

**Special Education
Doctoral Program Handbook**

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The Doctor of Philosophy (PhD) degree in Special Education is designed to prepare students to conduct and disseminate research and prepare future teachers in special education. Students who complete the PhD program are prepared to assume faculty positions at research universities or leadership positions in state and local education agencies, policy organizations, or the federal government. This program was revised in 2015 to attract full-time students; however, we also work with students who attend part time for a portion of their program. The program requires a minimum of 60 post-master's credits in courses that address special education issues and trends, policies, current research, and practice as well as research methods and design. Doctoral students will, with their advisor, identify a sequence of courses and experiences to advance their knowledge in an area of specialization..... 4

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Section 1: Introduction

The Special Education (EDSP) doctoral program resides in the [Department of Counseling, Higher Education, and Special Education](#), one of three departments within the [College of Education](#) (COE) at the University of Maryland (UMD). Doctoral studies in the Special Education program emphasize research and scholarship, leadership and professional development, and disciplinary knowledge. It is 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 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 following websites for more detailed information and important forms on graduate studies at UMD:

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: EDSP Faculty and Administrative support personnel

Faculty and Research Interests:

Jennifer Amilivia Assistant Clinical Professor	Jennifer Amilivia UMD College of Education
Philip Burke Professor, Director Institute for the study of exceptional children and youth	Philip Burke UMD College of Education
Jason Chow* Assistant Professor	Jason Chow UMD College of Education
Kelli Cummings* Associate Professor, Director of Graduate Studies	Kelli Cummings UMD College of Education
Agnesanne Danehey Research Assistant Professor	Agnesanne Danehey UMD College of Education
Susan De La Paz* Professor	Susan De La Paz UMD College of Education
Seyma Intepe Tingir Assistant Clinical Professor	Seyma Intepe Tingir UMD College of Education
Dawn Jacobs Martin Assistant Clinical Professor, Director of Special Education Teacher Certification	Dawn Jacobs Martin UMD College of Education
Tori Page Voth Associate Clinical Professor	Tori Page-Voth UMD College of Education
Ana Taboada Barber* Professor, Associate Dean for Research, Innovation, and Partnership	Ana Taboada Barber UMD College of Education
Jade Wexler* Associate Professor, EDSP Program Director	Jade Wexler UMD College of Education
Gulnoza Yakubova* Assistant Professor	Gulnoza Yakubova UMD College of Education

*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.*

Ms. Denisse Garcia. CHSE. dgarcia7@umd.edu 301 405 2858. 3115 Benjamin Building. Responsibilities include course scheduling, ordering instructor copies of textbooks.

Ms. Stefanie James. CHSE yjames@umd.edu 301-405-6515. 3115 Benjamin Building. Responsibilities include GA, TA, or RA appointments and payroll.

Ms. Blesilda Lim. Director of finance and administration. CHSE blim@umd.edu 301 405-6507. 3115 Benjamin Building. Responsibilities include budgeting for the department, including student fellowships.

Ms. Caroline Scott. Graduate Coordinator, CHSE. cscott18@umd.edu 301-405-8384. 3115 Benjamin Building. Responsibilities include academic planning (course registration) and fellowships.

Ms. Amleset Teklegiorgis. Coordinator. CHSE. teklegia@umd.edu 301-405-2879. Responsibilities include 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 information, click on the links below or <http://www.gradschool.umd.edu>

Visit the [College of Education Scholarship opportunities](#) webpage.

Visit the [Graduate School Fellowship and Graduate Assistantship](#) for additional funding opportunities AND <https://academiccatalog.umd.edu/graduate/policies/policies-graduate-assistantships/> for **Policies regarding Graduate Assistantships**

For information about other student financial aid, review the [Office of the Student Financial Aid website](#).

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 Catalog [Graduate Catalog < University of Maryland \(umd.edu\)](#)
- 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, [Graduate School Writing Center | The University of Maryland Graduate School \(umd.edu\)](#)

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

The 60 credit hours for the PhD are organized into five areas (See [Tables 1, 2A, and 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. Pre-Candidacy Research (minimum 3 credits)
5. Dissertation Research (minimum 12 credits)

Special Education Coursework: Five 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 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).

<u>EDSP860</u>	Apprenticeship in Special Education: Doctoral Research Seminar
<u>EDSP875</u>	Legal and Policy Foundations for Individuals with Disabilities
<u>EDSP872</u>	Theory and Empirical Design in Educational Research
<u>EDSP670</u>	Single Subject Research Designs
<u>EDSP850</u>	Intervention Research in Language and Literacy

Research Methodology and Design Coursework: Doctoral candidates take 5 courses to become familiar with a variety of research methods and design.

<u>EDMS645</u>	General Linear Models I (<i>only required for those students who did not complete an intro statistics course prior to enrolling in the doctoral program</i>)
<u>EDMS646</u>	General Linear Models II
<u>EDMS651</u>	Applied Multiple Regression Analysis
<u>EDSP 671</u>	Qualitative Methods in Special Education OR TLPL 791 Qualitative Research I: Design and Fieldwork (requires instructor permission)

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 627 Causal Inference and Evaluation Methods
- EDMS 655 Introduction to Multilevel Modeling
- EDMS 657 Exploratory Latent and Composite Variable Methods
- EDMS 722 Structural Equation Modeling
- EDMS 724 Modern Measurement Theory
- TLPL 790 Mixed Methods
- TLPL 792 Qualitative Research II: Analysis and Interpretation of Data
- TLPL 788D Using Stata to Clean and Analyze Big Data in Education
- Other [Determine with Advisor as other qualitative courses in CHSE may be available and equally appropriate to the student's needs and interests]

3-5 Electives: Select a minimum of three additional courses approved with 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 experiences (EDSP 888A credits) or additional research (EDSP 898 credits). See **Tables 2A, and 2B** for additional examples of **electives.**)

Note:

Supervised College Teaching: Doctoral candidates take courses to become familiar with college teaching.

TLTC workshops Advisors and doctoral students should work together to identify three TLTC workshops that will benefit college teaching (this activity takes the place of TLTC 798, which is no longer offered)

EDSP888A Apprenticeship in Special Education (1 - 2 credits) Register for 888A credits when completing supervised college teaching with an EDSP faculty member

Supervised Research or Policy Internship: Required experiential learning component. Students will complete an internship with a local DC-area agency (e.g., Office of Special Education Programs, American Institutes for Research). Internships typically take place during the summer after the first year if full time and after the second or third year if part time but students can participate whenever the internship is available. Internships are available with local research and policy organizations. Students should work with their advisors to identify internship positions early in fall semester for summer positions and reach out to Dr. Jade Wexler, EDSP program director, to indicate their interest in interning in the fall before the summer in which you want to participate.

Remaining Coursework: Dissertation Research Requirements

Advancement to Candidacy: After (or when nearing completion) of all coursework, the doctoral candidate begins to student 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 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. A student will enroll in **EDSP898 Pre-Candidacy Research** with their advisor when working on research projects before completion of the portfolio as well as while completing research activities related to the portfolio (e.g., research projects, the synthesis paper).

Dissertation Research. Following a successful defense of the Portfolio, students will enroll in **EDSP899 Doctoral Dissertation Research** credits to represent the work on their dissertation research for a minimum of 12 hours.

Benchmarks: Dissertation Proposal and completion of the dissertation research, and completion of Oral Examination Defense. Completion of the dissertation must occur within **4 years after advancing to candidacy**. 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**).

Total Credits (Minimum) = 60

Key Steps in the Doctoral Program [for program planning]

_____ **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 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. 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. CITI Training is required for all researchers as a condition of IRB approval and should be completed as early as possible <http://www.umresearch.umd.edu/RCO/IRB/training.html>.

_____ **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**.

_____ 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 – Years 1 and 2 (Early Assessments)
- 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 – Years 1 and 2 (Early Assessments)

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. During Year 1 and 2 of the doctoral programs, the student will complete (or update) **Table 4: Annual Review Form for Doctoral Candidate and Advisor** and return it electronically to his or her Advisor by April 30.
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 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.
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 (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 comprehensive exams.

At (or nearing) 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 6**) will have been completed as the student has progressed 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. A Portfolio Oral Presentation is required. Optional 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. Students complete **Table 7: EDSP Rubric for Portfolio Review** when submitting these materials to the Graduate Committee.

1. Curriculum Vita (CV). The student should update his or her CV noting published papers, internship, and apprenticeship experiences into three areas: Research and Scholarship, Disciplinary Knowledge, and Leadership and Professional Knowledge.

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)

- 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 6**)

___ Student assembles documents to include in Portfolio electronically

___ Student schedules Oral Exam for Comprehensive Portfolio Review with 3 faculty members

___ Advisor signs off on the Checklist for the Portfolio Items and submits rubrics from each faculty member

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

___ Student submits Comprehensive Portfolio electronically to the Director of Graduate Studies in Special Education (Kelli Cummings in 2021)

Review and Evaluation Process for the Comprehensive Portfolio Review

Director of Graduate Studies in Special Education assigns Comprehensive Portfolio to two members of the Graduate Committee (see **Table 7** for evaluation criteria)

Committee members have two weeks 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 Director of Graduate Studies in Special Education 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.

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 synthesis 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 and/or related fields. More information on the format of the dissertation is provided later in this handbook below. 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, 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 UM Graduate School [writing resources for graduate students](#) 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 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: <https://research.umd.edu/irb>, additional forms: <https://research.umd.edu/irbforms>

Dissertation Proposal. The doctoral candidate must defend his or her proposed dissertation research plans. The dissertation is described beginning on page 17, 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 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 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 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 for 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 by clicking on the link above.

Briefly, the Committee must include a minimum of five members of the Graduate Faculty; at least three must be Full Members. The Chair of the Committee will typically be the student's advisor, who will be a Full Member of the Graduate Faculty, or who has been granted an exception to the policy by the Dean of the Graduate School. Each Committee will have appointed to it a representative of the Dean of the Graduate School. The Dean's Representative may be one of the five voting members.

Alternatively, the Dean's Representative may not be a voting member of the Committee. If the Dean's Representative is non-voting, the student must have five other voting

members. The student, primary advisor and the Dean's Representative will determine whether the Dean's Representative is voting or non-voting.

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

Dissertation

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 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 Articles** (and/or the practitioner/policy paper) 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:

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.

A second student conducts a research synthesis on writing instruction in science for children who are EL and students with LD. She then collaborates with EDSP faculty in a study involving teacher professional development on with general education science teachers and conducts her own intervention on the same topic with the target population of interest. The student writes two manuscripts, one on each topic, and writes at least one paper for a research audience.

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 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 **Table 6: Comprehensive Portfolio Review Checklist** and to send the forms to the Director 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 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* [Academic Deadlines | The University of Maryland Graduate School \(umd.edu\)](#) 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 <https://www.gradschool.umd.edu/forms>

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 <https://education.umd.edu/student-resources/student-services/graduate-studies-student-services-office/graduation-steps>

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.

Post-Graduation Assessments

Once a student has submitted the dissertation electronically, the UM Graduate School requires him or her 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 UM <https://gradschool.umd.edu/students/academic-progress/doctoral-student-surveys>

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, go.umd.edu/basic-needs

Campus General Needs Assistance, go.umd.edu/assistance

College of Education, <https://education.umd.edu/>

Commencement Regalia, <https://commencement.umd.edu/graduation-regalia-information>

Counseling, Higher Education, and Special Education (CHSE)
<https://education.umd.edu/academics/departments/chse>

CHSE Faculty, <https://education.umd.edu/faculty-directory>

CITI Training – IRB, <https://research.umd.edu/irbtraining>

Determination of In-State Status, <http://registrar.umd.edu/resreclass.html>,

Division of Information Technology, <https://it.umd.edu/>

Doctoral Experience Survey, <https://gradschool.umd.edu/students/academic-progress/doctoral-student-surveys>

Electronic Dissertation,
https://www.gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/thesis_and_dissertation_electronic_publication_form.pdf

Electronic Dissertation Style Guide, <https://gradschool.umd.edu/students/academic-progress/thesis-and-dissertation-filing>

Graduate School, <https://gradschool.umd.edu/>

Graduate School Catalog, <https://academiccatalog.umd.edu/graduate/>

Graduate School Catalog Academic Policies for Graduate Students,
<https://www.gradschool.umd.edu/policies>

Graduate School Catalog Admissions Policies, <https://www.gradschool.umd.edu/admissions>

Graduate School Writing Resources, <https://gradschool.umd.edu/graduate-school-writing-center>

Graduate School Student Services, <https://education.umd.edu/student-resources/student-services/graduate-studies-student-services-office>

Graduate Student College of Education Forms, <https://education.umd.edu/student-resources/student-services/graduate-studies-student-services-office/graduate-studies-forms>

Graduate Student General Forms, <https://www.gradschool.umd.edu/forms>

Graduation Overview, <https://education.umd.edu/student-resources/student-services/graduate-studies-student-services-office/graduation-steps>

Housing, Long-Term, <https://www.southernmanagement.com/communities/graduate-hills/>,
<https://www.southernmanagement.com/>

Immunization Form, <https://health.umd.edu/immunizations>

Important Dates for Graduate Students (CoE), <https://education.umd.edu/student-resources/student-services/graduate-studies-student-services-office/important-datesdeadlines>

International Student Graduate Policy,
<https://academiccatalog.umd.edu/graduate/programs/international-education-policy-hiep/>

Leave of Absence Policy, <https://www.gradschool.umd.edu/course-related-policies>

Residency Classification, <https://registrar.umd.edu/resreclass.html>

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:
<http://www.counseling.umd.edu/>

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:	15	
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)	
EDSP 670 Single Subject Research Designs	(3)	
Research Methodology & Design Courses	15	
EDMS 645 <i>Quantitative Research Methods – only take if needed</i>	(3)	Or SUMMER prior to first year in the program, if possible
EDMS 646 Quantitative Research Methods II	(3)	
EDMS 651 Applied Multiple Regression Analysis	(3)	
Intermediate methods course (qualitative or quantitative) Qualitative or Mixed Methods Course Examples include	(3)	
<ul style="list-style-type: none"> ● EDSP 671 Qualitative Methodologies in Special Education or equivalent ● TLPL 790 Seminar in Mixed Methods Research in Education 		

<p>Intermediate Quantitative or Qualitative Methods Course Examples include</p> <ul style="list-style-type: none"> ● 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 ● TLPL 788D Using Stata to Clean and Analyze Big Data in Education ● Other [Determine with Advisor] 		
<p>Teaching Apprenticeship. [Determine with Advisor] Student’s apprentice in college teaching in a variety of ways, through Graduate Assistantships, and working with their advisors or other faculty. Coursework up to 3 credits.</p>	(1-2)	
<p>TLTC (3) Workshops on University Teaching and Learning*</p>	*	
<p>EDSP 888A Supervised College Teaching in Special Education (1 - 2 credits)</p>	(1-2)	
<p>Dissertation Research</p>	15	
<p>EDSP 898 Pre-Candidacy Research (minimum 3)</p>		
<p>EDSP 899 Doctoral Dissertation Research (minimum 12)</p>		
<p>EXAMPLE Elective Areas/Courses Chosen with Advisor</p>	15	
<p>Example Elective Area: A student may choose to take additional research methodology courses as electives (variable courses and credits). Additional electives may be taken after the student advances to candidacy, if desired and the student’s funding allows.</p>		
<p>Example Elective Area: Literacy/Language Difficulties</p> <p>EDCI 788 Applied Linguistics (3) EDHD840 Language and Literacy Development (3) LING646 Cognitive Neuroscience of Language (3) HESP616 Language Disorders in Preschool Age (2) SLAA610 Research and Theories in Second Language Acquisition (3) EDSP 798 used for independent study EDSP 898 Pre-dissertation research credits</p>		

* Advisors and doctoral students should work together to identify three TLTC workshops that will benefit college teaching (this takes the place of TLTC 798, which is no longer offered) Students may take these workshops anytime; preferably in the first year.

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 850 Apprenticeship in Special Education: Doctoral Research Seminar	3
EDMS 646 Quantitative Research Methods II***	3	EDSP 670 Single Subject Research Designs	3
EDSP 860 Apprenticeship in Special Education: Doctoral Research Seminar	3	EDMS 651	3
	9		9

Year 2 = 20 credits

EDSP 875 Legal and Policy Foundations for Individuals with Disabilities	3	EDSP 872 Theory and Empirical Design in Educational Research (offered in odd years)	3
Intermediate Quantitative course	3	EDSP 898 Pre-dissertation credits	3
TLTC (3) Workshops on University Teaching and Learning*	*	Elective Area	3
Elective Area	3	EDSP 888A Research Apprenticeship in Special Education teaching with advisor variable credits	1
	10		10

Year 3 = 13 credits

EDSP 898 Pre-Candidacy Research	3	EDSP 899 Dissertation Research	6
Elective Area	3		
EDSP 888A Research Apprenticeship in Special Education teaching with advisor	1		
	7		6

Year 4 = 12 credits

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

Notes. * Three workshops in place of TLTC 798. 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. *** Note EDMS 645 needs to be taken in the summer prior to the first year if this requirement is not met in the master's degree.

Table 2B: EDSP Sample Course Sequence B 60 credits

Year 1 = 18 credits

Fall	credits	Spring	credits
EDSP 875 Legal and Policy Foundations for Individuals with Disabilities	3	EDSP 850 Apprenticeship in Special Education: Doctoral Research Seminar	3
EDMS 646 Quantitative Research Methods II***	3	EDSP 670 Single Subject Research Designs	3
EDSP 860 Apprenticeship in Special Education: Doctoral Research Seminar	3	EDMS 651	3
	9		9

Year 2 = 20 credits

EDSP 600 Issues and Trends in Educating Individuals with Disabilities	3	EDSP 872 Theory and Empirical Design in Educational Research (offered in odd years)	3
Intermediate Quantitative course	3	EDSP 898 Pre-Dissertation credits	3
TLTC (3) Workshops on University Teaching and Learning*	*	Elective Area	3
Elective Area	3	EDSP 888A Research Apprenticeship in Special Education teaching with advisor variable credits	1
	10		10

Year 3 = 13 credits

EDSP 898 Pre-Candidacy Research *	3	EDSP 899 Dissertation Research	6
Elective Area	3		
EDSP 888A Research Apprenticeship in Special Education teaching with advisor	1		
	7		6

Year 4 12 credits

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

Notes. * Three workshops in place of TLTC 798. 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. *** Note EDMS 645 needs to be taken in the summer prior to the first year if this requirement is not met in the master's degree.

Table 3: Advising Highlights by Year

Admit	<p>Student-Advisor Responsibilities</p> <ul style="list-style-type: none"> ● Review Requirements in the <i>Special Education Program Doctoral Handbook</i> ● Develop Tentative Schedule of Courses ● Review College of Education Office of Student Services Website for Required Forms, Dates ● Sign up for CITI Training: Human Subjects Research Training-IRB <p>*Clearance to Register: After advising, student and/or advisor emails Carol Scott cscott18@umd.edu for clearance to register; this is required each semester</p>
Annual Review Year 1	<ul style="list-style-type: none"> ● Student and Advisor Complete <i>Annual Review Form Table 4</i> and Submit to Director of Graduate Studies in Special Education ● 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	<ul style="list-style-type: none"> ● Student and Advisor Complete <i>Annual Review Form Table 4</i> 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 Important Dates for Graduate Students, COE Student Services
Portfolio Year 3	<p>Advancement to Candidacy: Comprehensive Portfolio Review</p> <ul style="list-style-type: none"> ● 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 ● <i>File Form: Application for Advancement to Candidacy OR continue to register for EDSP 889 Pre-dissertation Research *</i> ● Check Important Dates for Graduate Students, COE Student Services ● TLTC (3) Workshops on University Teaching and Learning* ● EDSP 888A Supervised College Teaching in Special Education (1 - 2 credits)
Dissertation Research Year 4-5	<ul style="list-style-type: none"> ● Student and Advisor Complete <i>Annual Review Form Table 4</i> and Submit to Director of Graduate Studies in Special Education ● Continuous Registration for EDSP 899 Dissertation Research – six credits each semester is required* ● Check Important Dates for Graduate Students, COE Student Services ● <i>File Form: Nomination of Dissertation Examination Committee</i> ● Proposal ● Dissertation Oral Exam ● <i>File Form: Oral Examination by Dissertation Committee</i> ● <i>Rubric: EDSP Dissertation Oral Exam</i> ● <i>File Form: Graduation Audit</i> ● <i>File: Dissertation Electronic Publication Form; Pro-Quest</i>

* Three Workshops in place of TLTC 798, which is no longer offered.

Table 4: Annual Review for Doctoral Candidate and Advisor

*Download and complete this information (save the document with your **last name**, the words “**annual review**” and the **date** as the title), then send to your advisor by April 30. Advisor will forward the document with his or her own evaluation to the Director of Graduate Studies in Special Education by May 15.*

Annual Review – Years 1 and 2 (Early 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.

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 600 Issues and Trends in Educating Individuals with Disabilities		
EDSP 875 Policy Issues Affecting Individuals with Disabilities		
EDSP 850 Apprenticeship in Special Education: Doctoral Research Seminar		
EDSP 860 Apprenticeship in Special Education: Doctoral Research Seminar		
EDSP 798 Independent Study		
EDSP 670 Single Subject Research Designs		
EDSP 872 Theory and Empirical Design in Educational Research		
EDSP 888A Supervised College Teaching		
EDSP 898 Pre-dissertation credits		
EDSP 899 Dissertation credits		
TLTC (3)Workshops in University Teaching and learning**		
(EDMS 645)		
EDMS 646		
EDMS 651		
Qualitative or Mixed Methods Class		
Intermediate Methods Class		
Elective 1:		
Elective 2:		
Elective 3:		

*Attach completed rubric for the graduate outcomes assessment. ** Advisors and doctoral students should work together to identify three TLTC workshops that will benefit college teaching (this takes the place of TLTC 798, which is no longer offered) Students may take these workshops anytime; preferably in the first year.

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).

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 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).

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: <ul style="list-style-type: none"> • 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 898 Pre-dissertation Research credits and EDSP 860 Intervention Research in Language and Literacy	Mid: <i>Comprehensive Portfolio Review</i> 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

	Demonstrate an understanding of current educational and disability issues and policies pertaining to children, youth, and adults with disabilities.	EDSP 875 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
	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 Apprenticeship in Special Education Doctoral Research Seminar 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 (3) workshops*	Early: <i>Rubric: Teaching Collection</i>	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: <i>Rubric: UDL and technology integration</i>	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

* Advisors and doctoral students should work together to identify three TLTC workshops that will benefit college teaching (this takes the place of TLTC 798, which is no longer offered) Students may take these workshops anytime; preferably in the first year.

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.

_____ 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 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:*

Evaluation of Professional Practice

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

- 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 Comprehensive Portfolio Review
(Written and Oral Presentation)**

Date:

Candidate Name:

Name of the Examining Committee Members:

Criterion	Exceeds	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 is 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 months** 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	Exceeds	Meets	Does not Meet
Criteria to Evaluate Oral Exam for Comprehensive Portfolio Review			
Oral presentation of synthesis paper includes: <ul style="list-style-type: none"> • 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 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			
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.			

___ **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.*

**Table 8: EDSP Rubric for Dissertation Proposal
(Written and Oral Presentation)**

Date:

Candidate Name:

Names of the Examining Committee Member:

Criterion	Exceeds	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 is 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)**

Date:

Candidate Name:

Names of the Examining Committee Members:

Criterion	Exceeds	Meets	Does not Meet
<p>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.</p> <p>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).</p>			
<p>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.</p>			
<p>Quality of Written Document Written product addresses criteria outlined in proposal, see Table 8. APA style is followed</p>			

Conclusion: The committee has the following options:

- To accept the dissertation without any recommended changes and sign the Report of Examining Committee.
- 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 Examining Committee.
- 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.
- To recommend revisions and convene a second meeting of the Dissertation Examining Committee to review the dissertation and complete the student's examination.
- 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.

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: _____

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)

- Attend all regularly scheduled classes
- Arrive on time to class and meetings
- Respond promptly to emails from students and instructor
- Meet deadlines for grading and other responsibilities
- Maintain student confidentiality
- Complete UMD's 10-minute FERPA tutorial at <http://www.sis.umd.edu/ferpa>
- 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: <http://www.ugst.umd.edu/courserelatedpolicies.html>
- Maintain positive professional relationships with students, other GTAs/undergraduate teaching assistants (UTAs), and instructor
- Maintain engagement with classroom activities (e.g., avoiding distractions such as texting and social media)
- Ask questions when unsure of responsibilities or course content
- Demonstrate knowledge of student support services including the UMD Counseling center, writing center, and Accessibility and Disability Service (ADS) support
- Communicate with instructor in a timely manner if an illness or other unavoidable absence conflicts with your GTA duties
- Other duties (please describe in space below)

Expectations regarding teaching and mentoring activities (check all that apply)

- Teach recitation/discussion/laboratory sections of course
- Attend, manage, and teach all recitation/discussion/laboratory sections as needed
- Prepare recitation/discussion/laboratory material with instructor input

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

Expectations of GTA for supporting instructor (check all that apply)

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

Expectations of instructor mentorship of the GTA (check all that apply)

- Review syllabus with TA prior to semester
- Provide clear directions in grading exams and assignments
- Mentor TA regarding teaching pedagogy
- Assist TA in developing material for guest lectures
- Provide ample advanced notice of scheduled assignments or changes to assignments
- Communicate with TA on a regular basis to discuss class
- Review UMD policies with TA
- Provide feedback to student and potential assessment of student in regard to their performance as a TA
- Mentor GTA on how to address student questions regarding exams and assignments, including grading rubrics and handling student complaints about grading
- Other (please specify in space below)