The Special Education Program (SpEd) at Indiana University is based upon an inquiry-driven approach to education. Students are encouraged to explore diverse theoretical positions regarding approaches to special education practices, research, and theory development. In this sense, getting a doctorate in this program should be thought of as an ongoing process of discovery, a process that is mentored by a faculty advisor who shares in the development of each student's intellectual growth through ongoing discussions. No two students' programs are alike: each student's program, with the advice of a faculty Program Advisor, evolves as the student develops her/his scholarly interests.

This set of guidelines is meant to provide new SpEd students with a way of thinking about the process of obtaining a doctorate. It is not a checklist of things students must do; therefore, use the information as suggestions for thinking about how you can get the most out of the program.

Selecting a Faculty Advisor/Mentor

The SpEd Phd committee (currently chaired by, Erna Alant) will assign a Temporary Faculty Advisor (TFA) prior to your first semester. Before you register for your first semester classes, you should meet with the TFA. At this meeting the TFA will help you select courses for your initial semester. You are also welcome to contact the PhD Program coordinator if you need additional assistance. The TFA will serve as your advisor until you select a permanent faculty Program Advisor (see below).

The selection of a faculty member who mentors the process of obtaining a doctorate and who advises students about practical aspects such as course selection is an important part of the process of doctoral studies. The faculty Program Advisor (PA) provides students with continuity throughout the process of beginning the doctoral program, taking courses, completing exams, and writing the dissertation.

Through ongoing conversations about students' emerging interests, the TFA or PA helps students select courses and contributes to making research experiences meaningful. S/he will also advise students on ways to fulfill the departmental early inquiry and qualifying exam requirements. Program Advisors will also assist students in obtaining teaching, research, or administrative assistantships. In many cases, the PA will become the director (see below) of the student's dissertation; however, this continuity is not required.

The best way for special education students to select a PA is to take classes from particular faculty members, participate in departmental activities (e.g., brown bag lunches,
monthly gatherings), talk to fellow graduate students about their experiences, and read articles and conference papers written by faculty. Students are required to take **K780 (Introduction to Special Education Scholarship)** during their first fall semester in the program which will introduce them to the variety of skills and activities integrally related to the field of Special Education. In addition, students should feel free to make appointments with several faculty members to explore the possibility of working with them. Students should select a person with whom they share common scholarly interests and with whom they have established rapport. Selecting a PA as one's mentor does not preclude a student from seeking advice from additional faculty members who may provide diverse perspectives on the student's goals.

It is important to emphasize that students may select a new PA at any time during the process of completing the program of study. However, students are strongly encouraged to work with a PA for at least one academic year prior to completing the departmental qualifying exam requirements.

**Designing a Program of Study**

In order to get a doctorate at Indiana University, there are a few credit distribution requirements mandated by the University Graduate School and by the School of Education. These requirements are listed on the **Program of Study** form available from Education, Room 1000 and in the Curriculum and Instruction Doctoral Program Guide that all students receive. Further, students should consult the **University Graduate School Bulletin**. The **Program of Study** form record each student maintains to chart courses taken and requirements met. A **Doctoral Program Checklist** is also available from the SoE Graduate Studies website. This document lists administrative forms that need to be filled out and signed and the deadlines for processing these forms.

Doctoral students have a great deal of freedom to take a variety of courses both in the School of Education and at Indiana University as a whole. The program of study students design should reflect career goals and evolving intellectual interests, as well as demonstrate the development of academic depth and breadth. SpEd students are encouraged to study both widely in the field of education and related fields (e.g.: sociology, anthropology, history, philosophy, psychology) and deeply in an area within the field of special education in which they want to do scholarly research.

**Selecting Courses**

Each semester, SpEd students should meet with either their TFA or PA prior to registration, to discuss which courses to take during the coming semester. Students can prepare for this meeting by making a list of courses found in the schedule of classes that they may want to take. This list will serve as a catalyst for a discussion about students' emerging research interests and new areas of study that students would like to explore. Students should always bring their **Program of Study** form to these meetings, filled out both with courses currently being taken and those completed. The responsibility of the TFA or PA is to make sure that the
cours and independent readings students take help to achieve intellectual depth and breadth. Remember, when selecting courses, SpEd students are not confined to taking all their classes in the School of Education. Further, students might want to get advice from other graduate students and faculty about specific courses they are considering taking.

**Program Content**

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<th>Outline of Course Requirements</th>
<th>Doctoral Program in Special Education</th>
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<tr>
<td>Doctoral Level Seminars and Courses (18 hrs. minimum)*</td>
<td>K590 Early Research (Inquiry) Experience (3 hrs.) **</td>
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<td>K785 Internships (3 hrs.) ***</td>
<td>Electives (9-15 hrs. minimum)</td>
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<td>II. Minor</td>
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<td>III. Inquiry Core****</td>
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</tr>
<tr>
<td>TOTAL HOURS</td>
<td>90 cr. hrs. minimum</td>
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*Three semesters of K601 Introduction to Special Education Scholarship (1 cr.x 3 semesters) and K650 Paradigms and Policies of Special Education in the U.S. (3 cr.), K681 Evidence-based Practice in Special Education (3 cr.) are required.

***One, 3-hour internship is required. Students may choose to do the internship in research, college teaching, student supervision, or other areas linked to their interest areas. Student may enroll up to 9 hours of internships.
****All students are required to take Y521--Strategies for Education Inquiry (or equivalent) and Y502 Intermediate Statistics Applied to Education (or equivalent). P501 may not be counted toward the inquiry core requirement. Additional courses to satisfy the Inquiry Core requirement must be approved by the students Program Advisory Committee.

**Major Area**

Course work in the Major Area (36 hours) is designed to provide sufficient knowledge and skills to prepare the student for leadership roles. Many students enter their doctoral program already well-versed in an area of major concentration. The program faculty recognizes the potential for great variability of preparation among incoming students. As part of the major, students are required to take a series of doctoral seminars (totaling 18 credit hours). Three of these seminars (totaling 9 credit hours) may be selected by the student and her/his committee from among doctoral level course work offered in special education or related program areas. The seminars that are selected will, of course, depend on each student’s defined areas of interest and expertise. In addition, six hours of core seminars (the 3-hour K681 and K650) and three 1-hour K601 Introduction to Special Education Scholarship) are required of all students in the doctoral leadership program. These core seminars address current developments in the field, and ensure a common base of knowledge for all students in the program.

The School of Education has established a requirement that students have both early and advanced course work experiences in linking research methodology to the major field of study. The Special Education Program meets this requirement through the portfolio task requirements for completing a research proposal and research investigation, doctoral level course work, and through an independent research project required of all students (K590).

Applying knowledge in field settings is an important component of leadership training in Special Education at Indiana University. This leadership requires participation in at least three of four areas: college teaching, field supervision, research, and/or disability policy. Students document their competence in these areas through the portfolio tasks. In many cases, experience in these areas occurs through students’ assignments as associate instructors, their work as research assistants, or coursework. Students are required to enroll in one formal internship (K785) that focuses on any of these leadership areas, and they may enroll in other internships if needed. Internship credit may not be given for work for which students are receiving compensation (e.g., associate instructor or paid research assistant responsibilities). The student’s Program Committee guide the student to identify relevant portfolio activities and strategies to ensure competence in the areas of need. A list of portfolio activities relevant to the PhD study in special education are listed below.
The Portfolio tasks

Table 2
Portfolio Tasks

| 1. Research Proposal            |
| 2. Research Investigation       |
| 3. Manuscript Submitted for Publication |
| 4. Course Preparation           |
| 5. Supervision                   |
| *6a. Product Development        |
| *6b. Grant or Contract          |
| 7. Inservice/consultation       |
| 8. Presentation at a State/Regional/National Conference |
| 9. Article Reviews              |
| 10. Service                     |

The aim of the portfolio tasks is to allow the students with opportunities to develop the required skills at their own pace, using different strategies to ensure that these tasks form an integrated part of their vision for PhD studies. It forms a creative synthesis between professional growth and academic rigor to ensure quality outcomes. Portfolio tasks need to be infused into the research and training interest of the student to allow the development of depth within the field of specialization.

Through the course of a doctoral program, students should develop skills that will be needed post doctoral program in research, teaching and service. The work and opportunities during the doctoral program should result in research skills, publications, good teaching and service. The exact nature of the portfolio for a given student will be the decision of the doctoral program committee in collaboration with the student. While the exact composition of the portfolio will differ from students, all competencies represented in the portfolio tasks are expected to be completed in the interest of demonstrating skills in research, education and service.

To achieve the above goal of infusing portfolio tasks into the students’ field of interest requires that the student has clear goal statements for each year together with reflections on their performance and outcomes of the previous year in the form of a personal statement. This statement which forms part of the annual review of the student’s progress should include: Objectives for the year, tasks completed, a critical reflection on learning during the previous year with recommendations for the next year. This is a process largely driven by the student in interaction with their supervisors and program committee.
Annual Review
Each student in the SpEd doctoral program will be required to have an annual progress meeting during which progress is discussed with the whole special education faculty. For this meeting students will typically post their portfolio activities for review by faculty on oncourse and bring their personal statement (goal statement for the year and reflection) to the meeting.

In addition, the student will have an annual review meeting with their program committees which will be set up by the chair of the students’ program committee. The student is free to invite other Special Education faculty to attend this meeting to ensure sufficient support in the completion of portfolio activities. Each student is required to submit the following:

1. A Personal Statement (goal statement and reflection)
2. Portfolio tasks completed and signed off by the program committee.
3. An up-to-date CV

Inquiry courses and Early Research Experience (K590)

Inquiry course work provides students with the skills and knowledge necessary to become knowledgeable consumers and able producers of research. Each student must take a minimum of 15 hours in this area with the understanding that waivers may be granted by the Program committee in interaction with the PhD doctoral committee.

All students are required to take Y521 and Y502. Additional course work should be selected from the list of approved inquiry core courses available from the Education Graduate Studies Office (http://www.indiana.edu/~educate/inquiry.html). Students are encouraged to take courses in both quantitative and qualitative methodology as well as single subject experimental design.

Inquiry courses provide the basis for conducting research. However, the most important research learning opportunities are those in which the students engage themselves, i.e. Early Research Experience (K590).

The purpose of the early research experience is to in a planned and reflective way develop a well-contained research project that would allow the student to:
  - Build skills in planning a project reflecting a sound research methodology
  - Deepen understanding of a specific field of interest – that would form part of the candidacy requirements, but would also form the groundwork for the students’ dissertation.

Please note: K590 Early Research Experience will be supervised by a Special Education graduate faculty member. Before students are allowed to register for K590 Early Research Experience or any other Independent study in Special Education, all students are required to present to the administrative officer in Special Education a contractual agreement with the specific faculty member that the student will be working with. The purpose of this arrangement is to ensure that both student and faculty are in agreement on what exactly is required for the
completion of the project before registration. Please see Appendix A for a copy of the proposed contract with the faculty member.

**Minor Area**

Each doctoral student is required to develop a minor - either inside or outside of the School of Education. The minor should complement the major and contribute to a student's general professional development. Each student's Program Advisory Committee will assist in planning the minor. A minimum of 12 hours constitutes a minor. The minor may be formally established within a department (e.g. a minor in Educational Psychology) or a flexible minor in which coursework is planned around a topical area (e.g., social policy). Students are responsible for completing the qualifying examination or similar requirement for the minor. For a student with a flexible minor, the minor faculty representative on the program committee and the student will establish a process for the student to meet the qualifying examination requirement for the minor.

For example, Special Education students have had minors in Language, Counseling Psychology and Inquiry (Research) Methodology. Students have had minors in departments such as English, Anthropology, Psychology, Speech - Language Pathology, Music, as well as in other professional schools (e.g., Medical School). Once the minor area has been selected, students should seek out and find a faculty member from this area to serve as the Minor Advisor and representative for his/her Program Committee (see below). Minor Advisors are selected in much the same way one selects a PA. Once chosen, this faculty member will assist the student in completing the minor course requirements.

**Electives**

Electives serve to add breadth to students’ programs and to ensure exposure to educational foundations. Students should work closely with members of their Program Advisory Committee to identify a minimum of 9 hours outside of their major or minor to meet this requirement. Electives may be taken in fields of study within or outside of education, including areas such as Educational Psychology; Comparative, History, Philosophy, and Sociology of Education; Higher Education; Educational Administration; Instructional Systems Technology; Language Education; Law; Linguistics; Psychology; Sociology; SPEA; Business; and Health, Physical Education, and Recreation.

**Dissertation**

All students are required to register for a minimum of 12 hours of Education K799 Doctoral Thesis in Special Education. In addition, three credit hours of K795 Dissertation Proposal Preparation are required.

**Transferring Credit**
Students may transfer a maximum of 30 hours of approved graduate course credit into their program. Courses must have been completed within the seven years previous to admission to candidacy. Older course may be included by going through a course validation process, with the approval of the student’s Program Advisory Committee.

Forming a Program Committee

Students need to have three faculty members who agree to serve on their Program Committee, two from the CSP, and one from the minor area. See the University Graduate School Bulletin for details regarding the appointment of faculty. The PA will serve as the chair of this committee. Students should meet with their PA to decide on other members for the Program Committee. Typically, students form their Program Committee prior to the completion of their third semester of course work. Students should form their Program Committee at least one full semester prior to completing their Qualifying Exam (see below).

The Program Committee is formed specifically to oversee the completion of your program of study up to the point where you are admitted to doctoral candidacy. If you wish to form a new committee for your Dissertation Committee, you should feel free to do so.

Getting the Program of Study Approved

The program of study must be approved by a Program Committee meeting at least one semester prior to fulfilling the qualifying exam requirements. Approval will depend on having filled the University and School of Education credit distribution requirements, the residency requirement, as well as having completed sufficient courses that reflect depth and breadth of learning. At this meeting, the credit hours and courses students have completed and are currently enrolled in will be reviewed both to check that requirements have been/are being met and to decide what courses and independent readings are still needed in order for the student to complete her/his program of study. A typed Program of Study form is submitted at the Program Committee meeting for final approval. The program is then given to the chairperson of the Curriculum and Instruction Department and the director of Graduate Studies in the School of Education for approval.

The Qualifying Exam: Major and Minor requirements

Major in Special Education
Once the student has completed the required coursework as set out in the Program of Study a date is set for the qualifying exam. This date is set by the student and his/her advisor and the rest of the program committee. Students will make the documentation set out below available to the Program Committee at least one week before the qualifying exam.

In order to meet the Qualifying Exam requirement, all SpEd students will be expected to submit
a dossier to their Program Committee that includes the following:

1) A current resume.
2) A 3-5 page “personal statement” similar to (but much shorter) to a Tenure Review Statement thus giving our students practice at writing (getting feedback) this type of document. This document should address their statement of research, teaching and service
3) A brief (5-10 pages) paper in which the student situates him/herself in the field of Special Education. In this statement the student would be expected to identify those scholarly discourses (e.g., sub-fields in Special Education and “schools of thought” regarding this sub-field[s]) and key scholars that they have found personally meaningful and helpful in their own scholarship. Students should be encouraged to juxtapose these “schools of thought” and scholars against those ideas/individuals they find unattractive and explain why.
4) An exemplary paper (20-30 pages). This paper can be new or a re-write of an paper that a student wrote for a seminar. If the latter, the paper should undergo significant revision/polishing. Students should view this paper as the best they have ever written. The committee suggests that this paper be used to determine if a given student is ready to write a dissertation. Papers should be ready for presentation as a major national or international conference, a grant proposal ready to be submitted, and/or a paper ready for publication.
5) A short (3-5 pages) reflection on the student’s Early Inquiry experience (which should also be included in the dossier). This reflection should also address how these reflections contribute to future research which can flow from this study.
6) Documentation (memo) from the Committee Chair indicating that the student has completed all of his/her course work and portfolio requirements.

In proposing this dossier, the Doctoral Committee asked themselves what items would be most helpful to students who are seeking to become a Doctoral Candidate and provide the Program Committee with information that suggests the student can successfully write a dissertation. The dossier will be evaluated by the Program of Study Committee Chair, a program of study committee member of the student’s choice, and a faculty member not on the student’s committee selected by the Committee Chair.

**Forming a Dissertation Committee**

The Dissertation Committee is responsible for guiding the research activities and approving the dissertation proposal, the written dissertation, and the oral defense. The committee should consist of faculty members whose research interests intersect with the student's and whose advise on research and writing will contribute to making the dissertation scholarly. The committee is made up of a director, a chair, and additional committee members. A minimum of two members must be from the Special Education Program faculty. Ph.D. committees must have a minimum of four (4) faculty members and Ed.D. committees must have a minimum of three (3) faculty members.

The director is the primary advisor during the student's completion of her/his dissertation.
The director's interests in both the student and the content of the research is most crucial, as the student will work closely with the director on drafts of dissertation proposals and chapters. The student's PA is often the person who directs the dissertation; however, this is not required. The director of a student's dissertation may be in any department at Indiana University. The dissertation director should be consulted prior to selecting the other members of the Dissertation Committee.

The chair of the Dissertation Committee is responsible for helping students get through the administrative aspects of the dissertation process. The chair must be a member of the Special Education Program. For many students, the chair of the Dissertation Committee often serves as the dissertation director.

Committee members act as dissertation advisors in the sense that they provide resources from their knowledge and research that will enhance and strengthen the dissertation. A representative from the student's minor area must be on the committee unless the student provides a sound rationale in writing (using a form provided by the School of Education, Room 119) to the chairperson of the Dissertation Committee and director of Graduate Studies in the School of Education for selecting a substitute to be on his/her Dissertation Committee. Further, students often ask faculty who have expertise in the research methodology that is being used in the dissertation to serve on the committee.

**MINOR IN SPECIAL EDUCATION**

Students from other departments and schools can choose to do a minor in Special Education. Students enrolled in a doctoral level program at Indiana University may choose to minor in Special Education. The coursework and qualifying examination requirements are listed below.

**Faculty Representation**

At least one faculty member from the Special Education Program must be on the student’s Program Advisory Committee.

**Qualifying Examination Requirement (total of 12 cr Hours in Special Education)**

Students who are obtaining a *minor* in Special Education will need to complete the following:

1) *Two special education doctoral seminars (6cr)*

   The student should contact his/her SpEd Minor Advisor who will advise them on the courses to take relevant to their field of interest

2) *Two electives approved by the student’s Program committee (6cr)*

   The SpEd Minor Advisor will work with the student to select two additional courses or research-related activities that would be appropriate in matching the interest of the student.

   The qualifying exam will be graded by the student’s Minor Advisor. In many cases, the Minor Advisor will also have another SpEd faculty member independently read and grade the student’s exam.
**K590: Independent Study** or **Initial Research Experience in Special Education**

Name of Student:

Advisor for this course:

Date:

Plan for Independent Study/ Initial Research Experience based on the conversation with .... on ....

The following will be the required outcomes of the K590 for this semester

- ...
- ...
- ...

Suggested meeting times:

- Once every week or Twice every month (depending on the work to be completed)
- Possible days to meet:
- Possible times to meet: via skype or face-to-face

________________________________________________________________________

Student Signature

________________________________________________________________________

Faculty Signature