UNIVERSITY OF MARYLAND

Special Education Doctoral Program Handbook

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Special Education Program

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Section 1: Introduction

The Special Education (EDSP) doctoral program resides in the Department of Counseling, Higher Education, and Special Education, one of three departments within the College of Education (COE) at the University of Maryland (UMD). Doctoral studies in the Special Education program emphasize research and scholarship, leadership and professional development, and disciplinary knowledge. The EDSP doctoral program is 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), and the American Institutes for Research, among others, provides opportunities for summer internships and other professional and research experiences for graduate students who seek such opportunities as part of their programs. 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 Graduate School website for more detailed information and important forms and policies on graduate studies at UMD.

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 Grad School's policies supersede this handbook.

Section 2: EDSP Faculty and Research Interests

Jennfer Amilivia	https://education.umd.edu/directory/jennifer-amilivia
Katryna Andrusik	https://education.umd.edu/directory/dr-katryna-natalya-andrusik
Philip Burke	https://education.umd.edu/directory/philip-burke
Kelli Cummings	https://education.umd.edu/directory/kelli-cummings
Agnesanne Danehey	https://education.umd.edu/directory/agnesanne-danehey
Susan De La Paz	https://education.umd.edu/directory/susan-de-la-paz
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Tori Page Voth	https://education.umd.edu/directory/tori-page-voth
Sehrish Shikarpurya	https://education.umd.edu/directory/sehrish-shikarpurya
Ana Taboada Barber	https://education.umd.edu/directory/ana-taboada-barber
Jade Wexler	https://education.umd.edu/directory/jade-wexler
Gulnoza Yakubova	https://education.umd.edu/directory/gulnoza-yakubova

Bolded = Accepting new doctoral students

Administrative Support Personnel

Note: *Our administrative support personnel serve the entire CHSE department and are often inundated with requests from faculty and administrators. Please email or visit them in person when possible before calling. Include your student ID number in all email correspondence.*

Name	Title	Email	Phone	Location	Responsibilities
Ms. Denisse Garcia	Administrative Assistant II, CHSE	dgarcia7@umd.edu	301-405-2858	3115 Benjamin Building	Course scheduling, ordering instructor copies of textbooks
Ms. Stefanie James	Coordinator, CHSE	yjames@umd.edu	301-405-6515	3115 Benjamin Building	GA, TA, or RA appointments and payroll
Ms. Blesilda Lim	Director of finance and administration	blim@umd.edu	301-405-6507	3115 Benjamin Building	Budgeting for the department, including student fellowships
Ms. Caroline Scott	Graduate Coordinator, CHSE	cscott18@umd.edu	301-405-8384	3115 Benjamin Building	Academic planning (course registration) and fellowships
Ms. Amleset Teklegiorgis	Coordinator, CHSE	teklegia@umd.edu	301-405-2879	3115 Benjamin Building	General ordering for the department

Fellowships, Assistantships, and Awards

The Special Education program may offer 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 UMD Graduate School posts information about campus wide fellowships, assistantships, and awards.

For additional funding opportunities:

- Visit the **College of Education Scholarship opportunities** webpage.
- Visit the **Graduate School Fellowship and Graduate Assistantship** for additional funding opportunities.
- Visit **Policies regarding Graduate Assistantships**.
- For information about other student financial aid, review the **Office of the Student Financial Aid**.

Graduate Student Life and Resources

The UM Graduate School has information on Graduate Student Life and Resources. Click on the links below or go to the Graduate School website (Select *Prospective Students* on the pull-down menu at the top of page)

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

Additional 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
- Writing Center, https://gradschool.umd.edu/graduate-school-writing-center

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 (Ph.D.) degree in 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**. All required doctoral coursework and credits and advancement to candidacy must be completed **within 5 years after acceptance** into the doctoral program.

Required Coursework

Special Education Coursework:

Four courses are required in special education content that address issues and trends, policies, current research and practice, theory and technological advancements associated with the education of individual disabilities. Doctoral candidates start building 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).
Take 4 Core EDSP courses:

EDSP850   Intervention Research in Special Education
EDSP860   Apprenticeship in Special Education: Doctoral Research Seminar
EDSP872   Theory and Empirical Design in Educational Research
EDSP875   Legal and Policy Foundations for Individuals with Disabilities

Research Methodology and Design Coursework:

Doctoral candidates take a minimum of 5 courses to become familiar with a variety of research methods and designs.

EDMS645   Quantitative Research Methods I *(only required for those students who did not complete an intro statistics course prior to enrolling in the doctoral program)*
EDMS646   General Linear Models
EDSP870   Single Case Research Designs in Education
EDSP 871   Qualitative Methods in Special Education

Choose 1-2: Intermediate Qualitative or Quantitative Methods Course(s):
- EDMS 610 Classroom Assessment and Evaluation
- EDMS 622 Theory and Practice of Standardized Testing
- EDMS 623 Applied Measurement: Issues and Practices
- EDMS 626 Instrumentation

- EDMS 647 Causal Inference and Evaluation Methods

- EDMS 655 Introduction to Multilevel Modeling
- EDMS 657 Exploratory Latent and Composite Variable Methods
- EDMS 722 Structural Modeling
- EDMS 724 Modern Measurement Theory
- TLPL 790 Mixed Methods Research in Education
- TLPL 792 Qualitative Research II: Analysis and Interpretation of Data
- Other [Determine with Advisor]

Pre-Candidacy Research:

EDSP898   Pre-Candidacy Research. Students will enroll in a minimum of 3 credit hours of EDSP 898 with their advisor when working on research projects or activities specifically relating to the comprehensive portfolio (e.g., research papers, the synthesis paper).

Electives:

Select a minimum of three additional courses approved by your advisor. Doctoral students will identify a sequence of courses and experiences to advance their knowledge and experience in an area of specialization. This may include additional supervised teaching experience (EDSP 888 credits), additional research (EDSP 898 credits) or other courses (to be determined with your advisor).
Supervised College Teaching: Doctoral candidates take courses to become familiar with college teaching.

TLTC 798   University Teaching & Learning (1 credit) *
EDSP888A   Apprenticeship in Special Education (1 credit) Register for 888A credits when completing supervised college teaching.

Doctoral candidates have the option to engage in a variety of individualized experiences to further their ability to teach at the college level. In collaboration with the students' advisor, students will earn the required two credits towards college teaching. Students should engage in a supervised, two-part college-teaching experience, each worth one credit. Depending on the student's program of study, the student should consult with the advisor to decide on when to complete part 1 and part 2 of the college teaching. These two parts can be taken in an order deemed appropriate based on each student's individual program of study.

Part 1: TLTC 798 University Teaching and Learning. (1 credit): Students will take this course offered by the Teaching and Learning Transformation Center, that will introduce students to core theoretical frameworks of learning and the scientific evidence that can inform students' scholarly teaching. Recommended for any student who has no prior college level teaching experience. Note: If taking this course, it is ideal to take prior to engaging in one of the other options, but it can be taken at another time and is often dependent on when TLTC offers the course.

Part 2 (1 credit of 888A): Serve as a Graduate teaching assistant with scaffolded support from the advisor or a member of the EDSP graduate faculty. While experiences will vary depending

on the course, typical responsibilities include weekly meetings with the instructor of record, preparing course materials, holding office hours, teaching 2-3 full sessions with opportunities for formative feedback, and grading assignments.

Supervised Research or Policy Internship:

Required experiential learning component for all full-time students, optional for part-time students. Ideally, students will complete an internship during the summer after their first or second year. Internships are available with federal and local research organizations, policy organizations, and national technical assistance centers. For example, internships can be completed in a variety of organizations (e.g., OSEP, AIR, Division of Early Childhood Education of CEC, National Technical Assistance Centers).
Internships should ideally be in an organization to gain work or research skills or gain exposure to an alternate career path. Research projects with an individual faculty member do not constitute an internship. Students should work with their advisors and the Graduate Committee to identify internship positions early in spring semester for summer positions.
See Table 10 for detailed internship guidelines.

Requirements:
- Internships are required for all full-time students, and we expect everyone to make their best attempt to complete this step in the program. Funding is available to support this effort.
- Internships are not required for part-time students, but we encourage it, and funding is also available to them (see below for details)
- Prior to the internship, the intern and their supervisor will complete a statement of duties for the internship experience that is reviewed and signed by the intern and their supervisor. This document will be shared with all parties, including the advisor.
- **If a student feels there is a legitimate need to waive this requirement**, the student will need to write a letter of appeal, have it signed by their advisor, and voted on by the graduate committee. This, when possible, should happen before the student expects to have their portfolio review exam.

Remaining Coursework: Dissertation Research Requirements

Advancement to Candidacy:
After (or when nearing completion) all coursework, the doctoral candidate begins to prepare 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 completed in lieu of comprehensive exams and requires review by the EDSP Graduate Committee. After this milestone, the student advances to candidacy to work on a dissertation proposal.

EDSP899: Dissertation Research
Following a successful defense of the Portfolio, students will enroll in a minimum of 12 credits to represent the work on their dissertation research. Once a student is advanced to candidacy by the Graduate School, they are automatically registered each fall and

spring for 6-credits of EDSP 899 (**Post-Candidacy or Continuous Registration**). For instance, if a student passed the portfolio review during the semester and the Graduate School advanced the student to candidacy, the student will be registered automatically for six credits of dissertation research starting the following semester.

Benchmarks: Completion of the dissertation must occur within **4 years after advancing to candidacy**.

Key Steps in the Doctoral Program [for program planning]

_____**Schedule an initial meeting with your 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 their 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 of 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:

_____**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. CITI Training is required for all researchers as a condition of IRB approval and should be completed as early as possible.

_____**Complete Internship.** Identify early what organization you are interested in working with to allow time to apply. In the past, students have interned with the Office of Special Education Programs (OSEP) and American Institutes for Research (AIR).

_____**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.**

_____**Establish a portfolio review committee** in discussion with your advisor.

_____**Develop and Submit Comprehensive Portfolio:** It is important to identify, develop and finalize the items that are part of the Comprehensive Portfolio Review (see **Table 6**). A positive evaluation of the Comprehensive Portfolio allows the student to

Advance to Candidacy. The portfolio and review process are described in the next section, **Section 4**.

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 is organized around three categories of outcomes that guide the preparation of doctoral students. These categories are depicted in more detail in **Table 5: Doctoral Graduate Outcomes Assessment:**

- **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: Doctoral Graduate Outcome Assessment (DGOA):**

- Annual Review – Year 2 until Advancement to Candidacy (Early Assessment)

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

- Dissertation Research (Late Assessment)

- Post-Graduation Follow-up (Late Assessment)

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**.**

Annual Review – Year 2 until advancement to candidacy (Early Assessment)

The Special Education Graduate Committee is responsible for reviewing and evaluating student progress on an annual basis. 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 his or her advisor to plan early for coursework and evaluate progress in a timely manner.

Steps in the Annual Review Progress

1. Starting Year 2 of the doctoral programs and until the student advances to candidacy, the student will complete (or update) **Table 4**: **Annual Review Form for Doctoral Candidate and Advisor** and return it electronically to their Advisor by October 31.

- o If a student is scheduled/planning to have a comprehensive portfolio review exam during a particular Fall semester, then a student is exempt from the annual review. Rather, a comprehensive portfolio review will replace the annual review. Similarly, if a student is scheduled/planning to have an oral defense of the dissertation during a particular Fall semester, a student is exempt from the annual review.

2. The Advisor will review the form and provide additional comments for the Graduate Committee when needed. The Advisor emails the document with his or her assessment of the student's progress to the Director of Graduate Studies in Special Education by **November 15**.
3. Two members of the Graduate Committee review the Annual Review Form (with Table 1 attached) to determine if the student is making progress to degree.
4. The student and advisor receive a letter by **December 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 support 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 (Mid Assessment)

All doctoral students must complete a comprehensive portfolio as part of the requirements to Advance to Candidacy. The portfolio review committee must consist of three EDSP graduate faculty members. This review serves as the mid assessment stage of the 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 comprehensive exams.

At (or nearing) completion of all required core, methodology and elective coursework, the student should have many of the required items needed for the Portfolio (see **Table 6**). The portfolio represents a compilation of various products and experiences that a student has amassed that relate to specific doctoral outcomes. The 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 four required items, two that are required for everyone (CV and Synthesis Paper) and two that can vary based on individual experiences. Variable items are to be representative of research and scholarship, disciplinary knowledge or professional and leadership and professional knowledge.

Items are not to be used for more than one category. In addition to the electronic copy of the portfolio, an oral defense is required. Students should complete **Table 7: EDSP Rubric for Portfolio Review** when submitting these materials to the Graduate Committee.

1. Curriculum Vita (CV). The student should update their CV with publications, presentations and relevant experiences.

2. Synthesis Paper. The synthesis is a formal review of the literature and compilation of its evidence on a particular topic. Unlike a literature review, the synthesis presents a detailed methodology for the review of empirical evidence and results in new information, specifically better understanding of a current practice, a historical analysis, or a meta-analysis of the effects of an intervention or practice. The synthesis paper is expected to be of publishable quality and prepared to meet the guidelines of a specific journal (e.g., *Exceptional Children*), but publication is not a program requirement. The student will submit the specific guidelines for the journal they intend to submit to, along with the synthesis paper as the first item in their portfolio. The student should be the first or sole author. An oral presentation of the complete synthesis is required for the Portfolio Review. *Note: a summary of the same synthesis (although perhaps with revisions, after the portfolio review) is presented to the dissertation committee as part of the dissertation proposal meeting, as the synthesis serves as the first paper of the dissertation.*

3. **Evaluation of Research and Scholarship**

Choice of one or more from the following (only one is required)

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

4. **Evaluation of Leadership and Professional Knowledge**

Choice of one or more from the following (only one is required)

- o Research Internship: Description of agency, grant, or study, the student's responsibilities, products if applicable, and evaluation of the student's participation.
  - ▪ □ Date
  - ▪ *Title:*
  - ▪ *Description:*

    Note: *Internship is not a requirement for passing the portfolio review, but it is a requirement of the program as a full-time student.*
- o First or co-authored conference presentation or poster presentation. For poster or oral presentations, a copy of the accepted/submitted proposal should be provided.
  - ▪ □ Date Submitted and Presented
  - ▪ *Title:*
  - ▪ *Conference name:*

- o 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.
  - ▪ □ Status (e.g., In preparation; submitted; funded; include due date for proposal)
  - ▪ □ Date Submitted
  - ▪ *Title:*
- o 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

Students meet with their advisor to finalize optional items to include in the Comprehensive Portfolio. Student and advisor also determine timelines for finalizing required items (**Table 6**)

Once all of the materials for the portfolio are finalized, the student and advisor will discuss the members of the portfolio committee. The committee is composed of the advisor and two other faculty members whose research interests align with the student's. In general, committee members should be faculty from the EDSP program or a program within UMD. Occasionally, a student may be working with a researcher from outside the university. In cases such as these the student must notify their advisor and alert the DGS two months prior to the exam date so that the external member can be nominated and approved to sit on the committee.

__ Students assemble documents to include in the Portfolio electronically and share them with committee members at least two business weeks prior to the defense.

__ Student schedules Oral Exam for Comprehensive Portfolio Review

__ Advisor signs off on the Checklist for the Portfolio Items and submits rubrics from each faculty member. (see **Table 7** for evaluation criteria)

___ Student makes (and Advisor oversees) changes to portfolio items, as needed, after the Oral Exam

__ Student submits Comprehensive Portfolio electronically to the Portfolio Review Committee

__Upon the successful portfolio review oral exam, faculty advisors submit the student's comprehensive portfolio review to the Graduate Committee shared cloud workspace

Review and Evaluation Process for the Comprehensive Portfolio Review

Committee members have two working weeks to complete a review of written materials including: the student's CV, synthesis papers, and variable 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). The student and advisor are notified 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. Upon satisfactory completion of the portfolio review, the portfolio review committee recommends to Graduate School that the student advances to candidacy. The student should work with the advisor to complete the necessary forms to advance to candidacy.

Late Assessment (Dissertation phase): *The student will be assessed annually by the Graduate Committee until after they pass the dissertation proposal exam.* Afterwards, the student's evaluation will be at the hands of the student's dissertation committee.

Note: If students have not defended their dissertation for more than a year after they passed the dissertation proposal exam, then students need to have an annual review (discuss with your advisor).

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.

Special Education Program Dissertation Requirements:

The Special Education program has adopted a three-paper model for the dissertation. One paper should be focused on a synthesis of the literature, with two additional papers that both derive from empirical research or include one policy paper or practitioner paper that connects in some way to the empirical paper. The three

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 or related fields.

More information on the format of the dissertation is provided later in this handbook. Students should begin considering their dissertation as soon as they begin their doctoral studies in close consultation with their advisor. As per UMD graduate school regulations, a 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 Committee to determine appropriate content, methods, and writing quality. The student should plan to utilize the UMD Graduate School Center for Writing and Oral Communication to support their work.

Research Assurances.

Doctoral Students must obtain several levels of approval before conducting their research. First, approval to conduct their research must be granted by both the dissertation committee and advisor. After that, the UMD Institutional Review Board (IRB) must approve the use of any human subjects or their data in the project. Third, if the student is planning to work in schools or other organizations, approval letters or documentation from the school or districts' own IRB must be obtained. For additional guidance and tutorials, see the UMD IRB webpage.

Dissertation Proposal.

The doctoral candidates must defend their proposed dissertation research plans. See the evaluation criteria for the proposal in **Table 8: EDSP Rubric for Dissertation Proposal**

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 with the Graduate School that the dissertation *proposal* meeting may be held with three members present (as long as one is the candidate's advisor). It is also possible that the proposal committee members could change by the time the oral defense is scheduled.

Once the Examining Committee approves the proposal, the student must apply and receive approval by the IRB prior to the initiation of the research. The application can be found online via UMD IRB website. 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 four weeks to secure approval from the IRB Office.

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 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 invited to this committee at least **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.

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. See the graduate school guidelines on who is eligible to serve as the Dean's Representative. 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.

Eligibility. Eligibility to defend a dissertation occurs when the student, (a) has been advanced to candidacy for 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) has registered for at least 12 credits of EDSP 899, (e) has a valid Graduate School-approved Dissertation Examining Committee.

Format. The Graduate School's requirements for Dissertations are outlined in the **Electronic Thesis and Dissertation Style Guide** available via **UMD Graduate School webpage.** 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

The dissertation will consist of five chapters: (1) an introduction, (2) a full research synthesis paper conducted as part of the comprehensive portfolio exam, (3) a full paper on the first empirical study, (4) a full paper on the second empirical study OR a policy or practitioner paper, 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**). Submission to a journal is expected; acceptance of the article is not required.

- **Two Empirical Studies (or one empirical study and one practitioner/policy paper)** 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 Manuscripts** 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.

OR

- One Empirical Study and one Policy or Practice paper. Students may substitute a non-empirical manuscript in lieu of a second empirical study. This paper should focus on policy implications of the main empirical work under review or be a paper that disseminates the empirical findings for a practitioner audience. Submission to a journal is expected; acceptance of the article is not required.
- **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** must appear at the end of the entire dissertation for the Graduate School. It is recommended that the student provide references at the end of each chapter if the chapters represent manuscripts for submission to journals (or published papers) to aid in reading each, due to the "stand alone" nature of each part of the overall project.

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

Example 1:
   A student conducts a research synthesis on vocabulary intervention for children with disabilities. They then conduct an intervention study comparing two methods of intervention (between subjects) and two text types (within subjects).
   The student's dissertation consists of:
   1. 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 (chapter 1)
   2. A research synthesis on previous vocabulary interventions implemented with children with disabilities (chapter 2)

3. An empirical paper about the effects of two different methods of intervention on the vocabulary learning of students with disabilities (chapter 3)
4. An empirical paper about the effects of text type on students' vocabulary learning (chapter 4)
5. A conclusion tying the papers together and summing up the contribution of the dissertation to the research base (chapter 5).

Example 2:

The student writes a research paper based on intervention research and a practitioner paper. The student's dissertation consists of:

1. An introduction chapter
2. A research synthesis
3. Empirical research (could be qualitative, quantitative (intervention or non-intervention), or mixed-methods study)
4. Practitioner paper
5. Conclusion

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 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 during or shortly after graduation is an expectation.

Students must be the first author on all papers resulting from the dissertation. 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.

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 will schedule a two-hour time block for the oral examination and reserve a room with staff in the CHSE 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 9: EDSP Rubric for Final Defense (Written and Oral Presentation).** It is the Advisor's responsibility to make sure committee members complete all forms and send them to the Director and Coordinator of Graduate Studies in Special Education.

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 is received by the Associate Dean. The oral defense 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 of approval of the substitution from the Graduate School, 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 -20 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 the 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*. Note that there is a fee associated with this submission. See the Graduate School webpage for more information on procedures and guidelines.

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 UMD Graduate School.

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 provides a step-by- step graduation toward requirements guide.

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, they must apply for the diploma again when they are 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 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.

Post-Graduation Assessments

Once a student has submitted the dissertation electronically, the UM Graduate School requires them to 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 UMD. 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.

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

Basic Needs Security
Campus General Needs Assistance
College of Education
Commencement Regalia
Counseling, Higher Education, and Special Education (CHSE)
CHSE Faculty
CITI Training – IRB
Determination of In-State Status
Division of Information Technology
Doctoral Experience Survey
Electronic Dissertation

Electronic Dissertation Style Guide
Graduate School
Graduate School Catalog
Graduate School Catalog Academic Policies for Graduate
Students
Graduate School Catalog Admissions Policies
Graduate School Writing Resources
Graduate School Student Services
Graduate Student College of Education Forms
Graduate Student General Forms
Graduation Overview
Housing, Long-Term
Immunization Form
Important Dates for Graduate Students (CoE)
International Student Graduate Policy
Leave of Absence Policy
Residency Classification
UMD Counseling Center
If you feel you are encountering problems that hamper your academic performance or life on campus, contact the Counseling Center 301-314-7651 or Mental Health Services 301-314-HELP for resources or referrals or visit their website.

APPENDIX A: TABLES FOR STUDENTS AND ADVISORS
Table 1: Doctoral Course List

Total Credits: All coursework post Masters	**60**	Date Taken – Grade
EDSP Required Courses:	**12**	
EDSP 860 Doctoral Research Seminar	(3)	
EDSP 875 Policy Issues Affecting Individuals with Disabilities	(3)	
EDSP 850 Intervention Research in Special Education	(3)	
EDSP 872 Theory and Empirical Design in Educational Research	(3)	
Research Methodology & Design Courses	**15**	
EDMS 645 Quantitative Research Methods I	(3)	
EDMS 646 General Linear Models I **EDSP 870** Single Case Research Designs in Education	(3)	
Qualitative or mixed-methods course (choose one:) ● **EDSP 871** Qualitative Methodologies in Special Education or equivalent	(3)	
● **TLPL 790** Seminar in Mixed Methods Research in Education ● **TLPL 791** Qualitative Research I	(3)	

Intermediate Quantitative or Qualitative Methods Course (choose one): ● **EDMS 655** Introduction to Multilevel Modeling ● **EDMS 657** Exploratory Latent and Composite Variable Methods ● **EDMS 722** Structural Modeling ● **EDMS 724** Modern Measurement Theory ● **TLPL 790** Mixed Methods ● **TLPL 792** Qualitative Research II: Analysis and Interpretation of Data ● **Other** [Determine with Advisor]	(3)	
Teaching Apprenticeship. [Determine with Advisor] Students apprentice in college teaching in a variety of ways, through Graduate Assistantships, and working with advisors or other faculty. Coursework up to 3 credits.		
TLTC 798 University Teaching and Learning	(1)	
EDSP 888A Supervised College Teaching in Special Education (variable hours, may be repeated)	(1)	
Dissertation Research	**15**	
EDSP 898 Pre-Candidacy Research (minimum 3)	(3)	
EDSP 899 Doctoral Dissertation Research (minimum 12)	12	
EXAMPLE Elective Areas/Courses Chosen with Advisor	**15**	

Example Elective Area: A student may choose to take additional research methodology courses as electives (variable courses and credits) or other courses based on their content or research interest from within or outside the department and across other Colleges. Students should discuss these courses with their advisor. Additional electives may be taken after the student advances to candidacy, if desired and the student's funding allows. Additionally, the following EDSP courses can be taken as electives: **EDSP 798** Independent Study **EDSP 898** Pre-dissertation research		

Table 2A: EDSP Sample Course Sequence A 60 Credits

Year 1 = 18 credits

Fall	Credits	Spring	Credits
EDSP 875 Legal and Policy Foundations for Individuals with Disabilities	3	**EDSP 850** Intervention Research in Special Education	3
EDMS 645 Quantitative Research Methods I	3	**EDSP 870** Single Case Research Designs in Education	3
EDSP 860 Apprenticeship in Special Education: Doctoral Research Seminar	3	**EDMS 646** Quantitative Research Methods II	3
	9		9

Year 2 = 19 credits

	Credits		Credits
Elective	3	**EDSP 872** Theory and Empirical Design in Educational Research	3
EDSP 871 Qualitative Methodology	3	**EDSP 898** Pre-dissertation credits	2
TLTC 798 Universal Teaching and Learning	1	**EDSP 888A** Research Apprenticeship in Special Education teaching with advisor	1
Elective	3	Intermediate Methods Course	3
	10		**9**

Year 3 = 11 credits

	Credits		Credits
EDSP 898 Pre-Candidacy Research	2	**EDSP 899** Dissertation Research	6
Elective	3		
	5		**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 the Portfolio is complete and reviewed by the Graduate Committee.

Table 2B: EDSP Sample Course Sequence B 60 Credits

Year 1 = 19 credits

Fall	Credits	Spring	Credits
EDSP 875 Legal and Policy Foundations for Individuals with Disabilities	**3**	**EDSP 872** Theory and Empirical Designs in Education Research	**3**
EDMS 645 Quantitative Research Methods I	**3**	**EDSP 870** Single Case Research Designs in Education	**3**
EDSP 860 Apprenticeship in Special Education: Doctoral Research Seminar	**3**	**EDMS 646** Quantitative Research Methods II	**3**
		TLTC 798 University Teaching and Learning	**1**
	9		**10**

Year 2 = 18 credits

Intermediate Methods Course	**3**	**EDSP 898** Pre-Dissertation credits	**2**
EDSP 871 Qualitative Methodology	3	Elective Area	3
Elective Area	3	**EDSP 850** Intervention Research	3
EDSP 888A Research Apprenticeship in Special Education teaching	1		
	10		**9**

Year 3 = 11 credits

EDSP 898 Pre-Dissertation Research *	2	**EDSP 899** Dissertation Research	6
Elective Area	3		

	5		6

Year 4 12 credits

EDSP 899 Dissertation Research	6	**EDSP 899** Dissertation Research	6
	6		S

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 the Portfolio is complete and reviewed by the Graduate Committee.

Table 3: Advising Highlights by Year

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

Table 4: Annual Review for Doctoral Candidate and Advisor

Annual Review- Year 2 (Early Assessment)

Research and Scholarship:

Please list and briefly describe the research and scholarship activities in which you have participated during the past year. Also, please attach your CV highlighting the publications, presentations, and workshops that you have completed or have had in progress during the past year.

Disciplinary Knowledge

Coursework. Please complete the table below with information about which required classes you took and what grades you received in those classes.

Course	Semester	Grade
EDSP 875 Policy Issues Affecting Individuals with Disabilities		
EDSP 860 Apprenticeship in Special Education: Doctoral Research Seminar		
EDSP 850 Intervention Research in Special Education		
EDSP 870 Single Case Research Designs in Education		
EDSP 872 Theory and Empirical Design in Educational Research		
EDSP 888A Supervised College Teaching		
EDSP 898 Pre-dissertation credits		
EDSP 899 Dissertation credits		
TLTC 798 University Teaching and learning		
EDMS 645		
EDMS 646		
Qualitative or Mixed Methods Class (e.g., EDSP 871, TLPL 791):		
Intermediate Methods Class:		
Elective 1:		
Elective 2:		
Elective 3:		

*Attach completed rubric for the graduate outcomes assessment.

Synthesis Paper: Please describe your progress on your research synthesis. Have you chosen a topic? Have you begun your literature search? Have you begun critiquing studies?

Leadership and Professional Knowledge
Please list and describe leadership or professional activities in which you participated during the past year. These might include teaching or internship experiences or service opportunities (e.g., conducting professional development at a school, leadership position in a campus student organization).

Self-Assessment
Please indicate whether you think you have made satisfactory or unsatisfactory progress in each of the three areas above. For areas that you note as unsatisfactory, please develop an action plan for how you will develop in that area over the next year.

Annual Review - Years 3 And 4 (Later Assessments)

Research and Scholarship:
Please list and briefly describe the research and scholarship activities in which you have participated during the past year. Also, please attach your CV highlighting the publications, presentations, and workshops that you have completed or have had in progress during the past year.

Please describe your progress on the empirical studies in your dissertation. Have you completed your proposal? Have you begun collecting data? Have you begun analyzing data? Have you begun writing your first empirical? Have you begun writing your second empirical paper?

Disciplinary Knowledge
Please describe your progress on the synthesis in your dissertation. Have you updated your synthesis since you advanced to candidacy? Have you responded to faculty feedback from your comprehensive portfolio review committee?

Leadership and Professional Knowledge
Please list and describe leadership or professional activities in which you participated during the past year. These might include teaching or internship experiences or service opportunities (e.g., conducting professional development at a school, leadership position in a campus student organization).

Self-Assessment
Please indicate whether you think you have made satisfactory or unsatisfactory progress in each of the three areas above. For areas that you note as unsatisfactory, please develop an action plan for how you will develop in that area over the next year.

Annual Review Criteria for Advisors

Based on your advisee's annual self-evaluation, please rate your student as showing satisfactory or unsatisfactory progress to degree in each of the graduate outcomes assessment domains. Also, please explain your rating. For any rating of unsatisfactory, please note recommendations for the future.

Graduate Outcomes Assessment Domain	Rating (Satisfactory or Unsatisfactory)	Explanation
Research and Scholarship		
Disciplinary Knowledge		
Leadership and Professional Knowledge		
Overall		

Table 5: Doctoral Graduate Outcome Assessments (DGOA)

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 and interpret data	EDSP 898 Pre-dissertation Research credits and EDSP 850	**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 875 Legal and Policy Foundations	**Early**: Rubric: Policy project/paper **Year 1**	Satisfactory: Student shows promise in terms of writing quality, synthesizing information from research,presenting paper appropriately with technology.

	Demonstrate an understanding of current educational and disability issues and policies pertaining to children, youth, and adults with disabilities.	EDSP 860 Doctoral Research Seminar	**Early:** Literature Review **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 870 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
	Demonstrate the ability to write and communicate the outcomes of research to multiple audiences Demonstrate understanding of various research designs as well as the ability to conduct literature reviews, syntheses, and meta-analysis	EDSP 850 Intervention Research in Language and Literacy 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	TLTC 798 University Teaching and Learning	**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 888A Supervised College Teaching	**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-dissertation 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-dissertation 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 Director of Graduate Studies in Special Education:

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 (e.g., published articles, submitted manuscripts, etc.),

_____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 or Published:
- ▪ Name of Journal

___ **2.** Choice of one or more from the following (only one is required)

- o First or co-authored published journal article, or article submitted for publication to a peer-reviewed journal.
  - ▪ Date Submitted or Published:
  - ▪ *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 or Published:
  - ▪ *Title:*
- o First or co-authored policy paper or brief published or submitted for publication.
  - ▪ Date Submitted or Published:
  - ▪ *Title:*
- o Pilot Study (Description) with Advisor's Sign-off
  - ▪ Date Submitted or Published:
  - ▪ *Title:*

Evaluation of Professional Practice

_____**3.** Choice of one or more from the following (only one is required)

- o Research Internship: Description of agency, grant, or study, my responsibilities, products if applicable, and evaluation of my participation.
    - ▪ Date:
    - ▪ *Title:*
    - ▪ *Description:*
- o First or co-authored conference presentation or poster presentation. For poster presentations, a short abstract of the poster should be provided
    - ▪ ☐ Date Submitted and/or Presented:
    - ▪ *Title:*
- o 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 or Awarded:
    - ▪ *Title:*
- o 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:*
    - ▪ *Description:*

Student's Signature: Advisor's Signature:

Table 7: EDSP Rubric for Comprehensive Portfolio Review

Date:
Candidate Name:
Name of the Examining Committee Members:

Criterion	Meets	Does not Meet
Criteria used to judge the synthesis paper (written) include:		
Has the student clearly described the process for the literature search included in the synthesis?		
Has the student critically synthesized the body of literature that supports the research problem or void in the extant literature?		
Has the student clearly described the purpose of the synthesis for the reader and linked that purpose/need to gaps in the literature?		
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?		
Has the student developed and clearly stated a research question as a result of the synthesis		
Has the student prepared a manuscript of publishable quality that follows the guidelines for a specific journal in the field?		
The requirements for clarity of expression, quality of work and methodology, and originality are at the level of the journal		

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

____ 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 weeks** of the first review along with a letter explaining how the recommendations have been followed.

Table 7: EDSP Rubric for Comprehensive Portfolio Review (Continued)

Criterion	Meets	Does not Meet
Criteria to Evaluate Paper Submitted for the Evaluation of Scholarship		
The paper submitted as part of the evaluation of scholarship is either published, submitted, or of publishable quality if it is not yet submitted.		
Criteria to Evaluate Oral Exam for Comprehensive Portfolio Review		
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.		
Oral presentation includes a brief review of the student's goal for the program and future employment. Students are able to reflect upon different activities, consider his or her own products and experiences during coursework, and reflect on progress to date in the program. This can include service, research, and teaching experiences		
Oral presentation includes a brief review of other optional items submitted for the Comprehensive Review Portfolio. The student demonstrates the ability to interact with the graduate committee regarding descriptions or reasons for including materials from the list of optional items included in the Comprehensive Review Portfolio.		

__ **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 taken 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.*

Table 8: EDSP Rubric for Dissertation Proposal (Written and Oral Presentation)
Date:
Candidate Name:
Names of the Examining Committee Member:

Criterion	Meets	Does not Meet

Problem Definition: Provides an introductory chapter that includes:
    (a) statement of the problem encompasses all three papers:
    (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.		

Synthesis: A full draft of the first paper		

Partial drafts of the other papers (i.e., the empirical studies, or policy or practitioner paper) 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.		

Presentation: Oral presentation (approximately 15- 20 minutes) on the purpose, significance of the research, methods, and literature reviewed. The student's ability to respond to oral questions is key to passing the proposal meeting.		
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 on the evidence provided above.
____Pass
____Revise and Resubmit (Comments and Suggestions Attached or in Proposal)
____Does Not Pass

Table 9: EDSP Rubric for Final Dissertation Defense (Written and Oral Presentation)

Candidate Name: **Date:**

Names of the Examining Committee Members:

Criterion	Meets	Does not Meet
Part 1 – Public presentation by candidate: The candidate summarizes main aspects of the research reported in the dissertation in a summary of the dissertation, emphasizing the important results and explaining the reasoning that led to the conclusions reached. The audience (if present) is permitted to ask questions (Chair of the Dissertation Examining Committee has the 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 – Formal examination of the candidate by the Dissertation Examination Committee. The chair invites questions in turn from each member of the Dissertation Examining Committee. The questioning may continue as long as the Dissertation Examining Committee feels that it is necessary and reasonable for the proper examination of the student. The candidate is evaluated regarding his or her ability to respond to questions from the Committee about the research reported in the dissertation.		
Quality of Written Document Written product addresses criteria outlined in proposal, see **Table 8**. APA style is followed		

Conclusion: The committee has the following options:
- o To accept the dissertation without any recommended changes and sign the Report of Examining Committee.
- o To 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 the Examining Committee.
- o To 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.

- o To recommend revisions and convene a second meeting of the Dissertation Examining Committee to review the dissertation and complete the student's examination.
- o To rule the dissertation (including its examination) 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.

Table 10: Internship Guidelines

Requirements

- Internships are **required** for all full-time students, and we expect everyone to make their best attempt to complete this step in the program. Program funding is dependent upon availability to support this effort.
- Internships are **not required** for part-time students, but we encourage it, and program funding is dependent upon availability to support this effort.
- If a student feels there is a legitimate need to waive this requirement, the student will need to write a letter of appeal, have it signed by their advisor, and voted on by the graduate committee. This should happen before the student expects to do their portfolio review.

Funding

- We encourage students to apply for graduate school summer funding for internships but if that is not available, or students are not eligible, they can apply for back up EDSP funds. Depending upon funding availability, there is a possibility to offer funding annually up to four students $5,000 for an internship that lasts approximately 6-8 weeks with at least 3 days per week of work (or equivalent of 60 hours minimum) during the summer or academic semester. Contact the current DGS to inquire about the availability of EDSP summer or academic-semester funds to support the internship.
- If the internship is not available during the summer a student has the option to do an internship during a semester, but in this case the internship must be the equivalent of a course and students can take up to 3 elective credits for the experience. It should be the equivalent in terms of time as the summer internship experience listed above.

Timing

- Timing: Internships can be completed during the students' program at any time, but we encourage students to schedule it during the first or second years. We expect the internship to be completed before the student's portfolio review. Completing the internship prior to the portfolio review gives experiences to the student that can inform future career goals as well as access to resources (e.g., data collection sites). Students can also further their learning about interventions, for example, that could inform their future work.

Logistics

- Arranging an internship can happen in many ways. The student should work with their advisor and the graduate committee as the main internship point of contact to arrange the internship, the hours the student will engage in it, whether they are taking it for credit, or getting it funded during the summer. Advisors should start planning for the internship at least a full semester before the experience. Many internship sites require at least one year of preparation and planning as well as a security background check prior to beginning internship (e.g., OSEP) and others are contingent on project matching with student needs.

Evaluation

- Prior to the internship, the intern and their supervisor will complete a **statement of duties** for the internship experience that is reviewed and signed by the intern and their supervisor. This document will be shared with all parties, including the advisor.
  - Documents to complete prior to beginning the internship – please consult your advisor for necessary forms and signatures:
    - Intern statement of duties
    - Internship goals
    - Application for funding (if seeking funding) submitted to the current DGS and reviewed by the Graduate Committee
- During the internship, there will be two **progress checks**, at approximately two-weeks and four weeks for a six-week summer internship, and at two points (1/4 mark and ½ mark of the internship duration) for a semester-/year-long internship. The internship supervisor can complete these with the intern and the completed project checks will be sent to the advisor.
- After the internship is complete the student will write a short paper. The paper should be approximately 5 double-spaced pages long using the latest APA formatting guidelines. The student should describe what they learned and accomplished during the internship and reflect on how the internship experience impacted their overall professional development. The paper will be reviewed by their advisor and the graduate committee. Students may also be asked to prepare a brief presentation about their experiences to share at an EDSP organized event or symposium at department or college levels.

University of Maryland Statement of Mutual Expectations for Graduate Teaching Assistants (GTAs)

This GTA checklist is intended to improve communication between instructors and GTAs concerning roles, responsibilities, and expectations. Please review this checklist with each GTA at the beginning of each semester and check all items that apply.

Name of Instructor:
Instructor email address:
Graduate teaching assistant name:
GTA email address:
Course:
Semester/year:
Start Date:
End Date:

This is a:
- □ 10 hour a week GTA appointment
- □ 20 hour a week GTA appointment
- □ other (please specify): _____

This form is being completed by (please check one):
- □ The instructor only
- □ The GTA only
- □ The instructor and GTA together

Expectations regarding professionalism (check all that apply)
- o Attend all regularly scheduled classes
- o Arrive on time to class and meetings
- o Respond promptly to emails from students and instructor
- o Meet deadlines for grading and other responsibilities
- o Maintain student confidentiality
- o Maintain positive professional relationships with students, other GTAs/undergraduate teaching assistants (UTAs), and instructors.
- o Complete UMD's 10-minute FERPA tutorial
- o Demonstrate knowledge of university honor code policies, professional ethics, and other course related policies. The new student-friendly website explaining course related policies is available here.
- o Maintain engagement with classroom activities (e.g., avoiding distractions such as texting and social media)
- o Ask questions when unsure of responsibilities or course content
- o Demonstrate knowledge of student support services including the UMD Counseling center, writing center, and Accessibility and Disability Service (ADS) support
- o Communicate with instructor in a timely manner if an illness or other unavoidable absence conflicts with your GTA duties
- o Other duties (please describe in space below)

Expectations regarding teaching and mentoring activities (check all that apply)
- o Teach recitation/discussion/laboratory sections of course

- o Attend, manage, and teach all recitation/discussion/laboratory sections as needed
- o Prepare recitation/discussion/laboratory material with instructor input
- o Coordinate recitation/discussion/laboratory with lectures, with instructor input
- o Arrange with the instructor for date and time to hold office hours. If unable to hold office hours on the prearranged date and time, immediately notify instructor to arrange for alternate accommodations for the students
- o Assist with identifying underperforming students and communicate with instructors regarding these students
- o Hold extra help or review sessions for students, as appropriate
- o Provide corrective feedback to students in a positive and constructive manner
- o Provide clear explanations of course material to students
- o Supervise, train, and manage undergraduate teaching assistants in coordination with the instructor
- o Demonstrate knowledge and understanding of course content
- o Stay informed and ahead of the course schedule to anticipate and plan for upcoming assignments, exams, deadlines, etc.)
- o Help students stay informed and ahead of the course schedule to anticipate and plan for upcoming assignments, exams, deadlines, etc.)
- o Provide guest lectures
- o Grade assignments and provide solutions in a timely manner
- o Be available to assist with grading exams when needed
- o Distribute laboratory material to students
- o Other (please specify)

Expectations of GTA for supporting instructor (check all that apply)
- o Manage ELMS or other course websites
- o Learn to use technology or equipment used in the course
- o Assist in preparation of classroom activities (class demonstrations, videos, laboratory assignments, etc.)
- o Prepare and/or provide quiz questions and/or solutions
- o Prepare and/or provide exam questions and/or solutions
- o Maintain the grade book
- o Photocopy exams and other materials in advance of class
- o Coordinate ADS exams and assist with ADS accommodations
- o Set up PowerPoint slides, lab equipment, or other material before class
- o Other (please specify)

Expectations of instructor mentorship of the GTA (check all that apply)
- o Review syllabus with TA prior to semester
- o Provide clear directions in grading exams and assignments
- o Mentor TA regarding teaching pedagogy
- o Assist TA in developing material for guest lectures
- o Provide ample advanced notice of scheduled assignments or changes to assignments
- o Communicate with TA on a regular basis to discuss class
- o Review UMD policies with TA
- o Provide feedback to student and potential assessment of student in regard to

their performance as a TA
- o Mentor GTA on how to address student questions regarding exams and assignments, including grading rubrics and handling student complaints about grading
- o Other (please specify in space below)