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**Special Education Ph.D. Handbook**

**Department of Special Education**

**Texas Tech University**

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## Introduction

## Welcome to the Texas Tech University College of Education Ph.D. program in Special Education. The program is a fully online, SACSCOC and Texas Higher Education Coordinating Board accredited entity serving doctoral students nationwide. Housed in the Department of Special Education in the TTU College of Education, the program has been preparing Ph.D. graduates since 2015. Prior to 2015, the Department offered a Doctor of Education (Ed.D.) program. The Department of Special Education claims a long history of successful and innovative distance education programs dating back more than 25 years.

The goal of the Ph.D. program in Special Education at Texas Tech University is to prepare leadership personnel to help shape the future of special education. Graduates are prepared for roles as teachers and researchers in university programs and specialists and consultants in direct-service agencies. The Ph.D. program in Special Education seeks to provide personnel for these roles by preparing reflective, culturally sensitive practitioners and leaders in the profession of education who practice within Council for Exceptional Children Professional Ethical Principles (see Appendix A).

The program focuses on outcomes that will prepare graduates in a variety of critical areas. These include research as well as grant development and management, educator preparation, and program development and evaluation. Specific program outcomes are presented in Appendix B.

The Ph.D. degree in Special Education is under the auspices of the Department of Special Education in the College of Education. The designation on the transcript and diploma reads Doctor of Philosophy. Students must meet the requirements of the Graduate School, the College of Education, the Department of Special Education, and the Special Education Program track or area of focus in which they are enrolled in order to earn a doctoral degree.

**Joseph G. Claudet, Ph.D.**

Associate Professor, Educational Leadership

Chair, Special Education Department

Office Hours: Monday thru Friday, 7:30am-1:00pm CST via Zoom and by appointment

Educational Leadership Program Coordinator

Faculty Lead / Cohort Advisor, Educational Leadership Doctor of Education Program:

*CPED Executive EdD for School District Leaders*

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**Graduate Faculty**

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**Admissions Procedures**

First Steps

1. Determine which track or area of focus to apply to

* Assessment Track
* Generic: High Incidence Disabilities Special Education Track
* Applied Behavior Analysis Area of Focus
* Autism Area of Focus
* Deaf/Hard of Hearing Area of Focus
* Deafblind Area of Focus
* Orientation and Mobility Area of Focus
* Visual Impairment Area of Focus

1. Apply to the Graduate School

* Go online to [www.ttu.edu](http://www.ttu.edu) and click on “Apply” in the upper right-hand corner. Follow the directions on the website.
* <https://www.depts.ttu.edu/gradschool/admissions/howtoapply.php> provides more specific information concerning the admission process.
* For an individual to be considered for acceptance into the special education doctoral program, the individual must provide documentation of working directly with persons with disabilities (i.e., public or private schools teaching students with disabilities, agencies/centers serving persons with disabilities, clinical or hospital-based settings, early intervention settings). Individuals must submit evidence of direct work experience with persons with disabilities through reference letters, service records, and/or supervisor contact information regarding their work.
* Additionally, the applicant must clearly identify their research interests and research experience, their rationale for seeking a Ph.D., and how the Ph.D. fits into their overall career goals for the future.
* After reviewing a completed program application, the program faculty evaluates admission materials and decides if an applicant should progress to the interview stage.
* The faculty then makes a recommendation to the Graduate School on admission status.
* The Special Education faculty typically meets at least twice a semester to review completed applications.
* After the Special Education program and the Graduate Dean have reviewed the application, the Graduate School will send a letter granting or denying admission to the Ph.D. program in Special Education.
* Applicants who are not accepted into the Ph.D. Program in Special Education may appeal the decision. Contact the Chair of the Department of Special Education for additional information.

**What Happens After Acceptance?**

### ***Doctoral Advisor***

The doctoral advisor is appointed immediately upon admission to the Ph.D. Program. This individual will assist the student in the establishment of a degree plan for the Ph.D. Further, the advisor will advise the student on other matters (e.g., course selection and scheduling, course advisement, completion of coursework, etc.). A meeting of the student and the committee chairperson will result in the development of the “Program of Studies for the Doctoral Degree”. Graduate work acquired elsewhere may be applied toward the major and/or minor fields as deemed appropriate by the advisor and approved by the Graduate School. A maximum of 30 hours of graduate coursework may be transferred into the Ph.D. degree plan.

***Course Requirements for Ph.D. in Special Education***

**Program of Studies** Credit Hours

**A. Tool Courses (Research Methodology Core**) – 21

(may not be part of major)

Required Courses:

EPSY 5380 Introduction to Educational Statistics

EPSY 5381 Intermediate Educational Statistics

EPSY 5382 Qualitative Research in Education

EDSP 5345 Data Collection Methods and Single Subject Design

Choose 3 of the following or as directed by the Doctoral Advisor:

EPSY 6349 Doctoral Seminar in Educational Psychology: Mixed Methods Research

EPSY 6304 Qualitative Research Methods

EPSY 6305 Qualitative Data Analysis in Education

EDLL 6347 Analyzing, Designing, and Conducting Literacy Research

EDCI 5380 Action Research

EDCI 5386 Constructivist Inquiry Methodologies in C&I

EDCI 6382 Advanced Field Methods in Constructivist Inquiry

EDHE 5341 Program Assessment and Evaluation in Higher Education

EDHE 6310 Higher Education Doctoral Seminar

EDHE 6311 Higher Education Research Seminar

EPSY 5356, Decision-Making in Educational & Psychological Assessment

EPSY 6001 Special Topics in Research Methods

EPSY 6301 Structural Equation Modeling

EPSY 6305 Archival Research Methods

EPSY 6306 Longitudinal Data Analysis

EPSY 6385 Causal Inference in Research

ESPY 6379 Foundations of Education Research

EDSP 6305 Advanced Issues in the Experimental Analysis of Behavior

EDSP 6308 The Nature and Practice of ABA

**B. College Foundations Core**  6

Choose 2 of the following:

EPSY 5310 Philosophy of Education

EPSY 5314 History of Education

EPSY 5323 Cultural Foundations of Education

EPSY 5331 Human Development in Education

EPSY 5332 Educational Psychology

EDCI 5320 Curriculum Theory: Foundations

**C. Special Education Core**  21

Required Courses:

EDSP 6301 Writing Grant Proposals in Special Education

EDSP 6302 Program Evaluation in Special Education

EDSP 6303 Contemporary Issues in Special Education

EDSP 6304 Preparing Leadership Personnel for Special Populations

EDLD 6341 Legal Issues with Special Populations

EDSP 7000 Research in Special Education (minimum of 3 hours)

EDSP 6093 Internship in Special Education (minimum of 3 hours)

**D. Additional Coursework in Special Education** 24

The major includes a minimum of 24 additional hours of coursework in the student’s special education focus area. Courses may be taken in conjunction with a certification program.

**E. Interdisciplinary Core**  6

This coursework is taken outside special education in a related area, such as counselor education, educational psychology, psychology, instructional technology, curriculum, human development, etc. It is intended to complement the doctoral student’s specialization within special education.

**F. Dissertation – minimum of 12 hours**  12

**TOTAL HOURS= 90**

***Doctoral Course Rotation* (Fall 2022 through Fall 2026)**

Fall 2022 EDSP 6303 Summer 2026 EDLD 6341

Spring 2023 EDSP 6304 Fall 2026 EDSP 6303

Summer 2023 EDLD 6341 Spring 2026 EDSP 6304

Fall 2023 EDSP 6301

Spring 2024 EDSP 6302

Summer 2024 EDLD 6341

Fall 2024 EDSP 6303

Spring 2025 EDSP 6304

Summer 2025 EDLD 6341

Fall 2025 EDSP 6301

Spring 2026 EDSP 6302

***Doctoral Dissertation Committee***

The doctoral dissertation committee can be established by the student and their proposed dissertation chair at any time but must be identified prior to the qualifying examination. It may be the same individual who served as the doctoral advisor.The Dissertation Chair advises the student concerning the dissertation topic, qualifying examination procedures, and doctoral internship. The Dissertation Committee consists of a minimum of three members including the Chair. They ensure that all coursework and dissertation requirements have been completed.

### ***Doctoral Internship***

The internship (EDSP 6093) involves a minimum of three semester hours and includes experiences in one or a combination of the following areas: research, teacher education, and program evaluation. The internship course is at least one semester in length. The major professor, in consultation with the doctoral advisor, and the student, will arrange an internship experience. There are two possible internship opportunities available depending on the track or focus of the student’s Ph.D. Program.

1. Field-based internships which may include but are not limited to:
   * college or university special education programs,
   * educational research agencies or organization,
   * education service centers or other public-school agencies,
   * social service organizations related to special education.
2. Research-based internship related to the doctoral dissertation proposal. The Assessment and Generic: High Incidence Disabilities tracks requires this version of the internship.

### ***Qualifying Examination***

*All students in the Ph.D. Special Education program complete a qualifying exam*. The particular track or focus may require a different qualifying examination procedure.

**Assessment and Generic: High Incidence Disabilities Focus**

***Written examination.*** The written qualifying examination requires synthesis and application of knowledge acquired during the course of study for the doctoral degree in special education. This is the required method for the Assessment and Generic: High Incidence Disabilities tracks.

* + Satisfactory performance in coursework does not necessarily guarantee successful performance on the qualifying examination.
  + In consultation with the dissertation chair, the written examination will be scheduled in the final semester or two of required coursework. It usually occurs at the end of the semester in which the student is completing EDSP 6093.
  + The qualifying examination contains questions from the field of special education. The examination consists of two 4-hour days of examination for a total of 8 hours in length. During this time, the student will respond to two questions.
  + The questions represent the student’s specialty area within special education and are prepared and evaluated by the student’s dissertation committee.
  + The qualifying examination is judged on a pass/fail basis by the student’s dissertation committee according to the evaluation form presented in Appendix D.
  + At the discretion of the advisory committee, the student may be asked to complete an oral examination to provide additional evidence of the ability to synthesize and apply knowledge of special education and/or the minor or related field.
  + If a student fails, the qualifying examination can be repeated one time after a lapse of at least four months.

**Qualifying Examination for Students with a Sensory Impairment Focus**

All students in the Special Education Ph.D. Program complete a qualifying exam. Those students with a Sensory Impairment focus (Visual Impairment, Orientation & Mobility, Deaf-Hard of Hearing, or Deafblind) have a choice of how to meet the Qualifying Exam requirement, based on discussion with and approval of their doctoral advisor.

**Option 1: Written Qualifying Examination**

* + In consultation with the doctoral advisor, the written examination will be scheduled in the final semester or two of required coursework. It usually occurs at the end of the semester in which the student is completing EDSP 6093 or EDSP 7000.
  + The qualifying examination contains questions from the field of special education. The examination consists of two 4-hour days of examination for a total of 8 hours in length. During this time, the student will respond to two questions. The qualifying exam is a proctored examination.
  + The questions represent the student’s specialty area within special education and are prepared by the student’s doctoral advisor. No references are allowed during the exam, but citations are required to support what is written.
  + The qualifying examination is evaluated on a pass/fail basis by up to three dissertation committee members according to the evaluation rubric presented in Appendix D.
  + At the discretion of the doctoral committee, the student may be asked to complete an oral examination to provide additional evidence of the ability to synthesize and apply knowledge of special education and/or the minor or related field.
  + If a student fails, the qualifying examination can be repeated one time after a lapse of at least four months.

**Option 2: Pilot Study That Results in Submitted Manuscript or Accepted Presentation**

* + - Student will work under the direction of their doctoral committee advisor.
    - Student will submit an IRB with the support of their doctoral committee advisor.
    - Student will complete pilot study research related to their dissertation topic.
    - Student will prepare a manuscript of their pilot study results and submit it to a peer-reviewed journal or submit their pilot study results to a conference in their field of study and be accepted. Approval of doctoral advisor is required before any submission of a manuscript or presentation proposal.
    - The qualifying examination is judged on a pass/fail basis by the student’s dissertation committee according to the evaluation form for Option 2 presented in Appendix D.

### ***Application for Candidacy***

A recommendation for candidacy is forwarded to the Graduate School by the chairperson of the advisory or dissertation committee after the student passes the qualifying examination. The Graduate Council votes to approve or deny the recommendation at their monthly meeting. The student will have four years to complete the dissertation after admission to candidacy by the Graduate Council. The student may take EDSP 8000 hours after passing the Qualifying Exam.

### ***Dissertation and Oral Defense***

After successfully passing the doctoral qualifying examination, the student is eligible to present a formal proposal for the dissertation research to the dissertation committee and other interested faculty. Once the proposal is approved by the dissertation committee, the student may begin the dissertation process. A minimum of 12 semester hours of EDSP 8000 is required. When the dissertation chair, committee, and student believe the research has been completed and is ready for presentation, an oral defense of the dissertation is scheduled.

### ***Residency Requirement***

One year of residency is required for the doctorate in special education. In general, this requires registration as a full-time student for two consecutive fall and spring semesters with at least 12 semester hours during each term. The residency requirement can also be met through one of the following options:

* One year of residency is required using one of the following methods:
* Registration as a full-time student for two consecutive fall and spring semesters with at least 12 semester hours during each term,
* Three consecutive full summers of at least 9 weeks each while earning at least 9 semester hours of graduate credit during each summer,
* A full summer term of 12 weeks, earning 12 semester hours of graduate credit plus the completion of at least 12 semester hours of graduate credit during the adjacent spring or fall semester,
* For students holding half-time graduate assistantships or students involved for no more than half-time in other work closely related to the doctoral study, 9 semester hours in each of the long terms and at least 6 semester hours in the preceding or subsequent summer.

### ***Adherence to Timeline***

The doctoral student maintains ultimate responsibility for adhering to established timelines and progressing through the program of studies, internship, and dissertation in a timely manner. A timeline for completing the major steps in the doctoral program is provided at <https://www.depts.ttu.edu/gradschool/academic/Doctoral_Students.php>. Continual contact should be maintained with the advisor, the dissertation chair and the dissertation committee.

The doctoral student should be thoroughly familiar with the information presented in this College of Education Doctoral Student Handbook, available from the Office of Graduate Education and Research. The Graduate School addresses the following topics in the Texas Tech University Graduate Catalog: <https://catalog.ttu.edu/content.php?catoid=17&navoid=1654#enrollment>

In addition to the information provided in this Doctoral Student Handbook, the topics include:

1. Academic Requirements, Policies, and Procedures

* Degree Options
* Advisor
* Transfer Credit
* CITI Training
* Authorship policy
* Annual Evaluations
* Standards for Adequate Academic Progress
* Continuous Enrollment Policy
* Graduation

1. Additional Information

* Milestones in the program
* Thesis/Dissertation Guidelines
* Major Examinations
* Graduate Assistantships

Appointment

Leave Guidelines

Residency Requirement

* Business Policies
* Authorship policies
* Departmental Awards/Scholarships
* Policies on Academic Integrity, Ethics, Discrimination, Harassment
* Grievances – with Links to the Graduate School
* Useful Links
* Forms

1. Graduate Student Annual Review Form

* Individual Development Plan (IDP)
* TA Evaluation Forms
* Departmental Forms
* Sample Programs of Study
* Student Policy Acknowledgement and Consent (Optional)

**Appendix A**

# ***CEC Special Education Professional Ethical Principles***

Code of Ethics Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards> August 25, 2022

**Appendix B**

***Outcomes for the Ph.D. Program in Special Education***

Foundations

* Analyze, synthesize, and apply extant research and literature.
* Understand issues and trends in special education.
* Understand law and policy as it relates to special populations.
* Practice within professional codes of ethics.
* Understand the cultural and linguistic differences in special populations.
* Explain the historical development of special education and its relationship to regular education.
* Articulate a philosophy of education of special populations.
* Understand the role of technology in programs for special populations.
* Understand funding of programs and services for special populations in relationship to societal values.
* Understand the medical aspects of disabilities.
* Understand normal and atypical development.
* Understand the influence of age, severity, and exceptionality on the placement of students.

Research and Grant Development/Management

* Understand and design research using a variety of methodologies.
* Design research proposals.
* Identify and use appropriate statistics and measurement tools to conduct research.
* Conduct collaborative and independent research.
* Disseminate research findings through scholarly writing, presentations, and other forms of dissemination.
* Design and initiate a cohesive, longitudinal plan of research.
* Seek external funding to support programs and research studies.

Educator Preparation

* Develop teacher education programs to prepare special educators.
* Design and evaluate practical programs to meet the needs of students with disabilities.
* Demonstrate skills in planning and implementing professional development programs for adults.
* Demonstrate knowledge and skills of effective teaching models.
* Demonstrate skills for developing a collaborative ethic involving all constituents involved in education, including parents, schools, government agencies, service agencies, and employers.
* Prepare adults to understand, use, and apply research results in practical settings.

### Program Development and Evaluation

* Describe the major approaches and purposes for program development.
* Design and implement program evaluation.
* Identify and use community resources for effective program development and evaluation.
* Use current service delivery models and curriculum models for special populations.
* Demonstrate effective consultation/collaboration and management skills.

**Appendix C**

**Requirements for Ph.D. in Special Education**

**Program of Studies** Credit Hours

**A. Tool Courses (Research Methodology Core**) – 21

(May not be part of major)

Required Courses:

EPSY 5380 Introduction to Educational Statistics

EPSY 5381 Intermediate Educational Statistics

EPSY 5382 Qualitative Research in Education

EDSP 5345 Data Collection Methods and Single Subject Design

Choose 3 of the following or as directed by the Doctoral Advisor:

EPSY 6349 Doctoral Seminar in Educational Psychology: Mixed Methods Research

EPSY 6304 Qualitative Research Methods

EPSY 6305 Qualitative Data Analysis in Education

EDLL 6347 Analyzing, Designing, and Conducting Literacy Research

EDCI 5380, Action Research

EDCI 5386Constructivist Inquiry Methodologies in C&I

EDCI 6382 Advanced Field Methods in Constructivist Inquiry

EDHE 534, Program Assessment and Evaluation in Higher Education

EDHE 6310 Higher Education Doctoral Seminar

EDHE 6311 Higher Education Research Seminar

EPSY 5356 Decision-Making in Educational & Psychological Assessment

EPSY 6001 Special Topics in Research Methods

EPSY 6301 Structural Equation Modeling

EPSY 6305, Archival Research Methods

EPSY 6306 Longitudinal Data Analysis

EPSY 6385 Causal Inference in Research

ESPY 6379 Foundations of Education Research

EDSP 6305 Advanced Issues in the Experimental Analysis of Behavior

EDSP 6308 The Nature and Practice of ABA

**B. College Foundations Core**  6

Choose 2 of the following:

EPSY 5310 Philosophy of Education

EPSY 5314 History of Education

EPSY 5323 Cultural Foundations of Education

EPSY 5331 Human Development in Education

EPSY 5332 Educational Psychology

EDCI 5320 Curriculum Theory: Foundations

**C. Special Education Core** 21

Required Courses:

EDSP 6301 Writing Grant Proposals in Special Education

EDSP 6302 Program Evaluation in Special Education

EDSP 6303 Contemporary Issues in Special Education

EDSP 6304 Preparing Leadership Personnel for Special Populations

EDLD 6341 Legal Issues with Special Populations

EDSP 7000 Research in Special Education (3 hours)

EDSP 6093 Internship in Special Education (minimum of 3 hours)

**D. Additional Coursework in Special Education** 24

The major includes a minimum of 24 additional hours of coursework in the student’s special education focus area. Courses may be taken in conjunction with a certification program.

**E. Interdisciplinary Core**  6

This coursework is taken outside special education in a related area, such as counselor education, educational psychology, psychology, instructional technology, curriculum, human development, etc. It is intended to complement the doctoral student’s specialization within special education.

**F. Dissertation – minimum of 12 hours**  12

**TOTAL HOURS= 90**

**Appendix D**

Evaluation Form for the Written Qualifying Examination for Generic, Educational Diagnostician, Autism, and Applied Behavior Analysis Programs

Student Test Number Question Number Reader Code

**Topic area question addresses:**

*Indicate appropriate item(s).*

*\_\_\_\_\_ Applied Behavior Analysis*

*\_\_\_\_\_ Autism*

*\_\_\_\_\_ Educational Diagnostician*

*\_\_\_\_\_ Generic Special Education*

***Directions:*** Listed below are the areas to be used to rate the examinations. Each area is defined. Using a 1-4 point scale, with 4 being the highest, please rate each major area (writing style, accuracy, completeness, synthesis). If the examination is designated as a failure, there will be a minimum of three readers.

**Writing style: (low) 1 2 3 4 (high)**

Introduction and major points of the paper are stated early. Major points are tied to the topic sentences.

Spelling, punctuation, grammar, sentence structure, vocabulary, and use of paragraphs are appropriate for a first draft paper.

Ideas and paragraphs are tied to the topic sentences. A concluding paragraph is provided.

**Accuracy: (low) 1 2 3 4 (high)**

Statements are appropriate to the content of the question.

Responses are supported by adequate documentation using current APA style.

**Completeness: (low) 1 2 3 4 (high)**

Major aspects of questions are addressed.

For the major area, there is a demonstrated knowledge of major contributors in field. The most recent research, as relevant, is included.

Body of the paper directly addresses topic area.

**Synthesis: (low) 1 2 3 4 (high)**

The response(s) draws and supports conclusions.

The response(s) demonstrates critical and reflective thinking skills. The response(s) synthesizes current literature across all disciplines.

The response(s) explores both theoretical and practical implications of research and literature.

**Total Score:** The total maximum score is 16 points with a minimum passing score of 12.

**Student's Rating:** *Please circle either pass or fail.* **Pass or Fail**

**Comments:** (Required if scores of 2 points or below are earned for any area.)

Evaluation Form for the Written Qualifying Examination for Sensory Impairment Programs

Student Name Question Number Reader Code

**Topic area question addresses:**

*Indicate appropriate focus area.*

*\_\_\_\_\_ Deaf and Hard of Hearing*

*\_\_\_\_\_ Deafblind*

*\_\_\_\_\_ Orientation and Mobility*

*\_\_\_\_\_ Visual Impairment*

***Directions:*** Listed below are the areas to be used to rate the qualifying examination questions. Each area is defined. Using a 1-4-point scale, with 4 being the highest, please rate each major area (writing style, accuracy, completeness, synthesis). If the examination is designated as a failure by either reader, there will be a minimum of three readers.

**Writing style: (low) 1 2 3 4 (high)**

Introduction and major points of the paper are stated early. Major points are tied to the topic sentences.

Spelling, punctuation, grammar, sentence structure, vocabulary, and use of paragraphs are appropriate for a first draft paper.

Ideas and paragraphs are tied to the topic sentences. A concluding paragraph is provided.

**Accuracy: (low) 1 2 3 4 (high)**

Statements are appropriate to the content of the question.

Responses are supported by adequate documentation using current APA style.

**Completeness: (low) 1 2 3 4 (high)**

Major aspects of question is addressed.

For the major area, there is a demonstrated knowledge of major contributors in the field. The most recent research, as relevant, is included.

Body of the paper directly addresses topic area.

**Synthesis: (low) 1 2 3 4 (high)**

The response draws and supports conclusions.

The response demonstrates critical and reflective thinking skills. The response synthesizes current literature across all disciplines.

The response explores both theoretical and practical implications of research and literature.

**Total Score:** The total maximum score is 16 points with a minimum passing score of 12.

**Student's Rating:** *Please circle either pass or fail.* **Pass or Fail**

**Comments:** (Required if scores of 2 points or below are earned for any area.)

Evaluation Form for Manuscript or Presentation for Qualifying Examination in Sensory Impairment Programs

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Scorer Code  **\_\_\_\_\_\_\_\_\_\_**

**Topic area addressed:**

*Indicate appropriate area:*

*\_\_\_\_\_ Deaf and Hard of Hearing*

*\_\_\_\_\_ Deafblind*

*\_\_\_\_\_ Orientation and Mobility*

*\_\_\_\_\_ Visual Impairment*

***Directions:*** Listed below are the areas to be used to rate the manuscript or presentation qualifying examination. Each area is defined. Using a 1-10-point scale, with 10 being the highest, please rate each major area (IRB, study implementation, professional writing, journal submission or presentation). If the examination is designated as a failure by either reader, there will be a minimum of three graders.

**For Manuscript Option:**

**(low) 1 2 3 4 5 6 7 8 9 10 (high)**

\_\_\_\_ IRB for pilot study developed, submitted, and approved with advisor guidance.

\_\_\_\_ Pilot study conducted after IRB approval.

\_\_\_\_ Manuscript of pilot results written in professional manner using current APA guidelines.

\_\_\_\_ Manuscript of pilot results submitted to a peer-reviewed journal with advisor approval.

**For Presentation Option:**

**(low) 1 2 3 4 5 6 7 8 9 10 (high)**

\_\_\_\_ IRB developed, submitted, and approved with advisor guidance.

\_\_\_\_ Pilot study conducted after IRB approval.

\_\_\_\_ Presentation proposal of pilot results submitted to professional conference with advisor approval.

\_\_\_\_ Presentation accepted for professional conference.

**Total Score:** The total maximum score is 20 points with a minimum passing score of 15.

**Student's Rating:** *Please circle either pass or fail.* **Pass or Fail**

**Comments:** (Required if scores of 3 points or below are earned for any area.)