



Doctoral Program Handbook

Department of Exceptional Student Education

College of Education

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Congratulations

You have been accepted into the doctoral program in Exceptional Student Education! After successful completion of the program you will receive the Doctorate in Education degree. This handbook contains forms, websites, and procedures that will assist you as you move through the program. **It is very important that you read this document carefully; it includes important deadlines and policies.**

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Overview of the Doctoral Program in Exceptional Student Education

The doctoral program in ESE is designed to prepare leaders in special education. Candidates come from diverse backgrounds (special education teachers, certified behavior analysts, curriculum specialists, etc.). Our graduates take leadership positions in colleges and universities, school districts, and community agencies. In addition to coursework, students work closely with faculty to conduct and publish research, present at state and national conferences, develop and teach courses, and prepare proposals for funding. The program accommodates both full- and part-time students.

Funding Opportunities

Historically, there has been funding available for doctoral students that might include tuition support, salary, stipends, or conference travel. This support might be arranged on a semester-by-semester or on an annual basis. Sources of funding include graduate assistantships through the Department or College, Department or College grants, and adjunct teaching opportunities. Funding is competitive. Students should frequently check traditional sources of information (financial aid and student employment websites, departmental bulletin boards) for opportunities throughout the year. For information about funding contact the members of your Academic Committee and your Academic Advisor.

Academic Advisement

Academic Committee

Upon acceptance into the program, three faculty members will be assigned to the student's academic committee. Choice of faculty members for the academic committee is based on student's interests and background. One of these faculty members will be designated as the Chair of the committee, and will serve as the academic advisor. That individual will provide initial advisement.

The academic advisor and academic committee provide valuable opportunities that can link students to the scholarship, teaching, and service activities that drive our field. For example, many doctoral students work with their committee members to develop and deliver conference presentations, and share authorship on articles and chapters. Although students are not limited to their committee members for these professional opportunities, a close working relationship between students and the committee often serves as the initial catalyst for these opportunities. The academic committee will be a major benefit to students for both advisement and professional leadership opportunities. In addition to

professional opportunities, the academic committee plays an essential role in developing and evaluating the comprehensive exams (see full explanation later in this handbook).

Program of Study

Within one semester of acceptance students should *schedule a meeting with the Advisor and academic committee* to develop an official academic Program of Studies. Decisions regarding elective courses, specialization courses, and internships will be made at this time. Two separate documents are used to guide program development: the ESE Department **Doctoral Information and Planning Sheet**, and the Graduate College **Electronic Plan of Study (e-POS) for Doctoral Degree**. Students complete the Doctoral Information and Planning Sheet after meeting with the advisor and academic committee. Then, the information from that planning sheet is transferred to the Graduate College e-POS, and submitted electronically. There are several “layers” of review for this information. First, the faculty advisor is designated as a Level 1 Evaluator. By completing the Doctoral Information and Planning sheet **with** the advisor, this review is simple and quick. Once the advisor approves the e-POS, the Level 2 and 3 Evaluators (ESE Department Chair and COE Dean’s representative) review the e-POS. Students who complete the e-POS carefully, and based on the Doctoral Information and Planning Sheet move through these reviews smoothly. Approval at each level moves the Program of Study further along, until the Graduate College provides the final review. Students are advised to log in to the e-POS system to check the status of their approvals.

While developing the e-POS, students should include any petitions involving coursework, transfer of credits, etc. During this time, the Graduate College also requires students to address questions regarding **Research Compliance and Safety** when completing the e-POS. This information is submitted to the Graduate College at the same time the rest of the e-POS is submitted. The Graduate College forms can be found online at:

<http://dorsrv1.fau.edu/GCEF/Default.aspx>

The ESE Department Doctoral Information and Planning Sheet is found in Appendix A.

As students progress through the doctoral program, certain courses may be added or substituted as students develop new academic interests. Students may change courses with mutual committee approval. If changes are made to the Plan of Study, then a program change must be submitted via the Graduate College e-POS system prior to graduation.

ESE Doctoral Program Requirements: Part 1

Coursework

Your program of study is comprised of courses identified as those in the Departmental Core, Departmental Concentration, Electives, Research and Statistics Core, Leadership Seminars, Internship and Dissertation. Students must complete a minimum of 80 credits beyond the bachelor's degree. This includes the 72-credit minimum to satisfy ESE Department doctoral requirements, plus graduate work applied from the master's degree.

Departmental Core: (18 credits). All ESE doctoral students enroll in a common Department Core. These courses are:

EEX 7055 Learning & Behavioral Characteristics of Individuals with Disabilities
 EEX 7525 Legal Foundations of Special Education
 EEX 7618 Advanced Applied Behavior Analysis
 EEX 7526 Grant Writing
 EEX 7341 Doctoral Seminar: ESE
 EEX 7795 Cultural & Linguistic Diversity: Issues & Implications in Special Education

ESE doctoral core courses are delivered each semester (including summer) on a 2-year course rotation. The rotation is found in the table below.

Doctoral Core Course Rotation

Semester	Course Prefix	Short Title
Fall 13	EEX 7055	Learning & Behavior
Spring 14	EEX 7618	Advanced ABA
Summer 14	EEX 7795	Cultural Linguistic Diversity
Fall 14	EEX 7525	Legal Issues
Spring 15	EEX 7526	Grant Writing
Spring 15	EEX 7618	Advanced ABA
Summer 15	EEX 7341	Doctoral Seminar

Departmental Concentration (15 credits). This concentration allows students to develop an area of specialization. The courses are determined by the student and the Academic Committee. A minimum of 9 of the 15 credit hours should be in ESE - a maximum of 6 credits may be taken as independent study (EEX 7906: Directed Independent Study).

Electives (6 credits). Elective courses, determined by the student and the Academic Committee, allow students to explore topics related to their interests, or to explore a new area of interest. At least 3 credits must be taken outside the Department of Exceptional Student Education.

Research/Statistics Core (9 credits). Students enroll in two specific research methods class, and an additional methods class of their choice.

STA 7114 Advanced Educational Statistics*

EDF 7482 Advanced Educational Research**

Elective in either Research or Statistics

* STA 6113 (or equivalent) is a prerequisite to STA 7114. If STA 6113 is taken during the doctoral program, it will not be counted as part of the Program of Studies.

**EDF 6481 (or equivalent) is a prerequisite to EDF 7482. If EDF 6481 is taken during the doctoral program, it will not be counted as part of the Program of Studies.

Leadership Seminars (6 credits). All students in the ESE doctoral program participate in a series of six 1-credit doctoral seminars. (A description of these seminars is found in a section elsewhere in this handbook.)

EEX 7938 Seminar in Exceptional Student Education Leadership (Six 1-credit courses)

Internship (6 credits). Students enroll in an internship designed to support college teaching. (A description of these internships is found in a section elsewhere in this handbook.)

EEX 7945 Internship (Two 3-credit courses)

Dissertation (Minimum of 12 credits). Students enroll in Dissertation credits once they achieve candidacy. The Department policy requires students to take a minimum of 3 credits of dissertation each semester. Keep in mind that students must be continuously enrolled.

EEX 7980 Dissertation (Multiple Credit options)

Leadership Seminars

All students in the ESE doctoral program participate in a series of six 1-credit doctoral seminars. The seminars are offered in the fall and spring semesters. Each seminar has the same prefix and title (EEX 7938: Seminar in Exceptional Student Education Leadership), however the topics differ and are delivered on a 6-semester rotation. The topics focus on the roles, responsibilities, and expectations of doctoral leadership graduates and include:

Fall 1:	The Triad of Professional Activities in Higher Education
Spring 1:	Orientation to Research; The Dissertation Prospectus
Fall 2:	Professional Dissemination I
Spring 2:	Professional Dissemination 2
Fall 3:	Traditional Course Development and College Teaching
Spring 3:	Web-based Course Development and College Teaching

Because the seminars span a 3-year period, doctoral students have the opportunity to establish a peer community of individuals who share a common set of goals. The seminars also provide the opportunity for entering students to learn from the collective wisdom of students who have experienced the Department's doctoral expectations and routines.

Developing and Monitoring the Leadership Portfolio

Purpose. One very important component of a doctoral program is promoting student progress and accomplishments *beyond* coursework. The ESE doctoral program requires students to participate in and record their leadership activities by developing a Leadership Portfolio. The Leadership Portfolio begins on admission to the doctoral program, and will be continuously monitored until graduation. The portfolio will also help students organize their professional leadership experiences which will add value when seeking employment after graduation. Areas of leadership development in the portfolio are: *University Teaching, District/Agency In-Service, Professional Dissemination, and Consultation*.

Entries. As doctoral students engage in leadership activities, they should summarize the activities and provide artifacts for the portfolio. For example, common entries for *University Teaching* might include sample assignments, course syllabi, and student evaluation comments. Common entries for *District/Agency In-Service* might include flyers announcing an in-service, guided-notes for participants, and other training materials. Common entries for *Professional Dissemination* might include manuscripts, correspondence with journals, and handouts delivered at conferences. Entries for *Consultation* might include recommendations provided to schools (with anonymity assured for students), program evaluations for agencies, etc.

Also included in the leadership portfolio should be a vita. It is better to start building the vita at the beginning of a doctoral program than waiting until the completion of the degree. The portfolio will serve as a source of information for students' vita entries. Although there is no universal format for a vita, the following should be included:

- Personal information
- Education
- Professional experience –be descriptive here (e.g., instead of “Teacher of students with behavior disorders” add specifics, such as “Teacher of students with behavior disorders – responsible for functional behavior assessments, crisis management,

and all academic/behavioral programming for 16 students with behavior disorders”)

- Consulting
- Publications (chapters, articles, manuals.). Adopt the habit of presenting this information in APA format.
- Presentations – also in APA format
- Grants
- Professional References

If there are other activities that don’t fit into these categories, students should consult with their academic advisor for assistance. Getting a copy of the advisor’s vita is often helpful, and could serve as a model.

Portfolio monitoring. The portfolio is made up of four *Summary Sheets*, the artifacts that they summarize, and the vita. The four summary sheets are used to document students’ leadership activities for the ESE doctoral program, while the vita is the universal document used to record all professional experiences and scholarly activities. Both the vita and the summary sheets must be updated annually and at other points in the program. The process is explained below.

The Summary Sheets that accompany the portfolio should be dated and submitted continuously. The full portfolio should be submitted at various checkpoints throughout the program:

- ✓ Annual checkpoint: during the spring semester of EEX 7938 (Seminar in ESE Leadership)
- ✓ Doctoral Comprehensive Exam checkpoint: with comprehensive exam application, to academic advisor
- ✓ Dissertation proposal checkpoint: with dissertation proposal (at proposal defense), to Dissertation Chair
- ✓ Dissertation defense checkpoint: at final dissertation defense, to Dissertation Chair.

Each year, the annual checkpoint is conducted during the spring semester Doctoral Leadership Seminar (EEX 7938). Students will share their progress and the portfolio, and the faculty member leading the seminar will use the portfolios to lead a discussion.

The academic advisor (and later the Dissertation Chair) will provide feedback on Summary Sheets and make recommendations on the Portfolio Monitoring Form. The frequent reviews of each student’s portfolio will also help with the development of the curriculum vita. The Summary Sheets and the Portfolio Monitoring Form are found in Appendix B.

Research Preparation

An expectation of doctoral leadership is that students participate in research and scholarship. Research skills are developed not only within the coursework in the doctoral

program, but also in direct application of these skills. This occurs best by working with faculty and other doctoral students to develop, conduct and analyze research projects. The ESE doctoral program includes a residency (described later in this handbook) that encourages students to work directly with faculty on research projects. However many students look beyond the residency and coursework for other research opportunities. For example, recent doctoral students have published their scholarship in such peer reviewed journals as *Teaching Exceptional Children*, *Intervention in School and Clinic*, *Focus on Autism and Other Developmental Disabilities*, *Education and Training in Autism and Developmental Disabilities*, *Urban Education*, and *Educational Forum* prior to conducting their dissertation research. Students also have presented at both international and national conferences (e.g., TASH, Council for Exceptional Children (CEC), International Association for Behavior Analysis, Division for Career Development and Transition, and Teacher Education Division of CEC). These students have taken advantage of opportunities to become productive scholars prior to completing their doctoral programs.

Prior to conducting any research involving human subjects students must submit a proposal for research to a review team. At FAU, the review team is called the Institutional Review Board (IRB). Complete proposals outlining the procedures for research are sent to the IRB for approval. The IRB NET link for proposal application can be found at the following URL: <http://www.fau.edu/research/researchint/irbnet.php>

Part of the University wide program to assist faculty and graduate students in conducting research is the training module for conducting research in the Social Sciences (related to accepted practices with human subjects). This training is required by the IRB and is provided by Collaborative Inter-Institutional Training Initiative (CITI). Students participate in the CITI on-line training module, and earn the CITI certificate of completion prior to participating in any actual research activities. Students should retain a copy and give a copy to the academic advisor for placement in the Department file. The link for the CITI Training for research involving human subjects can be found at the following URL: http://www.fau.edu/research/researchint/citi_training.php

College Teaching Internship

The ESE Department requires doctoral students to participate in a 2-semester college teaching internship (apprenticeship). During the first internship, the doctoral student works under the supervision of an ESE faculty mentor to help plan the class, provide guest lectures, create graded assignments, evaluate student work, and conduct other instructional activities assigned by the faculty mentor. During the second internship, the doctoral student is assigned primary responsibility for the course, and the faculty mentor serves in a secondary role as a supervising co-instructor. Doctoral students are not paid for either internship experience; they register for EEX 7945 Internship each semester, and their teaching activities serve as the requirements for this Internship. The faculty mentor serves as the instructor of EEX 7945. [NOTE: If the doctoral student has previous university teaching experience, an alternative Internship II may be developed with Academic Committee approval.]

Roles & responsibilities for faculty and students. Recent administrative and accreditation changes have required changes to the ESE College Teaching Internships. The following protocols are required for faculty and students during the two semesters of Internship.

For **Internship #1** the faculty and student roles and responsibilities follow.

Faculty Supervisor is:	Doctoral Student will:
<ul style="list-style-type: none"> • listed as course instructor on schedule • assigned up to 25% for the course being delivered • assigned 5-10% to deliver and supervise EEX 7945 	<ul style="list-style-type: none"> • Serve in an enhanced TA role for the course • Not be listed as co-instructor on schedule • Not submit credentialing information to the Wizard • Register for EEX 7945 • Not be included in the SPOT evaluation

For **Internship #2** the faculty and student roles and responsibilities follow.

Faculty Supervisor is:	Doctoral Student will:
<ul style="list-style-type: none"> • listed as course co-instructor on schedule • assigned 5-10% for the course being delivered • assigned 5-10% to deliver and supervise EEX 7945 • Not included in the SPOT evaluation 	<ul style="list-style-type: none"> • Serve as primary instructor for the course • Be listed as co-instructor on schedule • Submit credentialing information to the Wizard in advance • Register for EEX 7945 • Be included in the SPOT evaluation • Only intern in undergraduate classes

Evaluating college teaching internships. Evaluation of doctoral teaching interns is based on multiple indicators including feedback from the faculty mentor who supervises the doctoral student's teaching experience. For Internship #2, evaluation is also based on the overall SPOT ratings and comments, the ratings on Items #20 and 21 for face-to-face classes, the ratings on Items #16 and #17 for distance learning classes, the timeliness and thoroughness of responding to students when that information is available, and the timeliness of Departmental "housekeeping" tasks. This includes tasks such as submitting end of semester grades and scores for Critical Assignments (policy adopted by ESE Department 9/12/2012).

Applying for Internship. During the semester prior to each internship, the Internship application Form (See Appendix C) should be completed and signed by the Academic Program Chair. This form should be returned to the departmental secretary who will submit it to the ESE Department Chair. This is necessary for faculty course assignment purposes. The following deadlines should be noted:

June, 2013

For a Fall Internship: July 15th
 For a Spring Internship: October 15th
 For a Summer Internship: March 15th

Residency Requirement

Prior to achieving doctoral candidacy, students participate in the ESE Department residency requirement. Residency requires a collaborative relationship with a faculty member for one or more scholarly activities. Residency involves two criteria:

1. **Enrollment as a full-time student for two consecutive semesters.** Full-time enrollment is defined as 9 credit hours for the Fall and Spring semesters and/or 6 credits for the Summer semester. Three options are possible: Fall-Spring, Spring-Summer, or Summer-Fall. To achieve full time status, students may choose to do an Independent Study and/or Internship during this time. (Note: These courses will not count toward the Departmental Research Requirement described below.)
2. **Department research requirement.** This involves working with faculty conducting research for 10 hours a week. It might also involve development or evaluation projects for the ESE Department (e.g., surveying current students or graduates, producing training materials, or working in support of a grant). This work will be mentored by a faculty member and might result in a publication, a presentation or workshop, etc.

For some projects, there may be some flexibility in meeting the 10 hour per week requirement. For example, students might be involved in a computer search for literature in support of a grant or research project; work could be done on or off campus.

Applying for residency. Students must apply for residency the semester before the residency activities are scheduled to begin. The **Application for Residency** is found in Appendix D and should be completed and signed by the academic advisor. The form is then returned to the department secretary who will then submit it to the ESE Department Chair. It is important that the Chair review the application and determine the research requirements as it affects faculty assignments and departmental productivity. The following deadlines should be noted:

For a Fall- Spring Residency	apply by July 15
For a Spring- Summer Residency	apply by Oct 15
For a Summer-fall Residency	apply by March 15

Comprehensive Examination

Eligibility. After students have completed at least 39 credits, including all the ESE Departmental core courses, the research/statistics core sources, and the courses in the concentration area, they are eligible to take the Comprehensive Examination. Students must have at least a 3.0 grade point average in coursework indicated in the Program of Studies.

Content. The Comprehensive Exam consists of six (6) questions in the following areas:

- Legal Issues **or** Grant Writing (1 ½ hours)
- Research (1 ½ hours)
- Advanced Applied Behavior Analysis (1 ½ hours)
- Cultural and Linguistic Diversity (1 ½ hours)
- General SPED **or** Specialization (Concentration) Area (3 hours)
- Specialization (Concentration) Area (3 hours)

Scoring. The three members of a student's Academic Committee will read and score responses to **all six questions**. If additional faculty members not on the Academic Committee write a specific question, they will read and score that response only (unless additional readers are needed for scoring).

The following scores will be used to rate **each question**:

- 2.00-3.00 (Pass)
- 1.00-1.99 (Needs Clarification)
- 0-.99 (Fail)

Each reader will independently rate each response. The readers will then meet to discuss the rationale for their scores. After this discussion, readers will have the opportunity to revise their scores. Those revised scores are then submitted to the academic advisor who will determine the mean score for each question and then place them on the Comprehensive Exam Results Summary Sheet (See Appendix F) that will be included in a student's Department file.

The following actions will be necessary based on the score for each question:

- **Pass** – No additional action or activity necessary for this question
- **Needs Clarification** –If readers are unable to establish a clear pass on a question even though the response is favorable (for example, the response is missing information), students will be required to participate in a clarifying activity. The clarifying activity might include an oral or a written clarification of the response. To prepare for the clarification, the academic committee might provide feedback on specific parts of the question that are unclear, or those parts of the question that need to be expanded. A successful clarification will result in revised scores resulting

in moving the question to Pass status. Students will have one opportunity to clarify a question.

- **Fail** – Students will be required to write an answer to a similar question. Remedial requirements may be recommended by the readers prior to this written re-take of the question.

Students will receive the results of the Exam as well as written feedback from each reader approximately two weeks after completion. **Any remedial action must be taken within six (6) weeks of notification.**

If students do not pass all of the questions after two attempts, a Professional Development plan (PDP) will be prescribed by the Academic Committee. [“Two attempts” is defined as a Fail on the original question, followed by a Fail on the retake; **or** a Fail on a “clarifying activity” followed by a Fail on the retake.] The PDP will have a specific timeline and measureable objectives. If the objectives are met successfully, students will be allowed to retake the necessary portion(s) of the exam a third time within 30 days of notification of successful PDP completion. If the PDP objectives are not met by the prescribed timeline, or if the exam is not passed after the third attempt, students will not be admitted to candidacy and will not be eligible to continue in the doctoral program.

Preparing for the exam. Approximately six months before planning to take the Comprehensive Exam, students should contact the academic advisor to determine who will write and read each question. Students should contact those faculty members to get some general direction that would assist with preparation.

At least two months before taking the Comprehensive Exam, students should complete the Application for Comprehensive Exam (See Appendix E). Students will need to indicate a preferred two-day period and an alternative two-day period to take the exam. This form should be submitted to the academic advisor who will coordinate the process.

ESE Doctoral Program Requirements: Part 2

Annual Evaluation of Student Progress

Students enrolled in the ESE doctoral program are encouraged to engage in all aspects of the program well beyond course work, and make continuous progress toward completion. In an effort to ensure that students make adequate progress toward this goal students are evaluated at the end of each academic year. The *Doctoral Student Annual Evaluation* form is available in Appendix H. This form is to be completed by both students and the Academic Advisor (or Dissertation Chair depending on the student’s status). The questions on the form should prompt a robust discussion about progress made during the year. The form should be completed, signed and submitted to the ESE Doctoral Coordinator by the first day of the summer semester.

Admission to Candidacy

Doctoral candidacy is a formal status, and requires a review and application for admission. This requires the formation of a dissertation committee and chair, and submission of a specific form seeking admission to candidacy (Form 8 – Graduate College). The admission to candidacy application is reviewed by the ESE Department chairperson, the College of Education dean, and the dean of the Graduate College. The approval is based on: (a) a student's academic record, (b) the opinion of the academic committee concerning overall readiness for candidacy, (c) completion of the residency requirement, (d) a successful completion of the comprehensive exam, and (e) an approved dissertation topic. [When identifying the dissertation topic students will prepare a "mini-proposal" or Dissertation Prospectus. This working paper provides enough information so the student can provide potential dissertation committee members with the intended direction and method of the dissertation. See next section of this Handbook.]

Students may not register for dissertation credit until they have been *admitted to doctoral candidacy* and completed the Dissertation Prospectus. Form 8 (**Admission to Candidacy**) may be obtained online through the Graduate College at the following URL:

http://www.fau.edu/graduate/currentstudents/graduateforms/pdf/FORM_8_Admission_to_Candidacy_for_the_Doctoral_Degree.pdf

Once signed by the student and the academic committee members, the form is submitted to the ESE Department secretary for administration signatures.

Dissertation Process

Dissertation Prospectus. Students in the Exceptional Student Education (ESE) doctoral program are required to write a **Dissertation Prospectus (DP)** prior to selecting a dissertation committee, developing a full dissertation proposal, and registering for EEX 7980 Dissertation. The DP is intended to help the student develop a clear, succinct summary of the intended study. Additionally, the DP will help potential committee members determine their willingness to serve on the committee. The DP is an ESE Department requirement for students prior to registering for EEX 7980 Dissertation.

The prospectus has three related functions:

- To bring together a student's ideas regarding the need for the specific study;
- To establish the first approximation of an action plan for conducting the study; and
- To communicate the research idea to potential dissertation committee members.

Students will learn about the purpose and requirements for the DP in EEX 7938 *Seminar in Exceptional Student Education Leadership: Orientation to Research*. Students will also explore the requirements for the DP as part of EEX 7341 *Doctoral Seminar: Exceptional*

Student Education. The *Guidelines for Developing the Dissertation Prospectus* are found in Appendix G of the Doctoral Handbook.

The procedures for implementation are as follows:

1. When students meet with the academic advisor to plan their comprehensive exams (the semester before the exams), they should also develop a plan and timeline for the Dissertation Prospectus, and subsequent enrollment in EEX 7980 Dissertation should be established. That is, students will begin the process of developing the DP as they are preparing for their comprehensive exams.
2. If the intended faculty member to serve as dissertation chair is *not* the current academic advisor, then students should contact the *intended* dissertation chair to secure his or her willingness, and to develop a plan of action and timeline for completing the DP.
3. Once the DP is complete, the student and dissertation chair will discuss the possible make-up of the dissertation committee. The DP will then be distributed to potential dissertation committee members. The chair will communicate with those individuals and request that they read the DP and consider participating as members of the dissertation committee.
4. By the end of the semester in which students pass their comprehensive exams and achieve their *Doctoral Candidacy* (submitting Form 8 - Admission to Candidacy), the DP should be shared with potential committee members and a dissertation committee should be formed.
5. Achieving candidacy and completing the DP will enable students to register for EEX 7980 Dissertation. Under no circumstances will students register for Dissertation unless the Prospectus has been completed and distributed to potential committee members.
6. In the event that a student has achieved candidacy but has not completed a DP at the beginning of a new semester, there is an alternative for working with a faculty member to develop the DP. Students may enroll for EEX 7906 Directed Independent Study (a minimum of 1 credit) and complete the DP as the requirement for that course. A faculty member must be selected to supervise the development of the DP. In most cases, this should be the faculty member who will also serve as dissertation chair. This alternative will allow students time to complete the DP, select a

dissertation committee, and begin the serious work of developing a full dissertation proposal.

The Dissertation Prospectus does not take the place of the full proposal or eliminate the need for a formal proposal defense. Dissertation Chairs must still decide the process for the development of the full proposal and the process by which the student will conduct the research. The DP is intended to help facilitate the development of a viable topic and the selection of a willing and able dissertation committee.

Dissertation committee. After the comprehensive examination has been successfully completed, and after completion of the Dissertation Prospectus, students should finalize the dissertation committee. The committee consists of at least **four** faculty members. At least **three** members of the ESE Department should be included, and at least one member should be from outside the Department. When appropriate, the outside member can be outside the College of Education. At least one committee member should have methodological expertise related to the design and analysis of the proposed study. At least one member should have expertise in the topic being studied.

Students frequently ask whether the dissertation committee members should be the same faculty who served on the academic committee. There is no assumption that the academic committee members will become dissertation committee members. Students select dissertation committee members based on their topics and the research methods being proposed, as well as faculty interests and expertise; students should select faculty who will provide the best possible input on the design and conduct of their research.

NOTE: Selection of the Dissertation Committee frequently is made prior to Admission to Candidacy. In the event that there are changes from the Academic Advising Committee to the Dissertation Committee, a revision to Form 9 (Candidacy) will be needed to identify the actual Dissertation Committee. The dissertation chair is reminded that committee members (including outside members) must hold (or gain) the appropriate Graduate Faculty Status when being appointed to the committee.

Dissertation credit. Students must complete the Dissertation Prospectus prior to enrolling in EEX 7980 Dissertation. A minimum of 12 credits of dissertation is required to earn the degree. Students are expected to make progress toward completing the dissertation, and to enroll continuously (**minimum of 3 credits per semesters**) until the degree is completed. If satisfactory progress is not made in a given semester the student will receive a grade of Unsatisfactory for EEX 7980 for that semester. The document Thesis and Dissertation Guidelines can be obtained online from the Graduate College at the following URL:

<http://www.fau.edu/graduate/currentstudents/thesisanddissertation/index.php>

Students are advised to read and refer to these guidelines while preparing the dissertation proposal and the write-up of the completed study.

Dissertation proposal defense. A dissertation proposal must be submitted to each committee member for review and approval. The dissertation proposal substantially extends and builds upon the information provided in the prospectus. The proposal is generally the first three chapters of the dissertation, with supplements. This includes a statement of the problem, review of the literature, the specific Research Question(s), a proposed method, and an anticipated format for presenting the research findings. Each student should work with the dissertation chair to determine *when* other committee members should begin to evaluate the proposal. This often varies greatly across dissertation chairs and committees. It might involve several reviews of a complete proposal by the committee, or it might include sequential review of individual proposal chapters culminating in a final draft of the full proposal. In either case, students should allow sufficient time for each committee member to provide feedback that will be incorporated before the proposal hearing. When all committee members agree that the proposal is ready to be presented, the hearing will be scheduled. The proposal hearing typically is open and other doctoral students and faculty might attend. After a successful proposal defense (and IRB approval) the student may proceed with data collection and analysis.

IRB review prior to conducting research. Before any data can be collected, permissions from IRB reviews (or the equivalent review process) in participating school districts, agencies, and at FAU must be obtained. Students should contact external agencies to determine the review process and timelines. FAU IRB applications require that the faculty chair serves as the Principal Investigator for student dissertations; obviously this requires considerable consultation between the dissertation chair and the student prior to submitting the study to the FAU IRB. Students should meet early and often with the dissertation chair to navigate the IRB proposal system (IRBNET). The FAU IRB allows simultaneous submission, approval by an outside agency prior to FAU approval, or approval by FAU prior to the outside agency. The key is that all agency IRBs must approve the study prior to initiating research activities. Students are reminded that the CITI training module is required prior to submitting a proposal for IRB review (see page 11). The IRBNET link for proposal application is found at: www.IRBNET.org . For assistance with submitting IRB applications or revising the application after submission, students should go to, <http://www.fau.edu/research/researchint/irbnet.php> .

Conducting the study. Conducting research should not be an isolated event. As students implement their dissertation research, they should stay in close contact with the Dissertation Chair, the faculty member providing methodological and research design expertise, and the rest of the Dissertation Committee. Frequent contact with the Dissertation Chair will enhance a student's ability to complete the proposed research in a timely fashion. Updates on the progress of the study should be provided to the full committee ensuring that all committee members are aware of student progress. These updates often curtail surprises before the study is completed.

Dissertation final defense. After the study is completed, students will share a complete draft of the dissertation with each committee member. Like the proposal, students will work with the dissertation chair to determine *when* other committee members should receive the paper, and whether the student should provide individual

chapters or the intact report. Like the proposal, this will vary across chairs and committees. Allow sufficient time for each committee member to provide feedback that will be incorporated before the final defense.

Preparing the report for defense involves several reviews by the chair and committee. When all committee members agree that the report is ready, a defense can be scheduled. Two weeks prior to setting the defense date students must submit an **electronic draft** of the manuscript to the Graduate College. This draft notifies the Graduate College of the intended defense, and students will obtain *formatting* feedback on the report. (This is particularly important in helping students prepare the title page in the proper format as faculty members might be prepared to sign after a successful defense.)

The Dissertation Chair schedules a time and a room, contacts the Dean's office to send a memorandum to the College of Education Faculty, and contacts the ESE Department secretary to notify other doctoral students of the defense. The dissertation defense is open, and other doctoral students are encouraged to attend. At the defense, the student will present and defend the research findings and their implications, and address any questions raised. The defense is directed to the committee, but observers are typically invited to ask questions or make comments at the end.

Completing the "post-defense" final draft. After students have successfully defended the dissertation, there are several steps that must be completed before completing the dissertation process. First, students must make any changes to the manuscript as prescribed by the dissertation committee. These changes must be made and then submitted to the dissertation chair and other dissertation committee members when appropriate. A paper copy of this version is also submitted to the Graduate College for their *final format review*. Next, students should submit the completed final manuscript to the ESE Department Chair. After approval from the department chair, the report is then submitted to the College of Education Dean. When the final version is submitted to the COE Dean, it should include both an electronic and paper copy. The COE Dean typically sets a deadline that is two weeks prior to the Graduate College deadline. Once the COE Dean signs the title page and approves this version, the requisite number of copies of this final document, along with an electronic copy, is submitted to the Graduate College. The reviews by the Graduate College, ESE Department Chair, and COE Dean often require edits to the dissertation report prior to final acceptance and publication.

The Department highly recommends students obtain the services of a professional typist, well schooled in FAU dissertation requirements and APA format. These professionals are familiar with formats for the entire document, including tables, figures, and reference lists. Formatting changes are a frequent source of frustration and delay for students at the end of the dissertation process. Students should seek recommendations for professional typists who have been successful with other ESE dissertations from the dissertation chair.

For more details on the requirements for the final stages in the dissertation, students are strongly encouraged to review the Graduate College Thesis and Dissertation Guidelines.

How many copies of the dissertation are required? The ESE Department requires students to order two copies of the final dissertation document--one copy for the Dissertation Chair and one copy for the ESE Department library. The number of additional copies needed will be determined by the Dissertation Chair and the student, including copies for the student, other committee members who request copies, etc.

Dissertation publishing. The University requires that all dissertations be microfilmed by ProQuest, with the abstract published in ProQuest Information and Learning (PQIL) for the purpose of international dissemination. The student is required to meet the cost of the microfilming service. Once the dissertation is signed and filed with the Graduate College, the dissertation is printed.

Graduation

Graduation is an important event that signifies the successful completion of the degree. At the graduation ceremony, students will be hooded on stage by the dissertation chair. Graduation is celebratory and well worth attending.

Students must apply for graduation early in the semester in which they plan to graduate. All dissertation and application paperwork must be complete within the deadlines set by the Registrar and Graduate College. Please check the Academic Calendar to determine the procedures and dates.

The University will confer the doctoral degree when the following minimum conditions have been met:

- Submission of required application for degree
- Positive recommendation of the College of Education
- Certification that all requirements of the degree being sought have been completed
- Achievement of the grade requirements as defined by the Department
- Achievement of the grade requirements established by the College of Education
- Conformance to residency requirement and time limits
- Satisfactory completion and defense of a doctoral dissertation
- A copy of dissertation due in the Graduate College by the date specified in the academic calendar
- Payment of microfilming costs and copyright fees, if applicable, one week before the date of graduation.

If for any reason graduation is delayed, the candidate may reapply for graduation in a subsequent semester.

University Policies that Affect ESE Doctoral Students

Transfer Credit

All coursework to be included in a doctoral program in ESE, including credit for transfer courses, must be reviewed and accepted by the student's Academic Committee. Transfer of credit for required doctoral coursework is seldom considered. However, students have some leeway in using transfer credits to meet the Graduate College requirement for 80 credits beyond the bachelor's degree, once the ESE Department's 72 credit doctoral requirement is met.

The University recognizes two types of transfer credits:

- *Credits transferred from another institution:* The Graduate College accepts 6 credits of transfer courses from another institution;
- *Credits taken at FAU prior to admission into a doctoral program:* The Graduate College accepts 6 credits of coursework taken at FAU *after* the Master's degree, but *prior to acceptance* in a doctoral program as long as the coursework is not more than 10 years old.

All transfer credits are to be listed on the Graduate College **Electronic Plan of Study (e-POS) for Doctoral Degree** and the ESE Department **Doctoral Information and Planning Sheet**.

Recency of Credit

There is an expectation that coursework taken in pursuit of a graduate degree should be current. This is known as *recency of credit*. FAU defines "recent" as coursework not more than 10 years old. The specific Graduate College policy is that credit is recent if it was earned within 10 years of a student's first semester of enrollment after official admission into a program.

Continuous Enrollment in the ESE Doctoral Program

Students are required to enroll for at least one credit during at least two semesters (fall, spring, or summer) of every academic year to remain eligible for the degree. If a student has completed formal coursework, but has **not yet been admitted** to Candidacy (see section on Admission to Candidacy) the student may enroll in a Directed Independent Study course (EEX 7906) to maintain continuous enrollment. If students **have been admitted** to candidacy, they may enroll in Directed independent Study, coursework, or Dissertation (with Dissertation Chair approval), to maintain continuous enrollment. (Enrollment in EEX 7980 Dissertation can only occur after the Dissertation Prospectus has been completed.)

Students who fail to maintain continuous enrollment, as defined above, lose their eligibility for the degree. Eligibility may be restored by the Graduate College working with the College of Education and the ESE Department upon appeal. If eligibility is restored, students may be required to register for additional credits of Directed independent Study, coursework, or Dissertation in an amount equal to the number of such credits missed while not continuously enrolled.

If students find it necessary to temporarily suspend studies due to medical or other personal circumstances, they may apply for a **leave of absence** from graduate study. Leave of absence is approved by the Graduate College on the basis of the recommendation of the academic advisor, Department Chair, and the Dean of the College of Education.

Incomplete Grades

If a student is passing a course but has not completed all the required work because of extenuating circumstances, the student may, *with the approval of the instructor*, receive a grade of incomplete (I). The grade of "I" is neither passing nor failing, and is not used in computing the grade point average; it indicates a grade deferral and must be changed to a grade other than "I" within a specified time indicated by the instructor, not to exceed one calendar year from the end of the semester during which the course was taken.

The "I" grade is used only when the student has not completed work assigned to all students as a regular part of the course. It is not to be used to allow students to do subsequent extra work to raise the grade earned during the regular term. The instructor will record in writing, and file with the University Registrar, the work that must be completed for the final grade, the time frame for completion, and the grade that will be assigned if the work is not completed. It is the student's responsibility to make arrangements with the instructor for the timely completion of this work.

Appendix A

ESE Doctoral Information and Planning Sheet

Doctoral Information and Planning Sheet Exceptional Student Education May, 2013

Name:	Z Number:	DOB:
Address:		Email:
Telephone:		Date of Program:
Previous Degrees, Majors, & Dates:		
Teaching Experience:		

<p style="text-align: center;">ESE Core (18 credits)</p> <p>EEX 7055 Learning & Behavior Characteristics EEX 7525 Legal Foundations of Special Education EEX 7618 Advanced Behavior Analysis EEX 7526 Grant Writing EEX 7341 Doctoral Seminar EEX 7795 Cultural & Linguistic Diversity: Issues & Implications in Special Education</p>	Semester / Yr
<p style="text-align: center;">Statistics & Research Core (9 credits)</p> <p>STA 7114 Advanced Educational Statistics EDF 7482 Advanced Educational Research Elective in Research or Statistics (3 cr):</p> <p>STA 6113 and EDF 6481 or equivalent are prerequisites for the Research/Statistics Core. If taken during the doctoral program, they may not be counted to meet the 72 credit ESE requirement. They may be counted to bridge the gap between the ESE requirement and the 80 credits required by the Graduate College.</p>	
<p style="text-align: center;">Electives (6 Credits; at least 3 credits outside of ESE)</p> <ul style="list-style-type: none"> • • 	
<p style="text-align: center;">Internship (6 credit hours)</p> <p>EEX 7945 Internship (1) EEX 7945 Internship (2)</p>	
<p style="text-align: center;">Departmental Concentration (15 credit hours) <i>A minimum of 9 credit hours in ESE</i></p> <ul style="list-style-type: none"> • • • 	

• •	
<p align="center">Leadership Seminars (up to 6 credits)</p> <p>EEX 7938 Seminar in Exceptional Student Education Leadership</p> <p>Seminar 1: Triad of Professional Activities in Higher Education Seminar 2: Orientation to Research; The Dissertation Prospectus Seminar 3: Professional Dissemination I Seminar 4: Professional Dissemination 2 Seminar 5: Traditional Course Development and College Teaching Seminar 6: Web-based Course Development and College Teaching</p>	
<p>Residency Semesters (2 consecutive semesters; working with faculty for approximately 20 hours/week)</p> <p>Internship Semesters</p>	
<p align="center">Dissertation (minimum of 12 credits)</p> <p>• • • •</p>	
<p align="center">Courses Transferred to Meet Graduate College 80 Credit Requirement (Beyond Bachelor's Degree)</p> <p>• • • •</p> <p>(Include University, Semester, and year)</p>	
<p>Academic Committee (Signatures)</p> <p>Academic Advisor</p>	

Committee Member

Committee Member

Student

Department Chair of Exceptional Student Education

NOTE: This programming sheet must be completed ***prior*** to submitting the Graduate College e-POS.

Appendix B

Doctoral Portfolio Summary Sheets

Portfolio Monitoring Form

SUMMARY SHEET
UNIVERSITY TEACHING

<u>Name of Course</u>	<u>Course #</u>	<u>Semester</u>	<u>Role (intern, adjunct, etc.)</u>
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SUMMARY SHEET

DISTRICT/AGENCY INSERVICE

<u>Topic</u>	<u>Place/Time</u>	<u>Target Audience</u>	<u>When # of Participants</u>
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SUMMARY SHEET**PROFESSIONAL DISSEMINATION**

<u>Presentations</u>	<u>Type</u>	<u>Conference</u>	<u>When</u>	<u>Refereed or Invited</u>
Indicate poster session, panel, etc to describe presentation and indicate state, national, etc. for type.				

<u>Publications</u>	<u>Status</u>	<u>Refereed or Invited</u>
Include complete citation; indicate submitted, in pres, or accepted for status		

SUMMARY SHEET

PROFESSIONAL DISSEMINATION, cont.

Grants & Contracts	Managed Or Submitted	When	How Much	Funding Status
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Other Print Material	Type	When
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Describe type of publication: training manual, program evaluation, etc.

SUMMARY SHEET

Consultation

Topic	Service Delivered	Recipient	Length	Paid or Unpaid
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EXAMPLE OF SUMMARY SHEET ENTRIES FOR PORTFOLIO**SUMMARY SHEET****UNIVERSITY TEACHING**

<u>Name of Course</u>	<u>Course #</u>	<u>Semester</u>	<u>Role (intern, adjunct, etc.)</u>
Exceptionalities	EEX 2010	Fall, 20__	Co-taught with Dr. Jones

DISTRICT/AGENCY INSERVICE

<u>Topic</u>	<u>Place/Time</u>	<u>Target Audience</u>	<u>When</u>	<u># of Participants</u>
Functional Behavior Assessment	Broward County 3 Hr workshop	South Area ESE Coordinators	Fall , 20__	35

sample

June, 2013

PORTFOLIO MONITORING FORM**Review # _____**

At least three separate evaluations are required during the doctoral program

Student Name	
Z Number	
Phone Number (1)	
Phone Number (2)	
e-mail	

Date: _____

Recommendations:

Evaluator:_____

June, 2013

Appendix C

Internship Application Form

ESE INTERNSHIP APPLICATION FORM

Student Name:
Z number:
Phone Number (HOME):
Phone Number (Cell):
E-mail Address:

Academic Committee Members:

Applying for: Internship I _____ Internship II _____

Semester requested: _____, 20 ____

Course suggested for Internship by Academic Committee: _____

Student Signature:	Date:
Academic Advisor Signature:	Date:
ESE Department Chair Signature:	Date:

NOTE: Please return this form to the ESE Department secretary by the following due dates:

For a Fall Internship: July 15th
 For a Spring Internship: October 15th
 For a Summer Internship: March 15th

June, 2013

Appendix D
Application for Residency

Application for ESE Doctoral Residency

Student Name:	
z number:	
Phone Number (home):	Phone Number (cell):
e-mail Address:	
Academic Committee Members:	

Semesters fulfilling COURSE requirement	Semesters fulfilling DEPARTMENT RESEARCH requirement
Fall	Fall
Spring	Spring
Summer	Summer

Student request for meeting ESE Department requirement (if any):
Departmental assignment by ESE Chair:

Student Signature:	Date:
Academic Advisor Signature:	Date:
ESE Department Chair Signature:	Date:

NOTE: Please return this form to the ESE Department secretary by the following dates.

For Fall- Spring Residency	apply by July 15
For Spring- Summer Residency	apply by Oct 15
For Summer-fall Residency	apply by March 15

June, 2013

Appendix E

**Application for the
Comprehensive Examination**

APPLICATION FOR COMPREHENSIVE EXAMINATION

Student Name:
z number:
Phone Number (home):
Phone Number (cell):
e-mail Address:

Academic Committee Members:

Please indicate your preferred dates and alternate dates (must be two consecutive days)

Preferred Dates		
Alternate Dates		

	Readers
Legal Issues or Grant Writing	
Research	
Advanced Applied Behavior Analysis	
Cultural Linguistic Diversity	
General SPED or Specialization	
Specialization	

Student Signature:	Date:
Academic Advisor Signature:	Date:
ESE Department Chair Signature:	Date:

NOTE: Please return this form to the ESE Department secretary.

Appendix F
Comprehensive Exam Results Summary Sheet

Doctoral Comprehensive in ESE Exam Results

Student Name:
Dates of Exam (& Re-Take if necessary)

Question	Reviewer 1		Reviewer 2		Reviewer 3		Other		Other	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Legal or Grant										
Research										
Advanced ABA										
Cultural Linguistic Diversity										
General SPED / Specialization										
Specialization										

Retake Results (if necessary)

	Reviewer 1	Reviewer 2	Reviewer 3	Other	Other
Legal or Grant					
Research					
Advanced ABA					
Cultural Linguistic Diversity					
General SPED / Specialization					
Specialization					

Appendix G

Guidelines for Dissertation Prospectus

Guidelines for Developing the Dissertation Prospectus
Department of Exceptional Student Education
Florida Atlantic University

Students in the Exceptional Student Education (ESE) doctoral program are required to write a Dissertation Prospectus (DP) prior to selecting the Dissertation Committee and registering for EEX 7980 (Dissertation). The DP is typically 4-6 pages detailing the general topic to be studied. As such, it should include: (a) title page, (b) problem to be investigated, (c) background of the problem, (d) significance of the problem, and (e) research methods.

A detailed outline is provided below to guide students in the development of the DP:

I. Title Page

The title page should contain the following information:

Title of study
Student's name
Dissertation Committee Chair
Potential Dissertation Committee Members

II. Problem Statement

The specific problem to be investigated should be stated explicitly in this section. This statement should include: (a) definition(s) of any crucial terms or concepts connected with the problem, and (b) research question(s) that the study is intended to answer or hypotheses to be tested.

III. Background of the Problem

The background section is a *brief* review of the research literature that should lead the reader to the purpose of the study. This section should indicate the relation of this study to prior studies in the same area. This section is typically summarized in no more than two pages.

IV. Significance of the Study/Need for the Study

This section should make clear why the study is of value in extending the research literature, educational theory, technology, or practice (i.e., the contribution the study will make to present knowledge). The statement should answer the question: How might the research literature, educational practice, research methodology, or scientific theory advance after completing this investigation?

V. Research Methods

This section should detail the method of the intended study. Several points must be considered: (a) participants, (b) independent variable, (c) dependent variable, (d) data collection procedures, (e) design, and (f) presentation of results.

A. *Participants.* The student should clearly describe the intended participants who will take part in this investigation (e.g., students or adults with disabilities, teachers). The student should state the procedures for selecting these participants and point out any sampling assumptions that might complicate the study (e.g., access to participants).

B. *Independent Variable (IV).* The student should include a brief explanation of the IV. This might include materials (e.g., DISTAR workbooks, learning strategy posters), training procedures (e.g., behavioral interventions), participant differences, or other variables that might be explored for their impact on the study's outcome.

C. *Dependent Variable.* The proposal should describe the data (unit of analysis) that will need to be collected to answer the research questions. For example, if the study is intended to answer a question about a behavioral measure, then this section should define and describe the target behavior. If the study is intended to answer a question using standardized testing materials (e.g., K-TEA –II, VABS-2), then this section should describe the instruments that will be needed. If the study addresses questions that are best answered through content analysis, then this section should describe the categories of information to be examined and documents or source materials to be reviewed.

D. *Data Collection Procedures.* This section should summarize the procedures used to obtain the data. If daily behavioral observations are needed, describe how they will be obtained. If standardized performance measures are to be collected, describe the frequency and conditions under which the instruments will be administered. If a content analysis will be conducted, describe the protocol used to gather salient data. The narrative should point out what precautions will need to be taken to ensure objectivity, reliability, validity, and authenticity.

E. *Design.* This section should explicitly describe the study design with sufficient explanation as to how the data to be collected will be arranged so that the research question(s) will be answered. This section should also indicate whether the study will employ quantitative methods (e.g., statistical analysis, group, single-subject) or qualitative methods (e.g., content analysis, interviews).

F. *Presentation of Expected Results.* In this section, students should present an initial description of how the results will be analyzed, and summarize how the data will be presented (e.g., sample tables, figures).

Appendix H

Annual Evaluation of Progress

Doctoral Student Annual Evaluation
Department of Exceptional Student Education
Florida Atlantic University

Part I. To be completed by the student. Please return signed copies to the Doctoral Coordinator by the first day of the Summer semester, each year.

Graduate student name: _____

Total number of years in program (including current year): _____

Primary faculty advisor(s): _____

Academic Committee / Dissertation Committee members:

Date of last Academic Committee / Dissertation Committee meeting: _____
(Committees should meet at least once per academic year. Students with inactive committees are encouraged to schedule a committee meeting to review progress toward degree.)

Is course work completed? If not how many credits remain?

Is the Leadership Portfolio current, with entries in multiple categories?

Date comprehensive exams completed (or date scheduled): _____

Date dissertation prospectus approved: _____

Doctoral Student Evaluation
Department of Exceptional Student Education
Florida Atlantic University

*Part II. To be completed by the primary faculty advisor. Progress of student over past academic year
Provide brief comments and indicate if performance is **Exemplary, Satisfactory and On-track, Needs Improvement***

Is the Leadership Portfolio current, with entries in multiple categories?

Is the student participating in research and scholarship at a “high enough” level?

Is the student making adequate progress with coursework? (students should print out and review unofficial transcripts with advisor)

Is there a plan for Comprehensive Exams?

At the student’s current pace of progress, is it likely that the student will participate in research prior to the dissertation?

Summarize the student’s performance as Teaching or Research Assistant (attach TA and SPOT evaluations if available).

What is the plan for meaningful Residency activities?

What is the plan for the college teaching internships?

Overall :

Signature of primary advisor

Date

Signature of student

Date

June, 2013