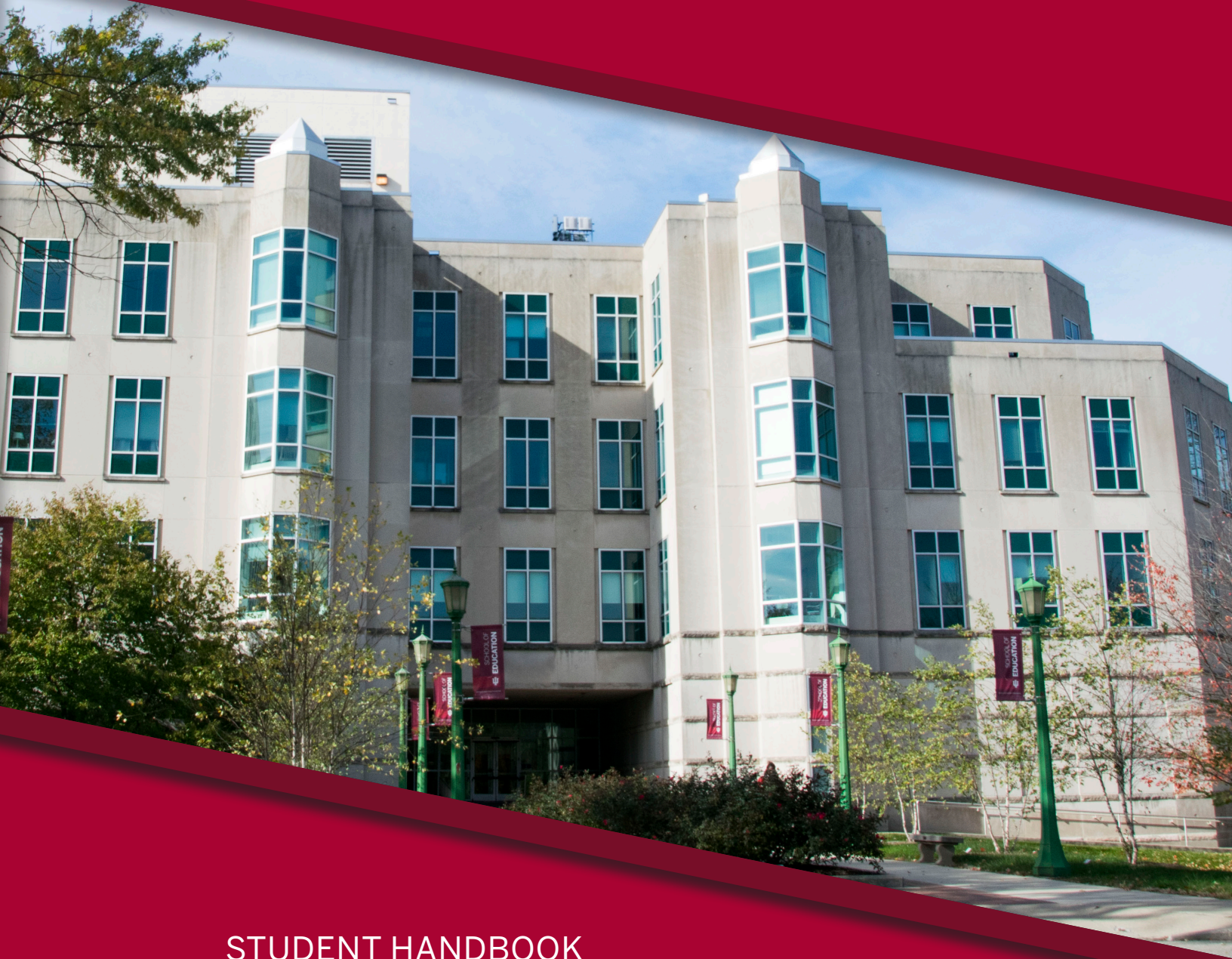




SCHOOL OF EDUCATION

DEPARTMENT OF CURRICULUM & INSTRUCTION

Ph.D. **SPECIAL EDUCATION**



STUDENT HANDBOOK

2019-2020

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Common Handbook Acronyms

Below is a list of acronyms commonly used throughout the handbook:

APA = American Psychological Association

C&I = Curriculum and Instruction

CIRCAS = Curriculum and Instruction Research and Creative Activity Symposium

eDoc = electronic document, submitted through One.IU Student Center

ePOS = electronic Plan of Study

FAQs = frequently answered questions

IRB = Institutional Review Board

IU = Indiana University

POS = Plan of Study

RC = research committee

SOE = School of Education

SpEd = special education

Welcome to Indiana University's School of Education

The faculty and staff in the Department of Curriculum and Instruction (C&I) at Indiana University (IU) welcome you as a doctoral student to our department and the School of Education (SOE). We are excited that you have chosen IU to pursue your doctoral degree in special education and we look forward to working with you throughout your academic career at IU.

The Special Education (SpEd) Doctoral Program at Indiana University is based on an inquiry-driven approach to education. You are encouraged to explore diverse regarding approaches to special education practices, research, and theory. In this sense, getting a doctorate in this program can be thought of as an ongoing process of discovery, a process that is mentored by a faculty advisor and committee who shares in the development of your intellectual growth. No two students' programs are alike. Your program, under the guidance of a faculty advisor, evolves as you, the student, develop scholarly interests. Graduates of this program find positions as university faculty members and leaders in the field of special education.

This handbook includes important information about the doctoral program, with guidelines to provide you with a way of thinking about the process of obtaining a doctorate. This is NOT a checklist of things you must do; therefore, use the information as suggestions for thinking about how you can get the most out of your program.



Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Anderson".

Jeff Anderson, Ph.D.
Special Education Doctoral Program Coordinator
C&I Department Chair

Contact Information for the Department of Curriculum and Instruction

The table below lists contact information and responsibilities for important members of the department. As administrative changes do sometimes occur throughout the year, please refer to emails from the department regarding any updates in positions and/or responsibilities. SpEd faculty information is available in [Appendix F](#).

Name & Position	Contact Information	Responsibilities
Jeffery Anderson Department Chair & SpEd Program Coordinator	ED 3204 (812) 856-8155 jander2@indiana.edu	<ul style="list-style-type: none"> Provides fiscal and academic leadership Oversees SpEd Ph.D. program
Mary McMullen Associate Department Chair	ED 3206 (812) 856-8393 mmcmulle@indiana.edu	<ul style="list-style-type: none"> Assists department chair with administrative responsibilities
Laura Robinson Department Administrator	ED 3202 (812) 856-8127 robinslj@indiana.edu	<ul style="list-style-type: none"> Processes AI appointments & scholarships Supervises department course registrations and restrictions
Sara L. White Administrative Secretary	ED 3140 (812) 856-8120 slwhite@indiana.edu	<ul style="list-style-type: none"> Access to department-owned teaching materials Processes Ph.D. program-related documents (e.g., Plan of Study [POS])
Brenda Helms Department Secretary	ED 3140 (812) 856-8100 bhelms@indiana.edu	<ul style="list-style-type: none"> Arranges room reservations and room keys Handles general departmental calls/emails
Sara L. Sturgeon Administrative Secretary & Travel Representative	ED 3210 (812) 856-8129 slsturge@indiana.edu	<ul style="list-style-type: none"> Processes travel fund reimbursement Coordinates departmental course schedules

Special Education Doctoral Program Social Media Accounts

The SpEd Doctoral program has accounts on Twitter, Facebook, and Instagram. Doctoral students and faculty are encouraged to share news about their accomplishments (e.g., conference presentations, publications) and may submit these items (including pictures) through this [Google form](#) for approval to be posted to these accounts.



The Doctoral Degree (PhD) in Special Education

All doctoral students in the SOE at IU can find guidelines, general information, policies, and forms on the [SOE Graduate Student Portal for Doctoral Students](#), which includes resources such as:

- Policies (e.g., grading, leaves of absence, IU email, etc.) for all SOE graduate students
- Class registration information and access to the graduate bulletin
- Required forms (e.g., electronic Plan of Study, PhD degree checklist, nomination to candidacy, nomination of research committee, etc.)
- Qualifying examination requirements
- List of approved inquiry courses
- Graduation information

Resources specific to the SpEd doctoral program can be found on the:

- [SpEd Doctoral Program Webpage](#)- general program information, admissions requirements, funding opportunities
- [SpEd Graduate Student Portal](#)- SpEd doctoral handbook, FAQs, course requirements, PhD degree checklist, forms (e.g., K590 Agreement form, Portfolio Task Verification form), K785 internship responsibilities, portfolio task descriptions, writing and APA resources, Preparing Educators of Students with Autism (PESA) certificate, etc.

The PhD Faculty Advisor

Doctoral students work closely with a faculty advisor who acts as a mentor and provides continuity throughout the doctoral program. The advisor guides students through the process of obtaining a doctorate and advises them about practical aspects of doctoral studies. Through ongoing conversations about students' emerging interests, the advisor helps students select courses and contributes to making research experiences meaningful. The advisor also guides students through the process of completing the early research inquiry experience, internship requirements, and the portfolio required for qualifying examinations. In many cases, the advisor becomes the chair of a student's dissertation research committee; however, this continuity is not required.

The SpEd Doctoral Program Coordinator assigns all new students a temporary faculty advisor to provide guidance during their first year in the program. Students meet with their temporary advisor before their first semester to help select courses and begin designing their plan of study (POS). The temporary advisor serves as a student's advisor until a permanent advisor is selected no later than the end of a student's first year in the program. In order to identify a permanent advisor, students are encouraged to take classes from faculty members with whom they share potential interests, participate in departmental activities (e.g., annual SpEd research seminar, CIRCAS symposium), participate in faculty members' research projects, talk to fellow graduate students about their experiences, and read articles and conference papers written by faculty. Students are also welcome to make appointments with faculty members with whom they share common interests to explore the possibility of working with them. Selecting a permanent advisor does not prevent students from seeking advice from additional faculty members who may provide diverse perspectives on their goals. As students' interests develop, it is quite common to select a permanent advisor who is different from their temporary advisor; however, students may also choose to have their temporary advisor become their permanent advisor.

Advisement and Registration

New Doctoral Students: All new doctoral students schedule an advisement appointment with their temporary faculty advisor prior to registering for any courses. This meeting is arranged at a mutually convenient time and location (e.g., in-person, video conference, phone) at least one week before the first day of classes for the fall semester. In preparation for this meeting, students should review the requirements in this handbook and IU's schedule of classes. During this meeting, students will work with their advisor to broadly plan their doctoral coursework for their POS and discuss specific courses to take during the first semester. After the meeting, students register for classes. Additional advising and registration resources for all doctoral students are listed below.

Continuing Doctoral Students: Continuing doctoral students should meet with their advisors each semester to discuss plans for completing their POS, including internships and early research inquiry experiences, and their portfolio for the qualifying examination. Students are encouraged to meet with their advisors toward the beginning of each semester, prior to registering to classes. Class registration typically begins in April for summer and fall courses and mid-October for spring semester courses.

Advising and Registration Resources for All Doctoral Students:

- [Schedule of Classes](#)
- [Enrollment and Student Academic Information Bulletin](#)
- [Step-by-Step Registration Guide](#)
- [One.IU Student Center](#)
- [How to Use the One.IU Student Center](#)

Plan of Study (POS)

In order to earn a doctoral degree in Special Education at IU, both the University Graduate School and the SOE mandate specific credit distribution requirements. Doctoral students document the completion of these requirements, including all coursework, on their [Plan of Study \(POS\)](#). Students design their POS based on these requirements and under the supervision of their advisor and an advisory committee. Although there are certain set requirements, students are able to take a variety of courses within the SOE and other departments on campus. The POS reflects each student's individual career goals and evolving intellectual interests and demonstrates the development of academic depth and breadth in special education. Students are encouraged to study both widely in education (e.g., Educational Leadership, School Psychology, History/Philosophy/Philosophy in Education, Learning Sciences, Literacy/Culture/Language Education) and related fields (e.g., Sociology, Anthropology, History, Philosophy, Psychology) and deeply in an area in special education (e.g., learning disabilities, K-12 intervention, early childhood intervention, autism spectrum disorders, emotional/behavioral disorders, SpEd in correctional facilities, SpEd law, teacher education in SpEd, transition, community living, etc.) in which they plan to conduct scholarly research.

The Advisory Committee

Students are required to appoint an advisory committee by the end of their first year in the doctoral program. The advisory committee supervises the completion of the POS and the portfolio (i.e., qualifying exam) which are required to enter doctoral candidacy and begin the dissertation. The advisory committee includes a student's advisor, who serves as the advisory committee chair, and two additional faculty members. One of these two additional members is another SpEd faculty member and the other is a faculty member from the minor area. All three faculty members on the advisory committee must be members of

the [IU Graduate School Faculty](#). Students continue to meet at least once annually with their advisory committee until they complete qualifying examinations (i.e., their portfolio) and enter candidacy.

Appointing an Advisory Committee and Obtaining POS Approval

Students are required to identify a permanent faculty advisor, form an advisory committee, and have their advisory committee approve their POS by the end of their first year in the doctoral program.

Students complete this process by:

1. Determining if their temporary faculty advisor will serve as their permanent faculty advisor. If not, then consent should be obtained from another SpEd faculty member to serve as their permanent advisor.
2. Planning their POS using the credit distribution requirements listed in this handbook and University Graduate School Bulletin.
3. Obtaining consent from two additional faculty members (one in SpEd, one in minor area) to serve on their advisory committee.
4. Meeting with their advisory committee members to share their POS, obtain feedback, and make any requested changes.
5. Submitting the [electronic POS \(ePOS\) form](#) and for official approval by their advisory committee. If any changes are made to the POS after it has been approved, [a POS Amendment form](#) must be submitted for approval.

Ph.D. in Special Education Course Requirements (90 credits)

Below are the credit distribution requirements for earning the PhD in Special Education at IU.

Special Education Major Requirements (36 credits)

Core Courses (24 credits)

- EDUC-K 601 Introduction to Special Education Scholarship (1 cr., taken three times for a total of 3 cr.)
- EDUC-K 650 Paradigms and Policies of Special Education in the U.S. (3 cr.)
- EDUC-K 681 Evidence-Based Practice in Special Education (3 cr.)
- EDUC-K 780 Seminar in Special Education (1-4 cr., taken at least three times for a total of 9 cr.)
- EDUC-K 785 Internship in Special Education (3-6 cr., minimum of 3 cr.)
- EDUC-K 590 Early Inquiry Experience* (3 cr.)

Other Special Education Graduate Courses (12 credits)

Selected in consultation with the advisory committee.

Inquiry Core Requirements (15 credits minimum)

Inquiry courses emphasize methodological skills which provide a basis for conducting original research. There are two required courses:

- EDUC-Y 502 Intermediate Statistics Applied to Education (3 cr.)
- EDUC-Y 521 Methodological Approaches to Educational Inquiry (3 cr.)

Three additional courses (9 cr.) are selected from the [Approved Inquiry Core Courses List](#).

Minor Requirements (12 credits)

The minor has integrity in its own right and complements the major. The minor field demonstrates wholeness within itself and contributes to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Individualized or interdisciplinary minors not specifically listed in the Graduate School Bulletin must be approved by the dean and a student's advisory committee. Approval is obtained through the [Ph.D. Request for Individualized Minor](#) eDoc, which is submitted with the ePOS form. Major area courses may not be used in the minor.

Elective Requirements (9 – 12 credits)

Selected in consultation with the advisory committee, elective courses are chosen to fill out the major and to contribute to the integrity of the student's program. These courses are taken in the student's area of interest, within or outside the department, in order to fulfill the total program requirement of 90 credit hours.

Dissertation Requirements (15 credits)

- EDUC-K 795 Dissertation Proposal Preparation (3 cr.)
- EDUC-K 799 Doctoral Thesis in Special Education (12 cr.)

* The official course title for EDUC-K 590 in the One.IU Course Browser is Independent Study or Research in Special Education.

Major Area Requirements (36 credits)

Course work in the major is intended to provide students with sufficient knowledge and skills in preparation for a variety of leadership roles. Several of the courses in the major area prepare students for the qualifying examination (i.e., portfolio) required to begin doctoral candidacy and the dissertation. The portfolio requirements for the qualifying exam are described in further detail later in this handbook, and descriptions of the tasks included in the portfolio are listed in [Appendix A](#).

Doctoral Seminars and Courses (18 credits): Doctoral students complete a series of seminars and courses that address current developments in the field and ensure a common base of knowledge for all students in the program. All students take three core doctoral courses: (1) EDUC-K 681-Evidence-Based Practice in Special Education, (2) EDUC-K 650-Paradigms and Policies of Special Education in the U.S, and (3) EDUC-K 601 Introduction to Special Education Scholarship. EDUC-K 601 is taken three times/semesters (1 credit for each time) for a total of 3 credit hours. Doctoral students also take three EDUC-K 780 Seminars in Special Education. Seminar topics change each semester, and students select three different EDUC-K 780 seminars for their POS. The EDUC-K 780 seminars that a student selects are based on the student's defined areas of interest, but each selected seminar must cover a separate topic.

EDUC-K 590 Early Inquiry Experience Research Project* (3 credits): All doctoral students in the SOE are required to complete an Early Inquiry Experience that links research methodology to the major field of study. In SpEd, students enroll in EDUC-K 590 to meet the SOE's early inquiry experience project requirement. Additional EDUC-K 590 courses (e.g., Independent Study) may be taken to fulfill major requirements; however, at least one EDUC-K 590 must be dedicated to completing the requirements for the Early Inquiry Experience. These include: (1) writing a research proposal for their Early Inquiry Experience project, (2) conducting the proposed study, and (3) writing a manuscript to document the study's completion ([Appendix C](#)). Typically, students enroll in EDUC-K 590 after their first or second year of the doctoral program. Approval for the Early Inquiry Experience must be obtained from the SpEd faculty member who has agreed to supervise the Early Inquiry Experience and the student's advisory committee. This approval is documented on the EDUC-K 590 Early Inquiry Experience Agreement form ([Appendix D](#)). The final manuscript resulting from the Early Inquiry Experience must also be approved by a student's advisory committee and documented with the [Early Inquiry Experience Approval form](#). It is possible that the research proposal and manuscript resulting from the Early Inquiry Experience may be included in a student's portfolio as evidence of a task's completion (e.g., research proposal, research investigation), but this decision is at the discretion of each student and their advisory committee.

EDUC-K 785 Internship in Special Education (3-6 credits): The internship in special education is designed to provide students with an opportunity to develop leadership skills in a specific area (e.g., research, college teaching, field supervision, disability policy, and/or other areas related to students' interests and previous experience) and to apply their knowledge and expertise across various field settings related to special education. As internship experiences may differ in their length and structure, students may enroll in internships that vary from 3 to 6 credits; however, all students are required to complete a minimum of 3 total/cumulative credits of internship(s) for their POS. [IU Credit Hour Policy](#) defines 1 credit hour as equivalent to 3 hours of work per week. For example, for a 3-credit internship, a student would spend a minimum of 9 hours each week dedicated to internship responsibilities

It is at the discretion of a student's advisory committee whether internship credit may be awarded for work in which a student is receiving compensation. Additionally, work completed for the internship (e.g., the final project, products developed) may also fulfill portfolio task requirements if approved by a

* The official course title for EDUC-K 590 in the One.IU Course Browser is Independent Study or Research in Special Education.

student's advisory committee. Additional information, including student and faculty guidelines for the internship are located in [Appendix D](#).

Other Special Education Graduate Courses (12 credits): Courses in this area are selected in consultation with the advisory committee.

Inquiry Core Requirements (15 credits)

Inquiry course work provides students with the skills and knowledge necessary to become knowledgeable consumers and able producers of research. Students take a minimum of 15 credits in this area. Students are encouraged to take courses in both quantitative and qualitative methodology as well as single subject experimental design.

All students are required to take EDUC-Y 521 Methodological Approaches to Educational Inquiry and EDUC-Y 502 Intermediate Statistics Applied to Education. Additional course work (9 credits) is selected from the [list of approved inquiry core courses](#). Any course to be counted toward the Inquiry Core requirement which does not appear on the list of approved inquiry core courses on the must be vetted by an Inquiry Methodology faculty member through an [Inquiry Core Exception form](#). This includes any transfer courses used to meet the Inquiry Core requirements. EDUC-P 501 may not be counted toward the inquiry core requirement.

Minor Area Requirements (12 credits)

Doctoral students are required to develop a minor that complements the major and contributes to their general professional development. Minors typically consist of a minimum of 12 credit hours – either inside or outside the SOE. [This list includes the formalized minors in the SOE](#). Formalized minors outside the SOE are offered in areas such as English, Anthropology, Psychology, Speech-Language Pathology, Music, or other professional schools (e.g., Medical School) and can be found in each school's/college's respective [academic bulletin](#). Students also have the option of completing an individualized or interdisciplinary minor. Individualized minors or minor not specifically listed in the Graduate School Bulletin, must be approved by the dean and a student's advisory committee. Approval is obtained through the [Ph.D. Request for Individualized Minor](#) eDoc, which is submitted with the ePOS form.

Elective Requirements (9 credits)

Electives serve to add breadth to students' programs and to ensure exposure to educational foundations. Students work closely with their advisory committee to identify a minimum of 9 credit hours outside of their major and minor to meet this requirement. Electives may be taken in fields of study within the SOE or outside of the SOE (e.g., Linguistics, Psychology, Sociology, Public Affairs, Business, Health/Physical Education and Recreation).

Dissertation (15 credits)

After completing the qualifying examination (i.e., portfolio), students complete a dissertation. The dissertation proposal is completed in EDUC-K 795 Dissertation Proposal. The dissertation research is completed as a part of EDUC-K 799 Doctoral Thesis in Special Education. Students complete a minimum of 12 credits of EDUC-K 799 for the POS. Students are allowed to concurrently register for EDUC-K 795 and EDUC-K 799 to be considered for full-time status, financial aid, and/or associate instructor (AI) positions.

Transfer Coursework Policies

Students must complete a minimum of 60 credit hours of course work (including dissertation credits) at the Bloomington campus of IU; however, some graduate coursework completed at other universities or from a master's degree at IU may be transferred into the POS. Students are allowed to transfer a maximum of 30 hours of approved graduate course credit into their POS. All students wishing to transfer credit must complete the [Request for Transfer of Graduate Credit](#) form and submit it with their e-POS.

Transfer course work must meet the following requirements:

- All course work transferred must be from an accredited college or university.
- An official transcript is required for course work to be transferred.
- No transfer credit will be given for a course with a grade lower than a B.
- Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.
- All transferred courses must be relevant to the student's program of studies.
- The courses must be approved by the advisor and by the Associate Dean for Graduate Studies.
- A course description or syllabus may be required in order to judge the appropriateness of course work to be transferred.
- All graduate-level coursework over seven years old (counting back from the date of passing the final portion of the qualifying exam) must be revalidated by the University Graduate School before a doctoral student can be admitted to candidacy. See the section on Revalidation of Credits for additional information.

Advancing to Candidacy/Qualifying Examinations

General Qualifying Examination Requirements

Prior to beginning the doctoral dissertation and upon completion of all course work, doctoral students are required to pass a qualifying examination in their major area of study. The qualifying examination is intended to determine if a student is qualified to begin work on a doctoral dissertation. A minor area qualifying examination may also be required, and students should check with their minor advisors on their advisory committees for additional information. All qualifying examinations contain written and oral components.

In order to be eligible for qualifying examinations, students must meet the following criteria:

- Have been admitted unconditionally to the doctoral program.
- Have an advisory committee appointed and a POS approved by the Office of Graduate Studies.
- Completed all doctoral course work, with no more than 6 credit hours graded as incomplete.
- Have successfully completed all portfolio tasks.

Qualifying Examination: The Portfolio

Doctoral students in the SpEd program complete a portfolio for their qualifying examination to enter doctoral candidacy and begin the dissertation. The portfolio forms a creative synthesis between professional growth and academic rigor to ensure quality outcomes. The portfolio also provides students with opportunities to develop their skills at their own pace, using different strategies to ensure that these tasks form an integrated part of their vision for their doctoral program. Furthermore, the portfolio is designed to help students develop necessary skills in the areas of research, teaching and service, and is infused into students' research and training interests to allow for the development of depth within the students' field of specialization.

The portfolio includes: (1) a brief personal statement/biography, (2) a current CV, (3) a teaching and research statement, (4) the portfolio task verification form, and (5) evidence to document completion of 10 portfolio tasks. While the exact composition of the portfolio will differ for each student, all competencies represented in the portfolio tasks are completed in the interest of demonstrating skills in research, education and service. The portfolio tasks are often completed through a student's coursework, early research inquiry experiences, internships, and/or associate instructor (AI) positions; however, all tasks and the evidence to document each task must be approved by the advisor and/or advisory committee.

The 10 tasks are listed in the table below and descriptions of each task and the evidence required for documentation of each task's completion are located in [Appendix A](#). This evidence and the Portfolio Task Verification form ([Appendix B](#)) are submitted to the student's advisor and advisory committee.

Portfolio Tasks	
1. Research Proposal	6. Product Development OR Grant/Contract Application
2. Research Investigation	7. In-service/Consultation
3. Manuscript Submitted for Publication	8. Conference Presentation
4. Course Preparation	9. Article Reviews
5. Supervision	10. Service

Annual Portfolio Review

Each year before entering doctoral candidacy and beginning the dissertation, students meet with the SpEd program faculty for an annual portfolio review (APR) meeting. The purpose of this meeting is to help students prepare for their qualifying examination (i.e., portfolio) required to enter doctoral candidacy. Students share their current progress towards the completion of the portfolio tasks, and the faculty review each student's progress, offer feedback, and make suggestions. APR meetings are 20 minutes in length and consist of two parts:

1. Current Progress on the Portfolio Components (~10 minutes)
2. Discussion, Questions, & Feedback (~10 minutes)

Two weeks prior to the APR meeting, students share the following portfolio components with SpEd faculty*:

1. Brief Personal Statement/Biography (50-100 words)
2. Current Curriculum Vitae (CV)
3. Portfolio Task Verification Form ([Appendix B](#))
 - o Updated with the current status/progress on each of the required portfolio tasks.
4. Draft/Emerging Research and Teaching Statement
5. Evidence of Completed Portfolio Tasks

*Directions for sharing the required portfolio components for the APR will be provided to students before the APR meeting.

Written Qualifying Examination (The Portfolio)

The written qualifying exam for the doctoral degree in SpEd is the completed portfolio. The portfolio is submitted to a student's advisory committee at least two weeks prior to the oral qualifying exam date*.

The completed portfolio includes:

1. A Brief Personal Statement/Biography (50-100 words)
2. A Current Curriculum Vitae (CV)
3. Evidence documenting completion of the 10 portfolio tasks
4. Portfolio Task Verification Form
5. Teaching and Research Statement

*Directions for sharing the portfolio with the advisory committee and guidelines for each of the portfolio requirements will be provided to students before submission of the final portfolio. Students are advised to discuss these guidelines with their advisory committee members, as they approve the final portfolio.

Oral Qualifying Examination (Portfolio Defense)

Once students have completed their required coursework and portfolio, and the student's faculty advisor determines they are ready to present their portfolio, a date and time are set for the oral qualifying examination. The primary purpose of the oral examination is for the student to present the completed portfolio for the advisory committee to review and to have a structured discussion in preparation for candidacy. To prepare for the oral qualifying exam, students:

- Identify a mutually agreeable time (at least several weeks in advance) and ensure that all advisory committee members can attend. Meeting scheduling tools such as [Doodle](#) may be useful to confirm availability of advisory committee members.
- Reserve a room in the SOE ([How to Make a SOE Room Reservation](#)) and inform their advisory committee members of the room location.
- Share the completed portfolio with their advisory committee at least two weeks before the date of the oral qualifying exam.
- Consult with their advisory committee about their expectations for the structure, content, and format of the oral qualifying exam.

Nomination to Candidacy

A [Nomination to Candidacy eDoc form](#) is submitted once students pass their qualifying examinations and have met all criteria to be considered a doctoral candidate. The date of passing the final portion of the qualifying examination is a critical date. Courses completed more than seven years before this date must be revalidated (see the following section on Revalidation of Credits). Admission to candidacy is awarded

after the student has been nominated to candidacy and after all required coursework has been completed (except EDUC-K 795, EDUC-K 799, and EDUC-G 901). All incompletes must be resolved, and the University Graduate School must approve coursework requiring revalidation before a student is admitted to candidacy.

Revalidation of Credits

All graduate-level coursework over seven years old must be revalidated (counting back from the date of passing the final portion of the qualifying examination). However, the advisor, in consultation with the advisory committee, may recommend to the University Graduate School that coursework taken prior to the seven-year deadline be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Courses needing revalidation must be approved before the Nomination to Candidacy is submitted. Each course for which consideration for revalidation is being requested should be justified separately. To request revalidation, students must submit a [Ph.D. Request for Revalidation of Coursework eDoc](#). Instructions and methods of revalidation are listed on the eDoc.

Maintaining Active Student Status

After passing the final portion of the qualifying examination, candidates enroll in at least one credit hour per semester of EDUC-K 795, EDUC-K 799 or *EDUC-G 901 in order to maintain active student status until the doctoral degree is granted. Candidates do not need to register for credits during the summer unless they plan to graduate (have the degree awarded) in the summer, in which case they must register for summer course credit. Candidates who fail to register each semester must back-enroll for all semesters missed in order to graduate. There is a fee per semester (plus tuition) for back-enrollment. *Enrollment in EDUC-G 901 is granted by special permission and also has several requirements. See the [EDUC-G 901 Permission Request form](#) on the SOE Graduate Student Portal for additional information.

Dissertation

All doctoral candidates write a dissertation that is an original contribution to the field and of high scholarly merit. The dissertation is written under the guidance of a dissertation chair and a Research Committee (RC). The University Graduate Bulletin states, "Although work published by the student may be incorporated into the dissertation, a collection of unrelated published papers, alone, is not acceptable. There must be a logical connection between all components of the dissertation, and these must be integrated in a rational and coherent fashion. It is the responsibility of the student's RC to determine the kind and amount of published materials which may be included in a dissertation."

Nomination of a Research Committee (RC)

The RC is responsible for guiding the research activities and approving the dissertation proposal, the final written dissertation, and the oral defense. The RC consists of at least four members who are listed on the [University Graduate School faculty list](#) maintained by the University Graduate School.

The RC includes:

- One SpEd faculty member who serves as the dissertation chair. The chair must be an endorsed member of the University Graduate School faculty.
- At least two additional members from the major area (SpEd).
- One member from the minor area.

Within these four required RC members, there must be at least:

- Two members who are associate or full professors in special education.
- Two members who are tenure-line faculty members (associate or full professors of special education count as tenure-line faculty members).
- One member from the minor area; however, the minor member can be waived if approved by the minor department and the Associate Dean for Graduate Studies. If the minor representative is waived, another member outside of the student's major must still be added.

Students also have the option of including a RC member from the faculty of another IU campus.

The dissertation chair serves as the candidate's primary advisor during the completion of the dissertation. The doctoral candidate works closely with the dissertation chair throughout the entire dissertation process (e.g., writing the proposal, writing drafts of chapters); therefore, it is crucial that the candidate and the chair have a good working relationship and have shared interest in proposed dissertation content. Often, the candidate's original faculty advisor (from their advisory committee) is the person who chairs the dissertation; however, this continuity is not required. The additional three RC members act as dissertation advisors in the sense that they provide resources from their knowledge and research that will enhance and strengthen the dissertation. In order to formally nominate the RC, candidates:

- Identify an endorsed SpEd professor on the Graduate School Faculty list who agrees to chair the dissertation.
- Identify at least 3 additional University Graduate School faculty who meet the aforementioned requirements to serve on the RC.
- Develop a 1-2 page dissertation summary that includes a tentative title for the dissertation, a clear statement of the questions to be addressed in the dissertation study, an outline of the design of the study, the research methods to be used, and a discussion of the contribution of the study to theory or practice.
- Submit a [Nomination of Research Committee eDoc form](#) which includes the 1-2 page summary. This form cannot be submitted until the Nomination to Candidacy reaches final approval and must be approved six months before the dissertation is defended.

Dissertation Proposal Development and Approval

Candidates develop a dissertation proposal under the guidance of their dissertation chair and RC. This proposal is considerably more detailed than the summary submitted with the RC nomination. The dissertation proposal is presented to the RC and requires approval before the dissertation study can be conducted. Candidates should check with their dissertation chair about the required components for the proposal; however, typically proposals include:

- A statement of purpose
- A study rationale
- A literature review
- The research questions
- The proposed procedures/methodology
- The source of data and methods of data collection
- The methods of data analysis or data reduction
- The contribution of the study to theory or practice
- Evidence of IRB review and approval (if applicable)
 - View the [IU Research Guidelines and Procedures website](#) for additional information about IRB approval.

Once the dissertation chair determines that the proposal is ready to be reviewed by the RC, candidates share the proposal with their RC members and present the proposal in a formal meeting. In preparation for the proposal meeting, candidates:

- Contact RC members to schedule a day/time for the meeting at least several weeks in advance. Meeting scheduling tools such as [Doodle](#) may be useful during this process.
- Reserve a meeting room ([How to Make a SOE Room Reservation](#)) for two hours and inform RC committee members of the meeting time and location.

During the meeting, candidates present their dissertation proposal, answer questions from committee members, and receive feedback. Candidates also bring a copy of the [Dissertation Proposal Approval Form](#) to the meeting. The RC members sign this form and the dissertation proposal will receive one of three statuses: Pass, Deferred, or Fail. Criteria for each are listed on the Dissertation Proposal Approval Form which is submitted along with the proposal and IRB approval (if applicable) to the C & I Department.

Conducting the Research and Writing the Dissertation

Doctoral candidates work closely with their dissertation chair to conduct their dissertation research and write the dissertation. This process is unique for each candidate and often depends on the type of study being conducted. Candidates should discuss this process and the requirements with their dissertation chair. The doctoral dissertation must be written to comply with The University Graduate School's [formatting guidelines for doctoral dissertations](#).

Writing Resources

- [IU Writing Tutorial Services \(WTS\)](#)- Offers one-on-one help for any phase of the writing process.
- [WTS Dissertation Writing Groups](#)- Helps writers maintain regular progress on their dissertation during the academic year.
- [WTS Writing Guides](#)- Guides on a variety of topics such as doctoral dissertations plagiarism, proofreading grammar, etc.
- [Guide to APA Style](#)- Guide freely available that explains APA style and formatting.

Final Oral Examination (Dissertation Defense)

Once the dissertation chair determines that the written dissertation is complete and ready to be shared with the RC, candidates submit a copy to each member of their RC. The RC members read the dissertation in its entirety and communicate (orally or in writing) with the dissertation chair about the candidate's readiness for defense.

Scheduling the Defense: Once the RC determines a candidate's readiness for the defense, the candidate schedules a two-hour block of time for the final oral defense. The dissertation defense cannot be scheduled less than six months after the date when the dissertation proposal was approved. Candidates may use meeting scheduling tools (e.g., [Doodle](#)) to help determine the availability of their RC members. After setting a day/time, candidates reserve a room for the defense ([How to Make a SOE Room Reservation](#)). All defenses are required to take place on the Bloomington Campus, and all members of the RC are expected to attend the defense in-person. Additionally, all defense meetings are required to be open to the public. Candidates must send a complete copy of the dissertation manuscript at least two weeks before the oral defense.

Submitting the Defense Announcement: Once the defense has been scheduled, candidates submit a defense announcement, available on the [University Graduate School One.IU task page](#), to the University Graduate School. The Ph.D. Defense Announcement includes the title of the dissertation and a 150-300-word summary that is informative and contains a brief statement of the principal results and conclusions. The summary communicates findings using clear language and is written in a style that can be understood by the University community.

Defense announcements must be submitted at least 30 days before the scheduled dissertation defense. The 30-day deadline applies to the date the University Graduate School receives the defense announcement, not necessarily when it is sent. If possible, candidates should try to allow 40 days to give the department extra time to process the announcement. The defense announcement goes to the department or program for approval, and then to the department or program research chair for approval, and finally to the University Graduate School for processing. Candidates can track their defense announcement on the [University Graduate School One.IU Task Page](#) to ensure timely approval.

The Defense Meeting: Candidates discuss the format of and guidelines for the defense meeting with their dissertation chair and use these guidelines to prepare for this meeting. After the defense meeting, the RC determines the outcome of the defense. Four options are available to the RC: pass, conditional pass, deferred decision, or failure. If all RC members determine that the dissertation has passed and is approved, then the committee will sign the dissertation acceptance page and abstract. If the dissertation defense receives a conditional pass, deferred decision, or failure, the RC and the dissertation chair will discuss this process with the candidate. Candidates who receive this decision may have to hold another defense meeting in the future once issues have been addressed.

Submitting the Dissertation: Successful dissertation defenders prepare their dissertation for submission to the University Graduate School, using their guidelines for [Submitting Doctoral Dissertations](#). Dissertations are submitted for review to the University Graduate School by the 15th of the month a candidate wishes to graduate. Degrees are granted monthly. Deadlines for May and December graduation will vary each year. After the dissertation has been reviewed, candidates submit a signed acceptance page and abstract, as well as a finalized dissertation (including any formatting changes required after initial review by the doctoral recorder) by the 27th of the month they wish to graduate.

Graduation

The most current information about graduation deadlines and requirements can be found on the [University Graduate School webpage](#). Students wishing to participate in the graduation ceremony should complete the Ph.D. Commencement Participation Application which is available on the [University Graduate School One.IU Task Page](#). Students must complete this application in order to be listed in the Commencement program, participate in the graduation ceremony, and receive mail from the IU Alumni Association.

Students should also verify that the Office of the Registrar has the correct spelling of their name and confirm the correct diploma mailing address through the [Student Central on Union](#). The registrar mails the diploma to student's home address. Students receive their diplomas about three months after it is awarded.

All students are encouraged to complete the [Survey of Earned Doctorates \(SED\)](#) and the [University Graduate School exit survey](#).

Appendix A
Descriptions of Portfolio Tasks and Evidence Required to Document Task Completion

Task	Description	Evidence ¹
<p style="text-align: center;">1. Research Proposal²</p>	<p>Write a proposal for a research study prior to the dissertation, which includes:</p> <ul style="list-style-type: none"> • Study background/rationale • Review of relevant research • Methodology (including sample selection, procedures, etc.) • Data analysis plan 	<p><u>Required Documentation:</u></p> <ol style="list-style-type: none"> 1. Completed proposal manuscript that includes a study rationale, review of relevant research, methodology, and data analysis plan.
<p style="text-align: center;">2. Research Investigation²</p>	<p>Conduct at least one study prior to the dissertation. Responsibilities include:</p> <ul style="list-style-type: none"> • Planning the study • Obtaining IRB approval (if applicable) • Executing/conducting the study (collecting & analyzing data) • Writing a manuscript from the study 	<p><u>Required Documentation:</u></p> <ol style="list-style-type: none"> 1. Complete manuscript written from the study (in APA format), that includes: <ul style="list-style-type: none"> ○ Background/rationale ○ Review of relevant research ○ Methodology ○ Data analysis ○ Results ○ Discussion ○ Reference list
<p style="text-align: center;">3. Manuscript Submitted for Publication</p>	<p>Prepare and submit a manuscript for publication as a first or sole author. The manuscript should:</p> <ul style="list-style-type: none"> • Be written primarily by the doctoral student (i.e., first/sole author), but co-authors may also be included. • Be in the field of special education or disability. • Be submitted to a professional peer-reviewed national or international journal. • Conform to the requirements of the targeted professional journal. • Be reviewed by at least one faculty member prior to submission. 	<p><u>Required Documentation:</u></p> <ol style="list-style-type: none"> 1. A copy of the manuscript submitted 2. Notification from editor/journal confirming submission of the manuscript. 3. Editorial decision letter. <p><u>Additional Documentation (if applicable):</u></p> <ul style="list-style-type: none"> • Reviews from the editor and reviews.

¹ All evidence must be approved and deemed acceptable by a student's advisory committee. It is up to the discretion of the advisory committee as to the type of evidence accepted for each portfolio task.

² Students often (but not always) work towards completion of tasks 1 and 2, research proposal and research investigation, through their Early Inquiry Experience (e.g., EDUC-K 590).

Appendix A Continued
Descriptions of Portfolio Tasks and Evidence Required to Document Task Completion

Task	Description	Evidence¹
4. Course Preparation	<p>Design and teach/team-teach at least one course (in person or online) in special education under the supervision of a SpEd faculty member. Responsibilities include:</p> <ul style="list-style-type: none"> • Creating/revising a course syllabus for the entire term. • Creating/revising a course schedule/outline that includes weekly topics. • A reference list of the required and supplementary readings. • Managing the course management site (e.g., Canvas) and ensuring all students have access to necessary readings, materials, and assignments. • Designing/revising methods for evaluating students' work and progress in the course • Arranging for a teaching observation by a faculty member. • Ensuring that students complete the course questionnaire for the course. <ul style="list-style-type: none"> ○ If team-teaching, a separate course questionnaire must be administered solely to evaluate the PhD student. 	<p>Required Documentation:</p> <ol style="list-style-type: none"> 1. Course syllabus and course schedule, including reference list of supplementary readings. 2. Access provided to the advisor or supervising faculty for the course management site (e.g., Canvas). 3. Copies of any assignments, projects, and/or evaluations that were designed or revised for the course. 4. Documentation of class observation from supervising faculty member: <ul style="list-style-type: none"> ○ <u>Face-to-Face Class Documentation</u>: letter, memo, email, or observation form, describing the student's strengths and areas of improvement. ○ <u>Online Class Documentation</u>: letter, memo, email, or observation form, evaluating the online course materials and class management site, including strengths and areas of improvement. 5. Copy of all course evaluations completed by students. <p>Documentation for one complete course is required, although a list of all courses taught may be included as additional documentation of course preparation.</p>

¹ All evidence must be approved and deemed acceptable by a student's advisory committee. It is up to the discretion of the advisory committee as to the type of evidence accepted for each portfolio task.

Appendix A Continued
Descriptions of Portfolio Tasks and Evidence Required to Document Task Completion

Task	Description	Evidence ¹
5. Supervision	<p>Supervise or co-supervise a minimum of 3 preservice teachers (i.e., undergraduate students) in special education field experience placements (e.g., student teaching, early field experience). Supervision/co-supervision is completed for a minimum of one semester under the supervision of a SpEd faculty member or supervision coordinator.</p> <p>Supervision/co-supervision responsibilities include:</p> <ul style="list-style-type: none"> • Development and/or use of suitable forms to document preservice teachers' progress and performance. • Regular classroom observations of each preservice teacher for the duration of the field experience. • Reviewing preservice teachers' lessons (or other related activities/assignments) and providing appropriate feedback. • Meeting regularly with preservice teachers and their supervising/cooperating teachers to discuss progress and provide feedback. • Maintaining accurate files and documentation for each preservice student. • Attending field experience supervision meetings (if applicable). • Obtaining feedback on supervision from preservice students and cooperating teachers. 	<p><u>Required Documentation:</u></p> <ol style="list-style-type: none"> 1. Letter, memo, or email from supervising SpEd faculty member or supervision coordinator that documents the student's performance with supervision tasks, including a description of the student's strengths and areas for improvement. <p><u>Additional Documentation (if applicable):</u> Students may also choose to provide additional evidence from the following list:</p> <ul style="list-style-type: none"> • Preservice teacher evaluations/feedback of supervision. • Samples of preservice teachers' work. • Letters from principals. • Description of how supervisory feedback was provided to students. <p>Documentation for one supervision/co-supervision experience is required, although other evidence may be included for this task if the supervision occurs for more than one semester.</p>

¹ All evidence must be approved and deemed acceptable by a student's advisory committee. It is up to the discretion of the advisory committee as to the type of evidence accepted for each portfolio task.

Appendix A Continued
Descriptions of Portfolio Tasks and Evidence Required to Document Task Completion

Task	Description	Evidence ¹
<p style="text-align: center;">6. Product Development</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Grant/Contract Application</p>	<p>Product Development</p> <p>Develop a high quality, professional product either individually or as part of a group, that demonstrates professional scholarship and organization. The doctoral student should assume a major, substantive role in product development, evaluation, and dissemination (as appropriate).</p> <p>Examples of Possible Products:</p> <ul style="list-style-type: none"> • Curricula (lessons/materials) • Procedural manuals • Workbooks <p>Grant/Contract Application</p> <p>Prepare a grant proposal or contract application for funding for a service, training, or research project under the supervision of a faculty member. The application should be consistent with the guidelines provided by the target funding agency. The actual grant/contract is <u>not</u> required to actually be submitted to the agency for consideration but may be submitted if determined appropriate by supervising faculty member.</p>	<p>Required Documentation for Product Development:</p> <ol style="list-style-type: none"> 1. Completed product (in its final form). 2. Brief written summary (~1 page) describing the product and the student's contribution to the product. <p>Required Documentation for Grant/Contract Application:</p> <ol style="list-style-type: none"> 1. A copy of the grant/contract guidelines (e.g., request for proposals, proposal requirements). 2. A complete grant/contract application, including supporting materials required by the grant/contract application. 3. Evidence of acceptability by student's advisor, examples of evidence documenting acceptability such as: <ul style="list-style-type: none"> ○ Letter/email/memo from advisor indicating acceptability and briefly discussing the quality of the application. ○ If completed as a course assignment, include the graded application (with passing grade) and instructor's feedback. ○ Other as deemed appropriate by the advisor.

¹ All evidence must be approved and deemed acceptable by a student's advisory committee. It is up to the discretion of the advisory committee as to the type of evidence accepted for each portfolio task.

Appendix A Continued
Descriptions of Portfolio Tasks and Evidence Required to Document Task Completion

Task	Description	Evidence¹
7. Inservice or Consultation	Plan and conduct at least 2 inservice programs or consultations. The inservices or consultations should: <ul style="list-style-type: none"> • Be at least one hour in length and include necessary materials (e.g., PowerPoints, handouts). • Cover two different topics. • Not be related to preservice education (e.g., college courses, guest lectures). • Include an evaluation from inservice/consultation participants. 	<u>Required Documentation:</u> <ol style="list-style-type: none"> 1. Written description of each inservice, including: <ul style="list-style-type: none"> ○ Inservice/consultation name, a brief description, and target audience. ○ Objectives of the inservice or consultation. 2. A copy of the presentation and/or materials provided to participants. 3. Results from the evaluations completed by participants or a description of how the inservice or consultation was evaluated.
8. Conference Presentation	Present research as a first or sole author at a regional, state, national, or international conference related to education or disabilities. Conference presentations include: <ul style="list-style-type: none"> • Creation and submission of a conference proposal that meets the goals of the identified conference. • Creation of a visual display (e.g., PowerPoint, poster) of the research conducted. • Attendance at the conference and presentation of the research at the assigned conference session. 	<u>Required Documentation:</u> <ol style="list-style-type: none"> 1. A copy of the presentation proposal. 2. A notification of the presentation's acceptance. 3. A copy of the content of the presentation (e.g., the PowerPoint presentation, PDF of poster). <u>Additional Documentation (if applicable):</u> <ul style="list-style-type: none"> • Copies of handouts or materials distributed during the presentation. • Evaluation of the presentation by the participants.

¹ All evidence must be approved and deemed acceptable by a student's advisory committee. It is up to the discretion of the advisory committee as to the type of evidence accepted for each portfolio task.

Appendix A Continued
Descriptions of Portfolio Tasks and Evidence Required to Document Task Completion

Task	Description	Evidence ¹
9. Article Reviews	<p>Review a minimum of 5 manuscripts/proposals submitted for publication in journals in special education or related fields. The reviews should:</p> <ul style="list-style-type: none"> • Adhere to the COPE Ethical Guidelines for Peer Review. • Be completed under the guidance of a faculty member. • Include a written critique of the manuscript that adheres to the standards articulated by the target journal. • Provide constructive feedback to authors. 	<p><u>Required Documentation:</u></p> <ol style="list-style-type: none"> 1. A document/email/memo from the supervision faculty member with comments/remarks about the quality of the review.
10. Service	<p>Participate in service activities within the department, school, university, or a professional organization/association for at least two semesters. Service activities may require attending and/or contributing to meetings. Service activities should be selected in consultation with the advisor. Possible examples of service include:</p> <ul style="list-style-type: none"> • Participating as a member of a committee (e.g., graduate student committee within the SOE) • Serving on an advisory board. • Special Education Doctoral Student Advisory Committee (DSAC) • Student liaison for division in Council for Exceptional Children 	<p><u>Required Documentation:</u></p> <ol style="list-style-type: none"> 1. A list of all activities completed and the level of service (department, SOE, university, professional organization). 2. For each activity completed: <ul style="list-style-type: none"> ○ A brief summary paragraph about the activity describing the service work and the student's role in this work. ○ A letter/email/memo from a faculty member (or other relevant supervisor), documenting the completion of and student's contribution to the service activity.

¹ All evidence must be approved and deemed acceptable by a student's advisory committee. It is up to the discretion of the advisory committee as to the type of evidence accepted for each portfolio task.

Appendix B
Portfolio Task Verification Form

For each Portfolio Task listed in the table below:

- Record the date/semester in which the task was completed and the date your advisor approved the task in the *IU Special Education Doctoral Program* Canvas site.
- Briefly (in a few sentences) describe what you did for that task.
- List all evidence (refer to Appendix A) uploaded to Canvas that demonstrates completion of each task.

Task	Date/Semester Completed	Brief Description of Work Completed for Task	Evidence Uploaded to Canvas Documenting Task Completion	Advisor Approval Date*
Research Proposal				
Research Investigation				
Manuscript Submitted for Publication				
Course Preparation				
Supervision				
Product Development OR Grant/Contract Application				
In-service or Consultation				
Conference Presentation				
Article Reviews				
Service				

* All required evidence for the portfolio should be uploaded to the corresponding portfolio assignment in the *IU Special Education Doctoral Program* Canvas site and approved by your advisor and/or advisory committee members.

Appendix C

EDUC-K 590: Early Inquiry Experience Requirements

The Early Inquiry Experience provides doctoral students with the opportunity to conduct a research project prior to entering doctoral candidacy and completing their dissertation. To complete the Early Inquiry Experience, students write a proposal for their research study, conduct the study, and write a manuscript to document the study's completion. These three requirements are further described below:

- Write a Research Proposal for the Early Inquiry Experience
 - Develop a research proposal for your Early Inquiry Experience study that includes:
 - Study background/rationale
 - Review of relevant research
 - Methodology (Including sample selection, procedures, etc.)
 - Data analysis plan
- Conduct Early Inquiry Experience Study (i.e., research investigation)
 - Obtain IRB approval (if applicable)
 - Collect and analyze data
- Write a Manuscript to Document Completion of the Early Inquiry Experience
 - The manuscript should be written in APA format and include:
 - Study background/rationale
 - Review of relevant research
 - Methodology
 - Data analysis
 - Results
 - Discussion
 - Reference list

How to Enroll in EDUC-K 590: Early Inquiry Experience

- Obtain the commitment a SpEd faculty member to supervise your Early Inquiry Experience (i.e., EDUC-K 590 supervisor), such as your advisor, an advisory committee member, or another SpEd faculty member in the area of your identified research project.
- Discuss potential Early Inquiry Experience project ideas with your advisor and SpEd faculty supervisor.
- Register for EDUC-K 590. The official name in the One.IU course browser is "Independent Study or Research in Special Education." Register for the section of EDUC-K 590 that states, "For completion of the Early Inquiry Experience" in the course notes.
- Complete the EDUC-K 590 Early Inquiry Experience Agreement form ([Appendix D](#)), which includes:
 - A brief abstract for your Early Inquiry Experience project, including a background/rationale, methodology, and data analysis plan.
 - Due dates for each of the major project requirements.
- Submit the EDUC-K 590 Early Inquiry Experience Agreement form to your EDUC-K 590 supervisor and all advisory committee members for approval. This form must be signed by all advisory committee members and returned to your EDUC-K 590 supervisor prior to beginning your Early Inquiry Experience. The EDUC-K 590 supervisor and the doctoral student should each retain a copy of the form for their records.

Appendix E

EDUC-K 785 Internship in Special Education: Student & Faculty Responsibilities

Before enrolling in an internship, students identify an area in which they wish to develop their leadership skills. Possible areas for an internship include research, college teaching, field supervision, disability policy and/or other areas linked to students' interests and/or previous experiences. Students consult with their advisor, advisory committee, and/or other SpEd faculty members to help determine which area would be most appropriate for an internship. Then, students develop a proposal for the internship that outlines goals and expectations and submit the proposal to their advisor for approval.

After the advisor approves the proposal for their internship experience, students obtain commitment from a SpEd faculty member or an external Ph.D.-level research/instructor (i.e., not SpEd faculty) to serve as their internship mentor. Students who plan to work with an external internship mentor must also obtain permission from a SpEd faculty member to supervise their internship experience. Students work with their internship mentor/supervising SpEd faculty member to develop a written plan for the internship, which specifies goals and activities, the planned time commitment (i.e., a minimum of 9 hours weekly for 3-credit internships), and evaluation criteria. During the internship, students document their experience (i.e., activities, products, time commitment), complete a mid-term and final reflection, and complete a final project.

The following lists of responsibilities serve as general guidelines for EDUC-K 780; however, students should contact the SpEd faculty member who is supervising their internship with any specific questions or for additional information.

Before/At the Beginning of the Semester of the Internship

Student Responsibilities:

- Discuss potential internship areas (e.g., research, college teaching, field supervision, disability policy, and/or other areas linked to your interests and/or previous experiences) and opportunities with your advisor, advisory committee, and/or other SpEd program faculty.
- Submit a proposal to your advisor/advisory committee for approval that outlines goals and expectations for your internship experience.
- Obtain the commitment of a SpEd faculty member or external Ph.D.-level researcher/instructor (i.e., not a SpEd faculty member) to serve as your internship mentor.
 - If working with an external internship mentor who is not part of the SpEd faculty, you must obtain the commitment of a SpEd faculty member to supervise your internship.
- Meet with your internship mentor/supervising SpEd faculty member to discuss your specific roles and responsibilities during the internship. Develop a specific written plan for the internship that includes:
 - Goals and planned activities
 - Evaluation criteria
- Begin thinking about a plan for the completion of a final project (e.g., paper for publication, conference proposal, research/grant proposal, a course plan, or substantial professional development plan) that results from or builds on the internship experience.
- Plan to commit to a minimum of 9 hours each week to your internship experience, unless an alternate time commitment has been approved (e.g., different hours for a summer semester).

Internship Mentor/Supervising SpEd Faculty Member Responsibilities:

- Meet with the student and discuss the student's roles and responsibilities for the internship.

- Discuss and approve a written plan for the internship that includes:
 - Goals and planned activities
 - Evaluation criteria
- If the student is working with an external internship mentor (i.e., not SpEd faculty), the supervising SpEd faculty member should have a discussion with the external mentor to establish mutually agreeable criteria for the student's work.

Throughout the Internship

Student Responsibilities:

- Document your internship including:
 - your time commitment of at least 9 hours per week for the entire semester
 - all activities and products completed during the internship
- Meet with your internship mentor/supervising SpEd faculty member at least twice monthly to discuss issues and monitor planned work.
- Work toward the completion of your final project.

Internship Mentor/Supervising SpEd Faculty Member Responsibilities:

- Meet with the student twice monthly to discuss issues, monitor planned work, and to discuss the student's plan for a final project (e.g., paper for publication, conference proposal, research/grant proposal, a course plan, or substantial professional development plan) that results from or builds on the internship experience.
 - If a student is working with an external internship mentor (i.e., not SpEd faculty), then this is this is the responsibility of the SpEd supervising faculty member

At the Mid-Point in the Internship Semester

Student Responsibilities:

- Submit a brief report to your internship mentor/supervising SpEd faculty member, which includes:
 - A summary of the internship experience to date
 - Description of how it has contributed to your learning (i.e., how you expect the experience to impact future teaching or research engagement)
 - Description of priorities for the remainder of the internship
 - Suggestions for future interns or mentors
- Meet with your internship mentor/supervising SpEd faculty member to discuss their mid-term evaluation of your work and to further refine your plan for completion of the final project.

Internship Mentor/Supervising SpEd Faculty Member Responsibilities:

- Review/grade the student's brief mid-term report about his/her internship experience which should include:
 - A summary of the internship experience to date
 - Description of how it has contributed to the student's learning (i.e., how he/she expects the experience to impact future teaching or research engagement)
 - Description of priorities for the remainder of the internship
 - Suggestions for future interns or mentors
- Meet with the student and provide a midterm evaluation of his/her performance based on the previously agreed upon evaluation criteria. Discuss and/or further refine the student's plan for completion of a final project.

By the End of the Internship Semester

Student Responsibilities:

- Prepare a final report for your internship mentor/supervising SpEd faculty member that:
 - Summarizes the internship experience and its value
 - Includes suggestions or changes for how the internship might be structured in the future
- Complete the final project.
- Submit the final report, final project, and documentation (i.e., time commitment, activities, products) to your internship mentor/supervising SpEd faculty member.

Internship Mentor/Supervising SpEd Faculty Member Responsibilities:

- Review/grade the student's final report.
- Review the student's documentation of internship activities, products, and time commitments.
- Reviewing/grade the final project.
- Submit a final grade for the internship.

Appendix F
Special Education Program Faculty Contact Information and Research Interests

Name	Title	Contact Information	Areas of Research/Interests
Jeffery Anderson	Professor C&I Department Chair PhD Program Coordinator	jander2@indiana.edu (812) 856-8155 ED 3204	interagency collaboration, systems of care, children's social services, emotional and behavioral challenges
Ana Maria Brannan	Associate Professor, TAL Program Coordinator	brannana@indiana.edu (812) 856-8119 ED 3280	children/families of children with emotional and behavioral disorders, children's mental health service system reform, program evaluation, assessment and instrument development
Gretchen Butera	Professor Edward A. and Mary Lou Otting Chair in Special Education, Master's Program Coordinator	gbutera@indiana.edu (812) 856-8153 ED 3212	Teacher education, early childhood, rural education
Sarah Hurwitz	Assistant Professor	shurwitz@indiana.edu (812) 856-8134 ED 3216	autism, special education in schools, school discipline, behavior, intervention research
Derek Nord	Associate Professor, Director of the Indiana Institute on Disability and Community	dnord@indiana.edu (812) 855-7102 IIDC	employment, transition, national data, supports and services, community living
Tina O'Neal	Clinical Assistant Professor	tsoneal@iu.edu (812) 856-8115 ED 3272	assistive technology, self-efficacy, learning disabilities, UDL, inclusive teaching
Theresa Ochoa	Associate Professor	tochoa@indiana.edu (812) 856-8135 ED 3222	juvenile delinquency, special education in correctional facilities, transition from confinement, community reentry, special education law
Hannah Schertz	Associate Professor Special Education Program Coordinator, Coordinator of Preparing Educators for Students with Autism (PESA)	hschertz@indiana.edu (812) 856-8146 ED 3220	early childhood special education, autism early intervention to promote social communication for toddlers with autism and their families, family capacity-building, research methods (randomized controlled trials, qualitative, single case design, observational measurement)
Kelly Williams	Assistant Professor	kjwilli@indiana.edu (812) 856-8103 ED 3218	learning disabilities, reading disabilities (e.g., dyslexia), reading instruction/intervention, English learners, adolescents

Note: ED = Wendell W. Wright Education Building, located at 201 N. Rose Ave., Bloomington, IN 47405 and IIDC = Indiana Institute on Disability and Community, located at 1905 North Range Road, Bloomington, IN 47408.

Appendix G

List of Online Resources for Doctoral Students

General Resources

- [The University Graduate School Website](#)
- [SOE Graduate Student Portal for Doctoral Students](#)
- [Special Education Graduate Student Portal](#)
- [Special Education Doctoral Program Webpage](#)
- [Student Central](#)
- [One.IU Student Center](#)
- [How to Use the One.IU Student Center](#)
- [How to Make a Room Reservation Request](#)
- [Social Media Post Submission Approval Form](#)

Course Registration

- [Enrollment and Student Academic Information Bulletin](#)
- [Schedule of Classes](#)
- [Step-by-Step Registration Guide](#)

Plan of Study and Advisory Committee Resources

- [Electronic POS \(ePOS\) form](#)
- [POS Amendment Form](#)
- [List of Approved Inquiry Core Courses](#)
- [Early Inquiry Experience Approval Form](#)
- [IU Credit Hour Policy](#)
- [Inquiry Core Exception Form](#)
- [List of SOE Doctoral Minors](#)
- [Ph.D. Request for Individualized Minor](#)
- [Request for Transfer of Graduate Credit](#)

Qualifying Examination

- [Nomination to Candidacy eDoc Form](#)
- [Ph.D. Request for Revalidation of Course eDoc](#)

Dissertation

- [Dissertation Proposal Approval Form](#)
- [Formatting Guidelines for Doctoral Dissertations](#)
- [Submitting Doctoral Dissertations](#)
- [Nomination of Research Committee eDoc Form](#)
- [IU Research Guidelines and Procedures](#)
- [G901 Permission Request Form](#)
- [IU Graduate School Faculty](#)

Graduation Information

- [Survey of Earned Doctorates](#)
- [University Graduate School Exit Survey](#)

Appendix H

Suggested Special Education Ph.D. Program Completion Timeline

The following is a proposed schedule to enable doctoral students to complete the Ph.D. program within four years. The following plan assumes 30 hours of master's/transfer credits, 45 credits (15 courses) before achieving candidacy, and 15 dissertation credits. Without the indicated masters-level credits, additional time will be needed. This schedule is encouraged, but adjustable based on individual circumstances.

Year 1

- Meet with temporary advisor and begin planning coursework on the Plan of Study (ePOS) form
- Complete six courses (18 credit hours)
- Establish advisory committee, hold meeting with advisory committee, and submit Plan of Studies (ePOS) for approval
- Prepare for and attend Annual Portfolio Review (APR) meeting with special education faculty
- Monitor IU SOE Ph.D. Degree Checklist

Year 2

- Complete six courses (18 credit hours)
- Meet with advisory committee (at least once) to review POS; submit any changes for approval
- Prepare for and attend APR meeting with special education faculty
- Monitor IU SOE Ph.D. Degree Checklist

Year 3

- Complete three courses (9 credit hours), including EDUC-K 590: Early Inquiry Experience (must complete Early Inquiry Experience Agreement Form-Appendix D)
- Complete the Written and Oral Qualifying Exams (The Portfolio and Portfolio Defense)
- Submit Nomination to Candidacy eDoc
- Establish a dissertation Research Committee (RC) and submit Nomination of Research Committee eDoc
- Monitor IU SOE Ph.D. Degree Checklist
- Prepare written dissertation proposal (3 credit hours minimum) and present/defend proposal to RC members
- Submit Dissertation Proposal Approval Form (once approved by RC members)

Year 4

- Monitor IU SOE Ph.D. Degree Checklist
- Conduct dissertation research (12 credit hours)
- Apply for graduation and for participation in commencement
- Schedule dissertation defense with RC and submit defense announcement to the University Graduate School
- Hold dissertation defense meeting and once passed/approved, submit dissertation to the University Graduate School.