

Department of Special Education Doctoral Student Handbook

College of Education
Illinois State University



2019 – 2020
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This handbook is a supplement to the *Graduate Catalog* and Illinois State University's Graduate School *Mission Statement, Bylaws, Regulations and Procedures* for students seeking a doctoral degree in special education from Illinois State University. It is intended to answer questions about enrollment in the doctoral program and to clarify the requirements and procedures that must be followed to earn the degree. Each student should become familiar with the contents prior to meeting with his or her academic advisor.

For further information, students are invited to consult with Dr. Yun-Ching Chung, the Doctoral Program Coordinator for the Department of Special Education at Illinois State University (ychung@ilstu.edu or 309-438-2456).

I. The Special Education Doctoral Program

The Doctor of Education (Ed.D.) in Special Education is a degree offered by Illinois State University for persons seeking leadership positions in the field of special education. Doctoral students complete formal course work and professional experiences related to teacher preparation, leadership, and research in the field of special education that culminates in completion of a doctoral dissertation.

Course Requirements

Graduation from the program is determined not only by completing specific courses but also by demonstrating established competencies. Each student's plan of study includes four components: core course work, specialty course work, elective course work, and dissertation.

Required Course Work (Core & Specialty Courses = 16 courses & 45 credit hours)

EAF 508 – Applied Educational Research or EAF 509 – Research Design in Education

EAF 510 – Research Methods/Stats in Education II

EAF 415 – Qualitative Research

SED 501 – Doctoral-Level Scholarship (2 credit hours)

SED 502 – Legal & Policy Issues Affecting Special Education Program Administration

SED 512 – Single Subject Design Research

SED 513 – Program Evaluation in Special Education

SED 540 – Seminar in Contemporary Topics in Special Education

SED 514 – Personnel Preparation in Special Education

SED 515 – Seminar in Special Education Research

SED 522 – Grant Writing in Education

SED 579 – Advanced Technological Applications in Special Education

SED 591 – Doctoral Comprehensive Examination (1 credit hour)

SED 594 – Proposal Development in Special Education

SED 598.01 – Professional Practice in Teacher Preparation

SED 598.02 – Professional Practice in Special Education Research

Elective Course Work (15 credit hours of 400 or 500 level course work – several popular options are listed below)

- EAF 410 – Research Methodology and Statistics in Education I
- EAF 511 – Research Methodology and Statistics in Education III
- EAF 515 – Methods of Qualitative Research in Education
- EAF 521 - Moral and Political Foundations of Education
- EAF 525 - Cultural Foundations of Education
- EAF 526.1 - Indigenous Education
- EAF 526.2 - African American Education: The Black Radical Tradition
- SED 410 – Educational Assessment and Planning
- SED 422 – Teaching Diverse Learners
- SED 448 – Applied Behavior Analysis: Changing Behavior & Learning Environments
- SED 449 – Teaching Students with Emotional and Behavioral Disabilities
- SED 451 – Facilitating Student-Directed Transition Planning
- SED 453 - Interagency Collaboration and Post-secondary Systems
- SED 454 – Collaboration/Consultation in Special and General Education
- SED 455 - Facilitating Employment Outcomes for Individuals with Disabilities
- SED 457 - Facilitating Social, Leisure, and Independent Living Outcomes for Individuals with Disabilities
- SED 470 – Research Practitioner: Multiple Disabilities
- SED 471 – Needs of Learners with Physical Disabilities and Health Impairments
- SED 473 - Introduction to Educating Individuals with Multiple Disabilities
- SED 474 – Access to General Education Curricula and Settings
- SED 477 – Technology to Support Learning, Instruction, and Communication
- SED 500 – Independent Study
- SED 598.01 – Professional Practice in Teacher Preparation (Repeat)
- SED 598.02 – Professional Practice in Special Education Research (Repeat)

Dissertation (15 credit hours)

- SED 599 – Dissertation Research

Director of Special Education Endorsement

While pursuing their doctoral degree, students may also wish to become endorsed as a Director of Special Education (DOSE) depending on their career goals. There is some overlap in coursework (both required and elective) for the doctoral degree and the DOSE endorsement. However, there are additional courses needed to qualify for the DOSE endorsement. Please note that the DOSE program has separate qualifications and a separate admission process. Those interested in this program option should contact Dr. Carrie Anna Courtad, Coordinator, DOSE Program at cacourt@ilstu.edu; additional DOSE program details can be found at http://education.illinoisstate.edu/cert_director_sed .

II. The Doctoral Student

Program Planning and Advisement

The Doctoral Program Coordinator will meet with each doctoral student during the student's first semester and will serve as the initial academic advisor. During or soon after the first semester, a new academic advisor (who must be an SED graduate faculty member) will be assigned to the student based on the student's research interests and career goals. Each student is responsible for developing a Plan of Study in consultation with the academic advisor. Students must have a Plan of Study in place prior to completing 18 credit hours in the program. The Plan of Study identifies course work (including electives) and a projected time line for completing all program requirements. The Plan of Study is documented in the Degree Audit Form (see the "forms section" at the end of the handbook).

Degree Audit Form

The Department of Special Education's *Degree Audit Form* is the student's plan of study, and should be created early in a student's doctoral program. It can be modified during the program, although core and specialty courses must be completed before a degree can be awarded. It must be submitted to the Graduate School at the beginning of the semester in which a student intends to graduate. A Plan of Study is subject to approval by the Doctoral Program Coordinator, Department Chair, and Graduate School Director.

Residency

Residency at Illinois State University allows for (a) adequate time to concentrate on doctoral-level study and research, (b) active involvement on a regular basis in the professional activities of the Department of Special Education, and (c) direct access to libraries, laboratories, and research tools necessary for doctoral-level research. Residency is defined as at least two terms of full-time enrollment in an 18-month period. A term is defined as a semester or an 8-week summer session. Full-time is defined as successful completion of at least 9 semester hours in the 16-week semester and 6 semester hours in the traditional eight-week summer session. Traditional residency is documented by completing the *Doctoral Residency Form* (see the "forms section" at the end of the handbook).

In lieu of traditional residency requirements, but to meet the same objectives, doctoral students (including off-campus cohorts) may fulfill the Scholarship Development Program.

Scholarship Development Program in Lieu of Traditional Residency

The Department of Special Education supports the doctoral student's completion of a Scholarship Development Program in lieu of traditional residency requirements. The Scholarship Development component of the doctoral program socializes doctoral students into the academy by affording them opportunities to engage throughout their doctoral program in scholarship activities with SED faculty members. Requirements are documented by completing the *Scholarship Development in Lieu of Traditional Residency Form* (see the "forms section" at the end of the handbook).

The Scholarship Development Program is student-initiated and monitored, and must be completed prior to the dissertation defense. The Scholarship Development Program consists of at least three activities from the following:

- 1 co-presentation at a professional meeting or conference with at least one faculty member
- 1 peer-reviewed journal manuscript co-authored and submitted for publication with at least one faculty member
- 1 State- or Federal-level grant proposal co-authored with at least one faculty member
- 1 review of a journal article (as assigned by the editor of a professional journal) in collaboration with a faculty member.

Activities can be completed more than once to meet this requirement. For example, a student could make 2 presentations at a professional conference and complete 1 review of a journal article to meet this requirement.

Students must take the initiative to inquire about opportunities for collaboration with faculty and pursue these opportunities. Although the scholarship development requirement is a minimal requirement to be met, many students participate in scholarship activities beyond this minimal requirement (and many students meeting traditional residency requirements also engage in the activities listed above).

Time Limitations

All work for the doctoral degree, including the dissertation, must be completed within 8 calendar years, starting with the semester that the student is first enrolled. For example, a student whose first semester is Fall 2019 would need to complete all requirements by the end of the Summer 2027 semester. Although it is not recommended, a student can “sit out” (i.e., not enroll for course work) for one semester and continue in good standing in the doctoral program. However, if a student is not enrolled for two consecutive semesters, then student is automatically dismissed from the doctoral program.

Once a student is in the dissertation phase, however, s/he must be continuously enrolled every semester in SED 599. The student is responsible for complying with continuous enrollment regulations during the dissertation phase (i.e., students must be continuously enrolled for every Fall and Spring semester following the defense of their dissertation proposal; also, summer enrollment is required if the student is going to graduate at the end of a summer term).

The *Graduate School Regulations and Procedures* should be consulted for detailed information on time limitation and continuous enrollment defined. The best course of action is maintain enrollment continuously, and if there is an upcoming semester where a student is not planning to enroll in course work, then the student should call the Graduate School (<http://grad.illinoisstate.edu/>) and double check to make sure that the planned non-enrollment will not affect his or her status in the doctoral program.

III. Dissertation Committee, Comprehensive Examination, Candidacy, Defenses, Degree Completion

The Dissertation Committee

At least 3 faculty members from the Department of Special Education will be recruited to serve as members of the dissertation committee **prior to enrolling in SED 591** (Comprehensive Examination in Special Education). Any remaining dissertation committee members should be

identified before or during the semester in which SED 594 (Dissertation Proposal Development) is taken.

The Dissertation Committee will have the following characteristics: (a) the committee will consist of no fewer than three SED Graduate Faculty members; (b) the Committee Chairperson and a majority of the committee must be full members of the SED Graduate Faculty; (c) additional committee members may be faculty members from SED or other departments, colleges, or institutions (e.g., a statistician from the Department of Educational Administration and Foundations or a content specialist from a related field) at the Department's discretion. Proposed committee members who are not members of the Illinois State University Graduate Faculty must be approved by the Director of Graduate Studies. All committee members must have terminal degrees. Dissertation committee members will collectively provide the expertise essential to support the doctoral candidate's dissertation investigation.

The Chair of the Dissertation Committee will be selected by the student and appointed from the SED graduate faculty by the Graduate School Director with the recommendation of the Department of Special Education. The Committee Chairperson may or may not be the academic advisor with whom the student has worked throughout his or her doctoral program regarding the student's Plan of Study. The Committee Chairperson is responsible for guiding the comprehensive exam process, directing the dissertation, communicating with other Committee members regarding the rules that govern their actions, assisting the student in establishing the timelines which the Committee must meet, and assisting the student with filing required Graduate School forms.

The Comprehensive Examination in Special Education

The purpose of the Comprehensive Examination is to formally admit doctoral students to candidacy for the doctoral degree. Upon passing the Comprehensive Examination students are deemed qualified to undertake completion of their dissertations and subsequent dissertation defense. The Comprehensive Examination provides students with an opportunity to integrate knowledge and engage in critical thinking about key issues and concerns facing special education and related disciplines. Students also demonstrate their ability to use professional written language (within APA 2009 style) to communicate effectively. Professional editors are not allowed.

Procedures for the Comprehensive Examination are as follows:

1. A doctoral student may schedule his or her Doctoral Comprehensive Examinations only after completion of at least **51** hours of course work toward the doctoral degree. Two Comprehensive Examination Evaluation Subcommittees comprised of members of the Dissertation Committee will be formed at least 1 month before the student intends to take the Comprehensive Examination. If the Dissertation Committee includes one or more

non-SED faculty members, that member's or those members' involvement in the Comprehensive Examination development and evaluation is optional.

2. Two Comprehensive Examination Evaluation Subcommittees will be formed from among the Dissertation Committee members: one for foundational knowledge and one for the student's specialty area. These evaluation subcommittees will, in consultation with the student, recommend two comprehensive projects. One of these projects will allow the student to demonstrate foundational knowledge, competence, and skills and the other project will allow the student to demonstrate knowledge, competence, and skills in his or her specialty area. Examples of products include, but are not limited to: a written exam, a program evaluation, a grant proposal, a literature review, a scholarly paper addressing concepts or issues in the field, a manuscript appropriate for submission to a peer-reviewed journal, and an action research project. The Comprehensive Examination Evaluation Committee as a whole will approve of the type, number, and scope of the assigned comprehensive examination projects. Taken together, the two projects are intended to provide a comprehensive demonstration of the student's breadth and depth of knowledge and understanding in both foundational and specialty areas. Students may begin work on comprehensive projects only with the approval of the Comprehensive Examination Evaluation Committee.
3. The Comprehensive Examination Evaluation Committee will establish a timeline for completion and submission of the projects. Unless otherwise specified, students will have 3 months to complete the two projects which include two weeks to ask questions. All university policies and procedures related to academic integrity will apply. See the Student Code of Conduct at <http://deanofstudents.illinoisstate.edu/students/get-help/crr/code-of-conduct.shtml>
4. If four committee members participate in the Comprehensive Examination process, each two-member evaluation subcommittee will evaluate one project report in the assigned area. If only three committee members participate in the Comprehensive Examination process, the Dissertation Committee chairperson will evaluate both project reports and the other two committee members will each evaluate one project report.
5. Subcommittee members will independently evaluate a project and have the option of discussing their evaluations in order to reach consensus on a summative rating: Pass, Fail, or Needs Revision. If a two-member subcommittee has a split decision on the status of a comprehensive project, then a third dissertation committee member will be asked to independently evaluate the project and cast the deciding vote. The Dissertation Committee chairperson should summarize feedback from all evaluations and provide the summary to the student within 2 weeks of the student's submission during the fall and spring semesters.
6. If the student passes the written comprehensive projects, s/he will schedule an Oral Doctoral Comprehensive Examination Defense. If the student does not pass one or both written projects, s/he will not schedule the Oral Doctoral Comprehensive Examination Defense. For comprehensive projects that are determined to "need revision", a remediation plan for revision and resubmission of one or both of the project reports will be developed by the Evaluation Subcommittee(s). If a student is provided the opportunity to resubmit one or both projects, the student will have 1 month per project to complete

the requirements of the remediation/revision plan. This month includes 1 week to ask questions of their committee members. Only one revision per project will be allowed. If the student does not pass both written comprehensive project reports upon the second written submission (with the support of the remediation plan), the student will be dismissed from the doctoral program.

7. Upon successful completion of the two written comprehensive projects, the doctoral student will schedule an Oral Doctoral Comprehensive Examination Defense. The format of this meeting resembles that of a dissertation defense. To demonstrate the ability to articulate a summary of his or her work, the student will make a brief presentation (10-15 minutes) on each completed project. This presentation will be followed by a question and answer session with the full Evaluation Committee. Members of the Evaluation Committee will vote for either (a) pass, (b) fail, or (c) needs revision. If the doctoral student passes, the committee completes the *Comps Oral Defense Outcome* form and gives the original signed form to the doctoral coordinator. In cases of “needs revision”, a remediation plan for Oral Doctoral Comprehensive Examination Defense will be developed. If a student is provided with another opportunity to pass the Oral Doctoral Comprehensive Examination Defense, the student will have 1 month to schedule a new defense date. If the student does not pass the Oral Doctoral Comprehensive Examination Defense on the second attempt, the student will be dismissed from the doctoral program.
8. When a doctoral student has successfully completed the written and the oral components of the Doctoral Comprehensive Examination, s/he enters candidacy status and may enroll in SED 594, Dissertation Proposal Writing. If a student does not successfully complete the written and oral components of the Doctoral Comprehensive Examination after the one allowed written revision or after a second scheduled oral examination meeting, the student will be dismissed from the doctoral program.

Dissertation Proposal Defense

The dissertation itself may not begin until all members of the Dissertation Committee have signed the *Proposal Approval Form* (see Forms Section) after having agreed that the topic is worthy of pursuit and the student's proposed methodology is adequate.

The dissertation proposal defense focuses on the presentation of a proposed study to the Dissertation Committee. The candidate with advisement from the Chair of the Dissertation Committee will schedule the proposal defense. The candidate will be expected to submit a written proposal that includes a statement of the problem, a literature review, and a methodology section (each of which corresponds to a chapter in a dissertation) to the Committee for review at least 2 weeks prior to the scheduled proposal defense. At the proposal defense the candidate should be prepared to provide an overview of the proposed study in a 15-20 minute presentation and answer questions related to the study. The committee can decide to (a) pass, (b) fail, or (c) defer a decision when evaluating a candidate's dissertation proposal defense. A candidate may begin dissertation research only with Committee approval (i.e., unanimous approval) and IRB approval. **A candidate will not be allowed to register for more than 6 hours of dissertation course work (e.g., SED 599) until s/he has successfully completed the Dissertation Proposal Defense.**

The Doctoral Dissertation

The doctoral dissertation provides an opportunity for the candidate to conduct original research and make a contribution to the field of special education. The candidate must register for at least 15 semester hours of dissertation credit (SED 599) to meet graduation requirements.

The dissertation must follow a standard format found in the Graduate School's *Guide for Masters and Doctoral Students* (see <http://grad.illinoisstate.edu/academics/thesis-dissertation/>) using the style found in the 2009 Publication Manual (6th edition) of the American Psychological Association (APA).

In conducting the dissertation study, the candidate is expected to obtain original data and interpret these data in the light of previous work in the field. The candidate is expected to write and submit a dissertation that includes five chapters: a statement of the problem, a review of the literature, a methodology section, a results section, and a discussion section.

The Final Dissertation Defense focuses on the dissertation study. The candidate with approval from the Chair of the Dissertation Committee will schedule the defense meeting and submit the *Right to Defend* form (see Forms Section) to the Graduate School. One copy of the dissertation, including an abstract, must be deposited with the Graduate School for review/format check no later than the date specified in the current Graduate School Calendar, and at least 2 weeks before the Final Dissertation Defense. Candidates may defend their dissertations only when they have passed the format check by the Graduate School and have been issued an approved *Right to Defend* form. Upon receiving approval, complete copies of the dissertation must be given to the Dissertation Committee at least 2 weeks before the Final Dissertation Defense meeting. In addition, one copy must be available to all Department of Special Education faculty members for a 10-day review and comment period; however, only Dissertation Committee members will have the opportunity to participate in the final approval decision.

At the Final Dissertation Defense (a public meeting), the doctoral candidate will provide an overview of the study and findings in a 15-20 minute presentation and answer questions related to the study from committee members first and then from audience members. The Dissertation Committee can decide to (a) pass, (b) fail, or (c) defer a decision when evaluating a candidate's Final Dissertation Defense. Traditionally, the committee arrives at a unanimous decision. However, it is within the realm of possibility that a student could pass the Final Defense as long as there is no more than one committee member voting to either "fail" or "defer a decision." Put another way, a student passes as long as there is only one member voting to "fail" or "defer a decision", but does not pass if two or more committee members vote to either "fail" or "defer a decision."

A successful *Final Dissertation Defense* is evidenced by Committee members signing the *Outcome of Defense Form* (see Forms Section p. 12). The candidate must deposit all items required by the

Graduate School on or before the date specified in the current Graduate School Calendar for final submission. An electronic copy of the dissertation must be uploaded through ProQuest (<http://grad.illinoisstate.edu/academics/thesis-dissertation/>). Upon making any final changes required by the student's Dissertation Committee, the dissertation must be submitted for final review by the Graduate School. Any errors identified by the Graduate School must be corrected the final electronic copy is submitted to ProQuest.

Application for the Doctoral Degree

The candidate must file an on-line application for graduation with the Graduate School office at the beginning of the semester in which s/he intends to graduate. At this time, the candidate must also pay the required fees. Candidates should refer to the Graduate School website for deadline dates regarding filing the doctoral dissertation with the Graduate School for Format Check, scheduling the Final Dissertation Defense, and filing of the final approved dissertation. Candidates should also notify their chairperson of their intent to be hooded at graduation.

IV. CHECKLIST GUIDE FOR SED DOCTORAL STUDENTS

1	Contact Doctoral Program Coordinator for initial advisement on coursework and assignment of an academic advisor.
2	Meet with the program coordinator and develop a plan of study (Degree Audit Form).
3	Complete 51 hours of course work and maintain a GPA in good standing (each required course must be a grade of “C” or better).
4	Form a Dissertation Committee and receive comprehensive examination projects.
5	Pass Written and Oral Comprehensive Examinations. Submit the signed Documentation of Outcome for Oral Comprehensive Examination form to the SED doctoral program coordinator. Congratulations! You are now ABD!
6	Submit Dissertation Proposal (Chapters 1, 2, and 3) to Dissertation Committee at least 2 weeks prior to Proposal Defense.
7	Pass Dissertation Proposal Defense. Get approval signatures on Proposal Approval Form. Submit the form to the graduate school.
8	Submit dissertation research protocol to Institutional Review Board (IRB) for approval. Obtain approval from IRB.
9	Collect data, conduct data analysis, and write doctoral dissertation.
10	Submit Degree Audit form at beginning of graduation semester and apply (online) for Ed.D. Degree graduation.
11	Submit Dissertation to Dissertation Committee at least 2 weeks prior to the Final Dissertation Defense. A copy of the dissertation must be available to all Department of Special Education faculty members for a 10-day review and comment period. Format check by the Graduate School may be conducted during these 2 weeks. Students must have a Right to Defend form from the Graduate School before they can conduct the Final Dissertation Defense. The Right to Defend form is issued only upon successful format check.
12	Pass Final Dissertation Defense. Obtain signatures from faculty on the Outcome of Defense Form.
13	CELEBRATE at graduation! You will be formally “hooded” at the Commencement ceremony by your dissertation chairperson.

V. The Graduate Faculty of the Department of Special Education 2019-20

Faculty members in the Department of Special Education who have Graduate Faculty Status are listed below. Graduate Faculty Status is conferred upon Illinois State University faculty members who have met relevant criteria related to tenure-track status and scholarly productivity. It is these faculty members who can serve on dissertation committees as chairpersons and/or members. Additionally, doctoral students should contact one of the following faculty members for supervision when enrolling in professional practice experiences (i.e., 598.XX courses). Faculty member profiles can be found on the College of Education/Special Education Department web page.

DEPARTMENT OF SPECIAL EDUCATION Graduate Faculty

NAME	PHONE	ROOM	E-MAIL
1. Blum, Craig	8-2165	DeG 528	cblum@ilstu.edu
2. Ballard, Sarah	8-8136	DeG 512	slballa@ilstu.edu
3. Bock, Stacey	8-7884	DeG 546	sjbock@ilstu.edu
4. Borders, Christy	8-3541	DeG 56	cmborde@ilstu.edu
5. Chung, Yun-Ching	8-2456	DeG 516	ychung@ilstu.edu
6. Courtad, Carrie Anna	8-8089	DeG 523	cacourt@ilstu.edu
7. Cuenca-Carlino, Yojanna	8-8525	Hovey 401	ycuenca@ilstu.edu
8. Doubet, Sharon	8-8956	DeG 526	sdoubet@ilstu.edu
9. Ely Mindy	8-7524	DeG 543	msely@ilstu.edu
10. Gardiner-Walsh, Stephanie	8-2837	DeG 542	sjgardi@ilstu.edu
11. Hirano, Kara	8-2350	DeG 515	kahira1@ilstu.edu
12. Kaczorowski, Tara	8-2460	DeG 533C	tlkaczo@ilstu.edu
13. Kang, Jeongae	8-8502	DeG 537	jkang16@ilstu.edu
14. Kroesch, Allison	8-8986	DeG 522	amkroes@ilstu.edu
15. Lartz, Maribeth	8-8988	DeG 539	mnlartz@ilstu.edu
16. Mustian, April	8-5752	DeG 525	amustia@ilstu.edu
17. Peoples, Katherine	8-5509	DeG 527	knpeepl@ilstu.edu
18. Shelden, Debbie	8-5661	DeG 513	dsheld@ilstu.edu
19. Shaheen, Natalie	8-8986	DeG 540	nshahe@ilstu.edu
20. Snodgrass, Melinda	8-7386	DeG 514	mrsnodg@ilstu.edu
21. Zablocki, Mark	8-8957	DeG 524	mszablo@ilstu.edu

VI. Forms

Entry into the “gates” of the various stages of the doctoral program are marked by documenting approval on a variety of forms. All forms associated with University approval are on the Graduate School’s website (<https://grad.illinoisstate.edu/students/forms/>), including Degree Audit Form, Proposal Approval form, Right to Defend Form, and Outcome of Dissertation Defense Form.

Illinois State University
SPECIAL EDUCATION DOCTORAL PROGRAM
DECLARATION OF RESIDENCY

NAME: _____

ADDRESS: _____

SEMESTERS FOR RESIDENCY & HOURS COMPLETED: (1) _____ (2) _____

DATE FILING DECLARATION OF RESIDENCY: _____

Please answer the following questions:

1. Describe how you took part in the professional activities of the department during your semesters of residency

2. Describe your access to libraries, laboratories and other research tools necessary for doctoral study while you were in residency.

Required Signatures:

Student _____ Date _____

Doctoral Advisor _____ Date _____

Doctoral Program Coord. _____ Date _____

Department Chairperson _____ Date _____

Verification of Completion Date _____

Illinois State University

SPECIAL EDUCATION DOCTORAL PROGRAM
SCHOLARSHIP DEVELOPMENT PROGRAM IN LIEU OF TRADITIONAL RESIDENCY

NAME: _____

ADDRESS: _____

DATE FILING DECLARATION OF SCHOLARSHIP DEVELOPMENT PROGRAM IN LIEU OF TRADITIONAL RESIDENCY: _____

- Please attach a list and description of least three professional activities that demonstrate your engagement with the Department's faculty and your use of libraries, laboratories and other research tools.
- Secure faculty signatures for three activities listed above to document your completion of the activities.

1. I, _____, verify that _____ completed
(*faculty member name*) (i) (*student name*)

(*description of activity*)

(*faculty member signature*) (date)

2. I, _____, verify that _____ completed
(*faculty member name*) (i) (*student name*)

(*description of activity*)

(*faculty member signature*) (date)

3. I, _____, verify that _____ completed
(*faculty member name*) (i) (*student name*)

(*description of activity*)

(*faculty member signature*) (date)

Required Signatures:

Student _____ Date _____

Doctoral Program Coord. _____ Date _____

Department Chairperson _____ Date _____

Verification of Completion Date _____

**Department of Special Education
Documentation of Outcome for Oral Comprehensive Examination**

Upon successful completion of the two written comprehensive projects, the doctoral student will schedule an Oral Doctoral Comprehensive Examination Defense. The format of this meeting resembles that of a dissertation defense. To demonstrate the ability to articulate a summary of his or her work, the student will make a brief presentation on each completed project. This presentation will be followed by a question and answer session with the full Evaluation Committee. Members of the Evaluation Committee will vote for either “pass”, “fail”, or “needs revision”. In cases of “needs revision”, a remediation plan for Oral Doctoral Comprehensive Examination Defense will be developed. If a student is provided with another opportunity to pass the Oral Doctoral Comprehensive Examination Defense, the student will have 1 month to schedule a new defense date. If the student does not pass the Oral Doctoral Comprehensive Examination Defense on the second attempt, the student will be dismissed from the doctoral program.

Student name: _____

Date of Oral Comprehensive Examination: _____

Outcome (each member of the evaluation committee should vote for one of the following outcomes):

Evaluation committee member name	Evaluation committee member signature	Pass	Needs Revision	Fail