



# Online Ed.D. Program HANDBOOK

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## SPECIAL EDUCATION

College of Education  
School of Special Education, School Psychology, & Early Childhood Studies  
P.O. Box 117050 / 1403 Norman Hall Gainesville, FL 32611-7050  
(352) 273-4275 / (352) 392-2655 Fax  
<http://education.ufl.edu/special-education/>  
Program Coordinator and Graduate Coordinator:  
Kristi Cheyney-Collante, PhD [cheyneyk@coe.ufl.edu](mailto:cheyneyk@coe.ufl.edu)  
SESPECS Staff: [sespecsstaff@coe.ufl.edu](mailto:sespecsstaff@coe.ufl.edu)

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*The mission of the Special Education program area is to promote the successful inclusion of individuals with disabilities and their families in society through excellence in the education of teachers and leaders, the generation of new knowledge, and the application of existing knowledge.*

## PURPOSE OF THIS HANDBOOK

This handbook is designed to provide a ready reference for students and their advisors on the requirements and policies associated with the special education doctoral program. For information about University of Florida requirements, please consult the Graduate Student Handbook (<http://graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>). In the case of any discrepancy, the Graduate School Handbook supersedes this handbook.

## GENERAL INFORMATION

### Program Philosophy

The Doctorate of Education (Ed.D.) in special Education at the University of Florida is designed to develop practitioner scholars who can serve as service providers, school leaders, professional development providers, and advocates for individuals with disabilities. Graduates will study their own practice and that of the contexts in which they work, and they will effect change based on evidence in an effort to improve academic and social outcomes for individuals with disabilities.

The Online Ed.D. in Special Education is a CPED-influenced professional practice doctorate program. For more information about the CPED initiative, visit <http://www.cpedinitiative.org>.

### Admission to the Online Ed.D. Program

The Special Education program is committed to recruiting graduate students that reflect the diversity of the field of special education and the country. We want to further develop a community whose work will contribute to the advancement and

betterment of students with disabilities along with their parents and teachers. To identify such persons capable of and committed to transforming and improving the field of special education in practice,, a number of criteria are used.

Successful applicants must meet minimum requirements related to grade point average (GPA) and other requirements put forward by the UF Graduate School. Applicants must also provide additional documentation including letters of recommendation, a current curriculum vitae, a statement of professional goals, and an academic writing sample. Finally, applicants must participate in an admission interview which may be held in person or via teleconference. An admissions committee that consists of program faculty reviews all application materials to determine whether the applicant is a good match for the program.

## DOCTORAL PROGRAM OVERVIEW

Upon admission to the Special Education doctoral program applicants are given the status of doctoral student. The main responsibility of a doctoral student is to complete course work while developing competencies in research, teaching, and service to the field. Following the completion of coursework, doctoral students must complete written and oral exams to qualify for doctoral candidacy. A doctoral candidate completes a dissertation to demonstrate the capacity to conduct high quality independent research. Each of these program elements is described in detail in subsequent sections of this handbook.

### Doctoral Competencies

The faculty in the Special Education program have developed a set of competencies that doctoral students are expected to meet prior to program completion (see Appendix A for a list of these competencies). These competencies are addressed during required courses and other experiences (e.g., dissertation) during the doctoral program. It is the responsibility of the student's advisor and supervisory committee to ensure that all competencies are met prior to graduation.

### Advisor and Supervisory Committee

After being admitted to the doctoral program a temporary advisor will be assigned to aid in planning the program of study. The advisor serves as the student's primary mentor through the program.

After two years in the program, students work with their advisor to designate a dissertation supervisory committee chairperson. The supervisory committee will be formed shortly thereafter at the discretion of the chair and in consultation with the EdD Program Coordinator.

The supervisory committee consists of at least four members, all of whom hold graduate faculty status from the UF Graduate School. The committee chair must be a special education program area faculty member. At least one additional committee member must be SESPECS faculty. At least one member must be selected from outside SESPECS. This external committee member may be from another school within the College of Education or from another college within the university.

Once the committee has been established, the student must request the committee be recorded in the Graduate School Information Management System (GIMS) by emailing SEPSECS staff ([sespecsstaff@coe.ufl.edu](mailto:sespecsstaff@coe.ufl.edu)) and the Graduate Coordinator. If changes in the committee are needed, it is the responsibility of the student to request these changes with the SEPSECS staff and the Graduate Coordinator. More information regarding the duties and responsibilities of supervisory committees is available in the Graduate Catalog.

## PROGRAM MILESTONES

Most special education doctoral students complete their degree in approximately four years, although programs of shorter or longer duration are not uncommon. The following is a typical program progression, with the key milestones that occur each year:

### **Year 1:**

- Begin coursework
- Develop program plan
- Undergo first-year review (after 6-9 credit hours)

### **Years 2/3:**

- Complete coursework
- Form supervisory committee
- Complete qualifying examination\*

Apply for admission to candidacy  
Undergo annual evaluations

**Years 3/4:**

Complete qualifying examination\*  
Conduct dissertation study  
Defend dissertation (final examination)  
Graduate

**Program Plan**

The Online Ed.D. follows a structured program plan (see Appendix C) whereby students complete the majority of their coursework with their cohort to the greatest extent possible. The program is part time and thus, students take two courses per semester during fall, spring, and summer. The 60 credits of the program are distributed across four areas.

*Course types include:*

- Program Core/Foundations [12 credits]
- Methods/Approaches to Inquiry [12 credits]
- Area of Specialization [12 credits]
- Electives [9 credits]
- Dissertation-in-Practice (Pre & Post Candidacy) [15 credits]

All students admitted to the online Ed.D. program will major in special education. The major includes completion of all required special education coursework (i.e., program core/foundations), required research coursework, and at least 12 credits of dissertation work). A grade of B or higher must be earned in all required coursework. An overall GPA of 3.0 or higher in all work attempted must also be maintained. See the Graduate Student Handbook for more information about these requirements.

***Area of Specialization***

The Area of Specialization coursework is designed to provide students an opportunity to demonstrate advanced knowledge and expertise in a specified and coherent professional practice area relevant to special education. The specific courses that make up your area of specialization will be determined in consultation with your advisor.

Courses that comprise the area of specialization may be taken from a variety of departments at UF. These courses must be graduate-level courses. It is crucial that students meet regularly with their faculty advisor during the process of designing a specialization area. Advisors are particularly useful for helping students to design specialization areas that are not too narrow (which results in a paucity of available courses) and not too broad (resulting in a lack of focus). Examples of specialization areas designed by current Ed.D. students include Dyslexia, Early Childhood Education, and Disabilities in Society.

### ***Applying Graduate Credits***

The program of study consists of a minimum of 90 semester hours beyond the baccalaureate degree. The Graduate School at the University of Florida allows for up to 30 graduate credit hours (of 6000 level coursework or above) taken at other universities within the last seven years to count toward your UF degree at the discretion of the supervisory committee. Students are required to submit the Transfer of Credits request to their advisor during the first semester. Transfer of credits should not occur later than the third term of study.

### ***College of Education Ed.D. Research Requirements***

All doctoral students in the College of Education must complete a minimum of 12 credit hours of research methodology coursework to meet the college-wide requirement for preparation in research methodology.

Programs and supervisory committees have the discretion to require more than 12 hours of research methodology courses. The courses used to meet these additional requirements are not subject to review by the Associate Dean for Graduate Studies.

### **First Year Review**

The first-year review of doctoral students takes place at the end of the second semester of full-time study. For part-time students, the review is conducted after they complete 12 to 18 hours of coursework. The review is designed to assess the student's strengths, motivation, professionalism, and potential for achieving an in-depth knowledge of special education issues and a high level of competence in conducting research, professional writing, and public speaking. The goal of this review is to assist students in making wise career decisions and to recommend specific courses or

experiences, if any, that the student must undertake to continue in the UF special education doctoral program.

The student's supervisory committee conducts the review. If a committee has not been formalized, the School Director will select an ad hoc committee consisting of a tenured faculty member in the program area to serve as the review committee chair (possibly the student's temporary advisor) and three additional faculty members.

On the basis of its assessment of the student's performance in the first-year review, the review committee may indicate one of the following options:

- The student has completed the review successfully, and the student may continue in the doctoral program without special contingencies.
- The student has completed the review successfully, but with special contingencies (which will be specified in writing to the student by the review committee chair), such as successful completion of specific course work other professional experiences deemed necessary to address concerns.
- The review committee determines a need for significant contingencies that would require a written course of remediation acknowledged by the student and committee members. The student has another meeting with the committee (or chair) at an agreed upon date to evaluate progress toward completion of the written remediation plan.
- The review committee determines a mismatch between the student's career goals and the program offerings in special education, although the student showed good potential for doctoral study in another field, and the student is encouraged to apply for admission to a different degree program.
- The review committee identifies substantial concerns in the student's preparation for doctoral study and the committee discontinues the student from the program.

## **Annual Review**

Each special education doctoral student participates in an annual evaluation process to measure ongoing progress toward program completion. The first-year review serves as the annual evaluation for Year 1, and an abbreviated evaluation process will occur during each subsequent year of the program.

Toward the end of each spring semester, the student will submit evidence of satisfactory completion of program coursework and experiences. Faculty members who have worked with the student via coursework or employment may also contribute



evidence for the evaluation process. The supervisory committee chair evaluates this evidence, with consultation from the student's committee as needed.

Following this review of evidence, the supervisory committee chair will write a letter of annual evaluation that will be kept in the student's records. The letter will (a) indicate whether satisfactory progress toward the degree has been made and (b) contain any requirements that the student must meet in order to continue in the program. The student's signature is required to indicate receipt of the letter. Any student who wishes to contest the annual evaluation letter may submit a written statement outlining any disagreement or concerns. The student's dissent statement is kept in the student's records, as well.

## **Doctoral Candidacy**

A doctoral student does not become a candidate for the doctoral degree until granted formal admission to candidacy. Such admission requires the approval of the student's supervisory committee, the school director, the college dean, and the Dean of the Graduate School. The approval must be based on the following: (1) the academic record of the student, (2) the opinion of the supervisory committee concerning overall fitness for candidacy, (3) an approved dissertation topic, and (4) successful completion of a qualifying examination.

A doctoral student is eligible to take the qualifying exam after all required coursework has been completed, the student's dissertation supervisory committee has been fully formed, and all competencies specified by the committee have been met. All grades of "incomplete" must be removed before the student is eligible to take the exam. The examination consists of a written exam and an oral exam conducted by the student's committee.

## **Qualifying Examinations**

*What are the purposes of Qualifying Exams?*

The goal of the Ed.D. program in Special Education is to prepare *Practitioner Scholars*. We define a practitioner scholar as:

*A professional who brings appropriate and usable theoretical, pedagogical, and research expertise to bear on identifying, framing, and studying problems of practice, and using this information to lead informed change in their schools, districts, and/or chosen professional context to continually improve the practice*

*of professionals and learning outcomes for students with disabilities.*

The qualifying exams are designed to enable Ed.D. students to show the ways they have developed as practitioner scholars throughout their coursework and lived experiences, demonstrating the knowledge, skills, and dispositions of a practitioner scholar.

### *What do Qualifying Exams entail?*

The University of Florida requires that doctoral students pass both written and oral qualifying exams. The University of Florida Graduate School requires that examination, administered by the student's major department, consists of

- 1) A general section,
- 2) A field of specialization section,
- 3) An oral examination conducted by the applicant's supervisory committee.

The written exam consists of constructing written products. The oral exam consists of a presentation as well as questions and discussion about the written portion of the exam. These written and oral exercises, explained in detail below, are designed to help students synthesize their learning across all coursework taken throughout their program as well as build a bridge to the dissertation-in-practice, where Ed.D. students study a problem of practice in their local context. The qualifying exams provide the opportunity for students to propose the plan for their dissertation-in-practice.

### *How are Qualifying Exams assessed?*

Written and oral qualifying exams will be assessed using the following criteria:

- (1) Knowledge and Understanding of Relevant Literature: Shows familiarity with key concepts and major research; cites relevant research and use of references appropriately; includes accurate and complete information relative to critical topics addressed in the program of study.
- (2) Clarity of Expression: Discusses content that is relevant to the question(s) posed; writes clearly, concisely, and professionally; presents ideas that flow logically; uses educational language appropriately and effectively.
- (3) Critical Mindedness: Makes statements and claims supported with evidence; shows evidence of critical thinking and reflection.
- (4) Creativity: Synthesizes the work of others to develop innovative ideas or proposed

solutions; considers multiple perspectives; provides insightful or new perspectives.

### *When are Qualifying Exams completed?*

The written portion of the exam is typically completed in the semester immediately following the completion of coursework. Oral exams are completed toward the end of the same semester or during the following semester. Upon successful completion of both written and oral qualifying exams, a doctoral student advances to doctoral candidacy. A doctoral candidate is one who has demonstrated an understanding of fundamental concepts and ideas pertinent to the field and the necessary skills and self-motivation to begin work on the dissertation-in-practice.

### WRITTEN EXAM COMPONENTS

The written portion of the qualifying exam will consist of three components: (1) a brief biographical statement, (2) a shift in thinking essay, and (3) a proposal for the dissertation-in-practice project. Each of these components is subsequently described.

#### *I. Professional Biographical Statement (minimum 3 pages double spaced, using APA style).*

This document is intended to introduce you to your committee, including your current educational position and a brief narrative summary of your journey to this point in your career. Your committee chair maintains discretion over the precise content.

#### *II. Shift in Thinking Essay (minimum 7 pages double spaced, using APA style)*

This document is your opportunity to share significant shifts in thinking and/or practice that have occurred during the coursework portion of your doctoral program. This document should be scholarly in tone and provide your committee with an overview of how key readings, assignments, and learning experiences have contributed to your growth as a professional and scholar. You are expected to cite literature (from coursework and your own research) that supports your explanation of these shifts, and your emergence as a leader and scholarly practitioner.

#### *III. Dissertation Proposal (minimum 30 pages double spaced, using APA style)*

This proposal provides a carefully articulated and detailed description of the plan for your dissertation. It will become the first and second chapters of your dissertation.

Main elements of this chapter should include (a) introduction, clarification, and rationale for studying the problem of practice, including relevant literature to inform your intended actions; (b) an explicit purpose statement and related research questions that will guide your study; and (c) a specific plan for addressing and studying the problem of practice (i.e., a description of methods). You will work with your advisor to conceptualize and write your proposal. You should plan on many rounds of feedback from your advisor before your proposal is ready to be reviewed by your committee at the oral qualifying exam. You will be working on the elements of this proposal throughout out your program coursework.

### ORAL EXAM COMPONENTS

The goal of the Oral Qualifying Exam is for Candidates to demonstrate their skill and knowledge in translating what they have learned in the special education program into their work as a practitioner scholar. Presentations must clearly articulate how Candidate's practice is connected to the professional literature and how they have used literature to inform their decision making in planning their Dissertation in Practice.

Candidates will prepare a presentation (e.g., PowerPoint, Prezi) of the three required written artifacts, to be shared with the Supervisory Committee during a 90-minute virtual meeting. In addition to the presentation, the Supervisory Committee will engage Candidates in a discussion of all components. Candidates should be prepared to answer detailed questions related to their submissions.

The Supervisory Committee Chair will create an agenda to move the committee through this discussion within the 90-minutes. Questions from the Committee can occur at the end or throughout the presentation, at the discretion of the Chair.

### **Brief Overview of the Dissertation**

"Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice." (Carnegie Project on the Education Doctorate (CPED, 2016). Retrieved from <https://www.edu.uwo.ca/graduate-education/documents/professional/Problem-of-Practice-Guide.pdf>).

For students pursuing a professional practice doctorate (EdD), the focus is placed on what educators value, know, and do in order to lead effectively. In this regard, the

practitioner scholar is involved in evaluating and responding productively to local problems of practice.

Given the guidelines provided by the CPED, a professional organization of more than 80 doctoral degree granting institutions in the U.S. (including UF), and the literature emerging from scholars who lead Ed.D. programs, faculty in the Special Education program area adopted a dissertation framework that honors the purposes of the professional practice doctorate. Specifically, the dissertation (a) focuses on a pragmatic problem in the student's local context; (b) describes the ways in which the student studied the problem; (c) reports on what the student learned from studying the problem; and (d) describes specific conclusions and implications as a result of what the student has learned.

The framework is actualized in a four-chapter report that contains the following:

Chapter 1, Introduction to the Problem: Introduce and define the problem of practice; explain why it is a problem worth addressing; and refer to relevant professional literature that helps you to understand the problem and what you might do about it. This section ends in a purpose statement and your research questions.

Chapter 2, Methodology: Explain how you will study the problem (e.g., case study, single-case research design), the nature of your data (e.g., student test scores, teacher perspectives, administrator perspectives), and how you will interpret the data you collect.

Chapter 3, Results: Explain the outcomes of your study related to the problem, including findings, unanticipated outcomes, and set-backs or difficulties you had implementing your study that may have influenced the results.

Chapter 4, Conclusions and Implications: Discuss the implications of your findings for practice and discuss how your findings might impact future practice and policy in your context. Discuss changes you would make to your study to address difficulties or limitations you encountered, and other ways to explore the problem and/or related issues that emerged.

Appendices and References

## APPENDIX A: Online Ed.D. Program Overview and Competencies

The Doctorate of Education (Ed.D.) in Special Education at the University of Florida is designed to develop practitioner scholars who can serve as service providers, school leaders, professional development providers, and advocates for individuals with disabilities. Graduates will study their own practice and that of the contexts in which they work, and they will effect change based on evidence in an effort to improve academic and social outcomes for individuals with disabilities.

Graduates of the Ed.D. program will have mastered the following competencies (greater focus on products that synthesize research not just publication based):

### **Uses Research to Inform Practice**

1. Knowledgeable regarding high quality sources of reviews or syntheses of research evidence (e.g., Review of Educational Research, Exceptional Children, IES practice guides) that may be used to guide decision making to continuously improve practice.
2. Draws valid conclusions from reviews or syntheses of literature via critical review and translates them into practice.
3. Knowledgeable regarding the basic use of a selected form of inquiry that may be used to improve practice (i.e., practitioner inquiry, qualitative research, quantitative research, Applied Behavior Analysis).
4. Identifies and uses appropriate methods employing a selected form of inquiry including sample selection, data collection, data analysis, and reporting results.
5. Adheres to established standards of ethical research practice

### **Dissemination of Information through Writing and Presentation**

1. Develops professional written products and presentations for dissemination of information that are responsive to the needs of the intended audience
2. Writes technically and with fluency using appropriate and sufficient primary sources
3. Capable of designing strategic communications (e.g., articles, newsletters technical reports, practice guides, and program evaluations)
4. Uses various types of literature to support positions for strategic communications.
5. Prepares a clear and focused presentation with minimal assistance.(e.g., podcasts, threaded ppt.)

## **Professional Development**

1. Designs and implements professional development experiences that align with effective practices described in the literature.
2. Uses strategies that promote collaboration and adult learning.
3. Collaboratively develops appropriate instructional objectives that are aligned with learner objectives and outcomes, and uses objectives to generate detailed outline of content coverage.
4. Aligns PD practices with anticipated learner impacts/outcomes.
5. Considers participants' characteristics (e.g., Headstart teachers, parents) and the type of organization (e.g., home interventions, k-12 schools, prisons) to design, deliver, and evaluate relevant professional development.
6. Utilizes appropriate methods of assessment to evaluate learner performance on learning objectives or learning competencies.
7. Demonstrates proficiency using technology for supporting and implementing professional development.

## **Collaboration**

1. Demonstrates ability to facilitate group problem solving.
2. Demonstrates understanding of theories, models, and research pertaining to collaboration.
3. Demonstrates understanding of collaborative roles in special education (e.g., co-teaching, consultation, teaming).
4. Demonstrates understanding of how to establish collaborative teams and networks.
5. Demonstrates understanding about how to conduct inquiry in a participatory manner.
6. Demonstrates the ability to collaborate with other professionals and stakeholders, regardless of differences in background knowledge and perspective.
7. Demonstrates understanding of how to evaluate the effectiveness of collaborative relationships and practices.
8. Demonstrates understanding of leadership practices that support collaborative practice and team effectiveness.
9. Demonstrates understanding of the processes of ethical and informed advocacy.

## **Code of Ethics**

1. Commit to developing the highest educational and quality of life potential of individuals with disabilities.

2. Promote and maintain a high level of competence and integrity as leaders in special education.
3. Engages in professional activities that benefit individuals with disabilities, their families, caregivers, allies, other colleagues, or students.
4. Exercises informed professional judgment as leaders in special education.
5. Commits to personal advancement of professional knowledge and skills.

### **Knowledge of the Field of Special Education**

1. Demonstrates knowledge of the legal foundation for special education practice and disability policy
2. Demonstrates knowledge of major historical themes and current trends in special education.
3. Demonstrates knowledge in at least one specialization area related to the delivery of services to individuals with disabilities.
4. Demonstrates comprehensive knowledge of a practice or policy issue in special education.



## APPENDIX B: Ed.D. Program Faculty with Graduate Faculty Status

|                         |                                                                             |                                                                        |
|-------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------|
| Nelson Brunsting        | Associate Professor                                                         | <a href="mailto:n.brunsting@coe.ufl.edu">n.brunsting@coe.ufl.edu</a>   |
| Kristi Cheyney-Collante | Program Coordinator<br>Clinical Associate Professor<br>Graduate Coordinator | <a href="mailto:cheyneyk@coe.ufl.edu">cheyneyk@coe.ufl.edu</a>         |
| Vivian Gonsalves        | Clinical Assistant Professor                                                | <a href="mailto:vgonsalves@coe.ufl.edu">vgonsalves@coe.ufl.edu</a>     |
| Cynthia Griffin         | Professor                                                                   | <a href="mailto:ccgriffin@coe.ufl.edu">ccgriffin@coe.ufl.edu</a>       |
| Holly Lane              | Associate Professor                                                         | <a href="mailto:hlane@ufl.edu">hlane@ufl.edu</a>                       |
| Melinda Leko            | Professor                                                                   | <a href="mailto:leko@coe.ufl.edu">leko@coe.ufl.edu</a>                 |
| Linda Lombardino        | Professor                                                                   | <a href="mailto:llombard@coe.ufl.edu">llombard@coe.ufl.edu</a>         |
| Ashley MacSuga-Gage     | Clinical Associate Professor                                                | <a href="mailto:ashley.macsuga@gmail.com">ashley.macsuga@gmail.com</a> |
| Tara Mathien            | Clinical Assistant Professor                                                | <a href="mailto:tmathien@coe.ufl.edu">tmathien@coe.ufl.edu</a>         |
| Hannah Mathews          | Assistant Professor                                                         | <a href="mailto:hmmathews@coe.ufl.edu">hmmathews@coe.ufl.edu</a>       |
| Erica McCray            | Associate Dean,<br>Professor                                                | <a href="mailto:edm@coe.ufl.edu">edm@coe.ufl.edu</a>                   |
| James McLesky           | Professor                                                                   | <a href="mailto:mcleskey@coe.ufl.edu">mcleskey@coe.ufl.edu</a>         |

## APPENDIX C: Online Ed.D. **Sample** Program Plan

### Year 1

The first year of the program orients students to the program. Students will take a combination of foundations and area of specialization courses with the goal of naming and explaining a pressing problem of practice in their setting.

| FALL 2023                                                                 | SPRING 2024                                                              | SUMMER 2025                                                                  |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>EEX 6936: Introduction to Inquiry in Special Education</b> (3 credits) | <b>EEX 6936: Disability in Education – Issues and Trends</b> (3 credits) | <b>EEX 6936: Introduction to Inquiry in Special Education II</b> (3 credits) |
| AOS                                                                       | AOS                                                                      | AOS                                                                          |

### Year 2

The second year of the program orients introduces students to the inquiry process in order to explore and explain . Students will take a combination of foundations and inquiry courses while also finishing out their area of specialization requirements.

| FALL 2023                                                                                    | SPRING 2025  | SUMMER 2024                                                             |
|----------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------|
| <b>EEX 6296: Differentiated Instruction – EdD</b> (3 credits)                                | AOS/Elective | <b>EEX 6936: Reading and Designing Qualitative Research</b> (3 credits) |
| <b>EDF 6416: Quantitative Methods for Evaluation in Educational Environments</b> (3 credits) | AOS/Elective | AOS/Elective                                                            |

### Year 3

The third year of the program pivots towards the dissertation-in-practice experience as students round out their required coursework

| FALL 2024                                                                 | SPRING 2025                                       | SUMMER 2025                                                                                                 |
|---------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>EEX 6936: Applied Research for Scholarly Practitioners</b> (3 credits) | <b>EEX 6936: Proposal Development</b> (3 credits) | <b>Pre or Post-Candidacy Research Credits</b> (credit allocation determined by D-I-P committee)             |
| <b>EEX 6936: Qualitative Data Collection and Analysis</b> (3 credits)     | AOS/Elective if needed                            | <i>Major Program Milestone: Qualifying Examinations (Dissertation-In-Practice Proposal) &amp; Candidacy</i> |

## Year 4

The fourth year of the program is focused exclusively on the research and reporting of the dissertation-in-practice. Credit allocation across the fourth year is determined by individual student's dissertation-in-practice committees. *Major Program Milestone: Dissertation-In-Practice Defense*

### Note:

Any changes to the program plan must be made in conjunction with the student's advisor. Each student is responsible for updating their program plan with any approved changes to courses and resubmitting to Canvas to maintain an up to date record.

**The Doctorate of Education (Ed.D.) degree consists of 90 total credits: 30 credits are transferred from a student's relevant master's degree, and they obtain 60 credits through the program. Credits are distributed as follows:**

- Program Core/Foundations [12 credits]
  - EEX 6936: Introduction to Inquiry in Special Education (3 credits)
  - EEX 6936: Introduction to Inquiry in Special Education II (3 credits)
  - EEX 6936: Disability in Education – Issues and Trends (3 credits)
  - EEX 6936: Proposal Development (3 credits)
- Methods/Approaches to Inquiry [12 credits]
  - EDF 6416: Quantitative Methods for Evaluation in Educational Environments (3 credits)
  - EEX 6936: Reading and Designing Qualitative Research (3 credits)
  - EEX 6936: Qualitative Data Collection and Analysis (3 credits)
  - EEX 6936: Applied Research for Scholarly Practitioners (3 credits)
- Area of Specialization: [12 -15 credits]:
  - Dyslexia
    - EEX 6135: Foundations of Literacy Development & Dyslexia
    - EEX 6136: Dyslexia: Language and the Brain
    - EEX 6137: Dyslexia: Assessment for Intervention
    - EEX 6138: Dyslexia: Intervention Methods
    - \*EEX 6855: Dyslexia: Practicum in Assessment and Intervention (\*optional)
  - Early Childhood Studies
    - EEC 6205: Early Childhood Curriculum
    - EEC 6933: Families in Early Childhood Education
    - EEC 6933: Assessment & Evaluation in Early Childhood Educational Practice
    - EEC 6933: Policy & Transition in Early Childhood Educational Practice
  - Early Childhood Care and Education Policy Track
    - EEC 6636: Examining Practices, Policies, and Key Issues in EC Policy
    - EEC 6665: History, Child Development, and Equity in EC Policy
    - EEC 6667: Theory and Analysis in EC Policy
    - EEC 7056: Early Childhood Policy and Advocacy
  - Disability & Society

- EEX 6099: Social Perspectives on Disability
  - EEX 6525: Disability Policy & Legislation
  - EEX 6778: Community & Work Access for Individuals with Disabilities
  - \*EEX 6930: Seminar in Disabilities
- Leadership in Special Education
  - EEX 6936: Families & Teacher Perspectives
  - EEX 6936: Literacy Leadership
  - EDG 6348: Instructional Coaching for Enhanced Student Learning
  - EDG 7359: Professional Development
- Electives [9 credits]
  - EEX 6296: Differentiated Instruction
  - TBD from other EEX, Methods, or AOS
- Dissertation-in-Practice (Pre & Post Candidacy) [15 credits]

### Course Audit

**Number of Credits Transferred from Master's Degree:** \_\_\_\_\_

*\*up to 30 credit hours*

#### Special Education Core Courses

| Course #      | Course Title                                    | Credits   | Grade | Semester |
|---------------|-------------------------------------------------|-----------|-------|----------|
| EEX 6936      | Introduction to Inquiry in Special Education    | 3         |       |          |
| EEX 6936      | Introduction to Inquiry in Special Education II | 3         |       |          |
| EEX 6936      | Disability in Education – Issues and Trends     | 3         |       |          |
| EEX 6936      | Proposal Development                            | 3         |       |          |
| <b>Total:</b> |                                                 | <b>12</b> |       |          |

#### Methods/Approaches to Inquiry

| Course #      | Course Title                                                    | Credits   | Grade | Semester |
|---------------|-----------------------------------------------------------------|-----------|-------|----------|
| EDF 6416      | Quantitative Methods for Evaluation in Educational Environments | 3         |       |          |
| EEX 6936      | Reading and Designing Qualitative Research                      | 3         |       |          |
| EEX 6936      | Qualitative Data Collection and Analysis                        | 3         |       |          |
| EEX 6936      | Applied Research for Scholarly Practitioners                    | 3         |       |          |
| <b>Total:</b> |                                                                 | <b>12</b> |       |          |

#### Area of Specialization

| Course #      | Course Title | Credits      | Grade | Semester |
|---------------|--------------|--------------|-------|----------|
|               |              | 3            |       |          |
|               |              | 3            |       |          |
|               |              | 3            |       |          |
|               |              | 3            |       |          |
|               |              | 3            |       |          |
| <b>Total:</b> |              | <b>12-15</b> |       |          |

**Electives**

| <b>Course #</b> | <b>Course Title</b>        | <b>Credits</b> | <b>Grade</b> | <b>Semester</b> |
|-----------------|----------------------------|----------------|--------------|-----------------|
| EEX 6296        | Differentiated Instruction | 3              |              |                 |
|                 |                            | 3              |              |                 |
|                 |                            | 3              |              |                 |
|                 | <b>Total:</b>              | <b>6-9</b>     |              |                 |

**Dissertation-in-Practice (Pre & Post Candidacy)**

| <b>Course #</b> | <b>Course Title</b>     | <b>Credits</b> | <b>Grade</b> | <b>Semester(s)</b> |
|-----------------|-------------------------|----------------|--------------|--------------------|
| EEX 7979        | Pre-Candidacy Research  | 6              |              |                    |
| EEX 7980        | Post-Candidacy Research | 9              |              |                    |
|                 | <b>Total:</b>           | <b>*15</b>     |              |                    |

*\*no fewer than 12 total, as per the graduate school*