Program Manual

Illinois Institute of Technology
Division of Counseling and Rehabilitation Science
Doctor of Philosophy in
Rehabilitation Counseling Education

I. INTRODUCTION

The rehabilitation counseling education doctoral program (RCEP) at the Illinois Institute of Technology (IIT) was initiated in 1995. The purpose of the doctoral program is to prepare leaders in the field of rehabilitation counseling at the highest level of training. Illinois Institute of Technology faculty view rehabilitation counseling as a specialized area of professional counseling practice in which the major goal is to assist a person with a disability or chronic illness move to psychological and economic independence. Students graduating from the RCEP will be well-equipped as educators, counselors, supervisors, researchers and leaders in the counseling field. Graduates of the RCEP are positioned to obtain excellent jobs in academia and a variety of professional counseling and human service settings.

II. MISSION AND OBJECTIVES OF THE TRAINING PROGRAM

Rehabilitation counseling educators train prospective counselors to assist a diverse group of people who experience chronic illness, disability and/or mental and emotional concerns across the lifespan. The mission of the RCEP at Illinois Tech is to offer a student-focused and research-based curriculum that prepares doctoral-level students to become professional counselor educators trained to perform advanced-level counseling, post-secondary teaching, clinical supervision, research, scholarship, leadership, and advocacy activities.

Before students can graduate, they must have demonstrated learning and competence in the following foundational areas:

a. Professional, ethical and legal considerations that influence the practice of rehabilitation and mental health counseling;

b. Multicultural competencies;

c. Theories of human growth and development, including medical and psychological implications of chronic illness and disability, substance abuse, trauma and the potential for coexistence with other disorders;

d. Theories and models for career development including employment trends, career counseling, and job demands in a dynamic 21st century workforce;

e. Rehabilitation and mental health counseling theory, history, philosophy, and evidence-based interventions;

h. Research and program evaluation, including critical evaluation of research, research design, data analysis, and research dissemination;

i. Competencies in clinical supervision, including knowledge of theoretical frameworks and models of supervision;

j. Teaching methods and responsibilities, including curriculum design, student assessment and theories of adult learning;

k. Competencies in leadership and advocacy.

III. ADMISSION

Students initiate doctoral study upon completion of a master's degree and preferably at least one-year professional experience. The entry-level master's degree must have been obtained from a program accredited by the Council on Counseling and Related Education Program (CACREP) or the student must provide satisfactory evidence of coursework meeting CACREP standards prior to beginning the program. It is strongly recommended that students have obtained certification as a rehabilitation counselor through the Commission on Rehabilitation Counselor Certification (CRCC) before entering the program and counseling licensure is also highly encouraged. In the event that these criteria are not met, an applicant who is deemed an appropriate fit for the program may have his or her master's level coursework evaluated, and may make up any deficiencies in coursework through our M.S. Clinical Counseling program prior to beginning their doctoral study.

All applications are evaluated on the basis of such factors as GPA, GRE, recommendations, and the applicant's professional statement. Admission criteria include (a) academic aptitude for doctoral-level study; (b) previous professional experience; (c) fitness for the profession, including self- awareness and emotional stability; (d) oral and written communication skills; (e) cultural sensitivity and awareness; and (f) potential for scholarship, professional leadership, and advocacy. Finalists will be contacted for a personal interview. Applications are only accepted for a Fall-term start, and to be given first priority in consideration, all supporting documents must be received by March 15. Minimum requirements for admission include:

- Master's degree in Rehabilitation Counseling preferably with at least one year of post-master's work experience in the field recommended

- Minimum undergraduate GPA 3.0

- Minimum graduate GPA 3.5

- Minimum GRE: verbal 151 and quantitative 153 in the past five years

- Letters of recommendation (3)

- Professional statement

- Transcripts from all post-secondary institutions

- Personal interview

- For international students, minimum score of 90 on TOEFL

At the beginning of the first term of enrollment, students attend orientation during which the student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

If the student is not from a CACREP-accredited program, the student's curricular experiences are evaluated by the admission committee including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area. The student needs to provide information to verify curricular standards (e.g., course syllabus), professional practice standards (e.g., practicum and internship related to course syllabus), and/or any specialty area. If there is any missing content identified by the admission committee, the admission committee meets the student to develop a program of study to complete the missing content at the first year of doctoral coursework.

The admission committee is composed of the division head, the clinical director, and at least one additional core faculty. Students who did not graduate from a CACREP-accredited clinical rehabilitation counseling program need to provide all of the course syllabi from their master's program. The admission committee will examine each course syllabus to see if each course meets (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area using admission evaluation form. For CACREP entry-level core curricular standard and CACREP entry-level curricular requirements of a specialty area, the course syllabus should cover at least 80% of the standards. For CACREP entry-level professional practice standards, a *site verification form* should be submitted to prove that students met practice standards. The results of evaluation will be shared with students. If students are not able to provide course syllabi and site verification form, students need to take courses to meet CACREP standards. The list of courses will be provided by the admission committee.

IV. PROGRAM OF STUDY

Illinois Tech offers a 78-hour doctoral program of study in rehabilitation counseling education. The RCEP is designed to provide students with the essential knowledge and skills to become a counseling educator. The program of study provides for the equivalent of two years (four semesters) of full-time coursework and supervised experience, in addition to completion of dissertation research (typically completed in the third year). Students take 54 credit-hours of coursework (15 of which can be transferred from qualifying master's degree program) plus 24 credit-hours of dissertation credits. Students must successfully pass both an oral qualifying exam and a written comprehensive exam. Upon entry into the program, students are assigned a faculty advisor. Students work with the advisor and with their established and approved doctoral committee to develop and complete the program of study. A typical course sequence is provided below.

Course Requirements

Statistics and Research Design (15 credits).
PSYC 540   Research Methods
PSYC 545   Graduate Statistics I
PSYC 546   Graduate Statistics II
PSYC 554   Multivariate Analyses
PSYC 588   Grant Writing

Rehabilitation Counseling Core (6 credits).
PSYC 577   Professional, Leadership, and Ethical Issues in Rehabilitation Counseling
PSYC 566   Addictive Behaviors and Principles of Behavior Changes

Experiential Components of Rehabilitation Counseling Education (9 credits).
PSYC 549   Practicum in Rehabilitation and Mental Health Counseling
PSYC 586   Concepts of Supervision
PSYC 588   Special Topics: Curriculum Development and Teaching

Internships (9 credits).
PSYC 589   Doctoral Internships in Rehabilitation Counseling Education

*Students are required to complete three internships that total 600 hours in three of the following areas: Research, Teaching, Supervision, Counseling, and/or Leadership and Advocacy.

Transfer Credits (15 credits)
Students typically can transfer up to 15 hours of credits earned in a qualifying master's program. If 15 hours cannot be transferred, faculty will advise students on the appropriate electives needed.

Dissertation (24 credits)

Typical Course Sequence for Full-Time Program of Study

Provided below is an example of a course sequence; however, internship and rehabilitation core seminars occur on alternating annual basis. All courses listed below are required except where previous coursework makes them superfluous. (Note: Students register for 24 credit hours of PSYC 691: Dissertation)

Year 1

Fall Year 1	
Course	**Hrs**
PSYC 545 Graduate Statistics I	3
PSYC 586 Concepts of Supervision (or 566)	3
PSYC 549 Practicum	3
Total hours	**9**

Spring Year 1	
Course	**Hrs**
PSYC 546 Graduate Statistics II	3
PSYC 588 Grant Writing (or 588 Curriculum Dev)	3
PSYC 589 Internship (or 577)	3
Oral Qualifying Exam	
Total hours	**9**

Summer Year 1	
Course	**Hrs**
PSYC 540 Research Methods	3

Year 2

Fall Year 2	
Course	**Hrs**
PSYC 554 Multivariate Statistics	3
PSYC 566 Addictive Behaviors & Principles of Behavior Change (or 586)	3
PSYC 589 Doctoral Internship in RCE	3
Total hours	**9**

Spring Year 2	
Course	**Hrs**
PSYC 588 Curriculum Dev (or 588 Grant Writing)	3
PSYC 577 Professional, Leadership, & Ethical Issues (or 589 Internship)	3
PSYC 589 Doctoral Internship in RCE	3
Written Comprehensive Exam	
Total hours	**9**

Summer Year 2	
Course	**Hrs**
PSYC 691 Dissertation Research	3
Dissertation Proposal	

Year 3

Fall Year 3	
Course	**Hrs**
PSYC 691 Dissertation Research	9

Spring Year 3	
Course	**Hrs**
PSYC 691 Dissertation Research	9

Summer Year 3	
Course	**Hrs**
PSYC 691 Dissertation Research	3
Dissertation Defense	

V. FIELDWORK TRAINING

Clinical training is a major emphasis of the curriculum and fieldwork experiences. Practicum and internships are required for all students in the RCEP. An array of rehabilitation agencies in the Chicago area including Illinois Tech provide opportunities for fieldwork experienced focused in clinical counseling, research, leadership and advocacy. Undergraduate and master's degree programs at Illinois Tech provide a milieu for doctoral students to hone skills in supervision and teaching. Doctoral students must be covered by individual professional counseling liability insurance policies while enrolled in practicum, counseling internship or supervision internship.

All students complete a practicum course and one semester of supervised practicum (100 hours), including at least 40 hours of direct counseling provision. Practicum courses will not exceed a 1:6 faculty: student ratio. Group supervision is provided on a regular schedule with other students throughout the practicum and will be performed by a counselor education program faculty member. Group supervision of practicum students will not exceed a 1:12 faculty: student ratio.

Students also complete three semester-long supervised internships (for a total of 600 clock hours). Student choose internships that focus on three of the following core areas: (a) counseling, (b) teaching, (c) supervision, (d) research and scholarship, and (e) leadership and advocacy. (*Note.* Most students complete internships in the areas of research and scholarship; teaching; and supervision). Opportunities for fieldwork are abundant both within the university and in the Chicagoland area. Doctoral students have opportunities to provide clinical supervision for students in the Clinical Counseling master's degree program and teach coursework at the master's and undergraduate level at Illinois Tech. Faculty at Illinois Tech have strong research programs that provide a variety of prospective research-oriented internship opportunities both at Illinois Tech and in the community. Students may complete practica and internships at local organizations including, but not limited to:

- Thresholds Psychiatric Rehabilitation Programs
- Community Counseling Centers of Chicago
- Shirley Ryan Ability Lab
- Trilogy, Inc.
- Connections Day Schools
- Illinois Tech Student Health and Wellness Counseling Center
- Illinois Division of Rehabilitation Services

Specific guidelines regarding instruction and requirements for the supervised fieldwork experiences are found in the ***IIT Rehabilitation Counseling Education Fieldwork Manual***.

VI. EXAMINATIONS

Doctoral students in the RCEP must pass two examinations. The Oral Qualifying Exam is typically completed in the semester following Practicum and is administered in a case presentation format; it should be completed within one year after completion of PSYC 549. The Written Comprehensive Exam is administered in the final semester of coursework or summer following completion of coursework and includes questions focusing on the following core areas of teaching, supervision, research and

scholarship, counseling, and advocacy/leadership. <u>The written comprehensive exam must be completed at least one year prior to the final dissertation defense.</u> Each exam is described in more detail in the following sections. For forms and specific details, see the Graduate Bulletin at
http://web.iit.edu/academic-affairs/graduate-bulletin

Qualifying Oral Examination

Doctoral students in the RCEP must pass an oral qualifying exam in order to move forward with their course requirements. The oral qualifying exam is administered in a case presentation format and is typically completed in the semester following Practicum. Students are evaluated by a 3-member committee of faculty in the RCEP. The qualifying exam must be completed prior to the comprehensive exam. For forms and specific details, see the Graduate Bulletin at http://bulletin.iit.edu/grad-handbook/examinations/

The qualifying exam is expected to be taken within one year after completion of PSYC 549 Doctoral Practicum in Rehabilitation and Mental Health Counseling. The qualifying exam must be passed prior to the comprehensive exam. Unless there is a pressing reason, it should be scheduled during the fall or spring semesters as opposed to summer. Students must be enrolled at Illinois Tech for at least one credit during the semester that they take the qualifying examination. The results of the exam are submitted to the Graduate College on the G303 form by the student's advisor.

The purpose of the exam is to: (1) to demonstrate competence in basic areas of counseling skills sufficient to be passed to doctoral candidacy, (2) to serve as a mechanism for identifying areas in which a student may need additional training, and (3) to satisfy department and university requirements for a Ph.D. qualifying exam. In addition to being evaluative, the qualifying exam process should be an opportunity for learning and to demonstrate excellence.

The qualifying exam consists of an oral presentation of a de-identified clinical case focusing on: (1) psychopathology, (2) assessment, (3) relevant research literature, (4) intervention procedures, and (5) multicultural, psychosocial, ethical, leadership, and/or advocacy issues. In the qualifying exam the student demonstrates competency in applying their knowledge and skills to understanding a clinical case through integrating case material with clinical skills and a critical understanding of the relevant theoretical and research literature. This competency includes demonstrating independent thinking and an expertise in the area defined by the chosen topic.

Competency is demonstrated in the following ways:
1. The clinical case is presented in an organized and sufficiently detailed manner.
2. The student presents his or her own formulation/conceptualization of important aspects of the case. This will typically include at least some of the following: diagnosis, assessment, etiology, treatment, outcome assessment and treatment effectiveness.
3. The formulation is justified based on research, theory, and clinical data (including his/her own observations and evaluation of them).
4. Appropriate conclusions are drawn from the research/theoretical literature. This includes:
   - An awareness of the literature relevant to the formulation.
   - A critical understanding of the literature, i.e., an understanding of the consistencies/inconsistencies and of the methodological issues necessary to evaluate its validity and generalizability.

- A synthetic understanding the literature, i.e., an understanding of the current state of knowledge in the relevant areas.
- Appropriate application of conclusions from literature to understanding the case and supporting the formulation.

5. The student presents and interacts in a professional manner.
6. Through engaging in a dialogue with faculty committee members, the student demonstrates independent thinking, consideration of alternatives, evaluation of evidence, appropriate qualification of conclusions, and being able to understand and appropriately balance the "forest and the trees".

The presentation is made to a faculty committee of three members, including a minimum of 2 RCEP core faculty members and includes the student's advisor (who advises the student on choosing a case for the presentation) who chairs the committee. A title and brief abstract must be sent to all committee members at least one week ahead of the presentation date. Individuals other than the committee members who would like to attend (e.g., classmates) must request permission in advance given the confidential nature of this type of presentation even when de-identified. The length of the presentation is two hours, including questions, discussion, and time for the committee to confer. Following the presentation, the committee meets to evaluate the exam and formulate feedback. Students may be given a "pass", or "fail". If a student does not pass the qualifying examination, he or she has a second opportunity to take the exam. The exact nature of the re-presentation will be decided by the committee and may include the entire presentation or only parts that were deficient. What is required should be put in writing and shared among the committee and the student so that what needs to be done is clear. That document should go in the student's file so that it is always available. The results of the exam are indicated on the G303, which is submitted to the Office of Graduate Academic Affairs by the student's advisor. The oral qualifying exam evaluation form used by the committee is provided in Appendix A.

Written Comprehensive Examination

The written comprehensive exam is administered following completion of coursework (or in the final semester of coursework) and covers the five core curriculum areas: teaching, counseling, research, supervision, and leadership/advocacy. The examination is typically held as an at-home, open-book exam requiring three essays over a two-day period (typically 9am until 7pm the following day). The essay questions cover the five core areas and require integration and application of content. Students are given the guidelines for the examination ahead of time. Typical guidelines for the exam include the following: A single essay cannot exceed 10 pages double-spaced and must include citations (recommended minimum of 10 per essay). Essays should be typed and follow APA style guidelines for in-text citations. All information is expected to be appropriately cited and demonstrate an understanding, application and analysis of exiting literature and best practices. Exams are to be independent and original work and no communication regarding the exam should occur between students currently taking the exam or who have previously taken it.

Once the exam is scheduled, students should work with their advisor to complete the G301A form and schedule a comprehensive exam review meeting time to discuss their evaluation, receive feedback, and respond to additional questions. The exam review meeting is typically scheduled for about two weeks following the exam and is a 30-45 minute period. The comprehensive exam committee consists of the student's advisor (serving as chair), two additional RCEP faculty designated by the program, and an outside committee member (a faculty member at Illinois Tech outside of the department).

Evaluation of examination responses focuses on knowledge of content and of relevant literature sources, as indicated by literature citations in the student response, as well as on writing quality. Students are given an ID code and their exam is reviewed anonymously by at least two RCEP faculty members who each review and initially rate each essay response as "Pass," "Marginal," or "Fail." If either of the first two readers of an essay does not assign a rating of "Pass," the essay response goes to a third reader. Once all essays have been reviewed by the RCEP readers a summary of their ratings and comments is distributed to all committee members prior to the exam review meeting. Initial reader comments (but not initial ratings) are shared with the student prior to the review meeting. Students are expected to review the comments ahead of time and may be asked to respond to the comments or additional comments/questions that come up. If the committee determines that the student has not passed, the committee will decide upon the next course of action. If the response is seen as marginal, an oral or written follow-up to the examination could be conducted by the committee to clarify the candidate's knowledge of the content area and relevant literature sources. If the response is seen as clearly failing, the candidate could be asked to write another, new examination. The comprehensive exam essay evaluation form used by the reviewers is provided in Appendix B.

VII. DISSERTATION GUIDELINES

The dissertation represents the culmination of effort toward the Ph.D. degree, demonstrating the student's ability to conduct independent research and produce an original scholarly work. The dissertation is a data-based research project that is designed, executed, analyzed, and written by the student. The scope and quality of dissertation research should have the potential make a contribution to the field and should represent the standards of peer-reviewed counseling journals with a clear focus on areas relevant to counseling practice, counselor education, and/or counselor supervision. The dissertation advisor is usually the student's advisor but can be another core faculty member when this is more appropriate. The student, in conjunction with their advisor, selects at least three other faculty members for the dissertation committee. The committee must include at least two members of the RCEP Core Faculty and an IIT faculty member from outside the program. The third faculty member is also usually from the RCEP, but may be from outside the program if this is more appropriate based on the content of the dissertation. The dissertation committee should be chosen based upon the expertise of the faculty of the RCEP; thus, those with research interests closest to the dissertation subject should serve on the committee. Dissertation research must conform to CRC and ACA ethical guidelines for protection of human participants and must be approved by the IIT Institutional Review Board and the dissertation committee prior to collecting data.

The last semester of coursework, after the written comprehensive examination has been passed, is the earliest time at which the proposal meeting can be scheduled. <u>The proposal document is distributed to committee members two weeks in advance of the meeting.</u>

The proposal needs to be complete by including (a) an integrative and critical review of the literature on the topic; (b) hypotheses/research questions and rationales for these; (c) a complete and detailed description of the methods to be used, including a plan for data analysis; and (d) professional writing quality and in APA style. A proposal may be approved with minor revisions, which means small changes that are specific and clear. Proposals that require substantial revisions will not be approved until changes have been documented. Substantial changes include (but are not necessarily limited to) those whose acceptability cannot be known until they are seen. Examples could include providing adequate rationales for hypotheses; additions or revisions to the literature review that affect conclusions about the literature or the hypotheses and their rationale; specifying methodology that is not already determined and agreed

upon; and generally poor writing. Often revisions are required following the proposal meeting; however, the initial version submitted to the committee should be considered final (i.e., not a draft in progress).

The dissertation proceeds in three steps:

1. The initial proposal is developed with the advisor and, when approved by the advisor, submitted to the other committee members for a proposal meeting (there is no university form for this committee or meeting). The member from outside the Department need not be present at the proposal meeting. The function of this meeting is to formally agree upon a final proposal. The committee may approve the proposal, require modification, or request another meeting before final approval. The outcome of the initial committee proposal meeting and the final approval must be documented on the program *Proposal Tracking Form*. The committee completes an evaluation form following the proposal meeting (see Appendix C). The dissertation proposal is not approved until this form is signed by all members of the committee. The proposal represents an agreement between the student and the committee on what is required and will be accepted as meeting the dissertation requirement. This protects the student in that the committee cannot later change what project is considered acceptable. However, it also means that the student cannot change the project without prior approval of the committee. Students should set a very low threshold for requesting approval for changes that are deemed necessary. It is much easier to email your committee members asking for a change that might seem minor than it is to find out at your defense that the committee believes that you did not do the project that was approved.

The proposal includes the Introduction and Methods sections of the dissertation. Therefore, the proposal must clearly present the rationale for the study (including evaluation of the existing literature) and a complete description of the methods and procedures to be used. This includes evidence that the study is feasible, i.e., that the recruitment, sample size, data collection, and data analyses can be accomplished as proposed. For studies using archival data, this usually includes examination of a sample of the data base to indicate that what data are needed are, in fact, in the data base.

2. The data are collected and analyzed and the dissertation written under the supervision of the IIT faculty advisor. Data may not be collected until after the proposal is approved by the dissertation committee and the project is approved by the Institutional Review Board unless the project uses existing data. The completed dissertation must be distributed to all members of the committee at least 2 weeks prior to the defense. This version of the dissertation should be submitted as a final version, with the understanding that in many cases the committee will require some additional revisions. It needs to have been read, edited and approved by the advisor; dissertations typically go through a number of revisions prior to being ready to distribute to the committee. The Introduction and Methods sections from the proposal will require some revisions, at minimum updating any literature and changing future tense to past tense.

3. A student must be registered (for anything) the semester in which the dissertation defense occurs. The committee and the defense date are established by submitting form G301B to the Graduate College. This form should be submitted at the beginning of the semester of the defense (the date can be changed later if necessary.) Dissertation defenses are open to all students and faculty, and students are encouraged to attend defenses as a learning experience and to support their colleagues.

The research proposal and final project should follow the format of a formal thesis, presented in the IIT thesis manual (https://web.iit.edu/gaa/thesis). Students should become familiar with due dates, forms and processes required by the Graduate College (https://web.iit.edu/gaa/thesis). Students are strongly encouraged to consider their expected graduation date and create a timeline working backwards from

when things are due. For example, a student planning to graduate in August will likely need to have a final approved dissertation document submitted to the university by mid July. It is strongly recommended that students planning to graduate in May defend in early Spring semester, such as February, and students planning to graduate in August defend in May or early June. This will provide time for student to address any changes required by the committee and for the committee to review needed revisions. Students should work with their advisor and committee to establish reasonable timeline. The defense cannot be scheduled until at least one year from when the comprehensive examination is passed. The evaluation form completed by the committee following the defense is found in Appendix C.

VIII. GRADUATE ASSISTANTSHIPS

Doctoral students are eligible to apply each year for graduate assistantships through the department. Students can serve as research assistants, research coordinators, teaching assistants, undergraduate and graduate course instructors and clinical supervisors for masters-level students in the clinical counseling program at Illinois Tech based on position openings. Individual faculty members may have grants that fund graduate students.

IX. POLICY ON COURSE TRANSFER

Students who wish to pursue a Ph.D. in Rehabilitation Counseling Education may request a maximum of 15 credit hours from specified courses from master's rehabilitation counseling program transfer toward the 78-credit hour degree provided that:

1. the student received graduate credit for the course at Illinois Tech or another U.S. university;

2.   the course is judged to be relevant to the current program;

3.   a current faculty member in Counseling and Rehabilitation Science, who teaches the course, has recently taught a similar course, or would be qualified to teach a similar course, evaluates the course syllabus and textbook(s) and determines that the course sufficiently overlaps with the course taught at IIT and is of satisfactory quality to qualify as a transfer;

4. the student must have received a B or better in the course;

5. the student obtains written approval from the relevant faculty member and also from the Head of the Counseling and Rehabilitation Science Division.

To transfer in 15 credits from a master's program, the student needs to submit a transfer request through the DegreeWorks system.

The following courses offered at Illinois Tech are eligible to be transferred in:

PSYC 411 Medical Aspects of Disability
PSYC 513 Assessment in Rehabilitation and Mental Health Counseling
PSYC 523 Introduction to Theories of Psychotherapy
PSYC 562 Job Placement
PSYC 563 Human Growth and Career Development

PSYC 564 Rehabilitation and Mental Health Counseling Research Seminar

PSYC 583 Rehabilitation Engineering Technology I

PSYC 590 Psychiatric Rehabilitation I
PSYC 583 Psychopathology

PSYC 526 Evidence-based Practice in Rehabilitation and Mental Health Counseling

PSYC 561 Applied Group Counseling

X. ACCREDITATION

The RCEP is an extension of IIT's master's level program in rehabilitation counseling which began in 1966 and which was among the first nationwide to be accredited by the Council on Rehabilitation Education (CORE) in 1975. The master's level program has remained fully accredited by CORE since 1975 and achieved CACREP accreditation in 2015. The RCEP program has been accredited by CACREP since 2017. Illinois Tech is currently in the process for applying for reaccreditation for the master's and doctoral programs.

XI. PROFESSIONAL CREDENTIALING

Students entering the RCEP should have completed the Certified Rehabilitation Counselor (CRC) examination and attained status as a CRC. Students are also eligible to sit for the National Certified Counselor (NCC) exam through the National Board for Certified Counselors (NBCC). Once the student passes the CRC and/or NCC exam, s/he is eligible to become a Licensed Professional Counselor (LPC) in the state of Illinois. After working for a minimum of 2 years under the supervision of a qualified supervisor, individuals are eligible to become a Licensed Clinical Professional Counselor (LCPC) in Illinois. Students that intend to practice counseling outside the state of Illinois are strongly encouraged to understand licensure laws in their intended state of residency. Students are also strongly encouraged to educate themselves on licensure laws as well as national trends in licensure and certification by going to http://www.counseling.org/knowledge-center/licensure-requirements or reviewing the document titled "Consumer Disclosure on State Licensure" posted on the website at https://www.iit.edu/academics/programs/rehabilitation-counseling-education-phd .

Counselor Certification (CRCC) for exam application deadlines and materials: http://www.crccertification.com. Similarly, students are encouraged to visit the National Board for Certified Counselors (NBCC) website and familiarize themselves with the requirements necessary to sit for the NCC exam by going to www.nbcc.org

XII. ACADEMIC CLIMATE

Faculty

RCEP faculty members generally teach 1-2 graduate courses per semester and are readily accessible to students. Most faculty members have ongoing research projects that provide graduate students with opportunities for publications and conference presentations. The varied interests of the faculty and students promote lively interchange among and within specialty areas. Faculty members are widely published in professional journals illustrating a breadth of expertise. These publications include the following areas related to counseling people with disabilities: ethics, sexuality, psychosocial factors,

multiculturalism, positive psychology and well-being, vocational rehabilitation, health promotion, family adaptation, resilience, stigma, psychiatric rehabilitation, community-based participatory research, and assistive technology.

Advisor System

Doctoral students work under a strong advisor system. Students are accepted into the research lab of a particular faculty member at the time of admission. This faculty member serves as the student's advisor and research mentor. The advisor should be a faculty person with research interests close to those of the student. Students should discuss their program of study with the advisor, who also will sign most of the student's official university forms. A student's research interests can change over the course of their graduate career. In this case, the student can change to an advisor who more closely fits the student's new interests. This should be discussed with the existing advisor, the potential new advisor, and the division head. Such a change will not affect the student's program of study.

Diversity

The RCEP faculty value diversity and strive to provide an inclusive learning environment for all students. Illinois Tech is an extremely diverse campus in terms of ethnicity, with the student body representing 100 countries. Faculty make continuous and systematic efforts to attract, enroll, and retain a diverse student population. RCEP faculty value and celebrate diversity of sex, sexuality (sexual preference), disability, age, socio-economic status, ethnicity (a group classification of individuals who share a unique social and cultural heritage, e.g., language, custom, religion, passed on between generations) and culture (the configuration of learned behavior whose components and elements are shared and transmitted by the members of a particular society"), among others. To adequately support the diverse student population, the program makes efforts to recruit, employ, and retain a diverse faculty. Faculty strives to present material and activities that are respectful of diversity and to create a welcoming environment for all.

Student Feedback

There are both formal and informal processes for students to communicate with program faculty about curriculum needs and program objectives. The formal processes consist of regular milestones during the student's program of study where feedback is intentionally solicited. Students provide feedback to the instructor for each course through a formal evaluation process. In addition, student feedback is solicited during their year-end faculty annual performance evaluation and a formal evaluation of each student prior to graduation from the program. There are 3 student representatives on the Program Advisory Board: one student from the M.S. program, one student from the Ph.D. program, and the President of the Illinois Tech-Student ARCA Chapter. The advisory board meetings are held twice a year and student feedback and participation is encouraged at each meeting. Finally, students are invited to attend regularly scheduled program meetings that involve faculty, teaching assistants, doctoral and master's students.

In addition to formal procedures for feedback, a number of informal processes exist for communicating with the program faculty. Students are encouraged to provide informal feedback to their course instructors and to advisors. Students are also encouraged to provide feedback to student representatives to the Advisory Board for discussion at one of the bi-annual meetings, when appropriate. Input can also be given at any time by verbal or written request to any faculty member to attend the program faculty meeting.

XIII. COUNSELING

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. Students are encouraged to seek confidential assistance at the Illinois Institute of Technology Student Health and Wellness Center located in the IIT Tower, 10 W. 35th Street, 3rd floor. You can contact the office at 312.567.7550 or student.health@iit.edu.

In the event that a student is completing a practicum or internship at the Illinois Tech Student Health and Wellness Center, that student will be referred out to our counseling partner, Skylight Counseling Center (847-529-8300 ext. 115; 25 E Washington, Suite 1025, Chicago, IL 60602).

XIV. ACCOMMODATIONS

The RCEP faculty is committed to utilizing instructional strategies that support and facilitate a viable learning community with an emphasis on respect for different learning styles. The Center for Disability Resources (CDR) ensures that all materials (program, instructional, occupational, testing, etc.) are made available in alternate format to meet the individualized needs of each student. Examples of modifications include: note taking, sign-language interpreting, speech-to-text services, testing accommodations, tutoring, and housing accommodations, to name a few. The CDR utilizes computer, audiotaping, videotaping, among other forms of technology to accommodate students' needs.

If you believe you require accommodations to the learning environment, please contact Mr. Gary Walley at the Center for Disability Resources (CDR), Suite 3F3-1 in the IIT Tower (10 W. 35th Street) phone (312) 567-5744 voice, (312) 567-5135 TDD, disabilities@iit.edu email, and www.iit.edu/cdr/ . The process of approving accommodations can take time so please contact the CDR as soon as you are accepted into the program. The instructors of the courses you are enrolled in at the beginning of each semester will be notified that you require accommodation(s) and the nature and type of accommodation you are to receive.

XV. FACILITIES AND RESOURCES

University facilities include interviewing and testing rooms, one-way viewing rooms, video recording and projection equipment and computers. Major statistical software packages, including SPSS are available on university computers. Students have access to computer terminals throughout campus and Office of Technology services provides technical support to students and faculty.

The Galvin Library contains 300,000 volumes and microfilms and provides access to over 100 databases full of easy to access scholarly journals and tens of thousands of ebooks. Additional material is available through the InterLibrary Loan department.

XVI. PROFESSIONAL IDENTITY & LEADERSHIP

Professional Identity. The Rehabilitation Counseling Education program faculty regard rehabilitation counseling as a specialty area within the counseling profession. It is important that you develop a strong identity as a professional counselor educator and a leader in the field. As a future educator, it is be

important for you to affiliate with the larger community of professional counselors to stay current on clinical practice, counseling research, ethical codes of conduct and scope of practice through continuing education opportunities and professional journals as well as affiliation with other professional counselors.

Core Competencies. Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education and are an important focus for identity development.

Ethical Adherence: Students entering into the RCEP are required to adhere to both the American Counseling Association's (ACA) Code of Ethics, found at http://www.counseling.org/Resources/aca-code-of-ethics.pdf , and the Commission on Rehabilitation Counselor Certification (CRCC), Rehabilitation Counselor's Code of Professional Ethics, found at http://www.crccertification.com/filebin/pdf/CRCCodeOfEthics.pdf

Professional Individual Liability Insurance and HIPAA Training: All students must purchase individual professional liability insurance, which is a CACREP regulation. Students must submit a certificate of insurance to the clinical coordinator prior to starting at a fieldwork site. Insurance can be purchased the ACA, or from CPH (link: https://www.cphins.com/student-mental-health/). In addition, students must provide proof of HIPAA training, which can be completed here: http://www.hipaatraining.com/hipaa-training-for-mental-health.aspx#tabs-1

Professional Associations. Professional organizations are an important component of any profession. They provide continuing education, define scope of practice, and establish the ethical code of conduct for the profession. Associations provide continuing education opportunities at annual conferences, in professional journals and newsletters, and online continuing education opportunities. As a graduate student, it is important that you become involved in professional organizations to facilitate your growth as a counseling educator.

Professional Conferences. The Division of Counseling and Rehabilitation Science often sponsors graduate students to attend the American Counseling Association (ACA) annual conference and the National Council on Rehabilitation Education (NCRE) annual conference. Graduate students in the RCEP are urged to attend these and other professional conferences and meetings provided by ACA, the American Rehabilitation Counseling Association (ARCA), the American Mental Health Counseling Association (AMHCA), and the Association of Counselor Education and Supervision (ACES), as well as their state chapters, if available. Information about such meetings and conferences can be found on the website of each association.

Because Illinois Tech's philosophy is that rehabilitation and mental health counselors are professional counselors who specialize in working with people with disabilities and mental health concerns, students are encouraged to join, as student members, the American Counseling Association (ACA), the Illinois Counseling Association (ICA), the Illinois Mental Health Counseling Association (IMHCA), and the ACA division for Rehabilitation Counselors, the American Rehabilitation Counseling Association (ARCA), as well as the American Mental Health Counseling Association (AMHCA), the National Council on Rehabilitation Education (NCRE) and the Association of Counselor Education and Supervision (ACES).

The URL for each association is below:
American Counseling Association (ACA) www.counseling.org
Illinois Counseling Association (ICA) https://www.ilcounseling.org/

American Rehabilitation Counseling Association (ARCA) www.arcaweb.org
American Mental Health Counseling Association (AMHCA) www.amhca.org
Association of Counselor Education and Supervision (ACES) https://acesonline.net/

By joining the above professional organizations, students will receive the following professional journals, which are strongly recommended for reading:

1. *Journal of Counseling and Development* (ACA)
2. *Rehabilitation Counseling Bulletin* (ARCA)
3. *Journal of Mental Health Counseling* (AMHCA)
4. *Counselor Education & Supervision* (ACES)

Illinois Institute of Technology has a Student Chapter of the American Rehabilitation Counseling Association (ARCA) as part of the recognized list of student organizations on the campus. Students are encouraged to become student members of ARCA (cost is around $30.00 annually) and membership comes with a subscription to the ARCA journal, the *Rehabilitation Counseling Bulletin*. ARCA student members who are active in the IIT-ARCA Student Chapter may be eligible for funds through the IIT student government and ARCA to attend national ACA conferences and participate in student competitions designed to recognize original student work. Doctoral students frequently attend annual NCRE conferences to network with professionals in the field. Previous IIT students who have attended national conferences have met leaders in the counseling field such as Dr. Gerald Corey, Dr. Vilia Tarvydas, Dr. Fong Chan, Dr. Brian McMahon (IIT Alum), Dr. Susan Brueyer, among other professionals.

XVII. ACADEMIC INTEGRITY

Students are expected to adhere to the *Code of Academic Honesty* outlined in the graduate handbook. Cheating or plagiarism in any form is unacceptable and inexcusable behavior. Simply stated, plagiarism is presenting someone else's work as one's own. Any incident of plagiarism or cheating in this course will result in a failing grade, and further action will be taken as specified by the *Code of Academic Honesty*. You can view the full code here:
https://www.iit.edu/student-affairs/student-handbook/fine-print/code-academic-honesty

XVIII. STUDENT EVALUATION

Being a successful counselor educator requires not only knowledge, but certain interpersonal skills and professional dispositions. Thus, the evaluation process will include an evaluation of these areas as well as one's academic performance. It is understood that these skills, abilities and characteristics involve some degree of subjective judgment on the part of first the faculty, and later, the site supervisors at practicum and internship settings. Every attempt will be made to make the evaluation of these qualities as fair and objective as possible, but students need to be aware that sometimes grades in counseling skills courses will be, in part, based on these less tangible factors.

The faculty has an ethical responsibility to ensure that students have the knowledge, skills and personal maturity to work competently in the field prior to graduation. The faculty conducts an annual evaluation of each student in April/May of each year while a student is in the program. In addition, a faculty member can request a special evaluation of a student at the end of his/her practicum or internships based on poor performance. During the annual or special evaluation, faculty review (a) the collective feedback (mid-term and final) from the site supervisor(s), (b) the feedback of the faculty member(s) who have provided individual and group supervision and (c) completed class assignments. Faculty may require the student to repeat the practicum and/or internship until acceptable skills or traits are demonstrated. When the faculty is in doubt of the student's ability, character, or integrity to become an effective counselor, they may terminate the student from further training. Students who disagree with a decision regarding their evaluation have the right to follow the grievance procedures outlined in section XIX of the program manual.

The student's progress is evaluated by faculty throughout the year and during the annual student evaluation meeting in May, which includes faculty group discussion about any progress and achievement each student made and any concern related to the student. Evaluation is based on (a) Key Performance Indicators; (b) Professional Dispositions; (c) Doctoral Competencies; (d) Academic Performance; and (e) Fieldwork (Practicum and Internships). A copy of the RCE Student Evaluation Form is provided in Appendix D. Key Performance Indicators (KPIs) include specific course assignments and program examinations as well as additional KPIs, such as doctoral portfolios and a conference presentation submission. In addition to being listed on the RCE Student Evaluation Form, a more detailed list of the additional doctoral KPIs is provided in Appendix E. During the annual student evaluation meeting, the following concerns will trigger in-depth faculty discussion, feedback to the student and possible formal remediation plan: (a) if a student does not meet one or more key performance indicators, which is indicated if the student does not receive at least the equivalent of an 80% grade; (b) if an area is indicated as a "concern" for any professional disposition; (c) if any area of doctoral competency is rated at a 2 or lower; (d) if there are "unsatisfactory" ratings for any coursework or any concerns related to progress towards doctoral milestones; and (e) if any ratings of "unsatisfactory" are given for fieldwork experiences. The summary of the annual evaluation meeting is shared with the student in a face-to-face meeting and in written format. The advisor and the student discuss recommendations about retention/remediation/dismissal from the faculty and/or strategies to improve student's learning and progress. If the student receives "remediation" twice, the entire faculty and the student have a group meeting to develop the final remediation plan and both parties sign on the remediation plan document. If the student does not adhere to the remediation plan and receives another "remediation," the faculty will decide on "dismissal" of the student, following the guidelines in the RCE Retention, Remediation, and Dismissal Policy and the Department of Psychology's Policy on Academic Dismissal.

Grade Point Average: Satisfactory performance in the graduate divisions is defined as the maintenance of a minimum cumulative GPA of 3.0/4.0, as reported by the registrar. The minimum GPA for graduation is 3.0/4.0. This figure is based only on those courses that appear on the approved program of study and not on the total cumulative GPA reported by the registrar; there is no exception or waiver to this rule. If a student repeats a course, the last grade issued for the course will be used to compute the cumulative GPA and the program of study GPA.

Academic Probation: A graduate student whose cumulative GPA falls below 3.0/4.0 is no longer in good standing and must petition the Graduate College, Office of Academic Affairs for permission for provisional enrollment by submitting form G702. Students for whom provisional enrollment is granted must not earn a semester GPA less than 3.0 while on Academic Probation. Probationary students who receive "C" or "E" grades will be required to repeat courses to improve the cumulative GPA. Dismissal will occur when a student fails to make the requisite academic progress during the probationary period. If a student's GPA in his or her approved program of study is below 3.0, then graduate courses approved on a revised Program of Study Form G406 may be added to the program until the corresponding GPA is

at least 3.0, with the approval of the Graduate College, Office of Academic Affairs.

Students should consult the Graduate Studies Handbook for additional policies regarding withdrawing from a course, leave of absence and other special circumstances: http://bulletin.iit.edu/grad-handbook/

XIX. GRIEVANCE PROCEDURES

During your degree program, you may feel the need to file a complaint regarding a grade you received on an assignment or for a course, a particular behavior of an instructor, or a decision by the faculty, forexample, to repeat a course such as practicum or internship. Should you wish to file a complaint you should first discuss the matter with the faculty member(s) who made the decision. If the complaint is not resolved to your satisfaction, you should take your issue to the Program Director and Head of the Division of Counseling and Rehabilitation Science, Dr. Kelly Kazukauskas. She can be reached via email at kkazukau@iit.edu or phone at (312) 567-3506. Her office is in room 230 on the second floor of the Tech Central building. If you do not feel your grievance was resolved by the Division Head to your satisfaction, you may appeal to Dr. Jon Larson, Chair of the Department of Psychology. He can be reached via email at larsonjon@iit.edu or phone at (312) 567-3500. His office is located in room #IC3-2 on the first floor of the Tech South Building.

XX. APPLICATION FOR GRADUATION

Students must complete required coursework, pass required comprehensive examinations and complete all requirements for dissertation research in order to graduate. Students who are planning to graduate should follow procedures and guidelines outlined in the Graduate College Bulletin at http://web.iit.edu/academic-affairs/graduate-bulletin.

Revised as of 8.4.2023

APPENDIX A

Oral Qualifying Exam Evaluation Form

IIT Rehabilitation Counseling Education Oral Qualifying Examination Evaluation Form

Name of Student: _____

This form indicates the competencies that the student is expected to demonstrate. It does not constitute an outline for the presentation itself.

1 = *poor* (inadequate); 2 = *fair* (weak, somewhat deficient); 3 = *satisfactory* (competent); 4= *very good* (above average); 5 = *outstanding* (exceptional)

1. The student presents his/her own formulation/conceptualization of important aspects of the case and justifies it based on theory and research from the literature and on case data.

Includes aspects of the following: diagnosis, assessment, etiology, strengths, environmental and cultural considerations, treatment, and evaluation of treatment effectiveness	1 2 3 4 5
Case formulation is appropriate to and is consistent with the case data	1 2 3 4 5
Demonstrates broad knowledge of the theoretical and empirical counseling literature relevant to the conceptualization	1 2 3 4 5
Demonstrates an integrative and critical understanding of the theoretical and empirical counseling literature (i.e., formulates the current state of relevant knowledge and attends to issues of validity and generalizability based on methodology)	1 2 3 4 5
Appropriately applies conclusions to understanding the case and to support the formulation	1 2 3 4 5
Appropriately qualifies conclusions and recommendations	1 2 3 4 5

2. The student engages in a dialogue with faculty committee during the case presentation.

Understands questions posed	1 2 3 4 5
Responds to questions using a conceptual framework and empirical evidence	1 2 3 4 5
Takes a position, gives professional opinion	1 2 3 4 5
Demonstrates independent thinking	1 2 3 4 5
Considers alternatives	1 2 3 4 5
Discusses the actual or potential ethical issues of the case	1 2 3 4 5
Discusses the actual or potential cultural factors in the case	1 2 3 4 5
Discusses the actual or potential psychosocial/social justices issues in the case	1 2 3 4 5

IIT Rehabilitation Counseling Education Oral Qualifying Examination Evaluation Form

3. The student presents in a professional manner.

Presentation is organized and easy to follow (regardless of complexity of the case)	1 2 3 4 5
Visual aids support oral presentation	1 2 3 4 5
Demonstrates confidence, professionalism, and clear delivery	1 2 3 4 5
Absence of factually inaccurate information	1 2 3 4 5
Balances details and the "big picture"	1 2 3 4 5
Effective time management	1 2 3 4 5
Manage the flow of the presentation including flexibility in transitions between presentation and discussion	1 2 3 4 5

Overall Evaluation

Pass   Fail (may repeat)   Second Fail (may not repeat)

Pass Conditional on _____

Name of Faculty:_____

Signature:_____   Date: _____

Additional Comments:

APPENDIX B

Comprehensive Exam Essay Evaluation Form

Comprehensive Exam Essay Evaluation Form

Student: _____   **Reviewer** _____

Essay #: _____   **Essay Topic:** _____

1 = *poor* (inadequate); 2 = *needs development* (weak, somewhat deficient); 3 = *satisfactory* (competent); 4= *very good* (above average); 5 = *outstanding* (exceptional)

Professional writing style (e.g., grammar, typos, APA style)	1	2	3	4	5
Clear points of arguments	1	2	3	4	5
Sufficient number of references to support the arguments	1	2	3	4	5
Information is structured to facilitate easy comprehension and demonstrate ability to communicate effectively in written format	1	2	3	4	5
Transitions facilitate the development of a solid argument	1	2	3	4	5
Demonstrates broad knowledge of the theoretical and empirical counseling literature relevant to the questions	1	2	3	4	5
Demonstrates an integrative and critical understanding of the theoretical and empirical counseling literature (i.e., formulates the current state of relevant knowledge and attends to issues of validity and generalizability based on methodology)	1	2	3	4	5
Demonstrates broad and sophisticated understanding of area content (not missing key references, concepts, or issues)	1	2	3	4	5
Free from inaccurate information	1	2	3	4	5

Reviewer Decision: Pass   Marginal   Fail

Reviewer Comments:

Reviewer's Signature: _____   **Review Date:** _____

APPENDIX C

Evaluation Rubric for Dissertation Proposal and Defense

Ph.D. Assessment Rubric   Proposal and Final Defense

Name_____   Proposal or Final Defense (Please circle one)   Date_____

Outcome	0	1	2	3
1. Students will be able to summarize key concepts across a broad base of rehabilitation counselor education.				
Score:	Student lacks basic knowledge in all areas	Student displays knowledge of some key concepts, but is weak in others	Student displays command across all areas, or great command in several areas	Student displays great knowledge of rehabilitation counseling education across numerous disciplines
2. Students will assemble and develop appropriate methods for addressing research questions within their area of expertise, and will develop, modify, and apply methodology to the solution of unfamiliar types of problems.				
Score:	Student lacks the ability to assemble and apply methodology.	Student can read and apply literature methods.	Student can identify and apply literature methods to their research.	Able to develop and apply advanced concepts to research problems
3. Students will evaluate and critique conclusions presented by other researchers in scientific communications.				
Score:	Student has difficulty understanding the literature or seminars in their field.	Student is aware of and understands other work but is unable to determine relevance.	Student is aware of literature work	Student is aware of current literature and identifies what is well-founded and what is speculation.
4. Students will demonstrate professional independence and initiative, and will have taken responsibility for their own work.				
Score:	Student constantly requires prompting from the advisor in order to advance their research project.	Student is leading the project and operates with periodic guidance from advisor.	Student is leading the project and operates with minimal guidance from advisor.	Student is leading the project and operates without needing guidance from advisor.

APPENDIX D

RCE Student Evaluation Form

Rehabilitation Counseling Education Student Evaluation Form

Student name:	Date of program entrance:
Advisor:	Academic year:
Milestones Completed (check all that apply):	Year in program:
__Oral Qualifying Exam Date: _____ __Written Comprehensive Exam Date:_____ __Dissertation Proposal Date: _____ __Dissertation Defense Date:_____	Next program milestone:
Faculty review meeting date:	

I. Key Performance Indicators (KPIs)

KPI is met if equivalent to average/satisfactory rating and at least 80% on graded assignments.

KPIs by Course		Semester assessed	Met	Not Met	Comments/Concerns
PSYC 540	Individual Research Paper				
PSYC 549	Intake Assesment Presentation				
	Case Conceptualization				
	Final Evaluation				
PSYC 566	Behavior Change Presentation				
	Behavior Change Final Paper				
	Professional Conference Proposal				
PSYC 577	Professional Issues Paper				
	Ethical Issues Analysis				
	Policy & Advocacy Paper				
	Disabiity Awareness Event				
PSYC 586	Supervision Model Evaluation				
	Supervision Disclosure Form				
	Supervision Facilitation				
PSYC 588	IRB Application				
PSYC 589	Professional Statements				
PSYC 588 (Teaching)	Syllabus creation				
	Assessment creation				
	Class instruction				
Additional:	Conference submission				
	Teaching Portfolio				
	Leadership & Advocacy				
	Supervision Portfolio				
	Qualifying exam				
	Comprehensive exam				
	Dissertation proposal				

Dissertation defense					

Additional Comments related to KPIs:

II. Professional Dispositions & Communication

Indicate whether or not there is a concern about this student in the following areas by placing an X in the associated column:

Evaluation Areas	Concern	No Concern
Class Participation (Communication of Learning, Interactions, Attendance/Tardiness)		
Professional Dispositions related to Interpersonal Functioning (Interpersonal Integrity, Interpersonal Communication Skills, Interpersonal Openness)		
Professional Dispositions related to Professional Growth (Review faculty and site supervisor evaluations from practicum and internships)		
Documentation (Written Work) (Communication of Learning, Technical Requirements, Time Management)		

Comments:

III. PhD Domains of Competence

Please rate the student on the following competencies using this scale:

1 = Development lags expectations, remedial action required

2 = Development lags expectations, address within advisor supervision

3 = Developing as expected towards basic competency

4 = Achieved basic competency

5 = Achieved advanced competency

NA = Not Applicable

UJ = Unable to judge

Core Areas	Rating
Counseling • Scholarly eamination of theories relevant to counseling • Conceptualization of clients from multiple perspectives • Ethical and culturally relevant counseling in multiple settings	1 2 3 4 5 NA UJ
Supervision • Theoretical frameworks and models of clinical supervision • Roles and relationships related to clinical supervision • Clinical supervision skills	1 2 3 4 5 NA UJ
Teaching • Roles and responsibilities related to educating counselors • Instructional curriculum design, delivery and evaluation	1 2 3 4 5 NA UJ

Rehabilitation Counseling Education Student Evaluation Form

Research • Research design and analysis • Professional writing • Professional conference proposal preparation • Institutional Review Board & human subjects research	1 2 3 4 5 NA UJ
Leadership & Advocacy • Knowledge of accreditation standards and processes • Models of competencies for advocating for clients at multiple levels • Ethical and culturally relevant leadership and advocacy practices	1 2 3 4 5 NA UJ

Comments:

IV. Academic Performance

    a. Course Work

      1. Foundational Courses   Excellent   Satisfactory   Unsatisfactory
         Comments:

      2. Rehab Core Courses   Excellent   Satisfactory   Unsatisfactory
         Comments:

      3. Electives   Excellent   Satisfactory   Unsatisfactory
         Comments:

    b. Milestones:

      1.Written Comprehensive exam: Met   On Track   Behind
         Submitted Date:
         Decision: (Pass/Fail)
         Comments:

      2. Oral Comprehensive exam: Met   On Track   Behind
         Presented Date:
         Decision: (Pass/Fail)
         Comments:

      3. Doctoral Dissertation:
         Proposal Defense: Met   On Track   Behind
         Date:
         Decision: (Pass/Fail)
         Comments:

Rehabilitation Counseling Education Student Evaluation Form

Final Defense: Met   On Track   Behind

Date:

Decision: (Pass/Fail)

Comments:

c. Comments related to overall progress in program:

V. Fieldwork

a. Practicum: Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee (CACREP C.1).

Site evaluation: Excellent   Satisfactory   Unsatisfactory   Not Completed Yet

Faculty evaluation: Excellent   Satisfactory   Unsatisfactory   Not Completed Yet

Comments:

b. Internship: Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas <u>(counseling, teaching, supervision, research and scholarship, leadership and advocacy)</u>. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship (CACREP Doctoral Standard C.1).

Internship area I: _____

Site evaluation: Excellent   Satisfactory   Unsatisfactory   Not Completed Yet

Faculty evaluation: Excellent   Satisfactory   Unsatisfactory   Not Completed Yet

Comments:

Internship area II: _____

Site evaluation: Excellent   Satisfactory   Unsatisfactory   Not Completed Yet

Faculty evaluation: Excellent   Satisfactory   Unsatisfactory   Not Completed Yet

Comments:

Rehabilitation Counseling Education Student Evaluation Form

Internship area III: _____

Site evaluation:	Excellent	Satisfactory	Unsatisfactory	Not Completed Yet
Faculty evaluation:	Excellent	Satisfactory	Unsatisfactory	Not Completed Yet

Comments:

VI. Summary and Recommendations

a. **Comments related to student's strengths and areas in need of further development:**

b. **Overall Recommendations:** (Retention, Remediation, and Dismissal)

c. **Remediation Plan & Implementation Timeline:**

Advisor signature:_____Date:_____

Student signature:_____Date:_____

APPENDIX E

Additional Doctoral KPI Requirements

ADDITIONAL DOCTORAL PROGRAM REQUIREMENTS:

☐ Conference Proposal Submission
☐ Teaching Portfolio
- o Teaching Statement
- o Teaching Evaluations (Student)
- o Teaching Observation Feedback
- o Course Syllabus
- o Course Materials & Assessment Tools
- o Personal Reflection
- o Internship Site Supervisor Evaluation (if applicable)

☐ Professional Leadership & Advocacy Portfolio
- o Vitae
- o Evidence of Leadership within a Professional Organization
- o Evidence of Leadership within the Counseling Program
- o Evidence of Advocacy Efforts
- o Internship Site Supervisor Evaluation (if applicable)

☐ Supervision Portfolio
- o Disclosure Statement (including approach to supervision)
- o Supervision Evaluation/Feedback
- o Reflection
- o Internship Site Supervisor Evaluation (if applicable)

☐ Comprehensive Examinations
- o Written Examination Evaluation
- o Oral Examination (Case Study) Evaluation

☐ Dissertation
- o Proposal Evaluation (completed by Committee)
- o IRB Approval
- o Defense Evaluation (completed by Committee)