

**Doctoral Program Handbook**

**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

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**Congratulations**

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

Table of Contents

Overview of the Doctoral Program in Exceptional Student Education 5

Funding Opportunities 5

Academic Advisement 5

Academic Committee 5

Program of Study 6

ESE Doctoral Program Requirements: Part 1 6

Coursework 6

Leadership Seminars 8

Developing and Monitoring the Leadership Portfolio 8

Research Preparation 10

Internship 11

Residency Requirement 11

Comprehensive Examination 12

ESE Doctoral Program Requirements: Part 2 14

Admission to Candidacy 14

Dissertation Process 14

Graduation 17

University Policies that Affect ESE Doctoral Students 19

Transfer Credit 19

Recency of Credit 19

Continuous Enrollment in the ESE Doctoral Program 19

Incomplete Grades 20

Appendix A 21

ESE Doctoral Information and Planning Sheet 22

Appendix B 24

Doctoral Portfolio Summary Sheets 25

Portfolio Monitoring Form 31

Appendix C 32

Internship Application Form 33

Appendix D 34

Application for Residency 35

Appendix E 36

Application for the Comprehensive Exam 37

Appendix F 38

Comprehensive Exam Results Summary Sheet 39

**Overview of the Doctoral Program in Exceptional Student Education**

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

**Funding Opportunities**

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

**Academic Advisement**

**Academic Committee**

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

The academic advisor and academic committee provide valuable opportunities that can link students to the scholarship, teaching, and service activities that drive our field. For example, many doctoral students work with their committee members to develop and deliver conference presentations, and share authorship on articles and chapters. Although students are not limited to their committee members for these professional opportunities, a close working relationship between students and the committee often serves as the initial catalyst for these opportunities. The academic committee will be a major benefit to students for both advisement and professional leadership opportunities. In addition to professional opportunities, the academic committee plays an essential role in developing and evaluating the comprehensive exams (see full explanation later in this handbook).

**Program of Study**

Within one semester of acceptance students should schedule a meeting with the full committee to develop an official academic Program of Studies. Decisions regarding elective courses, specialization courses, and internships will be made at this time. Two separate documents are used to guide program development: the ESE Department **Doctoral Information and Planning Sheet**, and the Graduate College **Plan of Study** **for Doctoral Degree** (**Form 5**). The Graduate College Plan of Study must be submitted to that office and must be approved by them. A third document also is required during this official program development period: the Graduate College **Research Compliance and Safety** **Form 12**. This form must be submitted to the Graduate College when at the same time as Form 5. The Graduate College forms can be found online at:

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

Directions for completing the Graduate College forms are also available at this site, and are extremely helpful. Using this guide will increase the likelihood of obtaining approval from the Graduate College with the least amount of revision and delay. Once students complete the three forms and they have been signed by the advisor, copies will be included in the Department file and in the College of Education’s Office of Academic and Student Services. The ESE Department Doctoral Information and Planning Sheet is found in Appendix A.

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

**ESE Doctoral Program Requirements: Part 1**

**Coursework**

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

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

EEX 7055 Learning & Behavioral Characteristics of Individuals with Disabilities

EEX 7525 Legal Foundations of Special Education

EEX 7618 Advanced Applied Behavior Analysis

EEX 7526 Grant Writing

EEX 7341 Doctoral Seminar: ESE

EEX 7795 Cultural & Linguistic Diversity: Issues & Implications in Special Education

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

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

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

STA 7114 Advanced Educational Statistics\*

EDF 7482 Advanced Educational Research\*\*

Elective in either Research or Statistics

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

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

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

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

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

EEX 7945 Internship (Two 3-credit courses)

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

EEX 7980 Dissertation (Multiple Credit options)

**Leadership Seminars**

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

Fall 1: The Triad of Professional Activities in Higher Education

Spring 1: Orientation to Research

Fall 2: Professional Dissemination I

Spring 2: Professional Dissemination 2

Fall 3: Traditional Course Development and College Teaching

Spring 3: Web-based Course Development and College Teaching

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

**Developing and Monitoring the Leadership Portfolio**

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

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

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

* Personal information
* Education
* Professional experience –be descriptive here (e.g., instead of “Teacher of students with behavior disorders” put “Teacher of students with behavior disorders – responsible for functional behavior assessments, crisis management, and all academic/behavioral programming for 16 students with behavior disorders”)
* Consulting
* Publications (chapters, articles, manuals.). Adopt the habit of presenting this information in APA format.
* Presentations – also in APA format
* Grants
* Professional References

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

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

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

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

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

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

**Research Preparation**

An expectation of doctoral leadership is that students participate in research and scholarship. Research skills are developed not only within the coursework in the doctoral program, but also in direct application of these skills. This occurs best by working with faculty and other doctoral students to develop, conduct and analyze research projects. The ESE doctoral program includes a residency (described later in this handbook) that encourages students to work directly with faculty on research projects. However many students look beyond the residency and coursework for other research opportunities. For example, recent doctoral students have published their scholarship in such peer reviewed journals as *Teaching Exceptional Children*, *Intervention in School and Clinic*, *Focus on Autism and Other Developmental Disabilities*, *Education and Training in Autism and Developmental Disabilities*, *Urban Education*, and *Educational Forum* prior to conducting their dissertation research. Students also have presented at both international and national conferences (e.g., TASH, Council for Exceptional Children [CEC], International Association for Behavior Analysis, Division for Career Development and Transition[of CEC], and Teacher Education Division [of CEC]). These students have taken advantage of opportunities to become productive scholars prior to completing their doctoral programs.

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

<http://www.fau.edu/research/rcs/irb-forms.php>

Part of the University wide program to assist faculty and graduate students in conducting research is the training module for conducting research in the Social Sciences (related to accepted practices with human subjects). This training is required by the IRB and is provided by Collaborative Inter-Institutional Training Initiative (CITI). The link for the CITI Training for research involving human subjects can be found at the following URL:

<http://www.fau.edu/research/rcs/irb-training.php>

Students will receive a certificate at the end of the training. Students should retain a copy and give a copy to the academic advisor for placement in the department file.

**Internship**

The Internship consists of two semesters of enrollment in three-credit courses (EEX 7945). Internship I typically involves co-teaching a course with a faculty member. Internship II typically involves independently teaching a university course, with faculty supervision and feedback. Degree of independence for the second internship is based on students’ performance in Internship I. Supervision and feedback by faculty and by the students taking the Intern’s course will be provided. If the doctoral student has previous university teaching experience, an alternative Internship II may be developed with Academic Committee approval.

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

For a Fall Internship: July 15th

For a Spring Internship: October 15th

For a Summer Internship: March 15th

**Residency Requirement**

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

1. **Enrollment as a full-time student for two consecutive semesters.**

Full-time enrollment is defined as 9 credit hours for the Fall and Spring semesters and/or 6 credits for the Summer semester. Three options are possible: Fall-Spring, Spring-Summer, or Summer-Fall. To achieve full time status, students may choose to do an Independent Study and/or Internship during this time. (Note: These courses will not count toward the Departmental Research Requirement described below.)

1. **Departmental research requirement.**

This involves working with faculty conducting research for 10 hours a week. It might also involve development or evaluation projects for the ESE Department (e.g., surveying current students or graduates, producing training materials, or working in support of a grant). This work will be mentored by a faculty member and might result in a publication, a presentation or workshop, etc.

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

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

For a Fall- Spring Residency apply by July 15

For a Spring- Summer Residency apply by Oct 15

For a Sumer-fall Residency apply by March 15

**Comprehensive Examination**

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

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

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

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

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

* 2.00-3.00 (Pass)
* 1.00-1.99 (Conditional pass)
* 0-.99 (Failure)

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

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

* **Pass** – No additional action or activity necessary for this question
* **Clarification/Re-take (Conditional Pass)** –If readers are unable to establish a clear Pass or Fail on a question, students may be required to participate in an oral examination for that question. Remedial requirements may be recommended by the readers to prepare for the oral examination for this question. If the oral exam does not result in a “pass” for the question, students will be required to re-take a similar question in a written format.
* **Failure** – Students will be required to write an answer to a similar question. Remedial requirements may be recommended by the readers prior this written re-take of the question.

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

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

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

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

**ESE Doctoral Program Requirements: Part 2**

**Admission to Candidacy**

**Doctoral candidacy** is a formal status, and requires a review and application for admission. This requires the formation of a dissertation committee and chair, and submission of a specific form seeking admission to candidacy (Form 8 – Graduate College). The admission to candidacy application is reviewed by the ESE Department chairperson, the College of Education dean, and the dean of the Graduate College. The approval is based on: (a) a student’s academic record, (b) the opinion of the academic committee concerning overall readiness for candidacy, (c) completion of the residency requirement, (d) a successful completion of the comprehensive exam, and (e) an approved dissertation topic. When identifying the dissertation topic some chairs will ask the student to prepare a “mini-proposal” (sometimes called a “prospectus”). This working paper provides enough information so the student can provide potential dissertation committee members with the intended direction and method of the dissertation. This practice varies greatly across dissertation chairs and committees. **Students may not register for dissertation credit until they have been admitted to doctoral candidacy.** Form 8 (Admission to Candidacy) may be obtained online through the Graduate College at the following URL:

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

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

**Dissertation Process**

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

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

**NOTE: Selection of the dissertation committee must be made prior to Admission to Candidacy. The dissertation chair is reminded that committee members (including outside members) must hold (or gain) the appropriate Graduate Faculty Status when being appointed to the committee.**

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

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

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

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

**IRB review prior to conducting research.** Before any data can be collected, permissions from IRB reviews (or the equivalent review process) in participating school districts, agencies, and at FAU must be obtained. Students should contact external agencies to determine the review process and dates. FAU IRB applications require that the faculty chair serves as the Principal Investigator for student dissertations; obviously this requires considerable consultation between the dissertation chair and the student prior to submitting the study to the FAU IRB. Students should meet early and often with the dissertation chair to navigate the IRB proposal system (IRBNET). The FAU IRB allows simultaneous submission, approval by an outside agency prior to FAU approval, or approval by FAU prior to the outside agency. The key is that all agency IRBs must approve the study prior to initiating research activities. Students are reminded that the CITI training module is required prior to submitting a proposal for IRB review (see pages 10-11). The IRBNET link for proposal application is found at: [www.IRBNET.org](http://www.IRBNET.org).

**Conducting the study.** Conducting research should not be an isolated event. As students implement their dissertation research, they should stay in close contact with the Dissertation Chair, the faculty member providing methodological and research design expertise, and the rest of the Dissertation Committee. Frequent contact with the Dissertation Chair will enhance a student’s ability to complete the proposed research in a timely fashion. Updates on the progress of the study will be helpful in keeping the full committee aware of student progress, and often curtails surprises after the study is completed.

**Dissertation final defense.** After the study is completed, students will share a complete draft of the dissertation with each committee member. Like the proposal, students will work with the dissertation chair to determine *when* other committee members should receive the paper, and whether the student should provide individual chapters or the intact report. Like the proposal, this will vary across chairs and committees. Allow sufficient time for each committee member to provide feedback that will be incorporated before the final hearing.

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

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

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

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

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

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

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

**Graduation**

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

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

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

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

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

***University* Policies that Affect ESE Doctoral Students**

**Transfer Credit**

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

The University recognizes two types of transfer credits:

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

All transfer credits are to be listed on the Graduate College Program of Study (Form 5) and the ESE Department Information and Planning Sheet.

**Recency of Credit**

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

**Continuous Enrollment in the ESE Doctoral Program**

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

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

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

**Incomplete Grades**

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

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

**Appendix A**

**ESE Doctoral Information and Planning Sheet**

**Doctoral Information and Planning Sheet**

**Exceptional Student Education**

**March, 2011**

Name: Z Number: DOB:

Address: Email:

Telephone: Date of Program:

Previous Degrees, Majors, & Dates:

Teaching Experience:

|  |  |
| --- | --- |
| **ESE Core Classes**  EEX 7055 Learning & Behavior Characteristics  EEX 7525 Legal Foundations of Special Education  EEX 7618 Advanced Behavior Analysis  EEX 7526 Grant Writing  EEX 7341 Doctoral Seminar  EEX 7795 Cultural & Linguistic Diversity: Issues & Implications in Special Education | **Semester / Yr** |
| **Statistics & Research Core (9 credits)**  STA 7114 Advanced Educational Statistics  EDF 7482 Advanced Educational Research  Elective in Research or Statistics (3 credits)  *STA 6113 and EDF 6481 or equivalent are prerequisite for the research/Statistics Core* |  |
| **Electives (6 Credits; at least 3 credits outside of ESE)** |  |
| **Internship (6 credit hours)**  EEX 7945 Internship (1)  EEX 7945 Internship (2) |  |
| **Departmental Concentration (15 credit hours)**  *A minimum of 9 credit hours in ESE* |  |
| **Leadership Seminars (up to 6 credits)**  EEX 7938 Seminar in Exceptional Student Education Leadership |  |
| **Residency Semesters (2 consecutive semesters; working with faculty for approximately 20 hours/week)**  **Internship Semesters** | |
| **Dissertation (minimum of 12 credits)** |  |
| **Academic Committee (Signatures)**  Chair / Advisor  Member  Member  Student  Department Chair of Exceptional Student Education | |

**NOTE:** Submit Graduate College Forms 5 & 12 to Department Chair with this programming sheet

**Appendix B**

**Doctoral Portfolio Summary Sheets**

**Portfolio Monitoring Form**

**SUMMARY SHEET**

UNIVERSITY TEACHING

Name of Course Course # Semester Role (intern, adjunct, etc.)

**SUMMARY SHEET**

DISTRICT/AGENCY INSERVICE

Topic Place/Time Target Audience When # of Participants

**SUMMARY SHEET**

PROFESSIONAL DISSEMINATION

Presentations Type Conference When Refereed or Invited

Indicate poster session, panel, etc to describe presentation and indicate state, national, etc. for type.

Publications Status Refereed or Invited

Include complete citation; indicate submitted, in pres, or accepted for status

**SUMMARY SHEET**

PROFESSIONAL DISSEMINATION, cont.

Grants Managed When How Much Funding

& Contracts Or Submitted Status

Other Print Material Type When

Describe type of publication: training manual, program evaluation, etc.

**SUMMARY SHEET**

Consultation

Topic Service Delivered Recipient Length Paid or Unpaid

**EXAMPLE OF SUMMARY SHEET ENTRIES FOR PORTFOLIO**

**SUMMARY SHEET**

UNIVERSITY TEACHING

Name of Course Course # Semester Role (intern, adjunct, etc.)

Exceptionalities EEX 2010 Fall, 20\_\_ Co-taught with Dr. Jones

DISTRICT/AGENCY INSERVICE

Topic Place/Time Target Audience When # of Participants

Functional Broward County South Area ESE Fall , 20\_\_ 35

Behavior 3 Hr workshop Coordinators

Assessment

**PORTFOLIO MONITORING FORM**

**Review # \_\_\_\_\_\_\_**

At least three separate evaluations are required during the doctoral program

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

Date:

Recommendations:

Evaluator:

**Appendix C**

**Internship Application Form**

**ESE INTERNSHIP APPLICATION FORM**

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

|  |
| --- |
| Academic Committee Members: |
|  |
|  |
|  |

Applying for: Internship I \_\_\_\_\_\_\_\_\_\_\_\_ Internship II \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester requested: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 20 \_\_\_\_\_

Course suggested for Internship by Academic Committee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_

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

**NOTE:** Please return this form to the ESE Department secretary by the due date in the doctoral handbook.

**Appendix D**

**Application for Residency**

**Application for ESE Doctoral Residency**

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

|  |
| --- |
| Academic Committee Members: |
|  |
|  |
|  |

|  |  |
| --- | --- |
| Semesters fulfilling | Semesters fulfilling |
| COURSE REQUIREMENT | DEPARTMENTAL RESEARCH REQUIREMENT |
| Fall  Spring  Summer | Fall  Spring  Summer |

|  |
| --- |
| Student request for meeting departmental requirement (if any): |
|  |
| Departmental assignment by ESE Chair: |
|  |

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

**NOTE:** Please return this form to the ESE Department secretary by the due date in the doctoral handbook.

**Appendix E**

**Application for the**

**Comprehensive Examination**

APPLICATION FOR COMPREHENSIVE EXAMINATION

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

|  |
| --- |
| Academic Committee Members: |
|  |
|  |
|  |

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

|  |  |  |
| --- | --- | --- |
| Preferred Dates |  |  |
| Alternate Dates |  |  |

|  |  |
| --- | --- |
|  | Readers |
| Legal/Grant |  |
| Research |  |
| Advanced Applied Behavior Analysis |  |
| Cultural Linguistic Diversity |  |
| General SPED / Specialization |  |
| Specialization |  |

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

**NOTE:** Please return this form to the ESE Department secretary by the due date in the doctoral handbook.

**Appendix F**

**Comprehensive Exam Results Summary Sheet**

**Doctoral Comprehensive in ESE**

**Exam Results**

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

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

**Retake Results (if necessary)**

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