



FLORIDA ATLANTIC
UNIVERSITY

Doctoral Program Handbook
PhD in Special Education

Department of Exceptional Student Education

College of Education

Florida Atlantic University

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Congratulations

You have been accepted into the doctoral program in Special Education! After successful completion of the program you will receive the Doctor of Philosophy degree (PhD). 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 Special Education

The doctoral program in Special Education is designed to prepare leaders in the discipline. 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, regional, national and international 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 your Academic Advisor or members of your Academic Committee.

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 Academic Advisor and academic committee* to develop an official academic Program of Studies (POS). Decisions regarding research 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 are to 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. A student’s POS is not official until the e-POS is on file and approved by the Graduate College. Thus, students are strongly encouraged to file the e-POS as soon the meeting with Academic Advisor and academic committee is complete.

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://www.fau.edu/graduate/forms-and-procedures/>

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 Program of Study, then **a program change must be submitted via the Graduate College e-POS system** prior to graduation. The final electronic Program of Study or e-POS must be on file and approved one semester before graduation.

Special Education Doctoral Program Requirements: Part 1

Coursework

A student's program of study is comprised of courses identified as those in the Departmental Core, Research Methods and Applications, Specialization Area, Internship, Leadership Seminars, and Dissertation. Students must complete a minimum of 75 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.

As of July 1, 2018, undergraduate courses may not be indicated on graduate students' Programs of Studies. Graduate students may use undergraduate classes in certain circumstances (e.g., taking an undergraduate Responsible Conduct of Research class or a course that might serve as a prerequisite for a required graduate class), but they may not be counted toward the POS, or be used to qualify for federally guaranteed student loans.

Department Core: (18 credits). All Special Education 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

Department doctoral core courses are delivered (including summer) on a 2-year course rotation. The rotation is found in Appendix B.

Research Methods and Applications: (18 to 21 credits) This area includes two types of research preparation: course work and applied research.

1. Statistics and Research Core (15 credits). Students enroll in two specific research methods class, and three additional methods classes of their choice.

STA 7114 Advanced Educational Statistics*
 EDF 7482 Advanced Educational Research**
 Elective in Quantitative or Qualitative Methods (3 credits)
 Elective in Quantitative or Qualitative Methods (3 credits)
 Elective in Quantitative or Qualitative Methods (3 credits)

*STA 6113 and EDF 6481 or equivalent are prerequisites for the Statistics and Research Core. If taken during the doctoral program, they **may not** be counted to meet the Statistics and

Research requirements for the Special Education doctorate. They **may be** counted as electives if needed.

2. Applied Research (3 to 6 credits) Students will conduct formal research prior to admission to candidacy. For this experience, students will design, conduct and write the results of a study. Students will complete at least 3-credit hours to satisfy this requirement. However, no more than 6-credit hours may be counted toward the POS. Students must be registered for at least 1-credit with a faculty member who will supervise this experience.

EEX 7918 Pre-Candidacy Research in Special Education (variable credit, 1 to 6 credits)

Specialization Area (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).

Internship (6 credits). Students enroll in a two-part 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)

Leadership Seminars (Six 1-credit seminars). All students in the Special Education 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. 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.

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

The topics focus on the roles, responsibilities, and expectations of doctoral leadership graduates and include:

- Seminar 1: The 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

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. Students must be registered with a faculty member who will supervise this experience each semester.

EEX 7980 Dissertation (Multiple Credit options)

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 Special Education 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. In the Special Education doctoral program, students also have an applied research requirement for which they *conduct research* prior to the dissertation. This research may include implementing an intervention, conducting a survey, or piloting an instrument. Whatever the nature of the project is, the project must be designed such that the purpose and method are clear to others. Next, the research activities must be implemented and completed. After conducting the research, students will write-up the method and results in a format suitable for publication. This manuscript does not have to be submitted for publication, but if the quality of the manuscript meets publication standards, students are strongly encouraged to submit the manuscript for publication. This research serves as the basis for the research component of the comprehensive exams as well as a possible model for the dissertation research.

Doctoral students in the ESE Department 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 subject to review by the Florida Atlantic University Institutional Review Board (IRB). Complete proposals outlining the procedures for research are sent to the IRB for approval. The Division of Research-Research Integrity-link detailing information about how and when to submit an application to the IRB can be found at the following URL:
<http://www.fau.edu/research-admin/research-integrity/human-subjects-irb/>

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 complete 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: <https://www.fau.edu/research/research-integrity/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. Administrative and accreditation regulations require the following protocols 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 <i>up to</i> 25% for the course being delivered • assigned 5-10% to deliver and supervise EEX 7945 	<ul style="list-style-type: none"> • Serve in an <i>enhanced</i> 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 	<ul style="list-style-type: none"> • Serve as primary instructor for the course • Be listed as co-instructor on schedule

<ul style="list-style-type: none"> • assigned 5-10% to deliver and supervise EEX 7945 • Not included in the SPOT evaluation 	<ul style="list-style-type: none"> • Submit credentialing information to the Wizard in advance • Register for EEX 7945 • Be included in the SPOT evaluation • Only intern in undergraduate classes
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Evaluating college teaching internships. Evaluation of doctoral teaching interns is based on multiple indicators including feedback from the faculty mentor (based on observations of teaching) who supervises the doctoral student's teaching experience. For Internship #2, evaluation is also based on the overall SPOT ratings and comments, the summary rating on Item #6 for both face-to-face and 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 ESE Department Chair. This is necessary for faculty course assignment purposes. The following deadlines should be noted:

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. There is no unique course for students to register for when conducting Residency. 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 up to 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 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

Purpose. Generally, the intent of comprehensive exam includes: (a) examination of student's previous knowledge (e.g., content from coursework), (b) examination of content students have learned after extensive and intensive study of a topic guided by faculty, and (c) a capstone event for achieving doctoral candidacy.

Eligibility. Students must complete at least 39 credits, including all the ESE Departmental core courses, the statistics/research core courses (including the pre-candidacy applied research study), and the courses in the concentration area to become 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 linked to students' candidacy topic (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)

Comprehensive exam period. The doctoral comprehensive exams are offered twice per academic year. In the fall, the exam is offered the third week of October; in the spring, the exam is offered the third week of February.

Pre- and post-meeting. Prior to the exam period the Academic Committee and any additional faculty member not on committee contributing to the question will meet to discuss the question. We hold pre- and post-exam meetings to discuss the students' questions. The purposes of these meetings are:

- to ensure that all faculty members responsible for scoring the questions understand the intent of the question (see above);

- to delineate the parameters for the response (sometimes referred to as a rater's guide); and
- to discuss the scoring, results and feedback for the students.

The pre-exam meeting is generally scheduled at least two weeks before the exam period. After the pre-meeting, changes may be made to the question and/or evaluation criteria used to guide scoring of the question, if necessary. The post-meeting is generally scheduled no more than two weeks after the exam period. After the post-meeting, 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 that will be included in a student's Department file.

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). Comprehensive exams are scored using the **Doctoral Comprehensive Exam Scoring Rubric** (see Appendix E). Each reader will independently score each response. Upon completion of the exam, each reviewer will score each response to each exam question, using the rubric. Once all faculty members have scored the responses, an average score is computed from each of the scoring rubrics.

A passing score is designated as 6.5 or higher for each question. Thus, students must earn an average of 6.5 or higher across all raters to 'pass' a question. If a student fails a question (receives an average score less than 6.5), then the student will be required to engage in a remedial activity, as recommended by the Academic Committee and additional faculty member, if applicable. The remedial activity might include a re-take of any failed question(s), re-writing some portion of a failed question, re-taking a different version of a failed question, an oral presentation of one's response to the question, or some other activity. Prior to the remediation, the academic committee may proscribe specific preparation activity(ies) for the student to complete prior to the remediation. The post-meeting held after initial scoring is complete, may have an impact on the final scores (see the Pre- and post-meeting section above).

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 initiated 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 measurable 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.

Note: For the research question based on a student's pre-candidacy research, the faculty member who supervised the student's study will typically write the question in conjunction with the student's academic advisor.

At least one semester before taking the Comprehensive Exam, students should complete the Application for Comprehensive Exam (See Appendix F) and submit the completed form to the DESE secretary.

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) completion of the pre-candidacy research, (e) a successful completion of the comprehensive exam, and (f) 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 credits 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/forms-and-procedures/index.php>

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

Special Education Doctoral Program Requirements: Part 2

Annual Evaluation of Student Progress

Students enrolled in the Special Education Doctoral Program are encouraged to engage in all aspects of the program and make progress toward completion, well beyond course work. In an effort to ensure that students make adequate yearly progress toward this goal, students are evaluated at the end of each academic year. The *Annual Evaluation of Student Progress* form is available in Appendix H. This form is to be completed by both the student and submitted simultaneously to the academic advisor or dissertation chair (depending on the student's current status in the program) and the ESE Doctoral Coordinator. The completed form can be used to

prompt a robust discussion about progress made during the year between the student and advisor/dissertation chair. The form should be completed, signed, and submitted no later than the first day of the summer semester each year. Students who receive a strong evaluation indicating their productivity can be proud of the progress they are making in their doctoral studies, and should continue to work productively. Students who obtain “mixed” feedback will identify areas in which they should focus their attention if they wish to be successful in their pursuit of a doctoral degree. Students who receive an overall *unsatisfactory evaluation* for one academic year should request written feedback from the academic advisor and committee, and develop a personalized productivity improvement plan. Students who receive *unsatisfactory evaluations* for two academic years may be assigned an *ad hoc committee on doctoral academic discipline* to consider further options.

Research Prior to the Dissertation

As noted previously, research and scholarship is a central part of doctoral leadership in ESE. This is not the case in all disciplines. Students who actively participate in research and scholarship *prior to the dissertation* have a fundamentally different doctoral experience than students who do not. In recent years, doctoral students have participated in as many as 7-8 studies prior to conducting the dissertation, experiencing numerous roles including the lead investigator. Although faculty strongly encourage students to select and participate in rigorous research courses, coursework alone does not fully prepare students to conduct research. Students who have experienced the different roles associated with designing studies (e.g., managing research activities, collecting and analyzing data, describing results, and submitting their findings to journals) approach the dissertation process with a healthy degree of skill and confidence that enhances the dissertation experience.

Dissertation Process

The dissertation is the culminating activity for the doctoral program. While it is expected that doctoral students will actively engage in research well before the dissertation, the dissertation is another stage in the scholarly development for doctoral students. The process may look a bit different for each student, but there are similar stages that all students follow (see Appendix J for Dissertation Stages). The section below describes the dissertation process in part, beginning with the Dissertation Prospectus.

Dissertation Prospectus. Students in the Special Education doctoral program are required to write a **Dissertation Prospectus** (DP) prior to 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 dissertation committee members to 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 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 I 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 a timeline for 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. **Three** members must be faculty members in the ESE Department 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://fau.edu/graduate/forms-and-procedures/degree-completion/thesis-and-dissertation/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 a review of the literature, statement of the problem, the specific Research Question(s), a thorough presentation of the methods that are needed to address the research questions, and a summary of how the results will be presented. Some dissertations are four chapters long, while others are five. 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 defense. When all committee members agree that the proposal is ready to be presented, the defense will be scheduled. The proposal defense 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 10). The IRBNET link for proposal application is found at: www.IRBNET.org.

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.

Final defense of dissertation. 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 title page **MUST** be approved by the Graduate College before obtaining any signatures.

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. Students must work closely with the Dissertation Chair to ensure that changes are incorporated into the paper. ***It is the shared responsibility of both the Dissertation Chair and the student to ensure that all changes have been addressed before moving the document forward for the ESE Department Chair review.*** At this point, 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. *The expectation is that this is the final manuscript, and there should be no need for additional revisions and corrections.* 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 Department 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 the ESE Department, 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 Graduate College requirements beyond the bachelor's degree, once the ESE Department's 75-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 Special Education 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

Special Education Doctoral Information and Planning Sheet

**Doctoral Information and Planning Sheet
Special Education
April, 2020**

Effective for students admitted after January 2019, and for previously admitted students who elect to follow this POS.

Name: Address: Telephone: Previous Degrees, Majors, & Dates:	Z Number: Email: Date of Program:
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	Semester / Yr
Area I Special Education Core (18 credits; 6 courses) 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	
Area II (total 18 to 21 credits) Research Methods and Applications Statistics & Research Core (15 credits; 5 courses) STA 7114 Advanced Educational Statistics* EDF 7482 Advanced Educational Research* Elective in Quantitative or Qualitative Method (3 credits) Elective in Quantitative or Qualitative Method (3 credits) Elective in Quantitative or Qualitative Method (3 credits) *STA 6113 and EDF 6481 or equivalent are prerequisites for the Statistics and Research Core. If taken during the doctoral program, they may not be counted to meet the Statistics and Research requirements for the Special Education doctorate. They may be counted as electives. Applied Research (3 to 6 credits) EEX 7918 Pre-Candidacy Research in Special Education (variable credit, 3 to 6 credits; 6 credits maximum can be counted toward the POS)	

<p style="text-align: center;">Area III Internship (6 credits; 2 courses)</p> <p>EEX 7945 Internship (1) EEX 7945 Internship (2)</p>	
<p style="text-align: center;">Area IV Concentration Area (15 credit hours; 5 courses) <i>A minimum of 9 credit hours in ESE</i></p> <ul style="list-style-type: none"> • • • • • 	
<p style="text-align: center;">Area V Leadership Seminars (6 credits; 6 courses)</p> <p>EEX 7938 Seminar in Exceptional Student Education Leadership (1 credit X 6)</p> <p>Seminar 1: Triad of Professional Activities in Higher Education Seminar 2: Orientation to Research 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><i>Seminars will not necessarily be taken in order, beginning with Seminar I.</i></p>	
<p style="text-align: center;">Area VI Residency Semesters (2 consecutive semesters working with faculty for approximately 10 hours/week)</p>	
<p style="text-align: center;">Area VII Dissertation (minimum of 12 credits)</p> <ul style="list-style-type: none"> • • • • 	

Area VIII Additional Courses	
<i>Use this space to indentify any additional courses that supplement this program. Include transfer courses from the master's degree or new courses, such as STA 6113.</i>	
(Include University, Semester, and year)	
Academic Committee (Signatures)	
Chair / Academic Advisor	
Committee Member	
Committee Member	
Student	

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

Appendix B
Course Rotation

**Exceptional Student Education
Doctoral Course Rotation
(September 2019)**

Semester	Course Prefix	Short Title
Fall 19	EEX 7055	Learning & Behavior
Spring 20	EEX 7618	Advanced ABA
Summer 20	EEX 7795	Cultural Linguistic Diversity
Fall 20	EEX 7525	Legal Issues
Spring 21	EEX 7526	Grant Writing
Spring 21	EEX 7618	Advanced ABA
Summer 21	EEX 7341	Doctoral Seminar
Fall 21	EEX 7055	Learning & Behavior
Spring 22	EEX 7618	Advanced ABA
Summer 22	EEX 7795	Cultural Linguistic Diversity
Fall 22	EEX 7525	Legal Issues
Spring 23	EEX 7526	Grant Writing
Spring 23	EEX 7618	Advanced ABA
Summer 23	EEX 7341	Doctoral Seminar
Fall 23	EEX 7055	Learning & Behavior
Spring 24	EEX 7618	Advanced ABA
Summer 24	EEX 7795	Cultural Linguistic Diversity
Fall 24	EEX 7525	Legal Issues
Spring 25	EEX 7526	Grant Writing
Spring 25	EEX 7618	Advanced ABA
Summer 26	EEX 7341	Doctoral Seminar

ALSO: EEX 7938 *Seminar in ESE Leadership* (1 credit) is offered every Fall and Spring semester. Topics follow a 6-seminar rotation:

- Seminar 1: The Triad of Professional Activities in Higher Education
- Seminar 2: Orientation to Research
- Seminar 3: Professional Dissemination I
- Seminar 4: Professional Dissemination II
- Seminar 5: Traditional Course Development and College Teaching
- Seminar 6: Web-based Course Development and College Teaching

Appendix C
Application for Internship

Special Education Doctoral 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 15 th
For a Spring Internship:	October 15 th
For a Summer Internship:	March 15 th

Appendix D
Application for Residency

Application for Special Education Doctoral Residency

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

Semesters fulfilling Course requirement	Activities to fulfill Faculty Research requirement	Activities to fulfill Department Research requirement
Fall	Fall	Fall
Spring	Spring	Spring
Summer	Summer	Summer

Student request for meeting residency 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 Sumer-fall Residency	apply by March 15

April 2020

Appendix E

Doctoral Comprehensive Scoring Rubric

Domain	Needs Improvement	Acceptable	Exemplary
<p>Content Knowledge</p> <p><u>Definition:</u> The facts, concepts, theories, and principles that are taught and learned in a particular discipline.</p> <p><u>Guiding questions:</u> Is the question answered in its entirety? Are all parts of the question addressed to the degree necessary? If the response is incomplete, is there enough information provided to demonstrate an understanding of the content? 0-3 points</p>	<p>Response does not address most aspects of the question; Incomplete response to portions of the question.</p> <p>1 point</p>	<p>The response addressed most aspects of the question; The response is accurate and addresses a majority of the required content.</p> <p>2 points</p>	<p>All components listed in “acceptable” column are evident; Student extended response to areas indirectly stated.</p> <p>3 points</p>
<p>Comments:</p>			
<p>Application</p> <p><u>Definition:</u> Using acquired knowledge to solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p> <p><u>Guiding questions:</u> Does the response include an original example or novel use of facts, concepts, theories or principles? 0-3 points</p>	<p>Response is inconsistent in defining terms, giving examples or elaborating on concepts; No relevant literature or citations are included in response.</p> <p>1 point</p>	<p>Terms are clearly defined, with relevant examples and concepts are thoroughly discussed; Relevant literature and citations are included to support response.</p> <p>2 points</p>	<p>All components listed in “acceptable” column are evident; Student extended response to areas indirectly stated; Response contains terminology specific to the discipline/sub-discipline; Terms are appropriately and consistently used; Specific theories, theorists, and/or seminal works</p>

			are named/referenced to support response. 3 points
Comments:			
<p>Critical Analysis</p> <p><u>Definition:</u> The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.</p> <p><u>Guiding questions:</u> Does the response convey a rich, deep understanding of the question? Do the conclusions indicate an understanding advanced by the integration of the literature discussed? Do the conclusions constitute an argument that has been synthesized, evaluated and integrated?</p> <p>0-3 points</p>	<p>Response does not include conclusion and/or interpretations of concepts or terms in the question. Incorrect conclusions are drawn and/or spurious correlations are drawn</p> <p>1 point</p>	<p>Response includes viable conclusions in line with current literature; Appropriate correlations are drawn/indicated; Logical organization of literature is developed and explained in response (e.g., illustrating a progression in the knowledge base, culminating with current state of knowledge), highlighting current state of knowledge.</p> <p>2 points</p>	<p>All components listed in “acceptable” column are evident; Student extended response to areas indirectly stated; Appropriate and viable trends are defined and explained detailing future direction of field.</p> <p>3 points</p>
Comments:			
<p>Mechanics</p> <p><i>Guiding question for reviewer:</i> Do grammatical, punctuation, usage errors interfere with content?</p>	<p>A number (greater than 3 per page) of spelling,</p>	<p>Some (two or less per page), errors in spelling,</p>	<p>Few (less than 1 per page), if any spelling, grammar,</p>

<p>0-1 point</p>	<p>grammar, punctuation or usage errors are present in the response; The errors interfere significantly with content, style, and clarity</p> <p>No points</p>	<p>grammar, punctuation or usage errors are present in the response; The errors interfere only slightly with content, style, and clarity.</p> <p>.5 of a point</p>	<p>punctuation or usage errors, are present in the response; The mechanics do not interfere with content, style, or clarity.</p> <p>1 point</p>
<p>Comments:</p>			
<p>Domain Scores Content Knowledge: Application: Critical Analysis: Mechanics:</p>			
<p>Total Score =</p>			

Appendix F
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 the semester you will be taking the comprehensive exams

Indicate semester: fall _____ spring _____ Dates: day one _____ day two _____

	Readers
Legal Issues or Grant Writing	
Research linked to pre-candidacy study	
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.

Submit form one semester prior to sitting for the exam

April 2020

Appendix G
Comprehensive Exam Results Summary Sheet

**Department of Exceptional Student Education
Report of Doctoral Comprehensive Exam: Overall Results**

Student Name:
Advisor:
Dates of Exam:

Question	Reviewer 1 Score	Reviewer 2 Score	Reviewer 3 Score	Reviewer 4 Score	Overall Mean	Pass of Fail (P or F)
Legal Issues or Grant Writing (circle one)						
Research (pre-candidacy study)						
Advanced ABA						
Cultural Linguistic Diversity						
General SPED						
Specialization						

Action Steps (if applicable):

Appendix H
Doctoral Student Annual Evaluation

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

Instructions: This form is to be jointly completed by the student and academic advisor or dissertation chair (depending on student status in the program). The evaluation is based upon the expectation for adequate yearly progress while enrolled in the doctoral program. Students are to complete Part I and II, attach a current vita, and then submit the form to the academic chair or dissertation advisor no later than the end of spring semester each year in the program. The academic advisor or dissertation chair is to complete Part III, indicate an overall rating of the student's progress (i.e., *satisfactory*, *marginally satisfactory*, or *unsatisfactory*), then forward the completed form to the ESE Doctoral Coordinator no later than the beginning of the summer semester.

Part I. Student Demographics (to be completed by the student)

Annual evaluation is being completed for the Academic Year:	Current Status in the program. Check applicable stage: <ul style="list-style-type: none"> <input type="radio"/> Completing Coursework. <input type="radio"/> Preparing for candidacy (e.g. comps, prospectus) <input type="radio"/> Advanced to Candidacy, Semester/Year:_____. <input type="radio"/> Dissertation Writing; anticipated completion: Semester/year
Doctoral Student Name:	
Total number of years in Special Education Doctoral program (including current year):	
Date of last committee meeting: <i>(Please note: 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 prior completing this evaluation)</i> Date Internship I completed Semester/year: Date Internship II completed Semester/year: Date comprehensive exams completed (or date scheduled). Semester/year:	Committee/Members Academic Committee Chair: Dissertation Committee Chair: List academic or dissertation committee members:

Dissertation prospectus approved? Yes or no. If yes, Semester/year:	
--	--

Part II: Report of Progress (to be completed by the student) includes a written description of progress in the areas below (as applicable). *Please note: if a section is not applicable, include a narrative justification as to why it is not applicable.*

CITI Training: For first year students, provide CITI training certificate. If completed previously, provide the expiration date.

- A. **Coursework Completion:** Describe progress in completion of coursework in relation to requirements delineated on official program sheet. When completing the Internship courses, refer to the section on Teaching Assistant and describe activities there (students should print out and review unofficial transcripts with advisor prior to writing this section).
Insert information here in no more than two paragraphs.
- B. **Research Engagement:** In APA format, list all the research/scholarship endeavors in which you are currently involved.
Insert information here in no more than two paragraphs.
- C. **Service Engagement:** List service activities and roles on the local, state or national level. Address the type and frequency of service.
Insert information here in no more than two paragraphs.
- D. **Performance as Research Assistant at FAU:** Describe the specific activities conducted when serving as research assistant. What you have learned? What might you improve?
Insert information here in no more than two paragraphs.
- E. **Performance as Teaching Assistant/Instructor at FAU:** Use the TA/SPOT and/or other evaluations to guide development of this section. Attach TA/SPOT evaluations if available. Provide a descriptive self-assessment of your performance as a Teaching Assistant/Instructor.
Insert information here in no more than two paragraphs.
- F. **Dissertation:** Identify current dissertation stage (see Table 1 below delineating dissertation stages). Describe progress made over the previous academic year, including work completed within and across each stage.
Insert information here in no more than two paragraphs.
- G. *Attach current, up-to-date vita*

Part III. Faculty Report of Progress for Doctoral Student (to be completed by the academic advisor or dissertation chair (depending on student status in the program). Advisors, please return completed *Doctoral Student Annual Evaluation* (Parts I, II, and III) to the ESE Doctoral Coordinator no later than the beginning of summer semester of the current academic year.

Doctoral Student:

Academic Year:

Progress: Provide brief comments and indicate if performance is *satisfactory*, *marginally satisfactory*, or *unsatisfactory* in the following areas.

- a. Coursework Completion**
- b. Research Engagement**
- c. Performance as Teaching/Research Assistant**
- d. Dissertation**
- e. Indicate your** overall rating of student progress (i.e. *satisfactory*, *marginally satisfactory*, or *unsatisfactory*) for all areas. In the case of an overall *unsatisfactory* rating, indicate if this student has received this rating for any previous years in this program.

Signature of Academic Advisor/Dissertation Chair

Date

Signature of Student

Date

Appendix I
Guidelines for Developing the Dissertation Prospectus

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

Students in the Special Education 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 J
Dissertation Stages

Dissertation Stage	Explanation
Candidacy	Before a student begins the dissertation process, five conditions must be satisfied: (a) passed comprehensive exams, (b) dissertation chair is identified, (c) prospectus is complete, (d) dissertation committee has been identified, (e) committee has reviewed prospectus and agreed that students should begin developing proposal.
Proposal development	Student is writing a full proposal, defined as drafts of chapters one, two and three of the dissertation. The most essential portions of the proposal are chapters one and three. Students may develop chapters one and three with an outline of chapter two.
Proposal Defense	Students will defend a full proposal. Upon completion of the defense, the student is expected to seek approval from all appropriate IRB committees and upon approval, conduct the study.
IRB process	Students will submit an application to the university IRB. It may also be necessary to seek approval from other IRB committees (e.g., school district) as well.
Conduct study	Students are expected to <i>carry out the study</i> under the supervision of the dissertation chair and the dissertation committee. Progress reports should be shared with the chair and committee members on a frequent basis.
Data analysis	Students are expected to <i>analyze the data</i> under the supervision of the dissertation chair and the dissertation committee. Progress reports should be shared with the chair and committee members on a frequent basis.
Full dissertation development	Students are expected to have an initial draft of the complete dissertation.
Defend dissertation	Students are expected to defend the study in its entirety.