

# Doctorate in Rehabilitation Counseling and Administration

## Advisement Packet

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## **Doctorate in Rehabilitation Counseling and Administration Advisement Packet**

### *Introduction*

The Ph.D. program in the Rehabilitation Institute has been preparing graduate students for careers in rehabilitation education, administration, and research since 1978. Since its inception, over 135 candidates have graduated. These graduates are among the most respected leaders, educators, and researchers in the field of rehabilitation.

Our doctoral graduates are a diverse group, and represent every state in the Union, as well as over a dozen foreign countries. More minority alumni have come from the RI doctoral program than any other doctoral program in the U.S., and have gone on to successful careers in rehabilitation.

The Institute graduate offerings include Master's degrees in *Behavioral Analysis and Therapy (BAT)*, *Communication Disorders and Sciences (CDS)*, *Rehabilitation Administration and Services (RA&S)*, and *Rehabilitation Counseling Training (RCT)*. In 1979, the Institute began offering the first-in-the-nation Doctor of Rehabilitation degree (RhD)—which, in 2004, became the Doctor of Philosophy degree—with emphases in each of the four disciplines. In 2007, in order to be responsive to changing student needs and to maximize cross-program career opportunities for both students and faculty, the respective faculties of RA&S and RCT voted to consolidate.

### *Admissions*

Applicants will be considered for acceptance into the doctoral program, to begin in either the Fall or Spring semester. The preference is for Fall admission, but Spring admissions will be considered in special circumstances. Applications will begin to be reviewed for Fall admission the first Friday each January, while review for Spring admission will begin the first Friday each November. While applications will be accepted after these initial review dates, it is strongly encouraged for students to submit applications well in advance of initial review dates to maximize the possibility of acceptance and funding (See appendix for examples of funding opportunities outside of the department). All applicable policies and procedures of the Graduate School with regard to the admission of doctoral students will be followed. Requirements for admission to the Doctoral Program (hereafter referred to as the program) exceed those of the Graduate School. This means that admission to the SIU Graduate School as a non-declared student does not guarantee admission to the Ph.D. program. The faculty of the doctoral program will review all candidates carefully for their special strengths. The following will be considered for all candidates:

1. High academic achievement (normally indicated by a grade point average of 3.5 or above on a 4-point scale) in a master's program in rehabilitation, behavior analysis, psychology, communication disorders, or a closely related field at an accredited university. (Other master's degrees may be considered but programs of study will be adjusted to address human services deficits).
2. Interest in conducting rehabilitation research.

3. At least three letters of recommendation by professional persons familiar with the applicant's performance in academic, research, or service work settings.
4. GRE scores no more than 5 years old.
5. Meets TOEFL requirements of the SIU Graduate School.

Certain students may apply for (a) Direct Entry: Upon recommendation of the department and approval of the Graduate School, students with a Bachelor's degree only and no graduate work, may be admitted to the PhD program; or (b) Accelerated Entry: Upon recommendation of the department and approval of the Graduate School, students who have completed at least one semester of coursework in an approved Master's degree program, either at SIU or other university, may be admitted to the PhD program.

The latter two options are for students who can provide evidence of exceptional research potential, professional experience, academic performance, or a combination thereof.

Each of the RI academic programs, including this doctoral program, admits and supervises its own doctoral students. Prospective students for the program initially (1) identify the specialty area (counseling or administration) most appropriate given their research interests and future career goals. A student would then (2) identify the faculty member within the program who would potentially be the best fit for supervising her or his doctoral program and dissertation project (see Current Faculty Bios, this document). Lastly, (3) it is necessary to contact the Director of Graduate Studies for more information on the application process as well as to obtain an application packet.

Once an applicant's admission packet is completed, formal review of the application commences. After the faculty have had a chance to review the complete application, the prospective student will be invited to participate in a mandatory interview. While the preference is for face-to-face on-campus interviews, telephone interviews may be arranged when distance precludes such arrangements. Admission to our program is extremely competitive and students are advised to begin consulting with the graduate studies director early. While all RI faculty members support the doctoral program, it is the applicant's responsibility to work with their respective academic advisors. It is important to note that even very well qualified applicants may not be able to select the faculty member that they wish.

#### *Advisement*

Upon admission to the Ph.D. program, students will be assigned an Academic Advisor. Typically, this individual will also serve as the student's Dissertation Chairperson. Within the first semester of study, the advisor will assist the student in the formulation of a tentative Program of Study. This program/plan of study will be used in helping the student determine what courses to take during which semesters, and the appropriate times to take preliminary examinations. The Program of Study is then to be reviewed and signed by the Director of Graduate Studies and the Rehabilitation Institute Director. Changes may be made at any time by the student in consultation with the advisor, and then reviewed by the Director of Graduate

## Studies.

Prior to completion of 24 semester hours of course work, the Advisor/Chairperson will assist the student in identifying a dissertation committee which contains one member external to the Institute. Only faculty within the Rehabilitation Institute can function as Academic Advisors and Dissertation Committee Chairpersons. With the assistance of their dissertation committee chairperson, students should complete the top half of the Graduate Faculty Committee Approval form and submit it to the Graduate Studies Director prior to taking their preliminary examinations. Certain courses in the program may be required prior to taking preliminary exams. Students should check with their academic advisor regarding the specifics for their area of study.

Students may request a change of their Academic Advisor or Dissertation Chair by completing the "Request for Change in Advisor Form". This form must be signed by the Student, the Current Advisor and the proposed New Advisor and by the Director of the Rehabilitation Institute.

The completed Program of Study form must be approved by the student's Academic Advisor as well as the Director of Graduate Studies, and the Director of the Rehabilitation Institute. A copy of the approved program form will be placed in the student's permanent file. The program must show at least the minimum of 96 semester hours required for the Ph.D. degree (up to 30 hours from a master's degree may be included). The student's program of study will contain the following:

1. The required and elective course work to be taken by the student.
2. The title of the area of specialty (Rehabilitation Counseling or Rehabilitation Administration) and the courses to be taken to fulfill the specialty requirement.
3. The master's degree coursework for which credit will be granted toward the Ph.D. program (determined by the student's Academic Advisor, subject to review by the Director of Graduate Studies)

### *Residency*

The residency requirement, which must be fulfilled after admission to the Doctoral Program, is minimally satisfied by the completion of 24 semester hours of credit on campus within a period not to exceed four calendar years but before admission to doctoral candidacy. Most doctoral students will meet the residency requirements in one year.

### *Program of Study*

The doctoral program is based on the philosophy that each student enters the program with unique strengths and abilities and individual career and professional goals. Therefore, beyond the required courses, each student is expected to build a program based on prior academic preparation, previous work experiences and future career expectations.

Required courses in the Research Development, Utilization/Professional Issues and Methods, and Specialty components must be completed with a grade of no less than B prior to taking Preliminary Comprehensive Examinations (see discussion below). With the approval of the Advisor and Graduate Studies Director, any of these courses, or a verified equivalent taken within the master's degree, may be brought in as part of the doctoral program of study.

The course of study requires a minimum of 96 post-baccalaureate semester hours, of which up to 30 hours of didactic coursework may be brought in as part of an approved Master's degree program. Further, 24 are dissertation hours, and 9 hours are supervised teaching and research. The remaining hours are fulfilled by required and elective courses. The student's preparation at the master's level will be evaluated by the Academic Advisor and the Graduate Studies Director.

1. Research Development and Utilization (minimum 20 hours): Includes the following requirements:

EPSY 506	4	Inferential Statistics
EPSY 507	4	Multiple Regression
REHB 588	3	Seminar in Rehabilitation Research

In consultation with their advisors, doctoral students must take at least 9 elective credit hours in research. A non-inclusive list of such courses includes these:

REHB 509b	3	Group Experimental Designs
REHB 578	3	Program Evaluation
EPSY 580	2-29	Advanced Seminars
BA 575	3	Seminar in Multivariate Statistics
EAHE 587	3	Introduction to Qualitative Research

2. Professional Issues and Methods in Rehabilitation (minimum 15 hours): Includes the following requirements:

REHB 571	3	Advanced Disability Seminar
REHB 581	3	Legislative, Legal & Ethical Issues in Rehabilitation
REHB 574	3	In-service Training, College Teaching & Professional Presentations
REHB 419	3	Cross-cultural Rehabilitation
REHB 589	3	Seminar in Co-occurring Disabilities

3. Specialty Area:

		Rehabilitation Administration Specialty
REHB 513	3-4	Medical and Psychosocial Aspects of Disability
REHB 576	3	Development and Supervision of Rehab Employees
REHB 578	3	Program Evaluation
REHB 582	3	Seminar in Rehabilitation Services

		Rehabilitation Counseling Specialty
REHB 589	3	Seminar in Supervision
REHB 592	3	Professional Supervision: Supervision of Master's RCT students
REHB 592	6	Professional Supervision: Teaching of CORE Rehabilitation Counseling courses
4. Supervised Professional Experiences (9 hours minimum): Teaching, research, or service with major advisor.		
REHB 592	9	Professional Supervision (see specification of hours in the Rehabilitation Counseling specialty)
5. Dissertation (minimum 24 hours): There is no upper limit on dissertation hours, but only 24 hours may be counted toward the 96-hour minimum. A maximum of 6 hours may be completed prior to admission to candidacy.		
REHB 600	3-24	Dissertation

#### *Preliminary Comprehensive Examinations*

The goal of the program is to develop high quality professionals. Thus, the student must demonstrate competence in the areas of rehabilitation offered by Rehabilitation Counseling or Rehabilitation Administration at the Rehabilitation Institute. This is accomplished through the student's master's degree program, previous work experience, the required courses, supervised professional experiences, and electives. Ph.D. degree graduates from the Rehabilitation Institute should be well prepared for leadership roles in the areas of rehabilitation counseling, administration, service, education or research.

The Preliminary Examinations are given to assess the breadth and depth of the student's knowledge of the discipline. Students will generally prepare for this examination through independent and group study and course work, as advised by the Faculty. Students are encouraged to begin preparation during their first semester of classes.

*Scheduling Preliminary Examinations.* At about the beginning of the third semester of doctoral study, the student, in collaboration with the Academic Advisor, will decide when to take Preliminary Examinations. Students planning to take Preliminary Examinations must notify their Academic Advisors and the Graduate Studies Director of their intent during the semester prior to the scheduled date of the examination.

The student must have completed at least 24 semester hours of doctoral study, and all required courses-in the Research Development and Utilization, Professional Issues and Methods in Rehabilitation, and Specialty content areas-prior to taking the preliminary examinations.

Examinations are administered, starting in the third week of Fall and Spring semesters, as needed. Exact dates, times, and locations will be determined by the faculty and Graduate Studies

Director, and then provided to students.

*Format of the Preliminary Examinations.* Preliminary examinations consist of written exams. The examination consists of questions in each content area (the Professional Issues and Methods in Rehabilitation and Specialty content areas will be combined), to be answered within a 6-hour time frame, split into two 3½ -hour blocks. The examination is given over two days. Day I will consist of three questions concerning Research Development and Utilization and Day II will examine Professional Issues and Methods in Rehabilitation/Specialty, each of them having two questions. The administration of written preliminary examinations is conducted on laptop computers. The student will be provided with questions and required to respond to the questions via the computer. Students needing accommodation, based on a disability documented by SIUC Disability Support Services, should contact SIUC DSS and inform his or her Academic Advisor 30 days prior to the scheduled date of the examination. Upon completion, written preliminary examination answers are reviewed and graded by appropriate faculty (n = 3). For each content area, faculty rate each answer as Passed or Failed. A question is “passed” if at least two faculty raters grade the question as Passed. A content area is passed by passing all questions comprising it.

*Determining Outcome of the Preliminary Examinations.* Faculty members of the student’s preliminary committee will have one vote of (a) pass or (b) fail on the preliminary examinations. This vote will include consideration of performance on both written and oral examinations. Student outcomes reflect the majority vote of the committee members.

Students are allowed a maximum of three attempts to pass all preliminary examinations. Any examination not passed in three attempts will result in the student's termination from the Doctoral Program.

A list of competencies upon which preliminary examinations will be based is included elsewhere in this document.

#### *Admission to Candidacy*

Admission to candidacy is granted by the Dean of the Graduate School upon recommendation of the faculty responsible for the student's program after the student has fulfilled the residency requirement for the Ph.D. degree, completed the research tool, and passed the preliminary examinations, no earlier than the 4<sup>th</sup> full semester of doctoral study. The student's advisor should complete the Recommendation for Candidacy form soon after the student has passed preliminary examinations and submit it to the Graduate Studies Director for processing.

The doctoral degree may not be conferred less than six months after admission to candidacy except upon approval of the Dean of the Graduate School. The candidate must fulfill all requirements for the degree within a five-year period after admission to candidacy. If completion of requirements is delayed beyond five years, a student may be required to take another preliminary examination and be admitted to candidacy a second time. All candidates must remain registered until completion of their degree. Note Continuing Enrollment Requirements in the Graduate School Catalog.



### *Dissertation*

While working on the dissertation, the student must register for the course REHB 600. The student, who must devote at least the equivalent of one academic year of full-time work to completing the dissertation, will register for a minimum of 24 hours of dissertation credit (for example, 12 hours for each of two terms). Dissertation proposals and defenses can only be scheduled during the regularly scheduled Fall and Spring semesters, and during the regularly scheduled 8-week Summer session. Prior to entering candidacy for the Ph.D. degree, the student may register for not more than 6 semester hours of dissertation credit.

The student will register for 24 semester hours in REHB 600, Dissertation. As stipulated in the Graduate Catalog, no more than 6 hours of REHB 600 may be taken prior to admission to candidacy. Only 24 dissertation hours will be counted toward the required 96 credit hour minimum.

### *Timelines for Scheduling Committee Meetings*

Dissertation proposals and defenses (i.e., oral exams) require the coordination of many people who have busy schedules. Therefore, students should be aware and plan ahead when attempting to schedule meetings to meet specific graduation deadlines. Furthermore, all students need to understand that faculty members do go on vacations, take summer breaks, sabbaticals, and engage in professional travel.

Faculty prefer 10 days to 2 weeks, but require at least 7 days, to review a completed proposal or a final copy of the dissertation. Individual faculty may, however, require a longer time period. Chairpersons should be aware of the problem of scheduling proposal/final orals during summer and/or holiday periods.

### *Final Examination*

There will be a final oral examination administered by the student's doctoral dissertation committee. The examination will cover the subject of the dissertation and other matters related to the discipline. Any member of the graduate faculty may participate in questioning and discussion, subject to reasonable limitations imposed by the chairperson of the committee; but only members of the committee may vote or make recommendations concerning acceptance of the dissertation and final examination. A student will be recommended for the degree only if the members of the committee, with not more than one exception, judge both the dissertation and the performance at the final oral examination to be satisfactory. A public notice of the final oral examination must be posted on the Rehabilitation Institute bulletin board at least 10 days prior to the time of the examination. A copy of the notice should also be sent to the Graduate School for posting.

### *Financial Assistance*

Financial assistance is available to qualified students in the form of 1) graduate assistantships; 2)

fellowship/traineeships; 3) scholarships; 4) college work-study program; and 5) loans. Students should complete applications for the graduate assistantships, fellowships, or traineeship through the Rehabilitation Institute. Information and application forms for the scholarships, student work-study program, and loans may be obtained by contacting the Student Work and Financial Assistance Office. Be sure to see the Graduate Catalog for details and requirements for financial assistance. See also the appendix for examples of funding opportunities outside of the department.

*Satisfactory Progress, Professional Behavior, and Probation*

1. A Ph.D. student must successfully complete (i.e., a grade of A or B) all required courses, and make satisfactory progress toward the completion of her or his degree programs (to be judged on a student-by-student basis). Students who fail to do so will be notified in writing by the Graduate Studies Director that they are being placed on probation. Following receipt of that written notification, students have one semester to fulfill the program requirement. Failure to do so will result, upon the majority vote of the faculty, in termination of enrollment in the doctoral program.
2. Grades will be monitored by the student's advisor and the Graduate Studies Director. If a student receives a C in a required course, he or she will be asked to meet with the academic advisor and, at the discretion of the adviser, the Graduate Studies Director. A student receiving less than a C, or has a record of multiple Cs in required courses, will be referred to the Graduate Studies Director. The student will be asked to present a plan for remedying the poor academic performance. Students failing to follow the plan, or repeatedly receiving grades of C or worse, will be considered as not making satisfactory academic progress.
3. Students who have not passed either or both of the areas of the preliminary examination in two attempts will be notified in writing by the Director of Graduate Studies that they are being placed on probation. Students must pass the failed examination area(s) at a future scheduled regular examination. Failure to do so will result, upon the majority vote of the faculty, in termination of the student's enrollment in the doctoral program.
4. *Professional Behavior:* A student is expected to act in a professional manner while representing the department or University. Students not doing so may be referred to the faculty for disciplinary action. If the student is acting as a graduate assistant at the time, disciplinary action will be consistent with the Collective Bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Graduate Assistants United, IEA-NEA, in effect at the time.
5. *Plagiarism.* Students are expected to maintain the highest levels of scholarly behavior, which includes avoidance of plagiarism. Plagiarism, here, is defined as representing another's work as one's own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another's work (either word-for-word, or paraphrase

by word substitution or order modification); or using another's written or spoken theories, hypotheses, ideas, opinion or statistics when they are not "common knowledge"; or using another's tables or graphics. In all instances of using another's work, acknowledgment must be in a manner consistent with the stylebook in effect for the entity for whom the student's work is being created (in most cases in the Rehabilitation Institute, this means the current stylebook of the American Psychological Association). Instances of plagiarism will be considered unprofessional behavior and, when discovered, result in disciplinary action. The nature of the consequences will be contingent on the nature and extent of the plagiarism, and whether the instance is a "first offense" or the latest offense.

## **Appendix A: Competency Areas (For Written and Oral Preliminary Examinations)**

### *Research questions/hypotheses*

Development of research questions and research hypotheses

Development of a theoretical context for research questions and research hypotheses

### *Sampling*

Probability and non-probability sampling designs: how to conduct them, when to use/not use

Determination of sample size for qualitative research, single-system research, survey research, and quantitative research; considerations pursuant to data analytic method (e.g., multiple regression, ANOVA, logistic regression); relation to power, sampling error, probability of Type I/II error; strategies for improving sampling efficacy

Development of a sampling frame

Threats to generalization, representativeness

### *Validity*

Definitions, threats to, and ways of improving conclusion, internal, construct, and external validity

### *Psychometrics*

Methods for establishing evidence of test validity (construct, content, criterion-related) and reliability (retest, alternate forms, internal consistency, rater)

Selecting measures

### *Research design*

Basic considerations in design of experimental (including single-system), descriptive (correlational, survey), qualitative research, non-experimental/causal: understanding of how and when to use common designs, and design strengths and weaknesses

The role of probabilistic equivalence and the normal distribution in group designs

### *Data analysis*

Choosing the correct statistical or non-statistical analysis

Types of questions that can be addressed by various statistical analyses

Analysis of single-system, qualitative, survey research

Inferential statistics: use of various statistics (correlation; linear regression with continuous and categorical predictor and outcome variables, ANOVA, ANCOVA, non-parametric and distribution-free statistics); assumptions for each, and how to check assumptions; post-hoc analysis

Principles of hypothesis testing; limitations of hypothesis testing

Calculation and interpretation of effect sizes, confidence intervals, power for common statistical analyses

Construction of tables for the following: univariate one-way and factorial ANOVA, univariate one-way and factorial ANOVA, linear regression with continuous and categorical predictor and outcome variables, correlation matrix

*Evaluation of research*

Identification of the following in published quantitative research: problem statement, independent (or predictor, when appropriate) and dependent (or outcome) variables, operational definitions, testable research hypothesis or appropriate research questions, target population and sampling frame, dependent measures, sampling design, null and alternate hypotheses, statistical and practical significance of results.

Critiquing published and unpublished research, including recognizing problems in design and analysis, and threats or limitations on conclusion, internal, construct, and external validity

Deciphering and interpreting tables for the following: univariate one-way and factorial ANOVA, linear regression with continuous and categorical predictor and outcome variables, correlation matrix

*Program evaluation*

Deriving program theories and logic models

Use of various approaches to evaluation, strengths and weaknesses of approaches

Design of needs assessment, process evaluation, outcomes evaluation, and efficacy studies

Differentiation/implementation of summative and formative evaluation

*Research conduct and misconduct*

Recruiting participants for quantitative, qualitative research

Data handling practices

Ethical principles/practices in conducting and reporting of research

## Appendix B: Faculty Bios

**DR. WILLIAM CRIMANDO** is Full Professor, and the Graduate Studies Director of the PhD Program in Rehabilitation Counseling and Administration. He received his doctorate in Counseling from Michigan State University in 1980. He has served as a consultant to state rehabilitation agencies in Illinois, Minnesota, Ohio, Indiana, and Wisconsin, and to rehabilitation facilities in Illinois, Indiana, Michigan, and Minnesota, both privately, and in his role as coordinator of the innovative Concentrated Rehabilitation Training Program. He has served as president of the Illinois Rehabilitation Administration Association.

Dr. Crimando has given numerous national, state, and local presentations, workshops, and seminars in such areas as performance appraisal, staffing, team building, leadership, change management, behavior change strategies, staff training, as well as in his research specialties. He has directed three federal grants in Job Development and Placement, and Rehabilitation Administration and Supervision. He was awarded the National Rehabilitation Administration Association Lorenz Research Award in 1990, the College of Human Resources Dean's Research Award in 1988, and the CHR Outstanding Teacher of the Year award in 1986.

Bill has had 90+ articles published in rehabilitation professional journals such as *Journal of Rehabilitation Administration*, *Rehabilitation Counseling Bulletin*, *Rehabilitation Education*, and *Journal of Applied Rehabilitation Counseling*. He is currently the editor of the *Journal of Rehabilitation Administration*, and has served on the editorial boards of 6 professional journals. He has published seven books in the areas of staff training, sexual harassment, staffing, and community resources. He has served on the prime study groups for the 18th Institute on Rehabilitation Issues Human Resource Systems in Rehabilitation, as well as the 20th IRI Guidance Services and Counseling in Rehabilitation. His research specialties include rehabilitation education, change management, computers in rehabilitation, staffing needs, training needs, and turnover.

**DR. CARL FLOWERS** is an Associate Professor. Dr. Flowers received his Doctorate in Rehabilitation from Southern Illinois University and is Coordinator of the Masters in Rehabilitation Administration and Services and *RA-Online* programs. He teaches courses in the Rehabilitation Counseling and Rehabilitation Administration programs, including classes in Case Management, Introduction to Alcohol and Substance Abuse, Rehabilitation Administration and Supervision, Legal and Professional Issues, Program Evaluation, and Advanced Fiscal Management. Carl's experiences include work as a trainer/provocateur for more than 10 years with the Great Lakes and Pacific Northwest Rehabilitation Continuing Education Programs (RCEP). He was the Lead Specialist on a multi-year federal grant designed to provide awareness, sensitivity and diversity training for public rehabilitation agencies in Rehabilitation Services Administration Region V (Illinois, Ohio, Indiana, Minnesota and Wisconsin) with an ultimate goal of increasing equitable services for persons applying and receiving services. Prior to joining the faculty, he directed the Pacific Northwest Rehabilitation Continuing Education Program (RCEP) (Alaska, Idaho, Oregon and Washington).

Dr. Flowers is a past-president (2007) of the National Rehabilitation Association (NRA) and a past Board Chair and President of the National Association of Multicultural Rehabilitation Concerns. Dr. Flowers has published more than 25 articles and presented at a number of national conferences and serves on the editorial board of two professional journals, *Rehabilitation Education (RE)* and the *Rehabilitation Counselors and Educators (RCEA)* and has served as Guest Editor for the *Journal of Rehabilitation Administration (JRA)* and *Psychological Record (PR)*. Dr. Flowers is a Certified Rehabilitation Counselor (CRC) and a Licensed Clinical Professional Counselor (LCPC).

**DR. D. SHANE KOCH** is an Associate Professor in the Rehabilitation Counseling and Administration Program. His professional background includes extensive work with consumers diagnosed with primary and coexisting alcohol and other drug abuse disabilities. Prior to becoming a rehabilitation educator, he served in various settings as a counselor, program evaluator, clinical director and program director. Currently, he serves as the Editor of the *Journal of Teaching in the Addictions*, Co-Editor of the *Rehabilitation Counselors' and Educators' Journal* and as a member of the board of directors for the International Coalition of Addiction Science Educators. He is a past vice president and board member of the National Association on Alcohol, Drugs, and Disability (NAADD) and is a past board member on the Texas Certification Board of Addictions Professionals.

Dr. Koch's current research projects focus on alcohol and other drug abuse as a coexisting disability among populations of older adults, consumers who are HIV positive, and persons who experience visual impairments or blindness. Additionally, his research team has completed recent funded projects focused on providing methamphetamine treatment in Southern Illinois and adapting the SBIRT model for use with HIV positive consumers served by the Illinois Department of Public Health. Future research projects may include both developing mechanisms for enhancing the emergency services delivery system's ability to serve persons with disabilities and evaluating a federally funded adolescent community reinforcement program treatment project in Southern Illinois.

Dr. Koch is a graduate of the Ph.D program at the SIUC Rehabilitation Institute where he was the 1996 recipient of the Lorenz Baker Award. In 2004, the International Association of Addiction and Offender Counselors selected Dr. Koch as the Counselor Educator of the Year. He is a Certified Rehabilitation Counselor (CRC), Certified Supervisor for AODA Counselors, and an internationally certified advanced alcohol and drug counselor.

**DR. STACIA L. ROBERTSON** is an Associate Professor in the Rehabilitation Counseling and Administration program at the Rehabilitation Institute, Southern Illinois University Carbondale. Additionally, she provides counseling and consultant services at the Center for Autism Spectrum Disorders at SIUC. She received her doctoral degree in Counseling Psychology from The Pennsylvania State University (2003) and she is a Certified Rehabilitation Counselor (CRC). Prior to joining the SIUC faculty Dr. Robertson worked in the field of rehabilitation and counseling for over 15 years.

Dr. Robertson worked in the areas of personal/emotional counseling, substance abuse, vocational rehabilitation and independent living. Her research areas include multicultural aspects of rehabilitation as well as best practices in training rehabilitation counselors and clinical supervisors. She has presented at numerous conferences on various topics related to diversity, ethics, substance abuse, and supervision at the state, national, and international levels. Dr. Robertson serves as the President-Elect for the National Association of Multicultural Rehabilitation Concerns (NAMRC). She is the recipient of the Rehabilitation Institute Teacher of the Year (2007) and the College of Education and Human Services Outstanding Teacher of the Year (2008).

**DR. THOMAS UPTON** is an Associate Professor in and Coordinator of the Rehabilitation Counseling and Administration program at the Rehabilitation Institute of Southern Illinois University Carbondale. Dr. Upton's preparation and professional specialty has been working with persons with brain injury. He has worked in comprehensive rehabilitation centers, for the public VR system, worked in private rehabilitation, designed and provided innovative community based services for persons with brain injury.

Currently, Dr. Upton is the project director of a master's level Rehabilitation Counselor Training RSA grant and is involved with some brain injury research with the Center for Comprehensive Services. His research focuses on overall functioning post brain injury, disability attitudes and reasonable accommodation, vocational rehabilitation, and rehabilitation counselor education. He is a Certified Rehabilitation Counselor (CRC).



## Appendix C: Outside Financial Aid Opportunities

The following is a partial list and description of financial aid opportunities for students in the Ph.D. program in Rehabilitation Counseling and Administration, outside of departmental-controlled resources. These descriptions are verbatim from the SIU Graduate School website, and may change. Students are advised to search the SIU website for financial aid opportunities within the University.

### **Tuition Scholarships ([http://www.siu.edu/gradschl/tuition\\_scholarship.htm](http://www.siu.edu/gradschl/tuition_scholarship.htm))**

**Domestic Students.** A limited number of tuition scholarships are awarded each semester to graduate students on the basis of scholarship. The award is for remission of tuition; fees must be paid. Students may receive a tuition scholarship for a maximum of three semesters during their enrollment in the University.

To be eligible the student must be admitted to the Graduate School and to a department, and the student may not hold another University appointment, which provides a tuition scholarship (i.e. graduate assistantship, fellowship). Tuition scholarship recipients must enroll for a minimum of 9 graduate credit hours for fall and spring semesters (3 graduate credit hours in summer).

Application forms are available . . . in the Graduate School office or on our forms web site at <http://www.siu.edu/gradschl/forms.htm>. Students should submit application forms at least one full semester preceding the semester for which the tuition scholarship is requested. Deadline dates are as follows: April 15 for summer session, July 15 for fall semester, and November 15 for spring semester.

**International Students.** A limited number of tuition waivers are available to international students who have completed at least one full year at SIUC. These awards are granted on a competitive basis, and the limited number means that many qualified students are unable to secure them. Applications are generally available at the end of each spring semester at International Students & Scholars, Northwest Annex, Wing B, Room 133. Guidelines are provided with the applications.

### **Native American Scholarship (<http://www.siu.edu/gradschl/AIA.pdf>)**

The *former* American Indian Association (AIA) of Southern Illinois University Carbondale (SIUC) is pleased to offer scholarship awards to undergraduate and graduate students. These awards are made possible by the generous donations from supporters and the AIA members.

#### ***Eligibility:***

1. Be a full-time continuing undergraduate or graduate student **or** an unconditional admitted new undergraduate or graduate student at SIUC.
2. Have a minimum grade point average of 2.0 for undergraduate or 3.2 for graduate students.
3. Be of Native American heritage.

### **Delyte and Dorothy Morris Doctoral Fellowship ([http://www.siu.edu/gradschl/morris\\_fellowship.htm](http://www.siu.edu/gradschl/morris_fellowship.htm))**

The Delyte and Dorothy Morris Doctoral fellowships have been established by Southern Illinois University Carbondale to honor a distinguished former president and his wife. During Dr. Morris' tenure as president (1949-71) the University grew to be a comprehensive research institution and established doctoral programs in twenty-two fields, now twenty-seven fields. The Morris Doctoral Fellowship is designed for those nominees who are new to Southern Illinois University Carbondale (SIUC). This fellowship is intended for applicants who possess exceptional credentials as indicated by high scholastic standing, excellent scores on standardized tests, outstanding recommendations, and evidence of significant potential for research and publication.

Nominees must be fully admissible to a graduate doctoral degree program and must meet the following criteria:

- An overall undergraduate grade-point average of at least 3.25 (A=4.0) **or**
- A grade point average for the last two years in the bachelor's degree of 3.5 (A=4.0) **AND**
- If prior graduate study has been undertaken, must have an overall graduate grade-point average of at least 3.75 (A=4.0) **AND**
- Must have a score in the 75th percentile or higher on a standard test such as the GRE, MAT, or GMAT **AND**
- May not already be enrolled in a doctoral program and may have no previous enrollment at SIUC

Morris fellows will receive \$18,500 per year and a tuition scholarship for up to three years of full-time doctoral study at SIUC. Fellows are not eligible to hold another appointment either within or outside the University.

**DFI Fellowship ([http://www.siu.edu/gradschl/dfi\\_fellowship.htm](http://www.siu.edu/gradschl/dfi_fellowship.htm))**

The purpose of the DFI Fellowship is to diversify the faculties and professional staffs at higher education institutions in the state of Illinois, with the major emphasis being on the diversification of faculty. Southern Illinois University Carbondale (SIUC) is one of the 34 institutions/schools participating in the DFI Fellowship Program.

An applicant must: (1) be an Illinois resident (have received a high school diploma or a post-secondary degree from an educational institution in Illinois) OR be a registered voter with three or more years of residency in Illinois; (2) be a United States citizen or permanent resident; (3) be a member of a traditionally underrepresented group: African American, Hispanic American, Native American or Asian American; (4) be a recipient of an earned baccalaureate degree with a minimum grade point average of 2.75 (scale 4.0 = A) in the last 60 hours of undergraduate work for a master's program or over 3.2 (scale 4.0 = A) in at least 9 hours of graduate study; be unconditionally admitted to a graduate degree program; and (5) demonstrate financial need as determined by Free Application for Federal Student Aid's Student Aid Report.

A 12-month stipend and an institutional scholarship to cover tuition are provided to doctoral students for up to four (4) years and up to two (2) years for master's students. Recipients are responsible for fees.

Award recipients must be enrolled full-time for graduate study during each semester the Award is held and be registered for a minimum of nine (9) graduate credit hours for Fall and Spring and three (3) for Summer. While on fellowship, the Award recipient shall not hold any other appointment, nor hold a job outside the University. Upon degree completion, recipients must agree to actively seek and accept when offered a teaching or non-teaching full-time appointment at an Illinois post-secondary educational institution, OR accept a position as an employee of this state in an administrative, educational-related position equal to the number of years of the Award. Recipients failing to fulfill the conditions of the Award are required to repay twenty (20) percent of the cumulative Award amount.

### **Doctoral Fellowship ([http://www.siu.edu/gradschl/doctoral\\_fellowship.htm](http://www.siu.edu/gradschl/doctoral_fellowship.htm))**

The Doctoral Fellowship is designed for those nominees who show the greatest promise for scholarly and professional achievement in their respective disciplines at the doctoral level. It is renewable for another year contingent upon eligibility. Fellowships will be awarded for three semesters, fall, spring, and summer for a total of eleven (11) months. The Doctoral Fellowship pays a stipend of \$1,190 per month and provides a tuition scholarship for fall, spring, and summer. Doctoral students have a limit of 4 calendar years (48 months) of financial support of all types. Doctoral students are also limited to two years of financial support of any combination of doctoral fellowship or dissertation research assistantship. Morris fellow holders are ineligible to apply for a Doctoral fellowship award.

Nominees must be fully admissible to a graduate doctoral degree program and must meet the following criteria:

- An overall undergraduate grade point average of at least 3.0 (A=4.0) **or**
- A grade point average for the last two years of work in the bachelor's degree of 3.5 (A=4.0) **AND**
- An overall graduate grade point average of at least 3.7 (A=4.0) **or**
- A score in the 75th percentile or higher on a standard test such as the GRE, MAT or GMAT

### **Graduate Dean's Fellowship ([http://www.siu.edu/gradschl/grad-deans\\_fellowship.htm](http://www.siu.edu/gradschl/grad-deans_fellowship.htm))**

The Graduate Dean's Fellowship is designed for traditionally underserved individuals who have overcome social, cultural or economic conditions that have adversely affected their educational progress. The Graduate Dean's Fellowship will be awarded for up to a maximum of two years. These awards will be made to students who are qualified by the usual indicators of promise for success in graduate study.

Award recipient must be enrolled for a minimum of nine (9) graduate credit hours for Fall and Spring and three (3) graduate credit hours for Summer. In Year One, there is no service commitment. In Year Two, the recipient will be required to commit 20 hours per week in teaching or research activities that will be assigned and supervised by the department during the Fall and Spring semesters. The recipient will not hold any other employment inside or outside the University.

The fellowship will provide a monthly stipend and a tuition scholarship.

Nominees must be fully admitted to a graduate master's or doctoral degree program and must meet the following criteria:

- A citizen, immigrant, or permanent resident of the United States
- Have at least a grade point average of 2.7 (A=4.0) in all undergraduate work or a 3.25 (A=4.0) in prior graduate work

**Dr. James E. Walker Presidential Scholarship**  
([http://www.siu.edu/gradschl/walker\\_scholarship.htm](http://www.siu.edu/gradschl/walker_scholarship.htm))

The Dr. James E. Walker Presidential Scholarship is designed to increase the number of individuals receiving advanced or professional (law and medicine) degrees in the United States from families which have traditionally not had access to the opportunities of higher education and who, through his or her life, and/or cultural experiences, have unique and potentially positive contributions to make to the program, the discipline, and in the larger academic community.

The Dr. James E. Walker Presidential Scholarship is a one-year award, for up to two terms – Fall 2009 and Spring 2010. (Depending on the availability of funds, an additional term of support for Summer 2010 may be granted.) The monthly stipend has a range of \$1,200 to \$1,500 for graduate and professional students. A full tuition scholarship will be provided to graduate students; professional students are not eligible for a tuition scholarship.

Preference will be given to:

- Students eligible for graduation in 2009-2010
- Students who do not hold current assistantship appointments, fellowships or scholarships
- First-year medical students on Carbondale campus
- Third-year law students
- New incoming first-year law, master's, master's of fine arts, and doctoral students without institutional support

Recipients are responsible for fees, based on full-time enrollment of 9 to 15 hours per term.

**Graduate Assistantships**

Graduate assistantships are available outside of the department, notably with the

- Graduate School (<http://www.siu.edu/gradschl/gaposting.htm>)
- Morris Library (<http://www.lib.siu.edu/abt/gradassist>)
- Student Recreation Center  
(<http://www.siu.edu/~oirs/information/Employment/Employment.html>)

## **Appendix D: Forms**

Ph.D. Program of Study  
Graduate Faculty Committee Approval Form  
Request for Admission to Candidacy  
Ph.D. Dissertation Proposal Approval Form  
Oral Examination Announcement  
Oral Defense  
Dissertation Approval  
Request for Change of Advisor

**Program of Study**  
 Doctor of Philosophy  
 Rehabilitation Counseling and Administration

Student's Name \_\_\_\_\_ ID# \_\_\_\_\_

Semester Entered Program \_\_\_\_\_

**REQUIRED COURSES**

Research Tool (Minimum 20 hrs)				Semester Scheduled	Semester Completed	Grade
EPSY	506	4	Inferential Statistics			
EPSY	507	4	Multiple Regression			
REHB	588	3	Sem-Research in Rehab			
Professional Tool (Minimum 15 hrs)						
REHB	571	3	Advanced Disability Sem.			
REHB	574	3	Insvc, Col Tchg, & Prf Pres			
REHB	581	3	Legis, Leg, & Eth Issues			
REHB	479	3	Cross-cultural Rehab			
REHB	589	3	Sem Co-occurring Disab			
Specialty Courses (Counseling or Administration (12 hours)) Listed next page						
Professional Supervision (Minimum 9 hours)						
REHB	592		Professional Supervision			
REHB	592		Professional Supervision			
REHB	592		Professional Supervision			
REHB	592		Professional Supervision			

Name of Specialty \_\_\_\_\_

Specialty Courses: Rehabilitation Counseling						
REHB	589	3	Seminar in Supervision			
REHB	592	3	Professional Supervision: Supervision of Master's RCT students			
REHB	592	6	Professional Supervision: Teaching of CORE Rehabilitation Counseling courses			
Specialty Courses: Rehabilitation Administration						
REHB	513	3-4	Med, Psychosoc Aspects			
REHB	576	3	Dev, Supv Rehab Employ			
REHB	578	3	Program Evaluation			
REHB	582	3	Seminar in Rehab Svcs			

ELECTIVE COURSES

With the assistance of the advisor, the student will identify elective courses appropriate to her or his academic and career path. Minimally, this will include 9 hours in research and statistics in order to complete the research tool.


Dissertation

				Semester Completed (Hours)			Year
				SP ( )	SU ( )	F ( )	
REHB	600	24	Dissertation	SP ( )	SU ( )	F ( )	



### Supervised Professional Experience

All students are required to complete a minimum of 9 semester hours of Professional Supervision in Rehabilitation (REHB 592) in the areas of teaching, research, or service. Record below:

Nature of Experience (e.g., co-teach REHB 400, provide clinical supervision)	Credits	Term/Year	Faculty Supervisor

Completion Date \_\_\_\_\_

### Approved Graduate Hours: Pre-Doctoral Studies

Approved courses from master's program—not to include field work, Master's research paper, or Master's thesis. A maximum of 30 semester hours will be accepted toward the doctoral requirements.

Course No.	Credit hours*	Term/Year	Course Title	University	Grade

\*If not from SIU, indicate whether **Quarter** or **Semester** hrs.

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 Student

Date

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 Chairperson

Date

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 Director of Graduate Studies

Date

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 Director of Rehabilitation Institute

Date