

Nikou, Roshan

From: Graduate.Council.Web.Site@www.uky.edu
Sent: Wednesday, October 24, 2007 9:23 AM
To: Nikou, Roshan
Cc: Price, Cleo
Subject: Investigator Report

AnyForm User: www.uky.edu
AnyForm Document: <http://www.research.uky.edu/gc/GCInvestigatorReport.html>
AnyForm Server: www.uky.edu (/www/htdocs/AnyFormTurbo/AnyForm.php)
Client Address: 74.140.226.112

College/Department/Unit: = EDS EdD to PhD
Category:_ = Change
Date_for_Council_Review: = 10/25/07
Recommendation_is:_ = Approve
Investigator: = Susan Scollay
E-mail_Address = scollay@uky.edu
1__Modifications: = No modifications proposed
2__Considerations: = No considerations arose. This proposal has the support of the COE administration and majority of the faculty.
3__Contacts: =
4__Additional_Information: =

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Request for Change in Doctoral Degree Program

Department of Special Education & Rehabilitation Counseling

Program: Ed.D.

Degree Title Doctor of Education (Ed.D.); Major

Current total hours: 42

NEW

Degree Title: Doctor of Philosophy (Ph.D.); Major:

New total hours: 42

Required Curriculum Current

EDS 601 APPLIED BEHAVIORAL ANALYSIS	3 hrs
EDS 630 METHODS FOR TEACHING STUDENTS WITH DISABILITIES	3 hrs
EDS 633 SINGLE SUBJECT RESEARCH DESIGN	
EDS 701 SEMINAR FOR SPECIAL EDUCATION LEADERSHIP PERSONNEL (4 semesters)	1 hr
EDS 710 SEMINAR IN MILD DISABILITIES	3hrs
or	
EDS 711 SEMINAR IN MODERATE AND SEVERE DISABILITIES	3hrs
EDS 712 SEMINAR IN SPECIAL EDUCATION PROFESSIONAL SERVICES	3hrs
EDS 721 PRACTICUM IN SPECIAL EDUCATION PERSONNEL PREPARATION	1-9 hrs
EDS 769 RESIDENCE CREDIT FOR THE DOCTORAL DEGREE	0-12hrs

Required Curriculum Proposed

EDS 601 APPLIED BEHAVIORAL ANALYSIS	3 hrs
EDS 701 SEMINAR FOR SPECIAL EDUCATION LEADERSHIP PERSONNEL (4 semesters)	1 hr
EDS 712 SEMINAR IN SPECIAL EDUCATION PROFESSIONAL SERVICES	3hrs
EDS 720 SEMINAR IN SPECIAL EDUCATION TEACHER PREPARATION	3hrs
EDS 721 PRACTICUM IN SPECIAL EDUCATION PERSONNEL	

PREPARATION	1-9 hrs
EDS 767 DISSERTATION RESIDENCY CREDIT (2 semesters)	2hrs
And one of the following	
EDS 710 SEMINAR IN MILD DISABILITIES	3hrs
EDS 711 SEMINAR IN MODERATE AND SEVERE DISABILITIES	3hrs
IEC 709 SEMINAR IN INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION	3hrs
RC 711 SEMINAR IN ADVANCED REHABILITATION AND PROCEDURES (see attached application for new course)	3hrs

Rationale: The primary rationale for this proposal is to strengthen the research requirements within the EDSRC doctoral program and change the degree title to Ph.D. to reflect the revised program's emphasis on research. If approved, the Ph.D. would replace the Ed.D. in EDSRC.

The proposed change to a Ph.D. would allow UK's Department of Special Education and Rehabilitation Counseling to be considered for rankings such as the new Faculty Scholarly Productivity (FSP) Index which does not include programs that only grant the Ed.D. Available statistics for the top 10 special education programs in the first FSP index show that in terms of publications and grants, EDSRC has the potential to reach a high ranking. By itself, this may not be necessarily a compelling rationale, but it is indicative of assumptions surrounding Ed.D. and Ph.D. degrees.

This proposal is designed to improve the abilities of doctoral program graduates to apply scientifically rigorous research designs. This skills set is essential for preparing research grant proposals submitted to the U. S. Department of Education, Institute of Education Sciences and other funding agencies supporting research in Special Education, Interdisciplinary Early Childhood Education, and Rehabilitation Counseling.

This change should improve the department's ability to recruit doctoral students, including members of minority groups. .

This change should improve the department's profile as a research-extensive department in comparison with our benchmarks. Based on a review of UK benchmark institutions' websites, 15 of the 19 benchmarks offer a doctorate in special education, and all 15 of these offer Ph.D. degrees. Among the 15, four offer both the Ph.D. and the Ed.D. in special education.

Strengthening the research component of the EDSRC doctoral program and changing the degree to Ph .D. will help to clearly distinguish UK's program from traditional Ed.D. programs.

Graduate students from EDSRC have a noteworthy record of scholarship including over 240 refereed publications since 1985. With the addition of the research internship, doctoral students from the proposed program will be better prepared to contribute higher numbers of research publications and presentations compared to previous students. This would improve the reputation of the doctoral program and enhance the qualifications of graduates.

This proposal aligns with UK's new Strategic Plan and the emphases placed on increasing the number of doctorates awarded and increasing research productivity among graduate students.

Finally, the proposed Ph.D. in EDSRC is distinct from the recently approved Interdisciplinary Ph.D. in Education Science which includes 8 advanced strands, 3 of which are from the program areas that comprise EDSRC: Interdisciplinary Early Childhood Education (IECE), Special Education (EDS), and Rehabilitation Counseling (RC). These two Ph.D. programs serve two different purposes and have different application requirements and content. Below are points that describe this contrast.

Interdisciplinary Ph.D. in Education Science:

- **Preparation for a career in research or policy, not necessarily in higher education (although it could be in a university research institute or in a faculty position focused on research or policy)**
- **No requirement for prior degrees or experiences in IECE, EDS, or RC**
- **No prior knowledge assumed, IECE and EDS strands begin with a survey of special education**
- **Does not include preparation for college teaching or delivering teacher/counselor education**
- **Likely would not make applicants competitive for faculty positions in departments comparable to EDSRC at other universities, as position announcements commonly ask for "earned doctorate in special education", or "early childhood education", or "rehabilitation counseling"**
- **A good option for individuals who seek careers in research organizations such as Westat**
- **A good option for individuals who seek careers in local, state, and national agencies**

Proposed Ph.D. in Special Education and Rehabilitation Counseling:

- **Applicants required to have master's degree in IECE, EDS, RC or related field and 3 years professional experiences in IECE and EDS**
- **Doctoral program plans designed to provide necessary background in specialized interventions and assessments to enable graduates to become effective teacher/counselor educators**
- **Program requires courses and practica in college teaching and field experience supervision**
- **Program includes a course in grant writing and requires production of a grant proposal**

UNIVERSITY OF KENTUCKY

REQUEST FOR CHANGE IN DOCTORAL DEGREE PROGRAM

Program:	Ed.D.		
Department/Division:	Special Education & Rehabilitation Counseling		
College:	Education	Bulletin pp.:	
Degree title(Old):	Doctor of Education (Ed.D.)	Degree (New):	Title Doctor of Philosophy (Ph.D.)
CIP Code:	13.1001		
Accrediting agency (if applicable):	None		

I. PROPOSED CHANGE(S) IN PROGRAM REQUIREMENTS

	<u>Current</u>	<u>Proposed</u>
1. Number of transfer credits allowed	As per Graduate School Bulletin; in addition, master's level work may be considered for meeting program requirements.	As per Graduate Student Bulletin; in addition, master's level work may be considered for meeting program requirements.
2. Residence requirement	Model I	Models I and II
3. Language(s) and/or skill(s) required	None	None
4. Provisions for monitoring progress and termination criteria	Annual review	Please see attached material from EDSRC Doctoral Manual for annual review and termination criteria
5. Total credit hours required (if applicable)	Minimum of 42	Minimum of 42
6. Required courses (if applicable)	Doctoral core: EDS 601, 630, 633 Personnel preparation core: EDS 701 (4 semesters), EDS 710 or 711 EDS 712, 720, 721, 769	Doctoral core, 23 credits: EDS 601, EDS 701 (4 credits), EDS 712, EDS 720, EDS 721, EDS 767 (2 semesters) One of the following: EDS 710, or EDS 711, or IEC 709, or RC 711 (new course, see attached proposal)
7. Required distribution of courses within program (if applicable)	(Can apply master's courses to these areas) Special Education Area of Emphasis, 12 credits	A. Departmental Area of Emphasis, 15 credits: Advanced coursework in Special Education, Interdisciplinary Early Childhood Education, Rehabilitation Counseling
	Special Education Support Area, 12 credits	B. Thematic Support Area, 15 credits: advanced coursework outside the area of emphasis; may be interdisciplinary; courses must result in a cohesive set of competencies that complement the Area of Emphasis and student's professional goals.
	Research Tools, 12 credits, at least 2 courses in same strand of research courses	C. Research Tools, minimum of 21 credits: EDS 633; 3-course sequence in quantitative methods; 1 or 2 additional research course(s) in other methodology (e.g., qualitative, survey, program evaluation, or other methodology); EDS 779, research internship, 3-6 credits across at least 2 semesters.

	<u>Current</u>	<u>Proposed</u>
8. Minor area or courses outside program required (if applicable)	Outside Support Area, 12 credits	Not required (please see Part B in Item 7)
9. Distribution of courses levels required (400G-500/600-700)	Over 50% of courses are at 600-700 level	Over 50% of courses will be at 600-700 level
10. Qualifying examination requirements	Written and oral exams	Written and oral exams
NOTE: To the extent that changes in 6. or 8. above involve additional courses in other programs, please include documentation from the program(s) pertaining to the availability of such courses. The additional research course requirements involve courses from two other programs in the College of Education. Please see attached copies of e-mail messages from the department chairs in Educational Policy Studies and Evaluation (EPE), Dr. Beth Goldstein, and Educational and Counseling Psychology (EDP), Dr. Lynda Brown-Wright. Both indicated the necessary courses would be available to EDSRC students.		

11. Other requirements not covered above: The EDSRC Graduate Admissions and Standards Committee will review and approve all Ph.D. program plans after doctoral committees have given initial approval.

II. RATIONALE FOR CHANGE(S)

If the rationale involves accreditation requirements, please include specific references to those requirements.

1. The primary rationale for this proposal is to strengthen the research requirements within the EDSRC doctoral program and change the degree title to Ph.D. to reflect the revised program's emphasis on research. If approved, the Ph.D. would replace the Ed.D. in EDSRC.
2. The proposed change to a Ph.D. would allow UK's Department of Special Education and Rehabilitation Counseling to be considered for rankings such as the new Faculty Scholarly Productivity (FSP) Index which does not include programs that only grant the Ed.D. Available statistics for the top 10 special education programs in the first FSP index show that in terms of publications and grants, EDSRC has the potential to reach a high ranking. By itself, this may not necessarily a compelling rationale, but it is indicative of assumptions surrounding Ed.D. and Ph.D. degrees.
3. This proposal is designed to improve the abilities of doctoral program graduates to apply scientifically rigorous research designs. This skills set is essential for preparing research grant proposals submitted to the U. S. Department of Education, Institute of Education Sciences and other funding agencies supporting research in Special Education, Interdisciplinary Early Childhood Education, and Rehabilitation Counseling.
4. This change should improve the department's ability to recruit doctoral students, including members of minority groups.
5. This change should improve the department's profile as a research-extensive department in comparison with our benchmarks. Based on a review of UK benchmark institutions' websites, 15 of the 19 benchmarks offer a doctorate in special education, and all 15 of these offer Ph.D. degrees. Among the 15, 4 offer both the Ph.D. and the Ed.D. in special education.
6. Strengthening the research component of the EDSRC doctoral program and changing the degree to Ph.D.

will help to clearly distinguish UK's program from traditional Ed.D. programs.

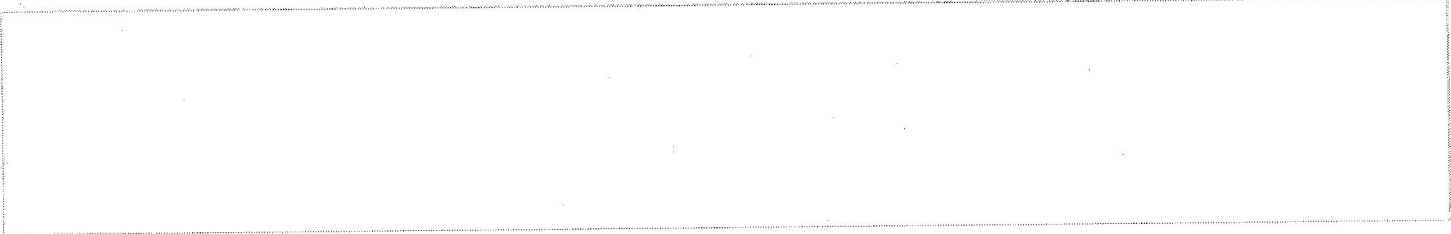
7. Graduate students from EDSRC have a noteworthy record of scholarship including over 240 refereed publications since 1985. With the addition of the research internship, doctoral students from the proposed program will be better prepared to contribute higher numbers of research publications and presentations compared to previous students. This would improve the reputation of the doctoral program and enhance the qualifications of graduates.
8. This proposal aligns with UK's new Strategic Plan and the emphases placed on increasing the number of doctorates awarded and increasing research productivity among graduate students.
9. Finally, the proposed Ph.D. in EDSRC is distinct from the recently approved Interdisciplinary Ph.D. in Education Science which includes 8 advanced strands, 3 of which are from the program areas that comprise EDSRC: Interdisciplinary Early Childhood Education (IECE), Special Education (EDS), and Rehabilitation Counseling (RC). These two Ph.D. programs serve two different purposes and have different application requirements and content. Below are points that describe this contrast.

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- Preparation for a career in research or policy, not necessarily in higher education (although it could be in a university research institute or in a faculty position focused on research or policy)
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- No prior knowledge assumed, IECE and EDS strands begin with a survey of special education,
- Does not include preparation for college teaching or delivering teacher/counselor education
- Likely would not make applicants competitive for faculty positions in departments comparable to EDSRC at other universities, as position announcements commonly ask for "earned doctorate in special education", or "early childhood education", or "rehabilitation counseling"
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- A good option for individuals who seek careers in local, state, and national agencies

Proposed Ph.D. in Special Education and Rehabilitation Counseling:

- Applicants required to have master's degree in IECE, EDS, RC or related field and 3 years professional experiences in IECE, EDS, or RC
- Doctoral program plans designed to provide necessary background in specialized interventions and assessments to enable graduates to become effective teacher/counselor educators
- Program requires courses and practica in college teaching and field experience supervision
- Program includes a course in grant writing and requires production of a grant proposal
- Preparation for careers in higher education teacher/counselor education where faculty are expected to balance research, teaching, and service



Signatures of Approval:

11/14/06

Date of Approval by Department Faculty

2/13/07

Date of Approval by College Faculty

*Date of Approval by Undergraduate Council

*Date of Approval by Graduate Council

*Date of Approval by Health Care Colleges Council (HCCC)

*Date of Approval by Senate Council

*Date of Approval by University Senate

*If applicable, as provided by the Rules of the University Senate

Reported by Department Chair

Reported by College Dean

Reported by Undergraduate Council
Chair

Reported by Graduate Council Chair

Reported by HCCC Chair

Reported by Senate Council Office

Reported by Senate Council Office

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION COUNSELING

DOCTORAL STUDENT TERMINATION POLICIES

Doctoral programs in the Department of Special Education and Rehabilitation Counseling are designed to prepare personnel to assume leadership positions in public schools, colleges and universities, and other educational agencies. In addition to maintaining a high level of competence in academic work, it is expected that doctoral students exhibit other qualities that are frequently not evident nor evaluated as part of formal coursework. These include the following:

1. Commitment to the field of special education.
2. A work ethic that is characterized by consistent and sustained effort.
3. Ability to communicate effectively with other professionals.
4. Flexibility and responsiveness to educational change.
5. A high level of professional behavior.

The Graduate Faculty in the department believe that students should exhibit high levels of these behaviors during the course of their doctoral programs. In so doing, the probability of advancing the field through the contribution of doctoral graduates will be maximized. In fact, the faculty has a professional responsibility to do everything possible to insure that students are diligent in their pursuit of excellence. This includes the termination of students who are unwilling or unable to meet these expectations.

Students may be terminated from the program for the following reasons:

1. Violations of the student code that can result in termination from any program.
2. Grade point average falling below a 3.5 on all graduate work taken to date.
3. Evidence of lack of commitment to the field of special education.
4. Poor task application that is characterized by less than consistent and sustained effort to complete tasks.
5. Lack of leadership ability, including reluctance to assume responsibility.
6. Unprofessional behavior.
7. Failure to remove incomplete grades within one semester following the assignment of that grade.
8. Failure to take qualifying examinations within one semester following the completion of coursework.
9. Failure on the qualifying examination for a second time (automatic termination).
10. Failure to present a dissertation prospectus within one year following the completion of the qualifying examination.

11. Failure to maintain satisfactory progress on the dissertation, once the prospectus has been approved.
12. Violation of any of the rules of the Graduate School that can result in termination from the program.

In implementing this policy, the following procedures will be employed. At least once each year, and in no case later than February, the Director of Graduate Studies will solicit reactions of all currently enrolled doctoral students from all faculty. These reactions will focus upon faculty perceptions of progress and performance relative to the variables listed above. The Director of Graduate Studies will then review all available evidence and formulate a statement that will be conveyed to each student in writing.

This statement will summarize the faculty perceptions of the student's progress toward completion of the degree. If there are areas that are in need of improvement, these will be noted, along with a statement relative to the expected behaviors, the evidence that should be submitted to document that such change has occurred, and the date by which such documentation should be submitted.

In cases that appear to be warranted, the Director of Graduate Studies may recommend that students be placed on probation. This recommendation will be reviewed by the Departmental Committee on Graduate Admissions and Standards, and with appropriate modification and approval, be forwarded to the student. In such cases, the student will be given one semester to improve performance. At the end of this period, a decision will be made to either remove the student from probation or to terminate the student.

In extreme cases, the Director of Graduate Studies may recommend immediate termination from the program. In most cases, however, this would not occur until a student has been on probation and has been given an opportunity to rectify deficiencies. Exceptions would be for extreme violations such as plagiarism, cheating, or other similar items as specified in the Student Code. In all cases involving termination, this recommendation must be reviewed by the Committee on Graduate Admissions and Standards and the entire Graduate Faculty of the department.

If the vote of the Graduate Faculty is to recommend to the Dean of the Graduate School that a student be terminated, the student will receive written notice of the decision, stating clearly the reasons for the termination and providing the student with an opportunity to meet with the Graduate Faculty of the Program. In all cases regarding probation or termination, the student has the right to appeal this decision to the College of Education committee on Graduate Admissions and Standards, the Graduate Council, and finally to the Board of Trustees.

This policy will become effective immediately, with current students becoming subject to the provisions herein.

From: Beth Goldstein <bethg@uky.edu>
Date: Wed Nov 29, 2006 2:28:16 PM US/Eastern
To: Deborah Slaton <dslaton@uky.edu>
Subject: Re: Fwd: Research courses for EDSRC students

Deborah,
Thanks for resending this.

I don't anticipate a problem with the addition of these students to our courses. EDP 660 will now be cross-listed as EDP/EPE 660. The tight spots will be with 663 and 619. Survey research is limited by the size of the computer labs to 18 students. That's looking like a spring course each year. 663 is still fall only (until we can staff a spring section); 763 spring only.
Beth

Deborah Slaton wrote:

Trying again . . . I know how unsettling it is to see that gap in the progression of e-mail. We never know what we've missed. Thanks for your reaction to our PhD proposal.
--Deborah

Begin forwarded message:

From: Deborah Slaton <dslaton@uky.edu>
Date: Tue Nov 28, 2006 12:08:09 PM US/Eastern
To: bethg@uky.edu
Cc: jwschu01@uky.edu
Subject: Research courses for EDSRC students

Beth, my department recently approved a proposal to change our EdD program to a PhD program, and one of the key changes is to improve the research skills of our graduates. Previously, we had required 12 research credits and not specified how those would be configured. We are proposing a more specific and more extensive research requirement. I'm writing to check on availability of specific courses in your department.

The parts of our new proposal that will potentially affect EPE involve (1) requiring completion of a 3-course sequence in quantitative methods, and (2) requiring 3-6 credits in survey, qualitative, or other methods.

Regarding the qualitative sequence, many of our doctoral students are already taking EPE 557 and EDP 660. The change would mean more EDSRC doctoral students taking a third quantitative course, either EDP 707 or EPE 679. Because students would have a choice between the EDP and EPE courses, we estimate that this change would mean an additional 3-4 students in EPE 679 each year.

Regarding "other" methodologies, our proposed change would probably mean 3-4 additional students each year in EPE 663, EPE 763, and EPE 619.

I know that your department is experiencing high demand for your research methods courses. I hope that this proposed plan will not result in enrollments beyond the capacity of your faculty.

I will be happy to discuss this with you. As you know, we will need some indication in writing about the availability of EDP courses to support this change, and a reply to this e-mail will be fine. Thank you for your consideration of this proposal.

Regards,
Deborah

Deborah Bott Slaton, Ph.D.
Professor and Department Chair
Department of Special Education and
Rehabilitation Counseling
University of Kentucky
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--
Dr. Beth L. Goldstein

Chair

Department of Educational Policy Studies & Evaluation

131 Taylor Education Bldg.

University of Kentucky

Lexington, KY 40506-0001

Phone: 859-257-2705

Fax: 859-257-4243

From: LyndaBWrightatUK@aol.com
Date: Tue Dec 12, 2006 12:05:41 PM US/Eastern
To: dslaton@uky.edu
Subject: Re: Research courses for EDSRC students

Hello Deborah,

I am so sorry for not sending this email before--I know you understand why (smiles).

Please accept this email as a commitment from EDP to provide a place for 3-4 Ph.D. students from EDSRC to complete a 3 course sequence in the quantitative methods courses that we offer. If you need further documentation, please don't hesitate to let me know.

Thanks,

Lynda

In a message dated 12/12/2006 11:45:00 A.M. Eastern Standard Time, dslaton@uky.edu writes:

Lynda, thanks for your positive comments about our Ph.D. proposal and the increased research requirements. I appreciate what you said to me at Council of Chairs last week, but I will need a brief written statement from you that I may attach to our proposal. A reply to this e-mail will be fine. Thank you.

--Deborah

Begin forwarded message:

> From: Deborah Slaton <dslaton@uky.edu>
> Date: Tue Nov 28, 2006 12:01:43 PM US/Eastern
> To: Lynda.brownwright@uky.edu
> Cc: jwschu01@uky.edu
> Subject: Research courses for EDSRC students
>
> Lynda, my department recently approved a proposal to change our EdD
> program to a PhD program, and one of the key changes is to improve the
> research skills of our graduates. Previously, we had required 12
> research credits and not specified how those would be configured. We
> are proposing a more specific and more extensive research requirement.
> I'm writing to check on availability of specific courses in your
> department.
> The part of our new proposal that will potentially affect EDP
> involves requiring completion of a 3-course sequence in quantitative
> methods. Many of our doctoral students are already taking EDP/EPE 557
> and EDP 660. The change would mean more EDSRC doctoral students taking
> a third quantitative course, either EDP 707 or EPE 679. Because
> students would have a choice between the EDP and EPE courses, we
> estimate that this change would mean an additional 3-4 students in EDP
> 707 each year.
> I know that your department is experiencing high demand for your
> research methods courses. I hope that this proposed plan will not
> result in enrollments beyond the capacity of your faculty.
> I will be happy to discuss this with you. As you know, we will need
> some indication in writing about the availability of EDP courses to
> support this change, and a reply to this e-mail will be fine. Thank
> you for your consideration of this proposal.
> Regards,
> Deborah
>
> -----
> Deborah Bott Slaton, Ph.D.
> Professor and Department Chair
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Lynda Brown Wright, Ph.D.
Chair, Department of Educational and Counseling Psychology
Vice Chair, Human Subjects Institutional Review Board
University of Kentucky

859-257-7889 (office)
859-257-5662 (fax)

email addresses: lynda.brownwright@uky.edu
lyndabwrightatuk@aol.com

**"We will have to repent in this generation not merely
for the hateful words and actions of the bad people
but for the appalling silence of the good people."**

**Martin Luther King, Jr. (1929--1968),
U.S. clergyman, civil rights leader.
Why We Can't Wait,
"Letter from Birmingham Jail" (1963).**