



Department of Teacher Education Ph.D. Special Education Advising Checklist

The following courses are required for a Ph.D. Special Education.

Student Name: _____ Signature: _____ Student ID#: _____

Advisor Name: _____

<i>Semester</i>	<i>Grade</i>	<i>Hours</i>		<i>Rotation</i>
		6	Leveling Courses (if students have not had similar content in previous academic coursework)	
		3	EDRS 601 Educational Statistics I	
		3	EDRS 605 Educational Research I	Fall

*These hours are not counted towards the degree but offered as a benefit to assist in successful completion of the degree.

<i>Semester</i>	<i>Grade</i>	<i>Hours</i>		<i>Rotation</i>
		18	Domain 1: Professional Core - Required	
		3	EDFD 707 The Professional Philosophy: Foundations of Educational Epistemology	
		3	EDRS 701 Educational Statistics II	Spring
		3	EDRS 704 Intro to Qualitative Research Methods	Spring
		3	EDRS 705 Advance Quantitative Research Methods OR EDRS 706 Applied Qualitative Research Methods	Summer 1
		3	EDRS 733 Special Topics (either Quantitative or Qualitative)	Fall
		3	EDFD 609 The Cultural Context of Education	Fall
		18	Domain II: Special Education Courses and Specializations	
			REQUIRED:	
		3	EDSP 670 Issues and Trends in Multicultural Education	Fall (odd)
		3	EDSP 683 Examination of Research with Exceptional Students	Fall (even)
			Mind/Brain/Cognition Specialization	
		3	EDCI 621 Brain/Mind	Spring (Even)
		3	EDSP 643 The Learning Brain	Fall (even)
		3	EDSP 645 Cognitive Neuroscience and Education	Spring (odd)
			Behavior/RtI/PBIS Specialization	
		3	EDSP 676 Education and Psy of Individuals with Behavior Problems.	Fall Online
		3	EDSP 680 Applied Behavior Analysis and Management	Summer I
		3	EDSP 678 Positive Behavioral Support (PBS)	Spring Online
		3	EDSP 653 Practicum and Field Experiences with Exceptionalities	Summer I
			Early Childhood Specialization	
		3	EDEC 600 Child Development	
		3	EDEC 601 Language & Literacy Development in Young Children	
		3	EDEC 608 Issues and Trends in ECE	
		3	EDEC 609 Diverse Needs in Early Childhood Education	
			Additional Elective (Electives may be taken out of dept. or program)	
		3	EDSP 631 Organization and Administration of Special Education	Fall (odd)
		3	EDSP 641 Methods & Materials of Educational Assessment of Students with Disabilities	Spring (odd)
		3	EDSP 628 Transition Education Services for Individuals with Disabilities	Sum II
		3	EDSP 686 Contemporary Academic Issues and Strategies in Special Ed	Fall (Odd)
		3	EDSP 688 Education and Psychology of Individuals with Intellectual	



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			Disabilities	
		9	Domain IV: Professional Competencies	
		1-6	EDSP 701 Directed Studies – Professional Competency College Teaching - Graduate student will co-teach with a SPED professor.	Fall, Spring
		1-6	EDSP 702 Directed Studies – Professional Competency Collaborative Research – Requires a final written product to submit for publication or presentation.	Fall, Spring
		1-6	EDSP 703 Directed Studies: Professional Competency Collaborative Writing (Pre-Dissertation Research Project)	Fall, Spring
		3	Doctoral Seminar –	
		3	EDSP 700 Doctoral Seminar - (Diss. Proposal)	Fall/Spring
		3	Internship -	
		3	EDSP 674 Internship (Research)	Spring
		18	Dissertation	
		3	EDSP 797 Dissertation	Fa/Sp/Su1/Su2
		3	EDSP 797 Dissertation	Fa/Sp/Su1/Su2
		3	EDSP 797 Dissertation	Fa/Sp/Su1/Su2
		3	EDSP 797 Dissertation	Fa/Sp/Su1/Su2
		3	EDSP 797 Dissertation	Fa/Sp/Su1/Su2
		3	EDSP 797 Dissertation	Fa/Sp/Su1/Su2
		69		

Note: The SPED Program requires a minimum of 69 credits beyond a Masters/Specialist degree to earn a Ph.D.

For information regarding General Program Requirements, see the Graduate Handbook.



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Professional Competency 701 –

Higher Ed Teaching

Courses: *EDSP 701 Directed Studies – Professional Competency College Teaching - Graduate student will teach with a SPED professor.*

Purpose: The Special Education College Teaching Competency is designed to prepare doctoral students to independently teach an undergraduate special education course. The guidelines below were established to ensure adequate experiences/requirements across doctoral students.

Preparation: Experience/familiarity with instructional content/methods does not equal preparedness to teach that information at the college level. Before teaching a college course, a doctoral student must be thoroughly familiar with course content, university rules and regulations, and professor expectations. This typically occurs prior to the second college teaching semester during the initial semester when a student attends all class sessions and incrementally participates in the instruction. During that initial semester doctoral student will also work closely with the faculty instructor to learn the use of evaluation rubrics and other assessment tasks.

Professor Role: The course professor of record remains responsible for the syllabus and course content, quality of instruction, and grade assignments during all semesters of college teaching practicum. The doctoral practicum student assists the professor with all aspects of the course, including planning, instructing, evaluating, and planning revisions for the future.

The doctoral student will likely be asked to summarize/synthesize his/her teaching experience during either or both semesters, which may include documentation of materials developed/course material taught, a critique of the course content, a self-evaluation of instructional skills, and suggestions for course improvement or modification.

Summary of Requirements

Note: The student's faculty mentor will have more detailed evaluation forms for documenting progress and successful completion.

Initial Semesters

- Attend all class sessions.
- Work with the course professor during the preparation/review of all course requirements, assignments, and syllabus.
- Under the mentorship of the course professor, participate in all aspects of student evaluation and use of corresponding grading rubrics.
- At the course professor's discretion, a doctoral student may teach some portions of a few specified class meetings. However, in preparation for the independent teaching requirements during the second semester of college teaching, a primary purpose of the first semester is for the student to become fully familiar with existing class content and observe the professor's teaching techniques.

Final Semester

- Assist with syllabus preparation or help revise syllabus for subsequent class.
- Participate in selection or evaluation/review of the course text and other assigned reading materials (e.g., articles, websites, etc.)
- Attend all class sessions.
- Take primary responsibility for a minimum of 10 hours of in-class instruction. The faculty mentor (i.e., instructor of record) will co-plan, supervise, and provide feedback on all class lectures, activities, assignments, and evaluation activities.



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Play a substantial role in preparing, scoring/marking all course assignments and examinations, and in-class activities.

Maintain a data-base of student attendance and grades, and work with the faculty professor of record to calculate final course grades. (Note: The course professor of record remains responsible for ultimate assignment of student grades.)

Note: Modifications or adaptations of these requirements may be made by a student's advisor/committee chair for an individual student who has already demonstrated competence in independently teaching college-level courses.



Professional Competency 2 –

Collaborative Research

Course: EDSP 702 – Directed Studies Collaborative Research.

This competency is designed to provide doctoral students the opportunity to engage in a student- led research project prior to dissertation. The student melds component research skills to plan, carry out, write up, and submit for conference presentation and/or publication. This competency may be completed within the context of a student initiated project with faculty mentorship, or within the context of an ongoing research project led by faculty. In either case, the student should be leading a substantial number of the project's main components.

The list below is not exhaustive, and will not fit all student projects. Nor is it to be used as a checklist. The intent of this competency requirement is mindfulness of the broad scope of skills needed for successful research. Students will need mentoring from faculty in many or most of these component tasks.

- A. Document a problem and need in the field.
- B. Conceptualize and state the research question(s).
- C. Select or design instruments/data collection strategies, with attention to reliability, validity, and sensitivity to change.
- D. Determine sample size (whether single-case or group research) with adequate power to answer research questions.
- E. Obtain participants and ensure compliance with human subjects review.
- F. Plan and describe design, including its threats to conclusion validity.
- G. Train and ensure fidelity of implementation, and reliable measurement.
- H. Carry out data collection and treatment (when applicable).
- I. Conduct data analyses, determining effect sizes and chance-level findings.
- J. Select target conferences and publication outlet.
- K. Write-up results in APA format.
- L. Submit to conference and for peer-reviewed publication.
- M. Respond to editorial requests for revisions, when needed. For all students, this pre-dissertation study competency should result in an APA formatted manuscript, and a letter of submission to a peer-reviewed journal. (In rare circumstances the submission expectation may be waived, but the written product will be required.) Submission to a peer-reviewed national conference is also recommended. The supervising faculty member (typically, but not always, the student's chair) must sign off that the competency has been successfully completed.



Professional Competency 3 –

Collaborative Writing

Course: **EDSP 703 – Directed Studies Collaborative Writing**. This course requires a final written product to submit for publication or presentation.

This competency expectation is designed to provide doctoral students with an extensive, collaborative research and writing experiences resulting in the writing and subsequent submission of a product during their doctoral programming. To fulfill this requirement, a student should have ongoing, continuous involvement with a faculty member's project. Variable research credits may be earned during any semester.

The specific tasks to be accomplished should be identified apriori with the faculty researcher so that expectations for successful completion of each semester are clearly communicated. Student participation will depend upon those tasks that are available and/or needed, but a broad array of tasks/skills should be sought over time. Some examples of outcomes are listed below. The list is not exhaustive. Nor is it a checklist. As students progress in the doctoral program, their level of involvement and complexity of research experiences should increase.

- Understand and be knowledgeable about the principles of research,
 - know how to use a library and its various resources,
 - formulate an appropriate research question,
 - design a research project,
 - evaluate the works of major intellectual figures by employing critical methods,
 - apply those same methods in engaging in peer evaluation,
 - draft an argumentative essay through a number of stages, and
 - produce a final project that incorporates conceptual analysis, clear thinking, and scholarly writing skills.
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