



College of Health and Public Service

Department of Rehabilitation and Health Services

DOCTORAL STUDENT HANDBOOK Health Services Research

August 2018

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PREFACE

Welcome to the doctoral degree program in Health Services Research! Health care systems are ever changing and under constant pressure to improve quality of care and outcomes for its consumers. Recent shifts in health care access and historical challenges with utilization, cost-effectiveness, and equitable outcomes have created a great need for advanced educators, researchers, and policy analysts to address these issues within public and private organizations and to lead health care reform initiatives in the U.S. and globally.

Leaders in the current health care delivery environment seek a broad-based graduate education that offers the opportunity to assume a leadership role in diverse health care delivery settings that serves a diverse spectrum of the population. This program provides a broad foundation in public health concerns, research and evaluation methods, and health and social policy analysis to meet the demands of a dynamic health services delivery environment. The Ph.D. program in Health Services Research (HSR) provides opportunities for specialized expertise across several concentration areas: Applied Gerontology, Audiology & Speech-Language Pathology, Behavior Analysis and Rehabilitation Science. The faculty members have a vast array of experience in a variety of health care delivery environments, and have broad expertise in health care and health-related research and policy. The focus is on developing academic research scientists who are interested in contributing to the health services discipline through research, education, and policy analysis.

This *Handbook* was designed to help guide and support you through the graduate education experience. It contains the policies and procedures pertaining to the Health Services Research program that will help you to navigate through graduate school. The *Handbook* is intended: (a) to guide you in setting, monitoring, and achieving your goals in graduate education, (b) to familiarize you with the faculty's general educational policies, expectations, and standards, (c) to inform you of specific guidelines associated with your concentration area, and (d) to assist faculty in their advising of students, and in ensuring that the program's policies are applied systematically and fairly.

The *Handbook* includes important information regarding advising, program requirements, procedures for addressing concerns and complaints, time limits, and dismissal policies. This document is intended to supplement the Department, College, and University policies and procedures, and to clarify the academic issues that are unique to the Health Services Research Program and concentration areas. For additional information on university policies, you may wish to access the following sites:

- ✓ Toulouse Graduate School
 - <https://tsgs.unt.edu/>

- ✓ Graduate Student Success Manual
 - <https://tsgs.unt.edu/sites/default/files/Student%20Success%20Manual%2006.2016.pdf>

You will be joining an active community of scholars dedicated to improving the lives of others. We look forward to interacting with you and fostering an environment that will promote the development of your research, analysis, and pedagogical skills. We look forward to your participation and contributions to this community of scholars.

GENERAL INFORMATION

This *Handbook* sets forth, in detail, requirements for the Doctor of Philosophy degree in Health Services Research offered by the Department of Rehabilitation and Health Services in the College of Health and Public Services, at the University of North Texas. It is the student's responsibility to read and be familiar with the material presented in this handbook. Given the general requirements for Ph.D. program are established by the Graduate School of the University of North Texas, students should also consult the *Graduate Catalog*. This *Handbook* serves as a guide for the doctoral students in Health Services Research and as part of our continuous improvement effort, is subject to change.

The minimum program for the PhD in health services research requires 51 hours beyond the master's degree. Students should be aware that the HSR PhD is a traditional on-campus program with most classes scheduled during regular business hours.

What is Health Services Research? Health services research is the multidisciplinary field of scientific investigation that studies how social factors, financing systems, organizational structures and processes, policy, health technologies, personal behaviors affect access to health care, the quality and cost of health care, and ultimately our health and well-being. Its research domains are individuals, families, organizations, institutions, communities, and populations. (Defined by Academy Health, June 2000)

PHILOSOPHY

The doctoral program is designed to prepare individuals for careers as university-level educators, researchers, and administrators in Health Services. Doctoral studies in Health Service Research with concentrations in Applied Gerontology, Audiology and Speech-Language Pathology, Behavior Analysis and Rehabilitation Science have been structured to challenge individuals who possess the ability to analyze complex problems and synthesize solutions related to well-being, chronic health and disabilities that occur over the lifespan.

OBJECTIVES & COMPETENCIES

The doctoral program in Health Services Research is designed to assist students to acquire the conceptual and methodological tools needed to educate others, conduct research, and/or provide program evaluation and policy analysis and synthesis to advance the state of knowledge of the impact of health, chronic health and disability. Individuals who undertake doctoral studies are expected to achieve excellence in the command of the technical aspects of health policy and to develop expertise in the conduct of meaningful research to address issues facing the discipline.

Health Services Research Program Competencies

- *Examine seminal studies and current developments in the field of health services research, including issues relating to quality of life, patient safety and satisfaction, comparative effectiveness, patient outcomes and health policy implementation.*

- *Integrate and critique theoretical and empirical literature in the formulation of an original and significant health services research or policy research question with clear and testable hypotheses.*
- *Evaluate the strengths and weaknesses of experimental, quasi-experimental, and observational study designs and be able to select the most appropriate design for a specified research question.*
- *Identify, evaluate and determine the most suitable data sources for a specified research question (data sources may include existing data sources or the development of a primary data collection protocol utilizing quantitative or qualitative methods).*
- *Select and implement appropriate analytic techniques from advanced epidemiological, statistical, economic, qualitative, or measurement methods to address a specified research question.*
- *Evaluate and synthesize data received through program evaluation and assessment in preparation for delivery through technical reports, monographs, and research papers.*

ADMISSION

Admission to a doctoral program in Health Services Research is a two-step process that includes University, and Departmental admission. You must apply to the Toulouse Graduate School at the University of North Texas. Your application for admission, if complete, is then forwarded to the Department of Rehabilitation and Health Services.

APPLICATION TO THE UNIVERSITY

Application to the Graduate Admissions Office or the International Admissions Office of the University of North Texas is accomplished by filing the following items:

1. Application for Admission:

U.S. citizens and international students send completed application to the Toulouse Graduate School.

2. Official transcripts showing all previous college or university level work:

U.S. citizens and international students send their official transcripts to the Toulouse Graduate School.

3. Official GRE Scores:

Both U.S. citizens and international students must request their official test results be sent to the Toulouse Graduate School. The Electronic Testing Service's school code for the University of North Texas is 6481. The GRE scores submitted must be from an exam taken within the 5 years prior to the admission application.

4. TOEFL:

International students will provide an official copy of their TOEFL to the department.

5. Financial Statement:

International students must provide a Financial Statement to the International Admissions Office.

6. Additional supplemental materials are required by the Department of Rehabilitation and Health Services.

Contact Information:

Graduate Admissions Office

1155 Union Circle, #305459

Denton, TX 76203

940-565-2636

[*gradschool@unt.edu*](mailto:gradschool@unt.edu)

(Eagle Student Services Building 354)

International Admissions Office

1155 Union Circle, #311067

Denton, TX 76203

940-565-2197

[*international@unt.edu*](mailto:international@unt.edu)

(Marquis Hall)

Department of Rehabilitation and Health Services

1155 Union Circle, #311456

Denton, TX 76203-1456

940-565-2488

[*rhs@unt.edu*](mailto:rhs@unt.edu)

Chilton Hall 218

PLEASE NOTE: Admission to the university (see current Graduate Catalog) does not guarantee admission to the College of Health and Public Services or to the Health Service Research Ph.D. Program.

ADMISSION TO THE DEPARTMENT OF REHABILITATION AND HEALTH SERVICES

Admission to each concentration area is based on a holistic view of a student's application including academic record, GRE scores, work experience, letters of reference, and expressed statement of personal intent. A Program Application including the additional supporting documentation listed below is required. This information should be submitted at the same time you apply for admission to the Graduate School.

Only students who, in the judgment of the Graduate Faculty of each concentration area, show high promise of academic achievement will be admitted. Admission offers are made on a competitive basis. Because we believe that a successful doctoral experience depends on faculty guidance, a Doctoral Program Faculty Member must agree to serve as an applicant's primary mentor/advisor/chair before an applicant can be accepted into the program. Please submit the following to the Department of Rehabilitation and Health Services Research:

1. Three (3) letters of recommendation from former professors and related professional supervisors, that speak to your academic capability to be successful at doctoral studies.
2. Comprehensive resume/vita
3. Statement of Intent (approximately 1000 words) detailing:
 - Rationale for choosing the Ph.D. program of study in Health Services Research.
 - Your short- and long-term career goals.
 - Your qualifications and readiness for doctoral study, including research experiences and interests.
 - Discuss the specific concentration area in Health Services Research on which you would like to focus during your doctoral program.
4. Include a sample of written work (prior course written assignments, thesis papers or manuscripts in which you are the first author).

Applicants will be asked to participate in a group interview process with HSR faculty members and other applicants as a part of the application process.

Send supporting documentation (recommendation letters, vita, statement of intent and writing sample) to:

University of North Texas
Department of Rehabilitation and Health Services
Health Services Research Doctoral Program
1155 Union Circle, #311456
Denton, TX 76203

The Department will send an admission decision letter to those students selected by the departmental committee. A copy of the letter will be provided to the respective concentration Ph.D. Coordinator. The letter will specify that the applicant has 15 days in which to respond to the admission offer. An applicant's failure to accept an offer within 15 days will result in a second letter indicating withdrawal of admission.

TRANSFER OF PROGRAMS

A student wishing to transfer into the HSR Ph.D. Program must go through the regular program admission process. Coursework transfer allowances will be determined per Graduate Catalog policies and program acceptability.

GENERAL ADMISSION

Applicants, who meet all of the admission criteria and are selected in a competitive process by the Program Admission Committee, will be granted general admission.

CONDITIONAL ADMISSION

Conditional admission may be granted under certain circumstances to students not meeting the requirements for general admission. Conditional admission may be granted when an applicant's records contain evidence that an applicant has the ability to succeed in the Ph.D. program, even though an applicant does not meet the requirements for general admission. If an applicant is conditionally admitted, the conditions will be listed in detail, along with deadlines that must be met, in the applicant's admission letter. A student failing to meet any of the specified conditions of conditional admission within the specified deadlines will be removed from the doctoral program.

PROGRAM REQUIREMENTS, DEGREE PLAN AND CONCENTRATIONS

The Health Services Research Program requires approximately two to three years of full-time coursework plus a dissertation. Students will share a substantial proportion of their coursework with other concentrations in program.

The program requirements for the Doctoral Program consist of course work, satisfactory performance on the comprehensive examinations, dissertation research and satisfactory progress in the program. The total program requires a minimum of 51 hours of graduate credit beyond the Master's degree. **For students with a prior doctoral degree in Audiology, the Audiology & Speech-Language concentration core credits may be waived partially or completely based on the recommendations from the Ph.D. admission committee in consultation with the candidate's concentration faculty.**

Specific requirements include:

- | | |
|---------------------------------|-------------------|
| a) Research and Evaluation Core | 18 semester hours |
| b) Concentration Core | 15 semester hours |
| c) Approved Electives | 9 semester hours |
| d) Dissertation | 9 semester hours |

PROGRAM REQUIREMENTS

The student must meet the requirements specified below.

CREDITS

- | | |
|--|-----------|
| 1. Research and Evaluation. All of the following: | 18 |
| EPSY 6010 Statistics for Educational Research | 3 |
| EPSY 6210 Multiple Regression | 3 |
| EPSY 6290 Multivariate Statistics in Education | 3 |

HLSR 6200	Research Methods and Design	3
HLSR 6710	Health Disparities and Social Justice in Health Services Research	3
HLSR -----	Health Services Research Internship	3

2. Concentration Core. Will vary by concentration: **15**

AGER	6150	Theories of Aging	3
	6500	Regulatory Strategies	3
	6700	Formal Organization of Aging Services	3
	6740	Advanced Social Gerontology	3
	6800	Social Policy and Aging	3
ASLP	6991	Instrumentation in Speech and Hearing	3
	6992	Advanced Neuroanatomy & Neurophysiology of Communication	3
	6993	Advanced Topics in Audiology, Speech and Language	3
	6694	Auditory and Language Process in the Brain	3
	6995	Communication and Communication Disorders Across the Lifespan	3
BEHV	6010	Survey of Literature in the Experimental Analysis of Behavior	3
	6020	The Conceptual Basis of Radical Behaviorism	3
	6140	Advanced Strategies and Tactics in Behavior Analytic Research	3
	6200	Behavior Analysis from a Systems Perspective	3
	6400	Technology Transfer & Dissemination of Behavior Analysis	3
RHAB	6700	Professional Issues and Disability Policy	3

6715	Community Living and Participation Across the Lifespan	3
6730	Disability, Health and Functioning	3
6740	Measurement and Evaluation	3
6741	Employment for Individuals with Disabilities	3

3. Approved Electives. Will Vary by Concentration: 9

- AGER See Advisor.
- ASLP See Advisor.
- RHAB See Advisor.

4. Dissertation Credits. 9

DEGREE PLAN

The departmental committee will assist the student in filing a Doctoral Degree Program (**FORM B**) no later than the end of the student's second semester of course work. The Ph.D. Coordinator will evaluate and process the requested degree program in accordance with the policy established by the department's policy and in coordination with the advisor.

SAMPLE SEQUENCE OF STUDIES

A sample study plan, illustrating the sequencing of coursework and other program requirements, is provided below. Although many issues require individual decisions (e.g., timing of the comprehensive exams, selection of elective coursework), this sample plan may be useful as a general description of the doctoral program sequence.

Session	Course Number	Course Title
Fall 2018 – Year 1	EPSY 6010	Statistics for Educational Research
	HLSR 6200	Research Methods and Design
	CONCENTRATION COURSE	AGER 6700/RHAB 6730/ASLP 6991/BEHV 6020
Spring 2019 – Year 1	EPSY 6210	Multiple Regression
	RHAB 6710 (HLSR)	Health Disparities and Social Justice in Health Services Research
	ELECTIVE COURSE	***Please see Advisor
Summer 2019 – Year 1	ELECTIVE COURSE	***Please see Advisor
Fall 2019 – Year 2	EPSY 6290	Multivariate Research
	CONCENTRATION COURSE	AGER 6150/RHAB 6700/ASLP 6992/BEHV 6010

	CONCENTRATION COURSE	AGER 6740/RHAB 6715/ASLP 6993/BEHV 6140
Spring 2020 – Year 2	ELECTIVE COURSE	***Please see Advisor
	CONCENTRATION COURSE	AGER 6500/RHAB 6740/ASLP 6994/BEHV 6200
	CONCENTRATION COURSE	AGER 6800/RHAB 6741/ASLP 6995/BEHV 6400
Summer 2020 – Year 2	HLSR ----	Health Services Research Internship
Fall 2020 – Year 3	AGER 6950/RHAB 6900/ASLP 6900/BEHV 6900	Dissertation

The nature of the electives are determined by the student's departmental committee and approved by the Ph.D. Coordinator. The elective course work is designed to develop further the student's research abilities and technical knowledge pertaining to his/her career interests. The course work included therein may be extended to any graduate degree programs within and outside the Department and is not necessarily limited to a single academic discipline.

CONCENTRATIONS

The Ph.D. program in Health Services Research offers a Ph.D. program that provides the necessary foundation in health services for future leaders, while providing different choices for specialization based on areas of expertise.

CONCENTRATION – APPLIED GERONTOLOGY

Designed for the applied gerontology practitioner who is interested in making a contribution to the discipline through research, while maintaining their focus on active engagement with the aging population.

AGER 6150 Theories of Aging

Intensive analysis of the theories of aging that have been advanced by researchers in the social and behavioral sciences from 1950 to the present.

AGER 6500 Regulatory Strategies

Introduction to current issues and strategies in the regulation of health care service delivery and other benefits to older Americans; development of a general awareness of the intended and unintended impacts of regulations governing benefits to older adults and their families.

AGER 6700 Formal Organization of Aging Services

Provides students with an understanding of the nature, structure and functioning of large-scale organizations in the field of aging. Rational and conflict models from the social and managerial sciences are used to analyze the creation, operation, growth, transformation and decline of governmental agencies, and for-profit and not-for-profit service providers, including federal institutes, regulatory agencies, advocacy organizations, foundations, long-term care facilities and companies, home care programs and continuing care retirement communities.

AGER 6740 Advanced Social Gerontology

Focuses on disciplinary perspectives on aging, demographic issues of aging, social structure and aging, family issues with aging, cultural aspects of aging, implications for individual aging in society, social policy issues regarding aging, and implications for practice.

AGER 6800 Social Policy and Aging

Examination of the impact of public policies related to an aging society in the U.S. as well as in other nations. Policies related to income security, support services, access to health care, institutional services and housing access are reviewed.

CONCENTRATIONS – AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY

Designed to prepare competent researchers, with advanced knowledge and technical expertise necessary for improving the quality of life for people with speech, language and hearing disabilities.

ASLP 6991 Instrumentation in Speech and Hearing Sciences

This course is designed for doctoral students in ASLP to provide fundamental and applied knowledge of underlying principles of electronic and software tools used by audiologists, speech-language pathologists and speech and hearing scientists. Justification: To provide students with adequate knowledge and technical expertise of various instrumentation used in the field for research and teaching.

ASLP 6992 Advanced Neuroanatomy and Neurophysiology of Communication, Audition and Vestibular Functions

This course is designed for doctoral students in ASLP to provide a comprehensive knowledge of the structure and function of the human peripheral and central nervous system, including sensory and motor innervation of the musculoskeletal system, as they relate to audiology and speech-language pathology. Neurological bases of normal and disordered speech, language, hearing, cognition, non-verbal communication and vestibular functions will be addressed. Justification: To provide students with anatomical, physiological and neurological bases of normal communication and communication disorders.

ASLP 6993 Advanced Topics in Audiology, Speech and Language

This course is designed for doctoral students in ASLP to provide an in-depth knowledge of selected topics in line with current research, clinical and professional trends and issues in the field of ASLP.

Justification: To provide students with thorough and detailed knowledge of topics pertaining to their area of interest in order to enable them to formulate appropriate research questions and hypotheses.

ASLP 6994 Auditory and Language Processing in the Brain

Doctoral students in the Department of ASLP will explore up-to-date research and principles related to the processing and the plasticity in the brain, with particular focus on speech, language, and auditory processing. Course topics will include auditory and speech perception, attention, memory, language, training, cortical plasticity, and cognition. Justification: To provide students with adequate knowledge pertaining to brain plasticity and processing.

ASLP 6995 Communication and Communication disorders across the life-span

This course is designed for doctoral students in ASLP to provide fundamental and applied knowledge of normal communication and communication disorders, especially age-related disorders that impair cognition, speech, language, hearing, and swallowing. Attention will be paid to the relationship between cognitive physiological functioning, and the psychological and social consequences of communication difficulties across the life-span. Justification: To provide students with sufficient knowledge regarding normal communication and communication disorders, especially as it relates to aging.

CONCENTRATION – BEHAVIOR ANALYSIS

The mission of the Behavior Analysis concentration in the Ph.D. in Health Services Research is to train the next generation of behavioral scientists and scientist-practitioners to work across disciplinary boundaries to expand scientific understanding and capability and to solve socially relevant problems. Within the Behavior Analysis concentration, students can focus on a variety of research and application areas such as populations with learning differences (autism, intellectual disabilities), social justice, teaching sciences, animal behavior, behavioral neuroscience, and behavioral health and contingency management. The program relies on a junior-colleague model to develop world-class researchers, educators, and leaders inside and outside the academy.

BEHV 6010 Advanced Seminar: The Experimental Analysis of Behavior

The purpose of the course is to provide a broad and comprehensive survey of the current and seminal literature in the Experimental Analysis of Behavior (EAB). The course will concentrate on 1) the identification of historical trends in the development of EAB; 2) documenting change and development in research methods and strategies; and 3) the identification and current and near-future trends in research foci and methodology.

BEHV 6020 Advanced Seminar: Theory and Philosophy in Behavior Analysis

The purpose of the course is to continue discussion of the philosophical position known as Radical Behaviorism with students in advanced graduate training in Behavior Analysis. The course seeks to identify broad anchors that have guided and constrained the development of Behavior Analysis and Applied Behavior Analysis.

BEHV 6140 Advanced Seminar: Research Methodology and Design

The purpose of the course is to continue an extended discussion of research methodology in Behavior Analysis. The course will concentrate on helping students identify the essential features of behavioral research methods by providing multiple exemplars of research strategies and tactics across a large number of areas of research.

BEHV 6200 Advanced Seminar: Systems Thinking in Behavior Analysis

Empirical and conceptual developments increasingly suggest that behavior is best understood as part of an ecosystem of behavior-environment relations in which perturbations in one set of variables impact other sets of variables and their interaction with the behavior of an organism. The purpose of this course is to teach students to identify such systemic interactions and, by reading and dissecting case studies and learning something about how to create and/or influence such systemic interactions.

BEHV 6400 Advanced Seminar: The Dissemination of Behavior Analysis and its Application

Students in this course will read, develop, and discuss strategies to disseminate behavior analytic practices to the non-academic world. Students will consider factors that improve adoption of best-practices and data-based decision making; the role of public policy in such endeavors, etc.

CONCENTRATION – REHABILITATION SCIENCE

Designed to develop skilled researchers, educators and rehabilitation leaders to be at the forefront of knowledge translation on improving the overall quality of life for persons with disabilities.

RHAB 6700 Professional Issues and Disability Policy

This Doctoral seminar is designed to highlight key concepts in the field of rehabilitation and disability-related public policies. This course will enhance the understanding of critical topics in professional issues and disability policy and increase understanding of the interactions between disability, public policy and public health. It will provide opportunities to evaluate and understand aspects of disability policy and social issues that affect the lives of persons with disabilities and their families, including state, regional, national and international forces and trends. Topics to be covered include, but are not limited to, legislation impacting the field of rehabilitation and individuals with disabilities; ethical issues related to disability rights and

rehabilitation; and recent developments in U.S. and international human rights and comparative disability policy.

RHAB 6715 Community Living and Participation Across the Lifespan

This course will require students to review the scholarly literature relevant to psychosocial adaptation to disability, including the application of developmental theories to explain the impact of disability at various life stages in the human developmental process, psychological, social, and environmental factors that may facilitate or hinder adjustment to disability, and the application of counseling and other therapeutic strategies which facilitate positive psychosocial adaptation to disability.

RHAB 6730 Disability, Health and Functioning

This course presents discussions of theories of disability, functioning, health and wellness, and reviews the historical and contemporary concepts, terms and scholarship associated with rehabilitation and health-related services. Medical and functional implications of disability as it relates to the rehabilitation process will be covered, as well as, etiology, treatment, prognosis, and vocational implications for persons with disabilities. Conceptualizations of chronic illness and disability as conceptualized from the perspective of WHO, ICF and ICD will be examined.

RHAB 6740 Measurement and Evaluation

The course will offer an introduction to basic concepts and issues in measurement including descriptive statistics, scales of measurement, norms, reliability, and validity. An overview of psychometric theory underlying test construction; classical test theory, item response theory, and applications will also be included. Advantages and limitations of measurement techniques, their issues and applications will be discussed and illustrated. This course will also present the implications of the theory of program evaluation and related techniques on the standards of quality professional practice.

RHAB 6741 Employment for Individuals with Disabilities

TRANSFER OF COURSE WORK

Up to 9 hours of graduate course work earned in the 51-hour program, earned at another institution or academic unit at the graduate level, not used in a previous degree, may be accepted and credited to the degree plan provided the student's Departmental Committee recommends acceptance to the Graduate School. Approval occurs on an individual basis. Transfer credit must be in compliance with Graduate Catalog policies on transfer credit. Transfer credit must have been completed within five years of the student's admission date.

The University of North Texas--and all other major state-assisted graduate universities in Texas--charges nonresident tuition to all graduate students who have attempted more than 81 hours in the doctoral program. This policy applies to all graduate students who have taken more than 81 hours, regardless of whether they are Texas residents or nonresidents, and regardless of whether they hold scholarships or assistantships that would previously have qualified them to pay resident tuition.

ADVISING

Incoming doctoral students are assigned an advisor upon admission to the program, based on (a) interest and availability of program faculty, (b) the existing research interests and expertise of the Program faculty, and (c) the research interests of the student as expressed in the application materials. The advisor plays an important role in helping the new student become familiar with the program and doctoral study at UNT.

To facilitate the transition into doctoral study, incoming students should contact their advisors as soon as possible after accepting admission. The advisor will answer questions about opportunities for assistantships, informs students about program requirements, expected time-lines, the procedures and timing for selecting a departmental committee and dissertation committee members; and other details about the doctoral experience.

The advisor is the most important resource for the student in choosing courses and assistantships, making connections with other faculty, and shaping his or her program and research interests.

Every student has the right to work with an advisor who is suitable to direct their development as a researcher and scholar. The HSR Program faculty will work to identify an appropriate permanent advisor for each student at admission. It is the student's responsibility to articulate his or her research interests, first in the goal statement when applying to the HSR Program, and at all points during the program as his or her research interests' change and evolve.

Students do have the option, in consultation with their advisor, to select another faculty member whose interests are more congruent with the dissertation project, to serve as their dissertation director. This person may be a tenure stream faculty member from another department within the College of Health and Public Services. The HSR student advisor must approve the selection of a dissertation director.

CHANGING ADVISORS

Should a student decide that they would like to shift advisors, there are procedures that must be followed.

- The student should first communicate this decision to their current advisor and fully discuss their reasons for this decision.

After speaking with their advisor, if the student still wishes to change, they must prepare a letter (**FORM A**) to the Program Director and their advisor again outlining their reasons and providing an overview of the conversation with their current advisor.

- The program director and faculty will review the student's request.
- Following the review, the program director will confer with the current faculty advisor.
- In instances where student's dissertation interests might differ from their current advisor the student will be encouraged to maintain their current advisor and locate a more appropriate dissertation director for their Departmental Committee.
- Students should note that changes in faculty advisors and/or dissertation directors are contingent upon

the willingness and availability of other faculty to serve in that capacity.

The faculty-student mentoring relationship is important and students are encouraged to approach such decisions carefully. The HSR program faculty are dedicated to supporting the growth and development of all students as scholars. Students considering changing their permanent advisor must recognize that building a good working relationship with any new advisor may take time.

Advisors will make every effort to be available and responsive to the needs of students. It is equally important that students take the initiative in establishing frequent contact with their advisors (i.e., at least monthly during the first year of enrollment) and in requesting assistance, as needed. Students should consult with their advisors at all major decision points including prior to registering each semester, preparing for the annual self-assessment, drafting the degree plan, selecting departmental committee members, preparing for the comprehensive exam, and planning for dissertation. Advisors should also be consulted promptly if students encounter any problems with coursework or any other aspect of the doctoral program.

DEPARTMENTAL COMMITTEE COMPOSITION

An appropriate departmental committee will consist of a minimum of three terminally qualified faculty members. The Chairperson must hold a Full Graduate Faculty Membership. The other members must hold either a Full Graduate Faculty Membership or an Associate Graduate Faculty Membership. Specific procedures are established by UNT and the College for Graduate Faculty Membership appointments.

The advisor will serve as Chairperson, and a second member of the Committee will be selected from the faculty in the Health Services Research degree program and associated concentrations. The third person will be a faculty member in the College of Health & Public Services, or outside of the College. Often faculty from the University or tenure-track faculty/established doctoral level researchers with industry expertise are used for this position. Occasionally, a fourth member, whom may be a faculty member at UNT or another institution, may serve to advise in a content specialty area or in a statistical area in which the student has interest during the dissertation preparation phase of doctoral studies. After completion of the Comprehensive Exam, the Departmental Committee may transition into the Dissertation Committee.

PROCEDURE FOR SUBMITTING DEGREE PLAN

The advisor will transmit a signed copy of the degree plan (**FORM B**) to the Program Coordinator for review and transmittal to the Graduate School. The degree plan, after approval by the Dean of the Graduate School, will be returned to the Health Services Research Department. One copy will be placed in the student's file, and one copy will be made available to the student.

CHANGES TO THE DOCTORAL DEGREE PLAN

Changes should be requested by the advisor in consultation with the student. The Ph.D. Coordinator will process the change request in accordance with departmental standards and policies. Upon meeting all requirements, the requested change will be forwarded to the Department and transmittal to the Graduate School.

PROGRAM COMPONENTS: COMPREHENSIVE EXAM, AND THE DISSERTATION

Several major phases of the doctoral program take place apart from academic coursework. The comprehensive examination is a key milestone of the program that builds on knowledge and skills obtained earlier in the program, and focus on refining professional competencies. The examination is designed to examine students' ability to integrate the body of knowledge and competencies critical to their future roles as health services research educators and researchers. Students are encouraged to complete their comprehensive exams during the fall of their third year.

Each student must pass a comprehensive examination, which is designed and administered per concentration requirements with the written and oral components varying by concentration area. After completion of all courses in the degree plan, and in preparation for the comprehensive examination, the student may register for Dissertation Credit Hours. The student must have been recommended by the Chairperson of the student's departmental committee and have been certified as eligible by the Department. The form (**FORM C**) should be filed via the student's advisor.

WRITTEN COMPREHENSIVE EXAMINATION

Each student is required to pass a written comprehensive examination within the fall semester of the third year, after completion of course work over the concentration areas. The written qualifying examination will normally consist of at least two four-hour examination(s). The exam is administered under "in-class" conditions. Students are not allowed to bring any outside materials or references to the examination or to discuss the examination with anyone during the examination period.

The written comprehensive examination will be scheduled and administered by the appropriate departmental/concentration committee, within the guidelines established by the Doctoral Program Committee and academic departments. Questions for the written qualifying examination will be solicited from all members of the appropriate departmental committee. Primary focus of the questions are attributed to a student's concentration courses and from classes taken in the 18 hour research common research core.

COMPREHENSIVE EXAMINATION PREPARATION

The student is expected to take the initiative in reading and studying for the examination. However, the student is encouraged to seek advice and guidance from his or her major professor and course instructors in the area of concentration. Honest appraisal of readiness is a primary goal of discussions between the student and advisor and mentors at this time. The Department will attempt to notify individual students of upcoming deadlines and requirements in a timely manner; yet, it is the responsibility of the student to know deadlines and ensure all requirements are satisfied.

EXAMINATION RESULTS

A grade of either PASS or FAIL of the comprehensive examination will be reported to the Graduate School. Per departmental policy, a student may receive a PASS CONDITIONALLY with deficiency requirements.

All deficiency requirements must be resolved no later than within one semester following the examination, in which case a PASS is submitted to the Graduate School; otherwise, the PASS CONDITIONALLY will automatically be changed to a FAIL.

Upon completion of the review and rating process, and upon formal acceptance of the examination results by the faculty, individual students may be notified informally of their results by their advisors. Formal notice of the examination results will be sent from the Department. After receiving formal notice of the examination results, students should schedule a meeting with their advisors to receive specific feedback about their performance.

The results of the written comprehensive examination will be reported to the Department by the Ph.D. Coordinator. (**FORM C**) for the major written comprehensive examination.

If for some reason, the student has not completed all requirements for the Ph.D. within four years from the time he/she passes the written comprehensive examination, the candidate will be required to retake and pass the examination. Students may petition the Department for a waiver.

If the student fails the examination due to one specific component/question only, they are allowed to rewrite that specific component/question of the examination within one month of receiving notice. If a passing grade is not achieved at that time, the student must retake that component of the next scheduled administration of the Comprehensive Examination.

If the student does not pass multiple components/questions on the exam, they will be considered to have failed the examination and must request permission to retake the entire examination via an oral administration. Students who fail to achieve a passing score on oral administration of the entire examination, will not be permitted to continue in the program and will be notified by letter.

The examination(s) results must be resolved within twelve months. **FORM C** also must be filed in the student's master file, with the Ph.D. Coordinator, and/or the advisor. The student will not be allowed to enroll in Dissertation Credit Hours until the Comprehensive Examination is passed.

In the event that the student fails the oral and/or written comprehensive examination(s) a second time or fails to re-take the exam(s) within twelve months, the Ph.D. Coordinator, after notifying the student's appropriate departmental committee and the Chairperson of the Department, will recommend to the Dean of the Graduate School of the University that the student be withdrawn from the Doctoral Program in Health Services Research. (Use **GRADUATE DISMISSAL FORM** for documentation).

CANDIDACY

The student is admitted to candidacy once all course work is completed and the qualifying examinations have been passed.

Doctoral students must maintain continuous enrollment subsequent to passing the qualifying examination for admission to candidacy, i.e., must enroll in Fall and in Spring Terms until completion of dissertation.

The Dissertation Committee consists of a major professor who assumes primary responsibility for assisting the student with the completion of the dissertation and serves as chairperson of the Dissertation Committee. This faculty member may or may not be the student's advisor.

The advisor will serve as Chairperson, and a second member of the Committee will be selected from the faculty in the Health Services Research degree program. The third person will be a faculty member in the College of Health & Public Services, or outside of the College. Often faculty from the University or tenure track faculty/established doctoral level researchers with industry expertise are used for this position. Occasionally, a fourth member, which may be a faculty member at UNT or another institution, may serve to advise in a content specialty area or statistical area where the student has interest during the dissertation preparation phase of doctoral studies. After completion of the Comprehensive Exam, the Departmental Committee may transition into the Dissertation Committee.

DISSERTATION

One of the requirements of the HSR Ph.D. Program is the preparation and successful defense of a dissertation. Students have the option to submit one of two dissertation formats. The student in consultation with their major Professor will designate the most appropriate dissertation format.

Option 1 should include the following components:

1. Abstract and Introduction to the problem being studied and the subject area
2. Literature review
3. Methodology and proposed instruments
4. 3 scholarly products (Minimum of 3 manuscripts submitted for acceptance that address problem area)
5. Discussion.
6. Conclusion.

Option 2 should include the following components:

1. Abstract and Introduction to the problem being studied and the subject area
2. Literature review
3. Methodology and proposed instruments
4. Results
5. Discussion
6. Conclusion

The final dissertation must be submitted in accordance with the most recent version of APA Style and Standard Manual format.

There are two steps required for the successful completion of the dissertation requirement:

1. The Dissertation Proposal
2. The Dissertation Defense

It is the responsibility of the major professor to make sure the Dissertation Proposal and final Dissertation Defense satisfactorily addresses all of the elements required.

A student must enroll in AGER 6950/RHAB 6900/ASLP 6900/BEHV 6900 for a minimum of three credit hours during each long semester until the dissertation has been accepted by the Dean of the Graduate School. Registration in at least one summer session is required if the student is using university facilities and/or faculty time during that summer session. Failure to maintain continuous enrollment will either invalidate any previous dissertation credit or will result in the student being dropped from the degree program unless granted an official leave of absence by the Graduate Dean for medical or other exceptional reasons.

DISSERTATION PROPOSAL

The student is responsible for requesting the proposal defense be scheduled, which is accomplished by filing **FORM D** with the Chair of his/her Dissertation Committee. The Dissertation Committee will set the time and place of the defense, after consultation with the Ph.D. Coordinator and the Department. The Dissertation Proposal must be defended within one-two long semesters after the Qualifying Examination has been successfully completed, excluding the semester in which the Qualifying Examination was taken.

The members of the Dissertation Committee should have copies of the Dissertation Proposal at least three weeks prior to scheduling a defense. Electronic copies of the Abstract and the Dissertation Proposal must be given to the Program Office in a timely manner so the defense can be announced two weeks in advance.

The dissertation proposal must contain:

1. Abstract and Introduction to the problem being studied and the subject area
2. Literature review
3. Methodology and proposed instruments

The proposal must be submitted in accordance with the most recent version of APA Style and Standard Manual format.

The members of the Dissertation Committee should have copies of the proposal or dissertation at least three weeks prior to scheduling a defense. **FORM D**, electronic and hard copies of the Abstract and the Proposal or Dissertation must be given to the Committee Chairperson/Advisor in a timely manner so the defense can be announced two weeks in advance by memorandum to the Faculty and doctoral students and reserve a room. The announcement will include: (1) the name of the candidate, (2) the candidate's major area, (3) the date, time and place of the defense, (4) the title of the proposed dissertation, (5) names of the dissertation advisory committee members, and (6) a one page abstract of the proposal. The Chair of the Dissertation Committee will make copies of the proposal available to all interested faculty and doctoral students.

After the proposal defense, the dissertation proposal final draft should be prepared for review and approved by the candidate's Dissertation Committee. **FORM D** will then be sent to the Graduate Dean's Office.

The candidate should retain a signed copy of the dissertation proposal in his/her personal records.

DISSERTATION DEFENSE

The student, in consultation with student's major professor, requests that the Department schedules a dissertation defense. (The Department will send **FORM E**: Dissertation Proposal Defense Form to student to complete and return). The members of the Doctoral Committee should have copies of the Dissertation at least three weeks prior to scheduling a defense. Electronic copies of the Abstract and the Dissertation must be given to the Department in a timely manner so the defense can be announced two weeks in advance.

When the candidate's Dissertation Committee agrees that the dissertation is ready for defense, the student will work with his/her Dissertation Chair and the Ph.D. Coordinator to schedule the defense. The defense is then announced two weeks in advance by memorandum to the Department. The announcement will include: (1) the name of the candidate, (2) the candidate's major area, (3) the date, time and place of the defense, (4) the title of the dissertation, (5) names of the dissertation advisory committee members, and (6) a one or two-page abstract of the dissertation.

The defense will be conducted in accordance with policies and procedures established by the Graduate School of the University, the Department and the candidate's concentration area. The candidate is advised to check with these offices to obtain official information concerning these policies and procedures. A form requesting the oral defense (**FORM E**) should be filed with the Graduate School via the Ph.D. Coordinator and the Department.

The Departmental Committee must receive a copy of the dissertation at least two weeks prior to the defense.

At the time of filing for final defense the Ph.D. student is required to submit a current electronic vita to be retained in the student's file.

After the candidate completes all required components and successfully defends the dissertation, the Dissertation Committee chairperson should complete and file the Report of the Final Comprehensive Examination (Sample Only attached, may not be copied for use - this form is generated by the Graduate School) for the Doctoral Degree with the Graduate School Office via the major area Ph.D. Coordinator and the Department. The dissertation is not completed until it has been approved by the candidate's Dissertation Committee and accepted by the Graduate School of the University.

INTEGRITY IN RESEARCH ACTIVITIES

Integrity in research and creative activities is based on sound disciplinary practices as well as on a commitment to basic values such as fairness, equity, honesty and respect. The Program in Health Services Research expects all research and creative activities to be conducted with integrity.

HSR faculty provide education in research integrity via the following:

1. Faculty conducting their research with integrity and 'thinking aloud' about this with students apprenticing that research.

2. Research ethics content is included in the research core courses.
3. Students are provided, through this Handbook, documents on research integrity, including:
 - a. *Guidelines for Research Integrity*
<http://research.unt.edu/faculty-resources/policies-compliance/research-integrity>
 - b. UNT policy related to the use of humans for research via the Institutional Review Board (IRB): <http://research.unt.edu/faculty-resources/integrity-compliance/irb>
 - c. The American Psychological Association's Ethical Guidelines:
<http://www.apa.org/ethics/index.aspx>
 - d. The American Psychological Association's Publication Manual, which includes guidelines on plagiarism: <http://www.apastyle.org/manual/index.aspx>

Any research conducted without prior IRB approval may result in dismissal from the doctoral program.

PROGRAM POLICIES & PROCEDURES

RESIDENCY REQUIREMENT

During the course work every student is required to complete a minimum residency requirement consisting of two consecutive semesters with a minimum course load of 9 credit hours each semester or 3 consecutive semesters with a load of 6 credit hours each semester

The pre-dissertation research hours and the dissertation hours cannot count towards the residency requirement.

ACCOMMODATIONS

UNT and the members of our program and department value the full inclusion of persons with disabilities in classes and events. Should you anticipate the need for accommodations or services so that you may fully participate in the curriculum, instruction, or assessments of a course, please let your instructors or the Graduate Coordinator know of your needs. We encourage our students with disabilities to be self-advocates and to communicate with the Office of Disability Accommodation (ODA) any requests for needed accommodations and services. ODA can be contacted at 940-565-4323, TDD access: 940-565-2958, or by going to <https://www.unt.edu/oda>.

SATISFACTORY PROGRESS

Each student is expected to make satisfactory progress towards the completion of his/her doctoral program. A student who fails to make satisfactory progress, as determined by the Concentration Faculty, will be removed from the doctoral program. At the request of the department, the student will be notified in writing by the HSR Ph.D. Program of his/her removal from the program, at the last address filed with the University. Such notification will cite the reason(s) for removal.

The following is a statement of policy for determining satisfactory progress toward the HSR Ph.D. degree. Satisfactory progress is determined, in part, by the following timelines and criteria:

1. Degree plan design and approval	Prior to the end of 2nd long semester
2. Course work completed	4 long semesters
3. Comprehensive examination	Within one long semester after completion of course work
4. Dissertation proposal defense	Within 1 long semester after comprehensive exams (This time frame may be extended to 2 long semesters by major professor)
5. Dissertation Publication Requirements	Prior to dissertation defense
6. Dissertation defense	Within 1-2 years from comprehensive exams

ANNUAL REVIEW OF STUDENT PROGRESS

The annual review provides an opportunity for the student, the advisor and the program faculty to review the student's strengths, limitations, accomplishments, progress in their degree program, and areas in need of further development. In situations where problems are noted, remedial plans will be developed to address the issues involved.

A student's first annual review occurs at the conclusion of the spring of their first year in the HSR Program and will continue each subsequent year until all program requirements are met. During a student's first year, numerous opportunities for the assessment of progress and feedback are available between the student and their faculty advisor culminating in the formation of a guidance committee and the development of a formal plan of study for their degree program.

The formal annual review will focus on the student's progress in the following areas:

1. Progress and performance in relation to planned academic coursework;
2. Development of teaching theory and pedagogy;
3. Research involvement (research projects, presentations, publications);
4. Completion of program milestones (e.g., Departmental Committee meeting, comprehensive exam, dissertation proposal)
5. Other professional accomplishments or activities, which complement the formal degree program.

The student initiates the annual review process each spring. A narrative self-assessment summary report is completed, which summarizes and highlights key developments in the above stated areas. In addition to the narrative self-assessment, the following materials would be examples of appropriate documents to include as evidence of achievements during the previous year:

1. A record of courses completed and grades achieved, in relation to program plan

2. Materials developed and feedback received for teaching and/or supervision undertaken.
3. Copies of any papers developed for presentation or publication, or documentation of research and scholarly activities undertaken.
4. Documentation related to program milestones achieved.
5. Documentation of other professional activities and accomplishments (e.g., service to the program, consultation or service to external groups, professional development activities, student mentoring), which complement the formal program
6. An updated curriculum vitae.

This self-assessment is submitted to the student's academic advisor. After submitting the self-assessment to the advisor, the student should schedule an appointment with the advisor to review the reports

Prior to the end of the spring semester, the program faculty shall be convened by the program director to conduct the annual reviews. Each advisor will present a summary of each student's progress. Following faculty discussion, a separate summary with any recommendations will be prepared by the advisor. A copy of the faculty's annual review summary will be sent to the student. A copy of both reports (the student's and the faculty's summary) shall be retained in the student's file.

GRADE REQUIREMENTS

Should a student receive a grade of less than "B" in any coursework towards the degree program, the student will have one additional opportunity to enroll in the course to achieve a grade of "B" or higher. If a student takes a program required course twice without achieving a "B" or higher, it is grounds for immediate dismissal from the program. The Health Services Research committee will determine whether the student will continue in the program without restriction, will continue in the program with remedial work, or will be dismissed from the program.

ACADEMIC PROBATION

A student who fails to achieve a cumulative average of 3.0 GPA on all courses carrying graduate credit in a term/semester will be placed on academic probation for the subsequent term/semester. The student will be removed from probation when the 3.0 cumulative GPA is achieved. A student who is on probation cannot apply for graduation and cannot graduate. For more information go to:
<http://unt.catalog.acalog.com/content.php?catoid=7&navoid=382>

A student who is placed on academic probation who does not receive either a semester or a cumulative 3.0 GPA during the term/semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to re-enroll for further graduate courses. Graduate work completed elsewhere during a period of graduate suspension at UNT may not be counted for graduate credit at UNT. After the one-year period of suspension, students must reapply for admission to graduate school (see "Readmission of Graduate Students" in the Admission section of this catalog); students may then enroll in graduate courses under probation with the same probation conditions as previously described. Students who are then suspended a second time without having returned to a good academic standing by achieving a cumulative GPA of 3.0 or better will be dismissed from the university.

The student who's UNT GPA in graduate work falls below 3.0 must make up the deficit, either by repeating courses in which the grades are low, or by completing other UNT courses with grades high enough to bring the UNT GPA up to 3.0. Low grades made in graduate courses at UNT may not be duplicated at other institutions.

ACADEMIC SUSPENSION

A graduate student who is placed on academic probation and who does not receive either a semester or a cumulative 3.0 graduate GPA during the term/semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to reapply for graduate admission (see "Readmission of Graduate Students" in the Admission section) and enroll for further graduate courses. After the one-year period of suspension, students may re-enroll in graduate courses under probation. Students who are then suspended a second time without having returned to good academic standing by achieving a CGPA of 3.0 or better will be dismissed from the university. Programs are not required to readmit students who left the university on probation or suspension and reapply.

APPEAL PROCESS

Students who believe they have not been fairly treated in any aspect of their graduate program have the right of appeal. Grade appeals should be initiated through the instructor. Appeals concerning extension of time to complete a degree should be initiated through the student's major department. Appeals concerning admission to the Toulouse Graduate School are initiated through the office of the graduate dean. Appeals concerning admission to a degree program should be initiated through the student's major department. Appeals regarding specific requirements to complete a degree should be initiated through the student's major department. All other appeals should be initiated through the office of the graduate dean.

TEACHING & RESEARCH OPPORTUNITIES

TEACHING ASSISTANTSHIP/TEACHING FELLOWS

The Department of Rehabilitation and Health Services has a limited number of competitive doctoral Teaching Assistantships. These positions allow for 50% of time devoted to teaching and pedagogy and 50% of time dedicated to working with faculty on research based activity.

The Toulouse Graduate School offers a limited amount of fellowships and scholarships. These range from \$500 a semester to \$33,000 a year, including health benefits. [Learn more about graduate awards.](#)

International students are not eligible to receive federal financial aid (applied for through the FAFSA). However, you may apply for [UNT-International Admissions](#) scholarships and grants, as well as [teaching and research assistantships](#), and any of the scholarships or fellowships offered through the [Toulouse Graduate School](#).

Departmental chairpersons, in consultation with the Ph.D. Coordinator, assigns teaching assistantships and fellowships based on departmental needs. Teaching assistantships are limited and awarded on a competitive basis.

LOAD SPECIFICATIONS

Teaching fellows and teaching assistants must be enrolled in a minimum of 9 semester credit hours during the term they hold an appointment.

- Teaching fellows or assistants who hold a half-time appointment (i.e., with assigned duties that require twenty hours of work per week) must be enrolled for nine semester credit hours in long terms or three semester credit hours in summer terms. Teaching assistantships are expected to work for 20 hours per week.
- Teaching fellows and assistants are typically available for 2 years of academic studies at which time students will be required to locate alternative funding options.

OTHER FUNDING OPPORTUNITIES

As a student at UNT, you are eligible to apply to on-campus, hourly student positions through the Career Center. Many of these positions are College Work Study eligible. [Learn more about student employment](http://studentaffairs.unt.edu/career-center/students-and-alumni/career-advising) at <http://studentaffairs.unt.edu/career-center/students-and-alumni/career-advising>.

FACULTY BIOS



Shahla Alai-Rosales, Ph.D., BCBA-D
Associate Professor of Behavior Analysis

RESEARCH INTERESTS: Shahla Alai-Rosales received her B.S. from Southern Illinois University and her M.A. and Ph.D. from the University of Kansas, where she was mentored by Drs. Barbra Etzel, James Sherman, Jan Sheldon and Don Bushell. She is an Associate Professor in the Department of Behavior Analysis at the University of North Texas, where she integrates service, training and research projects in cooperation with several local and global partners. Shahla teaches classes on applied behavior analysis and autism, ethics, early intervention, parent training, applied research methods, and behavior change techniques. She served on the governing board of the Behavior Analysis Certification Board (BACB). She has served as a subject matter expert for several organizations in the areas of ethics, training, and supervision. She received the Onassis Foundation Fellowship Award for her work with families, UNT's "Fessor Graham" award for her teaching, and was named one of Texas' top 25 women educators. She is currently the Co-PI on a grant from Easter Seals and the state of Texas to develop and evaluate systems and training for underserved populations with autism.



Katsura Aoyama, Ph.D.
Associate Professor of Speech-Language Pathology

RESEARCH INTERESTS: Katsura Aoyama, Ph.D., is an Associate Professor on the faculty of the Department of Speech and Hearing Sciences, University of North Texas, where she has held an academic appointment since August 2012. She has also held an appointment of Associate Professor at the Texas Tech University Health Sciences Center from August 2009 to July 2012, and an appointment of Assistant Professor at the same institution from August 2002 to August 2009. Dr. Aoyama holds the B.A. degree in Japanese Philology from Kansai University, the M.A. degree in Linguistics from University of Hawai'i at Manoa, and the Ph.D. degree in Linguistics from University of Hawai'i at Manoa.



April Becker, Ph.D.
Assistant Professor of Behavior Analysis

RESEARCH INTERESTS: April Becker received her B.S. from Colorado State University, where she studied behavioral ecology and songbird vocalizations under Dr. Myron Baker. After working in various zoos and aquariums as an animal trainer, presenter, and caretaker, she came to Texas to earn her M.S. in Behavior Analysis from the University of North Texas working with Dr. Jesus Rosales-Ruiz and Dr. Sigrid Glenn studying motivation, creativity and cultural contingencies. Dr. Becker earned her PhD from the University of Texas, Southwestern Medical Center where her work with Dr. Mark Goldberg focused on behavioral recovery from brain injury and the use of plasticity-modulating pathways to augment rehabilitation. Dr. Becker's research and interests have two aims: to better understand the basic mechanisms of learning and recovery from brain injury and to develop better clinical approaches to rehabilitation.



Jessica Brooks, Ph.D., CRC
Assistant Professor of Rehabilitation

RESEARCH INTERESTS: Specialization areas: health promotion, psychosocial aspects of disability, and vocational rehabilitation.



Chandra Donnell Carey, Ph.D., CRC
Associate Professor & Interim Chair of Department of Rehabilitation & Health Services

RESEARCH INTERESTS: Dr. Carey has served as President of the National Association of Multicultural Rehabilitation Concerns and as Co-Chair of the Psychiatric Rehabilitation Council for the National Council on Rehabilitation Education. She recently served as co-editor for a special issue on Psychiatric Rehabilitation for the Journal of Rehabilitation, Research, Policy, and Education and is the Co-PI for a grant funded by the Texas Higher Education Board which focuses on enhancing the racial/ethnic diversity of students in rehabilitation studies and rehabilitation counseling. Her research focuses on mental illnesses and the recovery experiences of women of color, as well as culturally responsive service provision in rehabilitation counseling practice.



Denise Catalano, Ph.D., CRC
Associate Professor of Rehabilitation & Graduate Coordinator of M.S. in Rehabilitation Counseling

RESEARCH INTERESTS: Quality of life issues among individuals with disabilities; development, factors, and processes of resilience; relationship of positive emotions to health and well-being.



Dalia Chowdhury, Ph.D., CRC, CADC, LPC (IL.)
Assistant Professor of Rehabilitation

RESEARCH INTERESTS: Gender and disability; violence and trauma; HIV/AIDS, sexual behaviors and addictions; instrumentation



Traci Cihon, Ph.D., BCBA-D
Associate Professor of Behavior Analysis

RESEARCH INTERESTS: Dr. Cihon is a board-certified behavior analyst (BCBA-D). She has worked internationally in several clinical and academic settings including public and private sectors in both school and home settings with a variety of individuals with and without disabilities. Much of Dr. Cihon's clinical experience has focused on developing comprehensive treatment programs for children with autism that incorporate components of Direct Instruction (DI), Precision Teaching (PT), Skinner's Verbal Behavior (VB), Discrete Trial Training (DTT), Natural Environment Training (NET), Natural Language Paradigm (NLP), and other subsets of Applied Behavior Analysis and for children who are at-risk for school failure. More recently, Dr. Cihon has led several classroom-, clinical-, and research-based initiatives that explore the ideations of global citizenship, internationalization of the curriculum and institution, and study abroad in the context of interdisciplinary learning communities. Her current research interests include behavior analysis and education, behavior and social issues, and verbal behavior. Dr. Cihon is the past chair of the Verbal Behavior Special Interest Group (SIG) for the Association for Behavior Analysis-International and is the current chair for the TxABA Behaviorists for Social Responsibility SIG. She serves on the editorial boards for several major disciplinary and non-disciplinary peer-reviewed journals such as *The Analysis of Verbal Behavior*, the *American Annals of the Deaf*, and *Behavior and Social Issues*.



Jeffrey Cokely, Ph.D.
Associate Professor of Audiology

RESEARCH INTERESTS: Dr. Cokely joined the faculty in the fall of 2000 after nearly fifteen years of university teaching. He completed his undergraduate studies at Syracuse University and earned his master's and doctorate degrees at Northwestern University. Dr. Cokely began his research career in the area of psychoacoustics, but for the past twelve years his energies have been directed toward the study of speech materials used to evaluate the hearing of Spanish-speaking listeners. His pioneering efforts in this area have resulted in publication, presentation, and several master's theses.



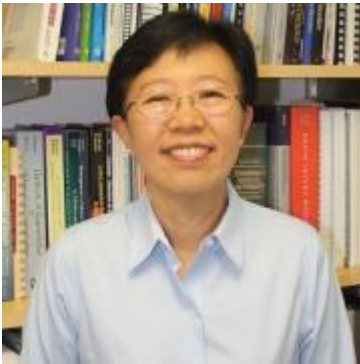
Kamakshi V. Gopal, Ph.D., CCC-A
Professor of Audiology; Chair of Audiology & Speech Language Pathology

RESEARCH INTERESTS: Dr. Gopal's research goal is to gain a deeper insight into the performance of the central auditory nervous system (CANS) under normal as well as in abnormal conditions such as tinnitus and auditory processing disorders. Dr. Gopal uses both an auditory neuroscience approach and clinical audiology techniques to conduct her research. She developed an in vitro auditory cortex network (ACN) model with Dr. Guenter Goss, which has been used to investigate the effects of various ototoxic and neurotoxic agents that are known to cause hearing loss, tinnitus or both. The model has also been used to identify the efficacy of protective agents, such as antioxidants and potassium channel blockers, to offset the toxic effects brought about by ototoxic and neurotoxic agents. As Co-Director of the Tinnitus and Hyperacusis Clinic at the University of North Texas, Dr. Gopal conducts behavioral, electrophysiological and Imaging studies (in collaboration with UT Southwestern Medical School, Dallas) to identify diagnostic markers in tinnitus patients as well as evaluate various technological and pharmacological treatment options. Currently, she is using behavioral and objective auditory measures to assess the impact of intensive auditory training on auditory processing in individuals with autism spectrum disorder.



Stan Ingman, Ph.D.
Professor of Gerontology

RESEARCH INTERESTS: Major areas of interest are sustainable senior living, LTC care, geriatric medicine and aging programs and trends around the world.



Fang-Ling Lu, Ph.D.
Associate Professor of Speech-Language Pathology

RESEARCH INTERESTS: Dr. Lu received her MS in SLP from the University of South Carolina and a Ph.D. from the University of Memphis. She completed a post-doctoral fellowship in Medical Speech Pathology from the Department of Neurology at Mayo Clinic in Rochester, MN. Prior to joining UNT in 1997, Dr. Lu was an Otolaryngology faculty at the University of Miami School of Medicine for several years. Dr. Lu's research interests include motor speech and voice changes associated with degenerative diseases (e.g., Parkinson's disease, amyotrophic lateral sclerosis, multiple sclerosis), aging, medications (e.g., antidepressants), surgeries (e.g., deep brain stimulation), and maladaptive behaviors (e.g., vocal abuse and misuse in musicians). She employs a high-tech laboratory setup (i.e., videostrobolaryngoscopy, nasendoscopy, acoustical analysis, aerodynamic measurement, nasometry) for clinical diagnostics and research projects. She teaches both graduate and undergraduate courses in speech pathology of medically related topics.



Ernest J. Moore, Ph.D.
Professor & Chair of Audiology & Speech-Language Pathology

RESEARCH INTERESTS: The goals of our research are to utilize answers obtained from auditory electrophysiology protocols to help prevent or treat sensory neural hearing loss, and better understand underlying pathophysiology. To accomplish these goals, we are exploring possible novel drug targets, and the application to these targets of already FDA-approved drugs for "repurposing" to prevent or alleviate hearing loss and tinnitus. We are participating in a Phase 1 clinical trial with a neurosurgeon from Florida Hospital for Children in which there is infusion of stem cells in hard-of-hearing children for the restoration of hearing in these children presenting with various degrees of sensory neural hearing loss.



Sharon Miller, Ph.D., CCC-A
Assistant Professor

Dr. Miller joined the faculty in the Department of Audiology and Speech-Language Pathology as an assistant professor in Aug 2017. She earned her Ph.D. and M.A. degrees in Audiology from The University of Minnesota and has a B.S. in Communication Disorders from Northwestern University. Dr. Miller's research focuses on brain plasticity related to language learning in hearing aid and cochlear implant patients using high density electroencephalography (EEG) and fMRI techniques. The long-term goal of her research is to identify reliable biomarkers of speech sound representations in the auditory cortex and to determine whether neural circuits can be modified with formal training in order to improve speech and language outcomes in persons with hearing loss. Dr. Miller teaches graduate courses in Hearing Aid Amplification and undergraduate courses in Hearing and Speech Science.



Elias Mpfu, Ph.D., CRC
Professor of Health Services; Doctoral Program Coordinator

Dr. Mpfu is a distinguished researcher in Health Services Research as well as Rehabilitation. He is the recipient of three international research awards in rehabilitation: Mary Switzer Distinguished Researcher Award (2008), National Council on Rehabilitation Education (NCRE), and the American Rehabilitation Counseling Association Research Award (2007). Professor Mpfu was also awarded the Rehabilitation Educator of the Year Award by the NCRE (2010) and an honorary doctoral degree in education by the University of Pretoria (2010). He is Editor of the Australian Journal of Rehabilitation Counseling and the Journal of Psychology in Africa. He also serves on the editorial boards of several rehabilitation counseling related journals, including Journal of Rehabilitation Administration, Rehabilitation Education, Rehabilitation Counseling Bulletin, Psychological Assessment, and the International Journal of Disability, Development and Education.



Gloria Olness, Ph.D.
Associate Professor of Speech-Language Pathology

RESEARCH INTERESTS: Dr. Olness' research examines the discourse production abilities of adults with acquired neurogenic communication disorders, such as stroke-induced aphasia. Normal pre-morbid discourse variation is incorporated into her approach (ethnic discourse styles of African Americans and Euro-Americans, formality, spontaneity, age/cohort effects, etc.). Her interests focus on the relationship between linguistic and paralinguistic forms and their communicative function-- for example, language forms used to express emotion, opinion, and attitude--and their neurological underpinnings. These combined areas of inquiry are applied to the design of clinical discourse assessment and assessment of functional communication. In addition, her research with disordered populations sheds light on the cognitive-linguistic and neurological substrates of "normal" discourse production in non-brain-injured populations.



Gayle Prybutok, Ph.D., RN
Assistant Professor of Health Services

RESEARCH INTERESTS: Dr. Prybutok received her BS in Biology from Juniata College and her BSN from Thomas Jefferson University. She received her MBA from Texas Women's University and her PhD in Information Science with a focus on Health Informatics from the University of North Texas. Her research interests include Internet based health education and interventions, health care quality assurance, health communication, consumer health informatics, and health care operations research.



Erin Schafer, Ph.D.
Professor of Audiology

RESEARCH INTERESTS: Dr. Schafer received her B.S. in Communication Sciences and Disorders from Texas Woman's University and her M.S. in Audiology from The University of Texas at Dallas. In 2005, she received her Ph.D. in Communication Sciences from The University of Texas at Dallas. Prior to her position at UNT, Dr. Schafer worked as an educational audiologist and consultant in public school districts. Her research interests are in the areas of speech perception, cochlear implants, hearing aids, and assistive devices.



Karen Toussaint, Ph.D., BCBA-D
Associate Professor of Behavior Analysis

RESEARCH INTERESTS: Dr. Toussaint received her Ph.D. in School Psychology from Louisiana State University and completed a postdoctoral research appointment at the University of Nebraska Medical Center's Munroe-Meyer Institute. Her main research areas include examinations of early language acquisition and the treatment of severe behavior disorder. Current research projects examine efficient training methods to train novice behavior therapists, variables that influence the acquisition of auditory-visual discriminations for individuals with autism, and teaching strategies that produce generative language in young children. Dr. Toussaint conducts her research at a local preschool and at the University of North Texas Kristin Farmer Autism Center.



Wei-Mo Tu, Ph.D., NCC
Assistant Professor of Rehabilitation

RESEARCH INTERESTS: Motivation, vocational rehabilitation, school-to-work transition, positive psychology, psychosocial adjustment, and applications of the International Classification of Functioning, Health, and Disability (ICF) in rehabilitation.



Keith Turner, Ph.D.
Associate Professor of Gerontology

RESEARCH INTERESTS: Modeling provision of community-based services; developing systems of care for children and adults with special care needs; integrating aging and disabilities resource systems.



Manish Vaidya, Ph.D.
Associate Professor of Behavior Analysis

RESEARCH INTERESTS: Dr. Vaidya has been interested in issues related to stimulus control since nearly the beginning of his graduate training. His current research interests involve behavioral health and medicine; technology-infused contingency management; health technologies; also generative learning.

FORMS

FORM A: Request for Advisor Change

FORM B: Doctoral Degree Plan

FORM C: Schedule for Comprehensive Exam

FORM D: Comprehensive Exam Results

FORM D: Dissertation Proposal Defense Request

FORM E: Dissertation Defense

Department of Rehabilitation and Health Services (RHS)
Ph.D. in Health Services Research
Request for Academic Advisor Change
Form A

Completion of this form constitutes selection of a doctoral academic advisor for the following student in the Health Services Research program in the Department of Rehabilitation and Health Services. The faculty member listed below agrees to serve as this student's advisor during the student's participation in the graduate program.

Student's name (printed or typed)

Advisor's name (printed or typed)

Student's signature

Advisor's signature

Date

Date

RHS Policy: All tenure-track faculty members within RHS are eligible to advise students as well as faculty from ASLP. It is generally best to select an advisor from your area of specialization/concentration.

Upon admission, an academic advisor is assigned to work with each student based on student research interest as well as mentor agreement and interest. If a student wishes to change their mentor, they must contact their current advisor as well as complete and submit the "Request for Academic Advisor Change" form to the Doctoral Program Coordinator.

Questions pertaining to this form or the advisor assignment process should be directed to the Doctoral Program Coordinator or the Academic Specialist.

**Department of Rehabilitation and Health Services (RHS)
Ph.D. in Health Services Research
Doctoral Degree Plan**

Please **TYPE or print**. Submit an original and four copies. See Graduate Catalog and RHS Guidelines for time limitations for completion of doctoral degree. Responsibility for reading catalog and RHS requirements and for knowing when program has been completed rests entirely upon the student. Application for graduation must be filed in the Toulouse of Graduate Studies (TGS) before the appropriate deadline (see university calendar.)

Name: _____
 Last First Middle UNT ID #

Address: _____
 Street City State Zip E-Mail

_____ Home Phone _____ Work Phone _____ Cell Phone

Tool Area (if required):

_____ Prefix/no. _____ Prefix/no. _____ Prefix/no. _____ Prefix/no.

Major area for degree sought: _____ **Minor area:** _____

SUMMARY OF PROPOSED CREDIT HOURS

	UNT	Non-resident
Degree Core Courses	_____	_____
Major Field includes Dissertation	_____	_____
Concentration, Minor, or Cognate Area	_____	_____
Related Field (optional)	_____	_____
Total for each column	_____	_____
TOTAL	_____	

APPROVAL SIGNATURES

Graduate Advisor / Major Prof: _____
 Signature printed name date

Department Chair: _____
 Signature

Dean, College of Education: _____
 Signature

Dean, Toulouse Graduate School: _____
 Signature

1. List UNT and approved courses from other universities by prefix, number, and title as they appear on your transcript.
2. Indicate courses from other universities with an asterisks (*) and write in at what institution those courses were taken.
3. Official transcripts showing all transfer work must be on file in the Toulouse Graduate School.

Course Prefix	Course Number	Course Title	Semester Hrs.	Date/Term Hrs. Are Earned	Grade
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Degree Core Courses:

Degree Core Total

Major Courses:

Dissertation (total hours: note dissertation usually takes several semester)

		Dissertation			
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Major and Dissertation Total

Concentration, Minor, or Cognate Courses:

Concentration et al. Total

Other Courses (if any):

Other Total

Department of Rehabilitation and Health Services (RHS)
Ph.D. in Health Services Research
Dissertation Proposal Defense Schedule Request

The development of a dissertation proposal involves careful thought and planning between the doctoral student, the major professor, and committee members. The goal is to produce a proposal that is scientifically and methodologically sound as well as written clearly and accurately and formatted correctly. The exact format used for the proposal is determined by the chair and the program.

After getting input from the committee and when the dissertation chair and the student believe the proposal is ready to defend, the student provides a complete copy to each committee member and to the department chair. The major professor and student, in consultation with the committee members, schedule the defense site, day, and time. This form should be submitted to the Rehabilitation and Health Services department within 5 days prior to the scheduled defense date.

Please schedule a dissertation proposal defense for _____

Student ID No. _____ . Whose concentration area is _____ .

The candidate's proposal title is:

An abstract of the proposal is attached.

A suggested date is _____ at _____ in _____
Date Time Place

Signature:

Dissertation Chair Date

Ph. D. Coordinator Date

Department of Rehabilitation and Health Services (RHS)
Ph.D. in Health Services Research
Dissertation Proposal Defense Approval Form
All dissertation proposal defenses are open to the public.

The dissertation committee determines if the proposal is ready to defend. Copies of the proposal must arrive ten or more working days, two weeks is recommended, prior to the date of the desired defense. This timeline allows committee members to read the proposal before signing the scheduling form. This form with all signatures is then submitted to the Rehabilitation and Health Services Main Office (218 Chilton Hall), at least five working days following the defense. Please note that modifications or even rejection of the proposal are possible by the examining committee at the defense.

Student Information

Last Name	First Name	UNT ID #
Address	City/State ()	Zip
Degree Sought	Home Phone ()	Work/Cell Phone
		Email address

Examining Committee Signatures

My signature is verification that I received the proposal manuscript at least 10 working days prior to the proposal defense date. It also signifies that after reviewing the manuscript, I believe it is sufficiently ready to be presented at the proposal defense.

Major Professor:

Printed Name	Signature
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Committee Member:

Printed Name	Signature
--------------	-----------

Committee Member:

Printed Name	Signature
--------------	-----------

Committee Member:

Printed Name	Signature
--------------	-----------

Department Chair's Signature

My signature is verification that I received the proposal manuscript at least 10 days prior to the proposal defense date and I approve scheduling of the proposal defense.

Department Chair:

Printed Name	Signature
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Proposal Defense Information

Proposed Dissertation Title: _____

Seminar is to be held:

Day of Week	Date	Time	Building	Room
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Doctoral student:

- To reserve a conference room in Chilton Hall, please call the Dean's Office at (940) 565-2248.
- Submit completed "Use of Human Subjects" form to Administration Building, Room 310, (940) 565-3940.
- Download and use the document "Preparation and Filing of Dissertations, Theses, and Problems In Lieu of Thesis in the Toulouse School of Graduate Studies" from www.tsgs.unt.edu

Department of Rehabilitation and Health Services (RHS)
Ph.D. in Health Services Research
Dissertation Defense Schedule Request

Copies of the complete dissertation are sent to the dissertation chair, all dissertation committee members, and the chair of the department where the degree is sought. The copies must arrive **ten or more working days** prior to the date of the defense, two weeks early is recommended. This timeline allows committee members time to read the dissertation before signing the scheduling form.

The signed scheduling form and an abstract are then submitted by the candidate to the Rehabilitation and Health Services department, at **least five working days** prior to the defense. The abstract is posted with the dissertation defense announcement.

Please schedule a dissertation defense for _____

Student ID No. _____. Whose concentration area is _____.

The candidate's dissertation title is:

An abstract of the dissertation is attached.

A suggested date is _____ at _____ in _____
Date Time Place

Signature:

Dissertation Chair Date

Ph. D. Coordinator Date

University of North Texas
Department of Rehabilitation and Health Services
Dissertation Defense Approval Form
All dissertation proposal are open to the public.

Copies of the complete dissertation proposal are sent to the dissertation chair, all dissertation committee members, and the chair of the department where the degree is sought. The copies must arrive **ten or more working days** prior to the date of the defense, two weeks early is recommended. This timeline allows committee members time to read the dissertation before signing the scheduling form. The signed scheduling form and an abstract are then submitted by the candidate to the Department of Rehabilitation and Health Services at **least five working days** prior to the proposal defense. The abstract is posted with the proposal defense announcement.

Student Information

Last Name	First Name	UNT ID#
Address	City	State/Zip
()	()	
Degree Sought	Home Phone	Work/Cell Phone
		Email

Examining Committee Signatures

My signature is verification that I received the dissertation manuscript at least 10 working days prior to the defense date. It also signifies that after reviewing the manuscript, I believe this work it is ready to be presented to the Examining Committee at the dissertation defense.

Major Professor:	<hr/> <small>Printed Name</small>	<hr/> <small>Signature</small>
Minor/Cognate Professor:	<hr/> <small>Printed Name</small>	<hr/> <small>Signature</small>
Committee Member:	<hr/> <small>Printed Name</small>	<hr/> <small>Signature</small>
Committee Member:	<hr/> <small>Printed Name</small>	<hr/> <small>Signature</small>
Committee Member:	<hr/> <small>Printed Name</small>	<hr/> <small>Signature</small>

My signature is verification that I received the dissertation manuscript at **least 10 days prior** to the defense date and that I give my approval for the defense to be scheduled.

Department Chair:

Printed Name

Signature

Date

Dissertation Information

Dissertation Title:

Seminar is to be held:

Day of Week

Date

Time

Building & Room