

Doctor of Philosophy

In Rehabilitation Counseling



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College of Health Professions

Doctoral Student Handbook of Policies and Procedure

The University of Texas Rio Grande Valley College of Health Affairs
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Ph.D. in Rehabilitation Counseling

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I. INTRODUCTION

Mission

The mission of the Doctorate of Philosophy Program in Rehabilitation Counseling is to train Rehabilitation Counselor Educators and researchers, Rehabilitation Administrators, and Rehabilitation Counselors to meet the growing and critical demand statewide and nationally to educate next-generation counselors, conduct original research regarding the issues facing persons with disabilities, and ultimately strive to meet the personal, vocational, and independent living needs of persons with disabilities.

Purpose of Guide

This guide is intended to assist students and faculty to understand the structure, policies, and procedures of the Ph.D. in Rehabilitation Counseling at the University of Texas Rio Grande Valley (UTRGV) by providing an overview of degree requirements, curriculum, comprehensive exam, dissertation procedures, and matriculation sequence for graduation.

Vision

The Ph.D. in Rehabilitation Counseling is designed to prepare future leaders in the field by preparing top research rehabilitation education faculty, skilled rehabilitation administrators, and certified-ready rehabilitation counselors. The degree prepares students to work in a variety of settings having a diverse set of skills with the ability to apply research and theory to practical issues facing persons with disabilities. The dissertation is expected to address issues in rehabilitation counseling and add to the body of literature designed to enhance our understanding and provide solutions to working with persons with disabilities. Learning research principles, planning, and conducting empirical research are critical to the successful completion of the Ph.D. program. Additional educational objectives of the program are:

- a) To add to the number of bilingual rehabilitation educators, administrators, and counselors in Texas and nationally. Students are immersed in a multicultural geographic area rich with the cultural traditions and values of Hispanic/Latino citizens.
- b) To provide doctoral students with a grant writing and rehabilitation administration skill base and experience to prepare them for a career in academe as researchers and educators as well as administrators and/or certified counselors.
- c) To teach students how to become effective educators and teachers by learning to create and/or offer a distance education course as part of their teaching requirement as well as prepare and teach a classroom curriculum.
- d) To provide supervised practical experience in advanced counseling through classroom lectures and a field-based practicum in a community rehabilitation setting.
- e) To gain knowledge of contemporary rehabilitation research issues, learn to critique studies as would a journal editorial board member, and be required to solely author or co-author at least one empirical or conceptual study that will be submitted for publication before exiting the program, independent from completing their dissertation.
- f) To understand and conduct needed areas of border research regarding the physical and mental health issues of persons with disabilities.
- g) To learn administrative skills, budget fiscal management, principles of organizational psychology in the workplace, and how to be an effective leader.

Program Objectives

A. Professional Leadership and Identity

- a) Students will demonstrate leadership skills in local, state, regional, or national professional organizations.
- b) Students will become members of relevant professional organizations and demonstrate knowledge regarding professional affiliations and accreditation standards.
- c) Students will demonstrate knowledge and skills of ethical and legal issues in counselor education.

B. Teaching

- a) Students will demonstrate skills in the development of coursework and teaching in a classroom setting.
- b) Students will demonstrate skills in designing syllabi for a variety of rehabilitation services and counseling education courses.
- c) Students will demonstrate skills in the utilization of technology in the classroom.

C. Clinical Counseling Practice

- a) Students will demonstrate counseling skills.
- b) Students will demonstrate skills to (a) assess clients, and (b) diagnose and treat clients in counseling sessions including with a multicultural perspective.
- c) Students will provide live supervision or videotape or counseling sessions, which demonstrate the skills to work with clients from a variety of cultural and disability backgrounds.

D. Supervision

- a) Students will demonstrate knowledge of the theories, techniques, and ethics of supervision.
- b) Students will demonstrate the skills to supervise counselors.
- c) Students will demonstrate the skills to supervise individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs.

E. Research

- a) Students will demonstrate knowledge of and skills to conduct qualitative research projects relevant to counselor education and rehabilitation of individuals with disabilities.
- b) Students will demonstrate knowledge and skills to conduct quantitative research projects relevant to counselor education and rehabilitation of individuals with disabilities.
- c) Students will demonstrate ethical conduct in research.
- d) Students will demonstrate the knowledge of how research can be utilized to inform public policy.

F. Disability and Multicultural Competence

- a) Students will demonstrate the knowledge and skills to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences.
- b) Students will demonstrate the skills to focus attention on individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religious, spiritual, or people with different sexual orientations.
- c) Students will demonstrate the knowledge of societal evolution and the role of advocacy.

II. Ph.D. PROGRAM FACULTY

Gonzalez, Rene. Professor

Ph.D. in Rehabilitation Psychology, University of Wisconsin-Madison.

Research Interests: Vocational rehabilitation outcomes, virtues, and character strengths, resilience, and psychosocial adaptation to chronic illness and disability

Chen, Roy. Professor

Ph.D. in Rehabilitation Counselor Education

Research Interests: Career Development; psychiatric rehabilitation; special education; psychosocial, medical & political aspects of disability; multicultural counseling; spirituality & hope; neuromuscular & neurological disorders; mental health; disability studies; stigma & discrimination; disability-related employment issues; alcohol & substance dependence; counselor burnout

Finn, Kim. Assistant Professor

Ph.D. in Rehabilitation Counseling Education, University of Texas Rio Grande Valley

Research Interests: Trauma, Gender Identity, Veterans Issues, Anxiety and Depressive Disorders, Psychiatric Disabilities

Grizzell, Saara. Associate Professor

Ph.D. in Rehabilitation Counseling, Utah State University

Research Interests: Group counseling, addictions counseling, interprofessional collaboration, and use of the ICF, progress monitoring, and collegiate recovery programs

Johnson, Rommel. Assistant Professor

Ph.D. in Counselor Education and Supervision, Western Michigan University

Research Interests: African Caribbean immigrant diaspora issues racial/cultural identity development, disability identity and vocational issues intersecting with race and disability; Afro-Latinx issues of intersecting identity, substance use disorders, barriers to treatment; Racial disparity issues in vocational rehabilitation programs and services; Supports, services for people with disabilities who experience disasters; Brain neuroplasticity functions in addiction and recovery; Hope as a crucial factor recovery; Leadership issues in Vocational Rehabilitation programs

Ntinda, Kayi, Assistant Professor

Ph.D. in Rehabilitation Counseling, University of Texas Rio Grande Valley

Dr. Ntinda studies how social determinants of health and capability-promoting environments influence social participation and Health-related quality of life among older adults with disabilities, particularly neurodevelopmental disorders such as autism spectrum disorder. Her research interests include: Community living, social participation, and health-related quality of people with neurodevelopmental conditions, Disability, health and functioning, community-based rehabilitation [CBR] (WHO-ICF).

Schoen, Barbara. Associate Professor

Ph.D. in Rehabilitation Counselor Education, Michigan State University

Research Interests: Social justice, and community outreach and psychosocial adjustment to disability.

III. ADMISSION

1. Admission Criteria

Admission standards for the Ph.D. program in Rehabilitation Counseling shall include the following:

- a) a GPA of 3.25 or higher in a student's graduate program
- b) Graduate Record Exam (GRE) scores
- c) official transcripts of all graduate coursework
- d) Apply online <http://www.utrgv.edu/graduate/> Submit three online recommendations from former professors and/or employers (recommenders are encouraged to write a letter of reference and upload on when prompted by an email request from an applicant)
- e) applicants will have 2 years of direct experience with people with disabilities
- f) interview with faculty regarding the applicant's personal, social, and academic attributes
- g) earned graduate degree from an accredited institution in a related field to rehabilitation counseling (may require leveling courses; see Appendix 3).
- h) three pages typed double spaced essay as to why you would like to obtain a Ph.D. in Rehabilitation Counseling and what you propose to do with the degree

2. Application Process

Please note that the entire Ph.D. application process is completed online through the Graduate College using <http://www.utrgv.edu/graduate/> The School of Rehabilitation Services and Counseling (SRSC) will not accept nor is it responsible for any application materials. Potential students can upload their application materials, have their GRE scores sent directly to the Graduate College, and type in the e-mail addresses of their three recommenders/references who will then be notified by the Graduate School Admission Office to submit a recommendation. Recommendations or letters can be uploaded directly onto the system. Further information about the Ph.D. in Rehabilitation Counseling can also be found online at the College of Health Professions link:

- <http://www.utrgv.edu/en-us/academics/colleges/health-affairs/>
- <https://www.utrgv.edu/graduate/for-future-students/graduate-programs/program-requirements/rehabilitation-counselling-phd/index.htm>

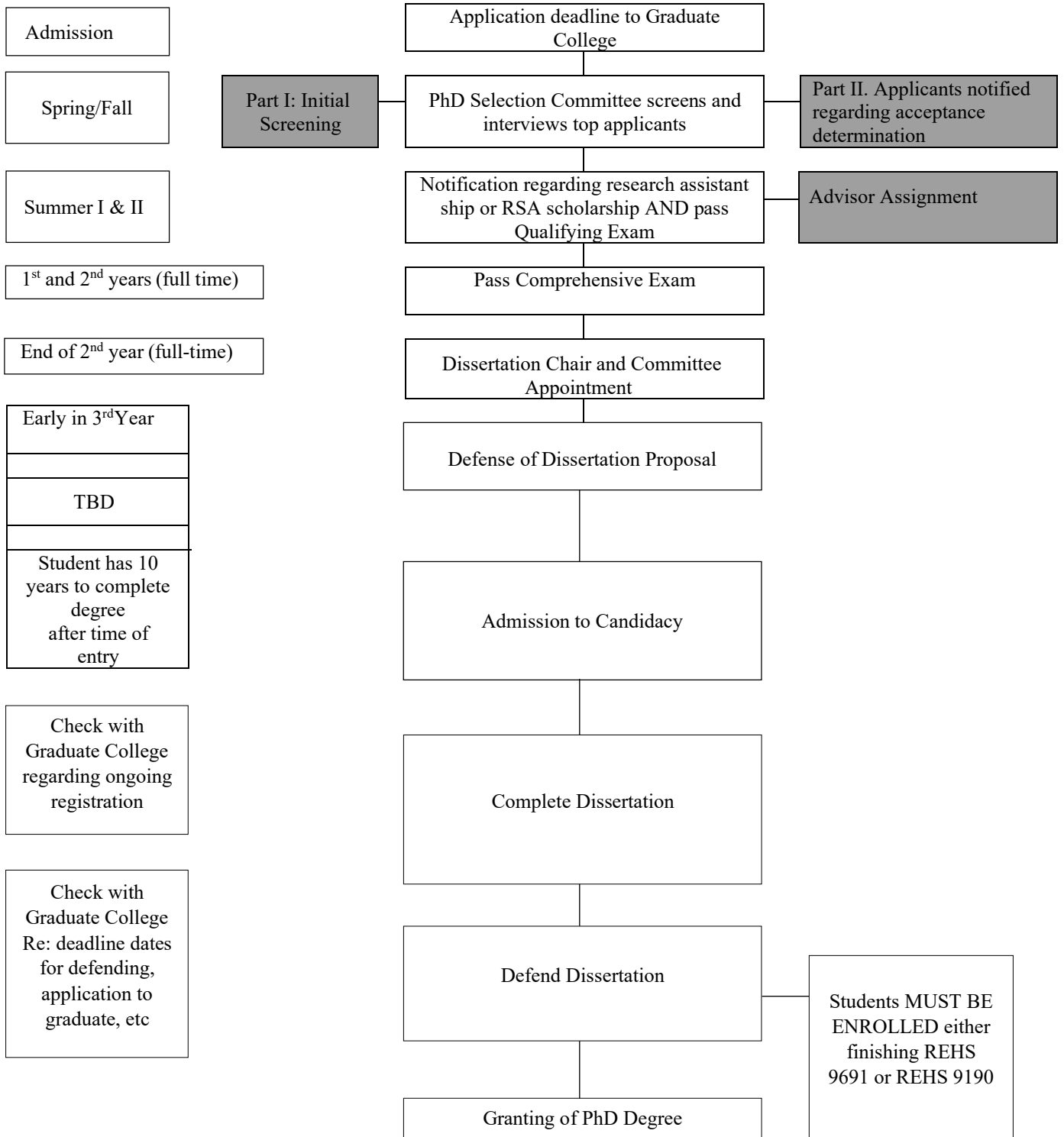
3. Application Deadline

- a) Domestic
 - a. Spring Admission Priority Deadline: January 5th
 - b. Fall Admission Priority Deadline: August 5th
- b) International
 - a. Spring Admission Priority Deadline: Oct 15
 - b. Fall Admission Priority Deadline: June 1
- c) Rolling Admission: Late application still can be reviewed. See the later application policy below.

4. Late Application

Most graduate programs will not consider a request to apply after the deadline. However, if you would like to inquire about a late application, please contact the Ph.D. Program coordinator, Dr. Saara Grizzell, at saara.grizzell@utrgv.edu. If the program agrees to review your application, they will notify the Graduate College to assist you.

ADMISSION TO COMPLETION FLOW CHART



VI. PLANNING YOUR GRADUATE STUDY

To plan your doctoral degree program in the School of Rehabilitation Services and Counseling, follow the steps below.

1. Ph.D. Handbook Review

Become familiar with the UTRGV and SRSC requirements for the degree. Although most of these requirements are covered in this Handbook; other information may be available from the Graduate College (<https://www.utrgv.edu/graduate/>).

2. Advisor Information

The PhD Program Coordinator will act as your advisor. The advisor's role is to advise, discuss perceived problems, provide support, and generally guide the student through the stages of doctoral study. At various points, the advisor will work closely with you to tailor the degree plan and experience that will most benefit you. From the first day on, be sure to meet with, get to know, and work with your advisor.

3. Advisor Responsibilities

The PhD Program Coordinator will act as your academic advisor. However, once the student has chosen and is actively working with a dissertation chair, then the dissertation chair will act as the student's advisor.

Advisors are responsible for the following:

- Providing suggestions on course selection
- Reviewing the student's Degree Plan (every semester) to determine if the student is making progress consistent with the expectations of the program and reaching milestones according to the timeline provided on this form; working with the Doctoral Studies Committee and student to determine if modifications are necessary
- Clarifying the timetable for completing any remaining course requirements, examinations, and other requirements
- Providing the student with assistance in understanding the requirements for successful completion of the dissertation
- Providing the student with assistance in assembling a dissertation committee
- Providing the student with experiences and information that will optimize the student's career opportunities and success

4. Complete Degree Plan

Review the Appendix 3 Degree Plan Worksheet, 4 SRSC Doctoral Course Sequence, and 5 SRSC Doctoral Course Description, and draft your degree plan. Take your draft degree plan to a meeting with your advisor. Together you will revise your proposed degree plan if necessary. You will review your degree plan each semester. During the meeting, you will also review the UTRGV doctoral program milestone (see Appendix 2). Turn in these documents to the SRSC Ph.D. program coordinator.

5. Ph.D. Program Orientation (Virtual)

The goal of this orientation meeting is to facilitate the transition to graduate school by introducing new graduate students to the values, expectations, and resources of an inclusive UTRGV community that will be your home for the duration of your degree program.

- Fall Orientation: August TBA
- Spring Orientation: January TBA

6. Timeline

The timeline table below indicates the deadline of each task. Make sure you complete all tasks before the deadline. For any questions, reach out to the SRSC Ph.D. program coordinator.

Activity	Deadline
1. Ph.D. Handbook Review	Immediately with admission
2. Potential Advisor Identification	Immediately with admission
3. Choice of Advisor	Before the 1 st semester starts
4. Changing Advisor	Need-Based
5. Ph.D. Program Orientation	<ul style="list-style-type: none">• Fall Orientation: August TBA• Spring Orientation: January 10 TBA

7. Student/Advisor Checklist

Leveling Course Requirement	Yes <input type="checkbox"/> No <input type="checkbox"/>	Program Start
Initial Degree Plan Draft	Yes <input type="checkbox"/> No <input type="checkbox"/>	Program Start
Degree Plan Update	Yes <input type="checkbox"/> No <input type="checkbox"/>	Every Semester
GPA over 3.25	Yes <input type="checkbox"/> No <input type="checkbox"/>	Every Semester
Comprehensive Exam	Yes <input type="checkbox"/> No <input type="checkbox"/>	When a student have completed (or are enrolled in the last of) all required courses, except the REHS 8307 I&II and REHS9690/9691.

V. DEGREE REQUIREMENTS

1. Residency

Sometime during the first two years of enrollment, the program requires two consecutive semesters of full-time study consisting of nine or more hours. A full-time student who takes nine to twelve hours in the fall and spring semesters, as well as six hours during each summer, can complete all doctoral coursework by the end of year two, leaving the dissertation and internship to complete following successful completion of the qualifying examination. All coursework is typically offered once per week in the evenings, with the earliest course beginning at 4:40 p.m.; therefore, students who must continue to work have an opportunity to complete their degree in the evening without work interruption.

2. Credit Hours Required

A minimum of 66 semester credit hours of post-master's degree coursework is required for those individuals who hold a master's degree in Rehabilitation Counseling from an accredited institution or a related field to rehabilitation counseling. Students from related disciplines (e.g., clinical psychology, counseling and guidance, school psychology, social work, etc.) must complete up to 27 hours of graduate-level foundation courses (Appendix 5). Students with a related master's degree will have their prior coursework evaluated to determine the foundation courses that will need to be completed. The majority of the coursework will be at the 8000 level. Courses at the 6000 and 7000 may be applied toward the degree only with a waiver. The degree plan (Appendix 3) is structured as follows:

- Semester Credit Hours Required (66 hours)
 - Core courses: 36 hours
 - Research courses: 15 hours
 - Dissertation: 12 hours minimum (Continuous Enrollment)
 - Elective course: 3 hours
 - Leveling courses (if necessary): 27 hours

3. Degree Plan

Use the course sequence information and course descriptions (see Appendix 4 & 5) and complete the degree plan worksheet (see Appendix 3). Take your draft program plan to a meeting with your advisor. Together you will revise your proposed program if necessary. You will review and update your degree plan each semester.

4. Comprehensive Exam

Students in the Rehabilitation Counseling Ph.D. program are required to pass a comprehensive examination. This exam consists of a statistics portion and a written portion. Students are eligible to this portion of the exam after completing certain courses as listed in the table below

The written portion of the comprehensive exam is comprised of essay questions across the following five domains: 1) Teaching, 2) Counseling, 3) Quantitative Method, 4) Qualitative Method, and 5) Internship Supervision or Leadership/Advocacy.

Teaching	REHS 8314 Supervised Teaching
Counseling	REHS 8312 Advanced Counseling REHS 8317 Advanced Counseling Practicum
Statistics	REHS 9350 Introduction to Statistics REHS 8351 Intermediate Statistics
Quantitative Research	REHS 8310 Advanced Methodology in Rehabilitation Counseling REHS 8352 Multivariate Statistics

Qualitative Research	REHS 8305 Mixed Methods and Qualitative Research
Leadership and Advocacy	REHS 8313 Rehabilitation Administration, Leadership, and Advocacy
Internship Supervision	REHS 8315 Internship Supervision

4.1. Administration

- For the statistics portion, students have 3.5 hours to answer 100 multiple choice/true-false questions. This portion of the exam is offered Fall semester. Those who do not pass are again offered the statistics exam Spring Semester.
- The written portion of the exam is 2.5 days in length, generally from 9 am until 3 pm on the scheduled date and time. Each day of the exam will consist of two questions and students have 3.5 hours to write on each question. The written portion of the exam is offered Spring semester. Students who do not pass the written portion are offered the written portion again the following Fall semester.
- The school will provide students with a study guide. Faculty are not to give students the exact questions in advance.
- Students are expected to integrate and synthesize information in their responses to all their exam questions while incorporating the appropriate citations. Also, students are expected to share what they think rather than simply rehash what they have read. In other words, responses are to be based on students' assessment and evaluation of the literature and conclusions they have drawn about the material. Students are expected to take a stand on issues and defend it with literature, observation, and/or a compelling new argument.
- The exam is designed to assess student's ability to work in a scholarly and professional way with substantive knowledge in your areas of interest. In case of failing any subject matter comprehensive exam on the first attempt, a student will retake the exam during the next regularly scheduled administration.
- To proceed to REHS 9690 Dissertation I, a doctoral student must pass at least a four domain exam.

4.2. Scoring

Two faculty members will first read the responses to assigned questions and grade students' responses based on the grading rubric. These faculty members will be experts in the content of the question.

To pass each subject matter exam, 80%+ of the total available score is required from two faculty reviewers. In case of a "Pass" and "Fail" situation, a third faculty member will read the response and cast a vote.

5. Transferring Courses

A maximum of 6 semester hours of relevant doctoral CACREP accredited coursework may be transferred to the doctoral program and will be applied to the degree plan. No course with a grade lower than "B" may be transferred. For more detail, see the UTRGV Graduate College policy (<https://www.utrgv.edu/graduate/for-new-and-current-students/transfer-of-graduate-credit/index.htm>)

6. Dissertation: See Section VI. Dissertation

7. Maximum Period for Completion

A student has a maximum of 10 years from the date of first entry into the program to complete the degree. Under special circumstances, an additional year may be granted by the student's Doctoral Dissertation Committee. If a student exceeds the 10-year limit, the Doctoral Dissertation Committee will determine if

the student will be permitted to continue in the program and what additional coursework or activities will be required to complete the degree. Courses that have been transferred in and applied to the doctoral program prior to the 10 years will otherwise count toward the student's 10 year completion time period unless special permission to waive the time limit has been given by the Dean of the Graduate College.

VI. DISSERTATION

The final requirement of the Ph.D. program is the dissertation. The dissertation is, at heart, a study that you perform independently, but under the supervision of the dissertation committee chair. Like all studies, it should advance knowledge about rehabilitation counseling or apply such knowledge toward the improvement of rehabilitation counseling practice. It should stand as a contribution to the field.

In most cases, the dissertation requires about a year or two years of full-time work to complete. As the culmination of your graduate program, it should reflect the best of your interests and abilities. Many students find that the dissertation represents them and their interests for several years after receiving the doctoral degree; it is often an important building block in the first few years of their professional work. For all these reasons, you will find it worthwhile to devote considerable thought to the choice of a dissertation topic.

Steps in the Dissertation Process

There are seven steps to completing your dissertation: (1) obtaining a chair for the dissertation committee; (2) developing a dissertation proposal satisfactory to you and the chair; (3) obtaining your other dissertation committee members; (4) passing the dissertation proposal; (5) performing the dissertation work; (6) conducting the dissertation research; and 7) passing the final dissertation defense and submitting the dissertation.

1. Securing a Dissertation Committee Chair

The chair of your dissertation committee has several responsibilities. He or she assists in developing the dissertation topic and plans, reviews drafts of the dissertation proposal, chairs the oral qualifying examination (dissertation proposal), oversees the actual dissertation work to its completion, and chairs the final oral examination. All of these are important, time-consuming tasks that are critical to the completion of a successful dissertation. You should realize that you will work hard over many months with the individual you choose to be your dissertation chair.

Who should this person be? Generally, the chair is someone in an area closely aligned to your interests. Most often this is the SRSC faculty member with whom you have already worked, usually your advisor. The best chair is the faculty member whose interests and expertise are closest to those represented in the dissertation you have in mind. It is your responsibility to find an appropriate and willing chair from among the faculty in the School of Rehabilitation Services and Counseling. But, be aware that no faculty member can serve as dissertation committee Chair on more than four committees simultaneously. The selection procedure is explained below.

- The Chair shall be nominated by the doctoral student with the approval of the Ph.D. Coordinator and the concurrence of the designated faculty member. With the approval of the Ph.D. program coordinator, the student's academic advisor may become the student's dissertation Chair.
- The Committee Chair shall be a faculty member, with full graduate faculty status, and with experience serving on dissertation committees, carrying out research, teaching doctoral-level courses, and who possesses expertise in the area of the proposed study.
- The Committee Chair will help the student identify committee members.
- No faculty member can serve as dissertation committee Chair on more than four committees simultaneously.

2. Preparing a Dissertation Proposal

Once you have a dissertation committee chair, you prepare a dissertation proposal of 30-50 double-

spaced, typed pages. The exact form and content for the proposal may vary, but its purposes do not. Your dissertation will be a piece of original research and the proposal should address the following topics:

1. Describe what questions will be examined.
2. Explain why these questions are worth pursuing.
3. Review the relevant theory, research, and practice related to that topic.
4. Explain precisely how the work will be carried out, including participants, design, any treatments or conditions, measures, and procedures.
5. Describe the analyses that will be used with the data.
6. Note the expected outcomes and impacts of this research; and,
7. Present a complete list of references.

Preparing the dissertation proposal will take you several months. During this period, it is helpful to belong to a group of students and meet your dissertation chair regularly to discuss the development of your ideas. You and your chair probably meet numerous times, and you produce several drafts. Your chair reviews and comments on each draft, and you gradually produce an interesting study or project and an effective presentation of it in the preliminary proposal. Once you and the chair are satisfied, the completed proposal is distributed to the other dissertation committee members at least 2 weeks before the dissertation proposal meeting.

3. Obtaining the Other Members of the Dissertation Committee

For Ph.D. students, your dissertation committee consists of three faculty members at minimum, one of whom is the chair. The other committee members are faculty who in one way or another can contribute to the quality of your dissertation. Most likely they will have some familiarity with your area of interest. Often a faculty member will be chosen because of his or her particular knowledge. In essence, committee members serve to complement the chair and round out your dissertation committee's expertise, thereby ensuring that a high-quality dissertation of breadth and depth is ultimately achieved.

The process below describes appropriate student actions for dissertation committee selection.

1. Preferably all, but at least three of the members of the dissertation committee shall be nominated from among the faculty and practitioner-scholars who have earned doctorates and who possess the expertise to contribute to the proposed study. Faculty members nominated to dissertation committees shall have graduate faculty status.
2. Dissertation committees will have a minimum of three members and will normally not exceed five members, including the Chair. A majority of the committee members shall be members from the School of Rehabilitation Services and Counseling.
3. All designated dissertation committee members shall be approved by the doctoral student, the designated Committee Chair, and the Ph.D. Coordinator before submission to the Director of the School, College Dean, and subsequently to the Dean of the Graduate College.
4. Doctoral students and Chairs are encouraged to consider inviting one of their statistical rotational professors to be a member of the dissertation committee. Students may consider non-faculty appointees or appointees from other institutions; however, all appointees must have a doctorate in an appropriate field of study. Non-faculty appointees, like other committee members, serve without remuneration and agree to contribute their time and to assume responsibility for any expenses incurred. Prior to being appointed, a non-faculty member being considered shall submit a curriculum vitae or resume for review. Approval of such a member of the dissertation committee is otherwise subject to the same approval process as all others. The Ph.D. coordinator,

Director of the School, College Dean, and Dean of the Graduate College must approve such appointments, a process generally taking six to eight weeks; therefore, this process must begin early in the formation of the student's doctoral committee. Only after approval by the university's Graduate Council to a dissertation committee can the non-faculty appointee act as a committee member carrying out duties and responsibilities.

5. The UTRGV Graduate College requires a CV from all external committee members, along with a brief explanation/statement of the anticipated role the person will have (voting, non-voting, subject matter expert, etc.). The student will obtain and submit a CV and will ensure that the external committee members are aware that UTRGV does not offer compensation for participation on the committee or reimbursement of expenses associated with serving.

The dissertation Chair or the student will complete and submit the "Application for Dissertation Committee" form via the Graduate College Smart Forms Portal.

<https://www.utrgv.edu/research/departments/research-analytics/grad-college-smart-forms/index.htm>. The smart forms portal system will then route the form to the chair, program coordinator, and graduate college for signatures.

6. If any committee member-designate declines or is unable to serve on a committee, the Chair-designate shall, after conferring with the student, nominate a replacement. With any change in the committee, the Chair or the student will submit the "Change of Committee Form" via the Graduate College Smart Forms Portal. <https://www.utrgv.edu/research/departments/research-analytics/grad-college-smart-forms/index.htm>. The smart forms portal system will then route the form to the chair, program coordinator, and graduate college for signature.

4. Passing the Dissertation Proposal

During the first year after admission to the program, students explore the disciplinary knowledge base and educational problems in seminar fashion with selected faculty. The focus is on learning how to use literature, theory, and research methods to define problems and to investigate potential dissertation topics. Coursework and discussions are intended to generate ideas, create interest, and develop an understanding as to how data may be used to explore and/or develop solutions in working with persons with disabilities and other rehabilitation counseling issues.

Toward the end of their coursework and upon successful completion of the Qualifying (Comprehensive) Exam, the student will begin considering a dissertation Chair and committee to select a topic and develop a preliminary dissertation proposal. The student, working with faculty and in research seminars, will develop this proposal with a full array of references following APA style and will present it to his or her dissertation Chair for its critique.

The dissertation proposal will include at least three sections.

- a. The introduction will include the statement of the problem and/or statement of purpose, identify specific hypotheses and/or research questions, designate necessary limitations, and provide definitions of key terms. A rationale for the importance of or need for the study should be included in this introductory section along with some background on the context and/or history of the problem.
- b. A thorough review of relevant literature in rehabilitation counseling will be included with a proposed conceptual framework for the study.
- c. The third section should propose a research design and methodology that will guide data collection and analysis. Based on the dissertation committee review, the student will revise and

extend the proposal as warranted. Once the student augments and/or revises the proposal to the satisfaction of the dissertation Chair and all committee members as well as obtains all Institutional Review Board clearances, can then proceed with data collection.

5. Defense of the Dissertation Proposal

At the dissertation proposal, both you and your proposed dissertation are evaluated. All dissertation committee members should receive the dissertation proposal at least two weeks before the scheduled date. The committee decides whether you have the educational background appropriate for a doctoral candidate in the Rehabilitation Counseling field and the specific knowledge and skills to be able to carry out the dissertation research or project. At the same time, the committee evaluates the proposed work itself. Is the work important? Does the introduction adequately frame the issue? Is the design, and are subjects, measures, and analyses appropriate to answer the research question(s)? Is the plan for carrying out the project feasible? All are questions “on the table” at the dissertation proposal.

Dissertation proposal routinely lasts 2 hours, at a scheduled time when all committee members can attend. After everyone has arrived, you leave the room while committee members have a brief discussion about their reactions to the proposal. You return and present a short overview of the proposed research or project. Committee members ask questions and make suggestions. The committee chair is responsible for ensuring that the concerns of all committee members are raised and that you have a chance to respond. Near the end of the second hour, you again leave the room while the committee decides whether you have

- Pass without revisions,
- Pass with revisions, or
- No approved

Whatever the outcome, you will have several ideas about how to improve your proposed work and the presentation of it, and you and your committee members will have a shared understanding of what the final dissertation should look like. Most people pass the dissertation proposal. If you do not pass the first time, you revise the proposal with your chair (and sometimes other committee members) and take the dissertation proposal again. There is a “Ph.D. Dissertation Proposal Result Report Form” (see Appendix) to be signed by all committee members at the conclusion of the examination.

Once you have passed the dissertation proposal, you are advanced to candidacy.

6. Conducting the Dissertation Research

Once you have passed the dissertation proposal, you are ready to begin work in earnest on the dissertation. Making contacts, collecting, coding and entering data, analyzing data in various ways, writing and re-writing drafts of results and discussion sections--all are the normal course of the dissertation period for all doctoral students.

Ordinarily, the chair of your dissertation committee is the primary resource during this period. You meet often with him or her to provide updates, to obtain help on various conceptual or analytical matters, and to hand in and receive back drafts of various portions of the dissertation document itself. Other resources also can be used. For example, other committee members often provide technical assistance, and sometimes graduate or undergraduate students help with the collection, coding, or analyses of data. You may also get considerable assistance from a research group or a dissertation group.

There are several specific university requirements for the format of the dissertation. They are described in the UTRGV Guide to Thesis and Dissertation Completion for information regarding dissertation instructions and preparation. It is available at <https://www.utrgv.edu/graduate/for-new-and-current-students/thesis-and-dissertation/index.htm>

7. Passing Final Dissertation Defense and Submitting the Dissertation

When you and your dissertation chair mutually agree that the dissertation research is completed and has been well presented in written form, you will call together all members of the dissertation committee for the Dissertation Defense.

You will need to coordinate a 2-hour meeting with all your committee members present. You will orally present your study and findings to the Committee, and you will be asked questions about the dissertation research. The structure of the meeting is like the dissertation proposal; the focus for the Dissertation Defense is on what you actually did and found its significance, and what to do next. Expect suggestions for revisions to the dissertation write-up and there may be some additional work required.

As you plan for the scheduling (see Appendix 11: Dissertation Defense Scheduling form), note that while most faculty make themselves available during the summer term, they are not required to do so; thus, plan accordingly to determine dissertation faculty members' availability. Committee members must be provided a complete draft of the dissertation to review at least 2 weeks prior to the Dissertation Defense.

The oral defense of the dissertation will be open to all faculty members of the university and to doctoral students. The final defense must be scheduled during a time inclusive to the academic semester. The defense is a public meeting; therefore, the date, time, and place must be when faculty and students are in session, not during a break within or between semesters. Candidates can expect that faculty other than committee members, students in the doctoral program, and sometimes staff will be in attendance. At some point during the end of the oral defense, the dissertation Chair will invite questions from individuals in the audience.

At the completion of the oral defense, the committee, in the executive session, will vote on the product and the ability of the candidate to defend it orally. The possible votes on the defense are to:

- Pass with honor (no revision required)
- Pass with revision
- Unacceptable, another oral defense may be required

If the committee's decision is to fail and dismiss the candidate, the candidate may appeal that decision following through the UTRGV Graduate College policy available at <https://www.utrgv.edu/graduate/>

Once the student has successfully defended, the student or the dissertation chair shall submit the Certification of Completion of Dissertation Form via the Graduate College Smart Forms Portal. <https://www.utrgv.edu/research/departments/research-analytics/grad-college-smart-forms/index.htm>. The smart forms portal system will then route the form to the chair, each committee member, program coordinator, and graduate college for signature.

Upon completing the dissertation defense, making all changes asked for by the committee, preparing a dissertation that conforms to university format requirements (<https://www.utrgv.edu/graduate/for-new-and-current-students/thesis-and-dissertation/index.htm>), handing in all appropriate forms and paperwork, and submitting the dissertation to UTRGV, you will have earned the Ph.D.

8. Dissertation Completion

After dissertation committee approval, the dissertation will be sent to the Office of the Dean of the Graduate College for recording. The Dean of the Graduate College may write a memo to the Chair of the Committee, with copies to the dissertation committee members and the College Dean, commenting on the quality and relevance of the final work, and suggesting how future work might be improved.

The Dean of the Graduate College will review the record of the candidate to ascertain whether all other requirements of the University have been met, such as the proper fees, clearing incompletes, clearing the library, and other such matters. The Dean of the Graduate School sees to it that the candidate's name is placed on the graduation list for the next scheduled graduation ceremony.

The submission of the paperwork to the Dean of the Graduate College must be done with enough time to clear all records and processes so that the student may graduate when ceremonies are scheduled. It is the student's responsibility to know the leeway time needed and to see that all matters such as library clearances, review of grades, submission of the dissertation to the Dean of the Graduate College for review, binding of a dissertation, registering the dissertation with the UTRGV library, and distributing the copies to all concerned parties are done so as to allow time for the name of the candidate to be placed on the appropriate graduation list.

The Chair of the dissertation committee will, at the ceremony of graduation, place the hood on the graduate's shoulders.

9. Certifying the Candidates for the Degree

Following the successful oral defense of the dissertation and upon completion of the following, the doctoral candidate will be recommended for the degree of Doctor of Philosophy (Ph.D.) in Rehabilitation Counseling.

- a. A copy of the completed dissertation will be provided to all committee members and other officials of the College and University as directed.
- b. The approved program of studies for the candidate will be reviewed and the Ph.D. coordinator will certify completion of all program requirements.
- c. A transcript of all courses completed will be secured, reviewed, and presented to the Dean of the Graduate College to document completion of degree requirements.
- d. The "Certification of Completion of Thesis or Dissertation Form" will be submitted via the Smart Forms Portal (<https://www.utrgv.edu/graduate/for-new-and-current-students/thesis-and-dissertation/index.htm>), signed by the dissertation Chair(s) and committee members, Ph.D. coordinator, and submitted to the Dean of the Graduate College via the Director of the School of Rehabilitation Services and Counseling and the Dean of the College of Health Professions.

VII. YEAR-BY-YEAR GUIDE FOR SUCCESS

1. First Year

The goal of the first year is to integrate you into graduate training. By "integrate," we mean that you begin to understand issues in the area of rehabilitation counseling. Our goal is to train students for careers in research, academia, and advanced counseling or administration. For this reason, at the beginning of your Ph.D. program, you should do the following things:

- Get to know your faculty advisor. One of us, as your advisor, will begin the mentoring process. Talk with your advisor to find out what graduate school consists of, including expectations and requirements, and how you can succeed as a Ph.D. student in the program. Make certain that the conversation goes in both directions; in addition to listening to your advisor, discuss your interests and needs with them.
- In close collaboration with your advisor, choose and start enrolling in a series of courses while also meeting all university and school requirements.
- Get involved in research. Beginning the first year of your course of study, you are recommended to engage in research activity with SRSC faculty members. Join any research group and work on one or more research projects with your advisor and/or with other faculty members. Ideally, you can research issues that you have been learning about in the content courses, using methods and statistics that you have been learning about in the methodology courses.
- Participate in scholarly meetings. Explore the scholarly world you are joining by attending research colloquia and talks offered throughout UTRGV. Learn more by participating in campus-based conferences (e.g., CoHP Empowerment Research Symposium) and by attending meetings of professional associations (e.g., National Council on Rehabilitation Education [NCRE], National Rehabilitation Association [NRA], National Rehabilitation Counseling Association [NRCA]).
- Become familiar with educational settings. Through research, colloquia, course requirements, and other mechanisms, get first-hand experience with the everyday settings in which rehabilitation counseling/education actually occurs.

2. Second Year

The second year is generally taken up with formal coursework and continued involvement in research projects. Toward the end of your second year, you will be starting to think about taking your written qualifying exams and what you will pursue in your dissertation study. Thus, the following activities usually comprise the second year:

- Move ahead on coursework. Take three courses every semester if possible. Most students will finish all required coursework (except internship I&II and dissertation I&II) this year. Since you must complete both the appropriate number and types of courses, it is essential to check your progress and plans with your advisor early in the year. Required coursework may slightly differ depending on whether you entered the program with a master's degree in rehabilitation counseling. For these reasons, some students may need to finish taking required courses in their third year.
- Continue conducting research. The goal here is to further hone your research skills and advance your intellectual thinking by collaborating with colleagues and faculty members on projects that

may lead to publications and/or to presentations at campus-based conferences and/or at professional conferences.

- Participate in scholarly meetings. Continue to learn about your scholarly world by attending research colloquia, speeches, and meetings of professional associations.
- Take the doctoral qualifying exam once you become eligible. The doctoral qualifying exam must be completed by the deadline
- Become familiar with educational settings. Continue to get first-hand experience with the everyday settings in which rehabilitation counseling/education actually occurs. Develop expertise in relating your research work to practical rehabilitation counseling matters.

3. Third to Five Years

The third year generally begins with the exams and procedures that directly lead to your Ph.D. degree. At this point, the "timeline" becomes more individualized, as you progress in your own direction and along with your own time frame. Generally, though, the following takes place during this period which can last anywhere from 1 to 3 years:

- Publish an article in a scholarly journal or edited book. One measure of impact in our field is the production of scholarly writing that is disseminated to the academic community through the publication of research studies.
- Pass the doctoral written qualifying exam. This exam is designed to assess whether your scholarly development has progressed as it should have and to signal you are ready to begin work on your dissertation. As noted above, the exam is given three times a year in April, August, and November.
- Participate in scholarly meetings. Continue to learn about your scholarly world by attending research colloquia, speeches, and meetings of professional associations. If you have not already done so, at this stage of your Ph.D. career, you should be the sole author, or a co-author of papers presented at meetings of the professional associations closest to your interests.
- Become familiar with educational settings. Continue to get first-hand experience with the everyday settings in which rehabilitation counseling/education actually occurs. Develop expertise in relating your research work to practical educational matters.
- Choose and work with the chair of your dissertation committee. The dissertation chair is usually the faculty member who has been your advisor or research supervisor, but this need not be the case. You should pick a chair whose interests are reasonably close to your interests. This person--now called the dissertation chair--will be the individual with whom you work closely to produce a preliminary dissertation proposal, which will then be carried out. The dissertation chair also becomes your official advisor.
- Produce a dissertation proposal. The dissertation proposal is a fairly lengthy document (usually 30-50 pages) that describes what you will examine in your dissertation study. Beyond the writing, however, are the details of the study itself. In close collaboration with your dissertation chair, you learn about the literature that addresses the questions of interest, propose a specific set of research hypotheses, and decide which participants, methods, research designs, and analyses will be used to answer these questions. Conceptualizing the questions, background, design and analyses of this

study, as well as writing several proposal drafts necessary to convey this information effectively in written form, generally requires at least several months.

- Pick a dissertation committee. At some time during the preparation of the dissertation proposal, usually near the end, you select the other members of your dissertation committee. Each committee member is given the completed dissertation proposal at least two weeks before the preliminary orals; however, it is important to check with your committee members for deviations from this time frame.
- Hold the Dissertation Proposal meeting. The Dissertation Proposal is a formal, scheduled, 2-hour meeting you hold with all dissertation committee members in attendance. You describe the topic of interest and how you propose to perform the study. Committee members ask questions, make suggestions, and attempt to refine the research question, design, and analyses. If the committee feels you understand the area's issues and problems, have proposed an acceptable study, and can bring that study to fruition in a reasonable amount of time, you are approved to perform the study.
- Conduct the dissertation study. Depending upon what is studied and how, your dissertation study should take anywhere from several months to more than a year. During this time, you stay in close contact with your dissertation chair. Upon completion of data collection and analyses, you write up the dissertation report. You revise and update the original proposal and add the results and discussion sections. Again, the early drafts of the final dissertation document are refined in close consultation with your dissertation chair. The final dissertation report, given with sufficient notice (typically 2 weeks prior to dissertation defense), is provided to all committee members.
- Hold the Dissertation Defense meeting. The dissertation defense is a formal, scheduled, 2-hour meeting you hold with all dissertation committee members in attendance. You describe the study and its findings. Committee members discuss refinements of analysis or interpretation and explore options for publication.
- Make final revisions and submit the completed dissertation to the University. Under the supervision of the chair of the dissertation committee, you make the revisions called for in the dissertation defense, as well as any format or other changes required by the University. Upon submitting the final dissertation to the University and completing all necessary forms, you receive the Ph.D. degree.

VIII. EVALUATION PLAN

A student's acceptance into any program does not guarantee his or her fitness to remain in that program. The Program faculty have an ethical and professional responsibility to protect current and future clients/students, the profession, and the program by ensuring students consistently meet the professional and ethical standards of the field. Students will receive a regular and ongoing evaluation of their academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are allowed to continue in the program.

Another critical aspect of program evaluation is determining whether or not a program is accountable to SRSC doctoral students we serve. Accountability in program evaluation is measured by the program's achievement of its intended goals in implementation.

1. Semester SRSC Program Evaluation

Program evaluation is conducted every year and Ph.D. program policies and procedures will be reviewed and revised as appropriate per student evaluations. (Appendix 12)

2. Annual End-of-Year Survey

The end-of-Year survey is implemented at the end of the academic year. (Appendix 13)

3. Academic Evaluation [Every Semester]

[GPA Requirement, Transcript/Degree Work] Students are required to maintain a minimum 3.25 GPA. A student who receives a grade of C or lower in 9 semester hours of credit attempted toward the doctoral degree, regardless of the student's classification, whether or not in repeated courses, is ineligible for any advanced degree and will not be permitted to re-enroll. A doctoral student whose overall GPA falls below 3.25 in a given semester is automatically placed on academic probation the following semester. Within the following nine semester credit hours, the overall GPA must return to 3.25 for doctoral students or the student will be suspended for a minimum of one semester. A student who receives an F in any course is automatically dismissed from the graduate program. A suspended graduate student may petition for readmission.

[Degree Plan] At the end of each semester, SRSC doctoral students and their advisors will meet and update students' degree plans to timely monitor doctoral students' progress.

[Written Exam] A comprehensive exam is required based on the Ph.D. Rehabilitation Counseling Program Objectives (pages 3 & 4). See Chapter 5, Degree Requirement.

4. Professional Disposition Evaluation Students will be evaluated every semester using the Ph.D. Rehabilitation Counseling Student Professional Disposition Evaluation (Appendix 14).

5. Clinical Performance Evaluation [REHS 8312/8317]

Students' clinical performance will be evaluated by the site supervisor using the Student Clinical Performance Evaluation (Appendix 15) at mid-term and final for the field experience of REHS 8317 Advanced Counseling Practicum II.

6. Professional Evaluation [REHS 8312/8317]

Students will be evaluated by their internship supervisor using the Ph.D. Rehabilitation Counseling Student Professional Performance Evaluation (see Appendix 16).

7. SRSC Student Learning Outcome Assessment

Students' learning outcomes are evaluated in terms of six domains, including research, professional identity, teaching, clinical counseling practice, supervision, and disability and multicultural competence (see Appendix 17)

8. Dissertation

Students will be evaluated on their submission of their dissertation by the chair and members of the dissertation committee at the time of their Dissertation Defense.

9. Student Remediation

Doctoral program faculty have a responsibility to assist students in remediation who are unable to meet the academic and non-academic standards of the program. The faculty also recognizes their obligation to: a) assist students in obtaining improvement assistance, and b) consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program. Remediation will occur when a rating of "1" or "2" on any criteria on the Student Evaluation Forms and/or serious concerns of faculty about student performance (i.e., inadequate for a student-in-training) indicate the need for a written student remediation plan.

10. Evaluation, Remediation, and Appeal Procedure

10.1. Introductory Remark

The rehabilitation counseling Ph.D. training in the School of Rehabilitation Services and Counseling has the responsibility to assess the progress of each student. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner. This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disability Act. In cases in which an ADA impairment is identified or suspected the student would be directed to the Student Accessibility Services to secure appropriate accommodations.

10.2. Definition of Academic/Professional Problematic Behavior

For purposes of this document, problematic behavior is defined broadly as an interference in academic/professional functioning that is reflected in one or more of the following ways:

- A. An inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behavior.
- B. An inability and/or unwillingness to acquire and integrate academic/professional skills in order to reach an acceptable level of competency.
- C. An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.

Problems typically requires remediation when they include one or more of the following characteristics:

- A. The student does not acknowledge, understand, or address the problem when it is identified.
- B. The problem is not restricted to one area of academic/professional functioning.
- C. A disproportionate amount of attention by faculty/training personnel is required.
- D. The student's behavior does not change as a function of feedback, remedial efforts, and/or time.
- E. The problematic behavior has ethical or legal ramifications for the school.
- F. The student's behavior when representing the department negatively affects the public view of the school.

10.3. Initial Procedure for Responding to Inadequate Performance by a Student

The review process may be initiated by any faculty member, including course instructor, assistantship supervisor, research supervisor, practicum/clinic supervisor, committee chair, or a member who evaluates a student as performing “inadequate for a student-in-training” will be communicated to doctoral evaluation committee. If a student receives a rating of “inadequate for a student-in-training” in any of the major categories of evaluation, the following procedure will be initiated:

- A. The doctoral evaluation committee will meet to discuss the rating and determine what action needs to be taken to address the issues reflected by the rating.
- B. The student will be notified in writing that such a review is occurring, and the doctoral evaluation committee will receive any information or statement from the student related to his/her response to the rating.
- C. In discussing the inadequate rating and the response, if available, the doctoral evaluation committee may adopt any one or more of the following resolutions:
 1. Issues an “acknowledgement notice” to the student which formally acknowledges
 - a. that the evaluation committee is aware of and concerned with the rating;
 - b. that the rating has been brought to the attention of the student; and
 - c. that the doctoral evaluation committee will work with the student to rectify the problem or skill deficit addressed by the rating
 2. Put the student on “probation” which defines a relationship such that the doctoral evaluation committee actively and systematically monitors for a specified length of time the degree to which the student addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The probation is a written statement to the student and include:
 - a. the actual behaviors associated with the inadequate rating;
 - b. the specific recommendations for rectifying problem;
 - c. the time frame for the probation during which the problem is expected to be ameliorated; and
 - d. the procedures designed to ascertain whether the problem has been appropriately rectified and the consequences for compliance/noncompliance.
 3. Take no further action.
 4. Recommended termination from the program
- D. The doctoral training coordinator will then meet with the student to review any specified conditions. The student may choose to accept the conditions or may choose to challenge the action.

10.4. Remediation Considerations

It is important to have meaningful ways to address problematic behavior once it has been identified. Several possibilities and perhaps concurrent courses of action designed to remediate this behavior include but are not limited to:

- A. Increasing academic/professional supervision, either with the same or other faculty members;
- B. Changing the format, emphasis, and/or focus of academic/profession supervision;
- C. Reducing the student’ clinical or other workload and/or requiring specific academic coursework; and/or
- D. Recommending, when appropriate, a leave of absence.

When a combination of the interventions mentioned in this policy do not, after a reasonable time period (as pre-determined by the student and doctoral committee), rectify the problematic behavior, or when the

student seems unable or unwilling to later his/her behavior, the training program may need to take more formal action, such as:

- A. Giving the student limited endorsement, including the specification of those setting in which he/she could function adequately;
- B. Recombining and assisting in implementing a career shift from the student; and/or
- C. Terminating the student from the program

All of the steps mentioned in this policy must be appropriately documented.

10.5. Grievance Procedure

There are two situations in which grievance procedures can be initiated; (1) when the student challenges the action taken by the doctoral committee or (2) when the committee is not satisfied with the student's action in response to its action and there is a continuation of inadequate performance. If a student believes the grievance involves illegal discrimination, the student must contact relevant university offices.

- A. If the student challenges the action taken by the evaluation committee as described previously, he/she must inform the doctoral coordinator in writing of such a challenge within seven (7) business days of the committee's decision. If a challenge is made, the student must also include statement concerning why he/she believes the evaluation committee's action is unwarranted. A lack of response by the student will be interpreted as complying with the evaluation committee's sanction.
 - 1. The doctoral program coordinator will convene the SRSC Appeal Committee. No doctoral evaluation committee members are allowed to serve on the Appeal Committee. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.
 - 2. A review hearing will be conducted in which the challenge is heard and the evidence presented.
 - 3. The appeal committee will submit a report to the student, the evaluation committee, the doctoral training coordinator, and the school director within five (5) days of the hearing completion that will include recommendations for further action. Decisions of the committee will be made by majority vote.
 - 4. Further action will follow university grievance guidelines.
- B. If the evaluation committee determines that there has not been sufficient improvement in the student's behavior to remove the inadequate rating under the conditions stipulated, the evaluation committee will communicate this in writing to the student. The evaluation committee may then recommend:
 - 1. Continuation of the probation for a specified time
 - 2. Suspension whereby the student is not allowed to continue engaging in certain academic/professional activities until there is evidence that the behavior in question has improved.
 - 3. Termination from the program.

IX. RIGHTS AND RESPONSIBILITIES

1. Student Rights

All students have the right to privacy concerning their performance, confidential advice received from faculty and staff, and all of their records. All students have a right to full disclosure of their academic and performance records. A recommendation from anyone is presumed to be accessible to the student who is referred to in the statement of recommendation unless the student specifically and in writing exempts his/her own right to review the recommendation report.

The student's dissertation is the intellectual property of the doctoral student. The dissertation Chair and committee must respect that property right, citing the work of the student whenever the Chair uses the dissertation in writing or oral presentations.

Harassment of students by other students, by faculty members, or by university staff shall be referred to the proper university authority. Subsequent action must accord with the Handbook of Operating Procedures of the University of Texas Rio Grande Valley.

2. Student Responsibilities

Students are expected to make continuous progress toward the completion of the degree. Points to keep in mind:

- Students who wish to take a leave of absence from the program must present a request to that effect in writing to the Ph.D. coordinator before beginning a leave from the program. The student will be informed of the decision regarding such a request on time.
- If the student has successfully defended a proposal and collected the relevant data, she/he is expected to make continuous progress toward completing the research and successfully defending it. If more than two academic years have passed without a final oral defense, the student may be required to repeat the proposal defense process and collect new data.

The Ph.D. coordinator will confer with the Dissertation Committee Chair for each student annually to determine if continuous progress is being made. If after such conferring, it is determined that the student is not making continuous progress toward completion, a letter will be sent to the student informing them of this assessment and directing them to contact their dissertation Chair immediately. Students receiving two such letters may be dropped from the program.

- If a student is to be dismissed from the program, due process must be followed as stated in the UTRGV Handbook of Operating Procedure (HOP), the regulations of the University of Texas System, the common and statutory law of the State of Texas, and the Constitution of the United States. Notice and Hearing must be conducted in accordance with the norms established in all the above bodies of law.

X. FURTHER ADMINISTRATIVE INFORMATION

1. Leave of Absence

A student may take a leave of absence, but the student must notify the advisor and doctoral program coordinator in writing of circumstances that force the student to take any semester off, or which affect the student's ability to complete course requirements on time. In keeping with university grading policy, students are not permitted to take incompletes except in rare cases brought about by health, family, or economic reasons. A record of incompletes or inactivity per Graduate College policy in pursuit of the course of study may result in a recommendation by the academic advisor or Ph.D. program coordinator to dismiss a student from the program. Students who are on scholarship or are research assistants may in most instances lose their financial assistance if a leave of absence is taken or if the student is placed on academic probation. The student must then reapply for financial assistance with no guarantee of being awarded. Further information can be found on the Graduate College website at

<https://www.utrgv.edu/graduate/>

2. Student Retention and Academic/Non-Academic Dismissal.

For these items including any other items (e.g., suspension, appeal, and grievance policy) not specified in this handbook, Rehabilitation Counseling doctoral program follows the Graduate College policy that is linked below:

- [UTRGV Graduate College Division of Academic Affair](#)

3. Forms

Use the link below to access the required forms via the Graduate Smart Forms Portal

<https://www.utrgv.edu/graduate/for-new-and-current-students/thesis-and-dissertation/index.htm>,

Graduate Advising Forms

- Request to Change Catalog Year Form (Use this form when requesting a change in catalog year.)
- Request for Substitution of Graduate Degree Requirements Form (Use this form when requesting a course substitution.)
- Transfer of Graduate Credit Towards a Graduate Degree Form (Use this form when requesting a transfer of credits from other institutions.)
- Leave of Absence Request Form for Masters Students (Masters students may request a leave of absence for health, parental or personal reasons. A leave pauses your student status, with the opportunity to return to your program at a set time. Students requesting a leave of absence must be in good academic standing and submit the completed form before the period of leave begins.)
- Leave of Absence Request Form for Doctoral Students (Doctoral students may request a leave of absence for health, parental or personal reasons. A leave pauses your student status, with the opportunity to return to your program at a set time. Students requesting a leave of absence must be in good academic standing and submit the completed form before the period of leave begins.)

Thesis & Dissertation Forms

- Thesis Formatting Guide
- Dissertation Formatting Guide
- Application for Dissertation Committee
- Application for Thesis Committee
- Change of Committee Form
- Certification of Completion of Thesis or Dissertation

Graduation Forms

- Graduation Application On-Campus and Online (16-week Terms) - Master's, Doctoral, and Certificates
- Graduation Application Accelerated Online (7-week Terms) - Master's and Certificates
- Transfer Graduation Form

Academic Resources

- Graduate Catalog

E-Signature

- How to create an E-Signature in Adobe Acrobat

Graduate Program Coordinator Semester Reports

- GPC Semester Report – Health Affairs
- GPC Semester Report – Academic Affairs

Other Forms

- FERPA Authorization Form
- Graduate Student Travel Award Application
- File Retention Policy

Appendix 1. Doctoral Study Milestones

1. UTRGV Generic Milestones for the Doctoral Student

Procedure	Time (Enter Anticipated Dates/Timeline)
Apply for admission. Submit all program requirements, official transcripts, and an official copy of the appropriate standardized test score if required.	Doctoral programs have specific deadlines. View the Graduate Programs page for program deadlines.
Become familiar with general regulations, campus services, and the degree plan for your program. Visit the Academic Resources for more information.	Before registration.
Meet with Ph.D Program Director or Academic Program Coordinator to plan a course of study for the first semester.	Before first semester registration.
Submit degree plan to the Graduate College for approval. Visit with your Advisor of Ph.D. Program Director or Academic Program Coordinator to start this process.	Complete within the 1 st semester of your doctoral program.
Complete course work detailed on the proposed degree program.	
Take the qualifying examination.	Per departmental requirements. Visit with your advisor or Ph.D. Program Coordinator or Academic Program Coordinator to review this process.
Submit an application for the Dissertation Committee form . Review Thesis & Dissertation Manual for further instructions.	Well in advance of dissertation proposal presentation. Typically around the 3 rd or 4 th semester of the doctoral program.
Submit a proposal for dissertation with Dissertation Committee.	Well in advance of the expected graduation date.
Prepare dissertation.	Per departmental requirements.
Apply for graduation.	Approximately 9 months before commencement. See graduation application deadlines .
Schedule the final defense of your dissertation.	Time varies. Schedule with Dissertation Committee.
Submit a final defended copy of the dissertation.	See deadline .
Arrange for cap and gown at University Bookstore .	By deadline date for placing order. Edinburg Campus: (956) 665-2252 Brownsville Campus: (956) 882-8249 Email: utrgv@bkstr.com

Appendix 2
Doctoral Milestones Agreement Form
School of Rehabilitation Services and Counseling

This form is provided to inform students about the academic milestones that they will be expected to reach to earn their Milestone degree as well as when they are expected to complete these milestones. Advisors will work with each student to customize the list of responsibilities included in the agreement. Students are expected to reach each milestone within the specified time to make satisfactory progress through the program.

Students who are not making satisfactory progress evaluated based on their degree plan (see Appendix 3) and SRSC students evaluation (see Chapter VIII) may lose funding, be placed on academic probation, or be dismissed from the program. If a student has ongoing concerns or grievances (see Chapter X) related to his or her Milestones Agreement, the student should follow the [institution's academic grievances policy](#) and procedures as outlined in the institution's graduate catalog (or Handbook of Operating Procedures).

Academic Advising

Upon entering the Rehabilitation Counseling Doctoral Program, all students will be assigned an advisor. The advisor will be a member of the program department. For specific information on the faculty advisor assignment procedure for the SRSC, see Chapter IV Item 3.

Other program-specific elements may be included here

NA

Requirements for all Students in the Rehabilitation Counseling Doctoral Program

<u>Milestone</u>	Expected Time (DATE) of Achievement
Review of student's progress/performance (see Chapter IV Item 3)	Every Semester
Successful completion of the qualifying exam (see Chapter V Item 4)	2 Year
Coursework successfully completed	3 Year
Dissertation Committee appointed and approved by the Ph.D. Program Coordinator	3 Year
Dissertation proposal completed and approved	2.5 Year
A student admitted to doctoral candidacy	2.5 Year
Research protocols and/or IRB approval (as applicable) “	3 Year
Dissertation completed, successfully defended, and approved by Committee	3 – 4 Year
Student completes and files all paperwork required for graduation	3 – 4 Year
Dissertation accepted by Graduate School	3 – 4 Year
Exit interview completed	Every Year

Degree Completion Checklist for Students

- Maintain active student status by registering for courses every fall and spring semester (*may also include summer depending on program-specific requirements*)
- Complete the *Milestones Agreement Form* with your advisor no later than the last class day of the Spring semester
- Complete all required organized coursework
- Schedule and successfully complete required qualifying exams
- Form your dissertation committee in consultation with your advisor and dissertation Chair

- Have your committee approved by program GSC and Graduate School
- Prepare and successfully present your dissertation proposal
- Apply for Advancement to Candidacy
- Enroll in required dissertation hours and complete your dissertation
- Successfully complete the defense of your dissertation
- Submit required documentation to the Graduate School for completion and graduation

I have read this form and have had the opportunity to discuss the information contained in it with my advisor. I understand the academic milestones that I am expected to reach to successfully complete the Rehabilitation Counseling Doctoral program, as well as the expected timeline for completing these milestones.

Student's Signature

Date

Advisor's Signature

Date

Appendix 3. Degree Plan Worksheet

Student Name:

Student Number:

Core Curriculum Courses (36 hours)

Course	Semester/Year	Grade
REHS 8300 Seminar Dissertation Development		
REHS 8302 Grant Writing		
REHS 8306 Advanced Career Development		
REHS 8307 Internship (taken twice)		
REHS 8311 Sem in Research & Publishing		
REHS 8312 Advanced Counseling		
REHS 8313 Rehab Admin Leadership & Advoc		
REHS 8314 Supervised Teaching		
REHS 8315 Internship Supervision Experience		
REHS 8317 Advanced Counseling Practicum		
* REHS 8318 Distance Education Teaching		

Research and Statistics Required (15 hours)

Course	Semester/Year	Grade
REHS 8350 Introduction to Statistics		
REHS 8351 Rehabilitation Intermediate Stats		
REHS 8310 Advanced Research Methods		
REHS 8305 Mixed Methods & Qualitative		
REHS 8352 Rehabilitation Multivariate Stats		

Dissertation (minimum 12 hours)

Course	Semester/Year	Grade
REHS 9690 Dissertation I (6 hours)		
REHS 9691 Dissertation II (6 hours)		
REHS 9190 Dissertation (continued enrollment)		

Graduate Course Elective (3 hours)

Disclaimer: This worksheet is not considered a degree plan. Courses may be cancelled at any time and without notice. It is the student's responsibility to meet with the program coordinator on a consistent basis. Please refer to DegreeWorks for the official degree plan. This worksheet only documents the course requirements and does not include the written comps exam, the dissertation, or leveling courses for those who do not have a master's degree in clinical Rehabilitation Counseling.

**Practicum and Internship field experiences must meet CACREP standards and Master’s in Clinical Rehabilitation Counseling requirements.

Appendix 4. SRSC Rehabilitation Counseling Doctoral Course Sequence

Fall Start (3-Year Plan Sample)	Spring Start (3-Year Plan Sample)
<p>Year 1 Fall (9)</p> <ul style="list-style-type: none"> • REHS 8310 Research Topics in Rehab (Advanced Research Methods) • REHS 8314 Supervised Teaching Experience • REHS 8350 Intro to Stat <p>Year 1 Spring (9)</p> <ul style="list-style-type: none"> • REHS 8305 Qualitative Research in Rehab • REHS 8306 Advanced Career Development and Disability • REHS 8351 Intermediate Stat <p>Year 1 Summer (6)</p> <ul style="list-style-type: none"> • REHS 8318 Distance Education in Rehab Counseling • REHS 8315 Internship Supervision and Experience <p>Year 2 Fall (9)</p> <ul style="list-style-type: none"> • RHES 8311 Seminar in Rehab Research and Publication • REHS 8312 Advanced Counseling (Practicum I) • REHS 8352 Multivariate Statistics <p>Year 2 Spring (9)</p> <ul style="list-style-type: none"> • REHS 8302 Grant Writing • REHS 8313 Rehab Admin, Leadership, and Advocacy • REHS 8317 Advanced Counseling Practice (Practicum II) <p>Year 2 Summer (6)</p> <ul style="list-style-type: none"> • REHS 8300 Dissertation Development • Elective (OR) REHS 6340 Advanced Counseling and Diagnostics in Clinical Rehabilitation Counseling <p>Year 3 Fall (9)</p> <ul style="list-style-type: none"> • REHS 8307 Internship Part I • REHS 9690 Dissertation I <p>Year 3 Spring (9)</p> <ul style="list-style-type: none"> • REHS 8307 Internship Part II • REHS 9691 Dissertation II 	<p>Year 1 Spring (9)</p> <ul style="list-style-type: none"> • REHS 8305 Qualitative Research in Rehab • REHS 8306 Advanced Career Development and Disability • REHS 8351 Intermediate Stat <p>Year 1 Summer (6)</p> <ul style="list-style-type: none"> • REHS 8318 Distance Education in Rehab Counseling • REHS 8315 Internship Supervision and Experience <p>Year 1 Fall (9)</p> <ul style="list-style-type: none"> • REHS 8310 Research Topics in Rehab (Advanced Research Methods) • REHS 8314 Supervised Teaching Experience • REHS 8350 Intro to Stat <p>Year 2 Spring (9)</p> <ul style="list-style-type: none"> • REHS 8302 Grant Writing • REHS 8312 Advanced Counseling Practicum I • REHS 8313 Rehab Admin, Leadership, and Advocacy <p>Year 2 Summer (6)</p> <ul style="list-style-type: none"> • REHS 8300 Dissertation Development • Elective (or) REHS 6340 Advanced Counseling and Diagnostics in Clinical Rehabilitation Counseling <p>Year 2 Fall (9)</p> <ul style="list-style-type: none"> • RHES 8311 Seminar in Rehab Research and Publication • REHS 8317 Advanced Counseling Practice II • REHS 8352 Multivariate Statistics <p>Year 3 Spring (9)</p> <ul style="list-style-type: none"> • REHS 8307 Internship Part I • REHS 9690 Dissertation I <p>Year 3 Summer (9)</p> <ul style="list-style-type: none"> • REHS 8307 Internship Part II • 9691 Dissertation II

Course Offered By Semester

Fall Courses	Spring Courses	Summer Courses
<ul style="list-style-type: none"> • REHS 8307 Internship Part I • REHS 8310 Research Topics in Rehab • RHES 8311 Seminar in Rehab Research and Publication • REHS 8312 Advanced Counseling • REHS 8314 Supervised Teaching Experience • REHS 8317 Advanced Counseling Practicum II • REHS 8350 Intro to Stat • REHS 8352 Multivariate Statistics • REHS 9690 Dissertation I • REHS 9691 Dissertation II 	<ul style="list-style-type: none"> • REHS 8302 Grant Writing • REHS 8305 Qualitative Research in Rehab • REHS 8306 Advanced Career Development and Disability • REHS 8307 Internship Part I • REHS 8307 Internship Part II • REHS 8312 Advanced Counseling Practicum I • REHS 8313 Rehab Admin, Leadership, and Advocacy • REHS 8317 Advanced Counseling Practice II • REHS 8351 Intermediate Stat • REHS 9690 Dissertation I • REHS 9691 Dissertation II 	<ul style="list-style-type: none"> • Elective • REHS 8300 Dissertation Development • REHS 8307 Internship Part II • REHS 8315 Internship Supervision and Experience • REHS 8318 Distance Education in Rehab Counseling • REHS 9690 Dissertation I • REHS 9691 Dissertation II

Appendix 5. SRSC Course Descriptions

CORE Courses (36-Credit Hours)

- **REHS 8300 Dissertation Development:** This seminar course is designed to provide students with the necessary knowledge, tools, and interactive experience in order to understand, prepare, and develop the first three chapters of their dissertation for proposal to the committee. Students will methodically learn what goes into each of the five chapters in a dissertation, practice and develop relevant research questions to their topic, operationalize their topic, and identify the variables and instruments needed. In addition, students will research their topic, culminating in submitting their first three chapters for grade as well as preparing a mock oral presentation for the class. Aside from weekly roundtable updates Re: student progress and feedback, the instructor will cover individualized variable identification and research design. Separately, students will be introduced to numerous research designs via homework running SPSS assigned database, print and interpret these results.
- **REHS 8302 Grant Writing:** This course introduces students to the broad principles associated with grant writing. This includes an in-depth analysis of the complex network of funding streams, grant types, and competitive processes. Through an interactive ongoing process, each student will develop a targeted proposal to include narrative, methodology, budget, and evaluative content. Fiscal and data management techniques will be explored. At course conclusion student will have a submission ready proposal.
- **REHS 8306 Advanced Career Development and Disability.** This course examines the role of work and its impact upon people with disabilities from the perspectives of theory, research and practice. Multicultural perspectives of vocational psychology, socioeconomic class, gender-role expectations, and disability will be explored. Students will be presented with materials concerning career decision-making, the impact of personality on vocational choice and contextual factors influencing career development.
- **8307 Internship Part I (3-Credit) & II (3-Credit).** This advanced internship course is designed to provide 300 hours of supervised experience in a minimum of one core area as part one of a two course series devised to meet a total of 600 hours of internship to include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership, and advocacy). The advanced internship is structured to continue and enhance concepts, skills, and abilities by actual practice in professional settings.
- **REHS 8311 Seminar in Rehabilitation Research and Publication:** Advances in the knowledge and practice of rehabilitation counseling and health sciences can have impacts on the enhancement of quality of life among people with disabilities. It is therefore imperative for doctoral level education and training programs to position themselves as scholarly incubators of researchers and scientists for future generations. This seminar intends to explore the realm of publishing for rehabilitation research. More specifically, the seminar will focus on the following two critical components: (1) conducting a research study from inception to completion, and (2) disseminating research findings in both public and peer-reviewed academic forums.
- **REHS 8312 Advanced Counseling (Advanced Counseling Practicum I):** This course offers an advanced, in-depth overview of theoretical counseling theories and techniques. Students will be required to demonstrate proficiency in the application of counseling approaches for treating a variety of mental health issues prior to advancing to the REHS 8317 Advanced Counseling Practicum course.
- **REHS 8313 Rehabilitation Administration, Leadership, and Advocacy:** This course explores the critical role of management skills in human services and higher education. Students will gain an understanding of management styles, delegating effectively, conflict resolution strategies, organizational psychology principles, performance evaluations, personnel decisions, mentoring and fiscal responsibility decision-making. Students will also understand the critical role of advocacy as a professional.

- **REHS 8314 Supervised Teaching Experience:** This course will provide a foundation to understanding the adult learner as well as appropriate pedagogies to best teach this learner. Students will also learn develop a statement of teaching philosophy. Students will learn the comprehensive process of developing and teaching a college level course. Under the supervision of the instructor, students will lecture in a course and be evaluated on their teaching. Students will demonstrate teaching skills using a variety of modalities as well as other didactic teaching methods.
- **REHS 8315 Internship Supervision and Experience:** Under the supervision of advising faculty, students will supervise undergraduates or graduates performing their internship. Students will learn necessary accreditation standards criteria for supervising student interns and learn procedures and strategies in the process.
- **REHS 8317 Advanced Counseling Practicum (Advanced Counseling Practicum II):** Students will complete a pre-approved 100-hour practicum in a public or private mental health agency, of which 40 hours must be direct counseling services. Students will be responsible for providing individual and/or group, family, and couples counseling sessions; conducting client intakes; developing treatment plans; and completing paperwork and other case management functions. Prerequisite: REHS 8312 Advanced Counseling
- **REHS 8318 Distance in Education Rehabilitation Counseling:** This course is a survey of distance learning and teaching theories and practices in rehabilitation counseling education. Topics include instructional design, digital curation and course content development, legal/ethical issues in online education, and higher education administrative policies and practices in distance education.

RESEARCH Courses (15 -Credit Hours)

- **REHS 8305 Mixed Methods and Qualitative Research:** This course will overview mixed-methods and qualitative research approaches within the context of understanding the lives and experiences of people with disabilities. Students will acquire skills and gain experience using a wide range of methodological and analytical research techniques. The emphasis of the course is research design, data collection, management, analysis, and interpretation of quantitative and qualitative data within mixed methods design frameworks. In addition, students will examine and evaluate mixed methods and qualitative literature and develop a research project using mixed methods or qualitative methodologies.
- **REHS 8310 Advanced Methodology in Rehabilitation (Research Topics in Rehabilitation):** This course covers research design and methodology used in quantitative research. Topics include, but not limited to, Problem Formulation, Systemic Literature Review, Conceptualization and Operationalization, Measurement Scale, Reliability and Validity, Instrument Development, Experimental Design, Program Evaluation, Single Subject Research Design, Secondary Data Analysis, and Meta-analysis.
- **REHS 8350 Introduction to Statistics:** This course is designed to teach SPSS basic and some statistics that are usually included in introductory statistics courses, plus some (e.g., reliability measures) that are useful for doing research. This course teaches the use and interpretation of these statistics as much as possible in non-technical, jargon-free language. Statistical procedures taught in this class include SPSS basic, Missing Data Handling, Several Measures of Reliability, Cross-Tabulation, Chi-Square, Independent/Paired Sample t-Test,
- **REHS 8351 Intermediate Statistics:** This course is designed to teach a variety of statistics that are usually included in intermediate statistics courses. This course teaches the use and interpretation of these statistics as much as possible in non-technical, jargon-free language. Statistical procedures taught in this class include ANOVA, ANCOVA, MANOVA, MANCOVA, (Linear/Multiple/Logistic) Regression. Prerequisite: REHS 8350 or consent of instructor.
- **REHS 8352 Multivariate Statistics:** This course is designed to teach a variety of statistics that are usually included in multivariate statistics courses. This course teaches the use and interpretation of these statistics

as much as possible in non-technical, jargon-free language. Statistical procedures taught in this class include Exploratory/Confirmatory Factor Analysis, Structural Equation Modeling, Cluster Analysis, Discriminant Analysis, Moderation/Mediation, Power Analysis, and Multilevel Linear Modeling/Hierarchical Linear Modeling. REHS 8351 or consent of instructor.

DISSERTATION Courses (12-Credit Hours)

Students must be enrolled in either 9690 or 9190 when defending.

- **REHS 9690 Dissertation I (6-credit):** Students will work with their dissertation chair and committee members. The dissertation consists of a minimum of 12 hours of comprehensive qualitative, quantitative, and/or mixed-method research on an agreed-upon topic in the field of rehabilitation counseling and working with persons with disabilities. The overall expectation of this course is that students will be completing dissertation proposal.
- **REHS 9691 Dissertation II (6-credit):** Students will work with their dissertation chair and committee members. The dissertation consists of a minimum of 12 hours of comprehensive qualitative, quantitative, and/or mixed-method research on an agreed-upon topic in the field of rehabilitation counseling and working with persons with disabilities. The overall expectation is that students will be engaged in data collection and analysis, working toward dissertation defense. Prerequisite: REHS 9690
- **REHS 9190 Dissertation:** 1 hour ongoing until completed, if needed). Prerequisites: REHS 9691

ELECTIVE Course List (3-Credit Hours)

- **REHS 6395 Clinical Counseling:** This experiential-based course is designed to facilitate application of advanced counseling skills. Students will be expected to demonstrate proficiency in their ability to conceptualize client concerns and provide counseling for clients with a variety of mental health issues.
- **REHS 6340 Advanced Counseling and Diagnostics in Clinical Rehabilitation Counseling:** This course is designed to increase the student's understanding of the field of psychiatric rehabilitation, with an emphasis on special populations. Students will be introduced to the philosophical and empirical basis of psychiatric rehabilitation, including an overview of programing models, service-system issues, and current research in psychological disorders and their treatment. Students will be able to demonstrate in-depth understanding of the facts, concepts, and principles underlying and guiding the growth of the field of psychiatric rehabilitation through role-playing, recorded interviews and counseling sessions, observation analysis, and evaluation of interviewing techniques. Throughout the course, focus will be placed on the consumer movement, ethical and legal aspects in counseling, and cross-cultural issues.
- **REHS 7320 Bilingual Counseling** (if Spanish language skills allow; permission of Dr. Palacios required): In this course, students will augment their professional Spanish conversational skills students through an introduction to Spanish therapeutic concepts, interventions, and terminology used in the mental health field and develop essential Spanish language skills needed to function as Bilingual (English/Spanish) mental health professionals. Introductory bilingual counseling principles of and approaches to bilingual counseling are discussed throughout the course. The course is taught in English and in Spanish.
- **REHS 8303 Advanced Grant Writing:** The applied grant writing course requires the students to work under the direction and supervision of a faculty member. The student will assist on a grant for funding submission or prepare a proposal for future funding submission. Prerequisite: REHS 8302 Grant Writing
- **EDRE 8303 Advanced Qualitative Research:** The purpose of advanced qualitative research is to develop a deeper understanding of qualitative designs, data collection, and data analysis. Prerequisite: EDRE 8300 and EDRE 8301. If a student has completed our similar class, permission from EDRE may be granted.
- **EDRE 8305 Program Evaluation:** Methods related to planning and implementing evaluation of educational programs, including formative and summative evaluations are the focus of this course. National

standards are examined for assessing the quality of evaluations relative to utility, feasibility, propriety, and accuracy. Prerequisite: EDRE 8300, EDRE 8301, and EDRE 8302. Prerequisite: If a student has completed our similar classes, permission from EDRE may be granted.

- **EDUL 8300 Scholarly Writing:** This course will provide students with the skills and knowledge to write a literature review, a scholarly paper, and to organize a research proposal through conceptualization, design and writing that includes the major components of a research plan. Students will enhance their researcher capacity and their ability to critically analyze research-based publications, proposals, reports and reviews of literature.
- **EDUL 8301 Leadership and Organizational Behavior:** Application of theories of organization to the problems of educational institutions. Subjects such as motivation, work and careers, power and influence, communication and perceptions, group dynamics, work design and organizational control considered from the perspective of the leader and decisionmaker.
- **EDUL 8302 Theories of Learning and Instruction:** Examination of various theories of learning and instruction and their impact on current teaching practices. Instructional leadership will receive emphasis.
- **EDUL 8303 Educational Politics and Policy:** Survey of theoretical and empirical literature related to educational politics and policy, including political systems theory, intergovernmental relations, power and conflict, community relations and intergroup theory, and policies dealing with equity, quality, efficiency and choice.
- **EDUL 8304 Social and Cultural Contexts of Education:** The relationship of contemporary educational institutions, both public school and higher education, to their social setting.
- **EDUL 8305 Economics of Education:** Survey of theoretical and empirical literature related to the economic context of educational institutions, including scarcity, income determination, expenditures, resource allocation and perspectives on progressivity and economic development.
- **EDUL 8306 Ethics and Values in Educational Administration:** Examination, from the point of view of various ethical systems, of issues of equity, distributive justice, codes of ethics in educational professions, treatment of students and other issues that face administrators of educational systems. Designed to sensitize prospective educational leaders to the ethical content of educational decisions.
- **EDUL 8307 Organizational Theory in Education:** Application of theories of organization to problems of educational institutions; designed to develop diagnostic skills necessary for successful administration of complex educational enterprises.
- **EDUL 8308 History of Education:** The development of American education, formal and informal, from colonial times until the present. Areas of emphasis include the historical influences on educational development, the issues of each time period and current trends.
- **EDUL 8330 Education Law Seminar:** Analysis of legal problems in education, sources of law and the methods of legal research.
- **EDUL 8340 Higher Education Law:** An overview of historic and contemporary influences of the United States and state constitutions, federal and state statutes, case law and agency regulations that impact higher education institutions and their administrators, faculties and students.
- **EDUL 8341 Student Affairs in Higher Education:** Student affairs in higher education is a study of the professional foundations and conceptual models for student affairs administration, programs, and services in community colleges and four-year institutions. Also included will be the development of higher education administrative skills, including those of particular relevance to student affairs.

- **EDUL 8342 Policy, Politics, and Governance in Higher Education:** This course is an advanced study of problems, issues and trends related to governance, organization and control of higher educational institutions.
- **EDUL 8343 Higher Education Finance:** Higher Education Finance is a study of contemporary policies and practices in the finance of American higher education. The interpretation and uses of financial data in the administration of institutions; sources and methods of securing funds; budget processes; and policies and issues regarding the finance of higher education are some of the topics considered.
- **EDUL 8344 The American Community College:** The American Community College is a study of the institutional components of the community college including a review of history, purposes, clientele, organization, finance, programs, and societal functions. Current issues facing community colleges are studied.

LEVELING Course List (27-Credit hours)

For those who do not have master's degree in rehabilitation counseling.

- **REHS 6300 Foundations in Clinical Rehabilitation Counseling:** An introduction to the broad field of human rehabilitation. Study includes historical, legislative and organizational bases; rehabilitation process; personnel standards and types of rehabilitation facilities.
- **REHS 6310 Case Management in Rehabilitation:** Procedures and processes in individualized case planning, recording, management and reporting systems used by rehabilitation professionals in providing and coordinating available services to persons with disabilities. Emphasis is upon the rehabilitation process, the professional/client relationship and interviewing techniques. Focus is upon case management in public, private and medical rehabilitation settings.
- **REHS 6315 Research and Program Evaluation:** An exploration of qualitative and quantitative research methods and experimental designs with specific application to research in rehabilitation. Students will also demonstrate skills in the application and interpretation of statistical procedures utilizing a statistical software package.
- **REHS 6320 Psychosocial Aspects of Disability:** The course examines the psychological and social aspects of individual and family adjustment to disability and chronic illness. Included are findings in research on the adjustment process and on the relationship of psychological and social variables to the acquisition and maintenance of health.
- **REHS 6325 Group Counseling in Rehabilitation:** Group counseling with people with disabilities will address the approaches in group counseling with the different disability groups. The role of the counselor in group counseling will be emphasized. The course will include instruction and practice in the application of group procedures and processes as they apply to people with disabilities.
- **REHS 6330 Assessment and Testing:** Introduction to vocational assessment with focus on measurement concepts, procedures and practices used in conducting a systematic appraisal of individuals with handicapping conditions resulting from age, disease and trauma.
- **REHS 6345 Medical Aspects of Disability:** Advanced studies in medical conditions most frequently encountered by rehabilitation professionals. A detailed study of the medical resources employed by professionals assisting people with disabilities will occur. Students will learn about the diagnosis, prognosis and vocational implications of various disabilities.
- **REHS 6350 Career Development and Job Placement:** Provides an overview of job placement based on a systems perspective. Students will have an opportunity to explore various job placement philosophies, programs and techniques as well as to gain hands-on experience in job analysis, labor market analysis and career exploration.

- **REHS 6355 Developmental Lifespan and Disability:** The purpose of this course is to provide an overview on how biological, psychological, and social factors influence individual development throughout the lifespan. Special emphasis on the rehabilitative process and how it relates to human growth and development and disability-related issues will be provided. Students will gain a working knowledge of the theories of human development, the needs of individuals with disabilities, and how to implement approaches and plans that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with disabilities across the life span. Students will learn to demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges to facilitate the development of transition strategies to successfully complete the rehabilitation process.
- **REHS 6360 Counseling Theories in Clinical Rehabilitation Counseling:** Study of major counseling theories and techniques with focus on principles and competencies in rehabilitation counseling, including special applications and modifications that may be required in counseling persons with mental, physical or emotional disabilities.
- **REHS 6365 Multicultural and Social Diversity:** The course provides students with the opportunity to identify their personal values, explore cultural diversity issues and enhance their ability to apply rehabilitation services to diverse populations. This course provides students with multicultural skills necessary to address the social and emotional issues cross-culturally to people with disabilities. Students are able to perceive and conceptualize the multicultural factors that affect people with disabilities. They are able to provide culturally relevant rehabilitation counseling.
- **REHS 6370 Techniques in Clinical Rehabilitation Counseling:** Study of current techniques utilized in rehabilitation counseling and rehabilitation client services. Structured learning experiences for development of competencies in utilization of the techniques with rehabilitation clients.
- **REHS 6375 Psychiatric Rehabilitation:** The purpose of this course is to introduce the basic concepts of abnormal psychology and to facilitate understanding of the principles of psychiatric rehabilitation as it relates to working with individuals with mental disorders and other disabilities. The course is also designed to teach students specific concepts, skills and competencies required to differentiate between normal human growth and development and abnormal human behavior and symptoms using the DSM-V-TR.
- **REHS 6390 Practicum in Clinical Rehabilitation Counseling:** A minimum of 100 clock hours of supervised experiences in a clinically-based rehabilitation counseling setting under the supervision of qualified rehabilitation faculty. Includes a one-hour-per-week seminar in ethics and standards of practice in rehabilitation, as well as regularly scheduled weekly meetings for individual and group supervision.
- **REHS 7600 Internship in Clinical Rehabilitation Counseling:** A 600-hour applied experience in the student's area of specialization in a rehabilitation agency or facility external to the University. Includes a one hour-per-week seminar and group supervision meeting.

Appendix 6
SRSC Ph.D. Dissertation Proposal Result Form

Student Name:

SID:

Student Email:

Data of Proposal:

This form should indicate the recommendations of the Dissertation Committee following the dissertation proposal defense. If the proposal is accepted with modifications, the process for making required changes should be described on a separate attachment and should include the estimated date for completing the changes/modifications. All but one of the members of the committee must agree with the decision to accept the pass with honor (no revision), pass with revision, or unacceptable. If the proposal is rejected, the student is required to re-defend the proposal after all required changes are addressed.

On _____, this committee met the proposal of _____.
The Examiners' recommendation are as follows:

		Pass with Honor	Pass with Revision	Unacceptable
Dissertation Chair Name	Signature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member Name	Signature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member Name	Signature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member Name (Optional)	Signature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee Member Name (Optional)	Signature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dissertation Assessment Rubric
UTRGV PhD in Rehabilitation Counseling

Outstanding	Very Good	Acceptable	Unacceptable
3	2	1	0
<ul style="list-style-type: none"> • Original and Significant • Ambitious, Brilliant Creative, Elegant Exciting, Insightful • Sophisticated, Thoughtful • Very well organized Interdisciplinary • Connects components in a seamless way • Exhibits mature and independent thinking • Asks new questions • Clearly states problem and why it is important • Focused, logical and rigorous • Theoretically sophisticated and shows deep understanding of theory • Brilliant research design • Develops new tools, methods, approaches and types of analysis • Rich data from multiple sources • Analysis is comprehensive, complete, and • Sophisticated • Results are significant • Conclusion ties the whole research together • Is publishable in a top-tier journal • Changes the way people think • Pushes the disciplines boundaries and opens new areas for research 	<ul style="list-style-type: none"> • Is solid • Is well written and organized • Has some original ideas, insights and observations • Has a good question or problem that tends to be small and traditional • Is the next step in a research program • Shows understanding and mastery of subject matter • Is strong, comprehensive and coherent • Well executed research • Demonstrates technical competence • Uses appropriate theory, methods and techniques • Obtains solid, expected results • Makes a modest contribution to the field 	<ul style="list-style-type: none"> • Demonstrates technical competence • Shows ability to do research • Demonstrates an understanding of a theory, but is not imaginative • Uses standard methods • Has predictable results • Makes a contribution 	<ul style="list-style-type: none"> • Poorly written • Spelling and grammar errors • Contains errors and mistakes • Plagiarizes • Misread or misses sources • Demonstrates that procedures, concepts or processes are not understood • Relies on inappropriate or incorrect methods • Data are flawed Incoherent analysis • Has results that are obvious, already known, or misinterpreted • Does not make a contribution

Appendix 7

SRSC Semester Program Evaluation Survey

- Q1. Student Name (First/Last), SID, School Email, and Alternative Email
 Q2. Catalog Year (semester/year you started the program, e.g., Fall 2021)
 Q3. Total Credit Completed (e.g., 48)
 Q5. Your current GPA (e.g., 3.87)
 Q8. Gender? Male, Female, Transgender, Don't want to answer
 Q9. Race/Ethnicity? (Select one)
 Hispanic or Latino White, not Hispanic or Latino
 American Indian and Alaska Native Asian
 Native Hawaiian and Other Pacific Islander Black or African American
 Two or more race Other (please specify)
 Q10. Enrollment status. Full-time Part-time student
 Q11. Professional credentials you hold currently?
 LPC-Intern LPC/LPC-Supervisor CRC LCDC
 Other (please specify) None
 Q12. Academic Advisor's Name (First/Last)
 Q13. Dissertation Chair's Name (First/Last; skip if you do not have dissertation chair yet)
 Q14. Degree Plan Updated for this Academic Year Yes No
 Q15. Your Scholarly Accomplishment.
 (e.g. publication, grant proposal submitted/funded, conference presentation, award)
 Q16. Stat/Research Required Course Progress (Put for the courses you completed)
 Complete: 8305, 8310, 8350, 8351, 8352
 Q17. Comprehensive Exam
 Pass Fail NA

Q18. Students' Self-Appraisal

How would you rate your performance in the following items?	1	2	3	4	5	6	7
<ul style="list-style-type: none"> • 7=Excellent, • 6=Very Good, • 5=Above Average, • 4=Average, • 3=Below Average, • 2=Poor, • 1=Very Poor 							
Professional Identity: I am...							
<ul style="list-style-type: none"> • able to take a respectful, helpful professional approach to people including people from diverse backgrounds and people with disabilities. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. & j.] 							
<ul style="list-style-type: none"> • able to work respectfully and collaboratively with faculty. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. i. k. & j.] 							
<ul style="list-style-type: none"> • able to work respectfully and collaboratively with support staff. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. & j.] 							
<ul style="list-style-type: none"> • able to work respectfully and collaboratively with fellow students. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. & j.] 							

<ul style="list-style-type: none"> able to work respectfully and collaboratively with other professionals. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. & j.] 									
Ethics: I am...									
<ul style="list-style-type: none"> knowledgeable of ethical codes, standards, and guidelines, rules and regulations relevant to counseling. [CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. 1.] 									
<ul style="list-style-type: none"> able to recognize and analyze ethical and legal issues across the range of professional activities. [CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. 1.] 									
<ul style="list-style-type: none"> able to seek appropriate information and consultation when faced with ethical issues. [CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. 1.] 									
Leadership: I am...									
<ul style="list-style-type: none"> Able to participate as a leader in team activities. [CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.] 									
<ul style="list-style-type: none"> Able to understand the purpose and structure of meetings and how to facilitate them. [CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.] 									
<ul style="list-style-type: none"> Able to self-evaluate one's skills as a leader. [CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. & l.] 									
Professional Competence: I am able to....									
<ul style="list-style-type: none"> demonstrates critical thinking and analysis skills. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.] 									
<ul style="list-style-type: none"> demonstrates utilization of resources to promote learning. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.] 									
<ul style="list-style-type: none"> demonstrates time management. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.] 									
<ul style="list-style-type: none"> demonstrates self-understanding and reflection. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.] 									
<ul style="list-style-type: none"> demonstrates self-care. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.] 									

Q19. Doctoral Students' Program Evaluation

Rate degree that UTRGV Rehabilitation Counseling doctoral program help you on the following items: 5 = a great deal, 4 = a lot, 3 = a moderate amount, 2 = a little, 1 = not at all	1	2	3	4	5
<ul style="list-style-type: none"> build leadership skills in local, state, regional, or national professional organization 					
<ul style="list-style-type: none"> become a member of relevant professional organizations 					
<ul style="list-style-type: none"> gain knowledge regarding professional affiliations and accreditation standards 					
<ul style="list-style-type: none"> gain knowledge and skills of ethical and legal issues in counselor education 					
<ul style="list-style-type: none"> build skills in the development of coursework and teaching in a classroom setting 					
<ul style="list-style-type: none"> build skills in designing syllabi for a variety of rehabilitation services and counseling education courses. 					
<ul style="list-style-type: none"> build skills to use classroom technology 					
<ul style="list-style-type: none"> improve your counseling skills 					
<ul style="list-style-type: none"> build skills to (a) assess clients, and (b) diagnose and treat clients in counseling sessions including with a multicultural perspective. 					
<ul style="list-style-type: none"> build your skills in providing live supervision or videotape or counseling sessions, which demonstrate the skills to work with clients from a variety of cultural and disability backgrounds. 					
<ul style="list-style-type: none"> gain knowledge of the theories, techniques, and ethics of supervision. 					

• build skills to supervise counselors.					
• build skills to supervise individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs.					
• gain knowledge of and skills to conduct qualitative research projects relevant to counselor education and rehabilitation of individuals with disabilities.					
• gain knowledge and skills to conduct quantitative research projects relevant to counselor education and rehabilitation of individuals with disabilities.					
• gain knowledge in research ethics.					
• gain knowledge of how research can be utilized to inform public policy					
• gain knowledge and skills to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences.					
• gain skills to focus attention to individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religious, spiritual, or people with different sexual orientations.					
• gain knowledge of societal evolution and the role of advocacy.					

Q20. Students Learning Outcome Evaluation

Research Domain [SLO1; REHS 8310, 8350, 8351, 8352, 9690, 9691]	
• [8310] I received $\geq 80\%$ score on the Research Paper.	<input type="checkbox"/> Yes <input type="checkbox"/> No
• [8350, 8351, 8352] I received $\geq 80\%$ score on the Multiple-Choice Exam	<input type="checkbox"/> Yes <input type="checkbox"/> No
• [9690, 9691] Rate the Dissertation Course Effective from your perspective.	<input type="checkbox"/> 0: No Effect <input type="checkbox"/> 1: Average Effect <input type="checkbox"/> 2: Effective <input type="checkbox"/> 3: Excellent
Professional Identity Domain [SLO2; REHS 8302, 8313]	
• [8302] I received $\geq 80\%$ score on the grant writing paper.	<input type="checkbox"/> Yes <input type="checkbox"/> No
• [8313] I received $\geq 80\%$ score on the rehab admin and leadership paper.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Teaching Domain [SLO3; REHS 8314, 8318]	
• [8314] I received $\geq 80\%$ score on the Teaching Philosophy Paper.	<input type="checkbox"/> Yes <input type="checkbox"/> No
• [8318] I received $\geq 80\%$ score on the Distance Learning Project.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Clinical Counseling Practice Domain [SLO4; REHS 8312, 8317]	
• I received $\geq 80\%$ score on the Video Exhibiting Clinical Counseling Competence.	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Clinical and Professional Performance Evaluation (Likert Scale)	See Internship Manual
• Rate the site supervisor from your perspective	<input type="checkbox"/> 5: Excellent <input type="checkbox"/> 4: Good <input type="checkbox"/> 3: Fair <input type="checkbox"/> 2: Poor <input type="checkbox"/> 1: Very Poor
• Rate the quality of clinical counseling experience from your perspective.	<input type="checkbox"/> 5: Excellent <input type="checkbox"/> 4: Good <input type="checkbox"/> 3: Fair <input type="checkbox"/> 2: Poor <input type="checkbox"/> 1: Very Poor

Supervision Domain [SLO5; REHS 8315]	
• I received $\geq 80\%$ score on the Supervision Paper applying supervision model.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Disability and Multicultural Competence Domain [SLO6; REHS 8306]	
• I received $\geq 80\%$ score on the Advanced Career Development for People with Disabilities Paper	<input type="checkbox"/> Yes <input type="checkbox"/> No

- Q21. What are you proudest of having accomplished to date?
- Q22. Where are you vis-a-vis your programmatic milestones?
- Q23. What fruitful strategies have you developed to date to meet your goals?
- Q24. What (if anything) do you think may be getting in the way of your meeting your goals?
- Q25. What goals do you have for yourself for the coming year?
- Q26. What new strategies or skills do you want to develop to meet your goals?
- Q27. What can I (your advisor/dissertation chair/doctoral program coordinator) do to support you in reaching your specific research and professional goals?

Appendix 8
SRSC Annual End-Of-Year Exit Survey

Q1. Semester/Year you graduated from the UTRGV Rehabilitation Counseling doctoral program?
[e.g., Fall 2019]

Q2. What is your gender? Male Female Transgender

Q3. What is your race/ethnicity? (Select one)

- | | |
|--|---|
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> American Indian and Alaska Native |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Native Hawaiian and Other Pacific Islander |
| <input type="checkbox"/> White, not Hispanic or Latino | <input type="checkbox"/> Hispanic or Latino |
| <input type="checkbox"/> Two or more race | <input type="checkbox"/> Other (please specify) |

Q4. Are you employed in a professional job related to your degree?

- Yes No Not Sure

Q5. What is your employment setting?

- Clinical Academic (teaching/research)

Q6. How long have you been in this position?

- 0-6 Months 7-11 Months 1-2 Years 3-5 Years 5+ years

Q7. What is your employment site?

Q8. What is your job title?

Q9. What professional credentials do you currently hold (if any)?

- LPC-Intern LPC/LPC-Supervisor CRC LCDC
 Other None

Q10. How likely are you to recommend the UTRGV Ph.D. in Rehabilitation Counseling program to friends or colleagues? (0 = Not at all likely; 10 = Extremely likely)

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Q11. Program Assessment

To what degree, did your training program help you (5 = a great deal; 4 = a lot; 3 = a moderate amount; 2 = a little; 1 = not at all)	1	2	3	4	5
• build leadership skills in local, state, regional, or national professional organization					
• become a member of relevant professional organizations					
• gain knowledge regarding professional affiliations and accreditation standards					
• gain knowledge and skills of ethical and legal issues in counselor education					
• build skills in the development of coursework and teaching in a classroom setting					
• build skills in designing syllabi for a variety of rehabilitation services and counseling education courses.					
• build skills to use classroom technology					
• improve your counseling skills					
• build skills to (a) assess clients, and (b) diagnose and treat clients in counseling sessions including with a multicultural perspective.					
• build your skills in providing live supervision or videotape or counseling sessions, which demonstrate the skills to work with clients from a variety of cultural and disability backgrounds.					
• gain knowledge of the theories, techniques, and ethics of supervision.					
• build skills to supervise counselors.					

<ul style="list-style-type: none"> • build skills to supervise individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs. 					
<ul style="list-style-type: none"> • gain knowledge of and skills to conduct qualitative research projects relevant to counselor education and rehabilitation of individuals with disabilities. 					
<ul style="list-style-type: none"> • gain knowledge and skills to conduct quantitative research projects relevant to counselor education and rehabilitation of individuals with disabilities. 					
<ul style="list-style-type: none"> • gain knowledge in research ethics. 					
<ul style="list-style-type: none"> • gain knowledge of how research can be utilized to inform public policy 					
<ul style="list-style-type: none"> • gain knowledge and skills to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences. 					
<ul style="list-style-type: none"> • gain skills to focus attention to individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religious, spiritual, or people with different sexual orientations. 					
<ul style="list-style-type: none"> • gain knowledge of societal evolution and the role of advocacy. 					

Appendix 9

UTRGV School of Rehabilitation Services and Counseling PROFESSIONAL DISPOSITION EVALUATION (PDE) RUBRIC

Professional Disposition Category	Specific Disposition Descriptors	Exceeds Expectations / Competent	Acceptable / Competent	Developing towards Competencies	Poor / Below Expectations	Unacceptable / Harmful
		Pass	Pass	Pass	Fail	Fail
		(5)	(4)	(3)	(2)	(1)
Professional Ethics	Follows applicable professional counseling ethical codes and laws.	Exceeds expectations for a counseling student in terms of ethical decision making.	Meets expectations for a counseling student in terms of ethical decision making.	Demonstrates basic ethical behavior & judgments. Needs improvement.	Demonstrates limited ethical behavior & judgment, and/or exhibits a limited ethical decision-making process.	Makes decisions that violate a relevant ethical code or routinely makes poor decisions.
Multicultural Competence	Demonstrates awareness, sensitivity, & respect for cultural differences.	Regularly and professionally displays multicultural competencies.	Displays multicultural competencies in interactions with others.	Satisfactory, but inconsistent, application of multicultural knowledge or techniques. Needs improvement.	Limited evidence of multicultural knowledge or techniques. Does not demonstrate multicultural competencies.	Not accepting worldviews of others. May seek to impose own worldview on, discriminate or express prejudice towards others.
Engagement in Learning	Demonstrates commitment to learning & development as a counselor educator.	Shows personal dedication to growth as a counselor.	Shows strong commitment to growth as a counselor.	Shows reasonable effort supporting growth as a counselor. Needs improvement.	Shows little or no effort to make adjustments to support growth as a counselor.	Unable or unwilling to invest in own learning or professional growth process.
Personal Insight	Demonstrates recognition of verbal and nonverbal impact on others.	Empathic recognition of impact on others. Initiates and invites opportunities from others regarding self-impact.	Demonstrates consistent concern about impact of words and actions on others and takes effort to improve.	Demonstrates inconsistent concern about or effort towards impact on others. Needs improvement.	Demonstrates limited concern about impact of words and actions on others.	Words and actions reflect little or no concern about impact on others.
Adaptability and Cooperation	Demonstrates adaptability and cooperation skills necessary in counselor education training	Excellent flexibility and adaptability to meet demands of counseling. Cooperative style evident.	Demonstrates commitment to adaptability and cooperation as a counselor educator.	Shows reasonable effort in adjustment and may show some difficulty in cooperative activities. Needs improvement.	Shows little or no effort to adjust in response to changes. Monopolizes cooperative activities.	Expresses intolerance of changes. May be reactionary or defensive in response.
Feedback Utilization	Responds appropriately and implements supervisory &/or instructor feedback.	Responsive, open, and receptive, to feedback. Appropriately incorporates and implements feedback.	Demonstrates openness to feedback and attempts to incorporate feedback.	Demonstrates openness to feedback. Shows little or no evidence of incorporating feedback. Needs improvement.	Demonstrates reservations with feedback. Does not act on feedback.	Inappropriate reactive response style when given feedback. May refuse or reject feedback.
Conflict Resolution Strategies	Demonstrates self-awareness and control in relationships with conflict resolution with others.	Actively examines and acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.	Examines and/or acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.	Examines own role in conflict, but may not acknowledge it. Participates in problem solving efforts with supervision or guidance. Needs improvement.	Shows reticence examining own role in conflict. Minimal effort/ability at problem solving. May display difficulty addressing conflict directly with appropriate sources.	Shows unwillingness to examine own role in conflict. Minimal effort and/or ability at problem solving. May display hostility. May refuse to address conflict directly with appropriate sources.
Emotional Stability	Demonstrates emotional stability in all interactions with others.	Authentic display, control and recognition of emotions. Expression of feelings is limited to appropriate settings.	Expresses own feelings and acknowledges others' emotions in a satisfactory manner. Expression of feelings is limited to appropriate settings.	Emotionally expressive, but in a basic manner. Attempts to act professionally while experiencing difficult emotions. Needs improvement.	Shows difficulty in appropriately expressing own emotions. Struggles to recognize and/or acknowledge emotions of others.	Does not express or manage own emotions appropriately or disregards emotions of others. May be emotionally reactive.

Dependability	Demonstrates professionalism in attending and adhering to scheduled obligations, site policies, and record keeping.	Excellent performance in attendance, paperwork, and timeliness. Adheres to relevant policies and attends to scheduled obligations.	Satisfactory performance in attendance, paperwork, and timeliness. Rarely struggles with task completion or scheduled obligations.	Shows reasonable effort to be dependable. Limited difficulty with timeliness or record keeping. Needs improvement.	Demonstrates little effort to be dependable. Difficulty meeting deadlines or completing tasks in assigned manner.	Regularly misses scheduled obligations (e.g., class, supervision, or clinical site). Minimal effort to complete tasks on-time or in assigned manner.
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Appendix 10
Clinical Performance Evaluation

[See Internship Manual]

Appendix 11
Professional Performance Evaluation

[See Internship Manual]

Appendix 12

SRSC Student Learning Outcome Assessment

I. Program Information	
Degree Program	Ph.D. in Rehabilitation Counseling
Department	School of Rehabilitation Services & Counseling (SRSC)
Assessment Coordinator	

II. Program Student Learning Outcomes (SLOs):
SLO 1: [Professional Leadership and Identity Domain] Students will demonstrate Leadership Ability and Professional Identity.
SLO 2: [Teaching] Students will demonstrate knowledge and application of educational theory in the development of rehabilitation courses.
SLO 3: [Clinical Counseling Practice] Students will demonstrate knowledge and application of theoretical approaches and clinical counseling skills.
SLO 4: [Supervision] Students will demonstrate knowledge and application of a model of supervision.
SLO 5: [Research Domain] Students will demonstrate their knowledge and ability to read and interpret research and conduct research.
SLO 6: [Disability and Multicultural Competence] Students will demonstrate their development and application of advanced career theory for people with disabilities and multicultural clients.

III. Curriculum Map						
Ph.D. Rehabilitation Counseling: 66 Hour Degree Plan	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
REHS 8300: Dissertation Development					*	
REHS 8302: Grant Writing	*				*	
REHS 8305: Mixed Methods and Qualitative Research					*	
REHS 8306: Advanced Career Development and Disability						*
REHS 8307: Internship Part 1				*	*	
REHS 8307: Internship Part 2				*	*	
REHS 8310: Advanced Research Methodology					*	
REHS 8311: Seminar in Rehabilitation Research and Publication					*	
REHS 8312: Advanced Counseling Practicum I			*			

REHS 8313: Rehabilitation Administration, Leadership, and Advocacy	*					*
REHS 8314: Supervised Teaching Experience		*				
REHS 8315: Internship Supervision Experience				*		
REHS 8317: Advanced Counseling Practicum II			*			
REHS 8318: Distance Education Teaching		*				
REHS 8350: Introduction to Statistics					*	
REHS 8351: Intermediate Statistics					*	
REHS 8352: Multivariate Statistics					*	
REHS 9690: Dissertation I					*	
REHS 9691: Dissertation II					*	
REHS 9190: Dissertation Extension					*	

IV. Long-Term Assessment Plan				
Program SLOs	<u>Assessment Schedule</u> Specify the semester/year. (e.g., SP22, SP23, SP24, SP25) the SLO will be assessed during the next four years.	<u>Assessment Setting</u> Identify the specific courses or student experiences where significant assessments will take place, including those where student artifacts will be sampled from?	<u>Assessment Activities</u> What signature student work products, performances or other activities will be used to assess student learning? (e.g., a capstone project, presentation, exam, exhibition, dissertation)	<u>Assessment Tools</u> How will the assessment activity be scored/evaluated? (e.g., rubric)
SLO 1: Professional Leadership and Identity	Spring 22, 23, 24, 25	1. REHS 8302 2. REHS 8313	1. Grant Writing Project 2. Rehabilitation Administration & Leadership Paper	<ul style="list-style-type: none"> • Rubric & Benchmark: 80% of the students will receive $\geq 80\%$ score on the research paper. • Rubric & Benchmark: 80% of the students will receive $\geq 80\%$ score on the research paper.
SLO 2: Teaching	Summer I 22, 23, 24, 25	1. REHS 8314 2. REHS 8318	1. Teaching Philosophy Paper. 2. Distance Learning Project.	<ul style="list-style-type: none"> • Rubric Benchmark: 80% of the students will receive a score of $\geq 80\%$ on the Teaching Philosophy Paper.

				<ul style="list-style-type: none"> • Rubric Benchmark: 80% of the students will receive $\geq 80\%$ score on the Distance Learning Project.
SLO 3: Clinical Counseling Practice	Fall 22, 23, 24, 25 Spring 22, 23, 24, 25	1. REHS 8312 2. REHS 8317	1. Video-recordings of Clinical Counseling Competence. 2. Site Supervisor Evaluations & Student Self-evaluations	<ul style="list-style-type: none"> • Rubric & Benchmark: 80% of the students will receive a score of $\geq 80\%$ on the videos exhibiting clinical counseling competence. • Likert-Scale Rating
SLO 4: Supervision	Fall 22, 23, 24, 25 Summer 22, 23, 24, 25	1. REHS 8315, 8307	1. Internship Supervision Experience Paper	<ul style="list-style-type: none"> • Rubric & Benchmark: 80% of the students will receive $\geq 80\%$ score on the Supervision Paper applying a Supervision Model.
SLO 5: Research	Fall 22, 23, 24, 25 Spring 22, 23, 24, 25 Summer 22, 23, 24, 25	1. REHS 8310, 8311, 8305 2. REHS 8310, 8350, 8351, & 8352 3. REHS 8300, 9690, 9691, 9190	1. Research Paper 2. Multiple Choice Examination 3. Dissertation	<ul style="list-style-type: none"> • Rubric Benchmark: 80% of the students will receive $\geq 80\%$ score on the research paper. • Rubric Benchmark: 80% of the students will receive $\geq 80\%$ score on the research paper. • Rubric& Benchmark: Student will receive ≥ 1 score on a scale of 0-3 of Dissertation effectiveness.
SLO 6: Disability and Multicultural Competence	Spring 22, 23, 24, 25	1. REHS 8306	1. Advanced Career Development for People with Disabilities Paper	<ul style="list-style-type: none"> • Rubric Benchmark: 80% of the students will receive $\geq 80\%$ score on the Advanced Career Development for People with Disabilities Paper.