

PROGRAM GUIDELINES

PH.D. SPECIALIZATION IN EXCEPTIONALITIES

UNIVERSITY OF HAWAI'I AT MĀNOA

COLLEGE OF EDUCATION

The Ph.D. in Education with a Specialization in Exceptionalities is designed to prepare professionals to work as leaders in the education and support of individuals with disabilities. The specialization requires students to become grounded within Exceptionalities as a broad professional discipline. This broad understanding is intended to provide a foundation for students to refine their depth of understanding in an area of emphasis under the mentorship of a faculty member. The student, under the guidance of his or her mentor, pursues an area of in depth study which furthers the field's understanding of theory and practice related to specific areas of scholarly interest in Exceptionalities. Graduates of the program are expected to assume leadership roles addressing local, regional, national, and international issues related to research and higher education and/or program development and evaluation.

The field of Exceptionalities is concerned with services and education for individuals who have unique needs, often due to disabilities. The field is broad; addressing lifespan concerns, and involving such services as special education, advocacy, family support, community services, and vocational and postsecondary education and support services. A number of common underpinnings serve as the foundations of the field, including the principles of normalization and social role valorization, social integration and community/school inclusion, natural community supports, a focus on lifestyle quality, and effective, data-based intervention practices.

The need for professional expertise in the field of Exceptionalities has been growing since the early 1970's when advocacy efforts resulted in litigation and legislation mandating the deinstitutionalization of thousands of children and adults with disabilities who were living in large institutions, free appropriate public education, vocational training, and other services. PL 101-336, the American's with Disabilities Act (1990), indicates that the advocacy movement is still pressing for full community inclusion of individuals with disabilities in all aspects of life. These national policies have attracted the attention of nations throughout the world who look to the United States for leadership in the field of Exceptionalities. With this background, it is clear that the need for professionals with expertise in Exceptionalities is continuing to expand (internationally, nationally, regionally, and locally).

FACULTY

Full Members of the Graduate Faculty (may chair or serve on dissertation committees): Mary Jo Noonan, Ph.D., Professor & Program Coordinator (noonan@hawaii.edu)

Emphasis Areas: early intervention, special education, developmental disabilities

Research Areas: students with severe disabilities, early childhood transition and inclusion, instructional methods

Rhonda S. Black, Ed.D., Professor (rblack@hawaii.edu)

Emphasis Areas: transition, adult development, special education

Research Areas: middle and secondary special education, social competence, social integration, teacher education

Bryan Cook, Ph.D., Professor (bgcook@hawaii.edu)

Emphasis Areas: special education

Research Areas: evidence-based practices, inclusion, post-secondary education for individuals with disabilities

Lysandra H. Cook, Ph.D., Assistant Professor (lhcook@hawaii.edu)

Emphasis Areas: special education, developmental disabilities

Research Areas: teacher preparation, evidence-based practices, inclusion, post-secondary supports

Patricia Edelen-Smith, Ed.D., Associate Professor (pates@hawaii.edu)

Emphasis Areas: special education

Research Areas: students with learning disabilities, language/reading disabilities, school & community restructuring, preservice personnel training

Amelia Jenkins, Ph.D., Associate Professor (amelia@hawaii.edu)

Emphasis Areas: special education

Research Areas: students with learning disabilities and mild mental retardation, issues in teacher training, assessment & instructional strategies, models for inclusion

Dennis McDougall, Ed.D., Professor (mcdougal@hawaii.edu)

Emphasis Areas: special education

Research Areas: self-management, special education law, students with behavior disorders

Cecily Ornelles, Ph.D., Associate Professor (cecily@hawaii.edu)

Emphasis Areas: special education

Research Areas: students with mild/moderate disabilities, instructional strategies, social competence, service integration

Patricia Sheehey, Ph.D., Associate Professor (sheehey@hawaii.edu)

Emphasis Areas: special education

Research Areas: students with mild/moderate and severe disabilities; family support, cultural diversity

James Skouge, Ed.D., Associate Professor (jskouke@hawaii.edu)

Emphasis Areas: special education, developmental disabilities

Research Areas: assistive technology, multicultural issues, Pacific Island cultures, video documentation

Garnett J. Smith, Ed.D., Professor (garnett@hawaii.edu)

Emphasis Areas: special education, transition

Research Areas: transition, systems change, secondary programming

Robert A. Stodden, Ph.D., Professor (stodden@hawaii.edu)

Emphasis Areas: transition, adult development, developmental disabilities

Research Areas: transition, natural supports for adults, systems change, school/community restructuring

Associate Members of the Graduate Faculty (may serve on dissertation committees):

Megan (Jones) Conway, Ph.D., Assistant Professor (mconway@hawaii.edu)

Emphasis Areas: adult development, special education, transition

Research Areas: postsecondary and employment supports, disability policy, assistive technology, sensory impairment

Caryl H. Hitchcock, Ph.D., Assistant Professor (chh@hawaii.edu)

Emphasis Areas: special education, developmental disabilities

Research Areas: video self-modeling, computer-assisted instruction, learning strategies, multiculturalism, positive behavior supports

Jean Johnson, Ph.D., Assistant Professor (jeanj@hawaii.edu)

Emphasis Areas: early intervention, developmental disabilities

Research Areas: early intervention, financing, school discipline, interdisciplinary training, maternal and child health, mental health, newborn hearing screening

David Leake, Ph.D., Assistant Professor (leake@hawaii.edu)

Emphasis Areas: special education, developmental disabilities

Research Areas: transition to adulthood, emotional/behavioral disorders, social integration, self-determination

Kavita Rao, Ph.D., Assistant Professor (kavitar@hawaii.edu)

Emphasis Areas: special education

Research Areas: assistive technology, multimedia and literacy, English language learners, distance education, universal design for learning

Kelly Roberts, Ph.D. Assistant Professor (robertsk@hawaii.edu)

Emphasis Areas: special education, transition, adult development

Research Areas: mild/moderate disabilities, instructional strategies, assistive technology

Norma Jean Hemphill Stodden, Ph.D., Assistant Professor (nhemphil@hawaii.edu)

Emphasis Areas: special education

Research Areas: disability and diversity studies, school based supports

Teresa Whelley, Ph.D., Assistant Professor (whelley@hawaii.edu)

Emphasis Areas: transition, adult development, developmental disabilities

Research Areas: postsecondary education and students with disabilities, transition, employment, families of persons with disabilities

Emeritus Faculty

Linda P. McCormick, Ph.D., Professor Emeritus (mccormic@hawaii.edu)

Emphasis Areas: early intervention, special education, developmental disabilities

Research Areas: communication disorders, infant/preschool social development, early intervention

The Ph.D. Specialization in Exceptionalities adheres to the rules and policies of the University of Hawai'i at Mānoa Graduate Field of Education, the College of Education, and the Graduate Division. This document describes many of these rules and policies as they apply to the Ph.D. Specialization in Exceptionalities, and further delineates policies that are specific to the specialization.

ADMISSIONS

The University of Hawaii Graduation Division application period is from October 1 to February 1. All documents must be submitted by February 1. Foreign student deadline is January 15. All applications to the Ph.D. program are considered new applications (applications by petition are not accepted). Application information and forms are available via the internet at <http://www.hawaii.edu/graduate/admissions/admissions.html>.

The minimum entry requirements are:

1. a master's degree from an accredited university or college. The standards of the degree in question must be equivalent in both the distribution of academic subject matter and scholarship requirements to those maintained at the University of Hawai'i at Mānoa; and
2. a minimum of three years of practical experience in Education and/or Exceptionalities.

Applicants must meet additional requirements of the Graduate Division and the College of Education, and **must check with each office that the required items have been received**. Some items of the application are sent to the Graduate Division and some are sent to the Ph.D. Program office of the College of Education.

Application items submitted to the Graduate Division include:

1. Graduate Division **application form**. The applicant must include a **narrative of career goals and academic objectives** in the application. This narrative should be written in a clear, concise, and cogent manner;
2. Official **transcripts** from each institution attended. Graduate Division requires a minimum **grade point average** of 3.0 (4.0 = A scale) or the equivalent, in the last four semesters or six quarters of the undergraduate record and in all post-baccalaureate work;
3. A **TOEFL** score of 600 for applicants from foreign countries where English is not the dominant language (regardless of degree completion from other US institutions); and
4. **Financial status verification** for foreign students.

Application items sent to the Chair of the Ph.D. in Education Program, College of Education, University of Hawai'i at Mānoa, 1776 University Avenue, Honolulu, Hawai'i 96822 include:

1. **Three letters of recommendation** from professors, immediate supervisors in employment, and/or close associates attesting to the applicant's capacity for leadership and scholarship in the field of exceptionalities;
2. Evidence of **competency in formal writing**, such as written materials used in partial fulfillment of the applicant's master's degree, or journal articles;
3. Scores on the **Graduate Record Exam (GRE)**: Verbal, Quantitative, and Analytical; and the **GRE Writing Exam**,
4. An **Express Information Form**; and
5. An **oral interview** may also be requested of the student by the specialization or the Chair of the Doctor of Education Program.

Completed applications are first screened by the Graduate Division admissions office, and only those applications of students who meet the minimum requirements of the Graduate Division are forwarded to the graduate chair of the Ph.D. program. The graduate chair convenes an admissions committee which includes representatives from each specialization. Applications are comprehensively reviewed by the committee and the faculty of the specialization. In addition to weighing all the academic data and career information submitted with an application, consideration is given as to whether there is a match between an applicant's research and program interests and faculty expertise. At least two faculty members in the specialization must indicate a willingness to mentor and serve as dissertation committee chair for a prospective student. The final decision on admissions rests with the Dean of the Graduate Division, who takes into full consideration the recommendation of the Ph.D. in Education Program.

Students may be denied admission for any number of reasons. Some of the more common bases of denial are: undistinguished academic records and poor test scores; inadequate preparation and background for advanced academic or professional study; unclear or unfocused objectives for graduate study; or inability of the program to accommodate all qualified applicants due to limited space or lack of faculty to guide students in specified areas of interest. It is suggested that applicants consult the coordinator of the Exceptionalities Specialization concerning their interests and availability of faculty in their intended area of studies.

Graduate Division notifies each applicant of the decision on the application. Official notification of acceptance or rejection is generally mailed between February and June for all admissions, depending on when the application was completed and when the decision is reached, with most notifications in April and May. Incomplete applications are not considered for admission. Applicants should not make definite arrangements to attend the university until they receive formal notice of acceptance from Graduate Division.

Application forms and specific program information may be obtained from the Department of Special Education (Wist Hall, Room 120; 956-7956) or the Chair of the Ph.D. in Education Program (956-7913). For further information on general graduate admissions, write to the Graduate Division Admissions Office. Students are accepted into the Ph.D. degree program once a year in the Fall semester. As noted above, the **Graduation Division application period is from October 1 to February 1. All documents must be submitted by February 1. Foreign student deadline is January 15.**

ADVISING

Interim advisor. An interim advisor is assigned when a student is admitted to the program. He or she is a full member of the graduate faculty in the Specialization in Exceptionalities and has indicated a willingness to serve as the student's dissertation chair. In most cases, the interim advisor has expertise in the student's Emphasis Area and will later become the dissertation chair. The interim advisor may initiate the mentoring process.

The interim advisor is responsible for meeting with the student and drafting an individually-designed program of study. As in all graduate-level advising, the advisor may recommend that specific courses be waived or substituted, based on previous coursework, experience, and demonstrated competence. The interim advisor assures that the student's program plan addresses the competencies in the Specialization in Exceptionalities, and is particularly concerned with preparing the student for Advancement to Candidacy. The program plan developed by the interim advisor and student is a *draft* because the doctoral committee, formed after Advancement

to Candidacy, is charged with guiding the student's course of study in preparation for the comprehensive examination.

If a student and/or the interim advisor believes that it would be in the best interest of the student to change the interim advisor, approval must be obtained by submitting a written request for a change of Interim Advisor to the Exceptionalities Coordinator (Graduate Division does not need to be notified).

Committee conference. After about one year of full-time coursework, the student and interim advisor should meet to review the student's progress and come to agreement upon the student's plan of study. It is critical that the student has identified the full committee, because committee members may recommend courses/experiences to be included in the student's plan of study. (*Submit Graduate Division Form I and College of Education Form: Student Course of Study [list of all courses to be taken by student -- see Program of Study described below]*).

Committee chairperson. This individual may or may not be the interim advisor assigned to the student. The chairperson must be from the Specialization in Exceptionalities and the student's Area of Emphasis. The committee chairperson is responsible for the important job of mentoring the student through guidance and collaboration in teaching, service, and scholarly activities. The mentor-mentee relationship is, perhaps, the most important aspect of doctoral advising.

Doctoral committee. A doctoral committee is formed near the end of the 2nd semester or early in the 3rd semester. The purpose of the doctoral committee is to advise a course of study in preparation for the comprehensive examination and dissertation. The committee conducts the written and oral examinations. It also approves the dissertation proposal and the dissertation itself. Members of the doctoral committee may also participate in mentoring the student through various phases of his or her program.

The student initiates, in consultation with his/her interim advisor, the formation of the doctoral committee. The committee consists of four graduate faculty members (for the coursework and comprehensive exam phases of the program), and a fifth member for the dissertation:

- (a) Three members must be from the Exceptionalities Specialization, College of Education Graduate Faculty of Education (graduate faculty of the Ph.D. program), including the committee chairperson;
- (b) One member may be from any University of Hawaii, Graduate Field of Study (may be within the College of Education, but need not be);
- (c) For the dissertation defense, there must be a full member of the University of Hawaii Graduate Faculty from a field of study other than the Ph.D. in Education Program. This *outside* committee member represents the Graduate Division and serves as a *monitor* of procedures and program integrity for the University.

To assist in the identification of potential outside members, the Graduate Division maintains a roster of graduate faculty who consider themselves able to serve as outside members in specific graduate fields of study. Graduate students and/or major professors may contact the Graduate Division to obtain the roster.

If at any time there needs to be a change in the membership of the doctoral committee, a *Petition to Change the Doctoral Committee* must be submitted to the Graduate Division. The petition is a form available online from the Graduate Division.

As the candidate progresses through coursework and the emphasis area products/activities, a research topic should be identified. It is advisable to identify the topic prior to completing coursework because the doctoral committee may suggest additional coursework covering the content or research methods associated with the dissertation topic. As the candidate nears completion of the degree program plan, the dissertation topic should be finalized.

DEGREE PROGRAM PLAN

There is no set number of credits hours required for the Ph.D. Specialization in Exceptionalities, however students must provide evidence that they have acquired the competencies associated with the College Core, Exceptionalities Core, Emphasis Area, and Breadth/Elective Area. Generally, competencies are demonstrated through course grades, the comprehensive examination, and products developed in conjunction with the Emphasis Area. Because the degree does not have a required number of credit hours, coursework taken prior to admission into the Ph.D. may be used to fulfill required competencies. Alternatively, students may choose to take additional research or advanced coursework to pursue individual scholarly interests. A typical Ph.D. degree plan includes approximately 36 - 45 credits. As noted above, each student's degree plan is individually designed initially with the interim advisor, and later refined with the doctoral committee.

Residency. The minimum residency requirement is three semesters of full-time enrollment (minimum of 8 credits per semester) at the University of Hawai'i at Mānoa. The three semesters of full-time enrollment do not need to be concurrent.

College Core (12 credits). All Ph.D. students must complete the College Core. The College Core consists of at least one course each in

- Multiple Perspectives on Educational Research (EDEA 602, EDEF 678, SPED 642, EDCS 769, KLS 673, ETEC 601)
- Individual Paradigms
 - Qualitative Methods (EDCS 632, EDEA 604, ETEC 606)
 - Quantitative Methods (EDEP 601, EDEP/EDEA 629, ETEC 605)
- Advanced Methods for Dissertation Research (SOC 605, SOC 705, SOC/EDEA 608, EDEA 704, EDEA 780D, EDEP 606, PH 754, EDCS 732, ANTH 710, HIST 602, PHIL 617, SPED 740, EDCS 780)

The four courses (12 credits) of the College Core are required courses of all Ph.D. in Education students. If a student has taken a course similar in content to a Core course, or has obtained course competencies through some other training/experience, a Core course may be waived (requires advisor approval). To waive a course, a memo/petition must be sent to the Graduate Records Office by the student's advisor. Students are not required to "make up" the credits of a waived course through course substitution.

Exceptionalities Core (12 credits). All students in the Specialization in Exceptionalities will demonstrate the following Specialization Core competencies:

1. Historical and current knowledge of legislation, policy, and programs at the federal and state levels.
2. Historical and current knowledge, values base, theoretical and research base, and application of "best practices" in assessment/evaluation, intervention, and service delivery.
3. Knowledge of the history, development, and current perspectives related to family and community support principles and practice, advocacy, community integration, natural support strategies, and interdisciplinary team and interagency processes.
4. Knowledge, implementation, and analysis of research design and methods addressing theory-based and applied questions in the field of Exceptionalities, including, but not limited to, single subject, quantitative, and qualitative designs; research and development methodology, and program development.
5. Knowledge and application of grant development, procurement, and management skills.
6. Knowledge of empirical and theoretical issues related to research, policy, and practice.

To demonstrate the above competencies, each student will complete a 12 credit-**Exceptionalities Core** (with a grade of A or B in each course):

SPED 705	Seminar on Exceptionalities	3 credits
	Repeated with different content	3 credits
SPED 740	Single-Case Experimental Design	3 credits
SPED 760	Grant Development and Procurement	3 credits

Emphasis Area and Breadth (12-24 credits). In addition to the Specialization Core, each student will identify an Emphasis Area:

- Early Intervention
- Special Education
- Transition
- Adult Development, or
- Developmental Disabilities.

The student is required to demonstrate the same competencies delineated in the Exceptionalities Core, but as they apply to the Emphasis Area (e.g., Historical knowledge of legislation, policy, and programs *in Early Intervention* at the federal and state levels). Competencies may be demonstrated in conjunction with meeting the competencies of the Exceptionalities Core, and the advisor may recommend additional coursework. These courses are specified in the student's Ph.D. Program Plan. Coursework recommendations are generally provided to ensure that the student has adequate *breadth* of knowledge in the emphasis area, sufficient *depth* of knowledge in selected area(s) of the emphasis field, and *current* knowledge across emphasis area competencies.

The primary vehicle for demonstrating Emphasis Area competencies is completion of a portfolio documenting six activities/products:

1. The student will develop an academic curriculum vita, appropriate for use in applying for a Ph.D.-level job.
2. The student will complete an in depth **review of the literature** in his/her Emphasis Area. (This may later become part of the comprehensive literature review for the dissertation.)
3. The student will present research findings or other scholarly work at a **national or regional conference** in his/her Emphasis Area.

4. The student will conduct an original **field-based research investigation** or a **research and development** project.
5. The student will take primary responsibility for conceptualizing and writing a **grant proposal** for extramural funding of activities related to his/her Emphasis Area (grant does not need to be submitted to the funding agency).
6. The student will **teach** an undergraduate or graduate-level course or conduct a series of professional development activities, and/or serve as a **practicum supervisor** for at least one semester.

The activities/products required in the emphasis area are designed with the guidance of the doctoral committee chair and committee. When all activities/products have been completed, the student creates a portfolio of the products and evidence of activities and submits it to the doctoral committee. The student's vita should be included with the portfolio. The doctoral committee is responsible for approving the portfolio of completed activities/products. The portfolio must be approved prior to taking the comprehensive exam.

Internship (3-9 credits). Each candidate for the Ph.D. degree in the Exceptionalities Specialization is required to complete an internship for 3 – 9 credit hours (EDUC 740 Internship: Field Project and/or EDUC 799 Internship: College Teaching). The internship is individually designed to provide professional development experiences and an opportunity to demonstrate Specialization Core and Emphasis/Breadth competencies. Field projects may involve research, inservice training activities, project implementation/leadership, or other professional development activities. College teaching typically involves teaching an undergraduate or graduate course under the mentorship of an Exceptionalities faculty member; it may also involve practicum supervision. Ideally, the internship is in a setting other than the candidate's employment setting. The doctoral committee, however, may approve the employment setting for an internship if sufficiently new and innovative activities will be implemented. Additionally, data collection for the dissertation may be conducted in conjunction with the internship, but the data collection should not be the primary task of the internship. The internship(s) must be completed under the supervision of an Exceptionalities faculty member.

Comprehensive Examination. Each student must pass a written and oral comprehensive examination developed and conducted by the student's doctoral committee. This examination tests the student's knowledge in three areas: (a) the College Core (research) as it applies to the student's Emphasis/Breadth, (b) Specialization in Exceptionalities, and (c) Emphasis/Breadth. Generally, this exam is given in the semester that the student completes all of the coursework and the activities/products related to program competencies. The exam is only given when, in the judgment of the doctoral committee, the student has had sufficient preparation in the program. The dissertation proposal will be considered for approval when the comprehensive exam has been passed.

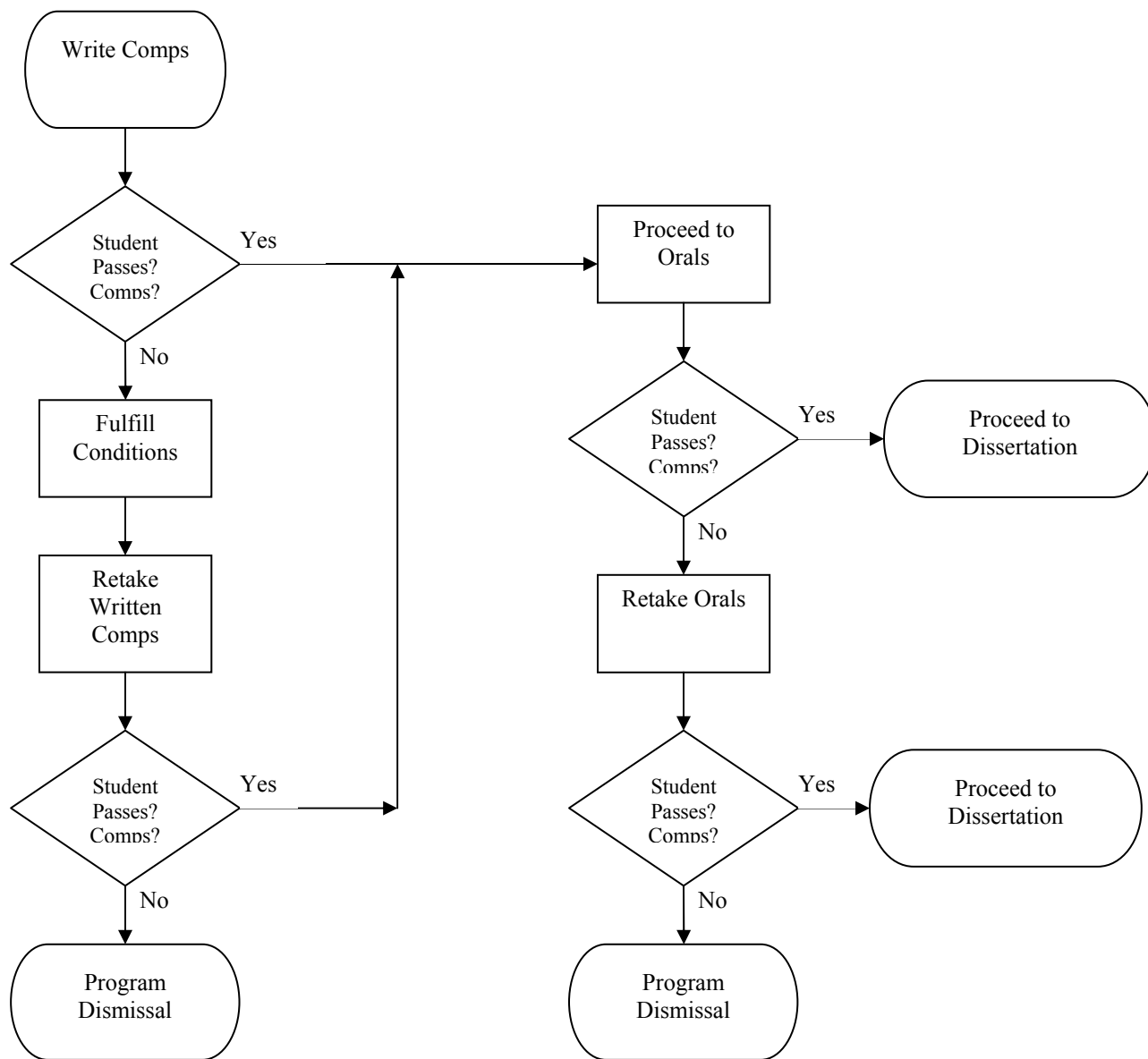
The written portion of the comprehensive exam is 12 hours (6 hours on 2 consecutive days). In consultation with the doctoral committee chair and members, the student schedules a date for the exam. Exams are only scheduled during the regular academic year (Fall and Spring semesters). Six weeks prior to the examination, the student will be given topics to study in the three areas of the exam (2 topics each for the College Core and Exceptionalities Core, 2 topics from the Emphasis/Breadth). The student will also receive guidelines describing how committee members will grade the exam. Topics for study will be organized as follows:

Examination Area	Number of Topics for Study
<u>Day 1 (6 hours):</u>	
* College Core (applied to Emphasis Area)	2
* Exceptionalities Core	2
<u>Day 2 (6 hours):</u>	
* Emphasis/Breadth	4

On each day of the exam, the student will be given two questions, one addressing each area of study (e.g., on Day 1, the student will be given one question addressing the College Core and one question addressing the Exceptionalities Core). Following the exam, the student may keep a copy of the questions (but not the answers).

The evaluation process for the comprehensive exam is depicted in the flowchart below. A minimum of two committee members will score each written answer. Although committee members review each written response, numeric grades are not assigned to individual responses or the overall exam. Instead, the committee will judge the entire exam by indicating to the student, "Proceed to Orals," or "Do Not Proceed to Orals." The committee chair will inform the student of the committee's decision within two weeks of the exam. If the decision is "Do Not Proceed to Orals," the committee will provide the student with conditions (to strengthen areas of weakness in the exam) and a timeline for fulfilling the conditions. Conditions may include taking an additional course, conducting a literature review, writing a paper, etc. Once the conditions have been met, the student must retake the portion(s) of the exam that was unsatisfactory the first time. A student is only permitted to retake the written exam once. A student who fails the second written examination is dismissed from the Ph.D. in Education Program and the Graduate Division.

Evaluation Process for the Comprehensive Exam



The student should schedule the oral exam (usually within one to two weeks following the written portion of the exam) as soon as the committee chair indicates "Proceed to Orals." The oral portion of the comprehensive exam is 2 hours. It focuses on the topics provided for the written exam. Committee members may ask questions associated with any of the topics, and may ask questions to clarify, expand, or further probe issues associated with the student's answers from the written exam.

Four members of the doctoral committee must be present at the oral portion and must participate in judging the results of the entire examination (the *outside* committee member who serves on the dissertation committee is not involved in the comprehensive exam). A majority vote of the members of the doctoral committee is required to pass. Students who fail the oral portion of the comprehensive examination may repeat it once. A student who fails the second oral examination is dropped both from the program and the Graduate Division.

Any member of the University's graduate faculty may attend the oral portion of the examination; all members of the major field of study are invited.

*(When a student passes the written and oral examination, the doctoral committee chair **submits the College of Education Comprehensive Exam Form**)*

Dissertation proposal. Doctoral candidates formally begin the dissertation process after passing the comprehensive exam. Prior to initiating the dissertation research, candidates develop a dissertation proposal. The proposal must address a topic in the field of Exceptionalities. An outline is attached to this document. Doctoral candidates provide each member of the dissertation committee with a copy of their dissertation proposal at least two weeks prior to the proposal meeting. At the meeting, committee members discuss the proposal with the candidate, provide input, and approve the proposal or specify conditions for approval of the proposal. (The committee may ask to meet again.) The proposal must be approved by all members of the doctoral committee (excluding the *outside* member) within 6 months of passing the Comprehensive Exam.

Approval for conducting research with human participants. Most dissertations will involve research with human participants. *Prior to initiating the study*, approval must be obtained from the University of Hawaii Committee on Human Studies (*Institutional Review Board*). Application forms may be obtained from the Committee's office in Spalding Hall, Rm. 253. The application should enumerate and address each item indicated on the form. It is not necessary (nor helpful) to include the entire dissertation proposal with the application. Note that the Human Studies Review Committee meets monthly. (See the Committee on Human Studies website at www.hawaii.edu/irb/)

Some Exceptionalities faculty have experience on the Human Studies Review Committee and have indicated a willingness to provide feedback on student applications prior to submission. Check with your committee chair for the names of these faculty members. Training materials on obtaining approval for conducting research with human studies are available on the Committee on Human Studies website (www.hawaii.edu/irb/).

(Submit Graduate Division Form II - Advancement to Dissertation Stage indicating that the dissertation topic has been approved. The approval letter from the Committee on Human Studies must be attached to Form II. Be certain to check the box requesting an ABD ["All But Dissertation"] certificate.)

Dissertation. The doctoral dissertation is a scholarly, original contribution to knowledge resulting from independent research and should be suitable for publication. It is the culminating experience of the doctoral program and as such should be a highly personal and unique experience which will demonstrate the ability to carry out scholarly research in Exceptionalities. Students register for EDUC 800 while working on the dissertation. Note that students may not enroll in SPED 800 until they have passed the comprehensive exams and have obtained approval for their dissertation research from the University of Hawaii Committee on Human Studies.

A demonstrated aptitude in designing and conducting research is required in the dissertation. Typically, this requirement is met by taking appropriate coursework, completing the Emphasis Area activities/products, and one (1) unit of dissertation research (EDUC 800V). **Students must be registered in EDUC 800 during the term in which the degree is awarded.**

(Please note that students may not enroll in EDUC 800 until they have received their approval to conduct research with human subjects.)

Final Oral Examination. A final oral examination on the dissertation is required of all candidates for the Ph.D. degree. The examination may also cover other subjects related to the dissertation. The examination is conducted by the candidate's doctoral committee. It is a minimum of one hour in length.

Arrangements for the final oral examination must be made at least one month in advance, and it must occur prior to the specified deadline before the end of the session in which the degree is granted. **Students must provide a copy of their dissertation to all members of their doctoral committee one month prior to the oral examination.** The examination must be announced to the University of Hawaii community (See Graduate Division website: <http://www.hawaii.edu/graduate/thesdiss/html/defense.htm>). Submit the announcement to the Graduate Records Office no later than two weeks prior to the defense. The announcement must be signed by the committee chair.

(Submit Graduate Division Form III: Final Exam and Approval of Dissertation, after the final oral exam, when the doctoral committee approves the final copy of the dissertation.)

Time Limit for Completing the Degree

All graduate degrees at the University of Hawaii must be completed within 7 years. A student (through the advisor) may petition the Graduate Division for an extension.