay away from that kind of letter, but I would really want people that aren't in a position to (Indiscernible) worksheet in a supervisor capacity. So we're going to have three of those letters, and the system, will send them automatically, to upload a letter on your behalf. You're never going to have to answer letters yourself. The letters are going to automatically be put into the system. And we can all access letters. We can access everything as it comes in. So all of that stuff April 1 is the deadline.

>> (speaking away from microphone).

>> Three pages, four pages at the most. We have had some that of course 10 pages. You know, I think it's really just giving us a since of who you are, and what you're interested in doing, but not too over board on it like a half a page isn't going to work in your favor. But like, 10 pages is also not working in your favor.

>> Okay. So that's one.

>> (speaking away from microphone). A generic message, they'll use that. Once you press it tells you, it'll replace those numbers, and if you want directions. Then you don't have to tell them how to (inaudible). All right.So that's the first application the second one, is we have cal stay apply. So let's take a look at that.

>> It's going to ask you a bunch of stuff that you don't have to put in. It's going to ask for things, like letters reference. Statement of purpose. Totally ignore that. All you need for Cal State Apply are -- have you to ask so when you back to the application part of the website. The code for SDSUis 4682.

4682. You can start the application. Can you submit T. with the idea that the materials are still going to be coming into the Cal State System. Then we can access it. If you start an application and don't hit submit, then I can't see it on line until you actually hit submit. Now, the deadline to start the Cal State , just get the process started is March 1. And the deadline to get all of your materials, which we're going to be examination scores, and your transcripts, that is April 1. And that, with that interFolio, department application, we have control of that, so we can do the extra time if needed. This Cal State Application S really difficult to get any kind of extension. So one reason, is especially with the GRE, if you haven't taken the graduate examination score test, I would encouraging you to sign up now and take -- it takes around 4, 5 weeks for the scores to get here.

>> Is there a website that keeps all the forms.

>> After 5 years, the scores weren't we'd have to take it again. And it cost $205 to take T. I didn't know that.

>> Yeah, it's not cheap. And you know, if -- we haven't really found GREscores productive, a lot of the program, and a lot of the career is based on interpersonal skills, attitudes, values, you know, you might have very high resource, it is something that just you require. I wouldn't recommend you take a capital preparation course or spend hundreds of hours preparing for T. it's probably not going to make that Bigfoot big of a difference, in the end, in terms if you're living or not.

>> (Indiscernible) my application, but I didn't submit it because I thought I had to do my statement before submitting. I did receive your E-mail, explaining that I could submit it without the GREin my transcript, but I didn't want to submit it and I couldn't go back in and fill it O. so that's why I haven't submitted it yet. But now, I don't have to. And then I just go back in when I get this far.

>> The code, as far as sending. -- I took it last Friday.

>> And yes, I'll go ahead and check, we do that periodically. We see in the application, what's missing. That's why we encouraging to you submit it. (speaking away from microphone). Sometimes you'll send the transcript, but it won't be official. Submit applying, as soon as possible and.

>> I think also, if you think you're going to use combinations to take in the GRE, that is something that takes a while to get set up. So that's a possibility. Tonight, I would start with the application process. But again, we don't put a lot of weight on T but it is something you have to have for your application. (speaking away from microphone). Not be eligible because the scores haven't gotten in, in time. And we don't have official transcripts for any kind of postsecondary schooling that V. if you're in another graduate program or going. So my guess is, you need the official transcripts. I think in most cases it's going to be (Indiscernible) trips B. when you go to the website, there is a physical days you can have official transcripts sent T. maybe the school you went to, doesn't have electronic transcripts available. It's going to be this address, 5500Campanila drive. You can have physical transcripts -- sent on time. Once you're a Cal State Apply, the application is complete and once we have all your interFolio materials, we then schedule an interview. And I check it every day. So it's pretty much going to be the day or the day after you have everything submitted you'll likely be contacted to have an interview with the program. We want to give everyone a chance so you'll get an E-mail from me, and I'll say like, you have to be intrude by myself, or mark or Marge or any of the other faculty members, and you contact you, we schedule awe time for to you come in. It's going to be on campus at our EBA offices and as I've said before, we meet an hour, now half. We ask questions of who you are as a person. We talk about your personal background, professional background. We talk about your reasons for wanting to be in the profession. I mention the about the statement of purpose. We carefully read about that and talk about that. We carefully look at your letters of recommendations and we ask questions about that. You also have time to ask us questions. So it's very much I would say, a discussion. It's a back and forth discussion. But it really gives us a sense of who you are and you're kind of fit for this type of profession. And after that is completed, you probably will find out about your admission status, I would say, about a week, two weeks at the most. So you're going to know if you can be admitted, or put on a wait list. We mate mite say, this is not a good fit for you, as a profession. But you'll know fairly soon so you're not going to have to wait a long time and go through that process. And mark, going you would say about the interview process? What it's like?

>> We use it as a chance to get to know each person better and also, to give folks a one on one type and ask about the program, they may not van answer to. Open house, some of the most pressing questions about the program, as well as an opportunity to kind of expand on what we talk about in your personal statements. Some of our the questions are going to be related to things you've been related to in the field, where do you see yourself going and what would you like to learn. Get out of your experience in the program. So I think that's probably a good -- talk one on one with the faculty. Let's see.

>> The projector is a little bit off, too.

>> Any question on the application procedure.

>> Is the Jerry code specific to the department or the graduate.

>> Graduate admissions and then they tie it into your act. And we access it.

>> I took the GRE and sent them --

>> Good. Good.

>> for different programs.

>> Okay. That should be good enough. Okay.

>> We tend to look at a lot of dimensions. So how they interview, why they're interested in the field. What the references say about you. What your previous work says about you. A lot of our students, we find the GRE snot really predictive. So we use it as one piece of many different pieces and it's a piece that is a size relative to other pieces. Really know, we don't see it as much as a measure of who you are. Then we can look at the rest of the application. Where it might be useful to, if somebody is kind of low on everything else we're looking at, at least they have the GRE going for them. But really, -- not weighted as nearly as heavily. Interview your crystal statement, your resume, reference letters. For me, they all carry more weight than your DRE score.

>> I took one class at rose month, an accounting class. But they had to send it to SDSU-- (Indiscernible) for Acting two.  
 And I wonder what I have to do to get my transcript for one class. They might have it already. On.

>> I think it's going to be difficult to get. I'll E-mail everyone tomorrow and that's going to be to have my name, obviously, my E-mail. If you have questions about going we talked about tonight, feel free to contact me. I mentioned Craig, he's the go-to guy for a lot of this. Craig, it was a really good source of information. On the application, financial aid questions, and, you know, the bottom line is, we're going to be available to, and have you accessible, we want to kind of mire what we do in the program, for you as a student. So that will happen in the application process. That's basically it. So we really appreciate you spending some time with us, and we hope you have a great weekend. Thank you.

>> I have a question.

>> Oh. sure.

Yes.

>> Okay. Since I, myself, have a traumatic brain injury, I have difficulty getting (microphone distortion).

Is there any advice you can give me?

>> Are they giving you any indication on when they think it's going to be scheduled?

>> Well, I missed the list -- last place they were giving the DRE in refer side.

>> L I'm going to stop the recording and then we'll continue talking. I want to finish. Just one second here. Okay.

>> Okay. So you said you've been in contact with DTS and there was a deadline to take to Riverside, you said?

>> Yes, I missed out on being able to submit everything to be able to take the GRE up in riverside last year. So I'm trying to look for the next time the GRE is going to be tired submit my documentation from the DSPS office.

>> So have you been in contact with your DSPS counselor are you trying to get in to take it again.

>> Waiting to see what's the next location, since I'm down in Indio and transportation and all of that.

>> Would you -- like, let's say if you were admitted, would you be moving to San Diego then?

>> There is a definitely high possibility.

>> Okay. All right. Because I just want to make sure, you're aware, you know, we're not doing the (indiscernible) for the distance part, but only the on campus part. The exam itself is given at many different locations. It's given in Riverside, but if you're able to go to different areas, you know, it's given all over Los Angeles and San Diego and various areas. There's a lot of different places can you tell you can go, but have you to obviously work out the transportation for it. If you can E-mail me this weekend, I can E-mail the different sites that it is available to take. And hopefully, that will help, just give you some different options.

>> Okay. So do you have my E-mail address?

>> I believe z.

>> I think we E-mail a few times. I'll try to send you a list of different places you can take the GRE.

>> Okay.

>> Okay.

>> I know when Leslie QUINONES, she felt the closest location was in Riverside, but now that you've mentioned it, there's Los Angeles, I have some friends and family that live in that area.  
 >> Yeah, and there will be a lot of options for you there for sure.S and we'll be in contact on E-mail. And any questions you have along the way, you know, just feel free to E-mail me. Give me a call and I'm really glad you can watch tonight and kind of hear about the different parts of the program. It's really great to see you in person. Or see you on line. To have you take part of the meeting.

>> Yes, there was actually one more person from college of the desert that was supposedly going to attend tonight's meeting in person. But I didn't see her there. So I'm not sure if maybe just the camera angle.

>> Yeah, I'm not sure. Yeah. I heard your message on the phone regarding that. But maybe something came up. So who knows. Okay.

>> Okay.

>> L again, thank you and have a great weekend,.

>> Just one more question.

>> Oh. yes. Sure.

>> In regard to the recommendations, an instructor, a guidance counselor, can it be two instructors and a guidance counselor?

>> Sure. Absolutely. Yeah. I think, you know, there's no particular combination. And then I think also as I mentioned tonight, if you have somebody to supervise your work, from a job or volunteer experience, that would also be a good person to have. But like Leslie, for example, that is somebody you can also use for a lot and we have had, you know, people use counselors they're working with, especially because she would know our field. She would know the program. So that can be another option for you.

>> Would I be able to use my other contact with the Department of Rehab,.

>> Sure. We have had VR counselors write letters for sure. Absolutely.

>> Okay. That answers my question then.

>> All right. Well, it's great to see you in person. Or see you on line. All right. Bye-bye.

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