

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 Rehabilitation Counseling Education Program at IIT 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 at least one year professional experience post-master's. 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. Students must 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.

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 supporting documents must be received by March 15. Minimum requirements for admission include:

- Master's degree in Rehabilitation Counseling with at least one year of post-master's work experience in the field
- Minimum undergraduate GPA 3.0
- Minimum graduate GPA 3.5
- Minimum GRE (verbal + quantitative) 1000 (writing) 3.0
- Letters of recommendation (3)
- Professional statement
- Transcripts from all post-secondary institutions
- Personal Interview

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 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 one core faculty. Students need to provide all of the course syllabi from 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% standards. For CACREP entry-level professional practice standards, the 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

IIT offers a 96-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. Students take 72 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 oral and written comprehensive exams. 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

Foundations of Human Behavior (12 credits)

PSYC 501	Physiological Bases of Behavior
PSYC 502	Social Bases of Behavior
PSYC 503	Learning, Cognition, and Motivation
PSYC 504	Individual Differences and Personality Development

Statistics and Research Design (12 credits).

PSYC 540	Research Methods
PSYC 545	Graduate Statistics I
PSYC 546	Graduate Statistics II
PSYC 554	Multivariate Analyses

Rehabilitation Core (15 credits).

- PSYC 573 Psychosocial and cultural Bases of Disability and Behavior
- PSYC 575 Adult Career Development and Vocational Behavior
- PSYC 577 Professional, Leadership, and Ethical Issues in Rehabilitation Counseling
- PSYC 566 Addictive Behaviors-Principles of Behavior Changes
- PSYC 588 Medical Aspects of Disability

Experiential Components of Rehabilitation Counseling Education (9 credits).

- PSYC 549 Practicum in Rehabilitation and Mental Health Counseling
- PSYC 586 Concepts of Supervision
- PSYC 597 Special Topics: Curriculum Development and Practice Teaching

Internships (9 credits).

- PSYC 589 Doctoral Internship 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.

Dissertation (24 credits)

Typical Course Sequence for Full-Time Program of Study

Provided below is typical course sequence. 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		Spring	
Course	Hrs	Course	Hrs
PSYC 501 Biological Bases of Behavior	3	PSYC 502 Social Bases of Behavior	3
PSYC 540 Research Methods	3	PSYC 546 Graduate Statistics II	3
PSYC 545 Graduate Statistics I	3	PSYC 549 Practicum	3
PSYC 575 Adult Career Development & Vocational Behavior	3	PSYC 566 Addictive Behaviors & Principles of Behavior Change	3
	<u>12</u>		<u>12</u>

Year 2

Fall		Spring	
Course	Hrs	Course	Hrs
PSYC 503 Learning, Cognition, Motivation	3	PSYC 504 Individual & Cultural Differences	3
PSYC 554 Survey: Multivariate Stats	3	PSYC 573 Psychosocial and Cultural Bases of Disability	3
PSYC 588 Medical Aspects of Disability	3	PSYC 589 Doctoral Internship in RCE	3
PSYC 597 Curriculum development and practice teaching	3	PSYC 586 Concepts of Supervision	3
	<u>12</u>		<u>12</u>

Year 3

Fall		Spring	
Course	Hrs	Course	Hrs
Psyc 589 Doctoral Internship in RCE	3	PSYC 589 Doctoral Internship in RCE	3
PSYC 691 Research and Thesis	6	PSYC 691 Research and Thesis	9
PSYC 577 Professional, Leadership, and Ethical Issues	3	(continue until 24 credits of 691 and dissertation completion).	
	<u>12</u>		<u>12</u>

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 provide opportunities for fieldwork experienced focused in clinical counseling, research, leadership and advocacy. Undergraduate and master's degree programs at IIT 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 semesters of supervised internship (for a total of 600 clock hours, 240 direct service hours). Student choose internships that focus on at least three of the following core areas: counseling, teaching, supervision, research and scholarship, leadership and advocacy. 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 Rehabilitation and Mental Health Counseling master's degree program and teach coursework at the master's and undergraduate level at IIT. Faculty at IIT have strong research programs that provide a variety of prospective research-oriented internship opportunities both at IIT 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
The Rehabilitation Institute of Chicago
Trilogy, Inc.
South Campus

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

VI. COMPREHENSIVE EXAMINATIONS

Doctoral students in the RCEP must pass two comprehensive examinations. The oral exam is completed in the semester following Practicum and is administered in a case presentation format. The second written exam is administered following completion of coursework and includes questions focusing on the following core areas of teaching, supervision, research and scholarship, counseling, and advocacy/leadership. Students are evaluated by a 3-member committee of faculty. Written and oral comprehensive exams must be completed at least one year prior to the final dissertation defense. For forms and specific details, see the Graduate Bulletin at <http://web.iit.edu/academic-affairs/graduate-bulletin>

Oral Comprehensive Examination

The comprehensive exam is taken within one year after completion of PSYC 549 Practicum in Rehabilitation and Mental Health Counseling. The comprehensive exam must be passed prior to the dissertation proposal meeting. Unless there is a pressing reason, it should be scheduled during the fall or spring semesters. Students must be enrolled at IIT for at least one credit during the semester that they take the comprehensive examination. The exam committee and date are established by submitting form G301A to the Graduate College.

The purposes of the exam are: (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. comprehensive exam. In addition being evaluative, the comprehensive exam process should be an opportunity for learning and to demonstrate excellence.

The comprehensive exam consists of an oral presentation of a clinical case focusing on: (1) psychopathology, (2) assessment, (3) relevant research literature, (4) intervention procedures, and (5) multicultural, ethical, leadership, and/or advocacy issues. In the comprehensive exam the student demonstrates competency in applying his or her knowledge and skills to understanding a clinical case through integrating case material with his or her clinical skills and a critical understanding of the relevant theoretical/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 or more, composed of (a) a minimum of 2 RCE core faculty members, including the advisor (who advises the student on developing the presentation) and usually the IIT supervisor of the case and (b) one IIT faculty member from outside the Department of Psychology. The presentation is open to all students and faculty. 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 comprehensive 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 form 303, which is submitted to the Graduate Records Office.

Written Comprehensive Examination

The written comprehensive exam is administered following completion of coursework and covers the five core content areas including teaching, supervision, research and scholarship, counseling, and advocacy/leadership. The parts of the examination are coordinated with the five core seminars, which provide an in-depth review of relevant theory and research integrated with the entire Ph.D. curriculum and assist students in preparing for the corresponding parts of the comprehensive examination. The examination is a six-hour examination, typically comprised of three essay questions requiring integration and application of content. Students may elect to write the examination by hand or on computer, with most students typically electing the computer option. 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. Each response is reviewed anonymously by at least two faculty members, including the student's adviser, who each will rate the response as "Pass," "Marginal," or "Fail." Two ratings of "Pass" are required in order to pass the examination.

If either of the first two readers does not assign a rating of "Pass," the response goes to a third reader. If a response has still not received two ratings of "Pass," the three readers 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 three readers to clarify the candidate's knowledge of the content area and relevant literature sources, or a paper could be assigned. If the response is seen as clearly failing, the candidate could be asked to write another, new examination on that content area.

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 his or her advisor, selects at least three other faculty members for the dissertation committee. The committee must include at least two members of the RCE Core Faculty and an IIT faculty member from outside the Department. The third faculty member is also usually from the RCE program, 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 RCE program; thus those with research interests closest to the dissertation subject should be placed on the committee. Dissertation research must conform to 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 two forms of comprehensive examinations (Oral/written) have been passed, is the earliest time at which the proposal meeting can be scheduled. The final proposal is distributed to committee members two weeks in advance of the meeting.

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) being well written and in APA style. A proposal may be approved with minor revisions, which means small changes that are specific and clear prior to their being made. Proposals that require substantial revisions will not be approved. 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 rationales; specifying methodology that is not already determined and agreed upon; and generally poor writing. If substantial revisions are required, the student will need to revise and resubmit the proposal to the committee for further review in a reasonable amount of time (typically 2 weeks).

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 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 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. 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 what the student proposes as the 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>).

VIII. GRADUATE ASSISTANTSHIPS

The program and department provide opportunities for graduate assistantships. Doctoral students are eligible to apply each year for assistantships through the department. Students serve as research assistants, research coordinators, teaching assistants, undergraduate and graduate course instructors and clinical supervisors for masters-level students in the rehabilitation and mental health counseling program at IIT. 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 96-credit hour degree provided that:

1. the student received graduate credit for the course at IIT 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.

The following courses offered at IIT are eligible:

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 a logical 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 is in the process of applying for CACREP accreditation.

XI. PROFESSIONAL CREDENTIALING

Students entering the Rehabilitation Counseling Education program 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>.

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 at least one graduate course 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, family adaptation, resilience, stigma, psychiatric rehabilitation, brain injury 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 his or her 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. IIT 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 IIT-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.

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 Ms. Aggie McGrane at the Center for Disability Resources, Room 1C3-2 in the Tech South building (3424 S. State Street), phone (312) 567-5744 voice, (312) 567-5135 TDD, disabilities@iit.edu email, and <http://www.iit.edu/cdr/> website. The process of approving accommodations can take time so please contact Ms. McGrane as soon as you are accepted into the program. Ms. McGrane will notify the instructor of the courses you are enrolled in at the beginning of each semester 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, videorecording 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 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.crcrcertification.com/filebin/pdf/CRCCCodeOfEthics.pdf>

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 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 Mental Health Counseling Association (AMHCA) and the American Rehabilitation Counseling Association (ARCA) as well as their state chapters, if available. Information about such meetings and conferences can be found on the website of each association.

Because IIT'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) and the division for Rehabilitation Counselors, the American Rehabilitation Counseling Association (ARCA), and for Mental Health Counselors, the American Mental Health Counseling Association (AMHCA) and National Council on Rehabilitation Education (NCRE).

The URL for each association is below:

American Counseling Association (ACA) www.counseling.org

American Rehabilitation Counseling Association (ARCA) www.arcaweb.org

American Mental Health Counseling Association (AMHCA) www.amhca.org

National Council on Rehabilitation Education (NCRE) <https://ncre.org/>

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. Rehabilitation Research, Policy and Education (NCRE).

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 \$25.00 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: http://www.iit.edu/student_affairs/handbook/information_and_regulations/code_of_academic_honesty.shtml

XVIII. STUDENT EVALUATION

Being a successful counselor educator requires not only knowledge, but certain interpersonal skills and personal characteristics. Thus, several classes 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 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 the collective feedback (mid-term and final) from the site supervisor(s), the feedback of the faculty member(s) who have provided individual and group supervision and 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 in two major areas: (a) Academic performance and (b) Field work. Faculty have a group discussion about any progress and achievement each student made and any concern related to the student. The advisor collects the feedback from the meeting and completes the annual evaluation form (see Student Evaluation Form). The summary of the annual evaluation meeting is shared with the student in face-to-face meeting and 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 "dismissal" on the student.

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 Handbook for additional policies regarding withdrawing from a course, leave of absence and other special circumstances.

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, for example, 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. Eun-Jeong Lee. She can be reached via email at elee20@iit.edu or phone at (312) 567-5202. Her office is in room 248D on the second floor of the Life Sciences building. If you do not feel your grievance was resolved by the Division Head to your satisfaction, you may appeal to Dr. Ron Landis, Chair of the Department of Psychology. He can be reached via email at landis@iit.edu or phone at (312) 567-3500. His office is located in room #252 on the second floor of the Life Sciences 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>.