CLEMSON®

College of EDUCATION

Department of Education and Human Development

Ph.D. in Special Education Program Handbook

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PhD IN SPECIAL EDUCATION

GENERAL INFORMATION

The Doctor of Philosophy degree is a research degree designed to prepare students to become scholars who can discover, integrate, and apply knowledge, as well as communicate and disseminate it. The intent of the program is to prepare students to make contributions to the field of special education. This preparation enables students to understand and evaluate critically the literature in the field, to use appropriate principles to recognize, evaluate, and interpret the issues and problems at the frontier of knowledge, and to pursue appropriate research through close association with and apprenticeship to faculty members experienced in research and teaching. Students are encouraged to work with faculty to design programs uniquely fitted to their areas of interest. Furthermore, the department encourages prospective students to become involved in research under the supervision of a faculty member at the earliest possible opportunity.

This doctoral program is organized around five major activities: (a) Program Plan, (b) Courses, (c) Program Competency Requirements, (d) Practical Experience, and (e) Dissertation. The program of study for the degree must be approved by the student's advisory committee. All doctoral student must satisfy all requirements of the Graduate School as well as requirements in course work, program competencies as documented in a professional portfolio, the comprehensive exam, the dissertation proposal, and the dissertation as directed by their advisory committee.

ADMISSION REQUIREMENTS

For admission, individuals must have completed a master's degree from a regionally accredited institution and have K-12 teaching experience in special education or closely related field (a minimum of two years). An application package for admission will include (1) online application, (2) undergraduate and graduate transcripts (cumulative *minimum* grade-point average of 3.25 on graduate work), (3) two recommendations, with one from an immediate prior supervisor, (4) current résumé, (5) copy of teaching and/or administration certifications, (6) competitive GRE scores on verbal, quantitative, and writing assessments, and (7) an essay that addresses knowledge, accomplishments, and future career goals in special education. Candidates proceed through an initial committee review and those who present a qualifying application packet are invited for an interview. Applicants whose first language is not English must also submit TOEFL or IELTS scores. Prospective students should apply by January 15 to be considered for admission for the upcoming fall semester. Applications for admission to the PhD in Special Education are processed through the Graduate School, E-108 Martin Hall, Clemson University, Clemson, South Carolina 29634-5120. To applying online, visit http://www.clemson.edu/graduate/admissions/index.html

DEGREE REQUIREMENTS

This program is built upon instruction that emphasizes the application of theory and research to the needs of students with mild/moderate disabilities. The PhD in special education has a minimum requirement of 65 credit hours. Students are required to complete research, core course requirements, elective course requirements, and dissertation credit hour requirements. In addition, students will be required to pass a comprehensive exam, dissertation proposal defense, and final oral dissertation defense.

Curriculum

Research and Methodology (17 credit hours):

EDF 9270/9271 Quantitative Research Designs and Statistics for Educational Contexts (4)
EDF 9770 Multiple Regression/General Linear Model in Educational Research (3)
EDF 9780/9781 Multivariate Statistics for Educational Research (4)
EDF 9790 Qualitative Research in Education (3)
EDSP 9360 Single Case Research Design (3)

Specialty (24 credit hours):

EDSP 9390 Professional Writing in Special Education (3)
EDSP 9340 Evidence-Based Research in Instructional Design and Delivery (3)
EDSP 9350 Preparing Highly Qualified Special Educators: Research in Teacher Education (3)
EDSP 9370 Research in High Incidence Disabilities (3)
ED 9380 Grant Development in Education Related Fields (3)
EDSP 9400 Accountability and Assessment for Diverse Populations in High Needs Schools (3)
EDSP 9500 College Teaching and Supervision in Special Education (1-3 repeatable to 15; required 6)

Electives (Choose at least two electives (a minimum of 6 credit hours) from the following courses or other courses as determined by your committee.):

EDSP 9310 Advanced Research in Learning Disabilities (3)
EDSP 9320 Advanced Research in Emotional/ Behavioral Disorders (3)
EDSP 9330 Advanced Research in Intellectual Disabilities (3)
EDSP 9530 Legal Trends in Special Education (3)
EDSP 9600 Internship in Special Education (1-6)
EDSP 9940 Directed Research
EDSP 9300 Critical Issues and Trends in Special Education
EDF 9200 Philosophy of Educational Research (3)
EDF 9710 Case Study and Ethnographic Research Methods and Design (3)
EDF 9720 Phenomenology and Grounded Theory Research Methods and Design (3)
EDF 9730 Narrative and Historical Research Methods and Design (3)
EDF 9750 Mixed Methods Research (3)
SOC 8030 Survey Designs for Applied Social Research (3)
PSYCH 8730 Structural Equation Modeling in Applied Psychology (3)
MATH 8070 Applied Multivariate Analysis (3)

Dissertation (minimum of 18 credit hours):

EDSP 9910

Recommended Program of Study: Full Time

	Fall		Spring	
Year 1	EDF 9270	Quantitative Research Designs and Statistics for Educational Contexts	EDF 9770	Multiple Regression/General Linear Model in Educational Research
	EDSP 9390	Professional Writing in Special Education	EDSP 9400	Accountability and Assessment for Diverse Populations in High Needs Schools
	EDSP 9370	Research in High Incidence Disabilities	EDF 9790	Qualitative Research in Education
Year 2	EDSP 9360	Single-Case Research Design	EDSP 9780	Multivariate Statistics for Educational Research
	EDSP 9340	Evidence-Based Research in Instructional Design and Delivery	EDSP 9500	College Teaching and Field Supervision
		Elective		Elective
Year 3	ED 9380	Grant Development in Education Related Fields	EDSP 9500	College Teaching and Field Supervision
	EDSP 9500	College Teaching and Field Supervision	EDSP 9910	Research or Special Topics (6 hours)
	EDSP 9350	Preparing Highly Qualified Special Educators: Research in Teacher Education		
Year 4	EDSP 9910	Doctoral Dissertation Research (9 hours)	EDSP 9910	Doctoral Dissertation Research (9 hours)

Plan of Study

After consultation and agreement with your doctoral advisory committee, students must submit their proposed plan of study at **http://www.clemson.edu/graduate/students/gs2-hints.html**. **Suggested timeline for submission-prior to the end of your first semester of your second year.**

REQUIRED COMPETENCIES

Doctoral students are expected to develop competencies in research, teaching/supervision, and professional service. Students will document competencies in an online portfolio.

Research Competency

Research is a key aspect of faculty positions in higher education. Doctoral students are required to engage in research and scholarly activities throughout their doctoral program. Students may complete required activities in various orders depending on their program of study and the availability of opportunities. Prior to completing their doctoral program, doctoral students are expected to complete the following research and scholarly activities:

Engage with multiple faculty members on different research projects;

Assist a faculty member on at least one grant proposal;

Under the guidance of a faculty member, develop and conduct at least three professional presentations (state, regional, and national with at least one at the national level);

Under the guidance of a faculty member, co-author at least two manuscripts submitted for publication

College Teaching and Supervision Competency

Teaching

One of the primary ways doctoral students gain expertise in their area of specialization is through co-teaching special education coursework. Teaching mentorship is a supervised experience in the design, delivery, and evaluation of a college course.

Students make requests for teaching mentorship by March 1st for the upcoming summer/fall terms, and October 1st for the spring term by submitting a Teaching Mentorship Request Form (see Appendices) to the appropriate faculty member. Completion of the Teaching Mentorship Contract with Supervising Faculty Form (see Appendices) is required before each semester begins.

Doctoral students in the special education program are required to complete, at minimum, one Teaching Mentorship experience during their program of study. Your major advisor and/or committee may require additional Teaching Mentorships based upon academic background.

In addition to Teaching Mentorship requirements, students will pursue other opportunities in order to achieve competence in the area of college teaching. Additional opportunities include, but are not limited to:

- Participation in workshops offered by the Office of Teaching Effectiveness and Innovation (OTEI)
- Development and implementation of seminars for undergraduate and MAT programs
- Completion of the Clemson Online Certification Course (CONCERT)
- Participation in workshops offered by Clemson Computing and Information Technology (CCIT)
    - Adobe® Connect™
    - Adobe® Presenter
    - Adobe® Spark
    - Canvas features
    - Echo360®
    - Google Drive

Supervision

Field experiences are critical to the development of pre-service teachers. Therefore, it is important that doctoral students gain necessary skills to supervise teacher candidates within P-12 special education settings.

Doctoral students are required to successfully complete Supervision Mentorship of teacher candidates under the direction of a special education university supervisor. Doctoral students are assigned to a small group of teacher candidates and are required to attend all observations and meetings with these teacher candidates and assist with the completion of all required documentation for the field experiences/student teaching.

Upon successful completion of the Supervision Mentorship, doctoral students are expected to complete independent supervision of teacher candidates in field experiences/student teaching.

During independent supervision, doctoral students will be assigned to a group of teacher candidates. They will primarily be responsible for all observations, meetings, and documentation related to field experiences; however, they will still report to and be under the direction of a special education university supervisor.

Professional Competency in Service

Doctoral students must provide documentation and a summary describing and acknowledging significant service provided to (a) the special education department, (b) the college or university, and (c) local, state, or national educational or professional organizations. These service activities are identified/completed in consultation with your major advisor. Portfolios submitted for graduation should demonstrate evidence of service in each of these areas over the course of your studies at Clemson University. Examples of service for each of the required areas are provided below. However, the list below is not exhaustive, and other service activities will be considered and may be approved by your major advisor.

Examples of Service to Special Education Department

Assist faculty in data collection procedures for CAEP/SPA report.

Serve on a search committee for a faculty position

Assist in the development of a course of instruction (e.g., new subject or on-line course)

Examples of Service to College or University

Serve on a college/university staff search committee as appropriate.

Serve on an Ad Hoc committee

Examples of Service to Profession (under the guidance of a faculty member)

Serve as a guest reviewer for a professional journal (Practitioner or Research)

Conduct professional training for a local school agency

Serve on a professional organization’s (e.g., CEC, APBS, TEC) advisory board or committee

STUDENT EVALUATION PROCEDURES

The Special Education Program continuously evaluates student progress and skill development. Students must maintain "good standing" for the duration of their program. Any grade below a C will not count toward program requirements. A student must maintain a cumulative average of 3.0 in all coursework taken. An accumulation of more than two "C" grades may result in termination of the student's enrollment in the Special Education doctoral program as determined by the Special Education faculty. Guidelines for academic progress and probation may be found at https://www.clemson.edu/graduate/students/policies-procedures/index.html.

Annual Student Review and Evaluation

Each spring term, the Special Education Faculty undertakes a systematic review of each student's progress toward completion of the program. The purpose of the evaluation is to provide feedback on student progress, identify student strengths and weaknesses, and identify remedial activities or procedures that may be considered for students who are not performing to program expectations. The review focuses on general academic status and progress through coursework, development of professional behaviors, and future plans.

During the first year of doctoral study, students will develop a ***Competency Portfolio*** related to the three competency areas – college teaching, supervision, research and scholarship, and service. Portfolios are due by the end of each academic year. Members of the Special Education individually review each student's portfolio and then meet to summarize performance evaluations for each competency area. Faculty offer comments about strengths and areas for further improvement. The results of the portfolio evaluation are shared with individual students by their advisor.

Portfolio Requirements

Research

Insert a reflective statement (500 words maximum) that summarizes activities related to research and scholarship including research participation, IRB application development, research implementation, manuscript preparation (research and practitioner), conference proposals, conference presentations, and grant writing activities. 500 words

College Teaching/Supervision

Insert a reflective statement (500 words maximum) that summarizes activities related to college teaching/supervision including courses that have been co-taught, workshop participation, and participation in in-service trainings.

Service

Insert a reflective statement (500 words maximum) that summarizes activities related to service including description of professional organization membership, manuscript reviews, participation in activities related to program and/or department operations, and committee participation.

Expectations for accomplishments in each competency area will change throughout a student's program. For example, research and scholarship activities at the beginning of a student's program should include participation in a wide array of research activities in order to gain experience with different methodologies and procedures. However, as a student moves toward

the end of their program, expectations would include conceptualization and implementation of a research study (supervised by faculty) in an area that supports development of a future research agenda.

Information regarding academic requirements for continuation in the graduate program, academic probation, and impact on graduate assistants and fellowships as well as grievance procedures may be found in the Graduate Policies and Procedures at https://www.clemson.edu/graduate/students/policies-procedures/index.html.

Quarterly Review

Students should meet at least quarterly with their advisors to plan coursework, review Competency Portfolio, and discuss long-term goals. The content of these meetings is meant to be consultative regarding future planning and evaluative in terms of student experiences and competencies to date. These quarterly meetings are to be formative in nature and evaluation is designed to improve student skills.

COMPREHENSIVE EXAMINATIONS-ADVANCEMENT TO CANDIDACY

A doctoral student becomes a candidate for the doctorate (or is “admitted to candidacy”) upon successful completion of the comprehensive examination for the degree and submission to the Office of Enrolled Student Services of Form GS-D, “Results of the Doctoral Comprehensive Exam and Candidacy Form.” Once admitted to candidacy, the student has five years to complete all requirements for the doctoral degree. The purpose of Comprehensive Exam-Advancement to Candidacy in Special Education is to ensure that doctoral candidates have reached a level of competence in areas of research and content that demonstrates potential for and facilitates successful completion of a high-quality dissertation. Completion of comprehensive exams and advancement to candidacy includes:

- Candidates’ demonstration of knowledge and expertise in specific areas of study through a specialty area paper;
- Candidates’ ability to integrate and synthesize knowledge and skills across areas of research and content through a comprehensive research proposal that addresses appropriate research questions and appropriate research design/methodology within a relevant area of study;
- Candidates’ ability to respond to questions from the field regarding current trends and issues within special education through a synthesis of findings from research and key publications within the field of special education.

Written Comprehensive Exams are administered upon recommendation of the student’s Doctoral Committee, typically upon completion of all required coursework (See program of study on page 6). Part I (written papers) must be submitted to the committee chair within 3 months of being administered. Any extensions must be approved by the doctoral committee. Students may build upon previous lines of research, but submissions should be original documents. Students may take 3 credits of EDSP 9910: Research or Special Topics to complete their comprehensives.

Part I. Written Comprehensive Examination

IA. The **major area paper** requires students to develop an extensive paper that addresses a topic of relevance within the student's program of study. Students must present to his/her advisor a written document outlining potential topics that address an important issue in the field of special education. Students will finalize their topic in consultation with their major advisor. The paper may be written as a position paper suitable for submission for publication. It must adhere to APA format and must address the topic thoroughly and succinctly within no more than 30 pages. The major area paper may be aligned to the dissertation topic at the discretion of the student's major advisor. However, the major advisor instead may assign a topic for investigation based on perceived gaps in the student's expertise. If the topic is related to the student's dissertation, approval of the major area paper does not necessarily constitute approval as the literature review for the dissertation.

IB. The **research proposal** requires students to develop a researchable question and articulate an appropriate design to address the question. The proposal will include the participants, dependent and independent measures, interrater agreement, and fidelity of implementation measures, appropriate analyses, and potential limitations of the design.

Part II. Oral Comprehensive Exam

The Comprehensive Exam will be disseminated by the student's major advisor to the student's committee upon submission, and a date for the oral defense (typically two weeks after submission of Part I) should be scheduled based on feedback from committee members. Committee members will rate the responses according to the scoring rubric and provide recommendations to the major advisor within a two-week period. The oral comprehensive exam entails a structured oral presentation, or defense, of the major area paper. The committee members may question the student during this oral exam to clarify any information in the written portion of the comprehensive examination. In addition, committee members may pose other questions about research methodology or special education, as appropriate. The student may proceed with the proposal of dissertation upon approval by committee members, and submission (by the student's major advisor) of the GS5D to the graduate school.

DISSERTATION

Purpose: The purpose of the dissertation is for the doctoral candidate to demonstrate competence in synthesizing relevant literature and in generating new knowledge for the profession using well-established research tools. It is the culminating set of events for the doctoral candidate. Although the dissertation is developed in collaboration with the student's dissertation committee, the student is expected to take the lead in this research endeavor. It is the student's responsibility to convince the advisor and committee that the design and scope of the study are of sufficient quality to be publishable and potentially to make an important contribution to the field.

Overall Requirements: The dissertation phase requires a minimum of 18 credit hours. Doctoral students must present a prospectus of a study to the doctoral advisor for discussion. After tentative approval by the advisor, the student typically prepares the first three chapters of the dissertation (i.e., background, literature review, method) and presents this proposal to the dissertation committee. Once the committee approves the study, the candidate conducts an investigation under the leadership of the doctoral advisor and committee. The candidate defends the final research submission (i.e., all five chapters) to the dissertation committee. After the dissertation committee signs off on the dissertation, an electronic manuscript must be submitted to the Graduate School to make sure it is compliant with Clemson University's

manuscript format guidelines: see www.clemson.edu/graduate/students/these-and-dissertations/index.html Although the current American Psychological Association (APA) guidelines provide the stylistic format used in the special education program, we recommend that the PhD candidate write the dissertation considering both APA style and the Graduate School's requirements. For candidates in special education, the dissertation may be quantitative (group or single-case designs) or qualitative in nature or may comprise a mixed methods design. The type of design selected should match the research question(s) posed, and both professional writing and research methodology must adhere to current standards of high quality in the profession.

Selection of Dissertation Advisor: Your initial program advisor may or may not be the same person as your dissertation advisor (i.e., major advisor). Your major advisor should be someone who holds rank in the special education program and someone with whom you share a common research interest or methodological practice. Your initial program advisor may be able to help you to identify a potential dissertation advisor. A faculty member may even invite you to work with him/her on your dissertation. We recommend that you discuss your interests with the person whom you would like to direct your dissertation as early as you are able during your program, but probably after you have had a chance to work with him/her in class or on a project and have become familiar with that faculty member, his/her style, and research foci. However, you also should realize that a faculty member may choose not to serve as your advisor or may rather serve only as a committee member or even not at all on your committee. The major advisor chairs the advisory committee meetings and serves as primary mentor of the student.

Selection of Dissertation Committee Members: You should work with your dissertation advisor to discuss the potential composition of your committee. Your committee, including the major advisor, should be comprised of a minimum of four faculty members. At least one member must be a faculty member outside your department (outside of the Department of Education and Human Development). If a minor is declared, then a committee member with expertise in this area must be represented as well. The selection of your committee members is a joint decision made by you and your dissertation advisor. Usually, committee members are selected because of their research interests and expertise. Your research topic helps in the selection process for committee membership, but other factors are important as well. You will want at least one person who is knowledgeable in the type of methodology you anticipate using. Also, interdisciplinary topics may require more committee members from other departments or colleges. Once you and your advisor select the members you would like to have serving on your committee, it is your responsibility to ask these faculty members about their willingness to serve on your committee. Although you may not have worked out all the details for your study yet, once you and your advisor agree on the topic, you should share your research ideas with your prospective committee members. In matters of disagreement, committee members typically yield to the dissertation advisor, because the advisor serves the primary role of mentor to the candidate.

The responsibilities of the advisory committee are threefold: attending meetings and providing feedback on (a) the comprehensive exams (described elsewhere), (b) the dissertation proposal and (c) the dissertation defense. Feedback often is provided directly to the candidate, but sometimes this feedback is channeled through the dissertation advisor. The advisor has the primary responsibility in working closely with you to help you complete the dissertation.

Your program of studies (GS2) lists your coursework and must be filed no later than the beginning of the fourth semester of study. This GS2 form also lists the selection of committee members and requires signatures from all committee members prior to formal filing. The GS2 must be filed prior to taking the comprehensive examinations. Occasionally, coursework may

change (e.g., substituting a different course for a requirement or taking an independent study), and sometimes committee members or the advisor may be altered after filing the initial GS2. In such a case, a new GS2 must be filed with the new listing of courses and/or committee.

Dissertation Proposal: A general prospectus should be developed by the candidate and submitted to the major advisor for discussion. Once the topic and general plan have been agreed upon, the candidate develops the first three chapters of the dissertation: background, literature review, and method. However, the candidate also may need to enlist counsel from one or more members of the committee, especially related to design and analysis. After the first three chapters are developed, the student works with committee members to find an appropriate time for presentation of the dissertation proposal. Once the committee approves the proposal, the candidate is able to conduct the investigation, given that the Institutional Review Board also grants approval of the study.

Dissertation Manuscript: The special education area recommends that a traditional format be used for development of the dissertation document. The dissertation should include five chapters: introduction (e.g., background, purpose, rationale, and potential significance), literature review, methodology, results, and discussion (e.g., summary and integration of results of current study as well as in relation to past research, implications for practice, limitations of the study, and future directions). Candidates are encouraged to write their dissertation with the idea that it may be developed into one or more potential manuscripts for submission to professional journals for publication. Because of the level of close direction, the advisor provides throughout the dissertation process, the dissertation advisor typically serves as one of the co-authors when the dissertation is published. Additionally, one or more members of the dissertation committee may serve as co-authors, depending on their level of involvement in the study and/or preparation of the manuscript(s) intended for potential publication.

> Chapter 1 introduces the topic to your audience. It should describe general background or context for the topic, the purpose of the study, your research question(s), its rationale, and its potential significance. Special terminology may be defined here.
>
> Chapter 2 comprises a literature review relevant to your dissertation topic. Information should be synthesized for the reader, but you should demonstrate your knowledge of previous studies. Some literature reviews may be a narrative synthesis; others may be a meta-analysis. Your critique is an important part of the literature review, so it is expected that you highlight similarities and differences among studies. You may critique substantive or methodological features of the studies, perhaps highlighting factors that have not been evaluated, differences in method or type of sample, and so forth. Your literature review should demonstrate critical thinking and set the stage for how your dissertation study will add to the research base.
>
> Chapter 3 describes the methodology used. This chapter provides the research question(s) and explains the overall design that is used to address the question(s). The plan for analysis is described as well. You should include information about your sample here. Demographic information may be presented. The procedures you use for collecting the data and/or implementing a treatment (i.e., independent variable) must be described in detail. If, for example, you chose to conduct a group design and selected a treatment and control group to contrast, you would need to describe your methods for sample selection as well as the comparability of your groups on key variables. Also included in this chapter is a description of and rationale for the dependent measures you use, including established technical characteristics or pilot study data. Questionnaires and

other types of dependent variables are described in text, but the actual questions used may be placed in an appendix.

Chapter 4 presents the results you obtained from your investigation. Both tables and text may be used to present information, but the same information should not just be repeated in both places. Describe data to demonstrate the fidelity of the study. Report the results of analyses for the dependent measures that were described in the third chapter. For example, if statistical tests were used, typically the test, result, associated p-value, and effect size should be provided. Qualitative information may be provided, and results of questionnaires, included open-ended responses. However, results are presented only: They are not interpreted or discussed until the fifth chapter.

Chapter 5 summarizes questions and results through discussion. You should explain what your results mean and place them in context with your own design (e.g., to what populations could you most accurately generalize these results) and in context with other studies in your area. Based on what happened with your study, explain why you likely did or did not get the results you anticipated. Discuss your conclusions, but refrain from overgeneralizing your results; rather, you must specify any limitations to your study that might constrain your conclusions. Discuss the implications of your study for practice, and specify directions for future research in this area.

Finalizing the Defense: After scheduling a defense date and notifying the University community, the defense is carried out, and any necessary revisions are made to the written dissertation. Once Committee members approve the final manuscript, they sign off on the GS7D form indicating a successful pass. If the candidate should fail to pass the defense, a second defense may be scheduled but only upon advisory committee recommendation. After approval of the dissertation by the committee, the PhD candidate will need to convert the dissertation manuscript to a pdf file and upload it for review by the Graduate School. Additional formatting revisions may be necessary before the dissertation is finally accepted by Manuscript Review. PhD students are asked at that point to complete a survey: Survey of Earned Doctorates.

Because many dissertations require revisions prior to final acceptance, the PhD candidate needs to pay close attention to dates. Deadlines are published at www.clemson.edu/graduate/students/deadlines.html and are updated periodically. However, PhD candidates need to remember that the advisor needs time to read and to provide feedback to the candidate prior to the manuscript being sent to the committee members. Likewise, committee members need a minimum of 10 days to read the manuscript prior to the scheduled defense. The Defense Form must be submitted at least 10 days prior to the actual defense, so it gets posted on the Defense Calendar for the University community. The defense date needs to be scheduled, so enough time is allocated for potential revisions by the submission due date should the student desire to graduate that same semester. The University requires that the defense be scheduled at least 3 weeks prior to the commencement date during the semester in which the candidate expects to graduate.

Appendices

Special Education Faculty

Abigail Allen. Abigail Allen, Ph.D. earned her doctoral degree from the University of Missouri. She has worked as an elementary-level speech/language pathologist in schools, focusing on interventions with students with speech and language disorders. Her research has focused on literacy, particularly on early writing interventions and assessments. She has also worked on assessments and interventions at the middle school level within the context of a response-to-intervention framework.

Catherine A. Griffith, Ph.D., received her doctorate in special education with emphases in learning disabilities, reading, and advanced statistics from the University of Virginia. As a Clinical Assistant Professor of Special Education, she supervises student teachers and practicum students and teaches coursework on individuals with learning disabilities and intensive academic interventions. Previously, she has served as a researcher for the National Dropout Prevention Center investigating the effects of a reading program on struggling adolescent readers in five school districts across the country. She is a former middle school special education teacher who instructed students with learning disabilities in self-contained, resource, and inclusion classes. Her main research interests are (a) supporting pre-service and in-service teachers with improving the academic performance of students with disabilities and (b) evidence-based reading practices for individuals with disabilities.

Shanna Hirsch, Ph.D., BCBA-D. Shanna Hirsch received her doctoral degree in Special Education from the Curry School of Education at University of Virginia. Prior to coming to Clemson, Dr. Hirsch worked as a special education teacher and behavior analyst in Nashville, Boston, and Washington, DC. These experiences have shaped her research, teaching, and service agendas. Dr. Hirsch's research is focused on (a) developing supports for novice teachers and (b) implementing evidence-based practices. Dr. Hirsch has authored (and co-authored) over 20 publications on topics such as teacher preparation methods, instructional methods for students with emotional behavioral disorders, and positive behavior supports. Publication outlets include the *Journal of Applied Behavior Analysis, Behavioral Disorders, Exceptional Children,* and *Remedial and Special Education.* Dr. Hirsch teaches courses on emotional behavioral disorders and intensive behavioral management. She is also an active member of several national organizations including the Council for Exceptional Children and Association for Positive Behavioral Support.

Janie Hodge. Janie Hodge received her doctorate from the Peabody College of Vanderbilt University in SE. Dr. Hodge's focus of instruction includes learning disabilities, reading instruction for students with mild disabilities, and secondary strategies for students with disabilities. She received a personnel preparation grant funded by the U. S. DOE OSERS to prepare 24 SE masters students with expertise in early literacy instruction, and has provided professional development in reading and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for teachers across North and South Carolina. She is one of eight recognized trainers for Peer-Assisted Learning Strategies in reading developed by Drs. Lynn and Doug Fuchs and colleagues at Vanderbilt. She has provided training in Kindergarten PALS, PALS reading for grades 2-6, and High School PALS in Reading. Dr. Hodge worked with the State Improvement Grant awarded to the South Carolina Department of Education, Office of Exceptional Children to provide training and support to high-needs schools and districts in scientifically based literacy practices. She served as an expert reviewer for the U. S. Department of Education Reading First grants to states, and as a member of the Reading First Expert Review Panel. She helped

initiate a state-funded grant that is a collaborative effort across nine universities in South Carolina, Centers for the Re-education and Advancement of Teachers in Special Education of South Carolina (Project CREATE) designed to improve the quality of the SE teacher workforce. She serves as co-principal investigator on Project ExPERTiSE, a US Department of Education Leadership grant that prepares doctoral level scholars in the areas of literacy, behavior, and drop-out prevention. She also serves as mediator and IEP facilitator for the South Carolina Department of Education.

Antonis Katsiyannis. Antonis Katsiyannis, Ed.D., received his doctorate from the College of William & Mary in general school administration/special education administration, along with specialization in behavioral disorders. After completing his doctorate in 1989, Dr. Katsiyannis was employed by the Virginia Department of Education in the Federal Monitoring Unit and taught at the University of Nebraska at Kearney. Currently, as a Distinguished Alumni Professor of Special Education with Clemson University, he is teaching courses in assessment, applied behavior analysis, and legal and policy issues. He has published extensively in the areas of legal and policy issues associated with SE, delinquency, and students with emotional or behavioral disorders in professional journals, such as Behavioral Disorders, Exceptional Children, Remedial and Special Education, and the Journal of Special Education. He serves in several editorial boards, an associate editor for RASE, and co editor for the Legal column in Intervention in School and Clinic. He is has served on national boards, including as the president of the Council for Exceptional Children and the Council for Children with Behavioral Disorders and as a member of the Board of Directors for the Council for Exceptional Children.

Kent Parker. Dr. Parker received his PhD, in special education from the University of Missouri in 1994 in Special Education. His areas of expertise include curriculum and instruction for students with severe disabilities, behavior analysis, instructional and school-wide positive behavior interventions and supports, and secondary special education planning and services. He has been employed as a special education teacher in three states and has spent more than a decade as a district-level coordinator for behavioral intervention services and autism. He has had extensive professional experiences as a special educator, higher education faculty member, and a curriculum and behavioral consultant to the SC Department of Education and SC school districts.

Joseph B. Ryan. Dr. Ryan is the Stanzione Distinguished Professor of Clemson LIFE and received his Ph.D. from the University of Nebraska in 2004. He is the founder and Executive Director of Clemson LIFE (Learning is for Everyone), a post-secondary educational program for individuals with disabilities. He has taught students with emotional and behavioral disorders from grades K through 12 across a variety of educational settings, including resource and self-contained classrooms, special day schools, and a residential treatment center. Dr. Ryan has over 80 publications, and currently serves as the Editor of the journal *Beyond Behavior*. He has successfully raised over $4.8 million in grants and private donations.

Pamela M. Stecker. Pamela M. Stecker is Professor of Special Education and earned her PhD from Peabody/Vanderbilt University in 1993. Her teaching focuses on assessment practices and academic interventions in literacy and mathematics for students with learning disabilities or who are at risk. Dr. Stecker's research interests include the use of progress monitoring systems for improving teacher planning and student achievement in language arts and mathematics. Dr. Stecker most recently finished work on an Institute of Education Sciences grant with colleagues at Iowa State University that was focused on a professional development system for progress monitoring in algebra. Dr. Stecker has served as a trainer for the federally funded *National Center on Student Progress Monitoring* and *National Center on Response to Intervention*, and

she currently serves as a consultant on the *National Center on Intensive Intervention* as one of their reviewers for academic progress monitoring tools. Dr. Stecker serves as a trainer for Peer-Assisted Learning Strategies in both reading and mathematics and served as one of the reviewers on the U.S. Department of Education's Reading First Expert Review Panel. She also serves on the editorial review boards for several professional journals.

PhD Milestones Checklist

	Brief Description	Date
Research Engage with multiple faculty members on different research projects Assist a faculty member on at least one grant proposal Under the guidance of a faculty member, develop and conduct at least three presentations (at least one should be at the national level) Under the guidance of a faculty member, co-author at least two manuscripts submitted for publication		
College Teaching Courses Related Activities Supervision Courses Related Activities		
Service Special Education College/University Profession		

College Teaching Request

Student's Name _____ **Date** _____

Advisor _____

Course Requested *(List in order of preference)*	**Semester**	**Instructor**

Courses I Have Already Co-Taught	**Semester**	**Instructor**

Explain how these courses relate to your specialty area.

College Teaching Contract with Supervising Faculty

Purposes of Teaching Mentorship

1. To gain additional knowledge to build an area of specialty as a doctoral student.
2. To gain expertise and experience in college teaching.

Course _____ Semester _____
Faculty Member _____ Student _____

Course Activity	Specifics for Course	Completion Date
Attend all class sessions.		
Support instruction weekly with the following tasks:		
• Lead activity planned by instructor		
• Develop online content or activity		
• Lead an original activity.		
• Teach one full class session using instructor's notes.		
• Teach one full class session using original notes.		
• Prepare at least two potential exam questions per sessions that reflect various levels of student understanding.		
Grade at least 2 sets of papers/projects/exams. Faculty grades at least 1/3 to check for agreement in use of grading code.		

We agree to the above expectations for co-teaching in this course.

Faculty signature _____

Doctoral student signature _____

Supervision Mentorship Request

Student's Name _____ Date _____

Advisor _____

Course Requested *(List in order of preference)*	**Semester**	**Instructor**

Courses I Have Involved in Supervision	**Semester**	**Instructor**

Supervision Contract with Supervising Faculty

Purposes of Supervision Mentorship

3. To gain additional knowledge to build an area of specialty as a doctoral student.
4. To gain expertise and experience in supervision.
5.

Course _____ Semester _____

Faculty Member _____ Student _____

Course Activity	**Specifics for Course**	**Completion Date**
Attend all field visits for at least 3 students.		
Support supervision weekly with the following tasks:		
• Attend orientation sessions and seminars		
• Complete Lesson Evaluation Forms		
• Lead lesson follow up with at least 2 students		
• Grade at least 2 sets of papers/projects/exams. Faculty grades at least 1/3 to check for agreement in use of grading code.		

We agree to the above expectations for supervision in this course.

Faculty signature _____

Doctoral student signature _____