Ball State University

Doctor of Education
Department of Special Education

Program Policies Handbook

Department of Special Education
Teachers College TC 705
765-285-5700

BSU Department Program and Graduate School websites:

http://cms.bsu.edu/academics/collegesanddepartments/teachers/departments/specialed/

http://cms.bsu.edu/academics/collegesanddepartments/gradschool

http://cms.bsu.edu/academics/collegesanddepartments/gradschool/academics/graduatecatalog
Acknowledgements

Thank you for assistance in development of this policy handbook is extended to:

Dr. Lawrence Gerstein, Director of the Doctoral Program, Counseling Psychology Ph.D. with a Major in Counseling Psychology Program Description and Application Information

Dr. Thalia Mulvihill, Director of the Doctoral Program and Dr. Michelle Glowacki-Dudka, Editor Doctoral Program Handbook, Department of Educational Studies Adult, Higher, and Community Education Handbook

Dr. David McIntosh, Co-Director of the Doctoral Program, Educational Psychology Ph.D. Educational Psychology (School) Student Handbook and Program Policies

Note. This publication does not replace or supplant any elements of the Ball State University Graduate Catalog or the Guidelines for Doctoral Degree Programs of Teachers College. The intent of this document is to supplement these materials and act as additional information for doctoral candidates in the Department of Special Education.
# Table of Contents

## Department of Special Education Doctoral Program Policies Handbook

- Acknowledgements ........................................ 2
- Table of Contents .......................................... 3
- Introduction and Purpose ................................. 5
- Special Education Mission ............................... 5
- Special Education Philosophy ............................ 5
- Goals of the Doctoral Program .......................... 5
- Special Education Ed.D. Strand Areas ................. 6
  - Policy and Administration ............................ 6
  - Applied Behavior Analysis and Autism .......... 6
  - Low Incidence: Teaching and Learning ............ 6
  - High Incidence: Teaching and Learning .......... 7
  - Special Education General ............................ 7
- Ed.D. Program Overview and Strand Specifics ........ 7
  - Policy and Administration ............................ 8
  - Applied Behavior Analysis and Autism .......... 8
  - Low Incidence: Teaching and Learning ............ 9
  - High Incidence: Teaching and Learning .......... 9
  - Special Education General ............................ 10
- Admission Requirements and BSU ADMIT .......... 10
- Doctoral Degree Requirements .......................... 12
- Departmental Degree Requirements .................... 12
- Cognate Requirements ..................................... 12
- Dissertation Requirements .............................. 12
- Transfer Credits ............................................. 13
- Variation of Doctoral Degree Total Hours Earned .... 13
- Residency Requirement .................................... 13
- Time Allowed for Doctoral Degree ....................... 13
- Satisfactory Graduate Grade Point Average (GPA) .. 14
- Application Process ........................................ 14
- Tuition and Fees ............................................. 14
- Financial Aid ................................................ 14
- Graduate School ............................................ 15
- Department of Special Education ....................... 15
- International Candidate Application Process ......... 16
- Statement on Demonstrated Proficiency in English ... 16
- Criteria for Selection ....................................... 17
- Student Academic Ethics and Attendance Policies ... 17
- Accuracy and Assessing Academic Ethical Issues .... 18
- Implementation Procedures ............................... 18
- Ball State University Academic Calendar .............. 18
- Writing Quality and Written Work ....................... 19
- Academic Policies and Procedures ..................... 19
Introduction and Purpose

The Doctor of Education (Ed.D.) degree in special education is designed to meet the needs of advanced graduate candidates seeking to assume leadership roles in special education in one or more of the following positions: higher education teacher educator; state/local school corporation special education administrator; special education manager; curriculum specialist; behavior specialist; and researcher/evaluator/consultant. Upon successfully completing the program, the candidate will hold a doctor of education degree with a program emphasis in one of the following strand areas: Policy and Administration; Applied Behavior Analysis and Autism; Teaching and Learning – Low Incidence; Teaching and Learning – High Incidence; or General Special Education (i.e. general training emphasis rather than a specific disabilities or focused training emphasis).

Special Education Mission

The Doctor of Education (Ed.D.) degree in special education has historically offered an advanced degree designed to meet the needs of advanced graduate candidates seeking to assume leadership roles in special education. The Ed.D. provides various strand or focus area options based on faculty expertise and naturally existing/emerging focus areas in the field. Strands are designed to meet candidate interest and labor market needs/demands. Ed.D. Strands include: Policy and Administration; Applied Behavior Analysis and Autism; Teaching and Learning – Low Incidence; Teaching and Learning – High Incidence; and General Special Education.

Special Education Philosophy

The doctorate degree represents the highest standards in academic and professional performance. The degree is bestowed upon candidates who have completed a course of study and who demonstrate skills in research and scholarship, written and oral communication, and a commitment to the professional standards and ethical practices established for the special education profession. The Ed.D. in special education at Ball State University is committed to candidates’ professional development and emphasizes the ethical, standards, and guidelines established by the Council for Exceptional Children (CEC) (see http://www.cec.sped.org).

Goals of the Doctoral Program

The overarching goals of the Doctor of Education Degree in the Department of Special Education at Ball State University include:
Focus on core knowledge and skills for advanced professional practice
- Provide flexibility for candidates to develop specialized expertise in selected interest areas
- Emphasize scholarship and research in all courses
- Include options to adapt to changing regulatory statutes, professional standards, and new technology and knowledge
- Build on the strength and collaboration of faculty within the department and extended to other departments
- Emphasize learning in the context of communities
- Provide a structured sequence of rigorous research-based course offerings
- Encourage teaching and learning collaboration

Special Education Ed.D. Strand Areas

Policy and Administration

The Policy and Administration strand focuses on candidates interested in policy areas related to disability public policy and laws and those interested in the administration and management of program services in special education. Candidates are immersed in laws and policies that shape disability services and organizational behavior theories and principles that are applied to the administration of service delivery systems geared toward programs for persons with disabilities. Candidates have the opportunity to expand their knowledge base in the area of administration and public policy. Many candidates choose to complete a cognate in the area of educational leadership and work to add the director of exceptional needs license to their current IDOE professional education license.

Applied Behavior Analysis (ABA) and Autism

The ABA and Autism strand focuses on principles and theories related to applied behavior analysis and their applications with persons with autism. Principles of behavior, behavior consultation techniques, and treatment/intervention strategies are core concepts and skills explored. Candidates have the opportunity to earn certifications in ABA and Autism from Ball State University as well as working toward becoming Board Certified Behavior Analyst as program options.

Low Incidence: Teaching and Learning

The Low Incidence strand focuses on specific strategies and instructional approaches that are evidence-based related to teaching and learning for persons with low incidence disabilities. Principles of behavior, communication (including augmentative and alternative communication), accommodations, and treatment/intervention strategies used with individuals with severe or moderate disabilities are key concepts and skills presented. Candidates have the opportunity to expand their teaching repertoire as they work with students with low incidence
disabilities in special education settings. Teacher education preparation is also a focus of the program.

**High Incidence: Teaching and Learning**

The High Incidence strand focuses on specific strategies and instructional approaches that are evidence-based related to teaching and learning for persons with high incidence disabilities. Principles of assessment, instructional methods, accommodations, and intervention strategies used with individuals with mild disabilities are key concepts and skills presented. Candidates have the opportunity to expand their teaching repertoire as they work with students with high incidence in special education settings. Teacher education preparation is also a focus of the program.

**Special Education General**

The Special Education General strand is designed to meet the needs of advanced graduate candidates seeking to assume leadership roles in special education in one or more of the following positions in higher education: teacher educator, special education manager, curriculum specialist, or researcher/evaluator. Upon successfully completing the program, the candidate will hold a doctor of education degree with a non-categorical major in special education degree (i.e., with generic training emphasis rather than a specific disabilities training emphasis).

**Ball State University – Ed.D. Program Overview and Strand Specifics**

Doctor of Education in Special Education
Teachers College – Department of Special Education

**Ed.D. in Special Education:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCE 701</td>
<td>Pol Is Sped</td>
<td>3</td>
</tr>
<tr>
<td>SPCE 702</td>
<td>Ln Beh &amp; Dev</td>
<td>3</td>
</tr>
<tr>
<td>SPCE 706</td>
<td>Sem Int Inv</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SPCE 707 Sem Mild Inv</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SPCE 709 Beh Excp Per</td>
<td>3</td>
</tr>
<tr>
<td>SPCE 764</td>
<td>Seminar (3-6)</td>
<td>3</td>
</tr>
<tr>
<td>DISS 799</td>
<td>Drs Dissert (1-24)</td>
<td>10</td>
</tr>
<tr>
<td>EDPSY 641</td>
<td>Statist Meth</td>
<td>3</td>
</tr>
<tr>
<td>EDPSY 642</td>
<td>Interim Stat</td>
<td>3</td>
</tr>
<tr>
<td>ID 705</td>
<td>Resrch Collq (1-3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cognate Area (one area for 24 hrs or two areas for 15 hrs)</td>
<td>24-30</td>
</tr>
</tbody>
</table>
Special Education Strand courses 9 hrs. accepted by committee
(Previous graduate work in special education may total 30 hrs maximum)
Another 700-level seminar may be substituted for SPCE 764
A minimum of 40 hrs must be in the major area;
a minimum of 90 total hours required; at least 48 hrs must be taken at BSU,
SPCE 636 Research in Special Education or graduate level introduction statistics
class is a prerequisite for admission to do doctoral work in special education.

**Policy and Administration**

*Required Courses:*
SPCE 639 (3) Sped Org Ad
SPCE 637 (3) or Adm Sp Ed

*Directed Elective Requirements:*
SPCE 709 (3) Beh Excp Per
or
SPCE 706 (3) Sem Int Inv
or
SPCE 707 (3) Sem Mild Inv

*Policy Emphasis:*
SPCE 687 (3) Assmt Mild
or
SPCE 677 (3) Prnt Exp Chl

*Administration Emphasis:*
SPCE 694 (3-9) Internship
or
SPCE 636 (3) Res Spec Ed
or
SPCE 624 (3) Voc Prep

**Applied Behavior Analysis (ABA) and Autism**

*Required Courses:*
SPCE 609 (3) Intro ABA
SPCE 610 (3) Beh Consult

*Directed Elective Requirements:*
SPCE 709 (3) Beh Excp Per (preferred seminar)
or
SPCE 706 (3) Sem Int Inv
or
SPCE 707 (3) Sem Mild Inv
ABA Emphasis:
SPCE 611 (3) Adv ABA
or
SPCE 660 (3) Seminar in Special Ed; (A B A Ethics)

Autism Emphasis:
SPCE 680 (3) Intro Autism
or
SPCE 682 (3) Treat Autism

Low Incidence Disabilities: Teaching and Learning

Required Courses:
SPCE 577 (3) Int In Intrv
SPCE 578 (3) Meth Intense

Directed Elective Requirements:
SPCE 706 (3) Sem Int Inv (preferred seminar)
or
SPCE 709 (3) Beh Excp Per

Severe Emphasis:
SPCE 631 (3) Comp Sp Nds
or
SPCE 609 (3) Intro ABA

Autism Emphasis:
SPCE 680 (3) Intro Autism
or
SPCE 682 (3) Treat Autism

High Incidence Disabilities: Teaching and Learning

Required Courses:
SPCE 686 (3) Intro Mild
SPCE 687 (3) Assmt Mild

Directed Elective Requirements:
SPCE 707 (3) Sem Mild Inv (preferred seminar)
or
SPCE 709 (3) Beh Excp Per

SPCE 688 (3) Meth Mild In
or
SPCE 603 (3) Collab Spc Ed
or
SPCE 631 (3) Comp Sp Nds
Special Education General

Required Courses:
SPCE 600 (3) Except Child
SPCE 636 (3) Res Spec Ed

Directed Elective Requirements:
SPCE 707 (3) Sem Mild Inv  (preferred seminar)
or
SPCE 706 (3) Sem Int Inv
or
SPCE 709 (3) Beh Excp Per
SPCE 500-600 level (3) Open SPCE program elective

Please see - Doctoral Degree in SPCE
http://cms.bsu.edu/academics/collegesanddepartments/teachers/departments/specialed/academics/drdegree

Admission Requirements

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold a master’s degree from an accredited institution, have two years of successful documented appropriate professional experience, have a grade point average (GPA) of at least 3.2 on a scale of 4.0 at the master’s level, achieve acceptable composite scores on the Graduate Record Examination (GRE) general test (typically scores at or above the 50+Verbal and 40+ Quantitative percentile range), TOEFL scores for international candidates where required per the BSU Rinker Center for International Programs, and be recommended by the department’s advanced graduate studies committee.

Applicants must be proficient/fluent in speaking and writing standard English, complete the application process, including departmental requirements - submit the following: a letter of introduction/purpose; current curriculum vita or resume; four (4) professional letters of recommendation; participate in an admissions interview process with the advanced graduate studies committee; and demonstrate commitment to the field of special education.

Please see – How to Apply to the Graduate Program
http://cms.bsu.edu/academics/collegesanddepartments/gradschool/admissions/application-process

Also see BSU Grad School ADMIT:

The Doctor of Education (Ed.D.) degree in special education is designed to meet the needs of advanced graduate candidates seeking to assume leadership roles in special education in one or more of the following positions: higher education teacher educator;
state/local school corporation special education administrator; special education manager; curriculum specialist; behavior specialist; and researcher/evaluator/consultant. Upon successfully completing the program, the candidate will hold a doctor of education degree. The Ed.D. in special education at Ball State University is committed to candidates’ professional development and emphasizes the ethical standards, and guidelines established by the Council for Exceptional Children (CEC) (see http://www.cec.sped.org).

Applicants are provided opportunities to develop the following skills in the Ed.D.:

- Core knowledge and skills for advanced professional practice and specialized expertise in the candidate’s selected interest area
- Scholarship and research in all content areas and course work
- Skills to adapt to changing regulatory statutes, professional standards, and new technology and knowledge in the field of special education
- Skills in collaboration with an emphasis in learning in context and application
- Encouragement in teaching and learning collaboration

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold a master’s degree from an accredited institution, have two years of successful professional experience, have a grade point average (GPA) of at least 3.2 on a scale of 4.0 at the master’s level, submit four (4) professional letters of recommendation; achieve acceptable composite scores on the Graduate Record Examination (GRE) general test, achieve acceptable Test of English as a Foreign Language (TOEFL) scores for international candidates where required per the BSU Rinker Center for International Programs, and be recommended by the department’s advanced graduate studies committee. Applicants must be proficient/fluent in speaking and writing standard English.

The additional departmental requirements include submission of the following: a letter of introduction/purpose; current curriculum vita or resume; and participation in an admissions interview process with the advanced graduate studies committee.

The letter of introduction and purpose should be 1000-2000 words and consist of:

- Brief Autobiography including professional work experience
- Statement of philosophy of education and disability services, including area/s of interest
- A description of candidate’s:
  a) purpose/goals you intend to accomplish by earning a doctoral degree
  b) research/teaching contributions you will make to the field

Please visit the Department of Special Education at Ball State University at www.bsu.edu/spced.

Please note: International candidates should contact Ball State’s Rinker Center for International Programs to determine eligibility status. This program offers courses in a blended format (online/main campus) and might not have sufficient main campus coursework for international students. (http://cms.bsu.edu/Academics/CentersandInstitutes/Rinker.aspx)
The BSU Rinker Center for International Programs coordinates all international application files.

**Doctoral Degree Requirements**

Candidates must complete at least 90 hours of graduate work beyond the bachelor’s degree. At least 40 hours, excluding dissertation hours, must be in the major (SPCE). A minimum of 48 of the required 90 hours must be completed at Ball State University. Candidates must complete a minimum of 10 hours of dissertation credits (DISS 799) and a maximum of 28-30 dissertation hours may be counted toward a candidate’s program of study. Doctoral candidates must complete a rigorous research component and will be expected to demonstrate competency with research tools applicable to their major areas. The required research tools (statistical methods EDPS 641 and 642) will be determined by the candidate’s doctoral committee and included on the candidate’s program of study.

**Departmental Doctoral Degree Requirements**

Candidates will earn 9 hours in Core Seminar Courses (SPCE 701, 702, 764), 6 hours in Research Courses (EDPS 641 & 642), 40 hours (including one additional 700 level SPCE seminar) in the Strand Area and/or related courses (*Policy and Administration, Applied Behavior Analysis (ABA) and Autism, High Incidence: Teaching and Learning, Low Incidence: Teaching and Learning, or Special Education General*), a single cognate of 24 hours or two cognate areas of 15 hours each, 3 hours of research processes (ID 705), and a minimum of 10 hours of dissertation credits (DISS 799).

**Cognate Requirements**

Candidates are required to have either a single cognate field consisting of a minimum of 24 hours or two cognate fields consisting of a minimum of 15 hours each. For the 15-hour cognate, 9 hours must be taken at Ball State University; 12 hours of the 24-hour cognate must be taken at Ball State University. Cognates are available in all major fields of study for the doctor degree. Cognates at Ball State University are offered in a variety of departments and program areas. Candidate’s cognate concentration area/s is selected based on the area of interest, career and degree goals. Candidates are to work with their doctoral committee chairperson in exploration and selection of their cognate area/s.

**Dissertation Requirement (10 credit hours)**

Candidates complete a minimum of 10 hours of dissertation study as the final credit hours of their doctoral plan of study. A doctoral candidate *may not* register for DISS 799 hours until all coursework in their plan of study has been completed, they have completed and passed the comprehensive examination, they have presented and received committee approval for the dissertation proposal, and all required paperwork has been filed by the chair of the doctoral committee with the Graduate School. DISS 799 hours are based on a credit/no credit basis and are awarded upon successful defense of the candidate’s dissertation. Candidates who have completed ID 705 and all other coursework
requirements may with special permission register for DOC 700 while they complete their comprehensive examination and/or present their dissertation proposal for committee approval (international students will need special approval from the BSU Rinker Center for International Programs – Request for Reduced Course Load). Please see the Graduate Catalog and the Rinker Center for International Programs website for more information regarding registration and restrictions of DOC 700 and DISS 799.

Transfer Credits

At least 48 hours of the 90+ total hours for the Doctor of Education degree in Special Education must be completed at Ball State University. Because of program and degree requirements, most candidates typically will not be able to transfer all 48 possible transfer credits. The Department of Special Education typically will accept up to 30 credit hours. Course credits earned while in a previously completed degree (usually a Master’s degree) can be transferred into the doctoral program upon approval of the candidate’s doctoral committee. Courses taken that were not a part of a previously completed degree must have been earned within five years of the completion date of the doctoral degree. The current Ball State University Graduate Catalogue describes in detail course transfer requirements.

Variation of Doctoral Degree Total Hours Earned

Candidates may earn more than the minimum of 90 hours to meet all program requirements and meet their own individual degree/career goals as part of their doctoral program. In many cases Ed.D. candidates in the Department of Special Education will earn 90+ graduate hours beyond the bachelor’s degree.

Residency Requirement

Each doctoral candidate must fulfill a residency requirement at Ball State University. The minimum requirement for residency is the completion of at least 15 semester hours in two consecutive semesters of graduate work beyond the master’s degree. The residency encourages the doctoral candidate to concentrate on course work or research; it permits close collaboration with faculty and candidates; it fosters a familiarity with the university’s libraries, computing resources, specialized collections, and other unique campus facilities.

Time Allowed for the Doctoral Degree

It is important that doctoral candidates be current in their field of study when they graduate. Therefore, after a candidate has been admitted to a doctoral program and has taken at least one approved course, all requirements for the degree must be met within a seven-year period (7 years). Any courses required for the degree taken before admission to a doctoral program are subject to approval by a candidate’s doctoral committee. Evidence of current knowledge in the area may be required. Upon the recommendation of the department chairperson and with the approval of the Dean of the Graduate School, an
extension of the time allowed may be granted for one additional year. Extensions are based on academic considerations and are limited. The candidate requesting the extension of time allowed may be required to repeat preliminary examinations, to take additional course work, or both.

**Satisfactory Graduate Grade Point Average (GPA)**

At all times after completing 9 hours of doctoral study, a candidate must maintain a cumulative GPA of at least 3.2 for courses taken toward the doctoral degree. Candidate’s cumulative GPA is reported and monitored as part of the Ed.D. Decision Point Process within the Department of Special Education.

**Application Process**

All applicants must complete the application process through Ball State University’s Graduate School and also complete the required department application elements. All applicants are required to submit their transcripts, Graduate Record Exam (GRE) scores, and all application fees as part of the application file to the BSU Graduate School. Please see BSU Graduate School – Apply Now at: [http://cms.bsu.edu/academics/collegesanddepartments/gradschool/admissions/application-process](http://cms.bsu.edu/academics/collegesanddepartments/gradschool/admissions/application-process)

**Tuition and Fees**

Please see - [http://cms.bsu.edu/admissions/tuitionandfees](http://cms.bsu.edu/admissions/tuitionandfees)

**Financial Aid**

Please see - [http://cms.bsu.edu/admissions/scholarshipsandfinancialaid](http://cms.bsu.edu/admissions/scholarshipsandfinancialaid)

**Graduate School**

Candidates may apply for admission to the Doctor of Education Degree Program in the Department of Special Education at any time. Application files are due for the fall semester review on or before October 15th and are reviewed by the department during October-November of the fall semester. Application files are due for the spring semester review on or before March 15th and are reviewed by the department during April-May of the spring semester. Typically fall semester enrollment is recommended. Candidates submit an application for admission to the BSU Graduate School (applications can be done electronically at [www.bsu.edu/gradschool](http://www.bsu.edu/gradschool)). Candidates also submit copies of official transcripts from previous institutions attended showing graduation from accredited institutions of higher learning with degrees awarded and GRE scores (*GRE scores older than four [4] years are not acceptable*) to the Graduate School, Ball State University, Muncie, IN 47306.
Department of Special Education

The Department of Special Education requires candidates to submit:
1. a current resume or curriculum vita
2. at least four (4) professional letters of recommendation,
3. a letter of interest/intent with autobiography highlighting experiences working with students with disabilities, professional experiences,
4. A statement of area of interest with potential research focus.

This will include:

The letter of introduction and purpose should be 1000-2000 words and consist of:
• Brief Autobiography including professional work experience
• Statement of philosophy of education and disability services, including area/s of interest
• A description of candidate’s:
  a) purpose/goals to be accomplished by earning a doctoral degree
  b) intended research/teaching contributions to the field

Evidence of high levels of competence in written and oral expression in English are assessed from the written materials. The items typically are evidence of one’s skill level, but the advanced graduate faculty may ask you to submit a high quality sample of your writing ability from prior academic coursework.

Candidates must also submit documentation of two or more years of successful teaching and/or appropriate professional experience related to individuals with disabilities and/or the field of special education.

**Note:** Two (2) years of experience working with persons with disabilities as a minimum requirement for admittance into the doctoral degree. Candidate’s experience must be professional experience with documentation included as part of the application file.

These materials should be mailed to: Director of the Doctor of Education Program, Department of Special Education, Ball State University Muncie, Indiana 47306

Once all application materials are received and the application file is complete, the director of the doctoral program will make the file available for the advanced graduate faculty members to evaluate. Applicants may be invited to interview with the department faculty as part of the evaluation process. Following the evaluation process, the advanced graduate faculty will make a recommendation regarding acceptance. The director of the doctoral program will forward the recommendation to the Department Chairperson and the recommendation will be forwarded to the Dean of Teachers College who will make a recommendation and the file will be forwarded to the Graduate School where the final decision and notification to the applicant will be made.
International candidates should contact Ball State’s Rinker Center for International Programs to determine eligibility status. This program offers courses in a blended format (online/main campus) and might not have sufficient main campus coursework for international students. Please contact the Ball State University Rinker Center for International Programs http://cms.bsu.edu/academics/centersandinstitutes/rinker for application information. The BSU Rinker Center for International Programs coordinates all international application processes. Also see http://cms.bsu.edu/admissions/international/graduate/application-requirements-and-procedures.

All application materials must include:

1. official academic transcripts
2. GRE scores
3. TOEFL scores (where required)
4. documentation of at least two (2) years of professional experience in the area of special education or related area
5. four (4) professional letters of recommendation are required and will be verified by the Rinker Center for International Programs before a candidates application file will be processed.

In addition, all steps in the process of application, including notification of the final decision concerning the applicant, will be conducted through the Ball State University Rinker Center for International Programs.

Statement on Demonstrated Proficiency in English

Proficiency in the use of the English language is expected of all students who graduate with advanced degrees from Ball State University. Proficiency depends not so much on the ability to pass examinations—although the Cooperative English Test, the Test of English as a Foreign Language (TOEFL), and GRE scores required—as it does on the habitual use of acceptable English in spoken or written work. Each department will judge the qualifications of its advanced students in the use of English. Reports, examinations, and speech may be used in evaluating students’ proficiency. Students found deficient in English will be offered an opportunity to remedy the deficiency and will be encouraged to seek the assistance the university provides for this purpose.

International students are expected to have the same written quality and proficiency for all doctoral papers and products as other candidates in the Department of Special Education. Writing assistance is available from multiple resources at BSU, including the Writing Center (see University Services).
Criteria for Selection

Application materials include the applicant’s undergraduate and master’s GPA, GRE scores, electronic application, curriculum vita/resume, four (4) professional letters of recommendation, verified professional experiences, and written materials. The department’s advanced graduate faculty consider the following criteria in making a decision regarding an applicant’s recommendation: Graduate Record Examination Scores (typically scores at or above the 50+ Verbal and 40+ Quantitative percentile range); Analytical Writing 3.0 or more; the GPA in previous graduate work (3.2 or above on a 4.0 scale); the content of the letters of recommendation; the applicant’s professional experiences; and the quality and relevance of personal and professional goals, including writing, speaking, and research interests along with the quality/comprehensiveness of the interview process. The Advanced Graduate Committee will complete an applicant’s scoring rubric to assist in the decision-making process regarding a candidate’s application.

Student Academic Ethics and Attendance Policies

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Academic dishonesty by a student will not be tolerated and will be treated in accordance with this policy (see Graduate Catalog pp. 7-8). Academic dishonesty includes, but is not limited to, the following:

1. Violations of procedures that protect the integrity of a quiz, examination, or similar evaluation, such as possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member;
   a. copying from another person’s paper;
   b. communicating with, providing assistance to, or receiving assistance from another person in a manner not authorized by the faculty member;
   c. possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation;
   d. taking a quiz or examination or similar evaluation in the place of another person;
   e. utilizing another person to take a quiz, examination, or similar evaluation in place of oneself;
   f. changing material on a graded examination and then requesting a regrading of the examination;
   g. cooperating with someone else on a quiz, examination, or similar evaluation without the prior consent of the faculty member.

2. Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as
   a. submitting an assignment purporting to be the student’s original work that has been wholly or partly created by another person;
   b. presenting as one’s own the work, ideas, representations, or words of another
person without customary and proper acknowledgment of sources;
c. submitting as newly executed work, without the faculty member’s prior
knowledge and consent, one’s own work which has previously been presented
for another class at Ball State University or elsewhere;
d. knowingly permitting one’s work to be submitted by another person as if it
were the submitter’s original work.

3. Cooperation with another person in academic dishonesty, either directly or
indirectly, as an intermediary agent or broker.

4. Knowingly destroying or altering another student’s work whether in written form,
computer files, art work, or other format.

5. Aiding, abetting, or attempting to commit an act or action that would constitute
academic dishonesty.

Please see BSU Graduate Catalog:
http://cms.bsu.edu/academics/collegesanddepartments/gradschool/graduate-catalog

Note: Plagiarism or violations of procedures prescribed to protect the integrity of an
assignment are *SERIOUS* academic and ethical practice violations.

**Accuracy and Assessing Academic Ethical Issues**

The Department of Special Education Doctoral Program will be using Blackboard (Bb)
Tools and Safe Assign to assess accuracy related to student academic ethics issues. *All
doctoral assignments in doctoral seminars SPCE 701 and 702 along with candidate’s
written work related to all aspects of the comprehensive examination, dissertation
proposal documents, and doctoral dissertation will be processed through Bb Safe
Assign.* Faculty teaching other SPCE courses may also assess candidate’s written work at
any time using Bb Safe Assign and/or other tools. Any issue with student academic ethics
will be handled within the Department of Special Education, Teachers College, the
Graduate School, and the Provost’s office.

**Implementation Procedures**

Cases of academic dishonesty will be handled according to procedures outlined in the
Student Academic Ethics Policy, found in the Faculty and Professional Personnel
Handbook. Also see the Graduate Catalog related to Student Academic Ethics and
Attendance Policies, Code of Student Rights and Responsibilities, and Student
Attendance. For more information, contact the associate provost.

**Ball State University Academic Calendar**

Doctoral candidates are expected to begin each academic semester as scheduled with the
beginning day classes for each semester at BSU. Course schedule, class permissions, and registration and/or special arrangements for BSU classes need to be made prior to the beginning of classes unless there are unique circumstances. All unique circumstances need to be communicated via email with the chair of the department and/or the candidate’s committee chair. International students also need to communicate this information and make arrangements with the Rinker Center for International Programs. Copies of communication and subsequent arrangements/supports need to be included in the candidate’s doctoral file. All doctoral candidates are expected to meet the university calendar.

Writing Quality and Written Work

Doctoral studies are labor intensive and demand high quality writing demonstrated during all phases of doctoral studies. Excellence in writing using the American Psychological Association (6th edition) Publication Manual is the standard. Doctoral candidates are expected to have high quality written work and demonstrate writing proficiency for all phases of their doctoral studies in the Department of Special Education. Writing assistance is available from multiple resources at BSU, including the Writing Center (see University Services).

Academic Policies and Procedures

Ball State University has procedures and academic policies that cover a range of areas related to graduate studies. These include academic course loads, auditing courses, grading system, graduate student appeal process, and time allowed for completion of degrees, among others. Please see - http://cms.bsu.edu/academics/collegesanddepartments/gradschool/tools-and-resources/forms

Graduate Academic Course Load

Graduate students may register for a maximum of 15 hours in a semester, 6 hours in a five-week summer term, and 12 hours for the combined summer terms. Graduate assistants and doctoral assistants may register for up to 15 hours during fall and spring and up to 12 hours during the summer.

A full-time graduate student, as defined for the purpose of classification for financial aid or veterans’ benefits, is a student registered for 9 or more semester hours in the fall or spring semester. A half-time load would consist of 5 to 6 hours. Full-time for a summer term is 6 hours; half-time, a minimum of 3 hours. A full-time student, as defined by the Office of the Bursar and Loan Administration for billing purposes, is a student registered for a minimum of 12 semester hours.

All requests for overloads or exceptions to the established minimum course load must be accompanied by a written statement from the student’s advisor, committee chairperson, or department chairperson justifying the request based on academic considerations only. Requests will be acted on by the dean of the Graduate School, the executive committee of
the Graduate Education Committee, or both.

**Assistantships**

Doctoral candidates once accepted into the program, may apply and be selected to receive a stipend for the academic year and remission of tuition. Candidates must work 20 hours per week, be enrolled in at least 6 hours during the semester or 3 hours during the summer, and maintain a 3.2 grade point average. Assistants are paid a stipend, tuition is waived, and students pay only the student service fees. For information and an application for an assistantship in the Department of Special Education please contact Karla Carmichael at kcarmichael@bsu.edu or call 765-285-5700. Also see - http://cms.bsu.edu/academics/collegesanddepartments/teachers/departments/specialed/academics/mastdegree/assistfinsup

**Stages of Doctoral Completion**

**Stage 1. Completion of the master’s degree or its equivalent.**

 Requires completion with at least a 3.2 cumulative grade point average (GPA) at Ball State University or another university that is accredited by its regional accrediting agency. Students who have already completed a master’s degree equivalent to that awarded by the major department are considered to have completed the first stage of the doctoral program unless the department stipulates otherwise.

Each academic unit that is responsible for a doctoral program will have a procedure to evaluate a student’s progress during this stage. This evaluation will take place no later than the end of the second year to determine if the student is making satisfactory progress, and will be communicated in writing to the student. The evaluation is determined by the major department and could include, but is not limited to, an examination or other appropriate review that must be successfully completed before entering Stage 2.

**Stage 2. Admission to Candidacy**

Requires the completion of all course work and fulfillment of any special departmental requirements (e.g., additional language examinations, if any), the passing of the comprehensive examinations, and approval of the dissertation proposal designate the end of Stage 2 (see below for specific information regarding requirements for the comprehensive examinations). Completion of this stage is referred to as Admission to Candidacy for the degree. Enrollment in credits for dissertation hours is permitted only upon the completion of this stage. If the foregoing requirements are not met, the student may be admitted to candidacy for the doctoral degree on probation, or the privilege of further study leading to the doctoral degree may be denied.
Stage 3. Dissertation Completion

Activities are related to the research, writing, and final oral defense of the dissertation. During this stage, all doctoral candidates must be registered for a minimum of 3 credits each semester, except during the summer terms, until the final approved copies of the dissertation are deposited in the Graduate School, all credit hours for degree conferral have been completed, and the residency requirement has been fulfilled. If not registering for a course or courses, the doctoral candidate will register for a minimum of three (3) hours of DISS 799. A doctoral candidate in an externally accredited program that requires an internship experience is exempt from continuous enrollment while registered for internship credit.

The culmination of Stage 3 is degree conferral. No later than the first two weeks of the last semester before graduation, candidates must file an application for graduation with the Graduate School.

http://cms.bsu.edu/academics/collegesanddepartments/gradschool/preparing-for-graduation/apply-for-graduation

Doctoral Advising Process

Candidates accepted into the doctoral degree in the department of Special Education at Ball State University should familiarize themselves with the following documents:

- Ball State University Department of Special Education Doctoral Degree
  http://cms.bsu.edu/academics/collegesanddepartments/teachers/departments/specialed/academics/drdegree

- Ball State University r-Grade and Decision Points for the Ed.D. in Special Education
  http://www.bsu.edu/rgrade/

- Teacher College Doctoral Guidelines
  http://cms.bsu.edu/academics/collegesanddepartments/teachers/academicprog/gradprograms/resources/doctoralguide

- Teachers College Suggested Dissertation Outline
  http://cms.bsu.edu/academics/collegesanddepartments/teachers/academicprog/gradprograms/resources/doctoralguide/suggdissoutline

- Apply for Graduation
  http://cms.bsu.edu/academics/collegesanddepartments/gradschool/preparing-for-graduation

- Graduate School Electronic Submission Guidelines
Graduate School Forms
http://cms.bsu.edu/academics/collegesanddepartments/gradschool/tools-and-resources/forms

Forms for Doctoral Candidates
http://cms.bsu.edu/academics/collegesanddepartments/gradschool/tools-and-resources/forms

Advisor and Advising

When candidates are admitted to the doctoral program in the Department of Special Education they will work with the director of the doctoral program during their initial semester/s concerning program and course schedule advising. Candidates are encouraged during their first academic year to meet with advanced graduate faculty in the department regarding their area/s of research interest with the understanding that the candidate will identify a faculty member for their formal advisor and Doctoral Committee Chair. It is the candidate’s responsibility to approach the faculty member to see if they will agree to be his/her advisor. This selection should be made within one year of being admitted to the doctoral program. The candidate’s doctoral committee chair will become the advisor.

Doctoral Committee

The candidate, working with his/her Chair, identifies members of the doctoral committee. Once the faculty members have agreed to serve, the candidate needs to send verification (email communication that faculty members have agreed to serve) to the director of the doctoral program of their committee membership. The director of the doctoral committee will complete the “Recommendation for Assignments to Doctoral Committee” form, place a copy in the candidate’s file, and send the original to the Graduate School for approval.

Doctoral Committee Membership
1. Chair – becomes the candidate’s formal advisor
2. Department representative – an advanced graduate faculty member in SPCE
3. Cognate representative(s) – an advanced graduate faculty member of the department of cognate study (one per cognate area)
4. University representative – a graduate faculty member outside the department of the program and outside the department of the cognate area/s. The Graduate School will review and approve the University representative for the committee based upon the chair and/or candidate’s request for a specific faculty member to serve as the University representative. The candidate, committee, and chair, working with the department, make this recommendation.

Upon the recommendation of the departmental program director, the Dean of the Graduate School will appoint the candidate’s committee and the university representative. The committee will consist of either four or five voting members depending on the candidate’s program of study. All committees will consist of two
members from the candidate’s major area and an at-large member from a field or department not already represented on the committee (university representative). The rest of the committee will be structured as follows:

Program with Cognate(s)—a voting member will be appointed for each cognate on the individual candidate’s program of study.

The committee chairperson will represent the candidate’s primary area of study. In consultation with the candidate the committee will determine the candidate’s plan of study and guide the candidate’s dissertation. The plan of study will be filed in the departmental office of the candidate’s major area and the Graduate School as soon as possible.

**Program Plan of Study and Annual Review Process**

Doctoral candidates will work closely with their committee chair in preparing a draft of the Program of Study for the Doctor of Education Degree in Special Education. The development of the candidate’s Program of Study should occur shortly after their doctoral committee has been formed and approved by the Graduate School and generally within the first year of their work in doctoral studies at BSU. The Graduate School’s Academic Requirements Check Sheet for Ed.D. is the form used to develop the plan of study. Once the candidate’s program of study has been developed, the doctoral committee will meet to review the plan and sign the form. The chair of the committee will retain a copy of the candidate’s program of study and will forward the signed original to the director of the doctoral program. The director of the doctoral program will place the original in the candidate’s file and forward a copy to the Graduate School. The candidate must have a minimum of 90 hours and the program of study must meet all graduate school and departmental requirements. The plan of study may include up to 30 hours of masters and/or related graduate coursework (at the discretion of the doctoral committee). All coursework must be at the 500/600 level as a minimum. Candidates must complete a 15 credit hour residency requirement over two consecutive semesters. **Candidates have seven (7) years to complete the doctoral program from the start of their first course.**

Any request for an extension must be approved through the Graduate School.

Once the candidate’s Program of Study has been approved, the candidate will submit to the chair of the committee at least annually in the fall semester (no later than September 15th) an annual progress review packet. The annual progress review packet will consist of the following components:

1. updated Program of Study Check Sheet to include courses completed, semester taken, grade received, credit hours
2. candidate’s current BSU Transcript (copy obtained from BSU Banner System)
3. an overview of progress and accomplishments to date presented in narrative form on the Annual Review Summary Report form (see Appendix D)

The candidate will submit these materials to their committee chair for review. The candidate and committee chair will schedule time to meet to discuss the candidate’s progress. The chair will complete an assessment form and add a summary comment.
regarding the candidate’s progress as part of the annual review process. The candidate and committee chair will sign and date these materials as the close of the annual review meeting. All materials will be sent electronically to the candidate’s doctoral committee and a copy will be sent to the director of the doctoral program to be placed in the candidate’s file. If there are any questions and/or concerns regarding the candidate’s progress, the chair of the committee will schedule a meeting with the candidate and his/her full committee to discuss the candidate’s progress. Action steps will be discussed and the chair will provide a copy of the committee’s review and suggestions to the director of the doctoral program to be placed in the candidate’s file. If there are further concerns, the director of the doctoral program and the chair of the department will be notified. A meeting may be scheduled based on the issues/concerns. Minutes of the meeting will be taken and action steps outlined as needed for the candidate. The Graduate School will be provided copies of the minutes and will be involved/informed as appropriate.

The Program of Study Annual Review Process is a four-stage process for the protection of the doctoral candidate, department, and university.

1. Candidate and Committee Chair Annual Review
2. Full Committee Review
3. Review with the Director of the Doctoral Program and Chair of the Department
4. Review with the Graduate School

Disposition Assessment

Candidates in the Department of Special Education doctoral program will have two (2) formal disposition assessments as part of their program at Ball State University.

The first disposition assessment will be course based and will occur during the semester the candidate enrolls in SPCE 701 Doctoral Seminar: Policies and Issues in Special Education. This disposition assessment will be completed by the faculty instructor for SPCE 701 at the time the candidate is enrolled in the seminar (SPCE 701).

The second disposition assessment will be conducted at the time the candidate presents their dissertation proposal and will be completed by the full doctoral committee membership. The chair of the committee will facilitate the disposition assessment process and complete the candidate’s disposition assessment rating form. This assessment will occur at the conclusion of the dissertation proposal meeting once all deliberation of the candidate’s dissertation proposal have been completed.

If the candidate is unsuccessful in gaining approval for his/her dissertation topic a third (3) formal disposition assessment will be added to the process. The same procedures will be followed as noted above for the dissertation proposal process. All disposition assessments will use the Department of Special education Disposition Rubric (based on the BSU Rubric Assessment of Dispositions – see Appendix H).
Comprehensive Examination

Candidates will review “The Comprehensive Doctoral Exam in Special Education Procedures” for specific information concerning departmental requirements and processes.

Near the time course work is completed, each doctoral degree candidate will take a comprehensive examination in his or her major and cognate area(s). Administration and evaluation of the examinations are the responsibility of the department or, at the discretion of the department, a candidate’s doctoral committee, hereafter referred to as the examining committee. The examining committee will determine with the candidate, well in advance of the examination, the course work and other preparation appropriate to the candidate’s program of study to be represented in the examination. The examinations will be offered each academic semester, the time and place to be determined by the administering department or academic unit.

While the departments and academic units that house each doctoral program will determine the comprehensive examination format that is most appropriate for each respective discipline, all comprehensive examinations must meet the following general guidelines:

1. The examinations consist of two parts, one written and one oral.
2. The written examination will be taken during one week; exceptions must be approved by the program director and the candidate’s doctoral committee. The oral examination will be taken within three weeks (exclusive of vacation periods) of the written examination.
3. The examining committee will be made up of a minimum of four members of the regular graduate faculty and will evaluate the candidate’s performance. The examining committee will decide if the candidate’s written examination is of sufficient quality to proceed to the oral examination.
4. After completion of the oral examination, the committee decision for the entire examination (oral and written) will be either “pass” or “fail.” A candidate may pass the entire examination with one dissenting vote. However, if two or more committee members dissent, the candidate fails the entire examination.
5. The examining committee chairperson will send written notification of the outcome of the comprehensive examination to the candidate and the Dean of the Graduate School after the completion of the oral examination.

In the case of a failed comprehensive examination (see definitions below), the examining committee chairperson’s written notification will include a statement of the reason or reasons for the failure and the time specified before the next examination.

A failed comprehensive examination is defined as one of the following: 1) failure of both the written and oral portions; 2) failure of the written portion if the examining committee determines that the candidate should not proceed to the orals; or, 3) failure of the oral
portion if the examining committee determines that the candidate was unable to correct deficiencies in the written portion.

A failed comprehensive examination may be repeated only one time. The committee members who administered the first examination will also administer the retest. A candidate who fails to pass the second examination is ineligible to continue and is dismissed from the doctoral program. If more than seven years have elapsed after the candidate successfully completed the comprehensive examinations, the candidate must retake the entire examination. Exceptions to the above guidelines must be approved in advance by the Dean of the Graduate School.

At the completion of the comprehensive examination the Department of Special Education’s Rubric for Doctoral Comprehensive Examinations will be completed by the committee chair, working with the full committee. A copy of the rubric will be provided to the director of the doctoral program and the original will be placed in the candidate’s file. In addition, the committee chair will complete the Graduate School’s Status of Comprehensive Exams form. A copy will be provided to the director of the doctoral program and a copy will be placed in the candidate’s file. The original will be sent to the Graduate School.

Dissertation Proposal

ID 705 is designed to help students prepare a précis (working proposal) of their dissertation study. After completion of ID 705 (typically taken outside the department [EDAD] for 3 credit hours) and successful completion of the comprehensive examination, candidates will work with their committee chair to get their proposal ready for their doctoral committee to review. Once the proposal is developed, the chair will notify the committee and send an electronic copy of the full proposal to committee members. It is suggested that candidates also develop and send with this notification an abbreviated version of the full proposal (15-20+ pages).

The committee chair will schedule a meeting with the full committee within 2 weeks of sending the proposal for committee review unless something prohibits moving forward with the dissertation proposal meeting. The proposal meeting allows committee members to hear a presentation of the proposed dissertation study by the candidate and it allow for committee input. The committee will review, revise, and approve the dissertation study. The chair of the committee will complete the Dissertation Proposal and Admission to Candidacy for the Doctoral Degree form with committee approval. The chair, working with the full committee, will complete the department’s dissertation proposal scoring rubric. The chair will provide copies of these documents to the director of the doctoral program and copies will be placed in the candidate’s file. The original form for Dissertation Proposal and Admission to Candidacy for the Doctoral Degree will be sent to the Graduate School.
IRB Submission

Doctoral candidates will need to complete the IRB CITI certification training process during the semester they enroll in ID 705. It is suggested that the CITI certificate be incorporated in candidate’s activities as part of ID 705. Institutional Review Board (IRB) submission and approval will take place after the dissertation proposal has been approved. The candidate will work closely with his/her chair in submitting all required IRB documentation. IRB approval is required before any pilot study activities occur as part of the dissertation study process. Having IRB approval will support pilot study activities and reinforce the research methods and analytic plan. Dissertation data collection may occur only after IRB approval has been granted. Any modifications of an approved IRB protocol will require submitting an IRB modification for approval (see IRB website for additional information).

Candidates and their chair will work closely with the Ball State University Office of Research Integrity: http://cms.bsu.edu/about/administrativeoffices/researchintegrity

For CITI Training please see: http://cms.bsu.edu/about/administrativeoffices/researchintegrity/cititraining

The Graduate School and the director of the doctoral program need to have copies of the approval letter from IRB for research study activities. All related IRB materials are stored under the researcher’s (candidate) proposal with irb.net. The chair of the committee has access to these materials as the faculty advisor. The chair of the committee, working with the candidate, needs to provide copies of all relevant IRB communication, including the approval letter, to the Graduate School and the director of the doctoral program.

Dissertation Study and Writing Process

Candidates will work closely with their chair during all phases of the dissertation process, from the proposal to the final defense. During the study period it is critically important to follow all aspects of the ethical research practices in human subjects research. Candidates will need to pay attention to detail and document all elements of IRB and Human Subjects interactions during the research study period as stated in IRB protocol (see http://www.bsu.edu/About/AdministrativeOffices/ResearchIntegrity.aspx). At the completion of the study period the IRB project needs to be closed out and a final report is to be submitted through irb.net. The BSU Office of Research Integrity is a critical resource in all phases of the dissertation study process. The BSU IRB committee will approve, support, and monitor related IRB requirements using irb.net.

International Travel Policy

Candidates involved in international travel covered under the BSU International Policy will need to follow all policy requirements set out below.
Ball State University - International Travel Policy

Any University student or employee proposing to undertake University authorized international travel must follow the appropriate approval, insurance, and travel security requirements set forth in this policy.

This policy applies to all Ball State University students, employees, and others traveling internationally under various University authorized arrangements including but not limited to: study abroad programs; internships; international travel for research; exchange programs; student group travel; technical or educational assistance programs; faculty led programs and any other international travel initiatives organized under University auspices by academic departments or administrative units.

This policy does not apply to travel outside of the United States for purposes of vacation, pleasure, study, or work outside the scope of University employment or programs.

I. Approval Requirements
   A. All international travel proposals must first be approved in writing by the appropriate University authority which may be the President, Vice President, Dean, Department Chair, or Program Director.
   B. A trip description, itinerary, and emergency contingency plan (ORM 1) for proposed travel approved in (A.) above must be then filed with and approved by the Office of Risk Management (ORM). If required by the Office of Risk Management, travelers must complete a program of risk management in international travel prior to international travel.

II. Pre-Travel Process
   A. All student travelers must participate in the Rinker Center for International Programs orientation program for international study and travel abroad. Contact with the Rinker Center should take place on or before October 1st for spring departures, and on or before April 1st for summer or fall departures. For trips which make compliance with the orientation program impractical, the Faculty Trip Leader should contact ORM@bsu.edu to arrange a customized orientation program.
   B. The Faculty Trip Leader, the Rinker Center for International Programs, or the Office of Risk Management will schedule a pre-departure meeting for all travelers noting the appropriate documents needed for that meeting.
   C. All travelers must register with the U.S. Department of State’s Smart Traveler Enrollment Program (STEP) at the following url: http://travel.state.gov/travel/tips/registration/registration_4789.html. Registration is free and makes it easier for consular officers in U.S. embassies and consulates around the world to contact travelers during an emergency — including situations where family or friends in the U.S. are having problems trying to contact travelers with important news.
III. Insurance Requirements
A. All travelers in programs directly controlled and administered by the University must purchase the university designated health and evacuation insurance. In addition, those student travelers traveling in excess of 60 days in such programs must also purchase the university designated international identity card. For trips of 60 days or less, purchase of the international identity card is optional. Contact the Rinker Center for International Programs or the Office of Risk Management for details.

B. Students traveling in programs not directly controlled and administered by the University must meet all the administrative and insurance requirements of those programs. A list of such programs approved for study abroad at Ball State University is available on the Rinker Center for International Programs website.

IV. Countries on U.S. Travel Warning and Sanctions Lists
A. Ball State shall not sponsor, organize, facilitate, or encourage programs for undergraduate or graduate students to countries for which the U.S. Department of State has issued a travel warning. University employees traveling individually should be aware of the risks involved in traveling to a “travel warning” country as well as other parts of the world in which political/social instability can increase risks for international travelers. For a list of current travel warning countries, please go to http://travel.state.gov and click on Travel Warnings.

B. Ball State shall not sponsor, organize, facilitate or encourage programs for undergraduate or graduate students for which the U.S. Department of Treasury (Office of Foreign Assets Control) has imposed sanctions. For a list of sanctioned countries, please go to http://www.treasury.gov/resource-center/sanctions/Programs/Pages/Programs.aspx .

C. Any individual student or university employee seeking to travel to a country for which the U.S. Department of State or OFAC has issued a warning or sanction must seek authorization from Ball State University’s International Travel Oversight Committee (ITOC). The petition for authorization (ORM 2) must be filed with the ITOC at least 45 days before the scheduled travel.

D. Authorization may be granted depending upon an analysis of current conditions in the country and may carry specific restrictions, including a signed release (ORM 3) in which the traveler acknowledges the heightened risk, assumes all risk, and releases the University from all liability.

V. Cancellation of Travel Program
A. The University reserves the right to cancel a program or other travel prior to departure or in progress if facts and circumstances are such that the University concludes traveler safety may be jeopardized. Financial loss resulting from such cancellation is the responsibility of the program
participants.

VI. **Contractual Authority**
   A. Faculty, staff, students, student groups, departments, and other units at Ball State cannot organize travel as a Ball State unit with a third-party provider (i.e. not the University) or enter into a contractual agreement with an outside vendor (travel agencies, tour operators, other universities, charitable or humanitarian organizations, etc.) without the consultation, review, and approval of the Office of Business Affairs.

VII. **Travel with Laptop Computers or Electronic Mobile Devices**
   A. U.S. export control laws may prohibit or restrict taking laptop computers or other electronic data mobile devices (such as GPS equipment, PDAs, Blackberries, or any device that contains encrypted software) overseas. Travelers considering taking such devices abroad must comply with U.S. laws and the laws of the country to which they are traveling. In advance of travel, contact the Director of Research Integrity (cmmangelli@bsu.edu) in the Sponsored Programs Office for guidance if you have unique content and/or encryption software on your devices. Please be aware that custom officials in this country or abroad may decide to examine information contained on your device.

Approved: 5-17-11

**Doctoral Dissertation**

The general supervision of the dissertation will be the responsibility of the candidate’s committee chairperson. When needed, members of the committee will advise the candidate about the dissertation. The comprehensive examinations must be passed and the dissertation topic approved by the committee before the candidate enrolls for dissertation (DISS 799). The dissertation for a doctor of education degree candidate typically will be a study that will contribute to the solution of some important educational problem.

After the dissertation defense the final approved copy, any accompanying materials, and a 100- to 150-word abstract must be filed with the Graduate School electronically at www.bsu.edu/gradschool. Please see the following Graduate School links:

http://cms.bsu.edu/academics/collegesanddepartments/gradschool/preparing-for-graduation


Although the department concerned has the responsibility for determining the manual or form to be followed in writing the dissertation, such matters typeface, spacing, and professional typing standards must follow the specifications in
Graduate School Requirements for Writing a Dissertation, available online at http://www.bsu.edu/gradschool and in the Graduate School office. Dissertations will be microfilmed through University Micro films, Inc., Ann Arbor, Michigan, for which service the candidate will pay a fee, plus a fee of $55 if a copyright is sought. Such fees are to be paid by money order only at the time the candidate submits the completed dissertation to the Graduate School office.

Final Dissertation Defense

Once the final dissertation is completed the candidate will work with his/her chair to distribute the final dissertation for full committee review. The chair of the committee will notify the committee and send an electronic copy of the dissertation (zipped file suggested) to committee members. The committee chair will schedule a meeting with the full committee within 3 weeks of sending the final dissertation for committee review unless something prohibits moving forward with the dissertation defense meeting. The dissertation defense meeting allows committee members to hear a presentation concerning the dissertation study by the candidate and allows for committee questions. The presentation of the dissertation defense is open to the public. The candidate’s question and answer portion of the dissertation defense is not open. Typically the dissertation defense format is as follows.

1. Introductions and welcome with statement of meeting purpose
2. A closed meeting with the committee to discuss issues or concerns
3. An open meeting with the candidate and the committee with the dissertation presentation
4. A closed session with the committee and candidate focused on questions and answers
5. A closed meeting with the committee to discuss and vote. Three of the four, or four of the five committee members must vote yes for the candidate to pass the dissertation defense.

At the completion of the dissertation defense the department dissertation defense scoring rubric will be completed by the committee chair, working with the full committee. A copy of the rubric will be provided to the director of the doctoral program and the original will be placed in the candidate’s file. All other Graduate School forms are to be signed at the time of approval of a candidate’s dissertation defense. This includes a finalized Plan of Study Check Sheet with any course substitutions with committee signature and date. This final check sheet is filed with the Graduate School and a copy needs to be provided to the director of the doctoral program for the candidate’s file.

All candidates for the doctoral degree are required to successfully complete an oral defense covering the dissertation, in defensible, final form, administered by their doctoral committee. The time and place of the defense will be announced at least 10 days in advance. No defense will be given without all committee members present, unless prior consent is granted by the Dean of the Graduate School in consultation with the chairperson of the examining committee and the absent committee member.
Two dissenting votes among members of the examining committee are required to fail a candidate. If one member of the examining committee dissents, the dissenting examiner and, if appropriate, the chairperson of the examining committee will file with the Dean of the Graduate School a letter detailing the circumstances of the dissent.

If the candidate has failed the defense, the examining committee must prepare a report including reasons for failure and requirements to be met. The examining committee chairperson must file this report with the Dean of the Graduate School within seven days from the date of the defense. Permission to defend for a second time must be obtained from the chairperson of the doctoral committee and the Dean of the Graduate School. Failure to pass the second defense will result in termination of doctoral study.

Upon passing the final dissertation defense, the candidate will be formally recommended to receive the degree. Candidates must complete all degree requirements at least four weeks before the end of the semester or term in which they are certified for graduation. In a term that does not end with a commencement ceremony, all degree requirements must be completed at least two weeks before the close of the term.

Special cases involving policies not covered in the Graduate Catalog will be submitted to the Graduate Education Committee for consideration and action. In general, the candidate’s program committee has jurisdiction, but candidates may appeal adverse decisions impacting their progress toward a graduate degree.

**Graduation**

Once the candidate has successfully defended his/her dissertation, all relevant documents need to be signed and forwarded to the Graduate School for graduation and degree confirmation purposes. Candidates must work closely with the Graduate School in meeting deadlines and processing the required paperwork for graduation. No later than the first four weeks of the last semester before graduation, candidates must file an application for graduation with the Graduate School. Applications may be submitted online. Please see the following Graduate School links:


http://cms.bsu.edu/academics/collegesanddepartments/gradschool/preparing-for-graduation

http://cms.bsu.edu/academics/collegesanddepartments/gradschool/tools-and-resources/forms

** Please contact the BSU Graduate School for information at time of graduation.**

**rGrade**

rGrade is a rubric-based assessment program for documenting progress on Decision Points. It is the candidate’s responsibility to monitor rGrade on a regular basis. The first
step is to make sure you are in the correct rGrade program. Go to http://www.bsu.edu/rgrade. Log in using your BSU username and password. Click on Programs. You should see the title of your program. A check mark beside the title means that you are currently active in the program. You should only be in one rGrade program unless (1) you completed a previous degree at BSU in which case you will also see the title of that program but it should not have a check mark beside the program name, or (2) you are completing BOTH the SPCE: Ed.D. in Special Education and the SPCE: Director of Exceptional Learners.

If you are working toward a license/certificate, the second step is to ensure that rGrade has you tracked for the correct licensing program. Click on the program name. You will see a list of required assessments for each Decision Point and your status on completed assessments. Scroll down to Decision Point #2 and look at the “Track Specific Requirements.” These should match your intended licensing/certificate area. If you are a Special Education doctoral candidate and find that you are not in the correct rGrade program or your program does not reflect the correct “Track Specific Requirements” notify the director of the doctoral program in writing, by email.

Roles and Responsibilities

The following sections indicate an overview of the roles and responsibilities of the candidate for the doctoral degree in special education, the doctoral committee chairperson, and the director of the doctoral program for the Department of Special Education. The information here provides an overview of roles and responsibilities but is not an “all inclusive” listing. Candidates have the primary responsibility concerning his/her doctoral studies at Ball State University.

Candidate for the Doctor of Education (Ed.D.) Degree in Special Education

Candidates for the Doctor of Education degree in the Department of Special Education are required to complete the application process with the Graduate School and submit the department application elements as outlined above (see Application Process). International students are to submit all application requirements (Graduate School and Department) to the Rinker Center for International Programs. If invited to a formal interview with the Advanced Graduate Faculty, candidates are to work with the director of the doctoral program to schedule the interview. Interview formats include face-to-face campus meeting, phone interview, or Skype/Face Time/Go To Meeting interviews.

Candidate accepted into the program are expected to read and understand all BSU materials related to doctoral studies, to include but not be limited to: the current Graduate Catalog, Graduate School, Teachers College, and Department of Special Education websites, Student Handbook, Graduate School Guide, and the Department of Special Education Doctor of Education Program Policies Handbook.

Candidates will work with the director of the doctoral program in developing an initial schedule of classes. Typically, this occurs over the first couple of semesters until the
candidate selects his/her doctoral committee chairperson. Part of the initial advising process is the exploration of a possible committee chairperson and faculty representative and insight into cognate options/opportunities based on the candidate’s research interest.

Candidates will need to meet with department advanced graduate faculty and select a committee chair. Once they have a chairperson, candidates need to work with their chair to form the committee, including department and cognate area/s faculty representatives. The candidate needs to notify the director of the doctoral program of their committee membership. Verification of faculty willingness to serve must be presented (must include email notifications indicating faculty approval/acceptance) before the committee assignment paperwork will be forwarded to the Graduate School.

Candidates work with their committee chair to draft the candidate’s Plan of Study. The director of the doctoral program will advise as needed. Once the plan of study has been developed the full doctoral committee must meet to review and approve the candidate’s program.

Candidates complete the requirements of ID 705 (and the CITI certificate – see IRB submission above) for IRB. ID 705 is designed to help students prepare a précis (draft proposal) of their dissertation study. Candidates develop their dissertation focus and write chapters 1-2-3 in this process. Candidates will work with their chair during the ID 705 process and will develop frame their final dissertation proposal from the work completed in ID 705.

During the semester of ID 705 or directly after, candidates will work with their chair and the director of the doctoral committee to schedule their comprehensive examination. The candidate needs to request, receive and review study materials for the core exam, specialty exam, and the cognate/s examination. Candidates are responsible to meet all requirements of the comprehensive examination (see Graduate Catalog).

The dissertation proposal meeting occurs after the comprehensive examination is successfully completed. Candidates need to work closely with their chair in preparation of their dissertation proposal. The work completed in ID 705 establishes the framework and foundation for preparation for the dissertation proposal meeting. Candidates will work with their chair making sure that they have a final dissertation study to propose for committee consideration. Typically, work is needed beyond the final product concerning the précis for ID 705 to move forward to the proposal meeting. The candidate will work with their committee chair who will send the final dissertation proposal to committee members and schedule the dissertation proposal meeting. The candidate’s committee chairperson handles notification, scheduling of the meeting, and subsequent review, suggestions, and approval of the dissertation proposal. The committee will complete the department disposition rubric at the completion of the dissertation proposal meeting.

The candidate will work with the chair of his/her committee regarding completion of approvals, registration, and grading for DOC 700 and DISS 799 hours. The director of the doctoral program will provide assistance where needed.
The dissertation defense occurs once the final dissertation study and writing process have been completed. Candidates work with their chair in the preparation of the final dissertation to be distributed to committee members. The committee chair will notify the committee and distribute the final dissertation for their review. The chair will schedule the dissertation defense, assist the candidate in preparation for the defense presentation, and post notification of the dissertation defense per Graduate School policy (see Graduate Catalog). The dissertation defense is an open meeting where the candidate presents his/her study to the committee. Once the presentation is completed, the chair will ask audience members to leave and the oral examination process will begin. Once the oral examination is completed the committee will vote and notify the candidate of the dissertation defense results. The committee chair will proceed with the appropriate paperwork requirements (see Graduate Catalog).

Graduation requirements are the responsibility of the candidate working with the chair of his/her committee and the Graduate School. Once the dissertation defense is passed all relevant documents need to be signed and forwarded to the Graduate School. Candidates must work closely with the Graduate School in meeting deadlines and paperwork requirements (see Graduate Catalog and Graduate School website).

**Chair of a Candidate’s Doctoral Committee**

The doctoral candidate working with the chair of his/her committee forms the doctoral committee. Typically, the candidate will approach the faculty member to discuss research interests, area for dissertation study, and seek consent of the faculty member to serve as chair of the candidate’s doctoral committee. Once the chair has agreed to serve, he/she should confirm by email to the chair and director of the doctoral program their willingness to work with the candidate.

The chair of the committee will be instrumental in assisting the candidate in identifying an appropriate department representative for the committee. This selection is based on research interest and area/s of expertise. In addition, the chair will assist the candidate in exploring cognate area/s of interest and those with added value relevant to the career goals of the candidate. Suggested cognate faculty committee membership is part of the broader discussion. The candidate is responsible for asking faculty members to serve on his/her doctoral committee. The candidate, working with his/her chair and committee, will request the assignment of the University At-Large member for his/her committee. Once committee members have agreed to serve they should confirm by email their willingness to work with the candidate to the chairperson and director of the doctoral program. The candidate should notify his/her chair and the director of the doctoral program concerning the status of the doctoral committee membership once this has been established. Confirmation of committee membership is so the director of the doctoral committee can complete the “Recommendation for Assignments to Doctoral Committee” form, place a copy in the candidate’s file, and send the original to the Graduate School for approval. The Graduate School approves the candidate’s doctoral committee assignment.
The chair will work with the doctoral candidate in drafting a program plan of study. The program plan of study must meet the requirements of the department and Graduate School degree requirements (see Graduate Catalog). When the plan of study is completed the chair will notify the candidate’s committee, send an electronic copy, and schedule a meeting to review, discuss, and approve the plan. The chair of the committee will keep records of the plan of study meeting to be placed in the candidate’s file. Once the committee has met and approved the plan, members will sign the Academic Requirements Check Sheet for Ed.D. The chair of the committee will retain a copy of the candidate’s program of study and will forward the signed original to the director of the doctoral program. The director of the doctoral program will place the original in the candidate’s file and forward a copy to the Graduate School.

The chair will facilitate the review of the candidate’s progress on an annual basis. The chair will complete an assessment form regarding the candidate’s progress as part of the annual review process. The candidate and committee chair will sign and date these materials, all materials will be sent electronically to the candidate’s doctoral committee and a copy will be sent to the director of the doctoral program to be placed in the candidate’s file. If there are questions or concerns the chair will follow the steps set out in the section related to Program Plan of Study and Annual Review above.

The chair will facilitate the disposition assessment process and work with the instructor of SPCE 701 and committee to complete the disposition assessment process and provide the candidate with disposition assessment ratings and a copy of the disposition rating to the director of the doctoral committee to place in the candidate’s file with results entered into rGrade.

Comprehensive examinations occur at the end of all coursework. Typically, candidates take ID 705 and complete their comprehensive examination during the same semester. The chair will work closely with the candidate and the director of the doctoral program to organize and prepare for the comprehensive exam. The candidate will be provided study guides, tasks and/or assignments, and instructions, as relevant no more than 30 calendar days in advance of the examination. The chair will organize the candidate’s examination materials, schedule the examination written portion, work with the director of the doctoral program to schedule the room and arrange for equipment needs (e.g., laptop and printer), distribute the comprehensive exam products to committee members, schedule the oral examination with the committee, arrange for a room with the department of special education secretary, and conduct the candidate’s oral examination. At the completion of the comprehensive examination, the committee chair, working with the full committee, will complete the department’s comprehensive examination scoring rubric. In addition, the committee chair will complete the Graduate School’s Status of Comprehensive Exams form. The chair will provide copies of these documents to the director of the doctoral program and copies will be placed in the candidate’s file. The original of the Status of Comprehensive Exam form will be sent to the Graduate School.

Candidates must work with their chair to complete the required IRB – CITI training. Typically this occurs during the semester they take ID 705. Once completed, the
candidate will earn a certification. The CITI certificate needs to be filed with BSU Office of Research Integrity and a copy needs to be placed in the candidate’s Ed.D. file.

ID 705 is designed to help students prepare a précis (draft proposal) of their dissertation study. Candidates develop their dissertation focus and write chapters 1-2-3 in this process. Chairs will work with the candidate during the ID 705 process and will assist them to develop a final dissertation proposal.

Chairs will work with candidates after the completion of ID 705 and the comprehensive exam to get their dissertation proposal ready for the doctoral committee presentation and review. Once the proposal is developed, the chair will notify the committee and send an electronic copy of the proposal to committee members. It is suggested that candidates also develop and send an abbreviated version of the full proposal (15-20+ pages). The committee chair will schedule a meeting with the full committee within 2 weeks of sending the proposal for committee review unless something prohibits moving forward. The chair, working with the full committee, will complete the department’s dissertation proposal scoring rubric. In addition, the chair working with the committee will complete the department disposition rubric at the completion of the dissertation proposal meeting.

The chair of the committee will complete the approval form for Dissertation Proposal and Admission to Candidacy for the Doctoral Degree form. The chair will provide copies of these documents and the disposition rubric to the director of the doctoral program and copies will be placed in the candidate’s file. The original form for Dissertation Proposal and Admission to Candidacy for the Doctoral Degree will be send to the Graduate School.

The chair of the committee will work with the candidate regarding completion of approvals, registration, and grading for DOC 700 and DISS 799 hours. The director of the doctoral program will provide assistance where needed.

The Institutional Review Board (IRB) submission and approval will take place after the dissertation proposal has been approval. The chair will assist in submitting all required IRB documentation and is established as the candidate’s faculty advisor supervising all research and IRB activities. Candidates and their chair will work closely with the Ball State University Office of Research Integrity. The chair, working with the candidate, needs to provide copies of all relevant IRB communication, including the IRB Study approval letter, sent to the director of the doctoral program to be included in the candidate’s file. A copy of the IRB Study approval letter needs to be sent to the Graduate School.

The chair will assist the candidate in completion of all phases of their dissertation study. Once the final dissertation is completed, the chair will notify the committee, distribute the dissertation electronically to committee members, schedule the dissertation defense with the committee, arrange a room with the department of special education secretary, and conduct the candidate’s dissertation defense. The chair will complete the department’s Dissertation Defense scoring rubric, working with the full committee, at the completion
of the defense. A copy of the rubric will be provided to the director of the doctoral program and the original will be placed in the candidate’s file. All other Graduate School forms are to be signed at the time of approval of a candidate’s dissertation defense. This includes a finalized Plan of Study Check Sheet with any course substitutions with committee signatures and date as well as the dissertation cover sheet (one original needed per bound copy of the dissertation). The final check sheet is filed with the Graduate School and a copy needs to be provided to the director of the doctoral program. Graduation requirements are the responsibility of the candidate working with the chair of their committee and the Graduate School.

**Director of the Doctoral Program**

The director of the doctoral program will work closely with candidates interested in the doctoral program at BSU in the Department of Special Education. This includes answering email inquiries and questions and facilitating the application process for candidates with the Graduate School and/or the Rinker Center for International Programs. The director of the doctoral program is the point of contact for all candidates seeking admission into the doctoral program. The director of the doctoral program will guide the applicant’s file forward through the review and decision-making process, schedule interviews where indicated by the advanced graduate faculty, and follow up with all stakeholders to see that the applicant’s file moves through the system.

Initial advising for new doctoral candidates is done with the director of the doctoral program. Candidates must meet with the director of the doctoral program to outline an initial plan of study. The initial plan of study will represent the first few semesters of doctoral coursework and will provide the candidate a schedule of classes that will meet the requirements of the doctoral program and meet the individual needs of the candidate (interest and career goals). Initial advising incorporates discussion with candidates related to the forming of their committee focused on their program and research area/s.

The director of the doctoral program will complete and file the Recommendation for Assignments to Doctoral Committee form once the candidates have established and verified their committee members. A copy of the committee form will be placed in the candidate’s file and the original will be sent to the Graduate School for approval. The director of the doctoral program will update the candidate’s rGrade file once this decision point (DP) requirement has been met.

The chair of the committee will forward the candidate’s program of study plan (Academic Requirements Check Sheet for Ed.D. form) to the director of the doctoral program. The director of the doctoral program will place the original in the candidate’s file and forward a copy to the Graduate School. The director of the doctoral program will update the candidate’s rGrade file once this decision point (DP) requirement has been met.
The chair of the doctoral committee will provide the director of the doctoral program copies of the candidate’s program plan of study annual review materials to be placed in the candidate’s file.

Candidates will provide a copy of their CITI certification to the director of the doctoral program to be placed in their file.

The director of the doctoral program will place the department’s comprehensive examination rubric in the candidate’s file and a copy of the Graduate School’s Status of Comprehensive Exams form once the candidate has completed the comprehensive exam and the chair provides the paperwork. The director of the doctoral program will update the candidate’s rGrade file once this decision point (DP) requirement has been met. The chair of the committee will provide the director of the doctoral program copies of the department’s dissertation proposal rubric and the approval form for Dissertation Proposal and Admission to Candidacy for the Doctoral Degree form. A copy of the form will be placed in the candidate’s file. The original will be sent to the Graduate School. The director of the doctoral program will update the candidate’s rGrade file once this decision point (DP) requirement has been met.

The chair will provide the director of the doctoral program with copies of the disposition assessment rubric after the dissertation proposal meeting to be entered into rGrade and placed in the candidate’s file.

The chair will provide a copy of the IRB approval letter and any additional relevant IRB communication to the director of the doctoral program to be placed in the candidate’s file. The director of the doctoral program will update the candidate’s rGrade program once this decision point (DP) requirement has been met.

The chair will provide copies of the department’s dissertation rubric and the Graduate School’s Final Approval Form for Doctoral Candidates to the director of the doctoral program and copies will be placed in the candidate’s file. In addition, a finalized plan of study Academic Requirements Check Sheet for Ed.D. form will be provided to the director of the doctoral program. The director of the doctoral program will update the candidate’s rGrade program once this decision point (DP) requirement has been met.

The director of the doctoral program will receive verification from the candidate’s chair that the Graduate School electronic submission process was completed with all approvals (copy of the Graduate school email). Verification that the candidate has met all requirements of the doctoral degree and has clearance for graduation will be placed in the candidate’s file.

**SPCE Graduate Faculty: Research and Teaching Interests**

Penny Craig, Ph.D. (Ball State University, 2010)
Research interests: Phenomenology, ethnography, technology in special education, adaptive technologies, educational technology, iPads and tablets in special education,
iPads and tablets in general education, historical significance of prairie teachers, life and times of Laura Ingalls Wilder, trends and issues in special education.
Teaching interests: Technology in education, adaptive technology, introduction to special education and exceptionalities
BSU Courses: SPCE 331, SPCE 600, SPCE 608, SPCE 631, SPCE 636

Jennifer Cullen, Ph.D. (Ohio State University, 2013)
Research interests: Technology-based interventions for academic, daily living, and vocational tasks, transition to postsecondary settings and improving employment outcomes for individuals with autism and intellectual disabilities.
Teaching interests: Fundamental concepts of applied behavior analysis, consultation with families, professionals, and schools, supervision, educational interventions, autism, and assistive technology.
BSU Courses: SPCE 609, SPCE 610, SPCE 691

Shannon Titus Dieringer, Ph.D. (Ohio State University, 2012)
Research interests: Methods to promote and increase physical activity levels and stamina for individuals with disabilities, specifically those diagnosed with autism spectrum disorder, health and wellness issues for students with disabilities.
Teaching interests: Overall health and well-being of school-aged individuals with disabilities through physical activity programming and community involvement opportunities.
BSU Courses: SPCE 609, SPCE 610

Azar M. Hadadian, Ph.D. (University of Minnesota, 1989)
Research interests: Deaf education and early childhood, infant mental health, parent child attachment, and personnel preparation
Teaching interests: Deaf education, early childhood, special education law and personnel preparation
BSU Courses: SPCE 202, SPCE 215, SPCE 266, SPCE 311, SPCE 312, SPCE 466, SPCE 540, SPCE 546, SPCE 612, SPCE 613, SPCE 614, SPCE 616, SPCE 617

Michael W. Harvey, Ph.D. (The Pennsylvania State University, 1998)
Research interests: Transition and post-school outcomes for youth with disabilities, workforce development, disability public policy, administration and teacher evaluation, pre-service teacher education.
Teaching interests: Disability public policy and law, educational administration and leadership, secondary transition, trends and issues in special education.
BSU Courses: SPCE 302, SPCE 475, SPCE 476, SPCE 575, SPCE 605, SPCE 637, SPCE 639, SPCE 677, SPCE 694, SPCE 697, SPCE 701, SPCE 702, SPCE 703, SPCE 764, ID 705, DISS 799

Ruth E. Jones, Ed.D. (Ball State University, 1981)
Research interests: Response to Intervention (RtI), reading instruction, effects of service learning on undergraduate students, effects of camping experiences on students with mild disabilities, technology in higher education
Teaching interests: Response to Intervention, Assessment, Evidence-based Reading instruction across tiers
BSU Courses: SPCE 375, SPCE 202, SPCE 299X, SPCE 302, SPCE 687, SPCE 606, SPCE 607

Kourtland R. Koch, Ph.D. (University of South Florida, 1998)
Research interests: Assessment of perceptual modalities, applying neuroscientific findings to education, early intervention special education, promoting self-determination and self-advocacy, career education and transition from K-12, developmental delay, mild learning disabilities and attention deficit hyperactivity disorders.
Teaching interests: Pre-service teacher education, methods of teaching the mildly disabled, assessment in special education, trends and issues in special education. BSU Courses: SPCE 201, SPCE 266, SPCE 277, SPCE 361, SPCE 371, SPCE 375, SPCE 376, SPCE 474/574, SPCE 475, SPCE 476, SPCE 488, SPCE 489, SPCE 600, SPCE 624, SPCE 671

David McIntosh, Ph.D., HSPP, ABPP (Ball State University, 1990)
Meeks Distinguished Professor
Director, Programs in Applied Behavior Analysis and Autism
Teaching interests: Students with autism/ABA
BSU Courses: SPCE 680, SPCE 682

John B. Merbler, Ph.D. (George Peabody College of Vanderbilt University, 1976)
Chair and Professor of the Department of Special Education
Research interests: Behavior disorders, visual impairments, technology, teacher preparation, and inclusion.
Teaching interests: Research methods, students with exceptional needs
BSU Courses: SPCE 636, SPCE 600

Lisa A. Pufpaff, Ph.D. (Purdue University, 2005)
Research interests: Literacy development among students with multiple disabilities, adapted assessment, augmentative and alternative communication, teacher preparation in the area of severe/multiple disabilities.
Teaching interests: Evidence-based practices for assessment and intervention among students with severe/multiple disabilities, literacy in special education, augmentative and alternative communication.
BSU Courses: SPCE 706, SPCE 698, SPCE 693, SPCE 579, SPCE 578, SPCE 577, SPCE 566, SPCE 608, SPCE 600, SPCE 379, SPCE 378, SPCE 377, SPCE 366, SPCE 363, SPCE 362

Evette Simmons-Reed, Ph.D. (Ohio State University, 2013)
Research interests: Evidence-based practices in transition services, teaching self-determination to youth with disabilities to improve postsecondary outcomes, culturally
competent teaching and the use of school-wide positive behavior, intervention supports to improve outcomes for culturally and linguistically diverse students.  
Teaching interests: Ethics and best practices in special education.  
BSU Courses: SPCE 619

**Susan M. Wilczynski, Ph.D., BCBA-D** (Indiana State University, 1997) Research interests: Evidence-based practice in the treatment of autism, parent and educator training regarding effective autism treatment, employment and community participation for young adults with ASD.  
Teaching interests: Applied behavior analysis and autism  
BSU Courses: SPCE 609, SPCE 610, SPCE 611, SPCE 691

**Jennifer C. Wolfe, Ed.D.** (University of Cincinnati, 2012)  
Research interests: Literacy instruction for students with high functioning autism (HFA) and/or deafness, on-going professional development for teachers of students with low-incidence disabilities, special educational pre-service teacher preparation.  
Teaching interests: On-line/distance education; special education literacy, individualized instruction, classroom management, practicum supervision.  
BSU Courses: SPCE 277, SPCE 302, SPCE 454/554, SPCE 489

**Nina Yssel, Ph.D.** (Southern Illinois University, 1992)  
Research interests: Twice-exceptional children, differentiated instruction, teacher education.  
Teaching interest: Methods mild disabilities.  
BSU Courses: SPCE 371, SPCE 376, SPCE 489, SPCE 492. SPCE 686, SPCE 688, SPCE 697, SPCE 707, DISS 799.

**Kimberly Zoder-Martell, Ph.D., HSPP** (University of Southern Mississippi, 2012)  
Research interests: Applied behavioral consultation and strategies to increase treatment integrity (e.g., training, feedback) that can be delivered remotely.  
Teaching interests: ABA, consultation, supervision, and research methods.  
BSU Courses: SPCE 609, SPCE 610, SPCE 636, SPCE 680

**University Services**

**Graduate School**  
West Quad, Room 100  
Ball State University  
Muncie, IN 47306  
Phone: 866-285-GRAD (toll-free)  
or 765-285-1297  
Fax: 765-285-1328  
E-mail:gradschool@bsu.edu  
Website:  
[http://cms.bsu.edu/Academics/CollegesandDepartments/GradSchool.aspx](http://cms.bsu.edu/Academics/CollegesandDepartments/GradSchool.aspx) also see
Rinker Center for International Programs – Intensive English Institution
Ball State University
L.A. Pittenger Student Center, Room 102
Muncie, IN 47306 USA
Hours:
Weekdays, 8 a.m. to 5 p.m.
Phone: 765-285-5422
Fax: 765-285-3710
E-mail: intadmit@bsu.edu
Website: http://cms.bsu.edu/academics/centersandinstitutes/rinker also see http://cms.bsu.edu/academics/centersandinstitutes/intensive-english-institute

University Libraries
Ball State University
Muncie, IN 47306
Phone: 765-285-5143
Fax: 765-285-2644
E-mail: libemail@bsu.edu
Website: http://cms.bsu.edu/Academics/Libraries.aspx

Online and Distance Education
Carmichael Hall, Room 200
Ball State University
Muncie, IN 47306
Hours:
Monday-Friday 8 a.m. - 5 p.m. Eastern time
Phone: 1-800-872-0369 or 765-285-1581
Fax: 765-285-7161
E-mail: distance@bsu.edu
Website: http://cms.bsu.edu/academics/collegesanddepartments/online

Technology Help Desk
Bracken Library (BL) 101
Ball State University
Muncie, IN 47306
Hours:
Monday-Thursday: 7:30 am - 7:00 pm
Friday: 7:30 am - 5:00 pm
Phone: 765-285-1517
Toll Free: 1-866-771-3276
Fax: 765-285-1318
E-mail: helpdesk@bsu.edu
Website: http://cms.bsu.edu/About/AdministrativeOffices/Helpdesk.aspx
Learning Center
North Quad (NQ), 3rd Floor
Ball State University
Muncie, IN 47306
Hours:
Academic Year: Monday-Thursday 9 a.m.-8 p.m.
Friday 9 a.m.-12 p.m.
Summer: Monday-Thursday 12 p.m.-4 p.m.
Phone: 765-285-1006
Website:
http://cms.bsu.edu/academics/collegesanddepartments/universitycollege/learningcenter

The Writing Center
Robert Bell Building (RB), Room 291
Ball State University
Muncie, IN 47306
Hours: 10 a.m. - 8 p.m. Monday-Thursday and 10 a.m. - 2 p.m. Friday
Phone: 765-285-8387
E-mail: writing@bsu.edu
Website: http://cms.bsu.edu/Academics/CentersandInstitutes/WritingCenter.aspx

Disabled Student Development
Student Center (SC), Room 116
Ball State University
Muncie, IN 47306
Phone: 765-285-5293
Fax: 765-285-5295
E-mail: dsd@bsu.edu
Website: http://cms.bsu.edu/about/administrativeoffices/disability-services

Registration Website: http://cms.bsu.edu/about/administrativeoffices/registrar

Health Center
1500 Neely Avenue
Muncie, Indiana 47306
Hours:
Monday, Thursday and Friday 8 AM to 4:30 PM, Tuesday and Wednesday 9 AM to 6:30 PM
Phone: 765-285-8431
Fax: 765-285-1103
E-mail: healthcenter@bsu.edu
Website: http://cms.bsu.edu/CampusLife/HealthCenter.aspx
Student Center
L.A. Pittenger Student Center
Ball State University
Muncie, IN 47306
Phone: 765-285-1926
Fax: 765-285-6615
E-mail: studentctr@bsu.edu
Website: http://cms.bsu.edu/About/AdministrativeOffices/StudentCenter.aspx

Living in Muncie

Ball State University is located in Muncie, Indiana, a community of approximately 70,000 people located in east central Indiana. There are multiple recreational and leisure attractions available. Muncie is a mid-sized city just 60 miles northeast of the state’s capitol Indianapolis. Muncie is also centrally located to other major cities within a few hours driving distance including Chicago, Cincinnati, Dayton, Detroit, Louisville, and St. Louis.

For Additional Information

The Graduate School
Address:
2100 West Riverside Avenue
Ball State University
Muncie, Indiana 47306
Phone: (765) 285-1297
Website: www.bsu.edu/gradschool

Department of Special Education
Address:
Department of Special Education
Ball State University
Muncie, Indiana 47306
Phone: (765) 285-5700
Fax: (765) 285-4280
Website: www.bsu.edu/spced

Department Secretary
Cherie Collins
cjcollins2@bsu.edu
(765)-285-5700
Administrative Coordinator:
Karla Carmichael
kcarmichael@bsu.edu
(765)-285-5700

Director of the Doctoral Program:
Michael W. Harvey, Ph.D.
mwharvey@bsu.edu
(765)-285-5715
Appendix A –

General Outline of Ed.D. Doctoral Degree Progression Steps

1. Application Process
2. Director of the Doctoral Program Application File Review (BSU ADMIT)
3. Advanced Graduate Studies Faculty Application File Review (BSU ADMIT)
4. Decision to Interview Applicant
5. Formal Interview with Applicant
6. Faculty to Complete Doctoral Applicant Interview rubric
7. Selection Decision: Department; Dean’s Office; Graduate School; Rinker Center for International Programs
8. Applicant Status Notification (Graduate School/Rinker Center)
9. Admission and Initial Advising with Director of the Doctoral Program
10. Forming and Confirmation of Candidate’s Doctoral Committee
11. Complete Recommendation for Assignments to Doctoral Committee form
12. Recommendation for Assignments to Doctoral Committee form sent to the Graduate School
13. Graduate School Assignment of Doctoral Committee
14. Develop Plan of Study – Academic Requirements Check Sheet for Ed.D.
15. Schedule Committee Meeting to Approve Plan of Study with confirmation
16. Signatures for Academic Requirements Check Sheet for Ed.D. form
17. Academic Requirements Check Sheet for Ed.D. form sent to the Graduate School
19. Conduct Disposition Assessments (SPCE 701 and Dissertation Proposal)
20. Establish Comprehensive Examination Schedule
21. Review The Comprehensive Doctoral Exam in Special Education Procedures and prepare for the comp exams
22. Complete Comprehensive Examination Written Portion/s
23. Distribute Comprehensive Examination Materials to Doctoral Committee Members with confirmation (electronic copy and email)
24. Schedule the Comprehensive Examination Oral Examination Portion with Candidate and Committee Members with confirmation
25. Conduct the Oral Examination with Committee Decision
26. Complete the Graduate School’s Status of Comprehensive Exams form and the Department’s Doctoral Comprehensive Examination rubric
27. Graduate School’s Status of Comprehensive Exams form sent to the Graduate School
28. ID 705 précis development and complete training CIIT Certificate for IRB with copy for candidate’s file
29. CIIT Training Certificate sent to the BSU Office of Research Integrity (IRB)
30. Develop a Final Dissertation Proposal
31. Schedule the Dissertation Proposal meeting with Doctoral Committee with confirmation
32. Present the Dissertation Proposal to Doctoral Committee
33. Committee will complete Dissertation Proposal and Admission to Candidacy for the Doctoral Degree form and the Department’s Dissertation Proposal rubric
34. Committee will complete the Department’s Disposition rubric after the conclusion of the Dissertation Proposal meeting
35. Dissertation Proposal and Admission to Candidacy for the Doctoral Degree form sent to the Graduate School
36. Register for DISS 799 and/or DOC 700 work on dissertation
37. Complete all requirements of IRB (see irb.net) with faculty advisor (Chair)
38. Copy of IRB Approval Letter sent to the Graduate School with copy for candidate’s file
39. Document all elements of IRB and Human Subjects interactions during research study period and close study at time stated in IRB protocol - see http://www.bsu.edu/About/AdministrativeOffices/ResearchIntegrity.aspx
40. Completion of Dissertation and distribution to Doctoral Committee (electronic copy and email)
41. Schedule the dissertation defense with doctoral committee with confirmation
42. Conduct the dissertation defense meeting with committee decision
43. Complete the Department’s Dissertation Defense scoring rubric
44. Complete and sign/date the finalized Academic Requirements Check Sheet for Ed.D. form with any course substitutions with copy for candidate’s file
45. Graduate School’s Academic Requirements Check Sheet for Ed.D. form sent to the Graduate School
46. Apply for graduation and complete all requirements and paperwork. Candidates will work with the Graduate School with applications submitted on line at http://cms.bsu.edu/academics/collegesanddepartments/gradschool/preparing-for-graduation
47. Copy of Graduate School Confirmation of Electronic Dissertation Approval and Clearance for Graduation in candidate’s file
48. Ball State University Commencement and earning of Ed.D. Degree
## Roles and Responsibilities in the Doctor of Education Degree in Special Education

**Action Items: Progression Toward Doctoral Degree**

<table>
<thead>
<tr>
<th>Application</th>
<th>Ed.D. in Special Education Candidate</th>
<th>Chair of Doctoral Committee</th>
<th>Director of Doctoral Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete all elements with Grad School and Department or Rinker Center (international students)</td>
<td></td>
<td>Point of contact and resource to all applicants, facilitate file review and decision-making, schedule interviews where indicated, work with the Rinker Center and the Grad School, rGrade management</td>
</tr>
</tbody>
</table>

| Initial Advising | Work with director of the doctoral program in initial schedule of classes |                             | Work with candidates on initial schedule of classes, advising, exploration of committee development |

| Selection of Committee Chair | Meet with department graduate faculty to select – verify service | Agree to serve as candidate’s committee chair | Work with candidate and chair on Committee Assignment form and file appropriate form with Grad School and candidate’s doctoral file, rGrade management |

| Selection of SPCE Faculty Representative | Work with chair and meet with faculty member – verify service | Advise candidate | |

| Selection of Cognate Area/s | Work with chair and meet with cognate area faculty member – verify service | Advise candidate | |

| Program Plan of Study | Work with chair to develop plan of study | Draft plan of study, send to committee, schedule meeting, approve plan, signed check sheet to director of doctoral program and Grad School, record of approval process with | Work with chair on Check Sheet form and file appropriate form with Grad School and candidate’s doctoral file, rGrade management |
| Program Plan of Study Annual Review Process | Complete the Program Plan of Study Annual Review packet and work with chair to review plan of study annual progress | Work with candidate to conduct/complete the Program Plan of Study Annual Review Process | Work with chair on Program Plan of Study Annual Review Process as needed and file copy in candidate’s file |
| Disposition Assessments | Candidate receives copy of disposition ratings | Work instructor of SPCE 701 and committee to facilitate disposition assessment process and provide candidate with disposition assessment ratings | Receives disposition assessment ratings from committee chair and posts to rGrade and places copy in candidate’s file |
| ID 705 and CIIT certificate for IRB | Work with chair on topic area and CIIT | Work with candidate on developing a dissertation topic/study and CIIT certificate | File copy of CIIT certificate in candidate’s doctoral file |
| DISS 799 Hours and DOC 700 | Work with chair | Work with candidate | Assists candidate and chair with approval process as needed. Receives copies of DOC 700 approval (Grad School and Rinker Center). |
| Comprehensive Examination | Work with chair and director of the doctoral program for preparation and comp examination process | Work with candidate in preparation for the comp exam, schedule the comp exam, work with director of the doctoral program to arrange room/equipment, proctor, send comp exam materials to committee members for review, schedule meeting per Grad School requirements and conduct oral examination process, complete department rubric and Status of Comprehensive Exam forms, copies to director of the doctoral program and file appropriate forms | Work with chair on comprehensive examination process, study guides, and arrangements, department rubric and Status of Comprehensive Exam forms, and file appropriate form with Grad School and candidate’s doctoral file, rGrade management |
| Dissertation Proposal | Work with chair on dissertation proposal and presentation to committee | Work with candidate to refine précis into a proposal, share proposal with committee, schedule | Work with chair on department rubric and Admission to Candidacy for the |
| **IRB approval**  | Work with chair on irb.net and IRB approval process | Work with candidate to submit all required elements on irb.net and BSU Office of Research Integrity approval. IRB approval letter copied and in file and on file with the Grad School | Work with chair on IRB approval letter copy for candidate’s doctoral file, rGrade management |
| **Dissertation Study and Defense**  | Work with chair on dissertation study and committee defense | Work with candidate on all phases of dissertation, send final dissertation copy to committee and schedule defense per Grad School requirements, conduct oral examination process, complete department rubric and Graduate School’s Final Approval Form for Doctoral Candidates and finalized plan of study (with any/all substitutions) Academic Requirements Check Sheet for Ed.D. forms, copies to director of the doctoral program and file appropriate forms | Work with chair on dissertation defense process, department rubric and Graduate School’s Final Approval Form for Doctoral Candidates and finalized plan of study Academic Requirements Check Sheet for Ed.D. forms, copies to director of the doctoral program, Grad School and candidate’s doctoral file, rGrade management |
| **Graduation**  | Work with chair and Graduate School with deadlines and paperwork requirements | Work with candidate and the Graduate School. Copy of Graduate School Confirmation of Electronic Dissertation Approval and Clearance for Graduation in candidate’s file | Work with chair on Grad School Graduation Approval notice copy for candidate’s doctoral file, rGrade management |

*Note. More detailed explanation found in Roles and Responsibilities section (see pp. 29-35 above).*
**Doctoral Candidate’s Interview and Application Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarship and Evidence of Academic Preparation of Doctoral Studies</strong> (GPA, GRE, writing sample)</td>
<td>Comprehensive evidence of scholarship and academic preparation from interview and application materials</td>
<td>Complete evidence of scholarship and academic preparation from interview and application materials</td>
<td>Limited evidence of scholarship and academic preparation from interview and application materials</td>
<td>Little or no evidence of scholarship and academic preparation from interview and application materials</td>
<td>Up to 4 Points</td>
</tr>
<tr>
<td><strong>Professional Experiences Related to Individuals with Disabilities</strong> (2 yrs. minimum, recommendations, breadth and depth of experience/s)</td>
<td>Comprehensive evidence of professional experiences directly related to individuals with disabilities from interview and application materials</td>
<td>Complete evidence of professional experiences directly related to individuals with disabilities from interview and application materials</td>
<td>Limited evidence of professional experiences directly related to individuals with disabilities from interview and application materials</td>
<td>Little or no evidence of professional experiences directly related to individuals with disabilities from interview and application materials</td>
<td>Up to 4 Points</td>
</tr>
<tr>
<td><strong>Quality of Interview</strong> (Comprehensiveness of applicant to engage, demonstrate knowledge, and articulate background and experiences in the field of special education or related area [e.g., ABA])</td>
<td>Very high quality interview and engagement directly related to advanced education, doctoral studies, and ability to succeed in doctoral studies from interview and application materials</td>
<td>High quality interview and engagement directly related to advanced education, doctoral studies, and ability to succeed in doctoral studies from interview and application materials</td>
<td>Medium quality interview and engagement directly related to advanced education, doctoral studies, and ability to succeed in doctoral studies from interview and application materials</td>
<td>Low quality interview and engagement directly related to advanced education, doctoral studies, and ability to succeed in doctoral studies from interview and application materials</td>
<td>Up to 4 Points</td>
</tr>
<tr>
<td><strong>Research focus and area of study within the field</strong> (Comprehensiveness of applicant to articulate a focus for doctoral studies, career goals, and research</td>
<td>Comprehensive evidence of appropriate career goals, research focus, and appropriate research addenda from interview and</td>
<td>Complete evidence of appropriate career goals, research focus, and appropriate research addenda from interview and</td>
<td>Limited evidence of appropriate career goals, research focus, and appropriate research addenda from interview and application materials</td>
<td>Little to no evidence of appropriate career goals, research focus, and appropriate research addenda from</td>
<td>Up to 4 Points</td>
</tr>
<tr>
<td>agenda</td>
<td>application materials</td>
<td>application materials</td>
<td>interview and application materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>-------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring: (per question)**

**Total:**
- Distinguished = Greater than 15 points
- Satisfactory/Pass = 11-14 points
- Fail = 10 or less points
Appendix D –

**Program Plan of Study Annual Review Assessment Process and Forms**

Candidate: Date:  
BSU ID: Annual Review: Year  
Committee Chair:  
Faculty Representative:  
Cognate Advisor:  
Cognate Advisor:  
University Representative:  

**Progress in Special Education Coursework**  
Courses Completed:  
Strengths:  
Barriers/Challenges:  
Suggested Supports:  

**Progress in Cognate Area 1.**  
Coursework  
Courses Completed:  
Strengths:  
Barriers/Challenges:  
Suggested Supports:  

**Progress in Cognate Area 2.**  
Coursework  
Courses Completed:  
Strengths:  
Barriers/Challenges:  
Suggested Supports:  

**Progress in Statistics Coursework**  
Courses Completed:  
Strengths:  
Barriers/Challenges:  
Suggested Supports:  

**Professional Development Activities**  
Research/Grants:  
Presentations:  
Publications:  
Teaching:  
Service to the Profession:
Program Plan of Study Annual Review

Narrative – Explanation/Elaboration of Annual Progress:

Candidate

Date
**Program Plan of Study Annual Review Assessment Form**

This form is to be completed by the chair of the committee and shared with the doctoral candidate at the time of the annual review meeting.

Rating Scale:  U = Unsatisfactory; NI = Needs Improvement; S = Satisfactory;  
E = Excellent Progress; N/A = Not Applicable at this Time

---

Special Education Coursework

Cognate Area 1. Coursework

Cognate Area 2. Coursework

Statistics Coursework

Professional Development Activities

Overall Annual Progress Rating

Comments:

---

Candidate __________________________ Date __________

Committee Chair __________________________ Date __________
Appendix E –

Comprehensive Examination Structure for Doctoral Degree in Special Education

The Comprehensive Doctoral Exam in Special Education Procedures

Purpose
The comprehensive examination is an opportunity for the doctoral candidate to demonstrate their learning over the course of their doctoral studies as they come to the completion of their course of study. Candidates have the opportunity to show their knowledge, professional development and competency through both written and oral expression. The comprehensive examination provides candidates with a series of challenging experiences in three domains: a) Core Knowledge and Skills; b) Specialty Content Area; and c) Cognate Area. All phases of the comprehensive examination, written and oral, allow the doctoral candidate to demonstrate their competency while providing faculty members a means to evaluate candidate’s skill and proficiencies.

Procedures

A) Timing of the Examination
Doctoral candidates typically schedule their comprehensive examination during the semester when they take ID 705. It is the candidate’s responsibility to initiate the comprehensive examination process. Candidates work with their committee chair and the director of the doctoral program in the Department of Special Education to schedule and coordinate their comprehensive examination. In general terms, comprehensive examinations are scheduled fall semester during the month of October and in spring semester during the month of March.

One month before the scheduled examination the candidate will be provided a study guide and/or instructions for preparation as they prepare for the examination. In some cases, this may include doing a research and/or writing exercise as part of the comprehensive examination process (see Comprehensive Examination Structure below).

The candidate’s doctoral committee constitutes their comprehensive examination committee. Committee members will receive the written portion of the candidate’s examination and within three weeks following the written portion completion, the committee will meet to conduct the oral examination.

B) The Written Portion of the Examination
There are three sections that constitute the written portion of the comprehensive examination for doctoral candidates in the Department of Special Education: a) Core Knowledge and Skills; b) Specialty Content Area (strand focus); and c) Cognate Area. Each portion is unique and addresses specific knowledge and skill areas germane to the candidate’s plan of study and emphasis area.
1. The Core Knowledge and Skills section focuses on laws, policies, programs and services for individuals with disabilities and has a research competency component. All doctoral candidates take this portion of the comprehensive examination. This is completed within a four (4) hour writing block scheduled and conducted at BSU in an arrange room in Teachers College. This is a proctored written examination. Candidates are provided with a study guide one month prior to their scheduled written examination.

2. The Specialty Content Area focuses on specific content knowledge and skills directly related to the candidate’s area of expertise identified in their plan of study within the Ed.D. strand area. Candidates work directly with their committee chair and department representative concerning the structure, content, and timelines related to the specialty area assignment for the comprehensive examination. Candidates focused written component of the specialty area may take one or more of several forms (e.g., written exam in proctored format [similar to Core Knowledge exam structure], literature review, research project, research paper, etc.). Candidates will be provided specific directions with study guides and/or activity outlines by their committee chair related to this required written portion of the comprehensive examination. The candidate and committee chair will work with the director of the doctoral program to facilitate this portion of the candidate’s comprehensive examination.

3. The Cognate Area focuses on the designated cognate concentration area from the field of study selected by the candidate within their doctoral program in the Department of Special Education. Candidates work with their committee chair and their cognate faculty representative(s) to organize and coordinate the cognate portion of the comprehensive examination. Candidate’s cognate area written component will follow the comprehensive examination guidelines and procedures established within the cognate area(s) for that specific department. Their cognate representative(s) will provide candidates specific directions (e.g., study guides and/or activity outlines) related to their required written portion of the comprehensive examination. The candidate and committee chair will work with the cognate representative(s) and the director of the doctoral program to facilitate this portion of the candidate’s comprehensive examination.

Writing Conventions: Candidates will use APA Publication Manual (6th ed.) to guide all aspects of their written work on the written comprehensive examination. APA is the standard for technical writing within the doctoral program in the Department of Special Education. Candidates will be judged on their written work regarding quality, accuracy, proficiency, and correct APA style as part of the evaluation process for the comprehensive examination.

Distribution of Written Comprehensive Examination Materials: Once the written comprehensive examination is completed and all work is compiled, the chair of the committee will distribute the written comprehensive exam packets to all committee members. All committee members, or their department representative, will sign that they received the comprehensive examination materials. All members are to review the written comprehensive examination prior to the scheduled oral comprehensive examination.
C) The Oral Portion of the Examination
The oral examination will be scheduled within three weeks of completion of the written examination. The oral examination will be scheduled in Teachers College and should be scheduled for a two-hour block of time. Students will have an opportunity to explain their written work and committee members will have an opportunity to ask the candidate questions related to their written examination. The candidate will defend and elaborate on their written work in relationship to committee members’ questions. The candidate’s doctoral committee may give the opportunity to correct deficiencies in the written examination.

D) Completion of the Comprehensive Examination
After completion of the oral examination, the committee decision for the entire examination will be either “pass” or “fail.” A candidate may pass the entire examination with one dissenting vote. However, if two or more committee members dissent, the candidate fails the entire examination.

Failure of the comprehensive examination can be failure of the written portion of the exam; failure of the oral portion of the exam; or failure of both the written and oral portions of the exam.

The examining committee chairperson will send written notification of the outcome of the comprehensives to the candidate and the dean of the Graduate School after the completion of the oral examination. In the case of a failed comprehensive examination, the committee chairperson’s written notification will include a statement of the reason or reasons for the failure and the time specified before the next examination.

A failed comprehensive examination may be repeated only one time. The committee members who administered the first examination will also administer the retest. A candidate who fails to pass the second examination is ineligible to continue and is dismissed from the doctoral program.

At the completion of the comprehensive examination the Department of Special Education’s Rubric for Doctoral Comprehensive Examinations will be completed by the committee chair, working with the full committee. A copy of the rubric will be provided to the director of the doctoral program and the original will be placed in the candidate’s file. In addition, the committee chair will complete the Graduate School’s Status of Comprehensive Exams form. A copy will be provided to the director of the doctoral program and a copy will be placed in the candidate’s file. The original will be sent to the Graduate School.
Comprehensive Examination Structure for the Ed.D. in Special Education

**Day 1.** Core Competency Examination Taken with Computer/Printer Provided (4 hrs.)

<table>
<thead>
<tr>
<th>Day 1. Core Examination</th>
<th>Content Areas</th>
<th>Designer</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1.</td>
<td>SPCE 701 Policy or SPCE 702 Disabilities</td>
<td>Dr. Harvey – SPCE Grad Faculty</td>
<td>Chair &amp; Committee</td>
</tr>
<tr>
<td>Area 2.</td>
<td>CEC Ethics, Standards, and Guidelines</td>
<td>SPCE Grad Faculty</td>
<td>Chair &amp; Committee</td>
</tr>
<tr>
<td>Area 3.</td>
<td>Research Methods and Application EDPSY 641; 642; and ID 705</td>
<td>SPCE Grad Faculty</td>
<td>Chair &amp; Committee</td>
</tr>
</tbody>
</table>

**Day 2.** Strand Area Examination Taken as Determined by Chair and SPCE Department Representative

<table>
<thead>
<tr>
<th>Day 2. Strand Area Examination</th>
<th>Content Area Focus</th>
<th>Responsible Designer</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand 1 – Policy/Administration</td>
<td>SPCE 637; SPCE 639</td>
<td>Dr. Harvey</td>
<td>Chair &amp; Committee</td>
</tr>
<tr>
<td>Strand 2 - ABA/Autism</td>
<td>SPCE 609; SPCE 610</td>
<td>Dr. Wilczynski, Dr. McIntosh</td>
<td>Chair &amp; Committee</td>
</tr>
<tr>
<td>Strand 3 - Low Incidence</td>
<td>SPCE 577; SPCE 578</td>
<td>Dr. Pulpaff</td>
<td>Chair &amp; Committee</td>
</tr>
<tr>
<td>Strand 4 - High Incidence</td>
<td>SPCE 686; SPCE 687</td>
<td>Dr. Yssel</td>
<td>Chair &amp; Committee</td>
</tr>
<tr>
<td>Strand 5 - General Special Education</td>
<td>SPCE 600; SPCE 636</td>
<td>Dr. Merbler, Dr. Hadadian</td>
<td>Chair &amp; Committee</td>
</tr>
</tbody>
</table>

**Day 3.** Cognate Area Examination Taken as Determined by Chair and Cognate Department Representative (follow Cognate Dept. Guidelines and Practices)

<table>
<thead>
<tr>
<th>Day 3. Cognate Area Examination</th>
<th>Content Area</th>
<th>Designer</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate Department -Specified Content Area</td>
<td>Based on Student Cognate Area/s</td>
<td>Cognate Department</td>
<td>Cognate Department Representative &amp; Committee</td>
</tr>
</tbody>
</table>

*Note.* This SPCE department’s comprehensive examination structure as of 2010 academic year with approval by the advanced graduate education committee spring 2012.
Appendix F –

Department of Special Education Comprehensive Examination Rubric

Department of Special Education Rubrics for Doctoral Comprehensive Examinations

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Satisfactory</th>
<th>Weak</th>
<th>Fail</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of Content</td>
<td>Information is correct and exceeds facts/information required by the question.</td>
<td>Information is correct and addresses all components of the question.</td>
<td>All components of the question are not answered OR not more than one component is incorrect.</td>
<td>Components are missing AND/OR more than two components or facts are incorrect.</td>
<td>Up to 8 Points</td>
</tr>
<tr>
<td>Documentation</td>
<td>Multiple citations for all facts with accurate dates and authors.</td>
<td>Each fact has at least one citation. Dates/authors generally accurate.</td>
<td>Several facts are not documented or authors/dates are wrong.</td>
<td>Most facts are not documented. Incorrect authors/dates.</td>
<td>Up to 8 Points</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>Writing is clear and grammatically correct. With clearly identified subsections. Multiple examples are provided to clarify concepts.</td>
<td>Writing is generally clear. Some grammatical errors may be present. At least one example is provided to clarify concepts.</td>
<td>Writing is confused/difficult to follow. Several grammatical errors. Weak examples of concepts.</td>
<td>Only an outline is provided. Incomplete sentences. Examples are not applicable or absent.</td>
<td>Up to 4 Points</td>
</tr>
</tbody>
</table>

Scoring: (per question)

**Total:**

- Distinguished = Greater than 17 points
- Satisfactory/Pass = 12 – 16 points
- Less than 12 points = Remediation *(At the discretion of the doctoral committee)*
- Less than 7 points = Fail
Appendix G –

Department of Special Education Dissertation Proposal Rubric

**Department of Special Education Rubrics for Doctoral Dissertation Proposal**

<table>
<thead>
<tr>
<th>Topic Introduction</th>
<th>Distinguished</th>
<th>Satisfactory</th>
<th>Weak</th>
<th>Fail</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is correct and exceeds facts/information required to support the study proposal.</td>
<td>All components of the proposal are missing and/or multiple components or facts (2+) are incorrect to support the study proposal.</td>
<td>Components</td>
<td>Up to 8 Points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Purpose of the Study and Research Questions | The purpose of the study and research questions are clear and comprehensive and are supported by the literature. | The purpose of the study and research questions are clear and complete and are supported by the literature. | The purpose of the study and research questions are correct but need further clarification and are generally supported by the literature. | The purpose of the study and/or research questions are not clear or comprehensive and are not supported by the literature. | Up to 8 Points |

| Review of the Literature | Multiple citations to support the study proposal with accurate dates and authors. | Key points have at least one or more citations to support the study proposal with dates/authors generally accurate. | Limited citations that are not well documented or authors/dates are incorrect. | Most facts are not documented to support the study proposal and have incorrect authors/dates. | Up to 8 Points |

| Methodology | Research methods are appropriate and comprehensive in addressing the design and intent of the study | Research methods are not well-developed for the study design/intent | Research methods are appropriate but are not well-developed for the study design/intent | Research methods are not appropriate for the study design/intent | Up to 8 Points |

<p>| Writing Mechanics | Writing is clear and grammatically correct. With clearly identified subsections. | Writing is generally clear. Some grammatical errors may be present. APA. | Writing is confused/difficult to follow. Several grammatical errors. APA is not used or used inconsistently. | Only an outline is provided. Incomplete sentences. APA needs to follow. | Up to 4 Points |</p>
<table>
<thead>
<tr>
<th>APA is correct and comprehensive</th>
<th>is correct and complete</th>
<th>generally correct with corrections needed</th>
<th>significant corrections and attention</th>
</tr>
</thead>
</table>

**Scoring: (per question)**

**Total:**
- Distinguished = Greater than 33 points
- Satisfactory/Pass = 24-32 points
- Less than 23 points = Remediation (*At the discretion of the committee*).
- Less than 20 points = Re-do the dissertation proposal
Appendix H –

Department of Special Education Dissertation and Defense Rubric

Department of Special Education Dissertation Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria and qualities</th>
<th>Distinguished</th>
<th>Satisfactory</th>
<th>Weak</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Pages: Title page and paper formatting</td>
<td>The title page identifies a succinct title (with variables), author, department, and institution in correct APA style. Paper follows all APA format rules for margins, headers, appendices, tables, figures, etc.</td>
<td>The title page identifies the author and name of the report. Paper follows almost all APA format rules for margins, headers, appendices, tables, figures, etc.</td>
<td>The author has either omitted, or done cursory work, on the title page. Paper breaks some APA format rules.</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td>Preliminary Pages: Abstract</td>
<td>The abstract is between 100 and 150 words. It describes the problem, subjects, instruments, design, procedures, results, and conclusion in APA style.</td>
<td>The abstract contains general information on the research, but misses important literature, variables, or purpose of the study or another key section.</td>
<td>The abstract is either omitted, or lends little information about the study.</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td>Introduction: Statement of the problem</td>
<td>A focused background of the problem, and its importance to the field, is addressed.</td>
<td>Readers are aware of the overall problem, challenge, or topic that is to be examined. The introduction either &quot;meanders&quot; or &quot;jumps in&quot; too quickly.</td>
<td>Neither implicit nor explicit reference is made to the issue or controversy that is to be examined.</td>
<td>Up to 10 points</td>
</tr>
<tr>
<td>Introduction: Critical Review of the Research Literature</td>
<td>An analysis of the relationships and differences among related studies and report are shown. A clear and explicit organization of topics exists with an intro, critique, and a brief</td>
<td>Relevant studies and reports are identified, but there is a lack of coherence in the description. The review is mainly a summary of the literature. The theory base or conceptual framework</td>
<td>The review of literature appears fragmented and of little importance to the problem identified. The review is merely a summary. Many</td>
<td>Up to 15 points</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>All sources are empirical and a theory base or conceptual framework is used extensively. The summary provides the state of current knowledge of the topic and identifies gaps in the current research literature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>has a &quot;token&quot; presence that is more window dressing than the lens through which articles are critiqued. The writer demonstrates some understanding of the literature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the sources are not empirical. No theory base or conceptual framework is used to critique the literature. No clear organization exists. The writer does not demonstrate a full understanding of the literature.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Introduction:**

**Hypothesis or Research Question**

The hypothesis or research question is clear and concise, but flow smoothly from the literature review and problem. The hypothesis states the expected relationship between variables. The question poses relevant ideas to examine in a study. It is clear how these questions or hypotheses build on the past research. The need to answer these questions is clear and compelling.

The hypothesis or research question is clear, and relates to the review of literature. The need is stated, but is not convincing or is a "stretch" The flow between the literature review and this section is strained or awkward.

The hypothesis or research question is either omitted or of limited value. There is no apparent relationship between the review of literature and the hypothesis or question. No need is established to answer the questions posed.

**Methodology:**

**Subjects**

The number of subjects, how they were selected, and what population they represent are identified. Population characteristics, and sampling frame are identified. Clear and complete description of subjects is present. Power is addressed.

Information on the subjects is present, but the number, how they were selected, or the population they represent is unclear. Power discussion is unclear.

It is not obvious who served as the subjects for the study, or the population they represent. Power discussion is incorrect or missing.
<table>
<thead>
<tr>
<th>Methodology: Instruments and Materials</th>
<th>Adequately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instruments to be used are clearly identified and justified. Reliability and validity measures are discussed. The instrument logically fits with the hypotheses, theory base, or sample.</td>
<td>Usable instruments or materials are identified, but information as to their worth may not be contained in the report. Some lack of clarity between the selected instrument and the theory base/hypotheses/sample exists.</td>
</tr>
<tr>
<td><strong>Methodology: Design</strong></td>
<td>The research design is clearly detailed and justified. Sources of invalidity are identified and addressed.</td>
</tr>
<tr>
<td><strong>Methodology: Procedures</strong></td>
<td>The procedures are clear and presented in chronological order. If another researcher wanted to replicate the study, enough information is provided to follow each step.</td>
</tr>
<tr>
<td><strong>Results: Analysis</strong></td>
<td>The results are clearly reported with detailed description of sub-analyses as appropriate. Candidate cites relevant studies to justify analyses.</td>
</tr>
<tr>
<td><strong>Results: Tables and Graphs</strong></td>
<td>Tables and graphs are concise and provide a thorough summary of the results. Tables and graphs follow APA style and are of</td>
</tr>
<tr>
<td>Discussion</td>
<td>Findings are discussed and interpreted within the context of existing research literature. Multiple implications (at least five) of the findings for practice are discussed. Generalizations do not exceed the scope of the findings. At least four future studies/directions for research are identified.</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>References</td>
<td>The minimum number of empirical references are used; all citations cross-list to the reference page, and everything appears in correct APA style.</td>
</tr>
<tr>
<td>Required Attached Material</td>
<td>All appendices and IRB information appear and are clearly and logically addressed. The reviewer can easily check all components. No missing, unclear, or incorrect information is present.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

Note. This scoring rubric was adapted from a research paper rubric used at Illinois State University, Department of Educational Administration.
Appendix I -

Ball State University/Candidate Preparation – Disposition Assessment Rubric

Name: ____________________________  Decision Point: __________

Program of Study: ____________________________

Directions: Circle the appropriate rating for the candidate for each theme from Ball State Conceptual Framework.

Rubric Scale: Unsatisfactory  Basic  Proficient  Distinguished  N/A

<table>
<thead>
<tr>
<th>Commitment to Academic Expertise</th>
<th>Unsatisfactory = 1</th>
<th>Basic = 2</th>
<th>Proficient = 3</th>
<th>Distinguished = 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independence</strong></td>
<td>Needs step by step instruction and constant support</td>
<td>Rarely operates independently and requires significant support</td>
<td>Operates somewhat independently but requires periodic support</td>
<td>Consistently demonstrates independence and initiative</td>
<td>Does not apply</td>
</tr>
<tr>
<td><strong>Use of Resources</strong></td>
<td>Neglects resources provided by instructor/advisor</td>
<td>Uses only resources provided by instructor/advisor</td>
<td>Often finds resources beyond those provided by instructor/advisor</td>
<td>Frequently finds resources beyond those provided by instructor/advisor</td>
<td>Does not apply</td>
</tr>
<tr>
<td><strong>Interest and Motivation</strong></td>
<td>Shows little or no interest or motivation with regard to course work or research process</td>
<td>Shows some interest and a basic level of motivation regarding course work or research process</td>
<td>Shows interest and a sufficient level of motivation regarding course work or research process</td>
<td>Strives for excellence. Shows high degree of interest and motivation in regard to course work or research process</td>
<td>Does not apply</td>
</tr>
<tr>
<td><strong>Oral Expression</strong></td>
<td>Struggles to express ideas in discussion or presentation</td>
<td>Occasionally expresses ideas clearly, articulately, and appropriately in discussion or presentation</td>
<td>Often expresses ideas clearly, articulately, and appropriately in discussion or presentation</td>
<td>Expresses ideas clearly, articulately, and appropriately in discussion or presentation</td>
<td>Does not apply</td>
</tr>
<tr>
<td><strong>Written Expression</strong></td>
<td>Frequently lacks coherence and clarity in writing</td>
<td>Occasionally lacks coherence and clarity in writing</td>
<td>Generally expresses ideas clearly and coherently in writing</td>
<td>Expresses ideas with a high level of clarity and coherence in writing</td>
<td>Does not apply</td>
</tr>
<tr>
<td>Engagement with People and Ideas</td>
<td>Unsatisfactory = 1</td>
<td>Basic = 2</td>
<td>Proficient = 3</td>
<td>Distinguished = 4</td>
<td>N/A</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------</td>
<td>-----------</td>
<td>----------------</td>
<td>-------------------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Group Functioning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not work effectively with</td>
<td>Sometimes</td>
<td>Generally</td>
<td>Actively</td>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td>others</td>
<td>works well with</td>
<td>works well</td>
<td>contributes to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>others</td>
<td>others</td>
<td>positive group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Receptiveness to Ideas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rejects and/or ignores ideas</td>
<td>Occasionally</td>
<td>Often</td>
<td>Always</td>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td>and suggestions</td>
<td>accepts ideas</td>
<td>accepts</td>
<td>receptive to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and suggestions</td>
<td>ideas and</td>
<td>constructive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>suggestions</td>
<td>ideas and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>suggestions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsiveness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates minimal or</td>
<td>Demonstrates</td>
<td>Demonstrates</td>
<td>Listens and</td>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td>inappropriate responses to</td>
<td>some responsiveness</td>
<td>responsiveness</td>
<td>responds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
<td>carefully and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>thoughtfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consideration of Diversity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resists consideration of</td>
<td>Minimally</td>
<td>Considers</td>
<td>Carefully and</td>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td>diverse cultural perspectives</td>
<td>considers</td>
<td>diverse</td>
<td>attentively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and experiences</td>
<td>diverse cultural</td>
<td>cultural</td>
<td>considers and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>perspectives and</td>
<td>perspectives</td>
<td>thoughtfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>experiences</td>
<td>experiences</td>
<td>responds to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>diverse cultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introspection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unwilling and/or unable to</td>
<td>Occasionally</td>
<td>Often</td>
<td>Consistently</td>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td>examine his or her own</td>
<td>examines his or</td>
<td>examines</td>
<td>examine critically</td>
<td>houldly</td>
<td></td>
</tr>
<tr>
<td>perspectives and experiences</td>
<td>her own perspectives</td>
<td>his or her</td>
<td>his or her</td>
<td>her perspective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and experiences</td>
<td>perspectives</td>
<td>perspectives and</td>
<td>and experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Display of Appropriate Attitudes and Behaviors Related to Professional Contexts</strong></td>
<td>Unsatisfactory = 1</td>
<td>Basic = 2</td>
<td>Proficient = 3</td>
<td>Distinguished = 4</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irregular attendance and/or</td>
<td>Somewhat</td>
<td>Regularly</td>
<td>Always attends and is on time;</td>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td>frequent lateness with</td>
<td>irregular</td>
<td>attends and on time; gives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inconsistent notification</td>
<td>attendance</td>
<td>advanced</td>
<td>advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and/or occasional</td>
<td>notification</td>
<td>notification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lateness with</td>
<td>of any</td>
<td>of any absences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>notification</td>
<td>absences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Handling of Frustration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vents frustration inappropriately</td>
<td>Frustration</td>
<td>Generally</td>
<td>Handles</td>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td></td>
<td>occasionally</td>
<td>handles</td>
<td>frustration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>interferes with</td>
<td>frustration</td>
<td>appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unengaged and/or minimal</td>
<td>Somewhat</td>
<td>Generally</td>
<td>Highly engaged</td>
<td>Does not apply</td>
<td></td>
</tr>
<tr>
<td>reflection</td>
<td>engaged but</td>
<td>engaged and</td>
<td>and reflective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reflection limited to specific course content</td>
<td>reflective about teaching and learning</td>
<td>about teaching and learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------</td>
<td>----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Respect of Diversity**

<table>
<thead>
<tr>
<th>Demonstrates disrespect towards diverse students, families, and other professionals</th>
<th>Demonstrates respect towards diverse students, families, and other professionals</th>
<th>Actively demonstrates respect towards diverse students, families, and other professionals</th>
<th>Demonstrates and respect and appreciation towards diverse students, families, and other professionals, actively encouraging others to do the same</th>
<th>Does not apply</th>
</tr>
</thead>
</table>

**Professionalism**

<table>
<thead>
<tr>
<th>Acts unprofessionally or acts without integrity or fairness, and/or is not accountable for his/her actions</th>
<th>Acts somewhat professionally and acts with some integrity and fairness, and is often accountable for his/her actions</th>
<th>Acts professionally, acts with integrity and fairness, and is accountable for his/her actions</th>
<th>Always acts with a high-level of professionalism, acts with integrity and fairness, and is accountable for his/her actions</th>
<th>Does not apply</th>
</tr>
</thead>
</table>

Evaluator: _______________________________________________________________________

Comments:

**Total:**

- Distinguished = Greater than 45 points
- Satisfactory/Pass = 31 – 44 points
- Less than 25 - 30 points = Remediation
- Less than 25 points = Fail

*(At the discretion of the doctoral committee)*

*Note:* Proportional ration to adjust scale to account for N/A in rating point structure
Draft - Process for Assessing Dispositions in Graduate Candidates

Assessing Dispositions In Graduate Candidates

Rough Draft – April 18, 2012

Dispositions related to the Conceptual Framework themes of expertise, engagement and context are a critical element in each program of study. Graduates of Ball State University’s professional education unit should bear a distinctive level of professionalism by virtue of their graduate preparation and commitment to excellence.

A central goal of the University is to assess the nature of development in each graduate candidate. The following considerations guide the assessment of dispositions of graduate candidates at Ball State University:

1) Expectations in regard to dispositions will take into account the developmental level of candidates. The attitudes, behaviors, and professional conduct of all candidates should be enhanced progressively over the course of their program of study.
2) Every candidate will receive a rubric rating at each Decision Point, not just those who show exemplary professional conduct or deficiencies in their professional behavior. Each licensure area will determine the mechanism of review (within the Decision Point structure) in their major.
3) A standard rubric form is attached. This form will be completed and the data reported to Teachers College at the completion of the appropriate Decision Points.
4) A copy of the completed form will be provided to each candidate, or available for the candidate to access on rGrade, following the review at each Decision Point.
5) It is expected that candidates will achieve at least a “basic rating” throughout their program of study.
6) One “unsatisfactory” mark will result in an “unsatisfactory rating” for that assessment. Whenever a candidate earns an “unsatisfactory rating” on a Disposition Assessment at a Decision Point, he/she must meet with the licensure area designee to determine the major issue(s) and a corrective course of action.
7) If a candidate receives an “unsatisfactory rating” at any Decision Point, he/she must achieve at least a “basic rating” at the next Disposition Assessment review, or the candidate will not be allowed to continue through the program of study.
8) If a candidate receives an “unsatisfactory rating,” then he/she must complete corrective actions prior to completing the program.
9) A candidate may file a written appeal of an “unsatisfactory rating” that results in
his/her exclusion from the program of study. There are three permissible bases for an appeal: 1) the rating and/or exclusion was arbitrary or capricious, 2) the rating and/or exclusion violated applicable University policies or procedures, and/or 3) the rating and/or exclusion was the result of unlawful discrimination. Such appeal must be received in the Office of the Dean of the Teachers College within five (5) school days of the date of delivery of the "unsatisfactory rating." The Dean of the Teachers College or his/her designee shall review all relevant documentation, interview the candidate and other concerned parties, and decide whether the "unsatisfactory rating" and exclusion from the program of study should be upheld or reversed. This decision will be made as soon as reasonably possible, generally within five (5) school days of receipt of the written appeal. If, based on this review, the Dean of the Teachers College or his/her designee upholds the "unsatisfactory rating" and exclusion from the program of study, such decision shall be final. If the Dean of the Teachers College or his/her designee reverses the "unsatisfactory rating" and/or exclusion from the program of study, he/she shall decide the appropriate remedy, after consulting with the Chair of the Department that is responsible for the candidate's program of study. This decision shall be final. 10) Nothing in the university-wide assessment system will prevent the development and implementation of additional means of assessing professional dispositions unique to specific programs or licensure areas.
Appendix J –

Department of Special Education Ed.D. Program Decision Points (DP)
see rGrade: http://www.bsu.edu/rgrade/

SPCED: Ed.D. in Special Education (Fall10 - present)

Decision Point #0

Graduate School Status
GRE Quantitative Score (400+)
GRE Verbal Score (400+)
GRE Total = 800 with Director/SPCED Faculty Letter of Support or 1000 = GRE Grad School Requirement
Letters of Recommendation - 4 Professional Letters
Undergraduate GPA = Application from Grad School
Masters GPA 3.2 or better = Application from Grad School - Faculty Transcript Review
Two Years of Professional Experience in SPCED or Related Experience (experience may vary with the function of the specified Ed.D. program strand)
Writing Samples = Letter of Interest; Personal Statement addressing SPCED Department Bullet Points
SPCED Ed.D. Admissions Requirements Form
Admissions Interview = Formal Process with Faculty Decision
Program / Department Status

Decision Point #1

Grade of B or better in SPCED Strand Area:

1: Policy / Administration
   SPCED 660 / 639
   COMPLETE ONE OF THE FOLLOWING...
   SPCED 690
   SPCED 639

2: ABA / Autism
   SPCED 609 / 680
   COMPLETE ONE OF THE FOLLOWING...
   SPCED 809

SPCED 680

3: Low Incidence
SPCED 577

4: High Incidence
- SPCED 686 / 688
  COMPLETE ONE OF THE FOLLOWING...
  SPCED 686
  SPCED 688

5: General Special Education
SPCED 638
Committee Assignment - Grade School Confirmation
Overall GPA of at least 3.2 (6 credit hours)

Decision Point #2
Grade of B or better in SPCED 701
Grade of B or better in SPCED 702
Overall GPA of at least 3.2 (in 12 credit hours)
Complete Program Check Sheet - Program of Study
* SPCED 702: Local Educational Agency RTI and Educational Reform Interview
* SPCED 702: Panel Discussion Group Reflection
* SPCED 702: Electronic Powerpoint Presentation
* SPCED 702: RTI Research Article Critique and Bb Discussion Board Posting
* SPCED 702: Seminar Reflection
* SPCED 702: Term Research Project Paper and Presentation
* SPCED 701: Disability Public Policy Law: Review, Analysis and Critique
* SPCED 701: Electronic Powerpoint Presentation
* SPCED 701: Panel Discussion Group Reflection
* SPCED 701: Philosophy Statement and Position Paper
* SPCED 701: Seminar Reflection
* SPCED 701: Term Research Project Paper and Presentation
* SPCED 701: Website or Policy Article Analysis

Decision Point #3

Unit Disposition Assessment

Pass Written and Oral Comprehensive Examination using Departmental Rubric

Presentation of Dissertation Proposal with Committee Approval using Departmental Rubric

Approval of Dissertation Research from BSU IRB

Overall GPA of at least 3.2 (85 credit hours)

Decision Point #4

Pass Dissertation Defense and Dissertation Evaluation using Departmental Rubric

Approval for Graduation by the Graduate School

Overall GPA of at least 3.2 (90 credit hours)

* Program task is optional

Requirement Type
- Program Requirement
- Course-based Assessment
- Completion of Course
- Decision Tree
- External Data
- Program Track
- System Calculation

Assessment Type
- points
- int. integer
- dec. decimal
- % percent
- performance level
- rubric
- P/F pass / fail

rGrade © 2003 - 2012 by Ball State University. All rights reserved.
Appendix K –

**Graduate School Doctoral Program Forms**

*Graduate School Forms found at:*


- Doctoral Committee (Ph.D. and Ed.D.)
- Academic Requirements Check Sheet (Ph.D. and Ed.D.)
- Status of Comprehensive Exams
- Admission to Candidacy – Dissertation Proposal
- DOC 700 Registration Permission
- Rinker Center – Request for Reduced Course Load
- Dissertation Abstract Sample
- Dissertation Title Page Sample
- Dissertation Signature Page Sample
- Announcement of Final Dissertation Examination/Defense
- Doctoral Degree Formatting and Submitting Requirements
- Dissertation ETD Signature Form

Also see: ProQuest / UMI Publishing Agreement:


(See inserted PDF below for each BSU Graduate School form for Ed.D. Degree)
RECOMMENDATION FOR ASSIGNMENTS TO DOCTORAL COMMITTEE

Program ______________________ Date ________________

To: Dean of the Graduate School

The following faculty members are recommended for membership on the doctoral committee for

Name ____________________________ (Last) (First) (Middle Initial)

BSU ID#: __________________________

Major Area ________________________

Committee Chairperson ____________

Departmental Representative ________

Cognate ___________________________

Cognate Representative _____________

Cognate ___________________________

(if second is to be required)

Cognate Representative _____________

Institutional Representative/Member-at-large (to be appointed by the Department) ____________________________________________

Program Director ______________________

cc:

Graduate School
3/7/13
## DOCTORAL DEGREE CHECK SHEET

**Ball State University**

**Muncie, Indiana**

### 1) BSU ID #

### 2) NAME

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Maiden</th>
<th>Date</th>
</tr>
</thead>
</table>

### 3) Present Address

### 4) Permanent Address

### 5) Baccalaureate Degree

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
<th>Major</th>
</tr>
</thead>
</table>

### 6) Master’s Degree

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
<th>Major</th>
</tr>
</thead>
</table>

### 7) Post Master’s

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
<th>Major</th>
</tr>
</thead>
</table>

### 8) Doctorate Area of Specialization

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
<th>Major</th>
</tr>
</thead>
</table>

### 9) Admitted to:

<table>
<thead>
<tr>
<th>Doctoral Program</th>
<th>Graduate Status</th>
<th>Cognates</th>
<th>Candidacy</th>
</tr>
</thead>
</table>

### Basic Required Courses: DO NOT REGISTER FOR DISS 799 PRIOR TO CANDIDACY

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. To Do</th>
<th>Done</th>
<th>When</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Area of Specialization:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. To Do</th>
<th>Done</th>
<th>When</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cognate Area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. To Do</th>
<th>Done</th>
<th>When</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cognate Area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. To Do</th>
<th>Done</th>
<th>When</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. To Do</th>
<th>Done</th>
<th>When</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

2/22/06
### Special Requirements for Research Competency

Please check and specify:

- [ ] Foreign Language(s):
- [ ] Statistical Methods:
- [ ] Computer Science:
- [ ] Research Techniques:

<table>
<thead>
<tr>
<th>Committee 1.</th>
<th></th>
<th>(Ch.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: __________________________

Completed all requirements for degree __________________________
Status of Comprehensive Examination

STATUS OF COMPREHENSIVE EXAMINATIONS
(The student will submit this form to his or her committee chairperson at the time of the comprehensive written and oral examination)

Name: ____________________________ ____________________________ ____________________________  
(last) (First) (Middle Initial)

BSU ID# ____________________________

Degree: check one  Ed.D. ☐  Ph.D. ☐  D.A. ☐  D.N.P. ☐

Major field of study: ____________________________

Cognate area(s) ____________________________

Date ____________________________

Check the appropriate blank(s):

☐ Passed comprehensive written examination

☐ Passed comprehensive oral examination

☐ *Failed comprehensive examinations

*Per Graduate School policy, please include a written statement of the reason or reasons for the failure and the time specific for the next examination.

Committee signatures:

1. ____________________________ (Ch) ____________________________ (Date)

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

SUBMIT THIS FORM TO THE GRADUATE SCHOOL (WQ 100) AND PROVIDE A COPY TO YOUR DEPARTMENT FOR YOUR STUDENT FILE

Date received in the Graduate School ____________________________

Graduate School  
7/25/13
Admission to Candidacy – Dissertation Proposal

![Image of Approval Form for Dissertation Proposal and Admission to Candidacy for the Doctoral Degree](www.bsu.edu/spced)
Graduate School
DOC 700 Registration Permission

The appropriate signatures must be acquired and the completed form returned to the student’s major department before permission will be posted for the student to register for DOC 700. (Doctoral assistants are not eligible to register for DOC 700.)

Student: ___________________________ BSU ID#: ___________________________

Program: ___________________________

Semester regular graduate course work was completed: ___________________________

Semester requesting to register for DOC 700: ___________________________

Previously registered for DOC 700: Yes [ ] No [ ]

If yes, list semester(s): ___________________________

A doctoral student may enroll in DOC 700 prior to admission to candidacy under special circumstances when not registered for regular graduate course work. DOC 700 is a 0-credit course at a fee of $75 that gives the student all the rights and privileges of a regular student. Registration in DOC 700 requires the approval of the student’s committee chairperson, the departmental doctoral program director, and the dean of the Graduate School. Registration for DOC 700 is limited to any two academic year semesters.

Ball State University
2009-2011 Graduate Catalog

Approvals:

Doctoral Committee Chairperson

Departmental Doctoral Program Director

Dean of the Graduate School

Date

Date

Date

cc: Departmental Doctoral Program Director
    Registrar
    Student file

1/28/13
To: Academic Advisor or Major Professor

Request for a Reduced Course Load

United States Citizenship and Immigration Services (USCIS) requires all international students to take a full course of study each semester to maintain their immigration status. Any student who fails to register full time must be reported to USCIS by Ball State University as “out of status” which could seriously affect their ability to remain in the U.S. and successfully complete their degree program.

A full course of study for fall and spring semesters is defined as:

- 12 credit hours for an undergraduate student
- 9 credit hours for a graduate student
- 6 credit hours for a graduate student that holds an assistantship

Under certain conditions, USCIS allows a student to enroll for fewer credits. The following conditions require an academic advisor or major professor verification and authorization by a Foreign Student Advisor at BSU:

- Valid academic reasons. This reason can be used ONLY ONE SEMESTER during an academic program at each degree level. A student must take at least half of the required full time credits as appropriate to program level.
- Less than a full course load is needed in the final semester. Available only ONE time for each program level in the student’s last semester of study.
- A graduate student conducting research or working on thesis or dissertation but not enrolled full time. Available as long as the student is making normal academic progress. Students must register for MASTR 600/THES 698 or DOC 700/DISS 799 as appropriate for academic situation and program level. Students enrolled in only in CRPRJ 698, RES 697 or engaged in Comprehensive Exams may also qualify with additional documentation and approvals.

The following conditions require additional documentation as indicated:

- Medical illness or condition that prevents the student from taking a full course load. Available for no more than twelve (12) months for each degree level. Please attach a letter from a medical doctor or licensed clinical psychologist documenting the student’s inability to carry a full course load.

Please consult the Rinker Center for International Programs before allowing students to drop below a full course load as this could affect their immigration status!
To: Academic Advisor or Major Professor

Student Request for a Reduced Course Load for the ___________________ Semester

Student’s Information
Name: __________________ BSU ID: ______________ Degree Level: ____________
Major: __________________ E-Mail: ______________ Phone: ______________

Please use this form to verify your student’s request for a reduced course load. If none of the reasons below applies, do not sign this form.

Before a student drops below a full course load, the student must discuss the reasons with his/her academic advisor or major professor. The academic advisor or major professor needs to verify any academic reasons for enrolling less than full time. After the Reduced Course Load form is signed by the academic advisor or major professor, it must be sent in a sealed department envelope to the Rinker Center for International Programs for approval at least three business days before dropping below full time.

☐ Student has valid academic reasons for a reduced course load
☐ unfamiliarity with American teaching methods
☐ improper course level placement
☐ Initial Difficulty with English Language

☐ Student is a graduate student engaged full time in research or work on thesis or dissertation and making normal academic progress.
(Students must register for MASTR 600/THES 608 or DOC 700/DISS 709 as appropriate for academic situation and program level Students enrolled in only in CRPRJ 608, RES 697 or engaged in Comprehensive Exams may also qualify with additional documentation and approvals)

☐ Student is in his/her final semester and requires less than full-time course load to complete degree requirements. (Available only ONE time for each program level in the student’s last semester of study)

☐ Student has an illness or medical condition that precludes him/her from taking a full course load.
Besides your signature, this choice also requires a confirmation letter from the student’s medical doctor or licensed clinical psychologist.

Academic Advisor or Major Professor
Name: __________________ Signature: __________________
Phone: __________________ E-mail: __________________ Date: __________________

Acceptable only if returned in sealed department envelope to:
Rinker Center for International Programs Student Center, Room 102 Muncie, IN 47306 USA
Phone: 765-285-5422 Fax: 765-285-3710

RCIP Use Only: Entered: ______________ Approved by: ______________ Date: ______________
ABSTRACT

DISSERTATION/THESIS/RESEARCH PAPER/CREATIVE PROJECT: The Significance of Bear Canine Artifacts in Hopewell Context

STUDENT: Leanne Bertino

DEGREE: Master of Arts

COLLEGE: Sciences and Humanities

DATE: December 2014 (should be month and year of graduation)

PAGES: 68

This study has presented a comprehensive overview of the context and significance of real and effigy bear canine artifacts in Hopewell context. The evidence suggests that burials with bear canine artifacts and additional grave goods in an extended position contained high status individuals. These burials contained the remains of males or male children, with status differences evident in both burial position and quantity of grave goods. Bear canine artifacts found in bon-contexts were primarily found in “ceremonial caches”. The inclusion of bear canine artifacts in such caches is indicative of their spiritual importance in Hopewell culture. Modification, including drilling, splitting and piercing of bear canine artifacts occurred in all five regions where these artifacts were found.
REFORM PROCESS OF THE MATHEMATICS CURRICULUM
FOR BASIC EDUCATION IN MEXICO
DURING 1992-2002

A DISSERTATION
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
DOCTOR OF PHILOSOPHY

BY
RODRIGO CAMBRAY-NÚÑEZ

DISSERTATION ADVISOR: DR. JAMES H. MCELHINNEY

BALL STATE UNIVERSITY
MUNCIE, INDIANA

JULY 2014
(Month and year of graduation)
REFORM PROCESS OF THE MATHEMATICS CURRICULUM
FOR BASIC EDUCATION IN MEXICO
DURING 1992-2002
A DISSERTATION
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
DOCTOR OF EDUCATION
BY
RODRIGO CAMBRAY-NÚÑEZ
DISSERTATION ADVISOR: DR. JAMES H. MCELHINNEY

APPROVED BY:

Committee Chairperson

____________________________

Date

Committee Member

____________________________

Date

Committee Member

____________________________

Date

Committee Member

____________________________

Date

Dean of Graduate School

____________________________

Date

BALL STATE UNIVERSITY
MUNCIE, INDIANA
DECEMBER 2014
(Month and year of graduation)
APPENDIX H

ANNOUNCEMENT
OF
FINAL DOCTORAL EXAMINATION

Candidate: ____________________________

Degree: ____________________________

Major: ____________________________

Cognate: ____________________________

Cognate: ____________________________

Dissertation Title: ____________________________

Committee:

______________________________ (Chairperson)

______________________________

______________________________

______________________________

Date of Examination: ____________________________

Time: ____________________________

Place: ____________________________

Interested persons are invited to attend and to participate in the examination, but only members of the committee will remain after the interrogation to evaluate the student’s performance. Copies of the thesis abstract are available in the office of the Director of the doctoral program.

(To Be Posted)
Chapter 1

DISSERTATION OVERVIEW

What is it?

If you are a doctoral student and you have passed the admission to candidacy phase, you are eligible to begin your dissertation. Note that students should not register for DISS 799 until they have received notification that the Graduate School has approved their admission to candidacy. For all programs except for the doctor of audiology and the doctor of nursing practice degrees, a minimum of 10 hours of DISS 799 credit are required. If not registered for a course, students must be continuously enrolled in three credits of DISS 799 (excluding summers) until the final copy of the dissertation has been submitted to the Graduate School.

The type of doctoral degree you are pursuing helps to shape the topic of your dissertation:

1. If you are pursuing a doctor of education (EdD), your dissertation should be a study that contributes to solving an important educational problem.
2. If you are a doctor of philosophy (PhD) student, your dissertation should research a problem and contribute new knowledge or techniques.
3. If you are working toward a doctor of arts (DA), your dissertation should be an original contribution of new knowledge or a new technique, production and use of innovative teaching materials, or a composition or professional quality recording. No matter the approach, each dissertation must include a substantial written document.

Dissertation Committee

As a doctoral student you will have a committee of faculty members that guides your doctoral experience. This committee usually is appointed during the first year after you are admitted for doctoral study. Until committee members are appointed, the chairperson of your department or a delegated representative will be the director of your program.

Committee members are appointed by the dean of the Graduate School with input from departmental program directors. The committee includes four or five members (approved for regular graduate faculty status), depending on your program of study.

All committees have two members from your major area and an at-large member from a field or department not already represented on the committee. If your program does not have a cognate, a fourth committee member will come from an appropriate area.
related to your program of study. If your program has a cognate, your committee will include a representative for each cognate in your program of study.

If you are pursuing the doctor of education degree in science education, your committee will have five members: two representing the subject area, one from Teachers College, a teacher education faculty member, and an at-large member appointed by the dean of the Graduate School.

If you are pursuing the doctor of arts degree, you will have a five-member committee with at least two members representing your area of primary emphasis, one representing the area of secondary emphasis, one or two representing the School of Music at-large, and one appointed by the dean of the Graduate School to represent the university.

The committee chairperson will represent your primary area of study, unless there is a co-chair, and must meet the criteria for Dissertation Chair Endorsement in the department of your major. Please see specific degree program requirements for detailed policies about the appointment of doctoral committees.

Committee members work with you to determine your plan of study and guide your dissertation. If you studying full time, you’ll need to have your plan of study on file in your program area’s department office and the Graduate School within one year of your committee formation. Some departments may have earlier deadlines. If you are studying part time, you’ll need to have your plan of study on file in your program area’s department office and the Graduate School within two years. If you do not meet this deadline, you may not be allowed to continue to register for courses.

At each stage of your doctoral study the committee will work with the Graduate School to determine when you are qualified to continue your studies.

**Final Defense**

You are required to successfully complete an oral defense of your dissertation, in defensible, final form, administered by your committee. The time and place of the defense will be announced at least 10 days in advance. All committee members need to attend your defense unless the Graduate School dean gives prior consent after consulting with the department chairperson and absent committee member.

At the defense, you should have the following forms prepared for your committee members to sign: 1) Academic Requirements Check Sheet (see the forms page for the version for your degree) 2) Dissertation Signature Page 3) ETD Signature Form 4) ProQuest/UMI Publishing Agreement.
If you receive two dissenting votes among members of the examining committee, you will fail your dissertation defense. If one member of the examining committee dissents, the dissenting examiner and, if appropriate, the chairperson of the examining committee will provide a letter to the Graduate School dean detailing the circumstances of the dissent. If you fail the defense, the examining committee will prepare a report including reasons for failure and requirements you must meet. The chairperson of the examining committee or the Director of Graduate Studies will file this report with the dean of the Graduate School within seven days from the date of the defense. You’ll need to obtain permission for a second defense from the committee chairperson and the graduate dean. If you fail your second defense, you will need to terminate your doctoral studies.

Once you pass your final dissertation defense, you will be formally recommended to receive your degree. You must complete all degree requirements at least four weeks before the end of the semester or term in which you are certified for graduation.

**Student Responsibility**

It is the student’s responsibility to read and fulfill the requirements presented in the Graduate Catalog and to submit a document of the highest quality. The Graduate School does not edit for content or grammar. Correct grammar, punctuation, and spelling always should be used, and these aspects are the responsibility of the student. Please consult your department and the director of your graduate program for specific content requirements. Students are responsible for proofreading, accurate and consistent use of sources in a style appropriate to the discipline, and following ethical research standards.
Chapter 2
Research Ethics and Compliance

RESEARCH ETHICS

Students should conduct and report the results of their research in an ethical manner. Ethical misconduct in research is any falsification, fabrication, and/or plagiarism in proposing, conducting or disseminating research or other creative activities. Fabricating research findings entails making up results, and falsifying research results refers to changing, misrepresenting, or selectively reporting findings. These acts violate the integrity of the research process and are serious breaches of accepted ethical standards. Students at all stages of the research process are required to conduct their research in an open and honest manner and make every effort to ensure the accuracy of their findings. Plagiarism is the intentional or unintentional use of the phrasing, ideas, and depictions of publicly available work without appropriately acknowledging their sources. Using the work of another without acknowledgment of the original sources constitutes plagiarism and is subject to penalty. Students at the Ball State University are expected to maintain the ethical standards in proposing, conducting, and reporting their research in the research project, thesis, creative project or dissertation.

RESEARCH COMPLIANCE

The Office of Research Integrity (ORI) handles most research-related regulatory activities at BSU, including administering the Institutional Review Board (IRB), the Institutional Animal Care and Use Committee (IACUC), Responsible Conduct of Research (RCR), Radiation Safety (RSC), Institutional Biosafety Committee (IBC), Laboratory Safety and Security (LSSC), Federal Significant Conflicts of Interests (FSCI), and so forth. Any questions concerning these areas should be directed to the Office of Research Integrity. Research involving human participants, animals (lab and field), certain biological agents, and/or radioactive materials must receive the appropriate committee’s approval before any research with these can begin. In some cases, multiple committee reviews may be needed.
INSTITUTIONAL REVIEW BOARD SUBMISSION

IRB approval must be obtained prior to any data being collected in research including human participants in any way.

IRB Approval: Step-by-Step

1. Complete CITI Training.
   • Principle Investigator (PI) and all team members must complete all required CITI trainings before approval can be granted.
   • PI and all team members should complete the CITI training course that most closely aligns with their research area (i.e. Social and Behavioral or Biomedical)
   • If the research is supported by National Science Foundation (NSF) funds, the PI and all team members must also complete the CITI RCR courses.
2. Register on IRBNet.
4. Complete all pieces of the application. This will include the Human Subjects Research Application and Narrative form, along with any additional relevant documents. This might include informed consent documents, surveys, recruitment letters or e-mails, and so forth. You may want to review some of the IRB resources.
5. Upload your project to IRBNet.
6. Share your project with your advisor and team members (if applicable).
7. The Principal Investigator and Faculty Advisor (if PI is student) must electronically sign off on the project.
   • If the research is for a dissertation, then only the Faculty Advisor needs to complete CITI and e-sign the protocol. The entire Dissertation committee does not need to do these.
   • If the research will take place off-site, at another organization, etc. you will need to get letters of support from those site/organizations. This needs to be on their letterhead and signed by someone in a position of authority to grant you permission to conduct your research there. (i.e. If you wish to collect data at a high school you must receive written permission from the superintendent of the school corporation.)
Chapter 3

Formatting

***NOTE: The following requirements are specific to the Graduate School. Programs may have additional formatting requirements. Make sure to see your department chair or the director of your program for program-specific details.***

GRADUATE SCHOOL REQUIREMENTS

The following formatting requirements are based on the needs of ProQuest and Ball State University’s online submission site.

Margins
- Left: 1"
- Right: 1"
- Top: 1"
- Bottom: 1"

These apply to all material except page numbers, figures, headers/footers, footnotes/endnotes, and full-page images.

Page Numbering
Page numbers must be at least 3/4" from the edge of the paper.

Spacing
- Double-Space: abstract, dedication, acknowledgements, table of contents, body of manuscript, except for quotations as paragraphs, captions, items in tables, lists, graphs, charts.

Font
Font size for body text may be from 10 to 12 point and should remain consistent throughout the front matter and main text and must be easily legible.

Font size and type may differ for footnotes, figure captions, table data, references, and material in an appendix and may be as small as 9-point.

Document Type
All papers must be saved as a Microsoft Word document or PDF file.
Attachments
No embedded media files in your PDF are allowed.

Upload media files as supplementary files: During online submission, you will be asked to upload any supplementary files.

Describe files in your abstract: Add a description of each supplementary file in your abstract.

Signatures
As a precaution, pages or forms with signatures are not to be included in the uploaded file.
Chapter 4
Electronic Submission

ELECTRONIC SUBMISSION OVERVIEW

Ball State University has implemented a policy that all doctoral dissertations are to be submitted electronically. The goals of the Graduate School in requiring electronic submission include seeking to instruct graduate students about electronic document preparation and how to use digital libraries. Moreover, many research projects go beyond the traditional text-only format, which cannot be captured in paper copy alone, and this initiative will allow worldwide accessibility to Ball State student research.

STEPS

Copy the following link into your internet browser for details:
https://apps.bsu.edu/ElectronicThesis

Your account will be activated several weeks prior to the final submission deadline. The Graduate School recommends you upload your project at least 1 week before the submission deadline.

The following are instructions for final submission:

1. Create two PDF files. The first PDF file will contain your abstract. The second PDF file will contain the body of the paper, including the Title Page, Acknowledgements, Bibliography, and Appendices (if any).
2. Have your committee chair or program advisor review and approve of the formatting before uploading the document.
3. Prepare additional attachments to be uploaded (if any). These could include videos, pictures, and musical compositions. These attachments do not have to be in PDF form, but should be in a form appropriate to the type of attachment. Maximum file size for all combined files is 25 MB. If an attachment is too large to upload, submit three copies on CD or DVD to the Graduate School, each in an individual case, clearly marked with your name and identifying information.
4. Once you submit files, you cannot go back and add files. Please upload all files in the same session.
5. Your dissertation chair and department chair are notified once you’ve completed the submission process, and they must electronically sign off on the documents as well. As a consideration for busy schedules, make sure to give a full week for them to review your uploaded project and approve it. This also gives you time to resubmit the project if you need to do so.
****Note: All materials MUST be formatted following the Graduate School Requirements detailed in the previous section.****

!!!!You MUST upload all files at one sitting. Once you click the submit button, you CANNOT go back and add additional files later.!!!!

**PUBLICATION AND COPYRIGHTING**

When you submit your manuscript to the electronic submission database, it will also be submitted to ProQuest and it will become available through ProQuest databases. Depending on the permissions you granted, database users may be able to access full electronic or printed copies of your dissertation. While the university values making your dissertation available to the public to advance the literature in your field, authors may request an embargo or delay of release of their dissertations as part of the ETD submission process. Exercising this option may be prudent in cases involving patent applications, proprietary data, and article and monograph publishing.

Please keep in mind that exercising a restriction will prevent copies of your dissertation from being made available to others outside Ball State University who wish to read about your research in a timely fashion. If you are considering a delay of publication, please discuss the matter with your committee chair or program director. See the ETD Signature form for more information regarding the release or delay of publication of your work.

**DUE DATE FOR SUBMISSION**

All papers and projects must be received in the Graduate School at least 1 month prior to the intended date of graduation. It is recommended that you schedule your dissertation defense no later than 3 weeks prior to the submission deadline. Some programs have additional defense scheduling requirements. Note that faculty members are more likely to be away from campus in the summer, which may present additional difficulties with scheduling a defense. Start planning a time line for your defense and ask about committee member availability as soon as possible.

See the Graduate School website for submission deadlines

****Note: It is best to discuss setting deadlines for your work with your committee chair rather than estimating them yourself.****
Chapter 5

Graduation Application

Please remember, graduation is not automatic. You must apply to graduate whether or not you plan to participate in the ceremony. All graduate students who plan to graduate and participate in a ceremony must complete the following two-step process:

- **Step 1** - Eligible students must complete an application to graduate. Log into Self-Service Banner (SSB) at my.bsu.edu and click on the “Student” tab, then click on “Student Records”, and then “Apply to Graduate.”
- **Step 2** - Participants will need to order the necessary materials such as the cap, gown, and tassel. We ask that you get all your materials early in case something needs to be returned or exchanged.

GRADUATION APPLICATION FEE

A $25 application fee for graduation is required for all students applying for graduation and an application is required for each degree and certificate. Thus, if you are completing a degree and a certificate, you will need to submit a separate application for graduation for both and pay $50. If you must postpone graduation to a later semester, you will be required to submit a new application for graduation and pay the application fee again.
Chapter 6

Doctoral Degree Conferral

You will be awarded your doctoral degree when, in the judgment of your committee, you have qualified in all respects for the degree and you have:

- Applied for graduation.
- Completed all course work leading to the degree with an outstanding graduate scholastic record.
- Passed the dissertation defense.
- Submitted the dissertation electronically and received approvals from the department and the Graduate School.
- Submitted all required paperwork to the Graduate School.

If you took any courses required for your degree before you were admitted to a doctoral program, your committee will have to approve using the courses. You also may need to provide evidence of current knowledge.

If needed, you might be granted an extension of one year if your department chairperson and the dean of the Graduate School approve. Extensions are based on academic considerations and are limited. You may be required to repeat preliminary examinations, to take additional course work, or both.

CHECKLIST FOR GRADUATION

All the below items must be completed to be considered for degree conferral:

- Complete electronic document conversion to acceptable format (i.e., Microsoft Word or PDF). Visit the TechClips for PDF conversion instructions.
- Download, print, complete, and acquire signatures of committee members and department chairperson (or designate) on the Research Paper, Thesis, Creative Project, or Dissertation (ETD) Signature Form, Signature Page and submit it to the Graduate School.
- Download, print, complete, and acquire signatures of committee members and department chairperson (or designate) on the Final Approval Form and submit it to the Graduate School.
- Submit the Incomplete ("I") Removal form, if applicable, to the Registrar's Office. (departmental responsibility).
• Upload and electronically submit file(s) of the final copy of your dissertation. This includes the abstract, title page, and acknowledgement page.
• Submit the completed form for ProQuest/University Microfilms Information: If you choose to authorize ProQuest/UMI to obtain a copyright for you, you need to prepay the service fee of $55.00 by turning in to the Graduate School either a U.S. Postal Money Order or a Bank Money Order in the proper amount. Personal checks cannot be accepted.
• Submit the completed form for the National Science Foundation Survey of Earned Doctorates. (Omit for Doctor of Arts and Doctor of Education)
• Submit one copy of the Doctoral Degree Check Sheet or Plan of Study showing all graduate courses used for the doctoral degree (minimum of 90 semester hours) signed by your committee chairperson.

APPLICATION FOR GRADUATION

Before you can graduate, you’ll need to complete an online application for graduation through Self-Service Banner. You’ll need to submit your application for graduation within the first four weeks of the semester in which you plan to graduate or the first two weeks of the summer semester. A $25 application for graduation fee is required for all degree-seeking students applying for graduation. The fee will appear on the student’s billing statement.

All master’s, doctoral, and specialist students must apply to receive graduate degrees, regardless of whether or not they choose to participate in the graduation ceremony. Application deadlines are four weeks from the start of term for fall and spring, and two weeks after the start of term for summer.

Questions about commencement? Go here
Chapter 7

Frequently Asked Questions (FAQs)

FAQs

I'm not sure if my project requires IRB/Research Compliance review. How do I determine this?

If you have any questions, please contact John Mulcahy, Associate Director of Research Integrity or Jennifer Weaver, Research Integrity Administrator.

Do I have to submit my research protocol to IRB/Research Compliance before turning in my Admission to Candidacy Form to the Graduate School?

You must evaluate whether your project needs research compliance (IRB) approval before turning in your topic approval form to the Graduate School. If your protocol requires research compliance approval but it has not been submitted, you may turn in your admission to candidacy form to the Graduate School as long as you attach an explanation of why your protocol has not been submitted and discuss your timeline for submission.

How do I know if I have completed my degree requirements?

Coursework and degree requirements are determined by your department. Contact your department or committee chair to inquire.

I've submitted my Application for Graduation and I'm ready to upload my creative project, dissertation, research paper, or thesis. When can I upload?

You will receive an email to your Ball State email account from the Associate Dean of the Graduate School when the site is available for upload. The email will include the link to the site as well as instructions for uploading. Generally this email is sent six weeks before the end of the fall/spring semester and four weeks before the end of a summer semester.

Are there any tips to follow that will help make the electronic upload of my creative project, dissertation, research paper or thesis go smoothly?

Keep in mind the maximum file size is 25 MB.

Can I fax or email a copy of the completed Topic Approval Form, ETD Signature Form, or the Final Approval Form to the Graduate School?

These forms must have original signatures. Therefore we cannot accept a photocopy, email, or faxed copy. It is the student’s responsibility to see that the original forms with original signatures are submitted to the Graduate School, West Quad, Room 100, by the appropriate deadline.
I’ve submitted my Application for Graduation for the current semester but realize I’m not going to meet the deadline for completing degree requirements. Can I change my graduation date?

To change your graduation date, send an email to the Graduation Coordinator requesting that your application for graduation be cancelled for the current term. You will then need to submit a new graduation application through Self Service Banner for the appropriate term. Be sure to also notify your department/program director.

After I have submitted the Application for Graduation, how do I pay the $25 application fee?

The application fee is assessed by the Bursar’s Office and will appear on your student account. Be sure to monitor your student account to make payment by the due date. Student account questions may be addressed to the Bursar’s Office at (765) 285-1643 or bursar@bsu.edu.

When will I receive my diploma?

Doctoral and Specialist in Education students who attend commencement will receive the diploma during the ceremony. Doctoral and Specialist in Education students who choose not to attend commencement will receive the diploma in the mail. Diplomas are mailed from the Commencement Office and take approximately 4-8 weeks to arrive to the student. It may take longer to arrive, if the destination is outside of the United States.
Chapter 8

Appendices

ESSENTIAL LINKS TO THE GRADUATE SCHOOL

Formatting/Submission Requirements

DISSERTATION

Dissertation Signature Page (See Sample)
ETD Signature Form
Doctoral Degree Check Sheet (Ed.D, Ph.D.)
Doctoral Degree Check Sheet (D.A.)
UMI Publishing Agreement

Page 4 – Publishing Options and Signature (If you choose Open Access, also send
a $95 Money Order payable to ProQuest LLC. There is no charge if you choose
Traditional Publishing)
Page 5 – Dissertation/Master’s Thesis Submission Form
Page 6 – Copyright Registration Form & $55 Money Order payable to ProQuest LLC
(Page 6 and money order are only needed if you choose to have ProQuest submit
your copyright registration)
Page 7 – Copy Order Form & Money Order payable to ProQuest LLC (Page 7 and
money order are only needed if you choose to order copies of your dissertation
through ProQuest. This form will pass through several hands before being sent to
ProQuest. As a precaution, forms with credit card information cannot be accepted)

Copy of Abstract
Copy of Title Page (without Signatures; See Sample)
National Science Foundation “Survey of Earned Doctorates” online survey (Ph.D. Only)
Research Paper, Thesis, Creative Project, or Dissertation (ETD) Signature Form

**Direction:** Complete this form, obtain all necessary signatures, return the form to the Graduate School, WQ 100, and pay any required fees. **Fees are only required of doctoral students.** Refer to the Graduate School “Writing Requirements and Guidelines” (available at [http://www.bsu.edu/gradschool/](http://www.bsu.edu/gradschool/)) for information on format requirements.

<table>
<thead>
<tr>
<th>Name (as it appears on the submitted paper or project; please print or type):</th>
<th>BU ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, Middle or Initial, Last or Surname</td>
<td>Department</td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Street Address:</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip Code</td>
<td></td>
</tr>
</tbody>
</table>

**Title of Work:**

| Type of Paper (check one): | Research Paper | Thesis | Creative Project | Dissertation |

**Student and Committee Agreement:**

My graduate committee and I agree that the document described above be placed in the ETD archive with the following status (choose one only):*

- [ ] 1. Release the entire work immediately for access worldwide.
- [ ] 2. Release the entire work for Ball State University access only for [ ] one year, [ ] two years, or [ ] three years (embargo period). After this embargo period, release the work for access worldwide.
- [ ] 3. Release the entire work for Ball State University access only, while at the same time releasing only the following parts of the work (e.g., because other parts relate to publications) for worldwide access (separate files must be submitted to use this option; check all that apply or provide an attached list):
  - [ ] Abstract and key bibliographic data (i.e., from submission form)
  - [ ] File names as follows (i.e., separate PDF or multimedia files):

- [ ] 4. Release the entire work for Ball State University access only. (Ball State access includes faculty, staff, students.)

*ETD archive allows student products to be available online for use by the worldwide and university community. In some cases, commercial and academic publishers may be unwilling to publish a research paper or creative work if it is released for worldwide access. If you plan to publish your work at a later date, consider limited access in options 2, 3, and 4 after consulting with your advisor. You will continue to hold copyright of your work with each option. Students seeking a longer embargo or no access should contact the Graduate School.
Student Agreement:

I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third-party copyrighted matter to be included in my research paper, thesis, creative project, or dissertation allowing distribution as specified below. I certify that the version I am submitting is the same as that approved by my graduate committee or research advisor. I also certify that if my study involved human subjects, I have met all the requirements of the University's Institutional Review Board including the submission of a final report.

I hereby grant to Ball State University and its agents the non-exclusive license to archive and make accessible, under the conditions specified below, my above-mentioned document in whole or in part in all forms of media, now or hereafter known. I retain all other ownership rights to the copyright of the above-mentioned document. I also retain the right to use in future works (such as articles or books) any part or all of this above-mentioned document. It is understood that any copying or publication of this research paper, thesis, creative project, or dissertation for financial gain shall not be allowed without my further written permission and that any user may be liable for copyright infringement.

Signature:

Student: ___________________ Date __________

The student's advisory committee have reviewed and accepted this document. The undersigned agree to abide by the statements above and agree that this Signature Form updates any and all previous Signature Forms submitted heretofore. In addition, the committee chairperson/co-chairperson certifies that, if applicable, all requirements of the University's Institutional Review Board have been met by the student.

Department Chair (or designee) __________________________ Date __________

Committee Chairperson __________________________ Date __________

Co-Chair (if applicable) __________________________ Date __________

Committee Member __________________________ Date __________

Committee Member __________________________ Date __________

Graduate School Dean __________________________ Date __________

Graduate School
10/23/13