Special Education
Doctoral Program Handbook
2015

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Table of Contents

Section I: Introduction

Section 2: Admissions

Admissions Requirements……6
General Requirements ……6
Program Requirements ……6
International Student Requirements……7
Application Process……7
Admission Review Process……8
Graduate School Review……8
Program Review……8
Notification……8
Registration……9
Fellowships, Assistantships and Awards……9
Graduate Student Life and Resources……9
Off-Campus Housing Services (OCH)……10

Section 3: The Special Education PhD Curriculum

Required Coursework……11
Special Education Coursework……11
Research Methodology and Design Coursework……11
Elective Area Courses……12
Advancement to Candidacy……12
Dissertation Research……12
Key Steps in the Doctoral Program ……13

Section 4: Doctoral Graduate Outcomes Assessments

Annual Reviews: Years 1 and 2 (Early Assessments)……14
Steps in the Annual Review Process……14
Advancement to Candidacy: Comprehensive Portfolio Review: Year 3 (Mid Assessment)……15
Comprehensive Portfolio Review Items……16

Steps for Graduate Student to Compile and Submit Portfolio ……17
Review & Evaluation Process for Comprehensive Portfolio……18
Oral Exam for Comprehensive Review……..19
Annual Review During Dissertation Research (Late Assessment)……20
Post Graduate Assessment……..20

Section 5: The Dissertation Process

Overview……..21
Graduate School Requirements……21
Research Assurances……21
Eligibility……21
Continuous Registration……22
Dissertation Committee……..22
Dissertation Proposal……22
Oral Defense Announcement……..25
Procedures for the Oral Dissertation Examination……25
Filing the Dissertation in Digital Form……27
Application for Graduation……27
Submission of Forms and Deadlines……27
Summary……28
List of Useful Websites……..29

Appendix A: Tables for Students and Advisors to Use

Table 1 Doctoral Course List
Table 2A Doctoral Sequence A
Table 2B Doctoral Sequence B
Table 3 Advising Highlights by Year
Table 4 Annual Review Form
Table 5: Doctoral Graduate Outcomes Assessment
Table 6: Comprehensive Portfolio Review Checklist
Table 7: EDSP Rubric for Proposal (Written and Oral Presentation)
Table 8: EDSP Rubric for Final Defense (Written and Oral Presentation)

Appendix B: Graduate Committee (GC) Forms

GC Form 1: Annual Review Process for Graduate Committee
GF Form 2: Annual Review Form Letter
GF Form 3: Evaluation of Comprehensive Portfolio Review (Written and Oral)
GF Form 4: EDSP DGOA: Assessments and Benchmarks

Section 1: Introduction

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

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

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

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

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

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

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

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

Section 2: Admissions

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

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

Admissions Requirements

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

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

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

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

Program Requirements. The Special Education program requirements include:

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

- Statement of goals including a description of the applicant's academic preparation, intended area of study, *research interests*, and plans for future employment especially for higher education positions. An applicant can request a particular advisor in the goal statement, with the understanding it may not always be possible to assign the advisor requested
- Evidence of writing skills via the statement goals
- A resume or CV
- An interview with a faculty member from the Special Education program; the interview is arranged by the faculty member once the graduate application is complete and forwarded to the Special Education program

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

Application Process

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

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

Briefly, the following steps are required:

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

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

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

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

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

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

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

Admission Review Process

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

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

Notification. The Graduate Studies Office in the College of Education as well as the University of Maryland Graduate School processes the final recommendation. Once the process is complete by both offices, the applicant will receive official notification of a decision from the Graduate School. If admission is recommended, the Graduate School makes an *Offer of Admission*. This letter serves as the student's permit to register and identifies the advisor. It is the student's responsibility to contact the assigned advisor for an initial advising appointment. Faculty information is available at: http://www.education.umd.edu/CHSE/FacStaff/faculty.html

An applicant who is offered admission must accept or decline the offer of admission by the date specified on the admission letter. **To send a letter of admission acceptance,**

email Ms. Carol Scott (cscott18@umd.edu), Coordinator of CHSE Graduate Programs. If a student wishes to defer the date of admission, also contact Ms. Scott.

Registration

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

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

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

Fellowships, Assistantships, and Awards

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

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

Graduate Student Life and Resources

The UM Graduate School has information on Graduate Student Life and Resources. Click on the links below or go http://www.gradschool.umd.edu (Select *Prospective Students* on the pull down menu at the top of page)

Graduate Student Life
- **Graduate Student Life Handbook**

- Campus Maps
- Campus Recreation Center
- Clarice Smith Performing Arts Center
- Graduate Student Government
- Shuttle UM
- Terrapins Athletics

Campus Resources

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

Off-Campus Housing Services (OCH)

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

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

Section 3: The Special Education PhD Curriculum

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

Required Coursework

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

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

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

Credits:

_3_ EDSP 600: Issues and Trends in Educating Individuals with Disabilities (Fall)
_3_ EDSP 675: Legal and Policy Issues for Individuals with Disabilities (Spring)
_3_ EDSP 798X:Seminar in Special Education: College Teaching (Fall)
_3_ EDSP 670: Single Subject Research Designs
_3_ EDSP 872: Theory and Empirical Design in Educational Research (Spring)
_3_ EDSP 888: Research Apprenticeship in Special Education

Research Methodology and Design Coursework: Doctoral candidates will take five courses that are intended to make them familiar with a variety of research methods and design. Note that students must have successfully completed EDMS 645 Quantitative Research Methods I or an equivalent introductory quantitative research methods course. (For a description of this course go to Graduate Catalogue at http://www.gradschool.umd.edu/catalog/)

Credits:

_3_ EDMS 646: Quantitative Research Methods II or Equivalent
_3_ EDMS 651: Applied Multiple Regression Analysis

_3_ Qualitative or Mixed Methods Course (e.g., EDSP 671: Qualitative Methods in Special Education EDCI/EDPS Seminar in Mixed Methods)
_3_ Intermediate Qualitative or Quantities Methods Course (e.g., EDMS 655)

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

_15_ Courses to be determined by doctoral candidate and advisor. See Table 2A, 2B for example elective areas.

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

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

Credits
_3-8_ EDSP 898: Pre-Candidacy Research

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

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

Credits
_12_ EDSP 899: Doctoral Dissertation

Key Steps in the Doctoral Program

_____***Schedule initial meeting with advisor***. Once admitted to the doctoral program, each student is assigned an Advisor. It is the student's responsibility to set up a meeting

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

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

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

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

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

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

Section 4: Doctoral Graduate Outcomes Assessments (DGOA)

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

- **Research and Scholarship**
- **Disciplinary Knowledge**
- **Leadership and Professional Knowledge**

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

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

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

Annual Review – Years 1 and 2 (Early Assessments)

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

Steps in the Annual Review Progress

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

3. Two members of the Graduate Committee review the Annual Review Form (with Tables 1 attached) to determine if the student is making progress to degree (**GC Form 1**)
4. The student and advisor receive a letter by June 1 from the Graduate Committee with the outcome of the review. This can include: *Satisfactory* or *Unsatisfactory with Conditional Provisions*. The Graduate Committee may provide recommendations to students in need of supports and services to make satisfactory progress to the degree or attach provisions that must be met during the following year. The student develops a plan to meet any conditions or provisions during the following year.
5. In the event that a student does not meet the conditional provisions by the next annual review, the Graduate Committee may recommend dismissal from the program to the Graduate School after consulting with the student's Advisor.

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

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

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

Comprehensive Portfolio Review Items

Each doctoral student is expected to include required items (CV and Synthesis Paper) as well as at least two optional items in his or her Comprehensive Portfolio. Optional items are to be representative of research and scholarship, disciplinary knowledge or professional and leadership and professional knowledge. Student completes **Table 7** when submitting these materials to the Graduate Committee.

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

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

2. Evaluation of Scholarship and Mastery of Academic Discipline

Choice of one the following

- o First or co-authored published journal article, or article submitted for publication to a peer-reviewed journal.
  - □ Date Submitted:
  - *Title*:
- o First or co-authored published chapter, or chapter submitted for publication. Chapters should be published in reputable academic publishing houses or university presses.
  - □ Date Submitted
  - *Title:*
- o First or co-authored policy paper or brief published or submitted for publication.
  - □ Date Submitted
  - *Title:*
- o Pilot Study (Description) with Advisor's Sign-off
  - □ Date Submitted
  - *Title:*

3. Evaluation of Professional Practice

Choice of one the following

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

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

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

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

Recommended Steps for Graduate Student to Compile and Submit Portfolio

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

__ Student assembles documents to include in Portfolio electronically

__ Advisor signs off on the Checklist for the Portfolio

__ Student submits Comprehensive Portfolio electronically to the Chair of the Special Education Graduate Committee (Table 8)

Evaluation Process for the Comprehensive Portfolio Review

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

Chair assigns Comprehensive Portfolio to two members of the Graduate Committee

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

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

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

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

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

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

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

6. Has the student prepared a manuscript of publishable quality that follows the guidelines for a specific journal in the field? __yes ___no the requirements for clarity of expression, quality of work and methodology, and originality are at the level of the journal __yes ___no

___ Satisfactory (Student has addressed the criteria satisfactorily, comments provided)

___ Revise and Resubmit (Comments and recommendations) provided

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

Criteria to Evaluate Oral Exam for Comprehensive Review

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

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

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

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

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

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

Annual Reviews during Dissertation Research (Late Assessments)

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

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

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

Post Graduation Assessments

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

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

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

Section 5: The Dissertation Process

Overview

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

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

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

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

Eligibility. Eligibility to defend a dissertation occurs when the student: (a) has been advanced to candidacy at least 6 months, (b) has met all program requirements

for a dissertation examination, (c) is in good standing as a graduate student at the University, (d) is registered for at least one credit of EDSP 899, (e) has a valid Graduate School-approved Dissertation Examining Committee.

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

Dissertation Committee. Each doctoral candidate and his or her advisor will select members for an Examining Committee. Members must be nominated for this committee **six weeks before** the student holds an oral exam for the defense. The University has very specific guidelines for membership on the Dissertation Examining Committee and the student should review this information by clicking on the link above.

Briefly, the Committee must include a minimum of five members of the Graduate Faculty; at least three must be Full Members. The Chair of the Committee will typically be the student's advisor, who will be a Full Member of the Graduate Faculty, or who has been granted an exception to the policy by the Dean of the Graduate School. Each Committee will have appointed to it a representative of the Dean of the Graduate School. The Dean's Representative may be one of the five voting members. Alternatively, the Dean's Representative may not be a voting member of the Committee. If the Dean's Representative is non-voting, the student must have five other voting members. The student, primary advisor and the Dean's Representative will determine whether the Dean's Representative is voting or non-voting.

For the **dissertation proposal committee**: The doctoral candidate and his or her advisor should strive to identify and invite as many of the five dissertation committee members to the proposal meeting. However, EDSP faculty agrees that the dissertation proposal meeting may be held with three members present (one being the candidate's advisor). It is also possible that the proposal committee members could change by the time the oral defense is scheduled.

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

Dissertation Proposal

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

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

(2) A full draft of the first paper (i.e., the research synthesis paper),

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

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

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

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

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

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

Dissertation

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

The introduction presents the overall theme of the dissertation and includes: a) the statement of the problem, (b) a *summary* of the most relevant literature reviewed in the synthesis, (c) a theoretical framework, and (d) an overview of the three papers to be presented in the dissertation.

- **The Synthesis** presents an introduction to the problem addressed in the dissertation, a systematic and critical review of the literature base relevant to the problem, and a discussion including conclusions, limitations, and future directions. This paper may be an expansion of the research completed in EDSP 872 and for the Comprehensive Portfolio Requirements (See **Section 4**).

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

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

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

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

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

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

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

Oral Defense Announcement

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

Procedures for the Oral Dissertation Examination

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

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

All members of the Examining Committee must attend the oral examination unless permission to conduct a remote-participation defense has been obtained by the dissertation chair from the Graduate School **in advance**. The Graduate School, prior to the defense, and in conjunction with the College Graduate Studies Office must approve last minute changes in the constitution of the Committee. The Dissertation Chair must submit in writing any requested substitution to the Associate Dean of the College of Education. The substitution is not official until the Graduate School grants the approval

and the written confirmation are received by the Associate Dean. The oral may not be held until the official written substitution has been made. A defense that is held with one or more substitute members on the committee, but without prior written confirmation from the Graduate School that the substitution(s) have been approved, will be voided and the defense will have to be repeated

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

> **Part 1 - A public presentation by the candidate** on the main aspects of the research reported in the dissertation (typically 15 minutes). This includes a brief summary of the research with an emphasis on the important results and the reasoning that led to the conclusions. During Part 1, questions from the audience to the candidate will be permitted. For questions from persons who are not members of the Dissertation Examining Committee, the Chair of the Dissertation Examining Committee will have discretion to decide whether such questions are germane to the topic of the dissertation and how much time will be allotted for the answers.
>
> **Part 2 - A formal examination of the candidate** by the Dissertation Examination Committee. This part is open only to the Dissertation Examination Committee, other members of the Graduate Faculty, and graduate students from the candidate's graduate program. During Part 2, only members of the Dissertation Examination Committee will be permitted to ask questions

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

- **Accept** the dissertation without any recommended changes and sign the Report of Examining Committee.
- **Accept** the dissertation with recommendations for changes and, except for the chair, sign the Report of the Examining Committee. The chair will check that the changes to the dissertation have been made, and, upon his or her approval, sign the Report of Examining Committee.
- **Recommend revisions** to the dissertation and not sign the Report of Examining Committee until the student has made the changes and submitted the revised dissertation for the Dissertation Examining Committee's approval. The Dissertation Examining Committee members sign the Report of Examining Committee if they approve the revised dissertation.
- **Recommend revisions and convene a second meeting** of the Dissertation Examining Committee to review the dissertation and complete the student's examination.

- **Rule the dissertation unsatisfactory.** In that circumstance, the student fails. Following the examination, the chair, in the presence of the Dean's Representative, must inform the student of the outcome of the examination. The chair and the Dean's Representative both sign a Report of the Examining Committee indicating which of the above alternatives has been adopted. A copy of this statement is to be included in the student's file at the graduate program office, and a copy is given to the student.

Filing the Dissertation in Digital Form

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

Application for Graduation

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

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

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

Submission of Forms and Deadlines.

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

The College of Education, Graduate Studies Office provides documentation to the

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

Summary

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

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

List of Websites

Application Process, http://www.gradschool.umd.edu/welcome/apply_now.html

Before you apply information,
http://www.gradschool.umd.edu/welcome/before_you_apply.html

College of Education, http://www.education.umd.edu/index.html

Commencement Regalia,
http://www.commencement.umd.edu/graduate/graduate_regalia.cfm

Counseling, Higher Education, and Special Education (CHSE)
http://www.education.umd.edu/CHSE/

CHSE Faculty, http://www.education.umd.edu/CHSE/FacStaff/faculty.html

CITI Training – IRB, http://www.umresearch.umd.edu/RCO/IRB/training.html

Determination of In-State Status, http://registrar.umd.edu/resreclass.html, Policy:
http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII270.html

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

Doctoral Experience Survey,
https://login.umd.edu/cas/login?service=https://www.irpa.umd.edu/Survey/PhDGraduate/index.cfm?

Electronic Dissertation,
http://www.gradschool.umd.edu/current_students/electronic_thesis_and_dissertations_at_um.html

Electronic Dissertation Style Guide and Tutorial,
http://www.gradschool.umd.edu/current_students/etd_style_guide.html

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

Graduate Admissions Information for International Students,
http://globalmaryland.umd.edu/offices/international-students-scholar-services/graduate-admissions

Graduate School, http://www.gradschool.umd.edu/

Graduate School Catalog, http://www.gradschool.umd.edu/catalog/

Graduate School Catalog Academic Policies,
http://www.gradschool.umd.edu/catalog/academic_policies.htm

Graduate School Catalog Admissions Policies, http://www.gradschool.umd.edu/catalog/admissions_policies.htm

Graduate School Writing Resources, http://gradschool.umd.edu/Writing_Resources/Introduction.html

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

Graduate Student College of Education Forms, http://www.education.umd.edu/studentinfo/graduate_info/Forms.html

Graduate Student General Forms, http://www.gradschool.umd.edu/current_students/general_forms_for_graduate_students.html

Graduation Overview, http://education.umd.edu/studentinfo/graduate_info/gradstepoverview.html

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

Housing, Long-Term, http://www.southernmanagement.com/graduate-hills-gardens/, and http://www.southernmanagement.com/

Immunization Form, http://www.health.umd.edu/clinicalservices/allergimmuntravel/immunizations

Important Dates for Graduate Students (CoE), http://www.education.umd.edu/studentinfo/graduate_info/importantdates.html

International Student Graduate Information, http://www.education.umd.edu/studentinfo/graduate_info/Admissions.html

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

IRB Forms, http://www.umresearch.umd.edu/RCO/New/IRBForms.html

Leave of Absence Policy, http://www.gradschool.umd.edu/catalog/registration_policies.htm#8

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

Submit GRE test scores, http://www.ets.org/gre

Appendix A: Tables for Students and Advisors to Use

Table 1 Doctoral Course List

Total Credits: All coursework post-masters	60	Date Taken - Grade
EDSP Required Courses	18	
EDSP 600 Issues and Trends in Educating Individuals with Disabilities	(3)	
EDSP 675 Legal and Policy Foundations for Individuals with Disabilities	(3)	
EDSP 798X Seminar in Special Education: College Teaching	(3)	
EDSP 872 Theory and Empirical Design in Educational Research	(3)	
EDSP 888 Research Apprenticeship in Special Education (3 min up to 8 credits)	(3)	
EDSP 670 Single Subject Research Designs	(3)	
Research Methodology & Design Courses	12	
Must have completed **EDMS 645** or equivalent at time of admission	(3)	
EDMS 646 Quantitative Research Methods II	(3)	
EDMS 651 Applied Multiple Regression Analysis	(3)	
Qualitative or Mixed Methods Course Examples include • **EDSP 671** Qualitative Methodologies in Special Education or equivalent • **EDCI/EDPS 788A** Seminar in Mixed Methods: Analysis of Teaching Quality	(3)	
Intermediate Quantitative or Qualitative Methods Course Examples include • **EDMS 655** Introduction to Multilevel Modeling • **EDMS 665** Survey Advanced Data Analysis	**(3)**	

Dissertation Research	15	
EDSP 898 Pre-Candidacy Research (minimum 3) EDSP 899 Doctoral Dissertation Research (12)		
EXAMPLE Elective Areas/Courses Chosen with Advisor	15	
Example Elective Area: A student may choose to take additional research methodology courses in lieu of elective area		
Example Elective Area and Coursework: Literacy/Language Difficulties **EDSP 788X**: *Selected Topics in Special Education*: Empirical Research in Language and Literacy Difficulties (3) **EDCI 788R** Applied Linguistics (3) **EDHD840** Language and Literacy Development (3) **LING646** Cognitive Neuroscience of Language (3) **HESP616** Language Disorders in Children (3) **SLAA610** Research and Theories in Second Language Acquisition (3) **EDSP 888** Apprenticeship in Special Education (1-8)		
Example Elective Area and Coursework: Intensive Interventions for Students with Persistent Academic and Behavior Needs **EDSP 788X** *Selected Topics in Special Education*: Instruction and Interventions for Students with Learning and Behavioral Needs (3) **EDSP 788X** *Selected Topics in Special Education:* Designing intensive interventions for students with severe reading disabilities (3) **EDSP 621** Designing Intensive Interventions for Social and Academic Skill Development for Students with Persistent Needs (3) **EDSP 798XX** *Seminar in Special Education*: Social Communication Strategies for Individuals with Autism Spectrum Disorder (3) **EDSP 888** Apprenticeship in Special Education (1-8)		

Table 2A: EDSP Sample Course Sequence A 60 credits

Year 1 = 18 credits

Fall	**credits**	**Spring**	**credits**
EDSP 600 Issues and Trends in Educating Individuals with Disabilities	**3**	EDSP 798X Seminar in Special Education: College Teaching	**3**
EDMS 646 Quantitative Research Methods II	**3**	**EDSP 670 Single Subject Research Designs**	**3**
Elective Area	**3**	EDMS 651	**3**
	9		9

Year 2 = 21 credits

EDSP 675 Legal and Policy Foundations for Individuals with Disabilities	**3**	**EDSP 872 Theory and Empirical Design in Educational Research**	**3**
Research Course	3	Research Course	3
Elective Area	3	Elective Area	3
	9	**EDSP 888** Research Apprenticeship in Special Education	**3** **12**

Year 3 = 15 credits**

EDSP 898 Pre-Candidacy Research *	3	EDSP 899 Dissertation Research	6
Elective Area	3		
Elective Area	3		
	9		**6**

Year 4 = 12 credits

EDSP 899 Dissertation Research	6	EDSP 899 Dissertation Research	6
	6		6

Notes:

* Students finish their Comprehensive Portfolio for review by the EDSP Graduate Committee. Upon successful completion, students apply to Advance to Candidacy. Others register for additional credits of EDSP 898 until Portfolio is complete and reviewed by Graduate Committee.

**Students could finish in 3 years if they take electives in summer sessions, especially EDSP 888 (1-8 credits) and EDSP 889 (3-8 credits).

Schedule A and B provide us with a way to offer the special education core courses every other year with the exception of EDSP 872. If there are not enough students for this course each spring, we can move to fall year 3 and substitute elective for spring-year 2.

Table 2B: EDSP Sample Course Sequence B 60 credits

Year 1 = 18 credits

Fall	credits	Spring	credits
EDSP 675 Legal and Policy Foundations for Individuals with Disabilities	**3**	EDSP 798X Seminar in Special Education: College Teaching	**3**
EDMS 646 Quantitative Research Methods II	**3**	**EDSP 670 Single Subject Research Designs**	**3**
Elective Area	**3**	EDMS 651	**3**
	9		**9**

Year 2 = 21 credits

EDSP 600 Issues and Trends in Educating Individuals with Disabilities	**3**	**EDSP 872 Theory and Empirical Design in Educational Research**	**3**
Research Course	3	Research Course	3
Elective Area	3	Elective Area	3
		EDSP 888 Research Apprenticeship in Special Education	3
	9		**12**

Year 3 = 15 credits

EDSP 898 Pre-Candidacy Research *	3	EDSP 899 Dissertation Research	6
Elective Area	3		
Elective Area	3		
	9		**6**

Year 4 12 credits

EDSP 899 Dissertation Research	6	EDSP 899 Dissertation Research	6
	6		6

Notes:

* Students finish their Comprehensive Portfolio for review by the EDSP Graduate Committee. Upon successful completion, students apply to Advance to Candidacy. Others register for additional credits of EDSP 898 until Portfolio is complete.

**Students could finish in 3 years if they take electives in summer sessions, especially EDSP 888 (1-8 credits) and EDSP 889 (3-8 credits).

Schedule A and B provide us with a way to offer the special education core courses every other year with the exception of EDSP 872. If there are not enough students for this course each spring, we can move to fall year 3 and substitute elective for spring-year 2.

Table 3 Advising Highlights by Year

Admit	**Student-Advisor Responsibilities** • Review Requirements in the *Special Education Program Doctoral Handbook* • Develop Tentative Schedule of Courses (Table 1) • Develop Tentative List for Annual Review Items (Table 2) • Review College of Education Office of Student Services Website for Required Forms, Dates • *Sign up for CITI Training*: Human Subjects Research Training-IRB ***Clearance to Register**: After advising, student emails Carol Scott cscott18@umd.edu for clearance to register; this is required each semester
Annual Review Year 1	• Student and Advisor Complete *Annual Review Form Table 5* and Submit to Director of EDSP Graduate Committee • Student and Advisor meet to update any changes to Course Schedule, Review comments from Annual Review* • Check Important Dates for Graduate Students, CoE Student Services
Annual Review Year 2	• Student and Advisor Complete *Annual Review Form Table 5* and Submit to Chair of Graduate Committee • Student and Advisor meet to update any changes to Course Schedule, plan for Portfolio Requirements • Check Important Dates for Graduate Students, CoE Student Services
Portfolio Year 3	**Advancement to Candidacy: Comprehensive Portfolio Review** • Student and Advisor Meet to Finalize Requirements for Comprehensive Portfolio (EDSP 889) • Student Receives Advisor approval to forward Portfolio • Graduate Committee Reviews and Evaluates Portfolio • *File Form: Application for* Advancement to Candidacy OR continue to register for EDSP 889 Pre-dissertation Research ***** • Check Important Dates for Graduate Students, CoE Student Services
Dissertation Research Year 4-5	• Student and Advisor Complete *Annual Review Form Table 6* and Submit to Chair of Graduate Committee • Continuous Registration for EDSP 899 Dissertation Research – six credits each semester is required* • Check Important Dates for Graduate Students, CoE Student Services • *File Form:* Nomination of Dissertation Examination Committee • Proposal • Apply for Research Using Human Subjects (IRB) - Must be approved before dissertation research begins • Dissertation Oral Exam • *File Form:* Oral Examination by Dissertation Committee • *Rubric:* EDSP Dissertation Oral Exam • *File Form*: Graduation Audit • *File:* Dissertation Electronic Publication Form; Pro-Quest

Table 4: Annual Review Form for Doctoral Candidate and Advisor

This Form is be completed by doctoral students each spring semester and sent to your advisor by April 30. Advisor will forward the form to Director of EDSP Graduate Committee by May 15.

Section A

Name:

Advisor:

Year Entered the Program:

Annual Review for Year: ____ 1 ____ 2 ___3 ____4____5

If you receive financial support from the program, department, or a grant, please identify and describe responsibilities:

Section B Coursework

- Fill in information on the courses you have taken including the year, grade. Use the **Table 1 Course List.** You can update this attachment with your advisor each year for the annual review and use it as a working document for planning your program.
- If you have an Incomplete (I) in a course, attach the Plan you developed with the instructor to complete the work including the due date

Section C Doctoral Learning Outcomes Assessments (DGOA)

- **Years 1 and 2:** Fill in **chart for Section C** to indicate which of the rubrics you completed successfully in your coursework. Discuss with your advisor which of the items you are working toward (or need to work toward) for the Comprehensive Portfolio Review, which most likely takes place in year 3.
- **Year 3, Advancement to Candidacy**: Comprehensive Portfolio Review, you do not hand in the Annual Review Form this year as you will be submitting the Portfolio.
- **Dissertation Research:** Once you have successfully completed the Comprehensive Portfolio Review and Advanced to Candidacy, the Annual Review Form still needs to be completed but only with the following:
  - *Section A*
  - *Paragraph Summarizing Dissertation Research*: A title, purpose, method, tentative date for completing the Dissertation Proposal and Oral Exam.
  - *Section D*

SECTION C Chart for DGOA

REQUIRED for Years 1 and 2 **with Rubrics Attached**

___**CV**
___Rubric: EDSP 600 Review of Literature

___Rubric: EDSP 687X Teaching Collection

___Rubric: EDSP798X UDL, Technology in Teaching

___Rubric: EDSP 675 Policy Paper or Project

___Rubric: EDSP 670 Single Subject Design Study

___Rubric: EDSP 872 Interpretative Analysis

Required for Advancement to Candidacy see EDSP Doctoral Handbook for details
D*iscuss your ideas about the dissertation process with your advisor every year*

_____**CV**

_____**Synthesis Paper (Title/Idea)**

_____**Optional Item #1 (Title/Idea)**

_____**Optional Item #2 (Title/Idea)**

Required After Advancement to Candidacy

___Rubric: EDSP 899 Proposal Written and Oral

___Rubric: EDSP 899 Final Defense Written and Oral

Required Post Graduation

___Survey EDSP PhD

___Survey UM Doctoral Experience Survey

Section D Self-Evaluation

Fill in the boxes below to provide an assessment of what you believe are your **strengths and needs** related to completing your doctoral program. Any need should have an **action plan**.

For example,

- Need: to improve quality of writing; action plan: attend Graduate School writing seminar (include tentative date, website)
- Need: to present at a conference; action plan – identify specific conference with advisor and submit proposal.

Strengths	Needs	Action Plan for Next Year

Select one of the following options. You can attach a one-page explanation if you check unsatisfactory.

___**Satisfactory:** I believe I have met the expectations for my doctoral program this year.

___**Unsatisfactory:** I do not believe I have not met the expectations for in my doctoral program this year (explanation)

___In the event that the Graduate Committee recommended specific conditions for you to meet during the previous annual review, attach a copy of the conditions along with an written explanation (or plan) of how you met the conditions

Student Signature:

Advisor's Signature:

Date Advisor Forwarded to Director of EDSP Graduate Committee:

Table 5: Doctoral Graduate Outcome Assessments (DGOA)

The DGOA are organized around three categories including:

- Research and Scholarship
- Disciplinary Knowledge
- Leadership and Professional Knowledge

Learning Outcomes, within each category, are assessed using rubrics from courses to demonstrate competence or structured reviews. These include Annual Reviews (Progress to Degree), a Comprehensive Portfolio Review, and rubrics during the dissertation process. The DGOA process provides a way for students to determine the outcomes they need to accomplish in a timely manner each year and for faculty to review benchmarks and to revise program outcomes and assessments for the PhD program based on the collection of data.

Category	**Learning Outcome**	**Class or Experience**	**Stage of Graduate Career and Assessments** (Early, Mid, Late, Post)	**Progress to Degree for Students**
Research and Scholarship	Demonstrate research competence including the ability to: • Formulate a research problem that responds to identified gaps in professional literature • Design and execute – study appropriate to exam the problem • Analyze, interpret data	EDSP 888 Research Apprenticeship or EDSP 898 Pre-dissertation Research	**Mid**: *Comprehensive Portfolio Review* **Year 3**	Satisfactory: Students Advance to Candidacy Revise and Resubmit: One Opportunity within six months
		EDSP 899 Doctoral Dissertation Research	**Late:** Rubric: Dissertation Proposal Exam **Year 4 or 5**	Satisfactory: Students Undertake Dissertation Research

Category	Learning Outcome	Class or Experience for Assessment	Stages of Graduate Career and Assessments Early, Mid, Late, Post	Progress to Degree for Students
Disciplinary Knowledge	Demonstrate an understanding of the history, issues, and policies related to persons with disabilities or at risk for disabilities	EDSP 600 Issues and Trends in Educating Individuals with Disabilities	**Early**: Rubric: Two short Integrative Review Papers **Year 1**	Satisfactory: Student shows promise in terms of writing quality, synthesizing information from research, presenting paper appropriately with technology
		EDSP 675 Legal and Policy Foundations for Individuals with Disabilities	**Early:** Rubric: Policy project/paper **Year 1**	Satisfactory: Student shows promise in terms of understanding and applying policy to programs and services for individuals with disabilities
	Demonstrate understanding of the theoretical and empirical foundations within special education and elective area	EDSP 670 Single Subject Research Designs	**Early:** Rubric: Single Subject Study Paper **Year 2**	Satisfactory: Student conducts literature review, identifies problem, selects design for single subject research, writes up study
		EDSP 872 Theory and Empirical Design in Education	**Early:** Rubric: Interpretative Analysis Paper **Year 2**	Satisfactory: Student shows sustained growth in terms of writing quality, ability to synthesize information, understanding of research methods, and oral presentations which incorporate technology
		EDSP 898 Pre-dissertation Research	**Mid:** Comprehensive Portfolio Review **Year 3**	Satisfactory: Student demonstrates competence in the three categories and corresponding learning outcomes; advances to candidacy
		EDSP 899 Doctoral Dissertation Research	**Late:** Rubric: Dissertation Proposal Exam **Year 4**	Satisfactory: Student undertakes dissertation research which is original and contributes to knowledge of field
		EDSP 899 Doctoral Dissertation Research	**Late:** Rubric: Dissertation Final Exam **Year 4 or 5**	Satisfactory: Student defends dissertation research work orally & written and graphics, tables appropriate

Category	Learning Outcome	Class or Experience for Assessment	Stage of Graduate Career and Assessments Early, Mid, Late, Post	Progress to Degree for Students
Leadership & Professional Knowledge	Translate research to practice and demonstrate use of evidence based practices	EDSP798X Seminar in Special Education: College Teaching	**Early:** *Rubric: Teaching Collection*	Satisfactory: Student demonstrates ability to construct a syllabus for blended learning, incorporate UDL into presentations, determine grading procedures, collect resources for course topics
	Apply principles of UDL for teaching at the college level and/or in professional development activity	EDSP 888(A) or Apprenticeship in Teaching or EDSP 889 Internship in Special Education	**Early:** *Rubric: UDL and technology integration*	Satisfactory: Student teaches course or makes presentation on state or national level, collects evaluation data from audience; demonstrates use of UDL and technology integration along with other optimal presentation techniques
	Demonstrate the ability to provide service to profession	EDSP 898: Pre-Candidacy Research	**Mid:** Comprehensive Portfolio Review **Year 3**	Satisfactory: Student demonstrates competence in the three categories and corresponding learning outcomes; advances to candidacy
	Demonstrate the ability to write effectively regarding leadership, advocacy experiences and/or teaching philosophy	EDSP 898: Pre-Candidacy Research	**Mid:** Comprehensive Portfolio Review **Year 3**	Satisfactory: Student demonstrates competence on the Personal Statement for Leadership and Professional knowledge and other portfolio items related to this category
	Demonstrate the ability to write and communicate the outcomes of research to multiple audiences	EDSP 872 or elective Area courses	**Early:** Comprehensive Portfolio Review **Year 3**	Satisfactory: Student demonstrates competence in the writing a synthesis review
		EDSP 899: Doctoral Dissertation Research	**Late:** Rubric: Dissertation Final Exam **Year 4 or 5**	Satisfactory: Student defends dissertation research work orally & written and graphics, tables appropriate

Table 6: Comprehensive Portfolio Review Checklist

Date Submitted to EDSP Graduate Committee Chair:

Dear EDSP Graduate Committee:

I am submitting my Comprehensive Portfolio with my Advisor Approval. I understand that the EDSP Graduate Committee reviews my Portfolio, which includes my CV and three products/evidence of competence.

_____CV

Evaluation of Scholarship and Mastery of Academic Discipline

_____ 1. Synthesis Paper:

Title

If this is a co-authored published journal article, or article submitted for publication to a peer-reviewed journal.

- □ Date Submitted, Name of Journal

_____2. Choice of one the following

- o First or co-authored published journal article, or article submitted for publication to a peer-reviewed journal.
  - □ Date Submitted:
  - *Title*:
- o First or co-authored published chapter, or chapter submitted for publication. Chapters should be published in reputable academic publishing houses or university presses.
  - □ Date Submitted
  - *Title:*
- o First or co-authored policy paper or brief published or submitted for publication.
  - □ Date Submitted
  - *Title:*
- o Pilot Study (Description) with Advisor's Sign-off
  - □ Date Submitted
  - *Title:*

Evaluation of Professional Practice

_____3. Choice of one the following

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

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

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

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

_____ _____

Student's Signature Advisor's Signature

Table 7 EDSP Rubric for Proposal (Written and Oral Presentation)

Date:

Candidate Name:

Name of the Examining Committee Member:

Criterion	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Problem Definition: Provides a clear rationale for the research; states the problem clearly			
Literature Review: Demonstrates knowledge of literature in the area; provides a critique of that literature; identifies gaps in literature that leads to topic of dissertation			
Methods: Applies appropriate methods to address the problem; describes those methods			
Results: Analyzes and interprets research data effectively			
Broader Impact: Demonstrates awareness of broader implications of the research; discusses results in terms of implications for field, research			
Critical Thinking: Demonstrates capacity for independent research in the area of study; ability to make original contributions to the field			
Quality of Written Communication: Dissertation is professionally written; APA style is followed			

Overall Assessment: Overall performance of the candidate based is on the evidence provided above.

____Passes

____Revise and Resubmit (Comments and Suggestions Attached or in Proposal)

____Does Not Pass

Table 8 EDSP Rubric for Final Defense (Written and Oral Presentation)

Date:

Candidate Name:

Name of the Examining Committee Member:

Criterion	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Problem Definition: Provides a clear rationale for the research; states the problem clearly			
Literature Review: Demonstrates knowledge of literature in the area; provides a critique of that literature; identifies gaps in literature that leads to topic of dissertation			
Methods: Applies appropriate methods to address the problem; describes those methods			
Results: Analyzes and interprets research data effectively			
Broader Impact: Demonstrates awareness of broader implications of the research; discusses results in terms of implications for field, research			
Critical Thinking: Demonstrates capacity for independent research in the area of study; ability to make original contributions to the field			
Quality of Written Communication: Dissertation is professionally written; APA style is followed			

Overall Assessment: Overall performance of the candidate based is on the evidence provided above.

____Pass

____Revise and Resubmit (Comments and Suggestions Attached or in Proposal)

____Does Not Pass

Appendix B: Graduate Committee (GC) Forms

GC Form 1: Annual Review Process for Graduate Committee

Each spring (at least by April 30), the student completes Table 4 Annual Review Form and sends it to his or her Advisor by April 30

- During Years 1 and 2, attach Table 1 to the Annual Review Form along with Section C and Rubrics
- During Year 3, the student completes the Comprehensive Portfolio Review (the Annual Review Form is not needed)
- During Dissertation Research, the Annual Review Form is completed by the student (only Section A, D and description of research)

Two of the three Graduate Committee the completed and evaluate the appropriate materials and make one of the recommendations below.

A letter from the Director of the Graduate Committee is sent to doctoral student and Advisor by June 1 informing him or her of the outcome of annual review.

_____**Satisfactory: The doctoral is student** making progress in his or her program and ready to continue in the next year of the program

_____**Unsatisfactory:** The doctoral student has not completed the requirements of the doctoral given their length of time in the program. The Graduate Committee has made specify recommendations regarding what the student must accomplish during the coming year to remain in the program.

_____**Recommendation to Graduate School that Student be Dismissed from the PhD Program**: The doctoral student has not completed the requirements of the doctoral given their length of time in the program or the recommendations made by the Graduate Committee during the previous year. The EDSP Graduate Committee has discussed this recommendation with the student's Advisor and forwards their recommendation to the UM Graduate School.

GC Form 2: Annual Review Form Letter to Students

Date

Dear

The Annual Review of student progress in the EDSP Ph.D. program is performed during spring semester in the spirit of helping each student reach the program learning outcomes in a timely manner. Aggregated results from these reviews are also helpful to the EDSP faculty in on-going program evaluation and improvement efforts.

The EDSP Graduate Committee reviewed the following documents to determine your progress in the PHD program:

- Your Annual Review Form (Table 4)
- Your unofficial transcript
- Your progress toward learning outcomes demonstrated through completed Rubrics
- Your progress toward competence in the categories of research and scholarship; disciplinary knowledge; and leadership and professional knowledge through the development of the Comprehensive Portfolio checklist
- Your advisor's recommendation regarding your performance

Given your years in the program, we evaluated your progress as:

_____**Satisfactory**: You are making progress in your program and ready to continue in the next year of the program.

_____**Unsatisfactory:** You have not completed the requirements of the doctoral program given your length of time in the program. The Graduate Committee has made specify recommendations regarding what you must accomplish during the coming year to remain in the program. Please provide a written response to each of the conditions identified by the committee along with a plan of action for the coming year and send it to me. Conditions include:

_____**Recommendation for Dismissal from the PhD Program**: You have not completed the requirements of the doctoral program given your length of time in the program or the conditions/recommendations made by the Graduate Committee during the previous year(s). The Graduate Committee has discussed this recommendation with the your Advisor and is forwarding their recommendation to the UM Graduate School.

EDSP Graduate Committee

cc: Advisor

GC Form 3: Evaluation of Comprehensive Portfolio Review

_____Date to Return Written Review of Student's Portfolio to Graduate Committee Chair

Criteria for Synthesis Paper:

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

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

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

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

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

6. Has the student prepared a manuscript of publishable quality that follows the guidelines for a specific journal in the field? __yes ___no the requirements for clarity of expression, quality of work and methodology, and originality are at the level of the journal __yes ___no

___ **Satisfactory (CV, synthesis paper, and optional items are Satisfactory)**

___ **Revise and Resubmit**
Student and Advisor are notified by email by the Chair of Graduate Committee if an item needs revisions along with an explanation of reason and recommendations for resubmitting. Student has ONE opportunity to resubmit item that need revision

If the student is unable to successfully revise an item(s), the committee may recommend dismissal from the graduate program.

_____ Date of Oral Presentation

Criteria for Oral Exam for Comprehensive Review

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

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

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

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

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

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

Criteria for Oral Exam for Comprehensive Review

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

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

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

3. Student demonstrates ability to interact with graduate committee regarding descriptions or reasons of other materials (from list of optional items) submitted for the Comprehensive Review Portfolio. ___yes __no

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

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

GC Form 4: EDSP DGOA: Assessments and Program Benchmarks

Early Stage	Program Benchmarks
Annual Review - Year 1 and Year 2 Student self-evaluates progress for the year by completing form. Student forwards form to advisor to sign off and provide additional comments if necessary. Two members of the EDSP Graduate Committee review the form and determine if the student has *Satisfactory* or *Unsatisfactory Progress.* The student and the advisor receive a letter with the outcome of the review. In the event of unsatisfactory progress, conditions to continue in the program are specified by the Graduate Committee. *Products for Annual Reviews****** • Annual Review Form for Student and Advisor • Review Form Graduate Committee • Completed Rubric from EDSP 600 Review of Literature • Completed Rubric from EDSP 687X Teaching Collection • Completed Rubric from EDSP798X UDL and Technology in Teaching and Presenting • Completed Rubric from EDSP 675 Policy Paper or Project • Completed Rubric from EDSP 670 Single Subject Design Study (Paper) • Completed Rubric from EDSP 872 Interpretative Analysis (Synthesis Paper) ***** Completed Rubrics during the first two years will vary depending on the course schedule.	What % of students receives a Satisfactory Progress on Annual Review in Year 1? What % of students receives a Unsatisfactory Progress with conditions specified for continuing in the program on Annual Review in Year 1? In what categories and learning outcomes are there difficulties? What % of students receives *Satisfactory Progress* on Annual Review in Year 2? What % of students receives *Unsatisfactory Progress* on Annual Review in Year 2? In what categories and learning outcomes are there difficulties? What % of students does not continue in program and for what reasons?
Mid Stage	
Comprehensive Portfolio Review Student submits Comprehensive Portfolio with Advisor Approval EDSP Graduate Committee reviews the Portfolio for products and evidence of competence in the three categories of learning outcomes. Products include: • Synthesis Paper • CV • Choice Item #1	What % of students receives a Satisfactory on the Comprehensive Portfolio on first attempt? What % of students receives a revise on Comprehensive Portfolio on first attempt? In what categories and learning outcomes are there difficulties? What % of students revises and resubmits Comprehensive Portfolio within six months of first attempt and Satisfactory?

• Choice Item #2	What % of students does not continue in program and for what reasons? What % of students published a paper(s)? What % of students participated in state or national presentations? What % of students participated in leadership activities or internships? What % of students taught or co-taught a course?
Late Stage	
Dissertation Research Student complete all forms required by the Graduate School related to dissertation process Dissertation committee completes the following: • **Rubric: Dissertation Proposal Examination** • **Rubric: Dissertation Oral Examination**	What % of students receives a Satisfactory on the proposal exam on the first attempt? What % of students must revise and resubmit proposal? For what reasons? What % of students receives a Satisfactory on the dissertation final exam on the first attempt? What % of students must revise and resubmit dissertation? For what reasons?
Post-Graduation Stage	
EDSP PhD Exit Survey Survey sent to graduates and to candidates who did not finish degree by Graduate Committee	What % of graduates is employed in IHE? What other type of other employment positions do graduates obtain? What strengths do graduates identify for the program? What needs do graduates identify for program improvement?