



Exceptional Learning Ph.D. Student Handbook 2021 – 2022

*College of Education
Tennessee Tech University*

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I. The Exceptional Learning Ph.D. Degree

The Exceptional Learning Ph.D. (ELPhD) degree in the College of Education at Tennessee Tech has been in existence since 2000. The degree takes approximately three years of full-time study beyond the Master's degree to complete.* The Ph.D. degree program is coordinated as a college-wide degree. Most often, but not exclusively, in selecting the Ph.D. program, a student projects a career focused on **being engaged in research**. For the dissertation, a clear, well-defined research design and methodology are required. ELPhD students are expected to do original research for the dissertation.

The ELPhD program focuses on the characteristics, strengths, and educational needs of individuals and groups whose learning potential and opportunities for success are frequently unrealized. Exceptional populations include people for whom social, economic, and physical characteristics may serve as a barrier to development and learning.

The ELPhD will prepare leaders to work in schools, agencies, and universities to effect positive change in populations of diverse learners, addressing social, economic, and physical characteristics that may serve as barriers to learning, primarily through research and service activities. The program core develops an understanding of the characteristics of these populations. The research core provides a strong emphasis on research techniques and applications. The five concentrations include:

Applied Behavior Analysis prepares professionals who can develop and deliver behavioral interventions and supports for individuals in educational and habilitative settings. There are two strands in ABA:

Young Children and Families prepares professionals to provide support and interventions to young, at-risk children and families with emphasis on building relationships with and advocating for children and families.

Applied Behavior Analysis School-Aged Children and Adult Populations prepares professionals who will implement and provide empirical support for behavioral interventions for a range of populations and pursue board certification as a behavior analyst (BCBA). The ABAS course sequence is approved by the national Behavior Analyst Certification Board (BACB).

Health Behaviors and Wellness Education offers cutting-edge, hands-on experiential courses along with related pedagogical methods and theory. HBWE research courses supply additional opportunities to research and address discipline-specific concerns. This comprehensive and novel design supplies students with the knowledge, skills, and abilities necessary to succeed professionally and lead change in health sciences and wellness disciplines.

Literacy empowers educational innovators to develop cutting-edge, socially conscious approaches to multiliteracies and challenge narrow conceptions of learners, families, and worldviews.

Program Planning and Evaluation prepares professionals for leadership roles in the field of PPE. Program content includes the history of the field, influence of context and cultures on PPE design and methodology, quantitative and qualitative methods, and practical application of PPE skills through practicum experiences.

STEM Education builds the capacity of innovative educational leaders to advance new ideas and to design/implement strategic innovations in science, technology, engineering and mathematics (STEM) education.

* Students have eight years from the point of enrollment to complete the doctoral degree.

II. Admissions Procedures for Students

A multifaceted approach is taken in the application and admissions decision process. The applicant will be evaluated on the criteria listed below in order to determine the applicant's overall potential for success in the ELPhD program. *Please note, however, that fulfillment of the minimum requirements does not guarantee admission, nor does admission guarantee funding.*

Please make certain all application materials are submitted as Adobe PDF documents.

Admissions Criteria*

1. **GPA** – consideration for admission to the program is based on the applicant's grade point average (GPA) in the last graduate degree or the last 60 hours of undergraduate work if no graduate degree has been completed. If a student has successfully completed some graduate hours but not attained a graduate degree, the GPA for these courses may also be considered. An average of 3.0 (on a 4.0 scale) or above from a recognized baccalaureate, graduate, or professional degree from an accredited college or university, or an international equivalent based on a four-year curriculum is required for admission.
2. **GRE** – valid GRE scores (score date within 5 years of application) must be submitted as part of the ELPhD application.
3. **Scholarly Writing** – Students must demonstrate the scholarly writing skill and mastery by submitting a reference-based paper, thesis, or other written document in which information from various sources has been cited and synthesized. The applicant must be the sole author.
4. **Letter of Intent** – One to two pages that address intended enrollment, intended concentration, autobiographical statement, education and professional goals, and areas of interest for future research. If you are applying to the ABA concentration, you **must** indicate the strand in which you wish to enroll: *School-Aged & Adult Populations (ABAS)* or *Young Children & Families (YCF)*.
5. **Three Letters of Recommendation** – Recommendation letters should be from individuals, preferably professors, who are able to comment on your qualifications and scholarly aptitude for doctoral study. The letters should also address characteristics that will contribute to your success as a doctoral student should you be accepted in the ELPhD program. Consideration will be made based upon the content of these letters. Please make certain the recommenders know they must submit a letter as well as evaluate the applicant on a series of qualities (done when submitting the letter). Applications without three letters may not receive full consideration.
6. **Professional Curriculum Vitae (CV)/Resume**
7. **Interview** – Applicants who pass the initial evaluation will be required to have an interview with the ELPhD program faculty and Director of Graduate Programs.
8. **International Students** must also meet the English Language Requirement by providing TOEFL test scores: a minimum of 80 on the TOEFL iBT is required. If you have taken another TOEFL version that is still valid, the requirements are: 213 on TOEFL CBT or 550 on the TOEFL PBT.

Note: Applicants who have citizenship in a country where English is a primary language or have been awarded a degree from a university in one of the following countries are exempt from the TOEFL requirement: Australia, Belize, the British Caribbean and British West Indies, Canada (except Québec), England, Guyana, Ireland, Liberia, New Zealand, Scotland, the United States, and Wales.

If a candidate does not have access to a TOEFL testing site, it may be possible to accept another language proficiency test score. Please inquire before submitting a test score other than the TOEFL.

***Please note the STEM Education concentration requires the following additional admission requirements:**

1. Three years of STEM teaching/outreach (P-16),
2. a Master's Degree, and
3. **one** of the following:
 - a. A minimum of 18 semester hours of graduate credit in a STEM discipline,
 - b. Teacher Licensure in a STEM discipline (Grades 6-8, 6-12, or 7-12),
 - c. Teacher Licensure (K-5) with 24 semester hours in math/science, or
 - d. Teacher Licensure (K-5) with a passing score on the state-approved licensure exam for a STEM content area

Application Process

Prospective students are encouraged to make application to the College of Graduate Studies in time for admission to be completed at least one full semester before expected entrance to the Ph.D. program. Admission is open for Fall semester only. Please see the College of Graduate Studies website for admissions application deadlines and to apply to the program:

<https://www.tntech.edu/graduatestudies/admissions.php>

If you are interested in financial aid through grants, scholarships, or a Graduate Assistant position, please see *Section VIII (Assistantship and Financial Aid Information)* for details.

Application Processing

The application process has multiple steps. Once Graduate Studies has the complete application, it is put in queue & moved to the system used for departmental evaluation. This can happen before the application deadline; though that is dependent on a complete application & the number of applications being processed. For fall applications, if all the applications for summer have not been processed, there can be a bit of a delay, as summer must be done first.

Your application is not moved to the departmental review system until it is fully complete. This includes health forms, official transcripts, official test scores, & all letters of recommendation. These are generally out of the applicant's control once requested & are often sticking points in the process. I encourage

everyone to follow-up regularly with the appropriate contacts (particularly the references!) if these items have not been received. If you have unofficial copies of test scores & results, I encourage you to upload those as part of the application. It is also helpful to keep the Director of Graduate Programs in the loop. For example, if the only hold up is an official test score, but unofficial results are included in your application, it may be possible to have the application pushed the platform for departmental review. We can do our initial review, hold the interview, & make an admission decision, which will be processed officially once the missing official score (in this example) is received by Graduate Studies.

Once it has moved to our system, the file will be reviewed to see if the criteria for admission have been met. The Director of Graduate Programs works with the concentration leader & admissions committee to find possible interview times. The applicant is then contacted to schedule the interview. After the interview, an admissions decision is made, typically within 24-48 hours of the interview, & is then submitted the decision to Graduate Studies. You will generally hear from Graduate Studies with an official admission decision in 2-4 weeks.

All these factors are why applicants are encouraged to submit early applications & notify the Director of Graduate Programs on application progress (or obstacles!).

III. Graduate Assistantship and Financial Aid Information

Acceptance into the ELPhD program does not guarantee full funding. We have a very limited number of Graduate Assistant (GA) positions. ELPhD GA positions are all research positions—though the tasks vary widely, so GAs get a good variety of scholarly experience.

All ELPhD GA positions cover tuition and fees, and include a small stipend. These positions are year-round. ELPhD GA assignments are generally full and a wait list is maintained. A chronological list of those who have expressed interest in a GA position is used to guide who will be asked about accepting a position (assuming the prospective student has applied and been admitted). If you are interested in a GA position, let the Director of Graduate Programs know immediately (and copy the Administrative Associate for the Associate Dean's Office) – [prior to application is best](#).

Applications for an ELPhD GA position should be made [no later than the time of application to the program](#). Please do the following:

- 1) email the GA application to the Director of Graduate Programs, the Administrative Associate for the Associate Dean's Office, and Graduate Studies, and
- 2) include your GA application as a part of your ELPhD application.

You may also apply to GA positions other than those in the ELPhD program. The list of other GA opportunities can be found on the Graduate Studies's GA web page (link below). To see the list of possible campus-wide GA positions, click on the *Graduate Assistantship Stipends* link (highlighted in purple, right below the *Graduate Assistantship Application* link). Many other GA positions are only Fall & Spring semester positions. You may wish to consider this as you look at other potential GA options. Stipends also vary across campus. You can see the other stipend levels when you visit the *Graduate Assistantship Stipends* link noted above. You may apply for multiple positions, but you may only accept one GA position.

Please refer to the Graduate Catalog for more specific information:

<https://www.tntech.edu/graduatestudies/stipend.php>

IV. Exceptional Learning Ph.D. Program Structure

	Concentration	Major Field/Core	Guided Electives	Research	Dissertation
ABA: Young Children & Families	24 sh*	13 sh	6 sh	21 sh	15 sh
ABA: School-Aged & Adult Populations	24 sh	13 sh	6 sh	21 sh	15 sh
Health Behaviors & Wellness Education	24 sh	13 sh	6 sh	21 sh	15 sh
Literacy	24 sh	13 sh	6 sh	21 sh	15 sh
Program Planning & Evaluation	24 sh	13 sh	6 sh	21 sh	15 sh
STEM Education	24 sh	13 sh	6 sh	21 sh	15 sh

*sh = semester hours, all which are minimums

V. Description of the Degree Program

The Exceptional Learning Ph.D. curriculum includes 79 semester credit hours. ELPhD curriculum is organized around three areas of knowledge development—core knowledge, research knowledge, and concentration knowledge. Classes are held in the evening and weekends and are scheduled in a pattern to allow two to three courses to be completed each semester.

A student may elect to earn an M.A. in Curriculum and Instruction once 33 semester credit hours have been completed as the student successfully advances toward completion of the Ph.D. These 33 hours must include completion of either the qualitative or quantitative portion of the program's research course sequence. Please see *Section IV* for more details.

All courses are 3 semester credit hours unless otherwise noted. Courses with a single asterisk (*) are not restricted to Ph.D. students; students enrolled in MA or EdS degrees may also take the course.

Core

The purpose of the core is to provide an interdisciplinary framework for the Ph.D. program. The core is comprised of 13 sh prescribed courses and 6 sh guided electives.

- EDU 7000 – Trans-Concentration Seminar (1)
- EDU 7010 – Theoretical Foundations of Research
- EDU 7020 – At-Risk Populations: Research, Service, & Delivery
- EDU 7040 – Program Planning and Proposal Development
and one of the following
- EDUL 7200 – Equity Literacy
- OR**
- EDUL 7400 – Literacies of Culturally & Linguistically Diverse Populations
- OR**
- EDUL 7500 – Linguistic Perceptions

Guided electives may be selected from the list below in addition to courses in the core and research components in consultation with your advisor. Other electives may be proposed by the student and are subject to approval by the advisor and/or the Director. [*Please note that for those in the Literacy or PPE concentrations, the concentration courses listed will not count as an elective in your Program of Study*](#) (i.e., one class does not count for 2 requirements).

- CUED 6010 – Curriculum Development & Evaluation
- CUED 7010 – Learning Theories
- CUED 7030 – Rural Schools and Communities
- CUED 7803 – Field Experience in Education – Autoethnography
- EDU 7060 – Issues in Education
- EDU 7950 – Doctoral Seminar: Special Topics in Education
- EDUL 7200 – Equity Literacy
- EDUL 7300 – Multiliteracies
- EDUL 7400 – Literacies of Culturally & Linguistically Diverse Populations

EDUL 7500 – Linguistic Perceptions
EDUP 7410 – Advanced PPE Methods I (survey research, methods, & design)
ENGL 5521* – History of the English Language
ENGL 5561* – American English
ENGL 6010* – Teaching Composition
FOED 6020* – Perspectives in American Education
FOED 7020* – Philosophy & Public Policy
HEC 6630 – Strategies & Advocacy for Families
SPED 6120* – ECSE Evaluation, Assessment, and Methods
SPED 7110* – Family Collaboration

Research

The research coursework (21 sh minimum) includes basic preparation in research methodology and design, including both quantitative and qualitative research. Each student who completes the ELPhD program should have knowledge of various research inquiries for use in answering educationally related questions. In addition to possessing a well-developed expertise in at least one method of inquiry, each student should be familiar with other techniques. By the time ELPhD students complete their doctoral work, they should understand that the choice of methodology, or methodologies, is guided by the nature of the question(s) posed, rather than the preferred methodological or analytical techniques of the researcher.

Before beginning their doctoral dissertation, ELPhD students should become familiar with ethical standards associated with the conduct of educational research. Students must know how these ethical considerations apply to (a) any interventions used with human beings, (b) the collection and analysis of evidence, and (c) the dissemination of research.

Quantitative sequence

EDU 7420 – Quantitative Inquiry in Education I
EDU 7430 – Quantitative Inquiry in Education II
EDU 7300 – Research Design

Qualitative sequence

EDU 7010 – Theoretical Foundations of Research (*counts Core; does not count toward 21 Research hours*)
EDU 7330 – Qualitative Inquiry in Education
EDU 7340 – Data Analysis and Representation in Qualitative Inquiry

Additional research courses (choose 1)

EDU 7320 – Research Methods in Behavior Analysis (*covers Single Subject research design*)
EDU 7350 – Advanced Regression
EDU 7950 – Doctoral Seminar: Special Topics in Education (*must be research-related*)
CUED 7803 – Field Experience in Education – Autoethnography
EDUP 7410 – Advanced PPE Methods I (*counts as research only for students not in the PPE concentration*)

***Note:** Students may take a research course from another concentration or a research-based EDU 7950 for this requirement if approved by the course instructor, advisor, and Director of Graduate Programs.

EDU 7920** - Research Seminar in Education (aka: prospectus)

**The overriding goal of EDU 7920 is for students to develop their dissertation research proposals (called a dissertation prospectus) and present those proposals to their committees for approval. With the exception of dissertation credit, [all of the courses in a student's program of study should be completed prior to enrolling in EDU 7920](#) (including removing any grade of "I"). On rare occasions, and with permission from their entire committee and the Director of Graduate Programs, students may take EDU 7920 with one class in the core or concentration series that has not yet been completed.

There are, however, [no exceptions with regard to the research series](#): EDU 7420, EDU 7430, EDU 7300, EDU 7330, EDU 7340, and the selected additional research course must have been successfully completed prior to enrolling in EDU 7920.

Students typically take their comprehensive written exams during the second half of the semester in which they are enrolled in EDU 7920.

Concentration

Although the major is Exceptional Learning, a concentration (24 sh minimum) provides an area of specialization.

Applied Behavior Analysis

Young Children and Families (YCF)

ABAP 7120 - Positive Behavior Support and Families
ABAP 7920 - Topics, Issues, Research in Early Childhood Special Education (2)
ECED 7220* - Early Childhood Instruction and Materials
EDUC 7400 - Programs and Service Delivery Models
EDUC 7450 - Doctoral Seminar: Young Children & Families
HEC 6610* - Families: Normative/Catastrophic Issues
SPED 6120* - Early Childhood SPED: Evaluation/Assessment/Methods
SPED 7110* - Family Collaboration

School-aged Children and Adult Populations (ABAS)

(see Section X for BCBA certification requirements)

ABAP 7120 - Positive Behavior Support and Families
EDU 7320 - Research Methods in Behavior Analysis
EDUB 7000 - Conceptual Topics and Principles in Behavior Analysis
EDUB 7010 - Topics in Behavior Analysis
EDUB 7020 - Behavior Change Procedures and Systems Supports in ABA
EDUB 7030 - Assessment in Behavior Analysis
EDUB 7050 - ABA Approaches in Developmental Disabilities
EDUB 7060 - Ethics in ABA

Note: If students are interested taking their supervised practicum hours through Tech, they may enroll in EDUB 7810 – Practicum in Behavior Analysis.

Health Behaviors and Wellness Education (HBWE)

EDUH 7000 – Current Issues in Exercise Science, Health, and Human Behavior
EDUH 7010 – Pedagogical Theory of Physical Education
EDUH 7020 – Advanced Teaching in Exercise Science and Health-Related Fields
EDUH 7100 – Biomechanics of Human Movement
EDUH 7200 – Foundations of Health Promotion
EDUH 7300 – Behavioral Aspects of Physical Activity
EDUH 7500 – Health and Human Behavior Research
EDUH 7520 – Inquiry in Health Behavior & Wellness Education (1-4)
EDUH 7600 – Special Topics in Exercise Science
EDUH 7610 – Independent Study in Exercise Science/Health & Human Behavior

Literacy

EDUL 7100 – Literacy History, Theory, & Policy
EDUL 7200 – Equity Literacy
EDUL 7300 – Multiliteracies
EDUL 7400 – Literacies of Culturally & Linguistically Diverse Populations
EDUL 7500 – Linguistic Perceptions
EDUL 7600 – The Literacy Professional
EDUL 7700 – Theory, Methodology, & Trends in Literacy Research
EDUL 7900 – Community Literacy

Program Planning and Evaluation (PPE)

EDUP 7410 – Advanced Program Planning and Evaluation Methods I
EDUP 7420 – Advanced Program Planning and Evaluation Methods II
EDUP 7810 – Practicum in Planning and Evaluation
(18 sh total; may be broken up into blocks of 3, 6, &/or 9 as appropriate)

STEM Education

EDUS 7500 – STEM Education Foundations
EDUS 7510 – STEM Curriculum and Assessment
EDUS 7540 – STEM Education Pedagogy
EDUS 7550 – STEM Education Trends and Issues
EDUS 7530 – STEM Education Research
EDUS 7560 – STEM Learners and Learning

EDUS 7580 - STEM Education Field Study (2)
EDUS 7570 - STEM Education Policy and Leadership
EDUS 7515 - STEM Education Seminar (1) or EDUS 7520 - STEM Technology Seminar (1)

Dissertation Coursework (15 sh minimum)

EDU 7990* - Research and Dissertation (*15 hours minimum; generally taken in 9 & 6 hour blocks*)

VI. En-route M.A. Degree in Curriculum and Instruction

A student pursuing an Exceptional Learning Ph.D. may elect to earn an M.A. in Curriculum & Instruction (C&I) as the student successfully advances toward completion of the Ph.D.

The M.A. degree may be awarded when the student successfully completes 33 semester credit hours and must include nine (9) credit hours of either quantitative (EDU 7420, EDU 7430, and EDU 7300) or qualitative (EDU 7010, EDU 7330, and EDU 7340) research. The M.A. will not be awarded without completion of these 9 research credit hours.

The M.A. degree may be awarded at any point during the program, given that the student:

- meets both the M.A. C&I and Ph.D. research course requirements as listed above,
- has received approval from the student's advisory committee and the Director of Graduate Programs, and
- has satisfied all College of Graduate Studies General Degree Requirements policies.

Students who have already earned an M.A. before entering the ELPhD program may be eligible a) to transfer in up to 9 credits or b) for a reduction of up to 9 credits for the M.A. portion of the program. If a student elects to forego the en-route MA, the full 79 credit hours of the program must be completed. Courses applied to the en-route M.A. must be completed within six years of enrollment.

Once the M.A. in Curriculum & Instruction has been awarded, the Ph.D. portion of the Program of Study must include a minimum of 46 semester credits of appropriate graduate-level coursework consisting of research, concentration, core, and elective credits at the 6000- and 7000-level, as approved by the student's advisory committee and the Director of Graduate Programs. A minimum of 15 semester credit hours of doctoral research and dissertation is required in no fewer than two (2) semesters.

VII. Transfer of Prior Credit

Upon approval from the student's advisory committee and the Director of Graduate Programs, up to nine (9) credit hours from a previously earned Master's or Specialist degree program, can be counted toward the ELPhD degree.

While coursework taken prior to admission to the ELPhD program may, in certain instances, be used toward the degree, there are specific regulations governing how the coursework can be used and what part of the program must be taken at Tech after being admitted into the ELPhD program.

No more than 27 semester hours of credit at the Master's and Educational Specialist levels, excluding theses and problems courses, may be accepted for transfer credit toward the doctorate. All graduate course credit transferred from other degree programs must be approved by the student's advisory committee and Director of Graduate Programs prior to an assignment of credit in the student's formal Program of Study.

There may be cases in which a student's doctoral committee feels that a waiver of part of a requirement for the Ph.D. is warranted, given that a similar course has been taken. The committee may recommend a waiver, which may reduce the number of required hours in this area if the waiver is approved. The concentration leader determines course substitutions in their specific area.

Sometimes a Master's-level student takes more graduate-level courses than are required for the degree because the student is expecting to continue on to a Ph.D. program, and hopes to use the extra courses to satisfy Ph.D. coursework requirements. In this case, the student may request when registering for the course(s) that the course(s) be "banked" for the ELPhD program. If the student lacks no more than 12 semester hours on the master's degree, he or she may accumulate a maximum of nine (9) semester hours that may be applied toward the ELPhD Program of Study. The student's advisory committee must initiate approval via memo with consensus of the Departmental Chairperson, Director of Graduate Programs, Dean of the college, and the Director of Graduate Studies. Banked courses then show up on the student's transcript as courses taken for the Ph.D. rather than being shown as a part of the Master's program. Banking courses do not guarantee admission to the ELPhD program, or, if admitted, that the student's Ph.D. advisory committee will approve the course as part of the student's Ph.D. program of study.

Remember, **all requirements for the degree, including the dissertation and transfer credit, must be completed within a period of no more than eight (8) consecutive years** (Please refer to Policy 271 - General Graduate Degree Requirements <https://tntech.policytech.com/>).

VIII. Student Responsibilities

Forming a Committee

The student's Ph.D. committee includes a minimum of four members. Additional committee members are optional. The committee must include a Chair who has been credentialed by the university and three or more members, who must hold either associate or full graduate faculty status at Tech. Doctoral students have the right to amend their committees by adding, omitting, or replacing members, during the process of their study and in response to their changing needs. The committee must be designated in tandem with the Program of Study, no later than the semester in which the student accumulates 15 credit hours.

Filing a Program of Study

In pursuing the ELPhD, students have primary responsibility for knowing and meeting the program requirements. Students are expected to take the initiative in planning and following their Program of Study.

The *Program of Study* must be turned in early in the program—during the 1st 4 weeks of the semester the student reaches 24 completed semester hours (usually no later than the third semester after formal admission to the program).

This is developed in collaboration with the total committee. Each committee member must review and sign it before it is submitted to the Chair of Curriculum & Instruction and the Director of Graduate Programs. The committee and the Director of Graduate Programs must approve all changes made to the Program of Study (via *Substitution Form* or a revised *Program of Study*, as is appropriate).

Please note: if course substitutions are made without a *Substitution Form*, graduation can be delayed. A course must be on the Program of Study in order to be counted toward the ELPhD degree.

Keeping Up with University Policies

In addition to the Exceptional Learning Ph.D. program guidelines (this document), students are to follow the Tech Graduate Student Handbook and the Graduate Catalog:

https://www.tntech.edu/graduatestudies/pdf/grad_student_info/Handbook-2018-19-web.pdf

<https://www.tntech.edu/academics/catalog.php>

Comprehensive Examination

The Comprehensive Examination (Comp Exam or Comps) are completed during the semester in which the student is enrolled in *Research Seminar in Education* (EDU 7920). All coursework, excluding *Research & Dissertation* (EDU 7990), should be completed before enrolling in EDU 7920

No later than the first 2–3 weeks of the EDU 7920, the student must contact his or her Chair to discuss exam timing and to select dates for the exam. The Chair will request that each committee

member submit a number of exam questions to the Chair. The student will have a minimum of 4 to 8 hours per day over the course of four (4) days (they do not have to be consecutive but must be completed within a span of 2 weeks) in which to complete their comprehensive examination. The student will return each exam response to the Chair, who will send them to the appropriate committee member for evaluation. The Chair may elect to communicate the results of each individual response as they are received, or may choose to communicate the results of all responses at once. If a student passes the comprehensive exam, he or she will enter Ph.D. Candidacy (and is referred to as a Ph.D. candidate).

Students cannot retake a failed exam (or any failed portion) in the same semester as the original comprehensive exam. The retake comprehensive exam must take place in the following semester. The student may retake the comprehensive examination only once. If the student does not successfully pass the retake comprehensive exam, the result will be dismissal from the ELPhD program.

Coordinating the Dissertation Defense/Notifying Others About the Defense/Submitting Copies of the Dissertation

PhD candidates should work closely with their Chairs to determine an appropriate defense date. PhD candidates should review the Graduate Student Calendar for the semester they intend to graduate and work back from important milestones shared via the calendar. PhD candidates should apply for graduation at the beginning of the semester in which their defense is scheduled to take place.

A copy of the final dissertation draft must be submitted to all committee members *and* the Director of Graduate Programs no less than two weeks prior to the defense, though earlier is appreciated.

At the same time, the PhD candidate should notify the Director of the defense day, time, and location. The *Dissertation Defense Form* is available on the Graduate Studies website. This form should be completed and brought to the dissertation defense. If the PhD candidate passes the defense, the committee signs the paper and routes it to the Chair of Curriculum & Instruction and Director of Graduate Programs.

Upon approval of final revisions, the Certificate of Approval is signed by the committee and submitted to the College of Graduate Studies (a copy should also be sent to the Director of Graduate Programs). An electronic PDF copy of the dissertation is then submitted to the College of Graduate Studies. Bound copies for the Chair and each committee member are courtesies, but strongly encouraged.

Academic Requirements/Standards/Expectations

The student must maintain a cumulative point average of 3.25 and, in addition to adhering to the general regulations of the College of Graduate Studies, adhere to the specific regulations for the Ph.D. program. These regulations, standards, and expectations include:

1. A minimum of 79 semester hours of coursework, including 13 core semester hours, 21 research semester hours, 6 elective semester hours, 24 concentration semester hours, and a minimum of 15 semester hours in dissertation. All hours should be taken at the 6000- and 7000-levels. **Note:** an equivalent specialty course is not available at the 6000- or 7000-level, a 5000-level course that is germane to the student's research/areas of research interest may be used to meet the minimum requirements of course work only by permission of the instructor of the course

in question, student's advisor or graduate advisory committee, and the director of graduate programs. Written approval must be secured before enrolling.

2. All requirements, including the dissertation, must be completed within a period of no more than eight consecutive years.
3. As and Bs are required in coursework. A grade of C is considered a failing grade in doctoral programs. The student is allowed to maintain a grade of C in only **one** course completed toward the Ph.D. degree. A student receiving two Cs **will be dismissed** from the program. If a second C is received, it may not be substituted or moved out of the student's program of study in order to avoid dismissal.
4. Ds and Fs are not acceptable in the Ph.D. program. A student receiving a grade of *D* or *F* in a course will be **dismissed** from the program.
5. If an Incomplete (*I*) is granted, the student has one academic year to complete the requirements. The student is not allowed to carry more than one *I* at any time during the program. If the requirements have **not** been met in the allotted time period, the grade is converted to an *F* or *IF*, the student will be **dismissed** from the program.
6. A maximum of 12 credit hours may be taken in one semester. Written approval from the student's advisor/chair, Department Chair, and Director of Graduate Programs is required to register and take more than 12 credit hours in one semester.
7. Course repetition is not allowed in the Exceptional Learning Ph.D. program.
8. Course substitutions are allowed upon written approval from the student's graduate advisory committee, Department Chair, and Director of Graduate Program's approval.
9. Students should complete their Comprehensive Examinations either a) following completion of all course work, excluding EDU 7920 and EDU 7990, or b) during the last semester during which such course work is to be completed. Comprehensive Examinations should occur no later than the end of the semester in which the student completes EDU 7920.
10. Approval of the dissertation topic **and** a successful dissertation proposal (prospectus) presentation to the entire advisory committee must precede any significant work on the dissertation. Approval from the Institutional Review Board for the Protection of Human Subjects (IRB) must be obtained for any research project initiated by a student (or faculty member).
11. Satisfactory completion of the dissertation requires an oral defense.
12. The 15 credit hours (minimum) required for the dissertation may be completed in no fewer than two semesters.

The faculty and staff at Tech are committed to the lifelong learning of students and thus provide an environment for learning that fosters the highest academic conduct. To this end, Tech and its faculty reserve the right to use electronic means to detect and help prevent the inappropriate use of intellectual property. Student agrees and understands that by taking this course, his or her work may be subject to originality check through Turnitin, and student thereby grants any necessary copyright permission required to do so. Personally identifiable information (e.g., student name, social security number, student ID number) should **NOT** be included in the work submitted to Turnitin. This work will be encoded and stored in the Turnitin database, where it will also be used for originality checks on other works submitted by the student or anyone else using the system. The faculty may require that the students submit their work through Turnitin or questionable text may be submitted by the faculty for the student. The terms that apply to Tech's use of the Turnitin service are described on the Turnitin.com website.

Online educational resources that provide information for understanding plagiarism and proper ways to cite the work of others are available at:

<https://www.plagiarism.org>

<https://www.turnitin.com/solutions/plagiarism-prevention>

<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

Students **must** complete the online test available at <https://www.indiana.edu/~plag/test.html> and provide documentation that they understand what constitutes plagiarism and how they can avoid it and maintain academic integrity by providing a copy of the completed test certificate to the Director of Graduate Programs and appropriate faculty members as requested.

Plagiarism and other forms of academic misconduct such as submitting another student's work as your own or the falsification of data are grounds for immediate dismissal from the ELPhD program. ELPhD students are held to a higher standard of ethical conduct especially considering the central focus of this program. Working with and for exceptional learners, at-risk populations, and diverse underrepresented groups demands the utmost ethical conduct and any evidence of unethical behavior or actions in coursework or research, including plagiarism, will result in the student's dismissal from the ELPhD program.

There is no statute of limitations on plagiarism or academic misconduct. If a student's plagiarism or academic misconduct goes undetected until after completion of the course and/or project, the student can still be dismissed from the program. The procedure for dismissal is:

1. An incidence of plagiarism or academic misconduct is presented to the student's advisor/chair, concentration leader, and Director of Graduate Programs.
2. The Director of Graduate Programs will review the evidence in consultation with faculty members, the student's advisor/chair, and concentration leader, as well as the student accused of plagiarism or academic misconduct. After this discussion and evaluation, the Director will decide if plagiarism or academic misconduct occurred and dismissal is warranted. A decision advocating dismissal will be forwarded to the College of Graduate Studies.
3. The College of Graduate Studies will inform the student in writing of the final, official decision.

Any substantiated incidence of plagiarism in the ELPhD program will result in the student's dismissal from the program. The student accused of plagiarism or academic misconduct may appeal the decision to the Ph.D. Admissions Committee.

Definitions of Plagiarism

Plagiarism.org (2017) defines plagiarism as "The improper use, or failure to attribute, another person's writing or ideas (intellectual property)," and explains that "It can be as subtle as the inadvertent neglect to include quotes or references when citing another source or as blatantly unethical as knowingly copying an entire paper verbatim and claiming it as your own work."

According to Merriam-Webster Online (2019), to plagiarize is "1) to steal and pass off (the ideas or words of another) as one's own or to use (another's production) without crediting the source, or 2) to commit literary theft and/or present as new and original an idea or product derived from an existing source" (para. 1-2).

Exceptional Learning Ph.D. Required Procedure Checklist

<i>Item</i>	<i>Due By</i>	<i>Completed</i>
Temporary advisor appointed by Director	end of 1 st semester enrolled	
Program of Study & Dissertation Committee designation submitted	no later than the 4 th week of the semester when 24 credit hours are earned	
Annual Student Program Evaluation (ASPE) meetings (+ CV submission)	2 nd half of each Spring semester	
En-route MA: apply to graduate	beginning of the semester PRIOR to the intended semester of graduation (e.g., if you intend to graduate in spring, you must apply in fall)	
Notify Director of intent to take EDU 7920	1 st half of the semester prior to enrolling in EDU 7920; all research courses MUST be completed before eligible to take EDU 7920	
Prospectus (EDU 7920)	after all coursework has been finished (~61 credit hours completed)	
Schedule written comprehensive exam	no later than 1 st half of EDU 7920—to be scheduled with Committee Chair	
Written comprehensive exam	during EDU 7920 as scheduled with Committee Chair	
Dissertation prospectus defense	immediately after successful completion of EDU 7920—schedule with Dissertation Chair (<i>proposal must be submitted to committee 2 weeks before presentation</i>)	
Dissertation hours (15 credit hours minimum)	begins after successful prospectus defense, comprehensive examination, and IRB approval (if using human subjects); continues until completion	
Ph.D.: apply to graduate	beginning of the semester PRIOR to the intended semester of graduation (e.g., if you intend to graduate in spring, you must apply in fall)	
Dissertation draft plan to committee	create, with Committee Chair, a schedule of dates when drafts & revisions will be sent to the committee (including final draft)	
Schedule dissertation defense	work with Committee Chair to schedule dissertation defense	
Final dissertation to committee & Director	<u>no later than 2 weeks prior</u> to defense (<i>earlier is encouraged</i>)	
Defense invitation	send dissertation title & defense date, time, & location to Director of Graduate Programs <u>no later than 2 weeks prior</u> to defense	

Defense announcement	immediately after dissertation defense
Survey of Earned Doctorate	within 2 weeks of defense
Submit signed defense form and Certificate of Approval to Graduate Studies *	after completion of final revisions (<i>*check the Graduate Studies calendar for more specific deadline dates</i>)
Submit final copy to committee & to Graduate Studies *	after completion of final revisions (<i>*check the Graduate Studies calendar for more specific deadline dates</i>)

IX. Course Descriptions

ABAP 7120. Positive Behavior Support & Families Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program. Issues and practices associated with partnering with families in designing, implementing and evaluating positive behavior support for their children with challenging behavior.

ABAP 7910. Independent Study in Early Childhood Special Education Lec. 2. Cr. 2.
Prerequisite: Admission to Doctoral Program and consent of instructor. Advanced study of an individual basis focusing on an area directly related to young children with special needs and their families.

ABAP 7920. Topics, Issues & Research in Early Childhood Special Education Lec. 2. Cr. 2.
Prerequisite: Admission to Doctoral Program and consent of instructor. Advanced study of a topic(s) relevant to research and/or practice in early childhood special education, early intervention or young children and positive behavior support.

CUED 7030. Rural Schools & Communities Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program. An in-depth study of the historical, cultural, and economic characteristics of rural places and the role of schools and agencies in shaping the destiny of those places and their citizens.

CUED 7430. Specialized Applications of Technology to Education Lec. 3. Cr. 3.
Prerequisite: CUED 6430. Application of current media technologies to maximize student learning with instructional design strategies appropriate for each technology.

ECED 7220. Early Childhood Instruction & Materials Lec. 3. Cr. 3.
Planning objectives, activities, and materials for children, teaching techniques, and evaluation of curricula.

EDU 7000. Trans-Concentration Seminar Lec. 1. Cr. 1.
Prerequisite: Admission to Doctoral Program. An introduction to the Ph.D. in Exceptional Learning familiarizing students with the procedures, requirements, and expectations of the program.

EDU 7010. Theoretical Foundations of Research (*1st qualitative course*) Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program. A study of the impact of culture in society and its significance for formulating policy design to serve diverse groups effectively and equitably.

EDU 7020. At-Risk Populations: Research, Service, & Delivery Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program. A survey of at-risk and diverse populations, their common and unique characteristics, and the research base for designing and implementing effective prevention and intervention strategies.

EDU 7040. Program Planning & Proposal Development Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program. Theoretical perspectives, models, and effective practices in the development, planning, and evaluation of programs and services in a variety of educational settings.

EDU 7060. Issues in Education Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program. An examination and analysis of contemporary trends and issues in education, including leadership, legal, and ethical issues.

- EDU 7300. Research Design** (3rd quantitative course) Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program and EDU 7420. Overview of planning, designing, and conducting experimental and non-experimental research in order to maximize research validity.
- EDU 7320. Research Methods in Behavior Analysis** Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program and EDU 7300. An in-depth analysis of single-subject research design and the application of this research methodology in applied settings.
- EDU 7330. Qualitative Inquiry in Education** (2nd qualitative course) Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program and EDU 7010. An analysis of assumptions and types of procedures and criteria for evaluation in qualitative and interpretive research methods.
- EDU 7340. Data Analysis & Representation in Qualitative Inquiry** (3rd qualitative course) Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program and EDU 7330. An analysis of both theoretical and practical dimensions of conducting qualitative research.
- EDU 7350. Advanced Regression Analysis** Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program, EDU 7420, and EDU 7430. Advanced applications of regression analysis techniques.
- EDU 7420. Quantitative Inquiry in Education I** (1st quantitative course) Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program and introductory course in statistics. In-depth training and understanding of common descriptive and inferential statistical techniques for conducting research and engaging in scholarly activities.
- EDU 7430. Quantitative Inquiry in Education II** (2nd quantitative course) Lec. 3. Cr. 3
Prerequisite: Admission to Doctoral Program and EDU 7420. In-depth analysis that reinforces and expands common descriptive and inferential statistical techniques and includes advanced material appropriate for more complex research problems.
- EDU 7440. Technology Applications for Institutional Dissemination of Information**
Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program. Analysis of creation, collection, and distribution of institutional information.
- EDU 7920. Research Seminar in Education** Lec. 3. Cr. 3.
Prerequisite: Admission to Doctoral Program; EDU 7010, EDU 7300, EDU 7330, EDU 7340, EDU 7420, and EDU 7430; EDU 7310 or EDU 7320. In-depth examination of experimental, quasi-experimental, and evaluation research as applied to dissertation research.
- EDU 7950. Doctoral Seminar: Special Topics in Education** Lec. 1-3. Cr. 1-6.
Prerequisite: Consent of the student's doctoral chairperson required.
- EDU 7990. Research & Dissertation** Cr. 1, 3, 6, 9.
Prerequisite: Admission to Doctoral Program; EDU 7920.
- EDUB 7000. Conceptual Topics & Principles in Behavior Analysis** Lec. 3. Cr. 3.

An introduction to concepts and principles related to behavior analytic procedures. For students in ABA concentration only. Students enrolled in the 7000-level course will be required to complete additional work as stated in the syllabus.

EDUB 7010. Topics in Behavior Analysis

Lec. 3. Cr. 3.

An in-depth study of instructional methodologies for persons with moderate and severe disabilities. For students in ABA concentration only. Students enrolled in the 7000-level course will be required to complete additional work as stated in the syllabus.

EDUB 7020. Behavior Change Procedures and Systems Supports in ABA

Lec. 3. Cr. 3.

The design, implementation, and evaluation of behavioral interventions and individualized behavioral supports using theoretical origins and behavior-analytic behavior change procedures. For students in ABA concentration only. Students enrolled in the 7000-level course will be required to complete additional work as stated in the syllabus.

EDUB 7030. Assessment in Behavior Analysis

Lec. 3. Cr. 3.

Prerequisite: Admission to Doctoral Program. Instruction in the functional analysis of severe and challenging behaviors. Students enrolled in the 7000-level course will be required to complete additional work as stated in the syllabus.

EDUB 7040. Assessment of Autism Spectrum Disorders

Lec. 3. Cr. 3.

Prerequisite: Admission to the Ph.D. program and SPED 6050. A comprehensive overview of assessment methods used in the evaluation of children with Autism Spectrum Disorders.

EDUB 7050. ABA Approaches in Developmental Disabilities

Lec. 3. Cr. 3.

Prerequisite: Admission to Doctoral Program; SPED 6050, and EDUB 7040. A comprehensive overview of research-based practices in the design and delivery of intervention and treatments to students with Autism Spectrum Disorders.

EDUB 7060. Ethics in ABA

Lec. 3 Cr. 3

Prerequisite: Admission to the Doctoral Program. An overview of the ethical concerns related to the practice of applied behavior analysis. Students enrolled in the 7000-level course will be required to complete additional work as stated in the syllabus.

EDUB 7810. Practicum in Behavior Analysis

Cr. 1-3.

Prerequisite: Admission to Doctoral Program; EDUB 7010, 7030; SPED 6050. Supervised practice in development and application of behavioral intervention.

EDUC 7400. Programs and Service Delivery Models

Lec. 3. Cr. 3.

Prerequisite: Admission to Doctoral Program. Analysis and comparison of organizations, program design, leadership, administrative, and supervisory practices.

EDUC 7450. Doctoral Seminar: Young Children and Families

Lec. 3. Cr. 3.

Prerequisite: Admission to Doctoral Program. Inquiry into social policy, theory, research, issues, and intervention practices and personnel preparation.

EDUH 7000. Current Issues in Exercise Science, Health, and Human Behavior

Lec. 3. Cr. 3.

The content of this course will vary according to current research and publications in areas of exercise science, health, and human behavior related to exercise and physical activity.

EDUH 7010. Pedagogical Theory of Physical Education Lec. 3. Cr. 3.
This course will cover interpretation and critical analysis of research on selected topics related to teaching and instruction in physical education.

EDUH 7020. Advanced Teaching in Exercise Science and Health Related Fields Lec. 3. Cr. 3.
This course is designed to provide knowledge, opportunity, and support for quality teaching in exercise science and related health fields. Methodology of teaching in higher education will be explored.

EDUH 7100. Biomechanics of Human Movement Lec. 3. Cr. 3.
Pre-requisite: Admission to the PhD program. This course will cover kinetic and kinematic principles governing efficient human movement. Selected methods of analyzing human movement will be covered.

EDUH 7200. Foundations of Health Promotion Lec. 3. Cr. 3.
Pre-requisite: Admission to the PhD program. This course is designed to provide focus on health promotion and behavior changing strategies. Individual, interpersonal, organizational, community, and public policy will be considered as potential factors that can inhibit or promote behavior change specifically related to health issues.

EDUH 7300. Behavioral Aspects of Physical Activity Lec. 3. Cr. 3.
Pre-requisite: Admission to the PhD program. This course will include topics such as the effects exercise has on mental health, behavior change theories applied to mental health effects of exercise, behavior change theories applied to physical activity, and physical activity determinants and interventions.

EDUH 7500. Health and Human Behavior Research Lec. 3. Cr. 3.
Pre-requisite: Admission to the PhD program. Students will read, interpret, and critique scientific research.

EDUH 7520. Inquiry in Health and Human Behavior Cr. 1-4.
Pre-requisite: Admission to the PhD program. Can be repeated for up to 12 hours credit. Students will conduct research.

EDUH 7600. Special Topics in Exercise Science Cr. 1-3.
This course is designed to provide students with the opportunity to review literature on topics they are interested in and to write a literature review. The intent is for the candidate to expand their knowledge base, gain factual information about topics of interest, and identify options for future research projects.

EDUH 7610. Independent Study in Exercise Science/Health & Human Behavior Cr. 1-3.
Topics to be assigned and approved by instructor and advisor.

EDUL 7100. Literacy History, Theory, and Policy Lec. 3. Cr. 3.
Prerequisite: Admission to doctoral program. Exploration of the history and theory related to reading and writing instruction. Policies influencing literacy instruction, past and present, will also be examined.

EDUL 7200. Equity Literacy Lec. 3. Cr. 3.
Prerequisite: Admission to doctoral program. Promotes understanding of deficit thinking in education as it relates to students who are disadvantaged by poverty and guides students to develop language, skills, and competencies for countering deficit thinking in order to promote equity in education.

EDUL 7300. Multiliteracies Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Explores multiple and new literacies, moving beyond traditional reading and writing to examine the multimodal ways of meaning making and communicating and their place in pedagogy and practice.

EDUL 7400. Literacies of Culturally & Linguistically Diverse Populations Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Literacies of culturally and linguistically diverse groups through a critical lens.

EDUL 7500. Linguistic Perceptions Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Explores perceptions of the world through the language that we use and belief systems we create.

EDUL 7600. The Literacy Professional Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Exploring the various roles of the literacy professional. Preparing for grant and article submission.

EDUL 7700. Theory, Methodology, & Trends in Literacy Research Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Examines major theories and methodologies in literacy research and explores new trends in the field.

EDUL 7900. Community Literacy Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Working to explore and participate in various literacy initiatives within the community.

EDUP 7410. Advanced Program Planning and Evaluation Methods I Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Exploration of advanced methods, particularly survey research, used to evaluate programs and improvement initiatives.

EDUP 7420. Advanced Program Planning and Evaluation Methods II Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Integration of context, history, and evaluation skills into program planning and evaluation processes.

EDUP 7810. Supervised Practicum in Program Planning and Evaluation Cr. 3-9.

Prerequisite: Consent of the student's doctoral chairperson is required.

EDUS 7500. STEM Education Foundations Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Introduction to the educational, political, economic, and socio-cultural foundations of the STEM and STEM education disciplines including the history and development of STEM education with attention to the STEM content in P-16 settings. Topics include: introduction to the nature of each of the STEM and STEM education disciplines; investigation of related political, economic, and socio-cultural foundations; and frameworks for constructing personal perspectives and philosophies of integrative STEM education.

EDUS 7510. STEM Curriculum & Assessment Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Current trends in STEM curriculum development and assessment. Topics include: defining objectives; planning for improvement; organization of instructional materials; and STEM curriculum evaluation.

EDUS 7540. STEM Education Pedagogy Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Signature pedagogies unique to the fields of science, technology, engineering, and mathematics (STEM) education; strengths and limitations associated with signature pedagogies; and insights into pedagogical strategies that can serve to enhance practices within chosen STEM fields.

EDUS 7550. STEM Education Trends and Issues

Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Introduction to contemporary P-16 STEM education trends and issues, including both integrative and within-discipline trends/issues. Topics such as STEM literacy, integrative STEM teaching/learning, purposeful design and inquiry, legislative initiatives, and change theory are among those addressed in this course.

EDUS 7530. STEM Education Research

Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program; EDU 7420 and EDU 7010. Survey of the educational research practices of STEM disciplines; investigates the approaches used in studying the teaching/learning processes within the context of each discipline; similarities, distinctions and overlaps among questions posed, research designs, and investigations into best practices with respect to improving teaching and learning among STEM disciplines.

EDUS 7560. STEM Learners and Learning

Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. Designed to explore the theoretical bases for STEM learning. Topics will include the development of STEM learning environments; research on learning in STEM; and STEM learner exceptionalities.

EDUS 7515. STEM Education Seminar

Lec. 1. Cr. 1.

Prerequisite: Admission to doctoral program. Designed as a general exploration into the issues surrounding the development of a STEM literate populace through education. This exploration will be facilitated by a blend of readings, discussions, and personal reflections.

EDUS 7520. STEM Technology Seminar

Lec. 1. Cr. 1.

Prerequisite: Admission to doctoral program. Focused on STEM-specific technologies (e.g., Vernier probes, TI-Navigation systems, LoggerPro software, etc.), how to use them, and the issues surrounding their use in STEM education.

EDUS 7580. STEM Education Field Study

Lec. 2. Cr. 2.

Prerequisite: Admission to doctoral program. Applied study in one or more educational institutions. Research, evaluation, curricular, and instructional STEM projects are examples of appropriate areas of study.

EDUS 7570. STEM Education Policy & Leadership

Lec. 3. Cr. 3.

Prerequisite: Admission to doctoral program. The course explores topics in STEM education with attention to STEM education policy and leadership.

ENGL 6010. Teaching Composition

Lec. 3. Cr. 3.

Theories and pedagogies of teaching writing in the middle schools, secondary schools, and on the college level.

HEC 6610. Families: Normative/Catastrophic Issues

Lec. 3. Cr. 3.

In-depth study of family stress and effective coping mechanisms that relate to normative transitions and crisis events.

SPED 6120. Early Childhood Special Education Assessment

Lec. 3. Cr. 3.

Prerequisite: CFS 2400 and CFS 2410 or SPED 5010 or consent of instructor. Assessment, planning, and intervention procedures specific to child, environment, and family. Design and evaluation of intervention plans.

SPED 7110. Family Collaboration in Special Education

Lec. 3. Cr. 3.

Concepts, intervention strategies, and issues related to working with parents of exceptional children.

X. Board Certified Behavior Analyst (BCBA) Certification

The *School Aged and Adult Populations (ABA)* strand of Applied Behavior Analysis prepares candidates to sit for the BCBA certification exam. The Behavior Analyst Certification Board, Inc.® (BACB) has established multiple eligibility standards that must be met prior to sitting for the exam. For more information on these standards please visit www.bacb.com.

The BACB has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants must meet additional requirements to qualify.

1. **An Acceptable Graduate Degree.** BCBA applicants must have received, at minimum, a master's degree from an accredited university in behavior analysis, education, psychology, or a program with an approved BACB course sequence. All other degrees must be approved by the BACB.
2. **Completion of an Approved Course Sequence.** BCBA applicants are required to complete a sequence of graduate courses approved by the BACB. The course sequence at Tech has been approved by the BACB and aligns with the latest task standards (4th Edition).
3. **Supervised Experience.** BCBA applicants must complete 1,500 hours of supervised field experience. Supervision may not begin until the applicant (a) successfully completes one course from an approved BACB course sequence and (b) completes an online Supervision and Experience Training Program. No more than 50% of the experience can be in direct implementation of behavioral programs. The BACB maintains rigorous standards for supervision and requires documentation of experience hours on a weekly to biweekly basis. Tech offers a practicum in supervision, in which participants receive 1.5 hours of credit per hour of experience, beginning in the Fall semester of 2016.
4. **Certification Exam.** The final step in earning the BCBA credential is the completion of the nationally administered certification exam. Applicants may register for the exam at multiple sites throughout the United States.

Transferring Credit from other Course Sequences

As all course sequences are individually approved by the BACB, you will need to consult with the ABAS strand leader before attempting to receive credit for BCBA courses taken outside of Tech.