



TEXAS TECH UNIVERSITY

College of Education™

Special Education

Doctor of Education Program Handbook

College of Education
Graduate Education and Research
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Special Education

Doctor of Education (Ed.D.) Program Handbook

Program Overview

The goal of the doctoral 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 doctoral 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 the Code of Ethics adopted by the Council for Exceptional Children (see Appendix 1).

The doctoral program in special education focuses on outcomes that will prepare graduates in the areas of research, teacher education, and program development and evaluation. Specific program outcomes are presented in Appendix 2.

Doctoral-level work in special education is under the auspices of the Division of Educational Psychology and Leadership of the College of Education. The designation on the transcript and diploma reads Doctor of Education. Students must meet the requirements of the Graduate School, the College of Education, and the Special Education Program to receive a doctoral degree.

Graduate Faculty

		Main Number	806-742-1997
Devender Banda, Ph.D., BCBA devender.banda@ttu.edu	Generic Special Education Board Certified Behavior Analyst	Ed. 228	Ext. 305
Dee Brown, Ed.D. donna.brown@ttu.edu	Educational Diagnostician	Ed. 268	Ext. 276
Stacy Carter, Ph.D., BCBA stacy.carter@ttu.edu	Generic Special Education Board Certified Behavior Analyst	Ed. 222	Ext. 303
Roseanna Davidson, Ed.D. roseanna.davidson@ttu.edu	Deafblind Deaf and Hard of Hearing	Ed. 221	Ext. 246
Leann DiAndreth-Elkins, Ed..D. leann.elkins@ttu.edu	Generic Special Education	Ed. 227	Ext. 286
Nora Griffin-Shirley, Ph.D. n.griffin-shirley@ttu.edu	Orientation and Mobility	Ed. 220	Ext. 247
DeAnn Lechtenberger, Ph.D. deann.lechtenberger@ttu.edu	Generic Special Education	Ed. 227	Ext. 324
Robin Lock, Ph.D. robin.lock@ttu.edu	Generic Special Education	Ed. 225	Ext. 288
Amy Parker, Ed.D. amy.parker@ttu.edu	Visual Impairment/ Multiple Disabilities	Ed. 223	Ext. 248
Rona Poggrund, Ph.D. Rona.poggrund@ttu.edu	Visual Impairment	Austin TSBVI	512-206-9213
Mary Tallent-Runnels, Ph.D. mary.runnels@ttu.edu	Gifted Education	Ed. 376	Ext. 225

Admissions Procedure

Admission to the Graduate School

1. Apply through the Office of Graduate Admissions in Holden Hall or through the Internet at <http://www.depts.ttu.edu/gradschool> for admission to the Graduate School. Read the *Graduate Catalog* of the University for admission requirements. A Master's Degree from Texas Tech University or any other university does not guarantee admission to the doctoral program.
2. Complete the Graduate Record Examination (GRE). Only GRE scores obtained within the previous 5 years will be accepted by the Graduate School. An application may be obtained from the Testing and Evaluation Center in West Hall on the campus or other authorized testing centers. Students may enroll as a "Graduate Temporary" student *for one semester*.
3. Discuss admission requirements for the doctoral program with a graduate advisor in special education. The division or program chairperson will assign a temporary advisor from the special education faculty. Complete an individual portfolio as directed by your temporary advisor. Information on the admissions portfolio is present at the end of this handbook.
4. In order for an individual to be considered for acceptance into the special education doctoral program, the individual must have documentation of at least three years 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 provide evidence of direct work experience with persons with disabilities through reference letters, service records, and/or supervisor contact information regarding their work.
5. Complete the Special Education Program Doctoral Application, which is located at the end of this handbook.
6. The program faculty will then evaluate admission materials and make a recommendation to the Graduate School on admission status.

When these six steps have been met successfully, the Graduate Dean will send a letter granting admission to doctoral study in education (permission to enroll in classes). Permission to enroll in classes does not in itself assure full admission to the doctoral program in education or admission to the special education program.

Appeal process. Applicants who are not accepted into the Doctor of Education Program in Special Education may appeal the Special Education Program faculty's decision. The first level of appeal is to reapply to the program, addressing the program faculty's reasons for rejection, as delineated in the notification of the rejection letter. If an applicant is still rejected by the Special Education Program faculty, the next level of appeal is the College of Education Graduate Studies Committee. In making an appeal to the Graduate Studies committee, the applicant must address the Special Education Program faculty's reasons for rejection as defined in the two previous letters. If the applicant's appeal is denied by the College of Education Graduate Studies Committee, there is no further recourse for admission.

Full Admission to the Doctoral Program in Special Education

Full admission to the Special Education Doctoral Program requires successful completion of a preliminary examination.

1. The advisor will assist the student with the selection of courses for the first semester and schedule the preliminary examination procedure.
2. The preliminary examination is a major step in the doctoral program and must be completed during the first semester of coursework after acceptance. Procedures for the preliminary examination are described in the following section.

Preliminary Examination for the Doctoral Program in Special Education

A doctoral student must complete a preliminary examination during the first semester of coursework after acceptance. The preliminary exam will consist of one question to answer in a 10-15 page paper (not including the reference pages). Using APA guidelines, a student will be given a list of 15 articles that he/she must read and synthesize in the paper. Students can incorporate additional references (1-5 at the most) into the paper. The font size needs to be 12 point Times New Roman, and the paper should be double spaced. The faculty will review the paper using a rubric found in Appendix 3a. Students must develop a professional, scholarly presentation on their paper and present their findings to the Special Education faculty in a 15 minute oral format at the TTU Lubbock campus on a date to be stipulated by the faculty, Doctoral students must be physically present for the preliminary exam presentation. The presentation will be evaluated using the rubric found in Appendix 3b.

The timeline is:

Week one of the semester: Student is given the assignment (the question and 15 references) by his or her advisor or the Special Education Program Coordinator. The student should contact his or her advisor to confirm the specific date for the preliminary exam presentation the first week of the semester.

Week five of the semester: The paper is due via e-mail to the student's advisor.

Week seven of the semester: The advisor and one additional faculty member grade the paper based on the rubric and provide feedback to the student. If there is a disagreement between the two readers, a third reader will also evaluate the paper.

Week nine of the semester: Presentation date and time are scheduled by this date.

Weeks ten-fourteen of the semester: Student makes revisions to paper and presents PowerPoint to the entire Special Education Program faculty. *(Note: Students are responsible for travel expenses and arrangements for the trip to Lubbock for the faculty presentation.)*

Week fifteen of the semester: Student is notified of acceptance or non-acceptance into the doctoral program by this date.

Doctoral Advisory Committee

The doctoral advisory committee is selected and appointed immediately after passing the preliminary examination. The student will select a chairperson of the committee who will serve as the major advisor for the remaining part of the degree program. The committee is established with a minimum of three members .

The doctoral advisory committee will assist the student in the establishment of a degree program leading to the doctorate. Further, the committee will advise the student in other matters (e.g., dissertation topic, qualifying examination procedures, portfolio development, and doctoral internship). A meeting of the student and the committee will result in the preparation and filing of the "Program for the Doctoral Degree" with the Graduate School. Graduate work acquired elsewhere may be applied toward the major and/or minor fields as deemed appropriate by the advisory committee and approved by the Graduate School.

Program of Studies

A. Tool Subject Requirements – 12 hours (may not be part of major or minor)

EPSY 5349	Seminar in Educational Psychology [Single Subject Research]
EPSY 5379	Introduction to Educational Research
EPSY 5380	Introduction to Educational Statistics
EPSY 5381	Intermediate Educational Statistics
EPSY 5382	Qualitative Research in Education
EPSY 5385	Foundations of Educational Research
EPSY 6303	Educational Measurement
EPSY 6301	Advanced Data Analysis (or)
EPSY 6304	Qualitative Research Methods
EPSY 6305	Qualitative Data Analysis in Education

B. College Foundations – 9 hours

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. Major – minimum of 45 hours

Special Education Core (21 hours)

EDSP 6301	Leadership Issues in Special Populations
EDSP 6303	Physical and Psychological Aspects of Special Populations
EDSP 6304	Preparing Leadership Personnel for Special Populations
EDLD 6341	Legal Issues with Special Populations
HDFS 6390	Program Development and Evaluation
EDSP 7000	Research in Special Education (3 hours)
EDSP 5093	Internship in Special Education (minimum of 3 hours)

Additional Coursework in Special Education (24 hours)

The major includes a minimum of 24 additional hours of coursework in the special education core. Some course work may be outside special education in a related area, such as educational psychology, psychology, instructional technology, and curriculum. Courses may be taken in conjunction with a certification program.

E. Minor or related field – minimum of 15 semester hours (optional)

Courses in or outside education to support special education. If a student does not declare a minor or related field, 15 hours are added to the major.

F. Dissertation – minimum of 12 hours

EDSP 8000	Doctor's Dissertation in Special Education (3 hours)
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Additional Information

Doctoral Internship

The internship (EDSP 5093) 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 major professor, in consultation with the doctoral advisory committee and the student, will arrange an internship experience in a field-based setting that will provide the student with sustained opportunities to engage in professional practices that match the student's career goal. Internship assignments are typically one semester in length during a long term or summer term, although individual tailoring of the length is determined by the student's doctoral advisory committee. Possible sites for internships may include, but are not limited to:

- college or university special education programs,
- educational research agencies or organizations,
- education service centers or other public school agencies,
- social service organizations related to special education.

Of paramount importance in selecting an internship site is the presence of a highly qualified on-site supervisor who models professional practices that are congruent with the curriculum in the special education doctoral program. Securing the cooperation of an on-site supervisor is the responsibility of the major professor. This supervisor will work closely with the student during the internship experience, providing guidance and mentoring in the specified professional roles.

Prior to beginning the internship, the student, major professor, and on-site supervisor will delineate the roles and responsibilities of the intern. This written document will serve as an internship contract. The student will be evaluated on his or her success in carrying out the specified responsibilities. The on-site supervisor will use the performance evaluation form typically used at that agency to evaluate the student's performance during the internship. For example, in a university setting, the student may be expected to use course evaluations and an abbreviated annual faculty report as the basis for the performance evaluation.

Daily, ongoing guidance will be provided by the student's on-site supervisor. The role of Texas Tech in supervision of the doctoral intern is as follows:

- interns will be supervised by a university professional with appropriate preparation in the area of emphasis, usually the major professor;
- supervision will occur at the practicum site to which the doctoral intern is assigned;
- the university supervisor will make two to three on-site visits;
- when the doctoral intern is placed at a distance from campus that makes frequent site visits difficult, there will be bi-monthly phone contacts between the university supervisor, intern, and on-site supervisor;
- written and verbal feedback on the doctoral intern's performance will be provided by the on-site and university supervisors.

Final evaluation of the doctoral intern's performance will be conducted jointly by the student, university supervisor, and on-site supervisor. While the specific evaluation criteria will be established by the standards in place at the internship site, the doctoral intern will be judged according to the following general criteria:

- carries out specified internship responsibilities with a high level of competence;
- demonstrates creativity, problem solving, and critical thinking in carrying out specified responsibilities;
- demonstrates the ability to be a reflective, culturally sensitive practitioner and leader in the profession of education and to practice within the CEC Code of Ethics;
- contributes meaningfully to the mission of the agency at which the intern is placed.

Qualifying Examination

The student has two options for completing the qualifying examination in special education: a written examination or a portfolio. In consultation with the doctoral advisory committee, the written examination or portfolio presentation will be scheduled after the student has substantially completed his or her coursework.

Portfolio option for those admitted prior to June 2007. A doctoral student in special education has the option of developing a portfolio instead of taking the written qualifying examination. Once a student has organized his or her doctoral advisory committee, the committee chair, the committee members will guide the process of developing the portfolio. The contents and organization of the portfolio is presented in Appendix 4A.

The student is free to include other products (e.g., videotapes, papers) which document the meeting of competencies in the outcome areas of teacher education and program development.

The portfolio will be assessed annually by members of the student's doctoral advisory committee using the portfolio evaluation form (see Appendix 4A). The student is responsible for scheduling this annual meeting. The portfolio will be presented orally to the doctoral advisory committee. Written documentation concerning the doctoral committee's evaluation of the portfolio will be submitted to the student and will be placed in the student's portfolio. If a student falls below expectations, special education faculty members will assist in the portfolio assessment process. Four weeks prior to the defense, the portfolio will be sent to the doctoral committee; two weeks prior to the defense the portfolio will be given to the chairperson, who will then meet with the student for discussion regarding areas of concern. The final oral examination and portfolio presentation will occur after the student has substantially completed his or her coursework. If successful, the student will be admitted to candidacy.

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. Satisfactory performance in course work does not necessarily guarantee successful performance on the qualifying examination. A student may take this examination after receiving approval of the "Program for the Doctoral Degree" from the Dean of the Graduate School and completing most of the course work prescribed by the proposal.

The qualifying examination contains questions in the field of special education and questions in the minor field or related area. The special education component of the examination is 8 hours in length during this time the student will respond to two questions. The questions will represent the student's specialty area within special education and are prepared and evaluated by the student's advisory committee. The minor area component of the examination is typically 4 hours in length and is prepared by a committee member who represents the student's minor area on the advisory committee. If the student has no minor, the qualifying examination will include an additional 4 hours in the major field. If the student has a related area, the advisory committee will decide whether a question will be presented in this area. All members of the committee evaluate the minor or related area response.

The qualifying examination is judged on a pass/fail basis by the student's doctoral advisory committee according to the evaluation form presented in Appendix 4B. 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. Once the qualifying examination is passed, the student is admitted to candidacy on recommendation of the advisory committee.

Application for Candidacy

A recommendation for candidacy is forwarded to the Graduate School by the chairperson of the advisory committee after the student passes the qualifying examination. The student will have four years to complete the dissertation after admission to candidacy by the Graduate Council.

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 doctoral advisory committee and other interested faculty. When the proposal is approved, the student may begin the dissertation process by enrolling in EDSP 8000. A minimum of 12 semester hours of registration is required. When the Chairperson 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:

- Three consecutive full summers of at least 9 weeks each while earning at least 9 semester hours of graduate credit during each summer; or
- 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; or
- 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 <http://www.depts.ttu.edu/gradschool/current/DocHowTo.php>. Continual contact should be maintained with the major professor and members of the doctoral advisory committee. Also, the doctoral student should be thoroughly familiar with the information presented in the College of Education Doctoral Student Handbook, available from the Office of Graduate Education and Research.

Appendix 1

CEC Code of Ethics

Special education professionals:

- are committed to developing the highest educational and quality of life potential of exceptional individuals
- promote and maintain a high level of competence and integrity in practicing their profession
- engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects
- exercise objective professional judgment in the practice of their profession
- strive to advance their knowledge and skills regarding the education of exceptional individuals
- work within the standards and policies of their profession
- seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession
- do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Appendix 2

Outcomes for the Doctoral 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 in various program models.

Research

- 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.

Teacher Education

- Develop teacher education programs to prepare special educators.
- Design and evaluate practical programs to meet the needs of students with exceptionalities.
- 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 3b

Special Education Doctoral Program Preliminary Examination Paper Rubric

Student Name _____ Reader Code _____

Directions to Student: Submit a copy of the paper to your Doctoral Advisor via e-mail.

Directions to Faculty: Using the point scales provided in each area, rate each item that reflects the student's performance on the paper. Total the score at the bottom of the rubric.

	1	2	3	4	Rating
References	No references or incorrect references	Few references or some incorrect references	Use of 12 references	Use of 15 references- indicates substantial research	
Sentence Structure	Unclear, incorrect, and/or ineffective sentence structure	Simplistic and/or awkward sentence structure	Sentence structure has some stylistic variation	Sentence structure is varied in composition and length and demonstrates synergistic variation	
Grammar	Multiple grammatical/spelling and stylistic errors	Some errors in grammar/spelling and/or format that do not interfere with clarity	Few grammatical and/or spelling errors	Nearly error-free which reflects clear, thorough proofreading	
Vocabulary	Apparent confusion with the use of language	Simplistic and/or unclear language	Effective language	Rich and precise language	
Thesis	There is no clear purpose of the paper; seemingly little attempt to create a thesis statement	Attempt to create a thesis statement and communicate the purpose throughout	Evidence of thesis can be found and author generally maintains purpose through suitable voice and/or tone	Establishes thesis and maintains clear purpose via suitable voice and tone	

Appendix 4A

Guidelines for Doctoral Portfolios

(A) VITA

(B) PROFESSIONAL OVERVIEW

Three to five page overview of research, teaching and service experience and agenda. Background training and experience, reasons for entering doctoral program and summary of what has been learned should be included.

(C) RESEARCH

- (1) Statement of Research Agenda
- (2) Annotated Bibliography for Literature Review of Dissertation Topic
- (3) Pilot Study/Thesis (approved)
- (4) Professional Presentation (National or approved state convention)
- (5) Grant Proposal with documentation of submission
- (6) Article Submission for Publication (approved by faculty advisor)
- (7) Published Articles (optional)

(D) TEACHING

- (1) Statement of Teaching Goals
- (2) Syllabi (3)
 - (a) Undergraduate Course
 - (b) Master's Course in area of specialization
 - (c) Innovative Course: New course that reflects specific areas of expertise, interest, or programmatic needs

(E) SERVICE

- (1) Statement of Service Goals
- (2) Documentation of Service Activities

(F) SUMMATIVE STATEMENT

- (1) Areas of personal strengths
- (2) Areas of specific expertise
- (3) Generic letter of application (2-3 pages)
 - (a) Professional experience
 - (b) Evolvement of doctoral preparation
 - (c) Specific personal strengths
 - (d) Justification for potential employment

Appendix 4B

Evaluation Form for Qualifying Examination: Portfolio

Rubric for Doctoral Portfolio

Portfolio must be reviewed annually. The student's doctoral committee will make a written critique of areas (A) through (F), as well as a summative statement.

Dates of review: _____

Rating scale. Evaluate the student's performance using the following scale. Write critiques and supporting statements in the comments section in each area.

- (1) Needs improvement; the student needs to improve performance to meet expectations for graduation.
- (2) Meets expectations; the student meets expectations for performance compared to recent graduates.
- (3) Exceeds expectations; the student exceeds expectations for performance compared to recent graduates.
- (4) Exemplary; the student's performance is exemplary compared to recent graduates.

*For the final qualifying examination, a minimum score of 2 points is required for each category.

(A) VITA 1 2 3 4
Comments:

(A) VITA TOTAL _____ / 4

(B) PROFESSIONAL OVERVIEW 1 2 3 4
Comments:

(B) PROFESSIONAL OVERVIEW TOTAL _____ / 4

(C) RESEARCH

(1) Statement of research agenda 1 2 3 4
Comments:

(2) Annotated bibliography (for literature review of dissertation topic) 1 2 3 4
Comments:

(3) Pilot study / Thesis (approved) 1 2 3 4
Comments:

(4) Professional presentation (national/state approved convention) 1 2 3 4
Comments:

- (5) Grant proposal with submission documentation 1 2 3 4
Comments:

- (6) Article submission for publication (faculty advisor approval) 1 2 3 4
Comments:

- (7) Published articles (optional) 1 2 3 4
Comments:

(C) RESEARCH TOTAL _____ / 28

(D) TEACHING

- (1) Statement of teaching goals 1 2 3 4
Comments:

- (2) Syllabi
 - (a) Undergraduate course 1 2 3 4
Comments:

 - (b) Master's course in area of specialization 1 2 3 4
Comments:

 - (c) Innovative course 1 2 3 4
Comments:

(D) TEACHING TOTAL _____ / 16

(E) SERVICE

- (1) Statement of service goals 1 2 3 4
Comments:

- (2) Documentation of service activities 1 2 3 4
Comments:

(E) SERVICE TOTAL _____ / 8

(F) SUMMATIVE STATEMENTS

(1) Areas of personal strength

1 2 3 4

(2) Generic letter of application (2-3 pages)

1 2 3 4

(F) SUMMATIVE STATEMENTS TOTAL

____ / 8

GRAND TOTAL

(A) _____ + (B) _____ + (C) _____ + (D) _____ + (E) _____ + (F) _____ = _____ / 68

PASS **FAIL** **Date:** _____

A minimum score of 2 points per category is required for the final qualifying examination.
A grand total score of 34 points will constitute a "PASS."

Appendix 4C

Evaluation Form for the Written Qualifying Examination

Student Test Number _____ Question Number _____ Reader Code _____

Topic area question addresses: *Circle appropriate item(s).*

- generic special education
- gifted and talented
- diagnostician
- visual impairment
- deaf-blind
- orientation and mobility

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). 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 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.
- 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** **Fail**

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

Application Materials

Steps in Application Process

- ❑ Contact one of the program faculty for advisement in the Doctoral degree admissions process
- ❑ Submit the Application for Admission to the Graduate School of Texas Tech University to the Graduate School (03 Holden Hall) or online at www.depts.ttu.edu/gradschool
- ❑ Submit Graduate Records Exam (Qualitative, Verbal and Analytical) scores to the Graduate School
- ❑ International students: Submit Test of English as a Foreign Language (TOEFL) score to the Graduate School
- ❑ Submit official transcripts of all college work to the Graduate School
- ❑ Submit the program application form, with attached resume and applicant statement, to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- ❑ Send 3 recommendations (see attached form) to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- ❑ IF YOU RECEIVE AN OFFICIAL LETTER OF ADMISSION from the Graduate school, develop the Program for Master's Degree (degree plan) with your faculty advisor, who will also advise you on course selection and registration.
- ❑ IF YOU RECEIVE A REJECTION LETTER from the Graduate school, contact the Associate Dean of Graduate Education and Research (806) 742-1998, Ext. 436 (Ed., Room 106A) for advisement regarding the admissions appeals process.

Program Admissions Application Information

Materials required for consideration for admission into doctoral program include:

- 1) Verbal, quantitative, and analytical scores from the Graduate Record Examination (GRE). *Scores must not be older than five years.*
- 2) Grade point average (GPA) – undergraduate and graduate
- 3) Letters of recommendation (3 – 2 supervisors, 1 peer)
- 4) Vita
- 5) Personal statement to include reasons for pursuing a doctorate in special education, educational experience, and research interests and experience
- 6) Personal interview (include questions pertaining to research interests and contributions to field of special education)

Criteria for consideration in selecting doctoral students include:

- 1) Indicators of academic aptitude for doctoral-level study
 - a. High GRE scores
 - b. High grade point average in undergraduate work
 - c. High grade point average in graduate work
 - d. Successful completion of or progress in graduate courses in special education or related field
 - e. Writing samples or current work or papers
- 2) Indicators of successful work experience
 - a. In order for an individual to be considered for acceptance into the special education doctoral program, the individual must have documentation of at least three years 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, and early intervention settings). Individuals must provide evidence of direct work experience with persons with disabilities through reference letters, service records, and/or supervisor contact information regarding their work.
 - b. Strong letters of recommendation from supervisors and peer
 - c. History of solid work experience demonstrated on vita
- 3) Indicators of interest in assuming role as a doctoral-level special educator
 - a. Career goals conducive to possessing a doctorate in special education as demonstrated by personal statement and personal interview

- b. Research interests conducive to possessing a doctorate in special education as demonstrated by personal statement and personal interview
 - c. Philosophy of special education conducive to possessing a doctorate in special education as demonstrated by personal statement and personal interview
- 4) Indicators of interpersonal and communication skills
- a. Personal statement
 - b. Personal interview
 - c. Letters of recommendation

Doctor of Education Degree in Special Education Application Cover Sheet

Your Name: _____ Date: _____

To: Special Education Applicant
From: Special Education Admissions Committee

Thank you for your interest in our doctoral level special education program. It is required that all articles listed below be submitted at the same time with the exception of the letters of reference.

Before your admission to the Special Education Program can be considered, we require:

1. Completed application to the Graduate School
 - a. *Application For Admission to the Graduate School of Texas Tech University* form
 - b. All official transcripts (undergraduate and graduate)
 - c. Official Graduate Record Examination (Verbal, quantitative, and Analytical) scores (Scores must not be older than five years)
 - d. Official TOEFL scores, if applicable
 - e. It is required all application materials be submitted at once.
 2. Completed *Application Form – Doctor of Education in Special Education* (enclosed)
 3. Three *Recommendation Forms* (enclosed). These should be completed by two supervisors and one peer. *They should be returned directly to the College of Education.*
 4. Individuals must provide evidence of direct work experience with persons with disabilities through reference letters, service records, and/or supervisor contact information regarding their work.
 5. Applicant Statement. Statements should be 5 pages, typed and double-spaced. (See enclosed *Applicant Statement Instructions*.)
 6. A personal interview conducted by at least two faculty members. (See enclosed *Personal Interview Questions*).
 7. A complete personal VITA.
- Send *Graduate Application for Admission to TTU*, official transcripts, and GRE scores to the Texas Tech University Office of Graduate Admissions.
 - **Due dates: Applications are reviewed on a monthly basis.**
 - Please return this form, the Special Education Application Form, resume, and your autobiographical letter to the Associate Dean for Graduate Education and Research (Attention: Special Education Admissions Committee).

**Doctor of Education Degree in Special Education
Personal Interview Questions**

(Candidate must be interviewed by at least two faculty members in special education.)

1. Why do you want to pursue a doctorate in special education?
2. Describe your experiences with special populations.
3. Elaborate on your research interests.
4. What do you consider to be the major issues in special education today?
5. What do you feel you could contribute to the field of special education?

Doctor of Education Degree in Special Education Applicant Statement Instructions

As part of your application process to the Texas Tech University Special Education Graduate Program, the faculty requires completion of a personal statement from you. In order to evaluate your credentials fairly, we need to know about you and your professional goals so that we can determine if a good match potentially exists between what our program offers and what you are seeking in a doctoral program. Please respond to the following question:

Describe your reasons for pursuing a doctorate in special education. Also, include your educational experiences along with your research interests and experiences.

We purposely wish to give you wide latitude in deciding what elements to include in your statement. Example of what you may wish to include:

- a profile of your beliefs, values and philosophy,
- a concise narrative about a critical incident in your life that has had an influence on your decision to enter special education,
- an assessment of your strengths and weaknesses,
- an illustration of your creativity in working on a project or facing a challenge, or
- other information that you think is pertinent to helping us to evaluate your application.

The length of the essay should be 5 pages, typed, double-spaced. It is important to keep in mind that this statement will be review for **content**, and your **writing skills** will be judged.

The essay should be **returned with your other completed application materials** by the appropriate deadline.

**Doctor of Education Degree in Special Education
Texas Tech University
Recommendation Form**

To the applicant: This form is important in the evaluation of the applicant for admission and can be used in support of application for a financial award (graduate fellowships and assistantships). Complete the information requested below and give this form to the person serving as a reference along with a stamped envelope addressed to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, TX 79409. Sign the waiver below if you want the recommender's comments to remain confidential. Under the provisions of the Family Educational Rights and Privacy Act of 1974, this applicant (if admitted and enrolled) will be access to the information provided below unless he/she has waived such access.

Please fill in this form completely by typing or using a medium point, black ink pen.

Applicant's Name: _____
Last First Middle

Recommender's Name: _____
Last First Middle

I waive my rights to ever see this form and any supplementary notes or letters, if written.

Signature Date

Applicant: Do Not Write Below This Line

To the recommender: The person named above is applying for admission to the graduate program in Special Education at Texas Tech University. We would appreciate having your appraisal of the applicant's qualifications for graduate work. Please respond on this form and attach an additional letter if desired. Thank you for your assistance.

1. How long have you known the applicant? Less than one year more than one year
2. How well do you know the applicant? casually fairly well very well
3. In what capacity have you known the applicant? _____

4. Please rate the applicant on the characteristics shown below. Use the scale provided where 1 = weak, 2 = fair, 3 = good, 4 = strong and NA = not applicable or can't judge. Indicate below to whom you are comparing the applicant.

	<input type="checkbox"/> undergraduates	<input type="checkbox"/> master's level students	<input type="checkbox"/> doctoral level students		
a. Capacity for analytical thinking	1	2	3	4	NA
b. Dependability	1	2	3	4	NA
c. Motivation and enthusiasm	1	2	3	4	NA
d. Organizational ability	1	2	3	4	NA
e. Ability to work cooperatively	1	2	3	4	NA
f. Ability to handle stressful situations effectively	1	2	3	4	NA
g. Possesses integrity	1	2	3	4	NA
h. Written and oral communication	1	2	3	4	NA

→ Continue on other side →

5. Do you have knowledge of the applicant ever behaving in an unethical or unprofessional manner?
 Yes No If yes, please explain in #6 below

6. Please write a few sentences on your estimate of the applicant's chances of successfully completing the program of study in Special Education and your opinion of his or her likely performance as a leader in the profession once the degree is completed. Statements about the candidate's **emotional maturity and stability, character and integrity, and interpersonal effectiveness** are particularly important for persons applying to our program.

7. If you alone were making the decision to accept this applicant as a graduate student, which of the following would best describe your decision?

- Recruit – will be a truly outstanding student and professional
- Definitely accept – will complete the degree at a superior level
- Accept – will complete the degree at an adequate level
- Accept – with reservations about ability or motivation
- Accept – with reservations about potential as a special educator
- Do not accept (please explain in #6 above)

Name: _____ Signature: _____ Date: _____

Position: _____

Address: _____

Office Phone: _____ Home Phone: _____ Email: _____

Thank you for your assistance.

Please return this form in the envelope provided to:
Associate Dean for Graduate Education and Research
College of Education
Box 41071
Lubbock, Texas 79409-1071

