

# 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 their 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](mailto: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 coursework 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 coursework, specialty coursework, elective coursework, and dissertation.

#### ***Required Coursework (Core & Specialty Courses = 16 courses & 45 credit hours)***

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

EAF 510 – Research Methodology and Statistics 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 Coursework (15 credit hours of 400 or 500 level coursework – 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](mailto:cacourt@ilstu.edu); additional DOSE program details can be found at [http://education.illinoisstate.edu/cert\\_director\\_sed](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 coursework (including electives) and a projected timeline 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 this should be created early in a student's doctoral program. It can be modified throughout 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 it must be completed prior to the dissertation defense. The Scholarship Development Program consists of at least three of the following activities:

- One co-presentation at a professional meeting or conference with at least one faculty member
- One peer-reviewed journal manuscript co-authored and submitted for publication with at least one faculty member
- One State- or Federal-level grant proposal co-authored with at least one faculty member
- One 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 two presentations at a professional conference and complete one 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 coursework) for one semester and continue in good standing in the doctoral program. However, if a student is not enrolled for two consecutive semesters, then the 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. The best course of action is to maintain enrollment continuously; however, if there is an upcoming semester in which a student is not planning to enroll in coursework, 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 their status in the doctoral program.

## **III. Dissertation Committee, Comprehensive Examination, Candidacy, Defenses, and 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 include 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 their 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 the 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 the completion of their dissertations and subsequent dissertation defense. The Comprehensive Examination provides students with an opportunity to integrate knowledge and to engage in critical thinking about key issues and concerns facing special education and related disciplines. Students also have the opportunity to demonstrate their ability to use professional written language (within the APA style) to communicate effectively. Professional editors are not allowed.

Procedures for the Comprehensive Examination are as follows:

- I. A doctoral student may schedule their Doctoral Comprehensive Examination only after completion of at least **51** hours of coursework toward the doctoral degree. Two Comprehensive Examination Evaluation Subcommittees comprised of members of the Dissertation Committee will be formed at least one 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, while the other project will allow the student to demonstrate knowledge, competence, and skills in their specialty area. Examples of projects 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, or 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 to work on comprehensive projects only after receiving 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 three months to complete the two projects, which includes two weeks to ask questions. All university policies and procedures related to academic integrity will apply. For more information, 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 will have the option of discussing their evaluations in order to reach a 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 this summary to the student within two 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 one month per project to complete the requirements of the remediation/revision plan. This month includes one week to ask questions to the committee members. Only one revision per project is 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 their work, the student will give 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 the 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 one 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 that 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 two 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 to 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 after receiving Committee approval (i.e., unanimous approval) and IRB approval. **A candidate will not be allowed to register for more than 6 hours of dissertation coursework (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 to 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 to 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 two 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 two 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 will answer questions related to the study, first from committee members 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 committee member voting to "fail" or "defer a decision," but a student 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 before the final electronic copy is submitted to ProQuest.

### **Application for the Doctoral Degree**

The candidate must file an online 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 coursework 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. <b>Congratulations! You are now ABD!</b>
6	Submit Dissertation Proposal (Chapters 1, 2, and 3) to Dissertation Committee at least two 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 two 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 two 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 2019-2020

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. Peeples, Katherine	8-5509	DeG 527	knpeepl@ilstu.edu
18. Sheldon, Debbie	8-5661	DeG 513	dlsheld@ilstu.edu
19. Shaheen, Natalie	8-8986	DeG 540	nlshahe@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 the Degree Audit Form, Proposal Approval form, Right to Defend Form, and Outcome of Dissertation Defense Form.

## NAME:

ADDRESS: \_\_\_\_\_

DATE FILING DECLARATION OF RESIDENCY:\_\_\_\_\_

1. Describe how you took part in the professional activities of the department during your semesters of 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 the three activities listed above to document your completion of the activities.

1. I, \_\_\_\_\_, verify that \_\_\_\_\_ completed  
(*faculty member name*) (*student name*)

\_\_\_\_\_  
(*description of activity*)

\_\_\_\_\_  
(*faculty member signature*) (date)

2. I, \_\_\_\_\_, verify that \_\_\_\_\_ completed  
(*faculty member name*) (*student name*)

\_\_\_\_\_  
(*description of activity*)

\_\_\_\_\_  
(*faculty member signature*) (date)

3. I, \_\_\_\_\_, verify that \_\_\_\_\_ completed  
(*faculty member name*) (*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 their 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 the 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 one 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