

Rehabilitation Counseling and Counselor Education, PhD

College of Education

Graduate Coordinator: Michael Brooks **Email:** mbrooks1@ncat.edu **Phone:** (336) 285-4336

Department Chair: Shirlene Smith **Email:** sdsmith@ncat.edu **Phone:** (336) 285-4395

The Doctoral Program in Rehabilitation Counseling and Counselor Education is designed to prepare culturally competent students to work as counselor educators, researchers, clinicians, and supervisors in academic and non-academic settings. In addition to establishing a core foundation in rehabilitation counseling and research, major emphasis is provided in the area of Trauma and Trauma Informed Care. The primary educational objectives of the program are: a) to increase students' knowledge of the role and functions of rehabilitation counselor educators, researchers, and counselors, b) to equip students with unique counseling and research skills to provide effective rehabilitation counseling, education, and research within a cultural context, c) to prepare students to obtain content knowledge in cultural diversity, trauma informed care, and additional expertise in specific areas in rehabilitation education, d) to equip students with knowledge, skills, and experiences to increase the body of research addressing diversity, social justice, and disability issues, and e) to prepare students to address professional issues and become leaders and researchers in rehabilitation counselor education and disability research through professional associations, publications, and professional development.

Additional Admission Requirements

- Master's in Rehabilitation Counseling (CORE), or Counseling (CACREP), or a related profession with overall GPA of 3.5 or higher
- GRE Score
- Two years of work experience preferred
- Statement of purpose: Describe career goals, research interests and a list of publications, professional and volunteer experience relevant to intended program of study, academic honors and organizations.
- Three professional letters of recommendation must include letters from professor(s) from Master's program and from supervisor(s) from professional settings
- A current resume or curriculum vitae
- Licensure and/or certification documentation
- Submission of a 10–12-page writing sample
- Interview: After initial review of all applications, the applicants with greatest potential are also expected to participate in a pre-admission interview with the Counseling faculty. Pre-admission interviews can include: (a) individual interviews, (b) group interaction with observation, and (c) on-site writing sample.

Program Outcomes

- **Critical Thinking:** Students will develop skills and attitudes of effective thinking that employ the use of thoughtful reflection and logical inquiry to draw evidence-based conclusions as they relate to community counseling.
- **Oral Communication Skills:** Students will demonstrate proficiency in communicating in individual dyads and small and large group settings and in appropriate use of grammar to communicate counseling findings, while avoiding sexist language, doublespeak, and clichés. Evaluation occurs during the benchmarking process. Students must receive a satisfactory rating from the majority of faculty to earn a satisfactory rating. Faculty will evaluate 100% of the student population.
- **Written Communication:** Students will demonstrate proficiency in academic and scientific writing, which includes avoiding digressions, consistent tenses, using the active voice and citing sources as well as findings, professional documentation, and report writing with emphasis on APA publishing guidelines.

- Cultural Self-Awareness and Sensitivity: Students will demonstrate awareness of self, including knowledge of macro, micro, and meso ecological systems.
- Cultural Competence: Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- Ethical Practice: Students will demonstrate understanding and application of relevant professional ethical standards.
- Professionalism: Students will demonstrate professional maturity, integrity, and discipline consistent with professional standards of practice.
- Research and Design: Graduate community counseling students will demonstrate proficiency in designing quantitative, qualitative, single case designs, action, and outcome-based research, as well as co-occurring and support software packages (e.g., SPSS). Students will understand ethics surrounding Human Subjects Social and Behavioral Science research procedures and Responsible Conduct in Research.
- Research Evaluation: Students will demonstrate proficiency in evaluating empirical and non-empirical research. Students will be able to review professional literature and glean from the review relevant information for both research and practice. Students will be able evaluate research and its application to field experiences. Students will develop a research paper that reflects their knowledge of this content. The specifics of the research paper along with the grading rubric are presented in the achievement summary.
- Statistics: Students will demonstrate proficiency in basic statistical methods including scales of measurement, measures of central tendency, indices of variability, shapes and type of distributions, correlations, reliability and validity. Students will apply supportive software packages (e.g., MS Excel, SPSS).
- Technological Competence: Students will demonstrate proficiency in implementing best technology practices.

Degree Requirements

Total credit hours: 63 (post-master's)

- Take Core courses (27 credits): COUN 800, 802, 812, 818, 825, 850, 860, 880, 989
- Statistics Core courses (15 credit hours): COUN 810, 815, 830, 865, 870
- Field experience (9 credit hours): COUN 984, 985, 986
- Dissertation (12 credits): COUN 997
- Pass qualifying exam, preliminary exam, dissertation defense

Dissertation Research:

A student may not register for dissertation credits before passing the Qualifying Examination. No more than 12 dissertation credits are counted toward the total credit hours requirement for the degree.

Qualifying Examination:

The Qualifying Examination is given to assess the student's competence in a broad range of relevant subject areas. Only students with unconditional status and in good academic standing may take the Qualifying Examination. A student who wants to retake the Qualifying Examination must apply to retake the Qualifying Examination by the posted deadline. No student is permitted to take the Qualifying Examination more than twice. A student not recommended for re-examination or who fails the exam on a second attempt may be dismissed from the doctoral program.

Preliminary Oral Examination:

The Preliminary Oral Examination is conducted by the student's dissertation committee and is a defense of the student's dissertation proposal. Passing this exam satisfies requirements for Ph.D. Candidacy. Failure on the examination may result in dismissal from the doctoral program. The student's Advisory

Committee may permit one re-examination. At least one full semester must elapse before the re-examination. Failure on the second attempt will result in dismissal from the doctoral program.

Admission to Candidacy

Students will be admitted to candidacy upon successful completion of the Qualifying Exam and the Preliminary oral Exam.

Final Oral Examination:

The Final Oral Examination is conducted by the student's dissertation committee. This examination is the final dissertation defense presentation that is scheduled after a dissertation is completed. The examination may be held no earlier than one semester (or four months) after admission to candidacy. Failure on the examination may result in dismissal from the doctoral program. The student's Advisory Committee may permit one re-examination. At least one full semester must elapse before the re-examination. Failure on the second attempt will result in dismissal from the doctoral program.

Submission of Dissertation:

Upon passing the Ph.D. Final Oral Examination, the Ph.D. student must have the dissertation approved by each member of the student's dissertation committee. The approved dissertation must be submitted to The Graduate College by the deadline given in the academic calendar and must conform to the Graduate College's guidelines for theses and dissertations.

Program Specific Academic Policies

Endorsement

The Department stipulates endorsement for employment or credentialing only in the program area in which a student received training.

Program Academic Eligibility

A student will be required to maintain semester GPA of at least 3.0 at the end of every semester irrespective of total attempted hours otherwise the student will be placed on probation for one semester. If the semester GPA and/or the cumulative GPA at the end of the probationary semester remains less than 3.0, the student will be dismissed.

Program Code of Conduct and Ethical Standards of Practice

As pre-professional counselors, graduate students abide by the code of ethics and standards of practice as described in the *Ethical Standards of the American Counseling Association (ACA)*, the *Commission on Rehabilitation Counselor Certification (CRCC)*, *The American Psychological Association*, the *Student Handbook*, the *Graduate Catalog*, and *Department of Human Development and Services Ethical Conduct Policy*.

Consequences of violation of the codes of conduct or ethical standards of practice include but are not limited to one or more of the following:

- Dismissal from the program
- Removal from the course or the field placement and a grade of "F" or "U"
- Referral to authorized campus authorities for further discipline.

Program Academic Progression and Retention Standards

The academic progression and retention standards for counselor education programs are in keeping with Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards, along with the standards set forth by the Council on Rehabilitation Education (CORE), the American Rehabilitation Counseling Association (ARCA), *Ethical Standards of the American Counseling Association (ACA)*, the *Commission on Rehabilitation Counselor Certification (CRCC)*, *The American*

Psychological Association, the Student Handbook, the Graduate Catalog, and Department of Human Development and Services Ethical Conduct Policy.

The Benchmarking Review Process

Once each academic semester a benchmarking review of all enrolled students is conducted. The benchmarking committee is comprised of all full-time tenured and tenure-track counseling faculty and is chaired by a faculty member. Adjunct faculty members are also invited to attend the benchmarking review.

Reviews are conducted using the Benchmarking Assessment Rubric which focuses on academic performance, ethical behavior, and professional disposition. Each student will be notified in writing by the Department Chairperson regarding the outcome of the benchmarking review and a copy will be placed in the student's file. Students who receive an unsatisfactory evaluation will be placed on probation, provided with a remediation plan and given one semester to implement the remediation plan in order to improve their performance to a satisfactory level. A subsequent unsatisfactory evaluation after the probationary period will result in dismissal from the program.

2021-2022