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Section 1: Introduction

The Special Education (EDSP) doctoral program resides in the Department of Counseling, Higher Education, and Special Education, one of three departments within the College of Education (COE) at the University of Maryland (UMD). Doctoral studies in the Special Education program emphasize research and scholarship, leadership and professional development, and disciplinary knowledge. It is a full-time program designed to prepare future researchers, leaders, and teachers for positions in higher education institutions.

The university community, the state of Maryland, and the Washington, D.C. metropolitan area provide an unparalleled setting for doctoral study. The program’s proximity to the United States Congress and governmental agencies, including the US Department of Education, Office of Special Education Programs (OSEP), provides opportunities for internships and other professional and research experiences for graduate students. National organizations and services, such as the Council for Exceptional Children and the Library of Congress, are within the metropolitan area. The Maryland State Department of Education (MSDE) is located in nearby Baltimore and the Maryland Commission for Higher Education in Annapolis. Public and private schools in the state of Maryland provide education to students from diverse backgrounds in terms of language, ethnicity, and cultures. Maryland is home to some of the largest urban schools in the nation, serving children and youth with disabilities in high need areas. Finally, the UMD provides campus resources and centers for doctoral candidates to expand their knowledge and skills in teaching, service, technology, and research.

This handbook provides essential information about the Special Education Ph.D. program and is intended for doctoral students and graduate faculty in the Special Education program. The contents include an overview of policies and procedures and specific suggestions to help guide students through each stage of the Ph.D. program.

While this handbook covers most policies and procedures pertaining to doctoral students in Special Education, it is not meant to be exhaustive. Therefore, prospective and current students should also consult the following websites for more detailed information and important forms:

http://education.umd.edu/studentinfo/graduate_info/index.html

http://www.education.umd.edu/studentinfo/graduate_info/Forms.html

http://www.gradschool.umd.edu/

For any questions or issues not covered in the handbook, students should consult their advisors. Regulations enforced by the Graduate School at the University of Maryland are updated in this handbook. However, in cases where there may be a discrepancy
between the handbook and the wording of a policy enforced by the Graduate School, the Graduate Catalog supersedes this handbook.

**Section 2: Admissions**

Admission Policies for graduate programs at the University of Maryland can be found at [http://www.gradschool.umd.edu](http://www.gradschool.umd.edu) or [http://www.education.umd.edu/studentinfo/graduate_info/Admissions.html](http://www.education.umd.edu/studentinfo/graduate_info/Admissions.html)

Admission requirements for **international students** can be found at: [http://globalmaryland.umd.edu/offices/international-students-scholar-services/graduate-admissions](http://globalmaryland.umd.edu/offices/international-students-scholar-services/graduate-admissions)

**Admissions Requirements**

Admission to the Special Education doctoral program is granted by the Graduate School of the University of Maryland upon the recommendation of the specific program. Students must meet the admission requirements of the Graduate School as well as those specific to the Special Education program.

The Graduate School has a list of items for you to consider before you apply. Please refer to: [http://www.gradschool.umd.edu/welcome/before_you_apply.html](http://www.gradschool.umd.edu/welcome/before_you_apply.html)

**General Requirements.** Before initiating an online application, please be sure you meet the University of Maryland’s minimum admission criteria, which include:

- A four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution
- A 3.0 GPA (on a 4.0 scale) in all prior undergraduate
- Official electronic transcripts for all post-secondary work

**Program Requirements.** The Special Education program requirements include:

- Master's degree in Special Education or a related field from an accredited institution
- A 3.5 GPA (on a 4.0 scale) in graduate coursework from an accredited institution
- EDMS 645 Research Methods I or equivalent
- Score on the GRE placing the student at or above the 50th percentile
- Two (2) years of research or work experience with individuals having disabilities
- Three (3) letters of recommendation from present and/or former professors or employers who can assess the quality of the applicant’s academic capabilities,
work experience, and/or professional characteristics; recommendations are completed on-line

• Statement of goals including a description of the applicant's academic preparation, intended area of study, research interests, and plans for future employment especially for higher education positions. An applicant can request a particular advisor in the goal statement, with the understanding it may not always be possible to assign the advisor requested

• Evidence of writing skills via the statement goals

• A resume or CV

• An interview with a faculty member from the Special Education program; the interview is arranged by the faculty member once the graduate application is complete and forwarded to the Special Education program

**International Students.** Information on the admissions process for international students can be found at: [http://globalmaryland.umd.edu/offices/international-students-scholar-services/graduate-admissions](http://globalmaryland.umd.edu/offices/international-students-scholar-services/graduate-admissions). International students must submit appropriate visa and financial documentation in addition to the general requirements for the University of Maryland and for the program requirements for Special Education. The International Students International Student and Scholar Services (ISSS) will assist international students with questions about immigration, housing, fees, orientation to university, and community life.

**Application Process**

**For special education, the deadline is December 1st for the following academic year (students are admitted for fall semester only).**

The online application process is described on the Graduate School’s website at [http://www.gradschool.umd.edu/welcome/apply_now.html](http://www.gradschool.umd.edu/welcome/apply_now.html). Students should carefully review information on this site.

Briefly, the following steps are required:

**Step 1 - Complete the Online Graduate Application.** Part I, the Common General University Application, requires general student information. Part II, the Application Supplementary Form (ASF) requires more detailed information, specific to each graduate program.

**Step 2 - Pay the non-refundable, $75 Application Fee**

**Step 3 - Complete the Application Supplemental Form (ASF).** This includes the requirements for the Special Education PhD program.

**Step 4 - Submit Test Scores and Transcripts.** The GRE is administered by ETS. To
prepare for and to take the GRE go to http://www.ets.org/gre. Applicants must request ETS to send GRE scores to the University of Maryland. The Code is 5814.

**International students:** Applicants must demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL) http://www.ets.org/toefl or the International English Language Testing System (IELTS) http://www.ielts.org/default.aspx

**Transcripts:** For directions on how to submit your transcripts, please go to http://www.gradschool.umd.edu/welcome/apply_now.html (Find Transcripts). There is a Checklist that must be downloaded and submitted with your transcripts.

**Determination of In-State Status for Admission and Tuition:**
www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII270.html. An initial determination of in-state status will be made by the Graduate School at the time a students' application for admission is considered. For additional information on this policy and residency reclassification, please go to: http://registrar.umd.edu/resreclass.html

**Admission Review Process**

**Graduate School Review.** All completed applications are reviewed by the UMD Graduate School and, if necessary, the Office of International Student and Scholar Services (ISSS). Applicants may receive correspondence from each of these offices requesting clarification or additional information or documents. Responses should be directed to the inquiring office.

**Program Review.** After the Graduate School has reviewed an application, it is forwarded to the Chair of the Special Education Graduate Committee (GC). The GC is comprised of three Special Education graduate faculty members who review the applicant’s file to determine if the special education program criteria have been met. If this is the case, a faculty member is assigned to interview the prospective student by phone, Skype, or in person. In most cases the faculty member is someone who would serve as the student's advisor should the student be admitted and enroll in the program. Following the interview, the faculty member provides the GC with a report of the interview including the student’s goals, previous experiences, financial need and the faculty member’s recommendation regarding admission. The chair of the GC notifies the department Graduate Coordinator of the recommendation.

**Notification.** The Graduate Studies Office in the College of Education as well as the University of Maryland Graduate School processes the final recommendation. Once the process is complete by both offices, the applicant will receive official notification of a decision from the Graduate School. If admission is recommended, the Graduate School makes an Offer of Admission. This letter serves as the student's permit to register and identifies the advisor. It is the student's responsibility to contact the assigned advisor for an initial advising appointment. Faculty information is available at: http://www.education.umd.edu/CHSE/FacStaff/faculty.html
An applicant who is offered admission must accept or decline the offer of admission by the date specified on the admission letter. To send a letter of admission acceptance, email Ms. Carol Scott (cscott18@umd.edu), Coordinator of CHSE Graduate Programs. If a student wishes to defer the date of admission, also contact Ms. Scott.

Registration

To validate admission, newly admitted students must register in the semester of admission. For additional information on Registration Policies go to the Graduate School website at http://www.gradschool.umd.edu/catalog/academic_policies.htm

To register for courses and access online resources at the university, the student must establish an online identifier, a Directory ID, and an associated password. Visit the Division of Information Technology (IT) to complete the steps necessary to obtain a Directory ID and Password at http://www.it.umd.edu/new/student.html

All students are required to complete an Immunization Form to attend the University of Maryland. Please make sure your University ID number is on the form. Failure to submit the immunization form within the required time will result in a block to register for classes. Visit the UM Health Center website at: http://www.health.umd.edu/clinicalservices/allergimmuntravel/immunizations

Fellowships, Assistantships, and Awards

The Special Education program may have support for doctoral students in the form of fellowships or graduate assistantships. In most cases, a student’s assigned advisor will provide information about these opportunities. In addition the UM Graduate School posts information about campus wide fellowships, assistantships, and awards. For information, click on the links below or go to http://www.gradschool.umd.edu

Select Prospective Students pull down menu at top of page to find:

- General Fellowship Information
- Graduate School Fellowships
- Assistantship Information
- Prizes and Awards
- Travel Awards
- Other Fellowships and Awards
- Fellowship and Award Recipients

Graduate Student Life and Resources

The UM Graduate School has information on Graduate Student Life and Resources. Click on the links below or go http://www.gradschool.umd.edu (Select Prospective Students on the pull down menu at the top of page)
Graduate Student Life
- Graduate Student Life Handbook
- Campus Maps
- Campus Recreation Center
- Clarice Smith Performing Arts Center
- Graduate Student Government
- Shuttle UM
- Terrapins Athletics

Campus Resources
- Counseling Center
- Disability Support Services
- Division of Research
- Employment at UM
- Graduate Catalog
- Graduate Housing
- Graduate Student Legal Aid
- International Student and Scholar Services
- Office of the Bursar
- Office of Diversity and Inclusion
- Office of the Registrar
- Office of Student Financial Aid
- Ombudsperson for Graduate Students
- Residency Classification Office
- Student Health Center
- University Libraries

Off-Campus Housing Services (OCH)

While there is no on-campus housing available to graduate students, students seeking housing should begin their search with housing services located in the Stamp Student Union. OCH provides print and online services with housing searches and has extensive resources, including information on transportation, safety, landlord/tenant relations, childcare and typical prices for area apartments. Other resources include:

- OCH101, a searchable database of available rental properties
- Roommate Finder, a database where students can search for others with similar interests.
- Short Term Lodging, options available to incoming graduate students. Additionally, there are two graduate student organizations, the Students Council of India and the Chinese Student and Scholar Association that arrange some temporary housing via their web sites.
- Long-Term Housing, options include two all-graduate student-housing options in close proximity to campus, Graduate Hills and Graduate Gardens. This
apartment community is located on University property, but is managed by Southern Management Corporation, a private company.

Section 3: The Special Education PhD Curriculum

The Doctor of Philosophy (PhD) degree Special Education prepares researchers, teacher educators, and leaders who will advance the education of children and adults with disabilities. The program curriculum requires a minimum of 60 post-Master’s credits. The program is intended for full time students.

Required Coursework

The 60 credit hours for the PhD are organized into five areas (See Tables 1, 2A, 2B). The areas are:

1. Required Courses in Special Education (15 credits)
2. Required Courses in Research Methodology & Design (15 credits)
3. Elective Area (15 credits)
4. Advancement to Candidacy (minimum 3 credits)
5. Dissertation Research (minimum 12 credits)

Special Education Coursework: Five courses are required in special education content. These courses address issues and trends, policies, current research and practice, theory and technological advancements associated with the education of individual disabilities. Doctoral candidates build their knowledge and skills associated with research (e.g., theory and design), teaching at the college level, and leadership (e.g., policy, instruction, and research to practice).

Credits:

3 EDSP 600: Issues and Trends in Educating Individuals with Disabilities (Fall)
3 EDSP 675: Legal and Policy Issues for Individuals with Disabilities (Spring)
3 EDSP 678X: Seminar in Special Education: College Teaching (Fall)
3 EDSP 670: Single Subject Research Designs
3 EDSP 872: Theory and Empirical Design in Educational Research (Spring)
3 EDSP 888: Research Apprenticeship in Special Education

Research Methodology and Design Coursework: Doctoral candidates will take five courses that are intended to make them familiar with a variety of research methods and design. Note that students must have successfully completed EDMS 645 Quantitative Research Methods I or an equivalent introductory quantitative research methods course. For a description of this course go to Graduate Catalogue at http://www.gradschool.umd.edu/catalog/
Credits:
- 3 EDMS 646: Quantitative Research Methods II or Equivalent
- 3 EDMS 651: Applied Multiple Regression Analysis
- 3 Qualitative or Mixed Methods Course (e.g., EDSP 671: Qualitative Methods in Special Education EDCI/EDPS Seminar in Mixed Methods)
- 3 Intermediate Qualitative or Quantities Methods Course (e.g., EDMS 655)

**Elective Area Courses:** Doctoral students will, with their advisor, identify a sequence of courses and experiences to advance their knowledge and experience in an area of specialization.

- 15 Courses to be determined by doctoral candidate and advisor. See Table 2A, 2B for example elective areas.

**Advancement to Candidacy:** After completing all coursework, the doctoral candidate enrolls in EDSP 898 Pre-Candidacy Research (3 credits minimum). During this time, the student prepares items for the **Comprehensive Portfolio Review** (see Section 4 for additional information). The Portfolio is designed to ensure that doctoral students have attained specific knowledge and skills as identified in the Doctoral Graduate Outcomes Assessment. The Comprehensive Portfolio is required in lieu of comprehensive exams and upon a successful review by the EDSP Graduate Committee, the student Advances to Candidacy to work on dissertation research. A student will enroll in EDSP 898 until the Graduate Committee determines that he or she has passed the review successfully.

All required doctoral coursework and credits and advancement to candidacy must be completed **within 5 years after acceptance** into the doctoral program.

Credits
- 3-8 EDSP 898: Pre-Candidacy Research

**Dissertation Research.** Following successful completion of the Comprehensive Portfolio Review, students will enroll in EDSP 899 to work on dissertation research. There will be two major benchmarks: Dissertation Proposal and completion of the dissertation research and completion of Oral Examination. Completion of the dissertation must occur within **4 years after advancing to candidacy**.

Once a student is Advanced to Candidacy by the Graduate School, he or she is automatically registered each fall and spring for 6-credits of EDSP 899 (**Post-Candidacy or Continuous Registration**). The student must complete all requirements for the PhD within 4 years after advancing to candidacy.

Credits
- 12 EDSP 899: Doctoral Dissertation
Key Steps in the Doctoral Program

_____Schedule initial meeting with advisor. Once admitted to the doctoral program, each student is assigned an Advisor. It is the student’s responsibility to set up a meeting with his or her advisor before the start of the first semester to review the program curriculum, program benchmarks and timelines. During the first meeting, the advisor and student will review the doctoral programs requirements and other information provided in this Handbook - Use Table 3. Students are responsible for maintaining electronic copies all forms and updating them with their advisor on at least an annual basis. These forms are to be submitted as part of the Annual Review process and Comprehensive Portfolio Review and used for general advising.

The following steps should guide the advising process. The student and/or advisor should initial and enter the date each step is completed:

_____Plan Coursework (use Table 1): Develop an initial list of courses and experiences based on the student’s interests and goals for the doctoral program. This form will be updated and attached to the Annual Review. There are two examples of sequences that students may use to plan their doctoral coursework over a four-year period (See Table 2A and 2B)

_____Complete CITI Training - Human Subjects Review. All research that involves the use of human subjects requires review and approval by the Institutional Review Board (IRB) prior to the initiation of the research. All doctoral students should review the IRB website for regulations and application forms. CITI Training is required for all researchers as a condition of IRB approval and should be completed as early as possible during the student’s first year http://www.umresearch.umd.edu/RCO/IRB/training.html

_____Prepare and Submit Annual Reviews (use Table 4): It is important for a student and advisor to plan early for how the student will complete the required research, teaching, and leadership experiences in this program. The items or evidence that must be submitted are part of the required Doctoral Graduate Outcome Assessment (See Section 4 in this handbook)

_____Develop and Submit Comprehensive Portfolio: It is important to identify, develop and finalize the items that are required as part of the Comprehensive Portfolio Review (see Table 4 and 5). A positive evaluation of the Comprehensive Portfolio will allow the student to Advance to Candidacy. The portfolio and review process are described in Section 5 Doctoral Graduate Outcome Assessment

Section 4: Doctoral Graduate Outcomes Assessments (DGOA)

Each graduate program at the University of Maryland has an approved Doctoral Graduate Outcomes Assessment (DGOA) plan that is designed to provide students and
program faculty with clear and consistent information about students’ progress toward their degree. The DGOA in the Special Education doctoral program are organized around three categories of outcomes that guide the preparation of doctoral students. These categories are depicted in more detail in Table 5:

1. Research and Scholarship
2. Disciplinary Knowledge
3. Leadership and Professional Knowledge

Each category includes specific learning outcomes for doctoral students that are assessed throughout the program of study using a combination of: a) rubrics from coursework to demonstrate competence, and b) a structured review process to determine progress to degree. Student progress is assessed at the following points or milestones in the program that is also depicted in Table 5:

1. Annual Review – Years 1 and 2 (Early Assessments)
2. Advancement to Candidacy: Comprehensive Portfolio Review (Mid Assessment)
3. Dissertation Research (Late Assessment)
4. Post-Graduation Follow-up (Late Assessment)

For more detailed information on the DGOA review Figure 1 EDSP DGOA. The assessments provide students with information about their own progress to degree as well as the experiences and accomplishments that they are expected to have. In addition, the DGOA provides special education faculty with program benchmarks to update or revise the requirements for the program as necessary (see GC Form: EDSP DGOA: Assessments and Benchmarks).

Annual Review – Years 1 and 2 (Early Assessments)

The Special Education Graduate Committee is responsible for reviewing and evaluating student progress on an annual basis. Table 4 Annual Review Form provides a vehicle for the student to review and reflect on their progress throughout the program. Doctoral students are responsible for meeting with their advisor on at least an annual basis to complete and update the Annual Review Form. Frequent meetings provide an opportunity for the student and their advisor to plan early for coursework and evaluate progress in a timely manner.

Steps in the Annual Review Progress

1. During Year 1 and 2 of the doctoral program, the student will complete (or update) Table 4 Annual Review Form for Doctoral Students and Advisors and return it electronically to his or her Advisor by April 30.
2. The Advisor will review the form, sign off, and provide additional
comments for the Graduate Committee when needed. The Advisor returns the complete form to the Director of the Graduate Committee by May 15.

3. Two members of the Graduate Committee review the Annual Review Form (with Tables 1 attached) to determine if the student is making progress to degree (GC Form 1)

4. The student and advisor receive a letter by June 1 from the Graduate Committee with the outcome of the review. This can include: Satisfactory or Unsatisfactory with Conditional Provisions. The Graduate Committee may provide recommendations to students in need of supports and services to make satisfactory progress to the degree or attach provisions that must be met during the following year. The student develops a plan to meet any conditions or provisions during the following year.

5. In the event that a student does not meet the conditional provisions by the next annual review, the Graduate Committee may recommend dismissal from the program to the Graduate School after consulting with the student’s Advisor.

**Advancement to Candidacy: Comprehensive Portfolio Review - Year 3 (Mid Assessment)**

All doctoral students must complete a comprehensive portfolio as part of the requirements to Advance to Candidacy. This review serves as the mid assessment stage of the DGOA and the annual review form is not required during the year that the student has a comprehensive portfolio review. The Comprehensive Portfolio is completed in lieu of qualifying exams.

At the completion of all required core, methodology and elective coursework, the student enrolls in EDSP 898 Pre-dissertation Research for a minimum of 3 credits to prepare and finalize items for the Comprehensive Portfolio Review. Many of the required and optional items for the Portfolio (see Table 4 and Table 5) will have been completed as the student has progress through the program. The portfolio represents a compilation of various products and experiences that a student has amassed that relate to specific doctoral outcomes. Following is a description of the items to include in the Portfolio and the process that is followed by the Graduate Committee to review and evaluate the student’s work.
Comprehensive Portfolio Review Items

Each doctoral student is expected to include required items (CV and Synthesis Paper) as well as at least two optional items in his or her Comprehensive Portfolio. Student completes Table 7 when submitting these materials to the Graduate Committee.

CV. The student should update his or her CV noting published papers, internship and apprenticeship experiences in research, teaching, and service/leadership.

Synthesis Paper. The synthesis will be an interpretative paper or an article/chapter for a field of specialization. In evaluating empirical papers, which involve primary data. This work can be an extension of ideas from papers in other classes (e.g., EDSP 600, 872, or elective courses) or it can be an advisor sponsored research project. The synthesis paper is expected to be of publishable quality and prepared to meet the guidelines of a specific journal (e.g., Exceptional Children). The student submits the specific guidelines from the journal along with the synthesis paper and is the first or sole author. This paper should also serve as the first paper of the dissertation.

Two Items from the following Options. Each doctoral student must select two additional from the list below. These items are to be representative of research and scholarship, disciplinary knowledge or professional and leadership and professional knowledge.

- First or co-authored published journal article, or article submitted for publication to a peer-reviewed journal.
  - □ Date Submitted:
  - Title:

- First or co-authored published chapter, or chapter submitted for publication. Chapters should be published in reputable academic publishing houses or university presses.
  - □ Date Submitted
  - Title:

- First or co-authored policy paper or brief published or submitted for publication.
  - □ Date Submitted
  - Title:

- Pilot Study (Description) with Advisor’s Sign-off
  - □ Date Submitted
  - Title:

- Research Internship: Description of agency, grant, or study, my responsibilities, products if applicable, and evaluation of my participation.
- □ Date
- Title of Description

- First or co-authored conference presentation or poster presentation. For poster presentations, a short abstract of the poster should be provided
  - □ Date Submitted
  - Title:

- Grant proposal including: grant proposal for a research project; proposal to obtain support for one’s dissertation work; proposal for personnel preparation grants; proposal for research. Rules for co-authorship are as above for papers or chapters (or faculty member attests to the components completed by the student). The student’s advisor determines the appropriateness of the granting agency.
  - □ In Preparation (include due date for proposal)
  - □ Date Submitted
  - Title:

- Service or leadership experience or Internship: Examples include: Membership and service to a professional organization; service to a departmental, college, or campus committee; service in a community organization; evaluation from internship experience; and professional development activity for organization or school system
  - □ Date
  - Title and Description

**Recommended Steps for Graduate Student to Compile and Submit Portfolio**

- Student meets with advisor to finalize optional items to include in Comprehensive Portfolio. Student and advisor also determine timelines for finalizing required items (Table 7)

- Student assembles documents to include in Portfolio electronically

- Advisor signs off on the Checklist for the Portfolio

- Student submits Comprehensive Portfolio electronically to the Chair of the Special Education Graduate Committee (Table 8)
Evaluation Process for the Comprehensive Portfolio Review

Graduate Committee uses criteria below which are reformatted in Appendix B: GF Form C

Chair assigns Comprehensive Portfolio to two members of the Graduate Committee

Committee members have one month to complete a review of written materials including: the student’s CV, synthesis papers, and optional items to determine if each meets the requirements of Satisfactory (based on a minimum of two faculty judging the items Satisfactory), or Revise and Resubmit (based on two faculty members’ reviews). Student and Advisor are notified by email by the Chair of Graduate Committee if an item needs revisions and are given ONE opportunity to resubmit any items that need revision. If the student is unable to successfully revise an item(s), the committee may recommend dismissal from the graduate program.

Criteria used to judge the synthesis paper (written) include:

1. Has the student clearly described the process for the literature search included in the synthesis or integrative paper? ___yes ___no

2. Has the student critically synthesized the body of literature that supports the research problem? ___yes ___no

3. Has the student clearly described the purpose of the paper for the reader and linked that purpose/need to gaps in the literature? ___yes ___no

4. Has the student reviewed the appropriate literature and research in enough detail so that the reader can understand what is known about the topic and what gaps/limitations are apparent in the research? ___yes ___no

5. Has the student developed and clearly stated a research question? ___yes ___no

6. Has the student prepared a manuscript of publishable quality that follows the guidelines for a specific journal in the field? ___yes ___no

___ Satisfactory (Student has addressed the criteria satisfactorily, comments provided)
___ Revise and Resubmit (Comments and recommendations) provided

In the event the student receives a rating of Unsatisfactory on the paper, it is returned to the student for revisions with specific recommendations from the Graduate Committee. Students are given one chance to revise and resubmit the paper within six months of the first review along with a letter explain how the recommendations have been followed.
Criteria to Evaluate Oral Exam for Comprehensive Review

Student presents an overview of the synthesis paper to the two members of the graduate committee and Advisor. Student also reviews goals for his/her doctoral studies and future endeavors. Student should be prepared to address questions about any work submitted with the Comprehensive Portfolio.

1. Oral presentation of synthesis paper includes:
   - Clear statement of purpose of the research,
   - Clear research questions that allow student to address the purpose of research
   - Summary of major points in the body of literature
   - Summary of gaps in the literature for this topic
   - Summary of ideas for research designs that will contribute meaningful data to the field.
   - Student demonstrates evidence of analytical and integrative thinking in reflecting on the program at the end of coursework, especially with respect to upcoming dissertation work integrity and ethical practice

2. Oral presentation includes brief review of student’s goal for program and future employment. Student is able to reflect upon different activities, consider his or her own products and experiences during coursework, reflect on progress to date in program. This can include service, research and teaching experiences ___yes ___no

3. Oral presentation includes a brief review of other optional items submitted for the Comprehensive Review Portfolio. Student demonstrates ability to interact with graduate committee regarding descriptions or reasons for including materials from list of optional items included in the Comprehensive Review Portfolio. ___yes ___no

__ Satisfactory: The student has demonstrated readiness to proceed to the dissertation phase of the program. The student is ready to enroll in EDSP 899 Dissertation Research and proceed with his or her plan for research.

__ Unsatisfactory: The student has not demonstrated readiness to proceed to the dissertation phase of the program (specific recommendations for modifications or additional work are provided by the committee). The student has one opportunity to make revisions and schedule a second meeting no later than six months from the date of the first meeting. The student will attend to all required actions made by the committee and provide a checklist that verifies how these actions have been completed. If the student does not pass the second Comprehensive Portfolio Review, his or her program will be terminated.
Annual Reviews during Dissertation Research (Late Assessments)

The student will submit the Annual Review Form (Table 4) during the time he or she is engaged in dissertation research. There are specific directions on Table 4 for what to complete on the Annual Review Form including a summary of dissertation research such as title of dissertation, purpose, progress to date, any problems encountered with research, and tentative dates for completion of Proposal or Dissertation and Oral Examination. There are also two Rubrics that the Dissertation Examining Committee must be complete as part of the DGOA late stage assessment. The following rubrics will be distributed and collected by the Advisor, not the student.

Dissertation Proposal Rubric: At the dissertation proposal committee, the examining committee must complete the Rubrics for the Dissertation Proposal (written and oral). All committee members must agree if the student has passed the proposal satisfactorily or if the proposal needs revisions.

Dissertation Exam Rubric: At the dissertation final defense, the examining committee members must complete the Rubric for the Dissertation Oral Exam (written and oral).

Post Graduation Assessments

Once a student has submitted the dissertation electronically, the UM Graduate School requires him or her complete a short survey that is confidential. The UM Doctoral Experience Survey, conducted by the Office of Institutional Research, Planning, and Assessment, is used to improve and enhance the doctoral student experience at UM

https://www.irpa.umd.edu/Survey/PhDGraduate/

In addition, the Special Education Graduate Committee sends out a short Exit survey by email one year after the student exits the programs. The Special Education PhD Exit Survey is designed to collect information on the individual's post-graduate employment and to solicit feedback regarding the strengths and needs of the PhD program.
Section 5: The Dissertation Process

Overview

The purpose of the dissertation is to demonstrate the ability to successfully conduct original research that contributes to the knowledge base in special education and related fields. A dissertation is a significant undertaking that involves applying, integrating, analyzing, and advancing research in the area in which the student has chosen to specialize. The Special Education program has adopted a “three paper” model for the dissertation. One paper should be focused on a synthesis of the literature, and two papers must derive from empirical research. This synthesis paper may serve as one of the requirements for the Comprehensive Portfolio Review (see Section 4 in this handbook for requirements). The other two papers should be connected to an overarching theme for the dissertation, and together the three papers should make a coherent contribution to an important area of special education and/or related fields. More information on the format of the dissertation is provided later in this manual below. Students should begin considering their dissertation as soon as they begin their doctoral studies in close consultation with their advisor. The dissertation must be completed and defended in no less than six months and no more than four years from advancement to candidacy.

Graduate School Requirements. A dissertation is required for all doctoral students and it is up to the student, Advisor, and Dissertation Oral Examining Committee (typically the dissertation committee) to determine appropriate content, methods, and writing quality. The student should become familiar with and use the UM Graduate School writing resources for graduate students.

Research Assurances. Doctoral Students must obtain approval to conduct research associated with the dissertation. All procedures for IRB are described in detail in the Institutional Review Board Investigator Handbook (rev 9/2/14).

Once the Examining Committee approves the proposal, the student must apply and receive approval by the Institutional Review Board (IRB) prior to the initiation of the research (https://www.irbnet.org). The application can be found online. The student completes the application, the advisor reads and approves the application, the EDSP IRB liaison reads the application, provides feedback and suggestions for changes to the application. Once those changes are made, the EDSP IRB liaison, signs off on the application, and the student submits the application to the University IRB. The University IRB may have additional suggestions/changes the student must make to the application. Research cannot begin until the student (and the advisor) receives approval from the IRB. Students should allow 2-4 weeks to secure approval from the IRB Office.

Eligibility. Eligibility to defend a dissertation occurs when the student: (a) has been advanced to candidacy at least 6 months, (b) has met all program requirements
for a dissertation examination, (c) is in good standing as a graduate student at the University, (d) is registered for at least one credit of EDSP 899, (e) has a valid Graduate School-approved Dissertation Examining Committee.

Continuous Registration. A doctoral candidate must register for six dissertation credit hours every semester, excluding summer and winter sessions, until the degree is awarded. A minimum of 12 semester hours of dissertation credits must be completed (EDSP 899). During the dissertation stage, Waivers of Continuous Registration are only granted under the University's policy for *Leave of Absence for Graduate Students for Childbearing, Adoption, Illness, or Dependent Care*. All graduate students must register for courses and pay associated tuition and fees each semester, not including summer and winter sessions, until the degree is awarded.

Dissertation Committee. Each doctoral candidate and his or her advisor will select members for an Examining Committee. Members must be nominated for this committee six weeks before the student holds an oral exam for the proposal. The University has very specific guidelines for membership on the Dissertation Examining Committee and the student should review this information by clicking on the link above. Briefly, the Committee must include a minimum of five members of the Graduate Faculty; at least three must be Full Members. The Chair of the Committee will typically be the student's advisor, who will be a Full Member of the Graduate Faculty, or who has been granted an exception to the policy by the Dean of the Graduate School. Each Committee will have appointed to it a representative of the Dean of the Graduate School. The Dean's Representative may be one of the five voting members. Alternatively, the Dean's Representative may not be a voting member of the Committee. If the Dean's Representative is non-voting, the student must have five other voting members. The student, primary advisor and the Dean's Representative will determine whether the Dean's Representative is voting or non-voting.

Format. The Graduate School’s requirements for Dissertations are outlined in the *Electronic Thesis and Dissertation Style Guide*. The Style Guide includes information on formatting the document with Microsoft Word. Download a copy of the Style Guide and consult this document prior to beginning the process.

Dissertation Proposal

Each EDSP doctoral candidate must prepare a written dissertation proposal and oral presentation for the Dissertation Examining Committee. The proposal typically will include:

1. An introductory chapter that includes:
   (a) statement of the problem,
   (b) summary of the most relevant literature reviewed in the synthesis (i.e., a systematic and critical review of the literature base relevant to the problem addressed in the dissertation),
   (c) theoretical framework, and
   (d) overview of the three papers to be presented in the dissertation;
(2) A full draft of the first paper (i.e., the research synthesis paper),

(3) Partial drafts of the other papers (i.e., the empirical studies) that include, at a minimum,
   (a) rationale for each study,
   (b) research question(s) for each study,
   (c) proposed methods and analyses for each study.

Requirements for the empirical studies are described below (under Section 5 Dissertation Process).

The student and his or her Advisor schedule the oral defense for a two-hour period and reserve a room by checking with staff in the EDSP office.

A written copy of the proposal must be sent to the Examining Committee at least 10 working days prior to scheduled oral defense along with Table 7: EDSP Rubric for Proposal (Written and Oral Presentation). It is the advisor’s responsibility to make sure committee completes the forms and sends the forms to the Chair of the EDSP Graduate Committee.

At the defense, the student makes a brief presentation (approximately 15 minutes) on the purpose, significance of the research, methods, and literature reviewed. The Dissertation Examining Committee takes turns questioning the student about various aspects of the proposal. The Chair of the Committee will note any changes that the committee recommends to the purpose, research questions, literature review or methods.

The outcome of the dissertation proposal will be to Accept; Accept with minor Changes; Revise and Resubmit. In the event that the student does not pass the proposal defense after two attempts, he or she will be recommended to the Graduate School for dismissal from the program. The Chair of the Committee will have the members of the examining sign the appropriate forms and fill in the Rubric for Dissertation Proposal.

Dissertation

The dissertation will consist of five chapters: (1) an introduction, (2) a full research synthesis paper, (3) a full paper on the first empirical study, (4) a full paper on the second empirical study, and (5) a conclusion.

The introduction presents the overall theme of the dissertation and includes: a) the statement of the problem, (b) a summary of the most relevant literature reviewed in the synthesis, (c) a theoretical framework, and (d) an overview of the three papers to be presented in the dissertation.
• **The Synthesis** presents an introduction to the problem addressed in the dissertation, a systematic and critical review of the literature base relevant to the problem, and a discussion including conclusions, limitations, and future directions. This paper may be an expansion of the research completed in EDSP 872 and for the Comprehensive Portfolio Requirements (See Section 4).

• **The Two Empirical Studies** could be conducted using data from the same context and sample. However, the studies should address different research questions and use at least some unique data (i.e., some data may be overlapping across studies but other data should be unique to each study).

• **The Empirical Articles** include an introduction, a brief literature review (based largely on the synthesis), a methods section, an analysis and results section, and a discussion (including limitations) and conclusions section.

• **The Conclusion** to the dissertation should provide a general discussion about the contribution of the dissertation to the field as well as possible applications and directions for future research.

• **References** can appear after each chapter or at the end of the entire dissertation.

**Example of Dissertation.** To illustrate a three-paper dissertation process, the following example is provided:

A student conducts a research synthesis on vocabulary intervention for children with disabilities. She then conducts an intervention comparing two methods of intervention (between subjects) and two text types (within subjects). The student’s dissertation consists of (a) an introduction about the importance of vocabulary in language and literacy development and seminal research on vocabulary intervention and the affordances of various text types, (b) a research synthesis on previous vocabulary interventions implemented with children with disabilities, (c) a paper about the effects of two different methods of intervention on the vocabulary learning of students’ with disabilities, (d) a paper about the effects of text type on students’ vocabulary learning, and (e) a conclusion tying the papers together and summing up the contribution of the dissertation to the research base.

The three papers in the dissertation should be of publishable quality. The papers should follow the formatting guidelines of potential publishing outlets. Students should consult journals to which they might consider submitting the articles for guidance on tone, length, and format. Identifying potential outlets in the proposal is recommended. Manuscripts do not have to be submitted to these publishing outlets prior to the defense or graduation, but submission of the articles shortly after graduation is an expectation. Students must be first author on all papers. Multi-authored papers, including papers co-written with advisors, are acceptable but students should clearly outline their unique
contribution in their proposal so the committee is clear on what individuals have contributed and can determine whether the individual contribution is acceptable for a dissertation. When submitting the dissertation for publication, acknowledge that each paper was part of a dissertation and check to make sure that does not present an issue for the journal.

**Oral Defense Announcement**

The Graduate School requires that an announcement of the oral defense be disseminated to all faculty and graduate students within the department in which the candidate's degree is to be awarded. The oral announcement must include the candidate’s name; the date, time, and location of the defense; and the dissertation title. It is the program's responsibility to disseminate the dissertation defense date announcement to its faculty and students. Oral defenses must be held in University facilities that are readily accessible to all members of the Dissertation Examining Committee and all others attending the defense. The chair of the Dissertation Examination Committee selects the time and place for the examination. Doctoral candidates in the Special Education program should send announcement requests to Carol Scott at cscott18@umd.edu

**Procedures for the Oral Dissertation Examination**

The Candidate and chair of the dissertation committee schedule a two-hour time block for the oral examination and reserve a room with staff in the EDSP office.

A written copy of the proposal must be sent to the Examining Committee at least **10 working days prior to scheduled oral defense** along with Table 6: **EDSP Rubric for Final Defense (Written and Oral Presentation)**. It is the Advisor’s responsibility to make sure committee members complete Table 6 and to send the forms to the Chair of the Graduate Committee.

All members of the Examining Committee must attend the oral examination unless permission to conduct a remote-participation defense has been obtained by the dissertation chair from the Graduate School in **advance**. The Graduate School, prior to the defense, and in conjunction with the College Graduate Studies Office must approve last minute changes in the constitution of the Committee. The Dissertation Chair must submit in writing any requested substitution to the Associate Dean of the College of Education. The substitution is not official until the Graduate School grants the approval and the written confirmation are received by the Associate Dean. The oral may not be held until the official written substitution has been made. A defense that is held with one or more substitute members on the committee, but without prior written confirmation from the Graduate School that the substitution(s) have been approved, will be voided and the defense will have to be repeated.

Remember that the Dean's Representative is responsible for ensuring that all Graduate School policies are followed during the oral exam; **this person should be identified at the
outset of the meeting. The oral exam consists of two parts:

**Part 1 - A public presentation by the candidate** on the main aspects of the research reported in the dissertation (typically 15 minutes). This includes a brief summary of the research with an emphasis on the important results and the reasoning that led to the conclusions. During Part 1, questions from the audience to the candidate will be permitted. For questions from persons who are not members of the Dissertation Examining Committee, the Chair of the Dissertation Examining Committee will have discretion to decide whether such questions are germane to the topic of the dissertation and how much time will be allotted for the answers.

**Part 2 - A formal examination of the candidate** by the Dissertation Examination Committee. This part is open only to the Dissertation Examination Committee, other members of the Graduate Faculty, and graduate students from the candidate's graduate program. During Part 2, only members of the Dissertation Examination Committee will be permitted to ask questions.

At the conclusion of questioning, the doctoral candidate is asked to leave the room as the discussion and vote is limited to the members of the Dissertation Examining Committee. The Committee has the following options:

- **Accept** the dissertation without any recommended changes and sign the Report of Examining Committee.
- **Accept** the dissertation with recommendations for changes and, except for the chair, sign the Report of the Examining Committee. The chair will check that the changes to the dissertation have been made, and, upon his or her approval, sign the Report of Examining Committee.
- **Recommend revisions** to the dissertation and not sign the Report of Examining Committee until the student has made the changes and submitted the revised dissertation for the Dissertation Examining Committee's approval. The Dissertation Examining Committee members sign the Report of Examining Committee if they approve the revised dissertation.
- **Recommend revisions and convene a second meeting** of the Dissertation Examining Committee to review the dissertation and complete the student's examination.
- **Rule the dissertation unsatisfactory.** In that circumstance, the student fails. Following the examination, the chair, in the presence of the Dean's Representative, must inform the student of the outcome of the examination. The chair and the Dean's Representative both sign a Report of the Examining Committee indicating which of the above alternatives has been adopted. A copy of this statement is to be included in the student's file at the graduate program office, and a copy is given to the student.
Filing the Dissertation in Digital Form

The doctoral candidate is responsible for following the specific procedures for preparing and submitting the dissertation electronically by the published deadline in Important Dates for All Graduating Graduate Students http://www.education.umd.edu/studentinfo/graduate_info/importantdates.html. Note that there is a fee associated with this submission.

Application for Graduation

The student is responsible for filing and completing all forms required throughout their respective degree program as well as for graduation. Forms can also be found at the UM Graduate School at http://www.gradschool.umd.edu/current_students/general_forms_for_graduate_students.html.

To ensure each student has met the graduate degree requirements, a request for a graduation “AUDIT” can be retrieved from the Student Services Office in the College of Education (Room 1204 Benjamin). The Student Services Office also provide a step-by-step graduation toward requirements guide at http://education.umd.edu/studentinfo/graduate_info/gradstepoverview.html.

The deadline to apply for graduation is the 10th day of class of the semester in which a student intends to graduate. All outstanding accounts due to the University must be paid in full before the degree will be conferred. This includes such items as late registration fees, library fines, parking tickets, as well as the diploma fee. Neither the diploma nor any transcripts will be issued until outstanding bills are settled. If the student does not graduate as planned, she/he must apply for the diploma again when she/he is able to graduate. Academic regalia (robe and cap) are required for all candidates at graduation and students must place the order.

Submission of Forms and Deadlines.

When in doubt about a form or a specific deadline, contact Ms. Carol Scott, cscott18@umd.edu, Coordinator of CHSE Graduate Programs.

The College of Education, Graduate Studies Office provides documentation to the Graduate School that each graduating student has met all graduation requirements. The Graduate School is the official clearance office and must receive forms in support of graduation from the College of Education. Allow extra time to acquire the necessary signatures, in order to meet deadlines. All required forms are available on-line in a printable format. In order to graduate, students must meet the requirements and adhere to the policies of the admitted program, the department, the College of Education, and the Graduate School, and must meet published deadlines. The College of Education and the department may set regulations and requirements above and beyond Graduate
School requirements.

Summary

This handbook has been developed to provide an overview of the Ph.D. program in special education. It is not intended to be the final statement of policy and students should consult their advisor, the office websites noted in this document as well as the CHSE Graduate Coordinator to obtain the most current policy or form.

The graduate faculty in the special education program are proud of the Ph.D. program and its students and we are here to help demystify the journey toward your degree.
### List of Websites

Application Process, [http://www.gradschool.umd.edu/welcome/apply_now.html](http://www.gradschool.umd.edu/welcome/apply_now.html)

Before you apply information,

[http://www.gradschool.umd.edu/welcome/before_you_apply.html](http://www.gradschool.umd.edu/welcome/before_you_apply.html)


Commencement Regalia,

[http://www.commencement.umd.edu/graduate/graduate_regalia.cfm](http://www.commencement.umd.edu/graduate/graduate_regalia.cfm)

Counseling, Higher Education, and Special Education (CHSE)

[http://www.education.umd.edu/CHSE/](http://www.education.umd.edu/CHSE/)

CHSE Faculty, [http://www.education.umd.edu/CHSE/FacStaff/faculty.html](http://www.education.umd.edu/CHSE/FacStaff/faculty.html)


Determination of In-State Status, [http://registrar.umd.edu/resreclass.html](http://registrar.umd.edu/resreclass.html), Policy:

[http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII270.html](http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII270.html)

Division of Information Technology, [http://www.it.umd.edu/new/student.html](http://www.it.umd.edu/new/student.html)

Doctoral Experience Survey,


Electronic Dissertation,


Electronic Dissertation Style Guide and Tutorial,

[http://www.gradschool.umd.edu/current_students/etd_style_guide.html](http://www.gradschool.umd.edu/current_students/etd_style_guide.html)

Graduate Admissions Information,

[http://www.education.umd.edu/studentinfo/graduate_info/Admissions.html](http://www.education.umd.edu/studentinfo/graduate_info/Admissions.html)

Graduate Admissions Information for International Students,

[http://globalmaryland.umd.edu/offices/international-students-scholar-services/graduate-admissions](http://globalmaryland.umd.edu/offices/international-students-scholar-services/graduate-admissions)

Graduate School, [http://www.gradschool.umd.edu/](http://www.gradschool.umd.edu/)

Graduate School Catalog, [http://www.gradschool.umd.edu/catalog/](http://www.gradschool.umd.edu/catalog/)
Graduate School Catalog Academic Policies,

http://www.gradschool.umd.edu/catalog/academic_policies.htm

Graduate School Catalog Admissions Policies,

http://www.gradschool.umd.edu/catalog/admissions_policies.htm

Graduate School Writing Resources,

http://gradschool.umd.edu/Writing_Resources/Introduction.html

Graduate Studies, http://education.umd.edu/studentinfo/graduate_info/index.html

Graduate Student College of Education Forms,

http://www.education.umd.edu/studentinfo/graduate_info/Forms.html

Graduate Student General Forms,

http://www.gradschool.umd.edu/current_students/general_forms_for_graduate_students.html

Graduation Overview,

http://education.umd.edu/studentinfo/graduate_info/gradstepoverview.html

GRE Test Scores, http://www.ets.org/gre


Immunization Form,

http://www.health.umd.edu/clinicalservices/allergimmuntravel/immunizations

Important Dates for Graduate Students (CoE),

http://www.education.umd.edu/studentinfo/graduate_info/importantdates.html

International Student Graduate Information,

http://www.education.umd.edu/studentinfo/graduate_info/Admissions.html

International Students: TOEFL, http://www.ets.org/toefl/ or IELTS,

http://www.ielts.org/default.aspx


Leave of Absence Policy,

http://www.gradschool.umd.edu/catalog/registration_policies.htm#8

Residency Classification, http://registrar.umd.edu/resreclass.html

Submit GRE test scores, http://www.ets.org/gre
### Table 1 Doctoral Course List

<table>
<thead>
<tr>
<th>Total Credits: All coursework post-masters</th>
<th>60</th>
<th>Date Taken - Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>EDSP Required Courses</strong></td>
<td>18</td>
<td></td>
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<tr>
<td><strong>EDSP 600</strong> Issues and Trends in Educating Individuals with Disabilities</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td><strong>EDSP 675</strong> Legal and Policy Foundations for Individuals with Disabilities</td>
<td>(3)</td>
<td></td>
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<tr>
<td><strong>EDSP 678X</strong> Seminar in Special Education: College Teaching</td>
<td>(3)</td>
<td></td>
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<tr>
<td><strong>EDSP 872</strong> Theory and Empirical Design in Educational Research</td>
<td>(3)</td>
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<tr>
<td><strong>EDSP 888</strong> Research Apprenticeship in Special Education (3 min up to 8 credits)</td>
<td>(3)</td>
<td></td>
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<tr>
<td><strong>EDSP 670</strong> Single Subject Research Designs</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td><strong>Research Methodology &amp; Design Courses</strong></td>
<td>12</td>
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<tr>
<td>Must have completed <strong>EDMS 645</strong> or equivalent at time of admission</td>
<td>(3)</td>
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<tr>
<td><strong>EDMS 646</strong> Quantitative Research Methods II</td>
<td>(3)</td>
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<td><strong>EDMS 651</strong> Applied Multiple Regression Analysis</td>
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<tr>
<td><strong>Qualitative or Mixed Methods Course</strong></td>
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<tr>
<td>Examples include</td>
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<tr>
<td>• <strong>EDSP 671</strong> Qualitative Methodologies in Special Education or equivalent</td>
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<tr>
<td>• <strong>EDCI/EDPS 788A</strong> Seminar in Mixed Methods: Analysis of Teaching Quality</td>
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<tr>
<td><strong>Intermediate Quantitative or Qualitative Methods Course</strong></td>
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<tr>
<td>Examples include</td>
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<td>• <strong>EDMS 655</strong> Introduction to Multilevel Modeling</td>
<td>(3)</td>
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<tr>
<td>• <strong>EDMS 665</strong> Survey Advanced Data Analysis</td>
<td>(3)</td>
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<tr>
<td>Dissertation Research</td>
<td>15</td>
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<tr>
<td>EDSP 898 Pre-Candidacy Research (minimum 3)</td>
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<tr>
<td>EDSP 899 Doctoral Dissertation Research (12)</td>
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<tr>
<td><strong>EXAMPLE Elective Areas/Courses Chosen with Advisor</strong></td>
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<tr>
<td>Example Elective Area: A student may choose to take additional research methodology courses in lieu of elective area</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Example Elective Area and Coursework: Literacy/Language Difficulties</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>EDSP 788X:</strong> <em>Selected Topics in Special Education:</em> Empirical Research in Language and Literacy Difficulties (3)</td>
<td></td>
</tr>
<tr>
<td><strong>EDCI 788R</strong> Applied Linguistics (3)</td>
<td></td>
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<tr>
<td><strong>EDHD840</strong> Language and Literacy Development (3)</td>
<td></td>
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<tr>
<td><strong>LING646</strong> Cognitive Neuroscience of Language (3)</td>
<td></td>
</tr>
<tr>
<td><strong>HESP616</strong> Language Disorders in Children (3)</td>
<td></td>
</tr>
<tr>
<td><strong>SLAA610</strong> Research and Theories in Second Language Acquisition (3)</td>
<td></td>
</tr>
<tr>
<td><strong>EDSP 888</strong> Apprenticeship in Special Education (1-8)</td>
<td></td>
</tr>
</tbody>
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<tr>
<th>Example Elective Area and Coursework: Intensive Interventions for Students with Persistent Academic and Behavior Needs</th>
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</thead>
<tbody>
<tr>
<td><strong>EDSP 788X</strong> <em>Selected Topics in Special Education:</em> Instruction and Interventions for Students with Learning and Behavioral Needs (3)</td>
<td></td>
</tr>
<tr>
<td><strong>EDSP 788X</strong> <em>Selected Topics in Special Education:</em> Designing intensive interventions for students with severe reading disabilities (3)</td>
<td></td>
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<tr>
<td><strong>EDSP 621</strong> Designing Intensive Interventions for Social and Academic Skill Development for Students with Persistent Needs (3)</td>
<td></td>
</tr>
<tr>
<td><strong>EDSP 678X</strong> <em>Seminar in Special Education:</em> Social Communication Strategies for Individuals with Autism Spectrum Disorder (3)</td>
<td></td>
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<tr>
<td><strong>EDSP 888</strong> Apprenticeship in Special Education (1-8)</td>
<td></td>
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