Department of Educational Psychology

SPECIAL EDUCATION DIVISION

Doctoral Handbook 2021-2022

May 10, 2021

EDUCATION & HUMAN DEVELOPMENT
TEXAS A&M UNIVERSITY

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WELCOME AND OVERVIEW

The EPSY Doctoral Program with an emphasis in Special Education (SPED) is a full-time course of study designed to prepare its graduates for academic positions in universities and research institutions. The program includes challenging coursework grounded in the field's most current evidence and latest advancements in research methodologies. In addition to formal coursework, the doctoral program entails essential mentorship opportunities with SPED faculty as students learn to (a) participate in collaborative, community-based research and outreach projects; (b) present at national conferences in their respective emphasis areas of study; (c) co-author manuscripts for peer-reviewed publication; and (d) learn/practice the most effective college teaching approaches. These valuable vita-building research and teaching competencies provide a competitive advantage upon graduation.

The Department of Educational Psychology (EPSY)

Educational Psychology (http://epsy.tamu.edu) is one of four departments in the College of Education and Human Development. The **EPSY Department Structure** (Appendix A) is comprised of six divisions including Special Education, Bilingual/ESL Education, Learning Sciences, School Psychology, Counseling Psychology, and Research, Measurement, and Statistics. Graduate students within the College of Education are also subject to the administrative control of the Office of Graduate and Professional Studies (OGAPS; https://ogaps.tamu.edu/)

ADVISORS, COMMITTEES, AND ACADEMIC REQUIREMENTS

EPSY Director of Academic Advising

The Student Services office is located in Room 704 EDCT in the main office of the Department of Educational Psychology. This office is staffed by the Director of Academic Advising and the Academic Advisor who handles the application process for the department. This office provides the following assistance:

- Applications and advising for all EPSY divisions
- Registration
    - Drop/Add forms
    - Q-drop
    - In-absentia registration
- Deadlines
- Procurement of rooms for student advisory committee meetings
- Maintenance of student records
- Grade changes (through instructors)
- Variable credit course sign-up
- Student Information Management System (SIMS): Current tracking of courses, enrollment, and student status
- Record of addresses and phone numbers of current graduate students
- Dissertations
    - EPSY dissertations available for checkout in the Educational Research and Evaluation Laboratory http://erel.tamu.edu/
    - Computer access to dissertation topics, subtopics and research design

Chair/Advisor

Upon admittance, all doctoral students are assigned an advisor (i.e., chair) from the **Special Education Division Faculty** (Appendix B). This assignment is based on the (a) incoming student's interests and career goals, (b) extent to which they align with a faculty member's expertise, and (c) faculty members' willingness to serve as advisor/chair. The role of the advisor/chair is to (a) assist students in interpreting university, departmental, and program regulations and requirements; (b) guide the selection of coursework and completion of program competencies; and (c) serve as chairperson of the student's program and Dissertation Committees. Students should consult with their chair prior to registering for the first semester of classes and each semester throughout the program.

Students may seek a different advisor/chair at any point in their doctoral program. A SPED Division tenure track faculty member must be the chair (and may serve as a co-chair) of a SPED doctoral student's committee. A clinical faculty member may serve as a co-chair or committee member. Should a student seek a change in advisor/chair, the approached faculty member may ask the student to indicate why he or she believes a particular relationship is a good match.

Persons considering service as chair also may explore with students their thinking about other members of the Program Committee and/or Dissertation Committee.

Program Committee:

The purpose of a Program Committee is to provide critical input and guidance as students plan their program of study and prepare to file a degree plan. The degree plan must be filed with OGS during the semester in which the student will complete their 36th hour of coursework. This typically occurs during the fall semester of a student's second year of doctoral studies. Accordingly, students should establish a Program Committee by the end of their first year of doctoral studies. The Program Committee is comprised of four individuals: the student's advisor (who serves as chair of the committee), two additional faculty members within the EPSY department, and one from outside of the EPSY department. The student's advisor (i.e., chair of the Program Committee) will offer guidance to help ensure that a given committee collectively reflects necessary expertise to guide the student in his or her chosen areas of interest and career goals. The chair's recommendations may also help ensure that a compatible committee is established.

The Program Committee is responsible for guiding and directing the student's entire academic program and initiating all academic actions concerning the student. The chair of the Program Committee, who usually has immediate supervision of the student's research and dissertation, may call for a meeting of the Program Committee at any time considered desirable. The duties of the Program Committee include responsibility for the degree program, the preliminary examination (written and oral), the dissertation, and the final examination (i.e., dissertation defense). In addition, the Program Committee (collectively and as individual members) is responsible for counseling the student on academic matters, and, in the case of academic deficiency, making recommendations to the Office of Graduate Studies. The Program Committee continues intact through a student's dissertation. However, in consultation with the advisor/chair, the student may change committee members by submitting the requisite forms to OGS.

EPSY Doctoral Program with an Emphasis in Special Education

A program of study is a cumulative list of the coursework, credit-bearing tasks, and competencies that a student will complete to earn a degree. Students must file a Program of Study during the semester that they accumulate 36 credit hours. To complete this task, a student should (a) establish a program advisory committee, (b) work with his/her advisor to prepare a draft program of study, and (c) hold a committee meeting to present the draft and solicit revisions/feedback. (See Appendix C for the Program of Study Requirements Checklist.)

Preparation: Prior to meeting with the Program Committee, students should work closely with their advisors to draft a proposed list of courses and experiences that, in total, will advance their career goals. Written information should be prepared to maximize the efficiency and effectiveness of the meeting and allow members to readily identify areas in which the student wishes to develop expertise. In addition to articulating goals/areas of expertise, meeting materials should include a concise summary of the coursework already taken, along with a draft

of additional courses a student proposes to take. Many students summarize this information in two ways. First, information may be clustered by subject area to demonstrate how a series of courses and competencies will cumulatively lead to expertise in a given area. Second, it is helpful to also organize the same information in timeline format, perhaps by semester.

Meeting: After working with an advisor to prepare a draft, students should organize a meeting of all committee members to review the proposed program of study and solicit input for the official university degree plan (see below) that will be filed.

Official University Degree Plan: All graduate students are required to file an official degree plan with OGS. The degree plan process is currently completed online. Once the student and advisor are satisfied that all feedback from the student's Program Committee meeting has been incorporated, the student enters the agreed upon sequence of courses and credit-bearing tasks online. Once entered, the document will be reviewed by the department's senior academic advisor who will check to ensure that it meets all TAMU requirements. The plan is then routed electronically to each Program Committee member for approval. Once the Official University degree plan has been approved and filed, any subsequent changes in courses or committee may be made by filing a "petition" which outlines the changes with supporting reasons and is submitted to the Office of Graduate Studies. Information about submitting a program plan online can be found at

http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Forms%20and%20Information/Degree-Plan-Fact-Sheet.pdf.

Core Competencies

In addition to completing coursework requirements, doctoral students in the Special Education emphasis area in the Special Education emphasis area must meet four core competency requirements in the areas of college teaching, grant writing, ongoing collaborative research, and pre-dissertation research (Appendices C & D). These requirements are designed to prepare graduates to be competent and competitive for positions in higher education. Although optional, it is strongly recommended that doctoral students complete a fifth core competency in the area of supervision. All core competencies must be met prior to dissertation defense.

First Semester Courses

A student should consult with his/her advisor to determine first semester (as well as subsequent semester) schedules. Students should register for a minimum of nine (9) credit hours each academic semester (i.e., fall and spring) to ensure full-time status. Priority should be given to required courses that function as prerequisites for program requirements. Elective courses should also be selected in conference with the advisor and, once established, Program Committee. For example, during the first fall semester students should register for the first SPED doctoral seminar (i.e., SPED 618), begin their required statistics sequence (e.g., EPSY 640), and enroll in a course aligned with their area of specialization. Students should refer to the EPSY Doctoral Program with an emphasis in Special Education **Special Education Emphasis Area Requirements Checklist** (Appendix C).

Additional Program Planning Suggestions

- Develop an overall plan detailing the semester-by-semester sequence of courses to be taken. Flexibility is necessary as some change in the pattern of course offerings is likely.
- Prerequisite courses should be scheduled early in the program.
- Contact and meet with the faculty advisor prior to registration each semester.

PRELIMINARY EXAMINATIONS

Each doctoral student is required to pass a preliminary examination (sometimes referred to as comprehensive exams). The process entails both written and oral examination tasks. A student's chair and Program Committee members will determine the format of the preliminary examination. It is the responsibility of the student, in coordination with his or her chair, to determine each committee member's requirements for the examination.

The oral portion of a student's preliminary examination must be scheduled so that all members of the Program Committee can be present. The substitution of one committee member may be allowed when an absolute necessity. Unless emergency circumstances exist, the Program Committee member who will be absent should make arrangements for the substitution. Note: If a committee chair cannot attend the scheduled examination, or if two (or more) members of the Program Committee will be absent, the examination must be rescheduled.

A preliminary examination is administered no earlier than a date when the student is within six credit hours of completion of formal coursework (except 681, 684, 690, 691 and 692) and no later than the end of the semester following the completion of all formal course work on the degree plan.

Prior to initiating and scheduling a preliminary examination, the student and his or her chair will review TAMU's **Preliminary Examination Checklist** (Appendix E) to ensure that the student has met all eligibility criteria for the examination.

The time span from the first written examination to the oral is no more than three weeks. The head of the student's department has the authority to approve a waiver of this criterion.

The student's chair will report the results of the examination using the Report of Preliminary Examination form (which will include the signatures of all committee members) and the Preliminary Examination Checklist. These forms must be submitted to OGS within 10 working days of the scheduled oral examination date and at least 14 weeks prior to the date of the final examination (i.e., dissertation defense).

After passing the required preliminary examination, the student must complete all remaining requirements for the degree within four calendar years. Otherwise, the student must repeat the examination. If the student fails the preliminary examination, there is no obligation for a re-examination. At their discretion, the student's Program Committee and OGS may allow one re-examination when adequate time has passed to allow the student to address inadequacies emerging from the first examination (normally six months).

Sample Preliminary Examination Study Guides (Appendix F) have been developed for many content and specialization areas. These guides are intended to provide examples of potential questions and should not be considered exhaustive. Program Committee members will develop and finalize all written and oral preliminary exam questions.

CANDIDACY

The following information regarding candidacy is provided by the Office of Graduate Studies' website http://ogs.tamu.edu/ogs-help-center/tutorial/graduate_student_handbook/doctoral-degree-information.

Overview

The student should work closely with his or her chair and consult with members of the Dissertation Committee to develop a research proposal for the dissertation. Once the research project is fully outlined and has been reviewed by the chair, the student submits a dissertation proposal to the Dissertation Committee. The student will then schedule a dissertation proposal meeting where the committee will review the appropriateness and feasibility of the proposed research and adequacy of available facilities. The approved proposal, signed by all the members of the Dissertation Committee and the EPSY department head should be submitted to OGS for final approval. After this, the remaining procedural requirements to earn a Ph.D. include completing the residence requirement, applying for the degree, scheduling and passing a final exam (i.e., dissertation defense), and submitting a signed approval page and PDF file of the completed dissertation to the Thesis Office.

Admission to Candidacy

To be admitted to candidacy for a doctoral degree, one must have a cumulative GPR and a degree plan GPR of at least 3.0, satisfy the residence requirement, pass the preliminary examination, complete all formal course work on the degree plan, and have an approved dissertation proposal on file with OGS. A student must be admitted to candidacy well before the date of the final examination. OGS will not authorize a final examination (defense) for any doctoral student who has not been admitted tocandidacy.

Time Limit

All requirements for the degree must be completed within 10 consecutive calendar years. Further, after passing the required preliminary oral and written examinations for the doctoral degree, the student must complete all remaining requirements for the degree within four calendar years. Otherwise, the preliminary examination must be completed again. Coursework that is more than 10 calendar years old at the time of the final oral examination may not be used to satisfy degree requirements.

The student must submit the final corrected dissertation to the Thesis Office no later than one year after the final examination (i.e., dissertation defense) or within the 10-year time limit, whichever occurs first. The degree will not be awarded if these deadlines are not met.

In 1997, the State of Texas passed legislation that limits the number of credit hours beyond the master's degree that the State will financially support. A doctoral student at Texas A&M has seven years to complete his/her degree before being charged out-of-state tuition. After seven years of study, a student who has accumulated 100 or more doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition. Please note that the tuition increases will apply to Texas residents as well as students from other states and countries who currently are charged tuition at the resident rate.

DISSERTATION

Dissertation Committee

A Dissertation Committee includes at least four faculty members with the rank of assistant professor or higher. Three of the members are from the EPSY department (one of whom is the student's advisor/chair) and one from outside the department. Some or all of the student's Program Committee members may continue as Dissertation Committee members. However, committee membership may change based on the student's dissertation topic. Students should work with their advisor to finalize their Dissertation Committee.

Dissertation Proposal Development and Meeting

As students begin to formulate ideas and planning dissertation research, they should communicate with their advisor to discuss issues including the appropriateness and feasibility of the topic/scope of research, available resources to complete the research, constitution of the Dissertation Committee, and proposal development. The student should prepare a written proposal to be presented to the Dissertation Committee for approval. In most cases, the chair will preview and provide feedback to initial drafts of the student's proposal and indicate when it is suitable for dissemination to the Dissertation Committee. A written copy of the completed dissertation proposal should be provided to the Dissertation Committee two weeks prior to the scheduled proposal meeting. It is the student's responsibility to consult with committee members to identify and discuss issues that may need to be resolved prior to the proposal meeting.

Research with Human Participants

Anyone intending to conduct research with human subjects must become familiar with the policies regarding such research and complete the required training to obtain a certificate to work with human participants. All research involving human subjects must be reviewed by the Institutional Review Board (IRB) of Texas A & M University, regardless of funding sources. More Information about IRB requirements and procedures is available at the Research Compliance and Biosafety website: http://rcb.tamu.edu/humansubjects.

Final Oral Defense of the Dissertation

The student, under the supervision of the chair, should produce an early "polished" draft of the dissertation. Pending chair approval, the student then schedules a tentative defense date and provides a copy to each Dissertation Committee at least four weeks prior to the tentative defense date. Committee members should review the draft within two weeks and recommend whether the defense should be held. Committee members may provide feedback requiring changes to be made prior to the defense and recommend whether the defense should occur as planned or be rescheduled. The student makes any necessary changes based on feedback received in advance of the defense and must present a final draft of the dissertation to the committee two weeks prior to the scheduled dissertation defense. In addition, the student works with the EPSY Graduate Academic Advisor to notify the Office of Graduate Studies at least two weeks before the date of the defense.

Dissertation Submission

Any additional changes in the dissertation that may result from the defense will be made by the student and approved by the chair before it is submitted to the thesis clerk at the library. When submitting signature pages for the EPSY department head's signature, the student should also include a final copy of the dissertation. Allow at least a 48-hour turn around for the department head to review and sign off on the signature pages. It is also a student's responsibility to provide a bound copy of the dissertation to the chair. Please see the Thesis Office's website for critical information pertaining to the preparation and submission of the dissertation http://thesis.tamu.edu.

STUDENT EVALUATION PROCEDURES

Throughout a doctoral student's program, the Special Education Division continually evaluates student progress. Students are expected to maintain high levels of performance in all of the following areas:

Academic Performance

To remain in good academic standing, doctoral students must maintain a 3.0 grade point average, and maintain continuous enrollment as specified by TAMU's Graduate Catalog. In addition to formal coursework, students must also progress toward completion of the **SPED Core Competencies** (Appendix D). All required competencies must be completed prior to the dissertation defense.

Ethical Behavior

Students will behave in accordance with the ethical standards of the appropriate professional organizations. The Council for Exceptional Children's ethical standards may be found at http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics(1).pdf. As doctoral students prepare to become educational researchers, adherence to the American Educational Research Association's (AERA) Ethical Standards (http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics(1).pdf) is of particular importance. Students are also expected to adhere to the Aggie Honor Code (http://student-rules.tamu.edu/aggiecode), as promulgated by Texas A&M University.

Professional Behavior

Doctoral students have an obligation to behave in a professional manner. Such professional behavior is exemplified by forming respectful relationships with faculty, staff, other students, school personnel, and other professionals within the community. This expectation extends to students' use of cell phones, instant messaging, email, and social media outlets (including, but not limited to internet communications using message boards, blogs, Facebook, and Twitter).

Annual Review of Student Progress

During each spring semester, SPED faculty systematically review each doctoral student in the program. The purpose of this formative assessment is to provide feedback on student progress, identify student strengths and weaknesses, and determine remedial activities or procedures that may be considered with students who are not performing up to program standards. The review focuses on general academic status, core competencies, research, teaching, and service. Students will be prompted by the EPSY Graduate Advisor to submit annual evaluation materials by March 1, 2020 online at https://myrecord.cehd.tamu.edu/portal/docreview/. Also, see Appendix G for forms that faculty advisors may use to help evaluate student progress.

MAINTAINING ADEQUATE PROGRESS

Students must make adequate progress to remain in good standing in the doctoral program. The SPED program offers the following guidelines for maintaining adequate progress. Students who fail to adhere to these guidelines will be asked to meet with program faculty to determine a remediation plan as described below.

- Students should be engaged in full-time graduate studies during the academic year (i.e., register for a minimum of 9 credit hours in both fall and spring semesters). Should extenuating circumstances arise, this should be conveyed in advance to the student's advisor and Program Committee members for approval.
- Students are responsible for maintaining regular contact with their academic advisor and should seek advisement prior to registering for courses and planning research activities each semester. In general, contact with the advisor will be more frequent than once per semester, especially as a student progresses through the program.
- Students must maintain a cumulative GPR of 3.0. In the event that a student's GPR drops below 3.0, or the student fails to successfully complete any assigned academic remediation plan, the student will be placed on academic probation. The student must raise his/her GPR to a minimum of 3.0 by the end of the next 9 hours of coursework. More information can be found in TAMU's Graduate Catalog (http://catalog.tamu.edu/).
- Students must attend to all doctoral program requirements. In addition to successful credit hour production, students must work with their advisors to ensure that their degree plan (a) adheres to the SPED program requirements as summarized in the EPSY Doctoral Program with Emphasis in Special Education **Special Education Emphasis Area Requirements Checklist** (Appendix C) and (b) complies with committee recommendations.
- In addition to formal coursework, a doctoral program entails a range of experiences and tasks to equip students with essential competencies required for post-graduation success. It is the student's responsibility to establish a timeline in collaboration with the advisor/Program Committee that ensures the **SPED Core Doctoral Competencies** (Appendix D) are completed prior to the dissertation defense.
- Students must pass all components of their preliminary examination. Per university policy, if a student fails the preliminary examination, there is no obligation for a re-examination. However, at their discretion, the student's advisory committee and OGS may allow one re-examination when adequate time has passed to address the inadequacies emerging from the first examination (normally six months).
- Students should always exhibit ethical and professional behaviors in both on- and off- campus contexts. This expectation extends to student communication and interactions with peers, faculty, staff, and social media outlets (i.e., Facebook, Twitter, message boards, blogs, email communications, etc.).

Remediation Process for Failure to Make Adequate Progress

It is critical that students make adequate progress consistent with program guidelines. Grades of "incomplete" are the rare exception and are given only under extraordinary circumstances and at the discretion of the instructor. Failure to maintain expectations in one or more of these areas (academic, ethical, and/or professional behavior) will require the student to meet with program faculty. Students will be given an opportunity to explain their circumstances to the faculty. The purpose of this meeting is to identify barriers to progress and to generate a remediation plan and corresponding timeline.

Potential outcomes of this meeting may include:

- a plan for remediation of the problem that is discussed by the faculty and student;
- a formal reprimand from the program—with or without a remediation plan or sanctions;
- probationary status.

Such probation will include a written list of behaviors that must be performed by the student during the probationary period and a description of sanctions to occur if the requirements of the probationary period are not met. Such a probation plan will include a specific time frame in which these behaviors must occur.

The sanctions listed above do not have to be applied in any particular order; however, fairness in determining sanction(s) appropriate to the student problem is the goal. Additional departmental expectations and procedures serve as a general guide as well.

Academic Probation

In the event that a student's cumulative GPR drops below 3.0, the student will be placed on academic probation. Students are required to inform their advisors if they receive a grade of C or below in any course. The student must raise his/her GPR to a minimum of 3.0 by the end of the next 9 hours of coursework. More information can be found in TAMU's Graduate Catalog (http://catalog.tamu.edu/).

Dismissal from a Program

If a student fails to resume adequate progress within the remediation plan and probation timelines, the student will be required to reconvene with program faculty. A potential outcome from this follow-up meeting may be student dismissal from the program. Program dismissal will follow procedures outlined in the Office of Graduate Studies Graduate Advisor Handbook https://ogaps.tamu.edu/OGAPS/media/media-library/documents/Forms%20and%20Information/OGAPS-Advisor-Handbook-Online.pdf.

Leave of Absence

Under unusual circumstances, a student may petition for a leave of absence from the doctoral program. For information regarding leave of absence, please see the Graduate Catalog http://catalog.tamu.edu/

DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES

Student Grievance Process

In addition to grievance procedures established by the University, the EPSY Department utilizes the following process. An EPSY faculty member selected by the Department Head serves as an Ombudsperson. The Ombudsperson serves as an impartial mediator to facilitate conflict resolution between the two parties. In the event of a conflict of interest between a student and the current Ombudsperson, an alternate faculty member may fill this role. There is also an Ombudsperson at the College level, as well as one at the Office of Graduate Studies.

Prior to Initiation of the Grievance Process Students are encouraged to attempt to resolve problems by communicating directly with the faculty member. If the student has met with the faculty member and the problem has not been resolved, he/she should contact the EPSY Ombudsperson. If a student chooses not to meet with the faculty member due to the nature of the problem, the Ombudsperson may be contacted directly to initiate the grievance process.

Overview of Grievance Process Depending upon the nature of the student's concern, the Ombudsperson may consult with the identified faculty member, the program coordinator or the department head. At the discretion of the department head, the student's concern may be communicated to the College of Education and Human Development (CEHD) Dean's office. When there is a discussion of a particular faculty-student concern, maintaining anonymity of the student may not be possible; however, every effort will be made to maintain the confidentiality of sensitive information. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.

University Grievance Procedures. TAMU articulates students' Rights and Responsibilities and grievance procedures for a variety of problems, issues, and concerns. Students can find this information at http://student-rules.tamu.edu/studentgrievanceprocedures.

INTERNATIONAL STUDENTS

International students may find additional information regarding support services and financial aid by visiting the International Student Services website. http://international.tamu.edu

STUDENT FINANCIAL SERVICES

Financial Assistance via Graduate Assistantships

Some students may be employed by the university via a Graduate Assistantship (GA). GA positions of 20 hours a week (or two 10 hour per week positions) provide out-of-state students the ability to pay tuition at the in-state rate and a monthly or biweekly stipend (amount varies by position). Students may be able to locate assistantships in other departments and agencies on campus. Other financial assistance is available through TAMU's Department of Student Financial Aid.

The maximum academic load for students on assistantship (or similarly employed) is 13 credit hours. Individuals who are not working may take more credit hours per semester. A maximum of 16 to 18 credit hours is suggested for those individuals. However, students are encouraged to take lower course loads when possible to enhance the learning process. Students on fellowship are required to take a minimum of nine credit hours during the fall and spring terms. Financial aid programs for graduate students include the Robert T. Stafford Loan (formerly the Guaranteed Student Loan), the Perkins Loan (similar to the GSL), the Hinson-Hazelwood Loan, College Work Study, the Texas Public Education Grant and the State Student Incentive Grant. To be considered for all forms of aid available to graduate students, a student must file either the Financial Aid Form (FAF) or the Family Financial Statement (FFS). Additional information about loans can be found at the following web site: https://financialaid.tamu.edu/.

Health Insurance

- Those with 20 hour per week graduate assistantships are eligible to purchase health insurance through the university. Information can be found at http://assets.system.tamus.edu/files/benefits/pdf/studentinsurance/benefits-for-graduate-student-employee.pdf.
- Any full time students can purchase student health insurance. More information can be found at https://www.tamus.edu/business/benefits-administration/student-insurance/.

ADDITIONAL RESOURCES

University Student Services

The Division of Student Services is a cluster of administrative departments under the supervision of the Vice President for Student Services. It is designed to serve students at Texas A&M University and includes:

The Memorial Student Center (MSC) which combines a beautiful facility and a wide variety of services and programs intended to meet the cultural, social and recreational needs of the university community. This facility includes meeting rooms, printing center, the central ticket office, lounges, a cafeteria and snack bar, bookstore, a music listening room, bowling lanes and art galleries. The MSC Council and Directorate are responsible for producing a wide variety of programs, ranging from ballet to leadership conferences, as well as for providing a laboratory for individual growth and development. All students are invited to become involved in MSC programs and to use the facilities and services of the MSC.

Office of the Students' Attorney, which offers legal advice and counseling to all students and recognized student organizations on a variety of matters including landlord/tenant problems, consumer protection, auto accident and domestic relations law.

Student Counseling Service (University Counseling Center), which provides limited duration counseling in the following areas: personal-social; crisis/emergency; marriage/couples; human sexuality; career and group counseling; a career, educational, and personal growth information library; test interpretations; and referral to other services. Confidentiality, to the limits provided for by law and judicial decisions, is maintained.

Student Activities, which assists approximately 680 student organizations with organizational development, funding and activities. This office also publishes calendars, handbooks and other publications of an informational nature for the university community.

Student Affairs, which is responsible for on-campus housing, off-campus programs, withdrawals, student life, orientation, discipline, and other areas of student concern.

University Health Service (A.P. Beutel Health Center), which provides a modern clinic for outpatient services and beds for 44 inpatients. The facilities of the clinic include a modern laboratory and X-ray, physical therapy, and diagnostic departments. The medical staff includes not only general practitioners, but also consulting specialists in general practice, surgery, orthopedics, urology, gynecology and psychiatry.

The University Health Center is closed during official University holidays. The outpatient clinic is open from 8:00 a.m. to 4:00 p.m., Monday through Friday. For illness requiring medical attention that occurs during hours the clinic is closed, the emergency room of this facility, located on the second floor, remains operable. The Health Center fee entitles the student to clinic visits as needed, most diagnostic examinations, care of illness or accidents, ten days of treatment(s) per semester for cases requiring hospitalization at the university, medications according to pharmacy policy (medications unavailable at the hospital must be purchased by the student), and X-rays and laboratory tests as indicated.

The University Health Center does not perform or provide care for major surgery. In these cases, the student selects the hospital and surgeon and assumes financial responsibility for surgical or medical procedures.

Support Services for Students with Disabilities

Texas A&M University does not discriminate on the basis of disability in admission or access to its programs. Otherwise qualified disabled students are offered a variety of forms of assistance through Disability Services currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. The website is http://disability.tamu.edu. The office, a component of the Division of Student Affairs, coordinates accommodations that may be needed in academic areas or residence life to permit students with disabilities to successfully pursue a college education. The office also works closely with the Texas Rehabilitation Commission (TRC) to assist students with disabilities.

Multicultural Services Center

The Multicultural Services Center provides retention programs and services for ethnic minority students at Texas A&M, including seven recognized student organizations. The department's multicultural resources include video, audio, and printed material available for staff and student use; outreach programs to faculty and students on cultural diversity and racism in higher education; and Aggie Culture, a monthly newsletter promoting multicultural issues, programs and events. Scholarship/fellowship information, extracurricular and academic counseling, a career development institute, and racial and cultural sensitivity and awareness seminars also are offered by the department. The department also aids the University in its efforts to promote cultural pluralism in academics and extracurricular activities, 845-4551.

Additional Sources of Information for Graduate Students in EPSY

The Office of Graduate Studies Student Handbook includes additional policies that are important for students to know. Especially relevant is information regarding registration (including continuous registration requirements, course load requirements, in-residence registration, *in absentia* registration, and preregistration), time limits for completing degree requirements, scholastic requirements, thesis and dissertation policies, applying for degrees, and confidentiality of student records. This handbook is available in the Graduate Advisor's Office.

Departmental Facilities

The Department of Educational Psychology is housed on the seventh floor in the Harrington Education Center Tower (EDCT). The *Educational Research and Evaluation Laboratory (EREL)* is also found on the seventh floor. This facility is designed to assist faculty and students in research design, statistics, and computer operations. In addition to expert consultation, computer terminals and word processing capabilities are readily available.

Educational Psychology Student Organization (EPSO)

All graduate students in the Department of Educational Psychology are eligible for membership in EPSO. The objectives of EPSO are to foster intellectual and social interactions among students and faculty as well as to provide an opportunity for students' families to interact with each other. In past years, EPSO has sponsored a series of workshops and seminars, trips to conferences, several faculty-student socials and numerous student parties. EPSO members have also been active in campus intramural sports. Money earned through dues and fundraisers support several social functions throughout the year for all graduate students and faculty in educational psychology. More importantly, money may be available to help students defray costs of attending conferences.

APPENDIX A

Special Education Division Faculty

Faculty Member	Contact Information	Interest Areas
Bowman-Perrott, Lisa Associate Professor	lbperrott@tamu.edu 647 Harrington Tower	Academic and behavioral interventions for students with and at-risk for emotional and behavioral disorders, meta-analysis of single-case research, positive behavioral interventions and supports, outcomes for English language learners
Byrns, Glenda Clinical Professor Emerita	gbyrns@tamu.edu 701H Harrington Tower	Pre-service teacher preparation, effective college teaching practices
Fogarty, Melissa Clinical Associate Professor	melissafogarty@tamu.edu 644 Harrington Tower	Integrated, comprehension reading and vocabulary interventions for at-risk elementary and secondary students
Erbeli, Florina Assistant Professor	erbeli@tamu.edu 651 Harrington Tower	(1) reading development, (2) predictive factors of reading achievement, and (3) individual differences in reading ability and disability
Fournier, Connie Clinical Professor Emerita	cfournier@tamu.edu 701F Harrington Tower	Families with children who have special needs, teacher efficacy, ethics
Ganz, Jay Professor	jayganz@tamu.edu 637G Harrington Tower	Autism spectrum and intellectual disabilities, social-communication interventions, single-case research, meta-analysis of single-case research
Gilson, Carly Assistant Professor	carly.gilson@tamu.edu 637F Harrington Tower	Adolescent transitions to adult life; promoting inclusive postsecondary education and employment settings for young adults with intellectual and developmental disabilities (IDD); strengthening employment-related social skills; and fostering vocational skills and early career development through assistive technology
Montague, Marcia Clinical Assistant Professor	mmontague@tamu.edu 603 Harrington Tower	Classroom management, equity in access to education; interventions for at-risk students, first-generation, and low-income college students; interventions for students with low-incidence disabilities; special education teacher preparation and professional development; transition to post-secondary education
Schmid, Kelly Assistant	kschmid@tamu.edu 701D Harrington Tower	Pre-service teacher preparation, effective pre-service teacher supervision practices
Thompson, Julie Assistant Professor	jlthompson@tamu.edu 652 Harrington Tower	Explicit literacy instruction for ethnically and linguistically diverse minimally vocal-verbal children with, instructional design, group instructional arrangements, technology-delivered literacy instruction, and gaze- behaviors of children with ASD when engaged with technology-delivered literacy instruction

Special Education Division Faculty (con't.)

Faculty Member	Contact Information	Interest Areas
Whiteside, Erinn Clinical Assistant Professor	erinnwhiteside@tamu.edu 713A	Effective teaching practices for students with ASD and/or intellectual disability, small-group instruction, pre-service teacher preparation, interventions for students who engage in severe problem behavior
Zhang, Dalun Professor	dalun@tamu.edu 637C Harrington Tower	Transition education and services for individuals with disabilities, self-determination, higher education for people with developmental disabilities

APPENDIX B

Ph.D. in Educational Psychology
Special Education
Emphasis Area Program of Study Requirements

(Note: Your chair will advise you on course registration each semester.)

Semester	*Grade*	**REQUIRED CORE SPED COURSES** (*Required:* 15 credits)	***Total Credits:*** _____
_____	_____	SPED 603 Foundations of Special Education	
_____	_____	SPED 624 Professional Development in Research	
_____	_____	SPED 612 Special Education Law & Policy	
_____	_____	SPED 689 Special Topics Seminar 1: Topic Area _____	
_____	_____	SPED 689 Special Topics Seminar 2: Topic Area _____	

Semester	*Grade*	**CORE STATISTICS/RESEARCH DESIGN COURSES** (*Required:* 15 credits ***beyond*** *EPSY 635 & 636*)	***Total Credits:*** _____
_____	_____	**Foundation**	← *Foundation coursework strongly recommended and can count as additional coursework requirements below.*
_____	_____	EPSY 635 Educational Statistics	
_____	_____	EPSY 636 Techniques of Research	
_____	_____	**Required**	*Additional statistics/research coursework may count as Related Area Coursework (in the next section).*
_____	_____	EPSY 640 Experimental Design in Ed I	
_____	_____	EPSY 641 Experimental Design in Ed II	
_____	_____	EPSY 660 Single Case Experimental Design Research Methodology	
_____	_____	EPSY XXX _____	← ***other advanced research course with committee approval*** *Advanced statistics/research coursework from other departments may fulfill these course requirements.*
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

Semester	*Grade*	**ADDITIONAL COURSEWORK / SPECIALIZATIONS** (*Minimum requirement:12* credits)	***Total Credits:*** _____
_____	_____	_____	*Courses within & outside of SPED may be taken.*
_____	_____	_____	
_____	_____	_____	*Students **may not** apply credits earned for core competencies toward the 12 credit minimum requirement for SPED and related area coursework.*
_____	_____	_____	
_____	_____	_____	*Students who take more than 15 credits of core statistics/design coursework may count those additional credits in this section with program committee approval.*
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
____	____	_____	

[*Continued*]

SPED Doctoral Emphasis Requirements Checklist

Semester Completed and Faculty who Approved	**CORE COMPETENCIES** (*Variable:* Approximately 15 credits)	***Total Credits:*** _____
_____	*Required:* **Ongoing Collaborative Research Participation** *May require final written products.* (Students who are not being paid to participate with a research project may register for 1-3 credits of EPSY 691 per semester.)	***Students may earn more or less than 15 credits toward fulfilling these competencies.***
_____	*Required:* **Pre-Dissertation Research Project** *Requires final written product suitable for publication.* (Students may register for 3-6 credits of EPSY 691.)	*Those earning less than 15 credits may take additional coursework (if needed) to ensure a minimum total of 75 credits required to earn a doctorate.*
_____	*Required:* **Collaborative Grant Writing** *Requires final documentation & faculty verification signatures.* (Student may register for 0-3 cr. of SPED 683.)	
_____	*Required:* **College Teaching** *Typically two semester sequence requiring faculty verification signatures.* (Students who are not being paid as a GA to assist with the course may register for 3-6 credits of SPED 683.)	*Credits earned for work toward core competencies may not be used to replace coursework in other required areas (i.e., SPED core courses, core statistics/design courses, SPED-related area specialization coursework, or dissertation hours).*
_____	*Highly recommended:* **Field Supervision** *Typically one or two semesters requiring faculty verification signatures.* (Students who are not being paid to supervise may register for up to 3 credits of SPED 683.)	

Semester	*Grade*	**DISSERTATION RESEARCH** (*Minimum requirement:* 12 credits)	***Total Credits:*** _____
_____	_____	EPSY 691 Dissertation Research	
_____	_____		
_____	_____		

Notes: *The SPED Emphasis Program requires a minimum of 75 credits beyond a master's degree to earn a Ph.D. (The minimum is 96 credits for those without a Master's degree.)*

APPENDIX C

EPSY Doctoral Program - Special Education Emphasis

College Teaching Competency

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.

Course Levels: Doctoral Students can typically complete the college teaching practicum requirement in two semesters. Students should register for 3 credits of *SPED 683: Practicum in College Teaching* during each semester of college teaching. Exception: Students who have a paid assistantship associated with a course **in which they secure permission** to complete their *College Teaching Competency* should work with their advisor and the instructor to ensure that college credit is not awarded for hours of work the student is paid to perform.

During the first semester, the doctoral student will attend all class meetings and work closely with the SPED faculty instructor to become fluent with course content, assignments, and corresponding teaching and evaluation procedures. The student and SPED faculty instructor will also identify opportunities for the student to prepare and teach during a portion of some the class meetings during that initial semester of college teaching.

During the second semester(s) of the College Teaching Competency, the doctoral student resumes more responsibility for independently teaching the majority of class meetings and managing all aspects of the course while the SPED faculty instructor provides support and formative feedback while remaining the official instructor of record. In rare situations where a doctoral student has advanced expertise and teaching experience within a particular area, the *College Teaching Competency* may be met within a graduate-level course (master's level) that is closely co-taught with a SPED faculty member. (There are mentorship requirements and course responsibilities that the faculty member will carefully adhere to.) Fulfillment of the college teaching competency via a graduate level course requires recommendation from the student's advisor, special permission from the SPED Program Faculty, and approval by the EPSY Department. The student's advisor (rather than the student) must initiate and secure all levels of permission for a doctoral student to engage in college teaching associated with a master's level course.

Preparation: Experience/familiarity with instructional content/methods does not equal preparedness to teach that information at the college level. Before co-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 co-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.

Center for Teaching Excellence:

The Center for Teaching Excellence (CTE) offers several trainings and workshops designed specifically for graduate students. Doctoral students are strongly encouraged to work with their advisor to determine which workshops would be of most value and to visit the CTE website to obtain a schedule of the workshops offered each semester.

http://cte.tamu.edu/content/graduate-student-professional-development-teaching-gspdt-seminar-and-workshop-series

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 co-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.
- 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.

EPSY Doctoral Program - Special Education Emphasis

Grant Writing Competency

The purpose of the *Grant Writing Competency* is to provide doctoral students with experiences that increase their post-graduation success in securing extramural funding. Under the active mentorship of faculty members, the student will closely observe and actively participate in components of proposal development including: (a) statements of need, (b) statements of capacity, (c) literature review, (d) demographic and program/university descriptions, (e) plan of operation, (f) goals, objectives and activities, (g) technical methods/design, (h) timeline, (i) budget justification, (j) work load calculations and chart, and (k) evaluation plan.

There are two options for meeting the SPED emphasis area's grant writing competency. Students should work with their program advisor to determine the most appropriate option for their individual circumstances.

Option 1: Under the supervision of a faculty member, the student prepares a grant proposal to fund a pre-dissertation or dissertation research project. To fulfill the Grant Writing Competency, the required components of the specific grant application must allow a student to demonstrate experience across each grant component listed for this competency. A faculty member signs off on each completed competency. *This option requires the identification of an appropriate funding source and the advanced consent of a faculty member to mentor and supervise the student.* Students must enroll *SPED 683: Practicum in Grant Writing* and should consider that it may take more than one semester to prepare and submit the actual grant proposal.

Option 2: The student works with his/her program advisor to develop a planned series of grant writing experiences routed through one or more faculty members with demonstrated grant writing skills. Once completed, those cumulative experiences fulfill the SPED emphasis area's Grant Writing Competency. Depending on the extent of work required, the student may need to register for 1-3 credit hours of *SPED 683: Practicum in Grant Writing* with the professors who provide those experiences. *Option 2* need not be accomplished via a single grant submission. In fact, many Requests for Proposals (RFAs) have swift deadlines that diminish the likelihood that a faculty member (and/or doctoral student) would have adequate time to sufficiently engage the student in all aspects of grant preparation during a single submission. A more likely scenario is the student's participation with multiple faculty members over time on pre-specified components of each professor's grant submission. *Option 2* affords the student opportunities for substantial participation on pre-specified aspects of preparing and submitting one or more major grant proposals.

Log of Grant Writing Competency Experiences

Competency Area	Description of Tasks, Grant Agency, Faculty PI and dates for each type of competency area	Faculty Initials
1. Become familiar with relevant funding agencies, grant competitions, & specific submission requirements. Review competitive state/federal grant procedures via courses, seminars, and/or webinars developments.	1. 2.	
Review and seek clarification for all aspects of a request for applications (RFA), including evaluation criteria bygrantors.	1. 2.	
2. Collaboratively writing some sections of the proposal.	1. 2.	
4. Assist with collection of supportive documentation (*letters of support, literature review, program demographics, materials pricing, etc*.)	1. 2.	
5. Assisting in the final formatting and submission of the proposal (including pagination, appendices, & final submission).	1. 2.	
6. Participate with aspects (or demonstrate an understanding) of the development of a proposal budget.	1. 2.	
Other:	1. 2.	
Other:	1. 2.	

Confirmation of Competency Completion: _____

Advisory/Faculty Signature & Date

EPSY Doctoral Program - Special Education Emphasis

Ongoing Collaborative Research Participation

This competency expectation is designed to provide doctoral students with an extensive, collaborative research experiences during their doctoral programming. To fulfill this requirement, a student should have ongoing, continuous involvement with a supervising faculty member's research project. Variable research credits may be earned during any semester. One credit hour might be more appropriate during semesters that participation is minimal (e.g., approximately 3 hours per week), and 3 credit hours (e.g., approximately 9 hours per week) reflects a preferred level of involvement and benefit to the student. Students should discuss the appropriate number of credit hours and types of activities with their advisor *and* supervising research faculty member (who may or may not be the same person). Semesters during which a student serves as a paid graduate assistant on a research grant may provide the opportunity to fulfill the expectations of collaborative research participation in lieu of registration for variable credit hours. This is not a certainty, and should be discussed with the research faculty member in advance. Important Note: Students with a paid research assistantship should consult with their faculty employer to determine whether the parameters of the assistantship are sufficient to fulfill the collaborative research expectation. If that is the case and the faculty member agrees, a student may fulfill his/her commitments for *Ongoing Collaborative Research Participation* within the context of the assistantship (rather than registering for credits). Student should work with their employer to ensure that the college credit is not taken/received for hours of work the student is paid to perform.

A minimum of three semesters of involvement with a faculty research project is expected prior to dissertation. 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 collaborative research tasks 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.

- Attend and participate in regular grant meetings
- Collect data at field sites
- Organize correspondence
- Recruit participants
- Assist in data entry and/or data management
- Create charts and graphs for analysis
- Review literature on behalf of the faculty or project
- Present at research team meetings
- Present or co-present research at conferences

Note: All students should keep a log of tasks and associated hours for each semester. These may be submitted as part of a student's annual evaluation.

Collaborative Research Participation Practicum/Experience Log

Semester:_____Name of Research Project:_____

Date(s)	Type of Activity/Task	# of Hours
	Total:	

_____

Signature of Faculty Mentor denoting successful completion of tasks/credits:

Please attach:

a. Copies of any products that you independently or collaboratively developed.
b. A brief narrative summary describing the scope of your research experiences related to this project for this semester.

Students should save their signed logs and attached products for annual review and their program meeting.

EPSY Doctoral Program - Special Education Emphasis

Pre-dissertation Research Project

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.

- Document a problem and need in the field.
- Conceptualize and state the research question(s).
- Select or design instruments/data collection strategies, with attention to reliability, validity, and sensitivity to change.
- Determine sample size (whether single-case or group research) with adequate power to answer research questions.
- Obtain participants and ensure compliance with human subjects review.
- Plan and describe design, including its threats to conclusion validity.
- Train and ensure fidelity of implementation, and reliable measurement.
- Carry out data collection and treatment (when applicable).
- Conduct data analyses, determining effect sizes and chance-level findings.
- Select target conferences and publication outlet.
- Write-up results in APA format.
- Submit to conference and for peer-reviewed publication.
- 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 is 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.

EPSY Doctoral Program - Special Education Emphasis

Field Supervision Competency [OPTIONAL]

The purpose of the *Practicum in Field Supervision* is to prepare doctoral students to independently supervise Special Education preservice teachers in field practica, student teaching, and field-based internships. The required skills for the Field Supervision Competency are based on (a) the CEC (NCATE) knowledge and skills for university professional training programs, and (b) *Learner Centered Schools* Guidelines (adopted in 1994 by the Texas State Board of Education to undergird teacher evaluation). Achievement of this competency ensures that doctoral students meet both CEC/NCATE national standards and the more specific Texas state standards.

The SPED emphasis area's field supervision competency is met within the undergraduate Special Education teacher preparation program. This program is designed to provide undergraduates with cross-categorical training in multiple settings (i.e., co-teaching, resource rooms, content mastery centers, etc.). Accordingly, the opportunity to complete this doctoral competency requires advanced arrangements with the SPED Undergraduate Certification Committee to determine the program's capacity for mentoring doctoral students during a given semester. Doctoral students work with their program advisor to identify a minimum of two semesters (in order of preference) that a student will be available to complete this competency. The Undergraduate Certification Coordinator determines the semester during which the doctoral student may work with the undergraduate program and identifies a SPED faculty member who will mentor the doctoral student and oversee his/her supervision activities. The doctoral student must register for 3 credits of *SPED 683: Practicum in Field Supervision* with the SPED faculty mentor during the semester in which he/she completes this competency.

As part of the Field Supervision Practicum, doctoral supervisors will attend a 2 credit hour seminar for undergraduate students. The seminar is designed to prepare undergraduates to (a) reflect upon schools as unique cultural settings and administrative structures, (b) understand the expectations and role limitations of student teachers, (c) become familiar with the Texas PDAS assessment system, (d) discuss potential learning and behavior challenges they may encounter in schools. During this seminar, undergraduates also receive peer support for challenges. The doctoral supervisor participates incrementally as he/she is accepted and feels ready. The seminar is conducted by Texas A&M Clinical Faculty who are experienced special education teachers, teacher trainers, teacher supervisors, and licensed trainers of the Texas PDAS teacher evaluation system.

The doctoral supervisor accompanies a SPED Faculty Supervisor for a series of observation visits, and then is assigned two or three undergraduates for which he/she serves as the primary supervisor. (Note the SPED Faculty member also functions as the doctoral student's faculty mentor and instructor of record for SPED 683: Practicum in Field Supervision). Through the seminar, the doctoral student can compare his/her own student teachers with those of the SPED Faculty mentor.

APPENDIX D

You can access a "fillable" copy of this form from: http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Preliminary-Exam-Requirements.

Office of Graduate and Professional Studies

PRELIMINARY EXAMINATION CHECKLIST

The student is responsible for completing this checklist before the preliminary exam is scheduled. This checklist must accompany the report of the exam results (using the Office of Graduate and Professional Studies (OGAPS) form, "Report of Preliminary Exam"). The student should initial each appropriate blank indicating that the specified criterion has been satisfied, or where appropriate, been waived. Failure to satisfy the listed criteria will result in the given exam being disallowed in which case it will need to be retaken.

Student's Signature: _____ UIN: _____

Type or Print Name: _____

Please initial each statement in the space provided below:

1. ____ Registered for semester or 5-week term during which the exam occurs. (If the entire exam is between semesters, then the student must have been registered for the preceding term.)
2. ____ Student has an approved degree plan on file with the Office of Graduate and Professional Studies.
3. ____ GPR over all eligible courses since beginning graduate work at Texas A&M is greater than or equal to 3.000 as indicated in the degree evaluation in Howdy. (Includes 300 and 400 level courses taken while in a graduate program but does not include transfer courses.)
4. ____ GPR over all courses on the degree plan (excluding transfer courses) is greater than or equal to 3.000 as indicated in the degree evaluation in Howdy.
5. ____ All committee members have determined the format, scheduled, and agreed to attend and/or administer the exam/s or found a substitute. Only one substitute is allowed; there may not be a substitute for the chair.
6. ____ At the end of the semester in which the exam is given, there are no more than 6 hours of course work remaining on degree plan. (Does not include 691s)

If no, waiver approved by Department Head: _____

Approved:

Sign: _____	Sign: _____	_____
Advisory Committee Chair Print/type Name:	Department Head OR Intercollegiate Faculty Chair Print /type Name:	Date:
_____	_____	

Preliminary Exam Report Form Last Revised: 6/29/2017

You can access a "fillable" copy of this form from: http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Preliminary-Exam-Requirements.

Office of Graduate and Professional Studies

Report of the Preliminary Examination

The undersigned duly appointed examining committee has conducted the preliminary examination of

Insert Student Name Insert UIN. We have examined the candidate for a mastery of all fields in the program and for an adequate knowledge of the literature in these fields, and an understanding of the research problem and the appropriate methodological approaches.

Record of Vote for Pass or Failure: (***Votes are to be tallied, e.g., 3 pass; 1 no pass.*** *A positive vote by all members of the graduate committee with at most one dissertation is required to pass.)*

_____ Number of Pass Votes _____ Number of No Pass Votes

If the exam was not passed: The committee, with no more than one member dissenting, **(does) (does not)*** recommend that this student be given one re-examination, when adequate time has been given to permit the student to address the inadequacies emerging from this examination. The examination committee will document and communicate the time-frame and feedback within 10 working days of the exam that was not passed.

** Please strike through the inappropriate words.*

Date: _____

Signature: _____ **Chair**
Type/Print Name:

Signature: _____ **Co-Chair or Member**
Type/Print Name:

Signature: _____ **Member**
Type/Print Name:

Signature: _____ **Member**
Type/Print Name:

Signature: _____ **Member**
Type/Print Name:

Signature: _____ **Member**
Type/Print Name:

_____ **Substitute for** _____
Please sign AND print your name:

In compliance with the Texas Open Records Law, the student will be allowed to review this form upon written request.

PLEASE MAKE A COPY FOR YOUR RECORDS AND RETURN ORIGINAL TO THE OFFICE OF GRADUATE AND PROFESSIONAL STUDIES

FOR OFFICE OF GRADUATE AND PROFESSIONALS STUDIES USE ONLY

1. Residence requirement complete: Yes ____ No ____
2. Research proposal approved: Yes ____ No ____
3. Formal course work completed: Yes ____ No ____
4. Other course work remaining:

May be admitted to candidacy upon completion of item(s):

APPENDIX E

BASIC RESEARCH KNOWLEDGE (Measurement, Design, Analyses)

Design:

Internal Validity: What is **internal validity** of a research study or design; how it is different from **instrument validity**; what are some common major obstacles or challenges to **internal validity**, and how can they be addressed? Compare "large effect size" with "strong **internal validity**"—explain whether these expressions mean the same or not.

Power: What is **statistical power** of a research design; when is it used; how is it calculated? What essential ingredients are input for **power** calculations; what information is output from a **power test**? How is **statistical power** the same or different from internal validity?

Variable names: Describe for various statistical tests (e.g. Regression and ANOVA), the meaning of: a) Independent Variable, b) Dependent Variable, c) Criterion Variable, d) Predictor Variable.

Types/Levels of Data:

1. What are the **measurement levels** of data commonly found in Special Education and other educational research; what statistical tests should be used for each level?
2. What do the data-descriptive terms, "**Categorical,**" "**Numeric,**" **"Continuous"** mean?; Provide examples of each.
3. What levels of data are used in a two-way factorial ANOVA?

Statistical Tests:

For what purposes (or types of research questions) and with what types of data are the following statistical tests used: ***student t test, *ANOVA, *Chi-square, *Correlation, *Regression (OLS), *Kruskal-Wallis, *Wilcoxon/Mann-Whitney U, *Cramers V, *Logistic Regression, *Cohen's Kappa.**

ANOVA

Describe similarities and differences among: paired sample t test, correlated sample t test, factorial ANOVA, repeated measures (RM-) ANOVA.

What is the difference between ***Factorial** ANOVA, ***Repeated measures** ANOVA, and ***Mixed** ANOVA? What are sample IVs and DVs for each type?

What does **one-way**, vs **two-way** or **three-way** ANOVA mean?

What **unique information** is obtained from a 2-way or higher (**multi-way**) ANOVA that is not provided from a **one-way** ANOVA? What does this unique information look like, and how does one interpret it?

What are: ***partial correlation** and ***ANCOVA**; what common purpose do they have; how are they the same and different?

Describe the relationship between ANOVA and Multiple Regression, in terms of theory, procedure, and output. What are the essential similarities and differences? Show understanding of the terms "GLM" and "OLS".

Parametric Assumptions: Describe three main assumptions which apply to most all parametric tests; describe how data are judged viz. meeting those assumptions. Describe the most reputable tests for these assumptions and how to interpret their output.

NonParametric: What are the ***ordinal** data and ***nominal** data **analogues** for the following interval level tests: a) Pearson r, b) student t-test, c) one-way ANOVA, d) multi-way ANOVA, d) RM-ANOVA, e) Pearson 'r'?

What is the difference between **partial** and **semi-partial correlation**, and when should each be used?

HLM: What is **Hierarchical Linear Modeling**, when should it be used, what analyses can it replace, and what benefits can it offer?

Effect Sizes:

- What is the difference between ***Statistical Significance** and ***Effect Size**, and how is each summarized from F tests, t-tests, and regression analyses?
- Describe two major **effect size families**, at least two member indices of each, and describe how each is calculated.
- Define a **Confidence Interval** around an effect size, what additional information it gives us, and how it is interpreted.
- What is the relationship between **hypothesis testing** and an **effect size with confidence interval**?
- What is the relationship between "overlapping confidence intervals" and hypothesis testing?

Measurement Reliability:

- What does instrument or **measurement reliability** mean, and how is it summarized?
- Describe **Cohen's Kappa**; describe its range and typical values; describe when is it used; how is it interpreted?
- Describe the following types of instrument reliability: ***internal consistency, *retest reliability, *alternate forms reliability**, and tell when each is most relevant.
- What is **classical test item analysis**? What data are required? What most important results are output?

- Describe what **Cronbach's Alpha** is used for and how it isinterpreted.
- What is an "**attenuation effect**" related to measurement and testing.
- What are the main differences among "**standard error of measurement**", "**standard error of the mean**", and "**standard error of prediction or estimation**"? What main use does each have? What are the ingredients for calculating each?
- What are "**conditional standard errors of measurement**" and what advantages do they give?

Single Case Research:

- ☐ When is a **single case research design** especially appropriate and useful?
- ☐ Name at least five **Single Case Design types**, and what each is particularly useful for.
- ☐ Compare single case research and group research in **internal validity** and **external validity**.
- ☐ In single-case research, what defensible methods are available for summarizing change **between a baseline and intervention** phase?
- ☐ In single-case research, describe how **undesirable positive baseline trend may be controlled** in a comparison between baseline and intervention phases.
- What are a "**raw slope coefficient**" and a "**standardized slope coefficient**" from time series data.

APPLIED BEHAVIOR ANALYSIS

This study guide is designed to assist you in preparing for the written preliminary exam in the area of applied behavior analysis. The guide is divided into two sections. The first section presents an overview of competencies in applied behavior analysis for doctoral students whose area of concentration is applied behavior analysis. These competency areas were identified based on the BACB Behavior Analyst Task List 3rd Edition. Following each competency area, samples of the types of questions that may be on the written exam are provided. This study guide does not necessarily provide actual questions that might be on any specific examination. The second section presents resources to help you prepare for possible preliminary exam questions in ABA. These resources are suggestions. It is your responsibility to locate sources from previous coursework or sources that you identify through independent study to help you prepare for the preliminary examination.

Overview of Competencies

In the Applied Behavior Analysis portion of the preliminary examination, you will be asked to demonstrate your knowledge and understanding of the following five areas:

1. Foundations, Definitions, and Concepts
    - Understand the philosophical assumptions and theories underlying behavior analysis
    - Understand and distinguish respondent conditioning and operant conditioning
    - Utilize the three-term contingency to explain and provide examples of the following:
        - Stimulus class, response class, reinforcement, punishment, establishing operations, and behavioral contingencies
    - Sample Questions
        - How are the dimensions of applied behavior analysis, according to Baer, Wolf, and Risley (1968), designed to guide the field of behavior analysis? What is the state of the field with respect to these dimensions?
        - Explain the following terms as they pertain to behavior analysis: determinism, empiricism, parsimony, experimental analysis, lawfulness of behavior
2. Ethics
    - Be familiar with the ethical and professional standards of the profession of applied behavior analysis
    - Identify assessment and intervention methods that are scientifically validated
    - Interpret articles from the behavior analytic literature
    - Sample Question
        - Explain how the risk-benefit ratio pertains to behavior analysis services. Specifically, how does the risk-benefit ratio guide practice and research in order to ensure that the dignity, health, and safety of students/clients/participants is preserved?
3. Assessment

- Understand characteristics, protocols, and rationales for indirect assessments of challenging behavior and for functional analyses
- Sample Questions
  - Distinguish between descriptive assessments and functional analyses. Provide a rationale for conducting each type of assessment? What are the risks associated with each?
  - Organize and interpret results from descriptive assessments as well as functional analyses.

4. Intervention
   - Understand how assessment results, consumer preferences, current repertoires, supporting environments, social validity, and available scientific evidence contribute to determining target outcomes for a consumer
   - Understand the importance of identifying contingencies that govern the behavior of those responsible for implementing the intervention as it pertains to intervention design
   - Have an understanding of a variety of antecedent interventions to alter behavior
   - Sample Questions
     - Develop a 5-page introduction to a grant proposal to seek funding for a behavioral intervention for students with developmental disabilities (or other type of disability as posed by your committee). The introduction should include: (a) the significance the problem/issue, (b) a summary of the current literature regarding this issue, and (c) research questions to be investigated.
     - Select one of the following interventions: (a) incidental teaching, (b) discrete trial training, (c) Skinner's analysis of verbal behavior, (d) establishing operation manipulations, or (e) augmentative and alternative communication (other topics to be approved by your chair/co-chair). For the intervention you select:
       - Describe and discuss extant research on this intervention with respect to individuals with developmental disabilities or behavior disorders and the acquisition, maintenance or generalization of skills.
       - Identify and discuss recommendations for policy, research, and practice that will lead to improved understanding or application of this intervention.
5. Data Collection and Experimental Analysis
   - Understand the four components of a behavioral objective and write a measurable objective at each of the four phases of learning (acquisition, fluency, maintenance, and generalization)
   - Collect data using a variety of recording procedures and measures
   - Graph data using MS Excel (or this function within MS Word) or other graphing software
   - Have knowledge of single-case designs and state how each design demonstrates experimental control
   - Sample Questions

- Design a study to research a behavior change procedure that has an inadequate evidence base. Provide a rationale for your selection of this procedure, research question(s) your study will address, research design, and operationalized definitions of your independent and dependent variables. Explain how your study demonstrates experimental control. Be sure to explain how interobserver agreement and treatment fidelity data will be calculated.
- Graph the following raw data using a graphing software. Include all parts of the graph (e.g., data points, phase change lines, x- and y-axis, phase labels). Analyze the data using visual analysis and effect sizes. Discuss trend and level of the data.
- Evaluate the quality of a behavioral intervention study, including design selection, presence of functional relation, visual analysis, and effect size measures.

Organizational Notes for Written Exam

1. You will be asked to respond to up to three questions. You should be prepared to provide a complete answer to each question in no more than an 8 page double-spaced paper (12 pt. font, 1" margins), excluding tables, figures, and references. The paper must follow the APA style manual (6^{th} ed.).
2. Tables and figures may be used (as part of the page limit) to summarize and highlight information. Tables and figures can be single-spaced and use smaller font sizes as long as they are clearly legible (this is an acceptable deviation of APA style for purposes of the exam).
3. The quality and content or your writing will be evaluated. Please carefully edit and proofread your work before submitting final documents.

Oral Exam

In addition to successfully passing the written preliminary examination, you will be asked to complete an oral examination during which you may elaborate or clarify your written responses or address other questions posed by committee members. Through the combined written and oral examinations you should demonstrate your ability to:

1. Articulate a "comprehensive doctoral-level" understanding of prominent conceptual and empirical frameworks for the field of applied behavior analysis.
2. Identify, discuss, and critically evaluate important national issues in applied behavior analysis.
3. Identify key researchers influencing the field of applied behavior analysis nationally, and their respective areas of research/scholarship.
4. Identify and describe <u>your own emerging research interests</u> such that they are grounded within a solid conceptual and empirical understanding of the field of applied behavior analysis, knowledge of current national issues facing the field, and knowledge of others currently conducting work that relates to your self-identified research interests.

Resources

Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Baer, D., Wolf, M. W., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis, *Journal of Applied Behavior Analysis, 1,* 91-97.

Baily, J. S., & Burch. M. R. (2005). Ethics for Behavior Analysts, New York: Routledge Taylor and Francis Group.

Barlow, D. H., Nock, M. K., & Hersen, M. (2009). Single case experimental designs: Strategies for studying behavior change (3rd ed.). New York: Allyn & Bacon.

Catania, A. C. (2007). Learning (4th Interim ed.). Cornwall-on-Hudson, New York: Sloan Publishing.

Cooper J. O., Heron, T. E., Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179.

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*, 197-209.

Luiselli, J. K. (2006). Antecedent Assessment and Intervention: Supporting Children and Adults with Developmental Disabilities in Community Settings. Baltimore, MD: Paul H. Brooks Publishing Co.

Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children, 67*(2), 173-186.

Scott, T. M., Anderson, C. M., & Spaulding, S. A. (2008). Strategies for developing and carrying out functional assessments and behavior intervention planning. *Preventing School Failure, 52*(3), 39-49.

Schwartz, I., & Baer, D. (1991). Social validity assessments: is current practice state of the art? *Journal of Applied Behavior Analysis, 24*, 189-204.

Sugai, G., et al. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions, 2*(3), 131-143.

Weiss, N. R., & Knoster, T. (2008). It may be nonaversive, but is it a positive approach? Relevant questions to ask throughout the process of behavioral assessment and intervention. *Journal of Positive Behavior Interventions, 10*(1), 72-78.

Emotional/Behavioral Disorders

This study guide is provided to give you an overview of: (a) the content of the written preliminary exam and (b) a framework for structuring your preparation. It does not necessarily provide actual questions that might be on any specific examination, but rather serves as a guide to the types of questions that might be posed for your written exams. Individual committees serve as the primary driver of exams. Several references to articles and other resources are provided that can be used as you prepare.

(*Note:* The terms emotional disturbance, behavior disorders, and behavioral disorders are often used interchangeably in the field and throughout the guide).

Foundations, Etiology, and Prevalence

- Historical views of emotional and behavioral disorders
- Issues regarding the definition of emotional and behavioral disorders
    - Federal definition of emotional disturbance
    - Diagnostic and Statistical Manual (DSM) definition(s)
- Changes in terminology over time
- Conceptual and theoretical models related to the causes, nature and development of behavior disorders
    - Including ecological, behavioral, biological, psychodynamic perspectives
    - Legal aspects of addressing disciplinary concerns (e.g., manifestation determination, suspensions and expulsions)
- Related short-and long-term behavioral and academic outcomes for students with emotional and behavioral disorders
    - Including national longitudinal studies (viz., NLTS, NLTS2, SEELS)
- Occurrence with other disability areas and behavioral subtypes (Learning disabilities, ADHD, conduct disorders, etc.).

Sample Questions:

- What is the current thinking on the etiology, prevalence, prevention, and behavioral and academic outcomes for students with behavior disorders?
- What are the conceptual and theoretical treatment models for addressing emotional and behavioral disorders?
- What are the primary concerns regarding the federal definition of emotional and behavioral disorders?
- How do behavioral constructs (aggression, attention, conduct, social skills, social withdrawal, etc.) relate to one another?
- How do the behavioral trajectories of children with problem behavior change overtime?

Identification, Screening, and Placement

- Tools and strategies for assessment
    - Universal screening (e.g., SSBD; BESS)
        - "Best practices" for identification and issues regarding eligibility
        - Familiarity with issues regarding disproportionate representation
    - Issues related to disproportionate representation
    - Assessment for Identification (e.g., BASC-2)

- ☐ Response to Intervention (RTI)*
  - Academic and behavioral
- ☐ Continuum of services
  - Service delivery models
  - Inclusion

Sample Questions:

- What is the "best practice" for identifying a student with emotional or behavioral disorders for the purpose of eligibility?
- What are the current issues related to the inclusion and placement of students with behavior disorders with regard to a continuum of services?
- What are the current issues regarding universal screening and RTI as they relate to children and youth with behavioral disorders?

Prevention and Intervention

- ☐ Positive Behavior Support (PBS)
  - Features of School-Wide PBS (SW-PBS) and how it relates to a multi-tiered model of prevention
  - Basic principles of Applied Behavior Analysis (see ABA study guide)
- ☐ Current research on functional behavioral assessment and behavior support planning
- ☐ Experimental methods for conducting a functional analysis
- ☐ Current research on tier 2 and 3 behavioral interventions
- ☐ Universal behavioral screening and progress monitoring
- ☐ Research on social skills training
- ☐ Research on social-emotional programs

Sample Questions:

- ☐ What are the features of SW-PBS and how does it relate to a multi-tiered model of prevention?
- ☐ What is the current research on functional behavioral assessment and behavior support planning for students with emotional and behavioral disorders?
- What are the "best practices" for universal behavioral screening and progress monitoring?

*Also part of *Prevention and Intervention*

Research Methods Related to EBD

- ☐ Methods for collecting, summarizing, and graphing behavioral data
  - Different observational systems
- ☐ Single case, group, and correlational research designs
- ☐ Statistical analysis for analyses for single case, group, and correlational research designs
  - Procedures for calculating effect sizes (especially for single case designs)

Sample Questions:

1. Design a group study that would test a social skills intervention package.
   a. Describe a group design that could be used to examine the effects of the intervention.
   b. How would you set up the study? What procedures would you use?
   c. Include any strengths or weaknesses of the design chosen.
   d. Describe the dependent measures that might be used.

e. Describe how you would analyze the data (discuss the statistical analyses as well as the effect size indices).
f. Given a set of data, conduct the appropriate statistical analysis and display the results in APA tables.

2. Design a single case study that would examine the effects of a tier 2 intervention. Articulate research questions and a corresponding single-case design that could be used to examine the effects of the intervention.
   a. What are the strengths or weaknesses of the design?
   b. How would the selected design demonstrate experimental control?
   c. Describe the dependent measures that would be appropriate for measuring intervention effects and answering your research questions.
   d. Describe how you would analyze the data? Include a discussion of visual and statistical analyses (e.g., effect size indices) that could be used.
   e. Given a set of single case data, conduct the appropriate statistical analysis and display the results in APA tables.

3. Design a correlational study to determine the reliability and validity of a behavioral screener (e.g., BASC2- BESS; SSBD, SRSS).
   a. Describe what aspects of reliability (test-retest, internal consistency, etc.) and validity (construct, concurrent, predictive, etc.) you would test and why.
   b. How would you conduct a classification analysis (sensitivity, specificity, PPV, NPV) for determining risk?
   c. Describe the dependent measures you would use and the analysis you would use (e.g., structural equation modeling, logistic regression, etc.) to model the relationships in your data.
   d. Given a set of data, conduct the appropriate statistical analysis and display the results in APA tables.

Organization and Response Format

The specific structure of the written exam will vary depending on the doctoral committee and faculty advisor. For example, some committees may choose several questions and require relatively short 3-5 page responses. Others may provide a comprehensive question and expect a longer response (8+ pages). Doctoral students should work with their committee and advisor on specific parameters and format for their question. Regardless of format, the written product should reflect a quality product that reflects your content knowledge and writing on the response to the particular question given. Students are generally allowed to use tables and figures to summarize and highlight information.

1. Guidelines for your responses include using:
   a. 12 point font
   b. 1 inch margins
   c. *APA Manual* (6th edition) format
2. You may use tables and figures within the body of your response to summarize and/or highlight information. Smaller font sizes are acceptable for tables and figures, as long as they are clearly legible.

Both the quality and written content of your work are important. Please edit and proofread your final documents carefully prior to submission.

Expected Outcomes

In addition to successfully passing the written exam, you will be asked to complete an oral exam during which you may be asked to elaborate upon or clarify your written responses. Committee members may also pose additional questions. Through the combination of written and oral exams, you should be able to demonstrate your ability to:

1. Articulate a "comprehensive doctoral-level" understanding of prominent conceptual and empirical frameworks within the field of behavior disorders.
2. Identify, discuss, and critically evaluate important national issues related to children and youth with behavior disorders.
3. Identify key researchers influencing the field of behavior disorders nationally, as well as their respective areas of research. To help you do this, identify authors and/or articles that are frequently cited in textbooks and other resources and materials you include in your review. Also, seek the input of peers and faculty.
4. Identify and describe your emerging research interests. They should be grounded in a solid conceptual and empirical understanding of the field of behavior disorders, knowledge of current national issues facing the field, and knowledge of others currently conducting work that relates to your self-identified research interests.

Resources/References

The following references and resources are provided to help you with your preparation for this exam. While not a comprehensive list, they are suggested as a starting point.

Journal Articles

Albers, C. A., Glover, T. A., & Kratochwill, T. R. (2007). Introduction to the special issue: How can universal screening enhance educational and mental health outcomes? *Journal of School Psychology*, 45, 113-116.

Blackorby, J., Knokey, A., Wagner, M., Levine, P., Schiller, E., & Sumi, C. (2007). *SEELS: What makes a difference? Influences on outcomes for students with disabilities.* Retrieved March 3, 2009 from http://www.seels.net/infoproduct.htm

Bullock, L. M., & Gable, R. A. (2006). Programs for children and adolescents with emotional and behavioral disorders in the United States: A historical overview, current perspectives and future directions. *Preventing School Failure, 50*(2), 7-13.

Cheney, D., Flower, A., & Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk of developing emotional or behavioral disorders. *Journal of Special Education, 42*, 108-126.

DiStefano, C. A., & Kamphaus, R. W. (2007). Development and validation of a behavioral screener for preschool-age children. *Journal of Emotional and Behavioral Disorders, 15,* 93-102.

Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. *Exceptional Children, 73*, 288-310.

Gersten, R., Fuchs, L., Compton, M., Greenwood, C, & Innocenti, M. (2005) Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.

Gresham, F. M. (2005). Response to intervention: An alternative means of identifying students as emotionally disturbed. *Education and Treatment of Children, 28*, 328−344.

Kauffman, J. M. (1999). How we prevent the prevention of emotional and behavioral disorders. *Exceptional Children, 65*(4), 448-68.

Horner, R., H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, *71*, 165-179.

Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. M. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors (pp. 359-390)*. New York: Guilford Press.

Lane, K. L., Kalberg, J. R., Parks, R. J., & Carter, E. W. (2008). Student risk screening scale initial evidence for score reliability and validity at the high school level, *Journal of Emotional and Behavioral Disorders, 16,* 178-190.

Newman, L., Wagner, M., Cameto, R., Knokey, A. M. (2009). *The post-high school outcomes of youth with disabilities up to 4 Years after high school. A report from the National Longitudinal Transition Study-2 (NLTS2)* (NCSER 2009-3017). Menlo Park, CA: SRI International.

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook.* Pacific grove, CA: Brookes/Cole Publishing.

Parker, R., Hagan-Burke, S., & Vannest, K. (2007). Percent of all non-overlapping data (PAND): An alternative to PND. *The Journal of Special Education, 40*(4), 194-204.

Parker, R., & Hagan-Burke, S. (2007). Single case research results as clinical outcomes. The *Journal of School Psychology, 45*, 637-653.

Parker, R., & Hagan-Burke, S. (2007). Useful effect sizes interpretations for single case research. *Behavioral Therapy, 38,* 95-105.

Severson, H. H., Walker, H. M., Hope-Doolittle, J., Kratochwill, T. T., & Gresham, F. M. (2007). Proactive, early screening to detect behaviorally at-risk students: Issues, approaches, emerging innovations, and professional practices. *Journal of School Psychology, 45*, 193-223.

Sugai, G. & Horner, R. H. (2006). A promising approach for expanding and sustaining school-wide positive behavior support*, School Psychology Review, 35*, 245-259.

Walker, B., Cheney, D., Stage, S., & Blum, C. (2005). Schoolwide screening and positive behavior support: Identifying and supporting students at risk of school failure. *Journal of Positive Behavior Interventions, 7*, 194-204.

Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). *Antisocial behavior in school: Evidence-based practices* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.

Walker, H. M., Severson, H. H., Nicholson, F., Kehle, T., Jenson, W. R., & Clark, E. (1994). Replication of the systemic screening for behavior disorders (SSBD) procedure for the identification of at-risk children. *Journal of Emotional and Behavioral Disorders, 2,* 66-77.

Walker, H. M., & Shinn, M. R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp. 1−25). Bethesda, MD: NASP.

Websites

- ☐ OSEP Center on Positive Behavioral Interventions and Supports (http://www.pbis.org/)
- ☐ Center for Social and Emotional Foundations for Early Learning(http://www.vanderbilt.edu/csefel/index.html)
- ☐ Special Education Elementary Longitudinal Study (www.seels.net)
- ☐ National Longitudinal Transition Study (http://policyweb.sri.com/cehs/projects/displayProject.jsp?Nick=nlts)
- ☐ National Longitudinal Transition Study2 (www.nlts2.org)
- ☐ Annual Reports to Congress on the Implementation of IDEA (www.ed.gov/about/reports/annual/osep/index.html)
- ☐ National Center on Educational Outcomes (www.cehd.umn.edu/NCEO)
- ☐ *Dropout Rates in the United States* Reports (www.ed.gov)

Prevention and Intervention of Reading Difficulties and Disabilities

This study guide is provided to orient you to content of the written preliminary exam. It is also intended to provide an overview to the type of questions to expect on the written prelim and provide a framework for structuring their preparation. The study guide does not necessarily provide actual questions that might be on any specific examination.

In the Prevention and Intervention of Reading Difficulties/Disability component of the preliminary examination you will be asked to demonstrate your knowledge and understanding of the following areas:

- ☐ *Five elements (big ideas) of reading*
- ☐ *Design and delivery of effective reading intervention*
- ☐ *Evidence base in reading intervention*
- ☐ *Current models of reading intervention*

Topic 1: Key elements of reading, their relation to reading difficulty/disability at different age spans and implications for reading intervention.

To understand:

a) the critical elements that comprise a comprehensive approach to reading intervention and
b) the differential role that elements play across grade levels.

The five elements of reading:

- Phonemic awareness
- Alphabetic Principle/Decoding
- Fluency
- Vocabulary
- Comprehension

Sample questions

1. Describe the empirical sources and process used to identify these five components?
2. What is the role of each element in reading intervention?
3. Describe how elements would differ in emphasis and importance across different grade spans?

Design and delivery of effective reading intervention

1. Based on typical struggling reader profiles at various grade levels, design a reading intervention to address critical elements of reading. Provide a research-supported rationale for each element, the specific skills, the sequence, and possible methods/strategies included in the lesson.

Topic 2: Evidence Base and Critical Issues in Reading Intervention

To understand contemporary criteria for evaluating research, areas in which the science of reading research is strong and areas in which there are significant gaps in the knowledge base.

Possible topics for focus:

☐ Criteria for evaluating group research

☐ Criteria for evaluating single-subject research

☐ State of the evidence base for each element of reading

Sample questions

1. Evaluate the quality of a single-case or group-design reading intervention study.
2. For a particular grade span that covers at least 3 grade levels (e.g., primary (k-3), elementary, middle school, high school), summarize the state of the evidence base. What do we know and what we need to know?
3. Develop an 8-page introduction to a grant proposal to seek funding for a critical problem in reading. The proposal should include the following: (a) significance of the problem, (b) brief summary of research to support the problem, (c) research questions to be investigated.

Topic 3: Current models of prevention and intervention of reading disabilities.

To understand the historical and contemporary models of reading prevention and intervention, the strength of the evidence base, and critical uninvestigated or under-investigated dimensions.

Possible topics for focus:

☐ Primary, secondary, and tertiary intervention
☐ Critical elements of RtI
☐ Strength of evidence of RtI

Sample questions

1. Compare and contrast a Response to Intervention approach to reading intervention to the discrepancy model of service. What are the possible advantages and disadvantages associated with each model of intervention?
2. Design a study to research one dimension of RtI that has an inadequate evidence base. Identify the research question, how the study would advance the knowledge base in RtI, and the research design you would use to investigate the problem. Describe the independent variable you would manipulate experimentally and the dependent measures you would use to evaluate impact.

Organization and Response Format

- You will be asked to respond to 1-3 questions depending on Program Committee recommendations. Questions may involve multiple parts. Response lengths will vary by question; however, general guidelines are that a response to each question should range from 6-8 pages, double-spaced, excluding references, tables, and figures; 12 pt. font; 1"margins.

☐ You may use tables and figures within the body of your response to summarize and highlight information. Tables and figures can use smaller font sizes as long as they are clearly legible.

☐ The quality of your writing, as well as the content, is important. Please edit and proofread your work carefully before you submit your final documents.

Expected Outcomes

In addition to successfully passing the written preliminary examination, you will be asked to complete an oral examination in which you may elaborate or clarify your written responses or address other questions posed by committee members. Through the combined written and oral examinations you should demonstrate your ability to:

5. Articulate a "comprehensive doctoral-level" understanding of prominent conceptual and empirical frameworks for the field of prevention and intervention of reading difficulties/disabilities.
6. Identify, discuss, and critically evaluate important national issues in reading disabilities.
7. Identify key researchers influencing the field of reading disabilities nationally, and their respective areas of research/scholarship.
8. Identify and describe your own emerging research interests such that they are grounded within a solid conceptual and empirical understanding of the field of reading disabilities, knowledge of current national issues facing the field, and knowledge of others currently conducting work that relates to your self-identified research interests.

Preparation Suggestions

The following references are provided to support your preparation for this examination. These materials are provided as a starting point and should be complemented by sources used in previous coursework and sources you identify through independent study.

Reading: Elements and Effective Intervention Resources

Boardman, A., Roberts, G. Vaughn, S., Wexler, J., Murray, C, & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief*. Center on Instruction, Florida Center for Reading Research, Florida State University, www.centeroninstruction.org.

*Bryant, D., Godwin, M., Bryant, B., & Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. *Learning Disability Quarterly, 26*, 117-128.

Chall, J., & Jacobs, V. (2003). The classic study on poor children's fourth grade slump. *American Educator, 27,* 14-15.

Chard, D., Ketterlin-Geller, L., Baker, S., Doabler, C., & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children, 57*, 263-284.

Denton, C., Fletcher, J., Anthony, J., & Francis, D. J. (2006). An evaluation of intensive intervention for students with persistent reading difficulties. *Journal of Learning Disabilities, 39*, 447-466.

Ehren, B. (2005). Looking for evidence-based practice in reading comprehension instruction. *Topics in Language Disorders, 25*(4), 310-321.

*Foorman, B., Breier, J., & Fletcher, J. (2003). Interventions aimed at improving reading success: An evidence-based approach, *Developmental Neuropsychology, 24,* 613-639

Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions.* (Under cooperative agreement grant S283B050034 for U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available online at http://www.centeroninstruction.org/files/ELL1- Interventions.pdf.

Gajria, M., Jitendra, A., Sood, S., Sacks, G. (2008). Improving comprehension of expository text in students with LD. *Journal of Learning Disabilities, 40*, 210-225.

Gersten, R., Baker, S., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. http://ies.ed.gov/ncee.

Kamil., M., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4207). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.

*Honig, B., Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook for kindergarten through eighth grade*. 2nd Ed. Navato, CA: Arena Press.

Scammacca, N., Roberts, G., Vaughn. S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007), *Interventions for adolescent struggling readers: A meta-analysis with implications for practice.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. (2007). *Extensive reading interventions in Grades K-3: From research to practice.* Center on Instruction, Florida Center for Reading Research, Florida State University, www.centeroninstruction.org.

Woodruff, S., Schumaker, J. B. & Deshler, D. D. (2002). The effects of an intensive reading intervention on the decoding skills of high school students with reading deficits. *Institute for Academic Access Research Reports, Decoding Study,* 1-11.

Additional Online Resources:

*Current Practice Alerts from the Division of Learning Disabilities, Council for Exceptional Children: Fluency, Formative Evaluation, Phonemic Awareness, Phonics, Reading Comprehension (from www.TeachingLD.org)

Website Content

1. www.childrenofthecode.org
2. http://iris.peabody.vanderbilt.edu
3. http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13
4. http://ies.ed.gov/ncee/wwc/reports
5. http://wfsu.org/fcrr/fcrr05-10-06.ram

Criteria for Evaluating Research Resources

Cook, B., Tankersley, M., & Landrum, T. (2009), Determining evidence-based practices in special education. *Exceptional Children, 75*, 365-383.

Gersten, R., Fuchs, L., Compton, M., Greenwood, C, & Innocenti, M. (2005) Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.

Horner, R., H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, *71*, 165-179.

Odom, S. L., Brandinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K.R. (2005) Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, *71*, 137-148.

Response to Intervention Resources

Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly, 41*, 93-99.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2009). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Transition

This study guide contains three sections. The first section identifies knowledge competencies in transition for doctoral students who are emphasizing transition for their post-doctoral careers as a university faculty member. CEC knowledge and skill standards for transition contained in the "red book" informed the identification of these competency areas. The second section contains suggested strategies and resources to help you prepare for possible preliminary exam questions in transition. The third section contains sample exam questions in transition. They are intended to be illustrative of how knowledge competencies might be combined to create written exam questions.

Expected Outcomes

In addition to successfully passing the written and oral portions of the preliminary exam, the preparation process should also help you accomplish the following important "career and professional development" outcomes – which in turn will prepare you to write letters of application for higher education faculty positions in transition and respond to interview questions from search committees:

9. You should be able to articulate a "comprehensive doctoral-level" understanding of prominent conceptual and empirical frameworks for the field of transition.
10. You should be able to identify, discuss, and critically evaluate important national issues in transition.
11. You should be able to identify key researchers influencing the field of transition nationally, and their respective areas of research/scholarship.
12. You should be able to identify and describe your own emerging research interests such that they are grounded within a solid conceptual and empirical understanding of the field of transition (item 1), knowledge of current national issues facing the field (item 2), and knowledge of others currently conducting work that relates to your self-identified research interests (item 3).

Competency Areas in Transition

1. Evolution of legislative mandates for transition education and services: Reasons for the mandate, key emphasis in the definition of transition, adult life areas to be considered, age requirement, school and adult agency responsibilities, and transition planning document requirements (involving families and students with disabilities in transition planning and evaluation, modifying post-school environments to facilitate transition, linking to adult service agencies).
2. Transition models: Historical development, popular models, outcomes, key components, and your own model
3. Research to identify effective practices in transition: from best practice to evidence-based practices (landmark studies and researchers, the shift of emphasis, current national topics and key players).
4. Research in the area of transition assessment: Popular models, prominent researchers, key areas for assessment, major types of assessment, examples of transition assessments, and recommendations for school implementation. Use of assessment results to develop post school goals and objectives (and IEP goals that support desired outcomes) that reflect the interests and preferences of the individual. Interpret results of transition assessment for individuals, families, and professionals.

5. Instruction for transition: Summary of findings from recent research, prominent researchers and key publications, widely accepted instructional models with research support (community-based instruction, life skills instruction, self-determination instruction, etc.), linking academic content to transition goals, and arranging and evaluating instructional activities in relation to post-school goals.
6. Transition to employment: historical models and critiques (from segregated models to supported models), effective programs that prepare students with disabilities for employment (school-based programs, community-based programs, etc.), and national debates and implications.
7. Transition to independent living: Historical issues, current models and their advantages and disadvantages, national debates and implications.
8. Transition to post-secondary education: Historical development, supports, issues, and strategies for students with disabilities to enter and successfully complete postsecondary education.
9. Self-determination: evolution of and rationale for self-determination for individuals with disabilities, definitions, models, key components, strategies to promote self-determination, and applications of self-determination skills in transition planning. Use of support systems to facilitate self-advocacy in transition planning.
10. Application of transition to specific student groups: (a) a specific disability (e.g., students with learning disabilities, students with intellectual and developmental disabilities) or a functional cluster of disabilities (e.g., students with severe behavior challenges); (b) young women with disabilities; (c) culturally/linguistically diverse students with disabilities; (d) school dropouts with disabilities; (e) youth with disabilities who are homeless or in foster care; or (f) adolescents with disabilities in the juvenile justice system, and implications of these individual characteristics with respect to post-school outcomes and support needs
11. Collaboration skills: Research support for interagency collaboration, evidence-based strategies for collaborating with agency personnel, and key researchers and their representative works/publications.
12. Current national topics that drive the field of transition research and key players (individual researchers in the area of your interest, funded centers and projects in the area of your interest, and key publications in the area of your interest) and how you can become a part of this discussion and develop into a national-level researcher.
13. Important avenues for professional development in the field of transition and how to get involved: key journals, conferences, organizations, committees, and agencies.

Preparation Suggestions

1. Review several textbooks in transition. Textbooks have different strengths and emphasize different aspects of a field. Reviewing several will allow you to obtain a broader understanding of transition. The following textbooks are suggested as a starting point:

   Sitlington, P.L., & Clark, G.M. (2006). *Transition education and services for students with disabilities* (4th ed.). Boston: Allyn & Bacon.

   Test, D. W., Aspel, N. P., & Everson, J M. (2006). *Transition methods for youth with disabilities.* Upper Saddle River, NJ: Merrill.

   Wehman, P. (2006). *Life beyond the classroom: Transition strategies for young people with disabilities* (4th ed.). Brooks Publishing.

Greene G., & Kochhar-Bryant, A. A. (2003). Pathways to successful transition for youth with disabilities. Upper Saddle River, NJ: Merrill.

2. Review recent annual reports to Congress and reports from relevant national studies. IDEA 1997 authorized 7 National Assessment Studies of Special Education (4 based on student age/grade & 3 topical studies). Two studies relevant to transition include:

    - National Longitudinal Transition Study 2: http://www.nlts2.org/
    - Study of State and Local Implementation and Impact of IDEA: http://www.abt.sliidea.org/
    - OSEP Annual Reports to Congress on the Implementation of IDEA: http://www.ed.gov/about/reports/annual/osep/index.html

3. Review materials available on the websites of national centers. A few of the national centers with relevance to transition are listed below.

    - National Post-school Outcomes Center: http://www.psocenter.org/
    - National Secondary Transition Technical Assistance Center: http://www.nsttac.org/
    - National Dropout Prevention Center for Students with Disabilities: http://www.ndpc-sd.org/
    - National Dissemination Center for Children with Disabilities: http://www.nichcy.org/Pages/Home.aspx
    - Technical Assistance Alliance for Parent Centers: http://www.taalliance.org/index.asp
    - National Institute for Work and Learning: http://niwl.aed.org/
    - Center for Youth Development and Policy Research: http://cydpr.aed.org/
    - Association on Higher Education and Disability: http://www.ahead.org/
    - National Center on Educational Outcomes: http://cehd.umn.edu/NCEO/

4. Review key research, synthesis, and position articles published in peer-reviewed journals. Consider the following three strategies to help you identify individuals and articles that are important to know:
    a. Identify author names and/or articles that are cited frequently in textbooks and in the other resources and materials you review through the items 1-3 above.
    b. Identify author names and/or articles included in courses (e.g., the self-determination and transition courses).
    c. Seek the input of peers and faculty.

5. Work smart and take advantage of other existing opportunities to gather relevant materials and learn relevant information (e.g., courses, work on research teams, conferences).

6. Work collaboratively with your peers to identify, gather, review, and discuss the information necessary to prepare for the three possible questions identified above. In the end, the paper you produce must be your own original ideas and work but that does not mean you cannot work collaboratively to prepare.

NOTE: The materials and resources listed above in the study guide are not meant to be exhaustive. There may and probably will be other important information you will identify through the preparation process. You can also seek the input of faculty as you go through the preparation process.

Sample Written Exam Questions

1. Develop and describe a comprehensive model of transition and justify your position on the key elements of your model. In your answer address at minimum the following:
    a. Review early and current models of transition and identify what you consider to be common and key elements.
    b. Identify key transition outcome domains, key knowledge & skill domains, and provide conceptual and/or empirical justification for your decisions.
    c. Identify key components (e.g., assessment, curricular, & programmatic) and partners in the transition process and discuss/justify your decisions in light of legal requirements, empirical evidence, and best/promising practices (when the evidence base is lacking).
    d. Identify and discuss the benefits and limitations of your model, and identify and discuss recommendations for policy, research, and practice, as appropriate.

2. Select one of the following five transition areas: (a) transition from middle school to high school, (b) graduation from high school, (c) self-determination, (d) post-secondary education, or (e) career-related employment. For the area you select:
    a. Identify and describe the field's definition of valued outcomes including areas of consensus and disagreement, as appropriate.
    b. Identify and describe relevant national issues, and provide conceptual and/or empirical justification for your position(s).
    c. Identify and discuss the current state of knowledge – within the context of your positions under items (a) and (b) above – including as appropriate empirical evidence of differential outcomes (e.g., based on some characteristic), evidence-based practices, and best/promising practices (when the evidence base is lacking).
    d. Identify and discuss recommendations for policy, research, and practice, as appropriate.

3. Select one of the following student groups: (a) a specific disability (e.g., students with learning disabilities, students with intellectual and developmental disabilities) or a functional cluster of disabilities (e.g., students with severe behavior challenges); (b) young women with disabilities; (c) culturally/linguistically diverse students with disabilities; (d) school dropouts with disabilities; (e) youth with disabilities who are homeless or in foster care; or (f) adolescents with disabilities in the juvenile justice system. For the student group you select:
    a. Identify and describe the current status of these students on valued secondary and post-secondary adult outcomes, take a position on the outcome status of your student group (e.g., relative to a comparison group or national data, as appropriate), and provide conceptual and/or empirical justification for your position.

b. Describe and discuss extant research on the factors (e.g., individual, family, school, community) associated with valued secondary and postsecondary outcomes, and provide an assessment of extant research on effective policies and practices (i.e., what do we know and not know about improving outcomes).
c. Identify and discuss recommendations for policy, research, and practice that will lead to improved outcomes for the student group you've selected.

Organizational Notes for Written Exam

4. You should be prepared to provide a complete answer in an 8 page double-spaced paper (12 pt. font, 1" margins), excluding tables, figures, and references. The paper must follow the APA style manual (5th ed.).
5. The order of items identified above in the sample questions does not denote order of headings for a paper. The author has discretion to frame and organize the paper as he/she determines presents the strongest case.
6. Tables and figures can be used as part of the paper to summarize and highlight information. Tables and figures can be single-spaced and use smaller font sizes as long as they are clearly legible (this is an acceptable deviation of APA style for purposes of the exam).

APPENDIX F

Student Name: _____
Student UIN: _____
Dept / Major: _____

Doctoral Student Evaluation
College of Education and Human Development

Faculty Name: _____
Committee Role: Chair or co-Chair _____
Member: Inside _____ or Outside _____

DOMAIN	BELOW EXPECTATIONS	MEETS EXPECTATIONS	ABOVE EXPECTATIONS
Mastery of Degree Requirements Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks the understanding of the foundational concepts, principles, and theories in the field; unable to synthesize material across courses or experiences.	Able to sufficiently articulate the foundational concepts, principles, and theories in the discipline; able to synthesize subject matter across courses and experiences.	Effectively articulates theories, concepts, and principles germane to the discipline; exceptional ability to synthesize material across courses and experiences.
Teaching / Field Experience Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks experience and expertise in teaching or field experiences; is unable to explain the subject matter in the discipline.	Has appropriate teaching or field experience; is able to explain the subject matter in the discipline.	Has varied teaching or field experiences; has developed advanced pedagogical skills necessary to effectively explain the subject matter in the discipline.
Reasoned Arguments Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Relies on own point of view or a single perspective to develop arguments; unable to integrate information; lacks ability to develop critical arguments.	Uses a variety of sources to evaluate multiple points of view; analyzes and integrates information to conduct critical, reasoned arguments.	Synthesizes in-depth information from relevant sources; organizes and synthesizes evidence into meaningful patterns; states conclusions that are logical extrapolations from the inquiry.
Communication Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Demonstrates marginal written and oral communication skills.	Communicates well in both written and verbal forms.	Demonstrates high level of competency in both verbal and written communications.
Technology Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Lacks skills in using suitable technologies to communicate, collaborate, conduct research, and solve problems.	Demonstrates the ability to use appropriate technologies to achieve a variety of tasks, including communicating, collaborating with others, conducting research, and solving problems.	Is proficient in using technologies to communicate with others, collaborate, conduct research, and solve problems.
Research Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Unable to develop research plans or conduct research suitable for the discipline.	Is able to develop a research plan and conduct institutionally appropriate research.	Is proficient in developing clear research plans and conducting valid, theoretically consistent, and institutionally appropriate research
Ethics Below Expectations: _____ Meets Expectations: _____ Above Expectations: _____ Not Observable: _____	Can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Student can recognize ethical issues when issues are present in complex, multilayered context OR can grasp cross-relationships among the issues.	Student can recognize ethical issues when issues represent in complex, multilayered context AND can grasp cross-relationships among the issues.

Degree Being Pursued: _____
Student Name: _____

Date Form Completed: _____
Chair's Name: _____

Student UIN: _____
Date Form Completed:_____

Special Education Doctoral Student Competencies Evaluation

Faculty Members Assisting in Evaluation: _____

Competency	BELOW EXPECTATIONS	MEETS EXPECTATIONS	ABOVE EXPECTATIONS
Ongoing Collaborative Research Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Is minimally involved or uninvolved in faculty research projects. Requires significant support to complete complex research-related tasks.	Is able to collaborate in some aspects of research-related tasks (e.g., reviewing the literature, analyzing data, implementing study procedures, coauthoring products) with minimal support.	Demonstrates high level of involvement and independence in research with faculty mentorship.
Pre-Dissertation Research Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Unable to develop research plans or conduct research suitable to the discipline; has not submitted a pre-dissertation manuscript for peer-review.	Is able to develop a research plan and conduct institutionally appropriate research with minimal to moderate faculty guidance; has led a pre-dissertation research project and submitted a corresponding manuscript for peer-review.	Is proficient in developing clear research plans and conducting valid, theoretically consistent, and institutionally appropriate research; has submitted a pre-dissertation manuscript for peer-review.
Collaborative Grant Writing Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Lacks familiarity with structure of an RFA, needs significant support to collaboratively write a section or a proposal.	Is familiar with the structure of an RFA, is able to assist in collaboratively writing sections of a proposal.	Is proficient in reviewing RFAs including evaluation criteria; demonstrates high level of competency in collaboratively writing sections of a proposal.
College Teaching Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Lacks experience and expertise in teaching at the college level; is unable to explain the subject matter in the discipline in a clear, effective, engaging, and appropriate fashion	Has appropriate college teaching experience (see doctoral handbook college teaching competency), and is able to (a) evaluate student performance and (b) explain the subject matter in a clear, effective, engaging, and appropriate fashion	Has appropriate college teaching experience (see SPED doctoral handbook college teaching competency), and has the advanced pedagogical skills necessary to (a) effectively explain the subject matter in a clear, engaging, and appropriate fashion and (b) effectively evaluate student mastery of that content.
Field Supervision Below Expectations: ____ Meets Expectations: ____ Above Expectations: ____ Not Observable: ____	Lacks experience and sufficient skills in field supervision; has difficulty developing rapport with site personnel and/or supervisees to facilitate students' professional growth	Has at least 2 semesters of faculty-mentored field supervision experience. Needs minimal support in communicating with site personnel (e.g., school/clinical placement facilitators) developing rapport with supervisees and in facilitating their professional growth	Has at least 2 semesters of faculty mentored field supervision experience. Successfully develops rapport with supervisees and facilitates their professional growth.