Handbook for Doctoral Students in the Special Education and Communication Disorders Department

Revised 2012
Handbook for Doctoral Students
In the Special Education and Communication Disorders Department

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Overview of the Doctoral Program for
Special Education Students

The faculty and staff in the Department of Special Education and Communication Disorders (SPED/CD) welcome you to doctoral studies in our department. We are pleased that you have selected New Mexico State University (NMSU) to pursue your doctoral degree. The SPED doctoral program is designed to prepare doctoral students for positions of leadership in school, colleges, universities, and research settings. This purpose is consistent with the department’s vision and mission. The vision of the SPED/CD Department is dedication to excellence and best practices for serving children and adults with special needs. By extension, we believe that our doctoral students will make long-term contributions grounded in innovative, quality research in the field of disability. The mission of the SPED/CD Department is to provide leadership to positively impact the lives of persons with special needs. We believe that our doctoral students will develop leadership in their respective disciplines and exercise that leadership through high quality teaching, supervision, research, and service.

Our vision and mission are reflected in the commitment of the graduate faculty to facilitate your journey from doctoral student to academic. Framing that journey is Ernest Boyer’s Four Types of Scholarship Model (Discovery, Teaching, Engagement, and Integration). Courses and key experiences within the doctoral program assist our students in developing professional dispositions and competencies aligned with the four types of scholarship. A doctoral student’s program of study consists of core requirements and an individually designed series of courses and projects, all completed with guidance, encouragement, and support of the faculty advisor. The program culminates in the production of a dissertation leading to the Doctor of Philosophy (Ph.D.) or the Doctor of Education (Ed.D).

The purpose of this handbook is to provide specific information that will assist you in becoming a doctoral student in the SPED/CD doctoral program. This handbook details the requirements, milestones, and issues related to your rights and responsibilities in the doctoral program. Doctoral students should consult their faculty advisors regarding specific requirements. All readers are cautioned that Department, College, and Graduate School procedures may change and will superced this document.

Degrees

The SPED/CD Department offers a Ph. D. and an Ed. D. within the Department with emphasis in special education. The degree requires a thorough grounding in research and the completion of a high quality dissertation. Throughout the program, doctoral students are continually involved in research, initially as apprentices and later as independent researchers.
Doctor of Philosophy (Ph. D.)

The degree of Doctor of Philosophy requires distinguished attainment in both scholarship and original research. The degree is granted chiefly in recognition of the student's high attainments and ability in the special field, as shown by work on the required examinations covering both the general and the special fields, and by the preparation of a dissertation.

Doctor of Education (Ed. D.)

The degree of Doctor of Education attests proficiency in a program of graduate study in which the emphasis is upon preparation for competent performance in professional education. This program is intended primarily for students pursuing careers in which teaching, administration, or school or human services predominate, rather than those in which research predominates.

Areas of Specialization

There are two areas of specialization recognized by the NMSU Graduate School. These are Bilingual/Multicultural Special Education and Autism Spectrum Disorders. However, the student can choose to minor in an area. Students work closely with their advisor to plan a minor program of study if they choose.

Interdisciplinary Doctorate

Students wishing to study in the interdisciplinary doctoral degree program must apply and be accepted into a doctorate-granting department. The following requirements for admission to the interdisciplinary doctorate degree program have been established:

1. A master's degree or equivalent program of study that includes at least 30 credits hours of graduate course work with a minimum cumulative grade point average of 3.0.
2. Twelve credit hours of graduate course work completed at New Mexico State University.
3. Evidence of outstanding academic achievement in graduate school.
4. A written description of the program concept prepared by the student consisting of (a) areas in which competency is required; (b) proposed readings and course work and how these relate to required competencies; (c) objectives and an outline for thesis research; (d) justification for not using an existing departmental degree program.
5. The student must select an advisor from his or her department to chair the committee and, in consultation with the advisor, structure a committee consisting of at least five faculty members from the graduate faculty list who are willing to work on the interdisciplinary degree program. The committee must include at least two members from each of the two doctorate-granting departments. The committee chair will convene a meeting to review and approve the proposed program.
6. Graduate Student Services will send an "Admission Referral" document, signed by all committee members, to the heads of all departments from which the student proposes
to use more than eight credits of course work, or from which faculty are requested to serve on the proposed committee.

7. Once the “Admission Referral” document has been approved by all departments, the committee chair will convene a meeting of the committee to review the student’s program and make changes as necessary. In addition, the committee will set the format and date for the qualifying exam. An effort should be made to incorporate the interdisciplinary nature of the program into the qualifying exam.

8. When the student has passed the qualifying exam and the “Admission Referral” memorandum has been approved by the respective department heads, the requirements for admission to the program are satisfied. Formal acceptance into a doctoral program may be required in order to receive financial assistance.

9. The dissertation work shall total at least 18 credits of 700-level coursework.

**Dispositions of a Doctoral Student**

Most graduate students enter the doctoral program with substantial experience in learning through course work. Doctoral education, however, involves more than transmitting content knowledge and inquiry skills to graduate students. It also involves cultivating dispositions or the values, attitudes, and professional ethics that influence our interactions with peers, students, families and other professionals in the communities where we live and work.

Dispositions for the doctoral program build on those identified for the undergraduate and master’s programs within the SPED/CD Department. Still, the department recognizes that each individual who enters into a doctoral education program comes to that process with a unique disposition. That disposition may affect how and what you study, how much you must study to succeed, how you set priorities for success, and how you deal with the stress of a doctoral program. As each person comes to the process individually with personality differences or with family challenges, each person must find his or her own unique management and coping mechanisms.

The Department’s faculty is committed to assisting doctoral students in refining and deepening those professional dispositions. By this we mean tendencies to explore, to inquire, to think critically and imaginatively, to care, to commit, and to wonder. Dispositions for the doctoral program include the following:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td>Change Agent</td>
<td>shows persistence, resilience, flexibility, adaptability; is motivated;</td>
</tr>
<tr>
<td></td>
<td>sees need for and facilitates change;</td>
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<tr>
<td>Collaborator</td>
<td>uses teaming knowledge and skills, displays collegiality;</td>
</tr>
<tr>
<td>Communicator</td>
<td>understands and uses nonverbal, cognitive, linguistic, social rules</td>
</tr>
<tr>
<td></td>
<td>of oral and literate communication including non-literal language</td>
</tr>
<tr>
<td></td>
<td>such as humor</td>
</tr>
<tr>
<td>Futurist</td>
<td>has global view of the world, shows multicultural awareness, is</td>
</tr>
<tr>
<td></td>
<td>technologically knowledgeable</td>
</tr>
<tr>
<td>Humanist</td>
<td>respects individual differences; manifests caring, dignity,</td>
</tr>
<tr>
<td></td>
<td>acceptance; is conscientious</td>
</tr>
<tr>
<td>Integrator</td>
<td>integrates, synthesizes, connects multiple perspectives</td>
</tr>
</tbody>
</table>
Leader is fair, committed, visionary; demonstrates beliefs and values consistent with the profession; is responsible
Ethicist is ethical, honest, moral; demonstrates integrity
Problem Solver is self aware, analytical, and creative
Researcher is curious, asks and answers questions, wonders, ponders
Thinker uses constructive thinking, reflects in and on action, takes time to think, displays metacognitive skills
Teacher-Learner mentors, models joy of learning, is a life-long learner

Dispositions are developmental in nature. They emerge from competencies and are tempered through experiences. For each of the doctoral dispositions, faculty are committed to modeling or otherwise illustrating the disposition, to encouraging interactions involving the disposition with peers and other faculty members, and to teaching the disposition directly.

The Doctoral Application and Admission Process

Table 1 shows the steps of doctoral education from application to graduation. Admission to the SPED/CD doctoral program is a four-part process: application packet, pre-admission, intake examination, and program of study. Applicants to the SPED doctoral program must complete the Graduate School application process and complete the departmental application process prior to being considered for advanced graduate study. Following the application, successful completion of the pre-admission process and the intake examination allows a doctoral student to construct a program of study.

Table 1: Steps of Doctoral Education from Application to Graduation

1. Interested students apply to the Graduate School: http://prospective.nmsu.edu/graduate/apply/index.html. All completed paperwork must be received by March 1st to the SPED/CD Department.

2. The SPED/CD office staff develops an admissions file that includes Graduate School application material (application, Graduate School referral letter, official transcripts, Graduate Record Examination scores) department application material (letter of intent, three letters of reference, academic vita, scholarly writing sample), admissions review & SPED/CD Department’s acceptance letter subsequent additions (Program of Study, Intake Examination and Results, Doctoral Level Progress Reports, Comprehensive Examination and Results, Dissertation Proposal Hearing Results, Doctoral Final Examination Form, and other forms as appropriate).

3. The SPED/CD faculty are selected randomly to review applications and provide feedback to the Doctoral Program Intake Committee. Three are selected from Special Education faculty and two from the Communication Disorders faculty.

4. The SPED/CD Doctoral Program Admissions Committee reviews the applications and faculty feedback and selects a cohort of SPED/CD doctoral students.
6. Selected doctoral students contact their assigned advisor for an initial consultation and explanation of the SPED Doctoral Program.

7. The week prior to the beginning of Fall classes, doctoral students attend an orientation program to learn about philosophies, policies, and procedures, to complete administrative forms, to ask/answer questions, and to establish a cohort.

8. Doctoral students continue with the doctoral pre-admission phase by meeting with faculty, participating in the Doctoral Colloquium, and enrolling in the fall course work.

9. Doctoral students complete the Contract of Understanding indicating intake examination choice and a draft Program of Study in collaboration with their advisor no later than October.

10. In the Fall term, Intake Examination Committees convene, selected based on the option chosen by the doctoral student no later than November. Following the examination, the committee makes a recommendation regarding admission to advanced studies.

11. Doctoral students who continue in the doctoral program finalize their Program of Study in collaboration with their advisor.

12. Doctoral students finalize selection of graduate faculty for their Doctoral Advisory Committee in collaboration with their advisor.

13. Doctoral students submit the final Program of Study and Doctoral Advisory Committee composition to the Graduate School on completion of 12 credit hours.

14. Doctoral students participate in professional activities at the same time they are pursuing course work. In consultation with the advisor, doctoral students complete a project worksheet to document process and outcome as related to the four areas of scholarship and doctoral dispositions.

15. Doctoral students complete the written comprehensive examination following three years full time study and the completion of courses listed in the Program of Study. The doctoral advisor guides the comprehensive written examination in accordance with the procedures associated with the examination.

16. The doctoral advisor convenes the Doctoral Advisory Committee for the comprehensive oral examination. Following the examination the committee will make a recommendation to pass and advance to candidacy, adjourn and reconvene, fail with re-examination, or fail without re-examination.

17. Doctoral students finalize selection of graduate faculty for their Doctoral Dissertation Committee in collaboration with their advisor. Changes to the committee can be made only with approval of the advisor, department head, and Graduate School dean.

18. Doctoral students prepare the dissertation proposal in consultation with their advisor.
19. With consent of the advisor, doctoral students submit the proposal to committee members at least two weeks prior to a proposal hearing.

20. The doctoral advisor convenes the proposal hearing, during which the doctoral student presents the proposal and the Dissertation Committee discusses and makes recommendations.

21. Doctoral students complete the dissertation in consultation with their advisor and Dissertation Committee.

22. With consent of the advisor, doctoral students distribute the completed dissertation to committee members at least 2 weeks prior to the dissertation defense.

23. The doctoral advisor convenes the dissertation defense, during which the doctoral student presents the dissertation and the Dissertation Committee conducts the final examination. Following the examination, the committee will make a recommendation to pass with minor final adjustments, pass with revisions, adjourn and reconvene, fail with re-examination, or fail without re-examination.

24. Following a successful final examination, doctoral students complete all Graduate School requirements and proceed to graduation.

Application Packet

Graduate School Application

The Graduate School at New Mexico State University requires applicants to hold a minimum of a bachelor’s degree or an advanced degree from an accredited institution, demonstrate proficiency in written and spoken English, and have a grade-point average of 3.0. Admission to the Graduate School is a prerequisite for admission to the SPED/CD Department. Graduate students are not admitted as a doctoral students until all requirements of the department have been satisfied and they have passed the Intake Examination.

Prospective students are advised to complete materials for the Graduate School and the SPED/CD Department simultaneously. Application to the Graduate School includes the following:

- Application for Admission to the Graduate School form and application fee
- Official transcripts listing undergraduate GPA and graduate GPA (if applicable)
- Psychometric scores from the Graduate Record Examination

Applicants need to complete this process prior to March 1st. When the Graduate School has made the determination of acceptance into graduate studies, the material will be forwarded to the department.
The financial aid form is also part of the application process. The NMSU Office of Financial Aid and Scholarship Services have a Free Application for Federal Student Aid (FAFSA) form that can be submitted online. Even if you do not anticipate obtaining financial aid in the form of a loan, complete the FAFSA. There are scholarships and fellowships that require this form to be on file.

**Departmental Application**

Once the SPED/CD Department receives the material from the Graduate School, the staff creates an admissions file. Initially, this file includes the Graduate School acceptance letter, transcripts, psychometric scores, and correspondence. In addition, applicants will need to directly submit the following materials to the department:

1. Letter of Intent in which the applicant cites relevant background experiences, personal motives for applying to the program, career goals, research goals, membership in a group traditionally underrepresented in graduate programs where appropriate.
2. Three Letters of Reference
3. Academic Vitae
4. Scholarly Writing Sample

To this file will be added the admissions review, the SPED/CD Department’s acceptance letter, Intake Examination and results. For those students who become doctoral students, Program of Study, Doctoral Level Progress Reports, Comprehensive Examination and results, Dissertation Proposal Hearing results, and Dissertation Defense results will also be included.

Based on a review of application materials, the doctoral program Admissions Committee will select a cohort of students for graduate study in the fall. Applicants will be notified in writing by April 1st of their status. Doctoral students need to be aware that admission to graduate study is not the same as admission into the doctoral program with accompanying doctoral student status. Doctoral program admission requires passing the Intake Examination.

Please refer to Faculty Circulation Review (Appendix A) and Admission Committee Review (Appendix B).

**Pre-admission**

Pre-admission is an orientation phase for doctoral students. During this time, doctoral students in the cohort become familiar with program requirements, their own scholarly interests, and faculty members’ areas of expertise. In the pre-admission phase, doctoral students will work closely with their advisor to prepare for the Intake Examination, explore research interests, and identify course interests.

A faculty advisor is assigned by the Department Head based on the applicant’s interests. The faculty advisor typically provides initial advising and orientation to the doctoral program and later assumes other roles in research mentoring and dissertation supervision. A change in advisor is quite common, particularly following the first year of study. A doctoral student should not feel
obligated to stay with the originally assigned faculty member if another faculty member’s interests more closely match those of the student. Any change in faculty advisor must be requested in writing on a change of advisor form. Advisors must be members of the graduate faculty.

To assist doctoral students in becoming familiar with the program requirements, all cohort members will attend the Doctoral Student Orientation at the beginning of the semester, make appointments to meet each faculty member during the semester, and participate in the Doctoral Colloquia. In addition, the cohort members will complete SPED 610 (3 cr), 613 (3 cr), and 690 (1 cr) during the Fall term.

Please refer to the Change of Advisor Form (see Graduate School Forms).

**Doctoral Student Orientation**

Ernest Boyer believed that the key to scholarship in teaching and learning lies in the ability of research universities to cultivate a campus community in which students develop a sense of place and in helping students develop smaller communities within the larger whole. Clearly, universities do provide students with the opportunity to create their own customized communities, as students tend to gravitate toward colleagues who share common research interest; however, universities can also be baffling and overwhelming to students, making them feel lonely, remote, and too anxious for optimal learning.

The function of the Doctoral Student Orientation day is to familiarize students with the SPED/CD Department, its faculty, as well as university services which can assist in providing the student with informational points of reference on campus. Among the topics shared during this orientation are doctoral students’ roles within the department, managing paperwork, and family responsibilities. The following is the agenda:

- Welcome to the Doctoral Program
- Introductions – Faculty, Staff, Students, and Families
- Overview of Intake Procedures
- Mentoring
- Presentation of “Doctoral School Life” (presented by current doctoral students)
- University Services
- Lunch Social with Faculty, Students, and their Families
- Question and Answer Session
- Adjournment

**Faculty Member Appointments**

More than anything else, doctoral study is about building relationships with both peers and faculty members. You need to become familiar with each faculty member’s areas of expertise and research interests, as well as allow each faculty member to become familiar with your background and interest. During this first semester, doctoral students will meet individually with each faculty member to share interests. This will enable you to make informed choices when assembling a committee to guide your doctoral studies in collaboration with your advisor.
In addition, doctoral students will need to meet regularly with their faculty advisor. The faculty advisor serves as a mentor, committed to the student’s progress through the program. This mentoring model, characterized by an intensive and collaborative relationship, is reflected in all phases of the doctoral program, from admissions through completion of the doctoral dissertation.

**CD Faculty Participation**

The Department of SPED/CD offers a doctoral degree that will culminate in the doctoral student receiving expertise in the area Special Education. Faculty in the Communication Disorders program of the SPED/CD Department see their role in the doctoral program as multifaceted. The CD faculty can contribute at several levels. The CD faculty can fully participate by providing individual feedback and as part of the Doctoral Program Admissions Committee in review of the doctoral application.

The CD faculty can also serve as a member of the Doctoral Intake Examination or Qualifying Examination Committee. The role that CD faculty take in the actual doctoral committee can be determined by the expertise they can offer to the doctoral student. It is recommended that CD untenured faculty serve as only co-chairs and not as stand-alone chairs, or they must consult with their component lead and the department head. The CD faculty may serve as a member of the doctoral committee when they are able to offer their expertise to the student in concert with the student’s interests. CD faculty are free to decline participation in a doctoral committee should they feel that they do not have such expertise.

**Doctoral Colloquium**

The Doctoral Colloquium offers doctoral students the opportunity to create relationships with peers and faculty within an informal, social setting. The colloquium rotates between faculty members’ homes and places within the greater community. It is designed to build both social and intellectual bonds through reflective conversation. The year’s agenda is set collaboratively at the September gathering and includes a combination of social activities such as dinners, museum tours, and Aggie games and professional activities. Professional topics might include skills such as developing a curriculum vita, grant writing, or preparing conference proposals. Faculty might share career paths, current research interests, strategies for team building and collaboration, guidance in developing literature reviews, or views on Boyer’s four types of scholarship.

**Doctoral Qualifying Examination**

The NMSU Graduate School requires the SPED/CD Department to conduct an Intake Examination of all students prior to formal admission into doctoral studies. This examination typically occurs in the first semester of advanced graduate study. The department offers two options for completing the examination: the standard examination procedure and the presentation examination procedure. In both cases, a core faculty of five members (the advisor and 4 members randomly selected by the Department Head) will be responsible for evaluating the doctoral student; however, the entire graduate faculty in the department is invited to attend.
Prior to scheduling the examination, students will complete the Contract of Understanding with their advisor that indicates their examination choice and the associated expectations. Based on the results of the examination, and consistent with the Graduate School requirements, the SPED/CD Department will: “admit the student to further work toward the doctorate; recommend that the program be limited to the Masters degree; recommend a re-evaluation of the student’s progress after a lapse of one semester; or recommend a discontinuation of graduate work” (NMSU Graduate Catalog, 2005-2006, p. 18). The advisor will complete the Intake Evaluation Form and forward the results to the Graduate School. Doctoral students who successfully complete the Intake Examination will be given doctoral student status.

*Standard Examination Procedure*

The standard model consists of a written Intake Examination that lasts 4 hours. On a separate examination day, a 2-hour oral questioning session occurs. A doctoral student who selects the standard procedure will meet with the faculty advisor to discuss the process, complete the Contract of Understanding, schedule a 4-hour block of time during which writing will be done, develop a tentative program of study, and answer four of five questions at the designated time.

The advisor will ask four department faculty members to submit two questions for the student’s written doctoral Intake Examination. The purpose of these questions is to assess what doctoral students know at this point, where they envision going with the degree, and how well they communicate in writing. From the submitted questions, the advisor will compile a list of five, and the doctoral student will respond to 4 questions. The list of five will be submitted to the Department Head and a copy will be placed in the student’s records. The written responses will be distributed to four faculty members to read and evaluate using the Written Intake Examination Form.

Doctoral students who pass the written portion of the Intake Examination should meet with their advisor to review comments on the examination from the faculty readers, discuss any adjustments to the proposed program of study, and schedule with the readers and the Department Head a 2-hour oral examination.

The advisor will compile admission materials for the meeting (tentative Program of Study, Vita, Intake, Evaluation Form), inform the doctoral student of faculty members selected to serve, chair the meeting, and advise the Graduate School of the outcome.

*Presentation Examination Procedure*

The presentation model consists of a 20-minute presentation by the doctoral student on an interest area followed by a discussion and questioning session. A doctoral student who selects the presentation procedure will meet with the faculty advisor to discuss the process, complete the Contract of Understanding, and develop a tentative Program of Study. The presentation itself should consist of the student’s background information, the student’s interest area, and views on their potential research ideas. The presentation will take place on the examination date set by the SPED/CD Department.
The advisor will notify the Department Head of the doctoral student’s intent to complete the presentation examination, compile admission materials for the meeting (tentative Program of Study, Vita, Intake Evaluation Form), inform the doctoral student of who will chair the meeting, which other faculty members will serve on the committee, and advise the Graduate School of the outcome.

The doctoral student will set the examination date and time in consultation with their faculty advisor. The Department Head will randomly select two graduate faculty members from SPED and two from CD.

Please refer to the Contract of Understanding (Appendix C & D), Written Intake Examination (Appendix E) and Oral Intake Examination Rubric (Appendix F).

**Program of Study**

Although there are no explicit doctoral hour requirements established by the Graduate School, the doctoral program generally takes about 3-4 years of full time study and a minimum of 82 credit hours. The Graduate School requires that a Program of Study be completed in consultation with the advisor and other members of the doctoral committee. This plan serves as a guide as you work on your degree and must be updated with any changes you make as you proceed through the program. The plan lists course numbers, abbreviated titles, credit hours, grades for completed courses, and transfer hours if appropriate. Often, in consultation with their advisors, doctoral students bring to the oral component of the Intake Examination a proposed Program of Study. Following successful completion of the examination, the faculty review and discuss the plan, making amendments as needed.

A doctoral student who has successfully passed the Intake Examination may file a Program of Study with the Graduate School upon the completion of 12 graduate credit hours beyond the master’s degree at New Mexico State University. The Graduate School requires that, at a minimum, a program contain evidence of one year’s residency (9 credit hours per term), a minimum of 30 graduate credits including transfer credits, and 13 credit hours of dissertation. For doctoral students with a declared minor, the program must also include 9 minor credit hours. Approvals of the written program are required from head of the major department, the head of the minor department (if applicable), the College Dean, and the Dean of the Graduate School.

Doctoral students who come to NMSU with graduate hours completed at other institutions may be allowed to transfer graduate credits to meet program requirements. The Graduate School allows transfer of credit for hours earned while enrolled as a graduate student in an accredited institution offering a similar degree. Such a transfer of credit must relate to the student’s intended program of study and receive prior approval of the advisor, the department heads for major and minor (if appropriate) areas, the College Dean, and the Dean of the Graduate School. The request for transfer of credit form must be completed prior to completing 12 graduate credit hours.

Please refer to the Request for Transfer of Credit (see Graduate School Forms), Program of Study and Committee (see Graduate School Forms) and SPED/CD Department Graduate Program Specializations (Appendix G).
Time Limit

As per the Graduate School, if more than five years have elapsed since the date of the comprehensive examination, the candidate will be required to take another comprehensive examination before admission to the final examination.

Program Requirements for Doctoral Students

Course Requirements

Course requirements applicable to all doctoral students regardless of focal area include a professional practice core and a research core (depicted in Table 2). The professional practice core consists of 19 credit hours of internships and seminars. The research core consists of 9 credit hours of design, 9 credit hours of statistics, and 18 credit hours of dissertation research. In addition, doctoral students are expected to develop a major cognate area related to their scholarly interests (18 credit hours) and a minor cognate area (9 credit hours) within or outside of the department. These course requirements represent the minimum standard for the department (82 credit hours). Doctoral students may seek additional course work as their interests develop or as their doctoral committee requires.

Doctoral Advisory Committee

Consistent with the Graduate School requirements, a Doctoral Advisory Committee guides the doctoral students’ work. The committee consists of four members, including the doctoral advisor, one or more members within the SPED/CD Department, and one or more members from outside of the department representing the related or minor area. The outside member also serves as the Dean of the Graduate School representative. All members attend the comprehensive oral examination, the dissertation proposal, and the dissertation defense. Changes to the committee can be made only with the approval of the advisor, Department Head, and the Graduate School dean.

Doctoral Projects

All doctoral students are expected to become actively involved in a variety of professional activities or projects. These include activities such as presentation, publications, grant writing, supervision, teaching, departmental committee work, state meetings, curriculum development, program evaluation, and in-service workshop development. Projects are an opportunity to hone your skills and confidence in your growing competencies and dispositions as a student. Projects allow students to demonstrate both the product and process as related to the four areas of scholarship.
<table>
<thead>
<tr>
<th>TABLE 2: SEQUENCE FOR A DOCTORATE IN SPECIAL EDUCATION</th>
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<tbody>
<tr>
<td><strong>Content Areas</strong></td>
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<tr>
<td><strong>FALL SEMESTER 1 (Upon entering the Program)</strong></td>
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<tr>
<td>CEP 511 Edumetrics</td>
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<tr>
<td>SPED 690 Seminar</td>
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<tr>
<td>SPED 698 Qualitative Class</td>
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<tr>
<td>(These are non-negotiable)</td>
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<tr>
<td><strong>SPRING SEMESTER 1</strong></td>
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<tr>
<td>CEP 636 Advanced Measurement and Statistics</td>
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<tr>
<td>SPED 608 Seminar in theory, policy, and advocacy</td>
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<tr>
<td>SPED 640 Teaching/shadow internship in teaching</td>
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<tr>
<td><strong>SUMMER SEMESTER 1</strong></td>
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<tr>
<td>SPED 610 Current issues in SPED</td>
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<td>SPED 613 Research in SPED</td>
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<tr>
<td><strong>FALL SEMESTER 2</strong></td>
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<tr>
<td>SPED 640 Internship (Independent Teaching of Intro Class)</td>
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<tr>
<td>CEP 637 Multivariate Research and Analysis</td>
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<tr>
<td><strong>SPRING SEMESTER 2</strong></td>
</tr>
<tr>
<td>SPED 640 Clinical Supervision</td>
</tr>
<tr>
<td>6 Electives Chosen by Advisor</td>
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</tbody>
</table>

In consultation with your advisor, you will complete a worksheet to develop a plan for these projects and document the final outcome. You will be asked to report these activities as part of the annual doctoral review. Proposed projects need to address the four areas of scholarship and be tied to specific doctoral dispositions.

*The Scholarship of Integration*

Through the Scholarship of Integration, doctoral students develop the ability to connect and arrange fact into theory of perspective, to see the simplicity in the complex, and to work and think at the boundaries. The students of tomorrow need to be well versed in multiple approaches to research and the type of knowledge each approach yields, theoretically grounded in teaching and learning, and ethically capable of distinguishing fads from fundamental contributions. The scholarship of integration enables doctoral students to anchor their growing knowledge and skills.
within a network of historical, ethical, and social concerns. Preparation within the Scholarship of Integration includes informal doctoral colloquia, a pro-seminar, writing assignments attached to core departmental courses, and opportunities to prepare comprehensive, integrated reviews.

**The Scholarship of Discovery**

Through the Scholarship of Discovery, doctoral students develop both the capacity for conducting research and the passion for knowing. NMSU is a Carnegie research intensive, doctoral granting institution. As such, it becomes the responsibility of the graduate faculty to ensure that doctoral students receive the appropriate guidance and mentoring to enable them to become independent scientists. Through a combination of coursework designed to develop and refine research skill, working with the faculty on current research projects to apply research knowledge, conducting independent research methods, preparing a publishable research paper, and in some cases, piloting portions of a dissertation.

**The Scholarship of Teaching**

Through the Scholarship of Teaching, doctoral students develop both the capacity to practice the art of teaching and their ability to evaluate and share their experiences with the community of students. Doctoral students discover that teaching is not limited to providing lectures; rather, it includes activities such as syllabi development, student advising, student assessment, clinical supervision, small and large group activity design, providing feedback, and designing student projects, among others. Preparation within the Scholarship of Teaching includes informal doctoral colloquia, pro-seminar candidate supervision, and a teaching internship. In addition, workshops provided by the Graduate School and the Teaching Academy allow for progressively more responsible roles within teaching.

**The Scholarship of Engagement**

Through the Scholarships of Engagement, doctoral students develop not only as scientists and teachers, but also as citizens of academia, the professional discipline, and the community at large. The scholarship of engagement addresses complex problems of practice that require creating and sharing knowledge through partnerships between the community and the academy. Preparation within the Scholarship of Engagement includes informal doctoral colloquia, a pro-seminar, assuming an active role on department committees during residency, and mentoring from and participation with faculty engaged in the area of interest.

**Project Examples**

Projects may focus on a single area of scholarship (as when a student conducts an independent research project) or cross multiple areas of scholarship (as when a student obtains grant funding to develop a new program to meet a community need.)

**A Research Project**
The doctoral student conducts a research project in the third year of doctoral study following the completion of all research courses to demonstrate the Scholarship of Discovery. Alternatively, doctoral students may demonstrate the Scholarship of Discovery with evidence from a completed research thesis at the master or educational specialist level, or evidence of a project which may address multiple areas. Dispositions demonstrated include Communicator, Problem Solver, Researcher, and Thinker.

An Evaluation Project

A cohort of doctoral students, following the completion of the pro-seminar series and related research courses, employs the methods of program evaluation (including interviews and records analysis) to study an experimental program to recruit and retain undergraduate special education majors during their freshman year. The result of their study demonstrates a lack of success of the recruitment and retention program. This finding results in a major revamping of the experimental program. The project illustrates a focus on the Scholarship of Discovery (qualitative inquiry) and of Engagement (meeting an institutional need). Dispositions demonstrated include Change Agent, Collaborator, Communicator, Integrator, Ethicist, Problem Solver, Researcher, and Thinker.

A Continuing Education Project

A pair of doctoral students, following the completion of the pro-seminar series and the teaching internship, works collaboratively with a faculty member to develop and conduct a short course that translates research to practice in an area of significant community need (e.g., assessment for alternative and augmentative communication, functional behavioral assessment, response to intervention, traumatic brain injury). The project illustrated a focus on the Scholarship of Integration (translation research to practice), the scholarship of Teaching (application of continuing education model) and the Scholarship of Engagement (meeting a community need). Dispositions demonstrated include Change Agent, Collaborator, Communicator, Futurist, Integrator, Problem Solver, Thinker, and Teacher-Learner.

A Curriculum Development Project

District staff, while developing a written transition process guide, identified the need for a common curriculum addressing transition. As a multi-component project, a doctoral student facilitates meetings among district parents, regular and special education early childhood teachers, occupational and physical therapists, speech-language pathologists, educational diagnosticians, and administrators. A needs survey is developed and sent district-wide to parents and teachers. The data are analyzed and brought back to the group. The project culminates in the group’s writing and publishing a theme-based curriculum guide. The project illustrates the Scholarship of Discovery (survey development and analysis), Integration (resource sharing in curriculum development), engagement (responding to a complex community need), and Teaching (application of community of learners model in curriculum constriction). Dispositions addressed include Change Agent, Collaborator, Communicator, Humanist, Integrator, Leader, Problem Solver, Researcher, Thinker, and Teacher-Learner.
Please refer to Doctoral Projects Worksheet (Appendix H) and Independent Study/Contract Agreement (Appendix I).

**Evaluation of Doctoral Students**

Evaluation consists of monitoring progress across multiple dimensions. These dimensions include the self assessment that characterized the Annual Review, the Scholarly Development Review that enables doctoral students to capture development across time, and formal assessment via comprehensive and final examinations.

**Annual review**

The purpose of the annual review is to monitor progress, support doctoral students in achieving their goals, and provide information to the SPED/CD Department to improve the doctoral program. In the spring of each year, doctoral students will complete and submit to the department a milestone report and a current Curriculum Vitae (CV). The milestone report will include information on progress in coursework and will highlight any presentations/publications that the student may be engaged in. The advisor will provide written feedback to the student by April 30th.

Please refer to the Doctoral Progress Report (Appendix J).

**Scholarly Development Review**

The Scholarly Development Review is a formative assessment process that allows doctoral students to reflect on their development and accomplishments in the areas of Discovery, Application, Integration, and Teaching. This review provides a process for self-reflection as well as an opportunity to interact with and receive feedback from faculty on scholarship. The review is a formative, process-oriented procedure; it is not summative. The doctoral student’s advisor is responsible for scheduling and monitoring the review each fall and filing the Scholarly Development Review Form.

Although doctoral students carry the primary responsibility for reviewing their previous academic work and determining what areas they would like to showcase and discuss, faculty involved in the review are expected to provide feedback and enter into productive discussions of the scholarly process. The discussions center on the student’s intentions, development, and accomplishments. The faculty anticipates that, through this process, doctoral students will develop skills of reflection and exploration of scholarship.

Faculty members are chosen at random for participation in each discussion, and the same faculty members will not necessarily participate in each review process. Faculty may be asked to participate in a review discussion. At the student’s request, the discussion and review may be opened to other doctoral students.

Please refer to the Scholarly Development Review (Appendix K).
Comprehensive Examination

The comprehensive examination is a major step in the doctoral student’s progress though the program. The purpose of a comprehensive examination is to evaluate the doctoral student’s knowledge of the field (major and minor if appropriate), to assess familiarity with published literature, and to determine if the skills needed to advance to candidacy are present. This examination covers readings, course work, projects, and other professional experiences. Typically, doctoral students complete this examination following three years full time study and the completion of courses listed in the program of study. As required by the Graduate School, the comprehensive examination includes a written component and an oral component that focuses on broader issues in addition to the written component. Doctoral students must be registered for at least 3 credit hours during the semester in which they complete the examination (1 credit hour for summer semester). Prior to scheduling the examination, doctoral students will complete the Contract of Understanding with their advisor that indicated their examination choice and the associated expectation. Doctoral students must file the Comprehensive Examination Form with the Graduate School at least 10 business days prior to the oral examination component.

Standard Written Examination Procedure

The standard procedure consists of a written comprehensive examination in the major areas and in the minor or related area where applicable. The major examination requires 4 hours per day for 2 days. The minor or related area examination consists of one four hour session. Following successful completion of the written examination a 2-hour oral questioning session occurs. A doctoral student who selects the standard procedure will meet with the faculty advisor to discuss the process, finalize the committee, schedule the 4-hour blocks of time during which writing will be done, and write on four of five questions per day at the designated time.

The advisor will send a memo to each member of the doctoral advisory committee asking them to submit three questions in the major or minor field (depending on their role). From the submitted questions, the advisor will compile 10 questions from the major field and 5 from the minor or related area, write an agenda for each of the scheduled writing days instructing the student to respond to 4 of 5 questions (per day) in a 4-hour period of time, and submit in a confidential folder a copy of the questions and agenda to the department head and to the office manager. The office manager will give the questions to the doctoral student and pick up responses when the examination period is over. The advisor will make and distribute copies, a response form (traditional written examination evaluation form), and evaluation deadline to the doctoral advisory committee members.

Doctoral students who pass the written portion of the comprehensive examination (i.e., no more than one person votes to fail) should meet with their advisor to review comments on the examination from the committee members, schedule with the committee members a 2-hour oral examination, complete and file with the Graduate School the Committee for Doctoral Examination (Comprehensive) form at least 10 business days prior to the oral examination. Doctoral students who fail the written portion of the comprehensive examination should meet with their advisor to remedy the problem and schedule a second written examination.
Major Area Paper Written Examination Procedure

A major area paper is an in-depth analysis of salient issues within a topical area. It presents viewpoints, their merits, their shortcomings, and directions for resolving issues. The paper must be the doctoral student’s original work on a topic approved by the advisor. It cannot be a paper, the doctoral student must synthesize and integrate literature relevant to the topic; not simply describe a list of studies. The scope of a major area paper is monograph size (approximately 50 pages of text).

A doctoral student who selects the major area paper procedure will meet with the faculty advisor to discuss the process and submit a topical outline to the advisor for approval. If the major area paper is to assess the minor as well, written consent from the minor area committee member must be obtained or the standard procedure must be used to evaluate the minor content area. Because this is an examination procedure, unlimited drafts are not permitted. The doctoral student may submit one draft to the advisor for comment and feedback. Following revisions, a final draft is submitted for evaluation. Following a successful evaluation, the doctoral student distributes copies to all members of Doctoral Advisory Committee, schedules the 2-hour oral examination, and files the Committee for Doctoral Examination (Comprehensive) form at least 10 business days prior to the scheduled oral.

The advisor approves the topical area and provides feedback on one draft of the major area paper. The advisor may suggest directions, recommend sources, and clarify the doctoral student’s thinking. For the final draft, the faculty advisor and one other member of the Doctoral Committee chosen by the advisor, in consultation with the doctoral student, serve as reader. (If the paper is also meeting requirements for an official minor, the minor representative serves as the second reader).

Readers evaluate quality and content. They look for appropriate level detail, synthesis, well-stated conclusions, logically sequenced arguments, doctoral level composition, and mastery of APA editorial style (major area paper written examination evaluation form). Possible outcomes for the written portion include: pass, which means the doctoral student proceeds to the oral examination; remediate, which means the doctoral student will revise and resubmit the paper no later than the end of the following regular semester; or fail with re-examination, via the standard written procedure no later than the end of the following regular semester.

Oral Comprehensive Examination

Prior to the scheduled oral comprehensive examination, the doctoral student will visit with each committee member to ask for possible suggestions about specific content or readings with which they should be familiar. The doctoral advisor will convene the Doctoral Advisory Committee on the day scheduled by the doctoral student to evaluate the comprehensive oral examination. Although oral comprehensive examinations are open to the public, only committee members participate in the questioning and dialog. After reviewing the comprehensive examination (including associated written portions), the committee will vote on the doctoral student’s
performance. Guests will be asked to leave during these deliberations. Possible outcomes include: pass, which means the doctoral student advances to candidacy and begins formal pursuit of doctoral dissertation; adjourn, which means that the examination must be reconvened within 3 weeks; fail with re-examination (i.e., more than one person votes to fail), which means that the doctoral student may not reschedule the examination until the following semester; and fail without re-examination. A failure without re-examination or failure to pass the re-examination will result in termination from the program.

Please refer to the Written Comprehensive Examination Option 1 (Appendix L) and Option 2 (Appendix M), Contract of Understanding, Written Comprehensive Examination Evaluation Option 1 (Appendix N) and Option 2 (Appendix O).

**Doctoral Dissertation**

A doctoral program of study culminates in the production of a dissertation representing original research designed and conducted by the doctoral student in consultation with the advisor and the advisory committee. Although a formal dissertation proposal is submitted following the successful completion of the comprehensive examination, doctoral students often complete preliminary dissertation work early on in their program of study (e.g., instrument development, pilot study, literature reviews, methodological reviews). In fact, doctoral students are encouraged to select a topic of research interest early on so that they can focus course assignments, project competencies and other professional experiences towards the dissertation topic. The Graduate School requires that the dissertation be defended within five years of passing the comprehensive examination.

**Dissertation Committee**

Typically, the dissertation committee is composed of the same members who serve as the Doctoral Advisory Committee. However, changes in doctoral student’s research interests, changes in faculty appointments, or changes in faculty status (e.g., accepting a position at another school, retirement) may create a need for changes in the committee. Changes to the committee can be made only with the approval of the advisor, department head, and Graduate School dean.

**Dissertation Proposal**

To be eligible to submit a dissertation proposal for considering, a doctoral student must have completed all research tools specified in the program of study, successfully passed the comprehensive examination, and demonstrated application of research skills through a matter of education specialist research thesis or doctoral level project.

The doctoral student will work closely with the advisor to prepare a dissertation proposal. The purpose of the proposal is to demonstrate to the Doctoral Dissertation Committee that the
proposed research is scientifically sound, procedurally feasible, within the student’s skill base, and has potential to contribute to the field.

The faculty has determined that the dissertation proposal will compromise a 20-30 page (excluding references) formal proposal. The narrative will include an introduction of the problem, review of the literature, and a detailed discussion of study methods. The proposal needs to be of sufficient detail to enable the Dissertation Committee to determine that the study would meet expectations regarding the scope and complexity of the proposed area of study, the extension of current research, thoroughly developed research questions and hypotheses, and appropriateness of data collection and analysis procedures. Enrollment in SPED 693: Educational Experimentation, is used to develop the first three chapters of the dissertation in detail.

The proposal will be submitted to committee members at least two weeks prior to a proposal hearing. During the hearing, the doctoral scholar will present the proposal formally (20 minute power point presentation) followed by a discussion with committee members. Although dissertation proposal hearings are open to the public, only committee members participate in the question and dialog. At the close of the meeting, the dissertation committee may approve the proposal as presented, approve with modifications, postpone pending more substantive revision, or require a completely different proposal. The committee will sign the Proposal Hearing Form and decide the procedures by which the candidate will interact with the dissertation process. An approved proposal is required prior to submitting for Institutional Review Board approval or the collection of data.

Please refer to the Summary of Doctoral Proposal Hearing (Appendix P) and Application for Permission to Use Human Subjects in Research (Appendix Q).

**Dissertation Research**

By completion of a dissertation, a doctoral student provides evidence of ability to contribute to the knowledge base of the field through conducting independent research supported by appropriate and scholarly review of the literature and presented in an organized and coherent fashion. Dissertation research includes data collection and analysis, composing chapters, expanding and updating literature and other material from the proposal, and relating findings and limitations to what has been done in the past and what is needed for the future.

Doctoral students work closely with their advisors and specific members of their Dissertation Committee in completing the research and writing of the dissertation. Often they will complete multiple drafts of each chapter. Doctoral students need to obtain from the Graduate School a copy of the NMSU Graduate School Guidelines for the preparation of a thesis or dissertation. The dissertation must conform to these guidelines, which are shared with committee members, who will usually provide feedback leading to further revision. Following completion of revision and with the consent of the advisor, the doctoral student will schedule the dissertation defense.
Dissertation Defense

Doctoral students are advised to pay close attention to the published dates for all forms associated with completion of the dissertation and graduation. The Graduate School has date regulations attached to the dissertation defense. In all classes, there must not be less than one semester (16 weeks) between the comprehensive and the final oral examination. The Graduate School also requires that the dissertation be defended within five years of passing the comprehensive examination. Finally, all forms must be completed and filed and the final approved version of the dissertation delivered to the Graduate School editor in accordance with the published dates for the semester.

Doctoral students, with the consent of the advisor, will distribute the completed dissertation to committee members at least 2 weeks prior to the anticipated date of dissertation defense. The doctoral students will schedule the dissertation defense (final examination) with the approval of the advisor and file the committee for doctoral examination (Final) form at least 10 business days prior to the scheduled defense.

During the defense, the doctoral student will provide a 20-30 minute overview (using power point or transparencies to highlight key concepts from each chapter) and respond to committee members’ comments and questions. Although dissertation defenses are open to the public, only committee members participate in the questioning and dialog. After reviewing the dissertation and the responses to dialog and questioning, the committee will vote on the doctoral student’s performance. Guests will be asked to leave during these deliberations. Possible outcomes include: pass, which means the doctoral student makes final adjustments to the dissertation, completes all Graduate School requirements, and participates in the graduation ceremony with the advisor who will hood the doctoral student; pass with revision, which means that specific adjustments must be completed and shared with one or more committee members for approval before the signatures can be obtained, forms can be filed, and graduation can take place; adjourn, which means that the examination must be reconvened following consultation with the advisor and necessary revisions; fail with re-examination (i.e., more than one person votes to fail), which means that the doctoral student may not reschedule the examination until the following semester; and fail without re-examination. A failure without re-examination or failure to pass the re-examination will result in termination of program.

Please refer to the Application for Degree (see Graduate School Forms), Thesis/Dissertation Intake Form (see Graduate School Forms), Dissertation Title Submission Form (see Graduate School Forms), Thesis/Dissertation Processing Form (see Graduate School Forms), Survey of Earned Doctorates (see Graduate School Forms), and Doctoral Dissertation Agreement Form (see Graduate School Forms).
Doctoral Funding

There are several vehicles for funding available to full time doctoral students. Most sources of funding emanate from the Graduate School. Graduate students are strongly urged to complete the FAFSA during the application process. Sources of funding include service free fellowships, teaching assistantships, research assistantships, minority scholarships, training grant fellowships as available, and research grant assistantships as available. The Graduate School maintains a list of funding sources on their website at http://gradschool.nmsu.edu/fellowship/tittle.htm. They also have descriptions of NMSU funding at http://gradschool.nmsu.edu/gradschool.

In addition to these sources, doctoral students are encouraged to apply for federal or foundation grants to support their research. The following organizations support dissertation related research:

- The American Association of University Women Educational Foundation
- AERA Grants Program (American Educational Research Association)
- The Ford Foundation
- The Spencer Foundation
- Woodrow Wilson Foundation

Doctoral students may also want to consider the following:

- New Mexico Alliance for Graduate Education & the Professoriate
  http://www.umagpp.org/
- Partnership for International Research and Education (PIRE); Assistance in internationally based research
- The President’s Higher Education Community Service Honor Roll
  www.nationalservice.gov/honorroll

Finally, scholarship and gateways listed on the college website (http://fseducation.nmsu.edu/scholarship.php) that support graduate studies include the following:

- United Negro College Fund Merck Science Initiative
- State Farm Insurance Achievement Scholarships
- American Psychological Association Scholarships and Fellowship
- Sports Scholarships and Internships
- International Student Scholarships and Aid Help
- Siemens Westinghouse Competition
- GE and LULAC Scholarships for Minorities Nationwide
- Federal Scholarships and Aid Gateways

Travel Awards

Doctoral students who are presenting papers or posters at regional, national, or international conferences can obtain some support through application to the Graduate School with a matching
funds commitment from the department. They should begin this process by speaking with their advisor as the funding requires an accepted conference proposal, faculty mentoring in preparing the presentation, and departmental monetary contribution. In addition, a limited amount of travel is supported through having one of the three Graduate School senators sponsor a bill in the senate of the Associated Students of NMSU (http://asnmsu.edu/executive.html).

**Helpful Hints**

*Faculty Availability*

Although faculty try to be responsive to student needs, faculty have advisory, teaching, speaking, and service assignments in the state, the country, and the world. Plan ahead for deadlines; make appointments. Also keep in mind that most faculty members hold nine month appointments and may not be available in the summer. Scheduling oral examinations, proposal defenses, or dissertation defenses during the summer can be very frustrating and often disappointing.

*Getting Advice*

Providing advice is what faculty advisors do. Valid information about the doctoral program is available through the advisor, the department head, and the official documents (graduate catalog and this guide). Your peers have valid experiences to share but they cannot advise you on program requirements. Requirements change. Backgrounds are diverse. Program of study goals are different.

*Realistic Turn Around Times*

Scheduling meetings often takes longer than you anticipated. Start early so that you can indeed meet university deadlines. Similar, drafts of proposals and dissertations require an appropriate amount of time for committee members to review, typically 2-3 weeks. Failure to provide committee members with sufficient review time, may result in disappointment or frustration at a hearing or defense meeting.

*Drafts*

Dissertation proposals and final documents require multiple drafts (five or six, not one or two). Faculty members’ review of drafts might require 2-3 weeks. Revision might require another two weeks. The Graduate School considers that the research and writing of a dissertation requires at least one year of full time work. Budget your time accordingly.

*Writers’ Support Groups*

When you enter the dissertation writing phase, you will be working alone, thinking alone, solving problems alone, composing alone, and setting your own deadlines. Although you will meet with your advisor to share progress, that is not the same as having coursework deadlines
and interaction with similarly situated peers. Students in this phase of their program may find it useful to join a group designed to promote accomplishment in writing.

**Dissertation Writers Support Group.** This type of group typically is formed within the college on an information basis. It is task oriented and composed of doctoral students in the dissertation phase along with one or more group facilitators. Dissertation writers group meets on a schedule set by members to share composition problems and solutions.

**Teachings Academy Writers Workshops.** The NMSU Teaching Academy also sponsors groups designed to address the writing needs of doctoral students. The Teaching Academy establishes a formal schedule and participation policies each semester. Doctoral students interested in their workshops should visit their website for scheduling and registration information.
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APPENDIX A

Faculty Circulation Review

APPLICANT: ____________________________

<table>
<thead>
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<th>Comments</th>
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APPENDIX B

Admission Committee Review

DATE: __________________________

APPLICANT: __________________________

COMMITTEE MEMBERS:

FILE COMPLETE: ______ YES  ______ NO

FACULTY SUMMARY ______ # YES  ______ # NO
Faculty Identified Strengths:

Faculty Identified Weaknesses:

ADMISSION COMMITTEE SUMMARY:

______ ADMIT  ______ DECLINE  ______ DEFER*

*pending submission of the following:

ADMISSION COMMITTEE COMMENTS:
APPENDIX C

Doctoral Intake Examination Option 1
Contract of Understanding

I understand that I have chosen Option 1 for the Doctoral Intake Examination. This option requires me to complete a written examination (4 or 5 questions) not to exceed 4 hours, followed by a separately scheduled oral questioning session by the faculty not to exceed 2 hours.

I understand that a core faculty of four randomly chosen members (of whom I will be made aware ahead of time, and my advisor will be responsible for generating written examination questions and evaluating me) I also understand that the entire graduate faculty in the department is invited to participate in the oral examination session.

I further understand the five core faculty members including my advisor will have the following options upon completing of the examination, as indicated in the graduate catalogue:

1. Admit the student to further work toward the doctorate
2. Recommend that the program be limited to the master’s degree
3. Recommend a re-evaluation for the student’s progress after a lapse of one semester
4. Recommend a discontinuation of graduate work

My advisor will notify the Graduate School of the results of the Intake Examination.

Print Student’s Name

Doctoral Student’s Signature

Date

Witness

Date

29
APPENDIX D

Doctoral Intake Examination Option 2
Contract of Understanding

I understand that I have chosen Option 2 for the Doctoral Intake Examination. This option requires me to conduct a 15-20 minute presentation on an area of interest of my choosing which is followed immediately by a discussion and questioning session. Total time for this option is 1.5 hours.

I understand that a core faculty of four randomly chosen members (of whom I will be made aware ahead of time) and my advisor will be responsible for evaluating me. I also understand that the entire graduate faculty in the department is invited to participate.

Should I struggle through this portion, I understand that I will be given the opportunity to take the Intake Examination through the traditional means, a written examination followed by an oral examination.

I further understand the five core faculty members including my advisor will have the following options upon completion of the examination, as indicated in the graduate catalogue:

1. Admit the student to further work toward the doctorate
2. Recommend that the program be limited to the master’s degree
3. Recommend a re-evaluation of the student’s progress after a lapse of one semester
4. Recommend a discontinuation of graduate work

My advisor will notify the Graduate School of the results of the Intake Examination.

______________________________
Doctoral Student’s Name (Print)

______________________________  ________________
Doctoral Student’s Signature        Date

______________________________  ________________
Witness                                Date

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APPENDIX E

Written Intake Examination
Evaluation Form

Student’s Name ____________________________ Evaluator’s Name ____________________________

Proposed Major ____________________________

Scale: Excellent (5) Above Average (4) Average (3) Below Average (2) Poor (1)

1. Competence in written composition

2. Fluency with major concepts in the student’s professional field

3. Attitude toward research and theory

4. Knowledge of trends and issues

Recommendations:

_____ Student may proceed to Oral Intake Examination

_____ Student may not proceed to Oral Intake Examination

_____ Undecided

Comments:

Evaluator’s Signature ____________________________ Date ____________

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APPENDIX F

Oral Intake Examination

Option 1 (Traditional)  Option 2 (Presentation)

Doctoral Student’s Name

Core Committee Members in Attendance:

Advisor’s Signature

Date

Did the Student Pass the Intake Exam?

Yes  No

Committee Member’s Signature

Yes  No

Committee Member’s Signature

Yes  No

Committee Member’s Signature

Yes  No

Committee Member’s Signature

Yes  No
# APPENDIX G

## Department of Special Education/Communication Disorders

### Graduate Program Specializations

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Student Name (Printed) ___________________________  Student Banner ID ___________________________

Student: ___________________________  Advisor: ___________________________  Department Head: ___________________________

Date: ___________________________  Date: ___________________________  Date: ___________________________
APPENDIX H

Doctoral Projects Worksheet

Doctoral Student’s Name

Date

Project Synopsis: Describe briefly the scope of the project and the proposed timeline*

Scholarship Types: Explain how this project will address Boyer’s four types of scholarship.

Dispositions: Explain how this project will address the 12 doctoral scholar dispositions.

Evaluation: Explain how progress and outcomes will be assessed.

Signatures

Advisor

Doctoral Student

Project Supervisor if other than advisor

*File a Department Contract Agreement form if course credit is associated with this project
APPENDIX I
INTERNSHIP/INDEPENDENT STUDY/RESEARCH TYPE COURSE ENROLLMENT FORM
AND
STUDENT-FACULTY COURSE CONTRACT AGREEMENT*

ALL STUDENTS TAKING THE FOLLOWING NUMBERS COURSES WITH SPED OR CD PREFIXES MUST
FILL OUT THIS FORM WITH THE FACULTY MEMBER SUPERVISING THE COURSE. FAILURE TO DO
SO WILL RESULT IN A FAILING GRADE IN THE COURSE UNLESS OTHER ARRANGEMENTS HAVE
BEEN MADE IN WRITING AND FILED IN THE DEPARTMENT OFFICE.

COURSES NUMBERED:

CD 452, 453, 456, 464, 470, 479, 480, 481, 490, 491, 491H, 493, 495, 501, 502, 503, 505, 510, 520, 521, 525,
230, 535, 540, 544, 550, 561, 562, 563, 564, 565, 566, 574, 575, 579, 580, 581, 582, 583, 584, 585, 589,
591, 593, 594, 595, 596, 598, 599

SPED 458, 459, 463, 466, 467, 470, 481, 482, 489, 495, 495H, 501, 503, 505, 509, 510, 513, 517, 520, 522, 523,
525, 531, 548, 550, 590, 598, 599, 600, 605, 607, 640, 693, 698, 699 (EDUC 700)

STUDENT'S FULL NAME:
LAST NAME FIRST NAME M.I. SOCIAL SECURITY NO.

STUDENT'S MAILING ADDRESS:

STUDENTS TELEPHONE NO: ( ) DEGREE SOUGHT

EXPECTED DATE OF GRADUATION:

FACULTY SUPERVISOR'S NAME: COURSE NO: CREDITS:

COURSE TITLE: SUBTITLE (IF APPLICABLE):

-----------------------------------------------

CONTRACT AGREEMENT

DESCRIPTION OF STUDY, PRACTICUM, PROJECT, RESEARCH, INTERNSHIP, THESIS, OR
DISSERTATION:


ADDITIONAL COMMENTS, AGREEMENTS, AND STIPULATIONS:


-----------------------------------------------

STUDENT'S SIGNATURE: DATE:

SUPERVISOR'S SIGNATURE: DATE:

OTHER APPROPRIATE SIGNATURES:
DEPT. HEAD: DATE:

*(TWO COPIES, ONE TO DEPARTMENT SECRETARY AND ONE TO SUPERVISOR)
# APPENDIX J

**Doctoral Progress Report**

<table>
<thead>
<tr>
<th>MILESTONES STATUS</th>
<th>SEMESTER, YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Student:</td>
<td>Date:</td>
</tr>
<tr>
<td>Advisor:</td>
<td></td>
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<tr>
<td>MILESTONES STATUS</td>
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<tr>
<td>Enter semester and year of completion for the following milestones:</td>
<td>SEMESTER, YEAR</td>
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<tr>
<td>Departmental Oral Intake Examination</td>
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<td>Graduate School Program of Study Field</td>
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<td>Departmental Comprehensive Written Examination</td>
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<tr>
<td>Departmental Comprehensive Oral Examination</td>
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</tr>
<tr>
<td>Departmental Dissertation Proposal Hearing</td>
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<td>University IRB</td>
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<td>Departmental Dissertation Defense</td>
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## COURSE WORK REPORT

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<td>Professional Practice</td>
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<tr>
<td>SPED/CD 610 Current Issues in SPED/CD</td>
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<td>Scholarship of Discovery</td>
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<td>Scholarship of Teaching</td>
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<td>Scholarship of Engagement</td>
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<td>SPED/CD 640 Internship in College Teaching</td>
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<td>SPED/CD 608 Seminar in Theory, Policy, and Advocacy</td>
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<td>SPED/CD 698 Qualitative Research</td>
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<td>SPED/CD 693 Dissertation Seminar</td>
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<td>Statistics</td>
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<td>CEP 511 Edumetrics</td>
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<td>CEP 636 Advanced Measurement Statistics</td>
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<td>CEP 637 Multivariate Research &amp; Analysis</td>
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<td>Dissertation Research [Indicate credits completed]</td>
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<td>SPED/CD 700 Dissertation</td>
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<tr>
<td>Major Cognate Area [Indicate credits completed]</td>
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<tr>
<td>Minor Cognate Area [List courses completed this year]</td>
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**PROFESSIONAL EXPERIENCES AND PROJECTS**
Briefly describe projects or activities completed and the area(s) of scholarship addressed

**Reflections:**
APPENDIX K

Scholarly Development Review

Doctoral Student’s Name ___________________________ Date

DEPARTMENT MEMBERS PRESENT:

BRIEF SUMMARY OF MATERIAL SHOWCASED:

BOYER’S AREAS OF SCHOLARSHIP ADDRESSED:

DEPARTMENTAL DISPOSITIONS ADDRESSED:

COMMENTS ON ACCOMPLISHMENTS:

FOCUS AREAS FOR COMING YEAR:
APPENDIX L

Written Comprehensive Examination Option 1
Contract of Understanding

I understand that I have chosen Option 1 for the Doctoral Written Comprehensive Examination. This option requires me to complete a written examination in the major and minor or related areas. The examination requires responding to (4 of 5 questions per day) during a 4-hour time period. The first two days cover the major area and the third day the minor area. The written examination will be followed by a separately scheduled oral questioning session by the faculty not to exceed 2 hours.

I understand that the Doctoral Advisory Committee will be responsible for generating written examination questions and evaluating me. I further understand that passing the written examination (no more than one person votes to fail) is required to proceed to the oral portion of the examination. I also understand that the entire graduate faculty in the department is invited to attend (but no participate) in the oral examination session.

On conclusion of the oral portion of the examination, the Doctoral Advisory Committee will have the following options, as indicated in the graduate catalogue:

1. Pass which means advance to candidacy  
2. Adjourn which means that the examination must be reconvened within three weeks  
3. Fail with re-examination after a lapse of one semester; or  
4. Fail without re-examination and a termination of doctoral work

Notification of the outcome of the oral examination will be provided to the Graduate school by the designated Dean’s representative.

Printed Doctoral Student’s Name (Print)

Doctoral Student’s Signature ___________________________ Date ____________

Advisor’s Signature ___________________________ Date ____________

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APPENDIX M

Written Comprehensive Examination Option 2
Contract of Understanding

I understand that I have chosen Option 2 for the Doctoral Written Comprehensive Examination, a major area paper covering an original synthesis of the literature of in a form that could be submitted for publication as a monograph. I understand that my advisor will be responsible for approving my topical outline and providing feedback on one draft prior to evaluation. I also understand that use of this major area paper to assess the minor area requires consent of the minor advisor. In the absence of consent, the standard procedure for assessing the minor will be used.

I understand that my advisor and one other Doctoral Advisory Committee member (minor advisor, if appropriate) will be responsible for evaluating the final draft for quality and content. I further understand that passing the written portion (consent of both readers) is required to proceed to the oral examination. Should I struggle through this option, I will be given the opportunity to (a) remediate by revising and resubmitting the paper the following semester, or (b) taking the written comprehensive examination through the standard procedure no later than the end of the following regular semester.

The successful evaluation of the written examination will be followed by a separately scheduled oral questioning session by faculty not to exceed 2 hours. Prior to scheduling the oral examination, I will distribute copies of the major area paper to all Doctoral Advisory Committee members. I understand that the entire graduate faculty in the department is invited to attend (but not participate) in the oral examination session. On conclusion of the oral portion of the examination, the Doctoral Advisory Committee will have the following options, as indicated in the graduate catalogue:

1. Pass which means advance to candidacy
2. Adjourn which means that the examination must be reconvened within three weeks
3. Fail with re-examination after a lapse of one semester; or
4. Fail without re-examination and a termination of doctoral work

Notification of the outcome of the oral examination will be provided to the Graduate School by the designated Dean’s representative.

Print Doctoral Student’s Name (Print)

__________________________
Doctoral Student’s Signature

__________________________ Date

__________________________
Major Advisor’s Signature

__________________________ Date

__________________________
Minor Advisor’s Signature

__________________________ Date
APPENDIX N

Written Comprehensive Examination Evaluation Option 1

Doctoral Student’s Name

Major Field

Minor Field

Evaluator’s Signature

Outcome Pass Fail

GUIDANCE

<table>
<thead>
<tr>
<th></th>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>Difficulty in communicating ideas that demonstrate understanding</td>
<td>Includes enough information and elaboration to convey understanding</td>
<td>Covers topic completely and in-depth</td>
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<tr>
<td>Argument</td>
<td>Argument based on personal opinion; unclear connection to literature</td>
<td>Argument supported by evidence; may neglect alternative views</td>
<td>Argument supported by relevant evidence and examples; balanced views</td>
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<tr>
<td>Focus</td>
<td>Lacks flow and cohesion; diverges from topic;</td>
<td>Emerging flow; some shifting between themes; more supporting sentences would help</td>
<td>Clear structure with well developed paragraph with supporting sentences</td>
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<tr>
<td>APA Format</td>
<td>Little or no evidence of APA format; serious grammatical flaws</td>
<td>APA format use; some inconsistency or minor grammatical error</td>
<td>Responsible APA in layout, citations, punctuation, capitalization, grammar, etc.</td>
</tr>
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</table>

Comments:
APPENDIX O

Written Comprehensive Examination Evaluation Option 2

Doctoral Student’s Name

Date

Major Field

Minor Field

Evaluator’s Signature

Outcome: Pass Fail

GUIDANCE

<table>
<thead>
<tr>
<th>MAP CRITERIA FOR CONTENT</th>
<th>INDICATORS OF EQUALITY</th>
</tr>
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<tbody>
<tr>
<td>Significant issue or problem about which there is general concern</td>
<td>Problem leading to readily available answers</td>
</tr>
<tr>
<td></td>
<td>Focused problem leading to a through review</td>
</tr>
<tr>
<td></td>
<td>Thoughtful problem leading to a province review</td>
</tr>
<tr>
<td>Theoretical, philosophical and/or applied relevance of topic</td>
<td>Has central idea; topic not clearly</td>
</tr>
<tr>
<td></td>
<td>Topic reflects multiple viewpoints; accurate interpretation</td>
</tr>
<tr>
<td></td>
<td>Topic breaks new ground or contributes to knowledge base; accurate interpretation</td>
</tr>
<tr>
<td>Explicit description of literature selection mythology (search procedures, inclusion criteria)</td>
<td>Limited range of sources, minimal effort in selecting quality sources; search and criteria not described</td>
</tr>
<tr>
<td></td>
<td>Variety of relevant sources; search procedures and inclusion criteria described</td>
</tr>
<tr>
<td></td>
<td>Relevant, balanced sources; search procedures and inclusion criteria allow replication</td>
</tr>
<tr>
<td>Describes, analyzes, and evaluates the state of affairs</td>
<td>Describes literature; analysis is superficial</td>
</tr>
<tr>
<td></td>
<td>Good effort in describing and analyzing the literature</td>
</tr>
<tr>
<td></td>
<td>Carefully analyzes. Compares, contrasts, and evaluates the literature</td>
</tr>
<tr>
<td>Implications drawn at an appropriate level of generality</td>
<td>Conclusions drawn are not well supported by evidence</td>
</tr>
<tr>
<td></td>
<td>Effectively communicates findings, conclusions consistent with evidence</td>
</tr>
<tr>
<td></td>
<td>Draws inventive conclusion supported by evidence; identifies gaps, proposes solution</td>
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</table>

Comments:
<table>
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<tr>
<th>MAP CRITERIA FOR STYLE</th>
<th>INDICATORS OF QUALITY</th>
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<tbody>
<tr>
<td>Organization</td>
<td>Wanders from one topic to another; ideas are scattered, not linked</td>
</tr>
<tr>
<td>Writing Style</td>
<td>Errors in grammar or proofreading; contains cliches, inappropriate colloquialism, poor word choices</td>
</tr>
<tr>
<td>APA Format</td>
<td>Multiple errors in layout, referencing, or conventions inappropriate quotation format or plagiarism</td>
</tr>
</tbody>
</table>

Comments: