
THE UNIVERSITY OF TEXAS AT AUSTIN
DEPARTMENT OF SPECIAL EDUCATION

HANDBOOK FOR DOCTORAL STUDENTS

**Graduate Programs In
Special Education and Rehabilitation
Counselor Education**

2007-2008

The degree requirements described in this handbook are in force for all new students admitted for doctoral study in the Department of Special Education during the 2007-2008 academic year. Students who were previously admitted for doctoral study in the Department may select previous or new program requirements. Changes in program requirements must be approved in writing by the student's academic adviser, and may require approval of the Graduate Studies Committee.

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Welcome!

The faculty and staff in the Department of Special Education welcome you as a doctoral student in our department. We are pleased that you have selected The University of Texas at Austin to pursue your doctoral degree and look forward to working with you throughout your academic career at UT.

The doctoral degree is the highest level of academic preparation in special education available at The University of Texas at Austin. The *mission* of the doctoral program is to prepare graduates for positions of leadership in special education and rehabilitation counselor education. Graduates complete advanced study in research, personnel preparation, administration, and special education policy, which prepares them for a variety of roles, including professor, researcher, teacher educator, administrator and policy maker at the local, state and national/international levels. The Department of Special Education is committed to preparing all its graduates to provide leadership in an increasingly multicultural and technological society.

This handbook provides you with key information on the procedures for completing your doctoral program of study in the Department of Special Education. This information, along with information provided by the Graduate School, will assist you in preparing for various aspects of your degree and in submitting required documents within established guidelines and in a timely manner.

The Department of Special Education website, www.edb.utexas.edu/sped/, is updated on a regular basis. Information regarding University policies, procedures, deadlines, and forms required by the Graduate School can be found on the UT Graduate School website at www.utexas.edu/ogs/current.html. ***We strongly encourage you to regularly check these resources for updated information.***

University of Texas Policies, Procedures, and Resources

Our goal is to ensure that you have an enriching and rewarding graduate experience at UT. Your Academic Adviser, the Department's Graduate Adviser, Graduate Coordinator, faculty and staff are committed to this goal and available to support you as necessary. As a graduate student, however, it is your responsibility to become thoroughly familiar with relevant policies and procedures governing doctoral study at The University of Texas at Austin. *You are expected to take responsibility for your education and personal development, to know and abide by the academic and disciplinary policies of the department, college and University, and to be familiar with and meet the requirements of your degree program.* You are also expected to make orderly and timely progress and seek advice about degree requirements when necessary.

The University publishes two documents with which you should become very familiar: the *Graduate Catalog*, and the *General Information Catalog*. Every graduate student should have access to these publications either as a hard copy, available for purchase at all University-affiliated bookstores, or via the internet. The *Graduate Catalog* is published every two years and contains degree requirements that will be in effect for your doctoral degree plan, rules that affect graduate students, descriptions of graduate courses, and a list of Graduate Studies Committee members. The *General Information Catalog* is published every year and contains general information about The University and rules that affect all students. Both catalogs can be found online at www.utexas.edu/student/registrar/catalogs/. It is also your responsibility to be aware of the catalog that governs your graduate study at UT-Austin. A few important policies outlined in these catalogs with which you should become familiar are:

- Academic Policies and Procedures
- Academic Integrity

- Student Affairs
- Student Grievance Procedures
- Readmission
- Transfer of Credit
- Continuous Registration
- Leave of Absence

Office of Graduate Studies

Every doctoral student at The University is governed by the policies and procedures of the Office of Graduate Studies (OGS). The OGS website can be accessed via www.utexas.edu/ogs/ and contains updated information regarding professional development, student services, and deadlines, forms, and publications necessary for successful graduate study and graduation. The OGS website contains information regarding the following topics as well as many, many others:

- Orientation
- Ethics Training
- Institutional Review Board (IRB)
- Procedures for Admission to Doctoral Candidacy
- Intellectual Entrepreneurship Program
- Graduation

Links and downloadable forms are available online, as well as points of contact for more information. The OGS also disseminates a bi-weekly electronic newsletter for graduate students which contains valuable information about fellowships, professional activities and opportunities. This site remains a *primary resource* for doctoral students at The University.

Office of the Registrar

The Office of the Registrar is responsible for academic calendars, course schedules, grades, student records and performs a myriad of associated functions. Semester *Course Schedules* may be purchased at all University-affiliated bookstores or may be viewed on the internet via the Registrar's website at www.utexas.edu/student/registrar/index.html. This site also provides information, links, and contacts for assistance.

Graduate Ethics and Academic Integrity

As a graduate student, you are expected to maintain high ethical standards and academic integrity in all aspects of your participation in the program. As stated on the University's website on academic integrity (http://deanofstudents.utexas.edu/sjs/acint_student.php):

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at The University (Sec. 11-801, *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by The University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and

- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

In addition to your role as a graduate student you will be called upon to establish and uphold these same standards in other roles that you may be assigned, including those of Teaching Assistant, Assistant Instructor, and/or Graduate Research Assistant.

“The sharing of knowledge forms the heart of university life. Scholars, teachers, and students all participate in a community of learning, where the ideas and information that have been developed over centuries are disseminated, elaborated upon, and added to in a continual process of intellectual advancement. High standards of academic integrity help ensure that this process functions smoothly.... Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”

http://deanofstudents.utexas.edu/sjs/acint_student.php

You are strongly encouraged to become familiar with the official university policies regarding scholastic dishonesty, as outlined in Chapter 11 of the *Institutional Rules on Student Services and Activities*, which may be found in Appendix C of the *General Information* catalog and may be accessed online at: http://deanofstudents.utexas.edu/sjs/acint_student.php.

Compliance with the Educational Mandate for Research with Human Participants

As stated in the procedures manual of the Institutional Review Board (IRB), “All research projects with human participants conducted by faculty, staff, and students associated with The University of Texas at Austin must receive ethical approval before the research is begun” (p.1). As a doctoral student, you will have several opportunities to become involved in designing and/or conducting research, including your own dissertation. For instance, many research methods courses will require you to develop and implement a mini-research project as part of the course requirements. Some of you will hold appointments as Graduate Research Assistants (GRAs) and research activities will be part of your assigned duties.

In order to participate in these and other similar projects, you must first complete the training required by The University and document your successful completion of the training with the Office of Research Support and Compliance. In addition to ethics training for research with human participants, you must also obtain approval by the Departmental Research Committee (DRC) and the University’s Institutional Review Board (IRB) to conduct the research. **All** research with human participants conducted by UT faculty, students, or staff must receive ethical review by the DRC **and** the IRB. Each study is assessed in terms of the risk and benefit to which a research participant will be exposed. It is strongly recommended that you become very familiar with the *Institutional Review Board Procedures Manual for Faculty, Staff, and Student Researchers with Human Participants*. The manual and other documents may be found at <http://www.utexas.edu/research/rsc/humanresearch/manual/>.

Before you submit your application for IRB approval, you must acquire formal training in conducting research with human participants. Follow **all** procedures outlined on the Office of Research Support and Compliance website at <http://www.utexas.edu/research/rsc/humanresearch/>. Make sure that you are aware of the IRB meeting schedule and deadlines for submission of applications, so that you can submit your application in a timely manner. Missing these deadlines may jeopardize your access to the research settings and participants for your study. Though specific requirements for class projects may vary slightly from procedures for other research, the general guidelines remain in effect for all research projects, and completion of ethics training is recommended as early in your program as possible.

All submissions, including the initial application, are done using IRB access, and all forms may be downloaded from the IRB web page at <http://www.utexas.edu/research/rsc/humanresearch/forms>. Your application must be approved by your faculty sponsor as well as the DRC Chair, before it will be reviewed by the IRB committee. These reviews, any modifications, and approvals are conducted online, and instructions for these procedures may be found in Appendix L of the IRB User Guide.

Obtain all approvals to conduct research from the school or other agency where you intend to conduct the research. Your IRB application will not be approved until such permission is obtained.

You may not begin data collection until your IRB application has been approved.

99 Hour Rule

The "99 hour rule" refers to the implementation of Senate Bill 961, passed by the Seventy-fifth Legislature. It is the rule that students at UT Austin with over 99 doctoral hours may be subject to the payment of nonresident tuition. This rule affects graduate students who entered the program in Fall 1999 or later. Texas residents, and nonresidents who normally would be entitled to pay resident tuition by virtue of work appointments or fellowships, might wonder whether they will be affected by the 99 hour rule (i.e. whether they will reach the point at which the payment of nonresident tuition becomes mandatory). For most students, the answer is "no." A student will be able to study at UT Austin full-time for seven complete academic years, including summers, before being affected by the 99 hour rule. For students staying beyond seven years, in a number of cases there is still the possibility of a programmatic or individual exemption from the rule.

The University's 99-hour Rule is stated at www.utexas.edu/ogs/publications/policies/99in99.html and includes a point of contact for more questions.

Use of Plus/Minus Grading System and Related Policies

Effective with the Fall 2005 semester, the plus/minus system for graduate courses became available for faculty to use. This legislation does not require the use of plus/minus grades, but expanded the existing system. The following grade equivalents have been established in conjunction with this policy:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

It is important for you to make note of the following two Graduate School policies related to grades. Although these policies remain unchanged the use of plus and minus grades may determine when your academic status is affected by them.

- Any graduate student whose GPA falls below 3.00 at the end of any semester will be placed on warning status by the Office of Graduate Studies. The student must attain a cumulative GPA of at least 3.00 during the following semester or summer session in which he or she is enrolled or be subject to dismissal. (*Note: A student who earns all B's and one or more grades of B- or lower will have a GPA of less than 3.00.*)
- A grade of at least C (2.00) is required for a course to be included in the student's Program of Work. (*Note: Courses in which a student earns a grade of C- (1.67) or lower may not be counted toward the degree.*)

IMPORTANT: Department policy regarding the doctoral program requires students to earn at least a 'B' (GPA 3.00) in all courses in the specialization, content, and professional core areas.

Services for Students with Disabilities

This office provides a variety of programs, services, written materials, and assistance for students with disabilities. Based on the needs of the individual, many different kinds of services are offered to students with visual impairments, hearing impairments, mobility impairments, learning disabilities, medical conditions, and psychological impairments. The office is located in the Student Services Building 4.100. Additional information is located at <http://deanofstudents.utexas.edu/ssd/> and the office may be contacted at 471-6259; TTY 471-4641; or via email at: ssd@uts.cc.utexas.edu. The University also maintains a website of disability resources which may be found at www.utexas.edu/disability/index.shtml.

Student Financial Services

This office is the primary contact for doctoral students seeking financial aid or with any questions regarding scholarships, fellowships, or other university or departmental awards. The main web address for Student Financial Services is www.utexas.edu/student/finaid/, but information specifically for graduate students is located at www.hirealonghorn.org/students/gradstds.html.

In addition to resources available through the Student Financial Services office, you should also become familiar with scholarships and fellowships available at the Department, College, and University levels. The Scholarship and/or Fellowships Awards listed below are available for eligible students in the Department of Special Education for the 2007-2008 academic year. Additional information about these opportunities is provided in Appendix F. Applicants should contact the Graduate Coordinator in SZB 306 for detailed information concerning application procedures and deadlines.

University Continuing Fellowships

Students nominated for the Continuing Fellowship are automatically considered for the following:

- University Tuition Fellowships
- David Bruton, Jr. Graduate Fellowship
- Cullen Trust Student Endowment Fellowships
- Hemphill-Gilmore Fellowships
- Houston Endowment President's Excellence Scholarship
- A.D. Hutchison Student Endowment Fellowship
- William S. Livingston Graduate Fellowship

Professional Development Awards Available from the Office of Graduate Studies

These travel awards are available for eligible students to present their research at national conferences.

College of Education (Specific scholarships may vary each year)

- Alexander Caswell Ellis Fellowship in Education
- Elisa Costilla Endowed Scholarship in Education
- Joseph L. Henderson and Katherine D. Henderson Scholarship
- M. B. Moran Endowed Presidential Scholarship in Education
- F. Riggs Memorial Endowed Presidential Scholarship in Education

Department of Special Education

- Faculty/Student Dual Presentation Travel Award
- Scholarships available through federal grants awarded to the department.

Scholarships available through federal grants awarded to the department typically vary from year to year, based on funding. Check with your Academic Adviser and the Graduate Coordinator about the availability of such awards in your area of specialization for the 2007-2008 academic year.

You will receive email notification from the Graduate Coordinator about deadlines for application and other details, as we receive this information in our offices. Information about these and other opportunities may also be found online at www.utexas.edu/ogs/otherfellowships/index.html.

Doctoral Degrees in Special Education

Two doctoral degree programs are available: the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.). Though both programs prepare students for a variety of career options they vary in their primary area of emphasis as described below:

The Ph.D. program is a research degree, structured to provide students both academic and practical experiences in conducting research in university settings and other research environments. The doctoral dissertation is expected to be a theoretically-based piece of original research which contributes to the knowledge base in special education or rehabilitation counseling.

The Ed.D. program reflects an applied research emphasis, and is designed to prepare students for leadership roles in a variety of educational settings. The doctoral dissertation may be comprised of a theoretically-based piece of original research, *or* represent a scholarly investigation of a problem related to the field of special education or rehabilitation counseling, which contributes to policy development and/or practice.

Areas of Specialization

All doctoral students must complete requirements for a specialization in one of the following areas:

- Autism and Developmental Disabilities
- Early Childhood Special Education
- Learning Disabilities/Behavior Disorders
- Multicultural Special Education
- Rehabilitation Counselor Education
- Special Education Administration

Major Components of the Doctoral Degree Plan

Although there are no specific credit hour requirements set by the Graduate School for doctoral degrees, doctoral programs generally require three to four years of full-time study or the equivalent of 72-75 credit hours *beyond* the master's degree. The program of study consists of requirements in each of the following core areas (specific degree requirements begin on page 12):

- ***The Specialization Core*** provides students with specialist expertise through advanced coursework and collaboration with Faculty in their chosen area of concentration.
- ***The Content Core*** is intended to complement each student's specialist training by providing exposure to contemporary and emerging trends across a range of special education and rehabilitation topics. This is accomplished by completing coursework in at least 3 other areas of concentration within the Department.
- ***The Research Core*** includes coursework in quantitative and qualitative methodology, single-subject design, measurement and evaluation. The core is intended to develop knowledge and skills related to the design, conduct, and evaluation of research related to individuals with disabilities.

- ***The Professional Core*** focuses on developing professional skills related to the areas of research, teaching and service.
- ***The Interdisciplinary Core*** consists of elective coursework in a related discipline outside the Department of Special Education that complements the major areas of study.
- ***Dissertation***
- ***Professional Activities Beyond Coursework***. In addition to coursework, all students are expected to become actively involved in a variety of professional activities across these core areas (e.g., research, supervision of student teachers, presentation at professional conferences, submitting manuscripts for publication, teaching at the undergraduate level).

These requirements are in force for all new students admitted for doctoral study in the Department of Special Education effective Fall 2005. Students who were previously admitted for doctoral study in the Department of Special Education may select previous or new program requirements. Changes in program requirements must be approved in writing by the student's academic adviser, and may require approval of the Graduate Studies Committee.

Certification

In addition to completing degree requirements, you may also take coursework toward a special education endorsement certification as a behavior analyst, or certification in public school leadership (e.g., the principalship). Although there is considerable overlap between degree and certification requirements, additional courses beyond the degree plan are usually necessary. *If you plan to obtain certification you must be advised by a Certification Officer, as follows:*

For post-baccalaureate special education endorsements, contact:

Dr. Sylvia Linan-Thompson • SZB 408B • 512-471-7256 • e-mail: sylvialt@mail.utexas.edu

For Board Certified Behavior Analyst certification, contact:

Dr. Mark O'Reilly • SZB 374A • 471-7140 • e-mail: markoreilly@mail.utexas.edu

More information is available from the Board's website, at <http://www.bacb.com>

For Public School Leadership certification, contact:

Department of Educational Administration • SZB 374 • 512-471-7551



Who's Who In The Department

Department Chair	Herbert Rieth	SZB 306G	475-6552	rieth.herb@mail.utexas.edu
Graduate Adviser	Jim Schaller	SZB 306B	475-6543	jschaller@mail.utexas.edu
Graduate Coordinator	Stephanie Townsend	SZB 306A	471-9857	steph.hill@mail.utexas.edu
Executive Assistant	Mary Ann Gustafson	SZB 306F	232-7919	redset@mail.utexas.edu
Administrative Assistant	Rose Amir	SZB 306	232-9599	reamir@mail.utexas.edu
Area Coordinators				
Autism and Developmental Disabilities	Mark O'Reilly	SZB 374A	471-7140	markoreilly@mail.utexas.edu
Early Childhood Special Education	Keith Turner	SZB 532F	475-6580	turner.keith@mail.utexas.edu
Learning Disabilities & Behavioral Disorders	Sharon Vaughn	SZB 408M	232-2357	svaughn@teachnet.edb.utexas.edu
Multicultural Special Education	Shernaz Garcia	SZB 440G	475-6565	sbgarcia@mail.utexas.edu
Rehabilitation Counselor Education—Master's	James Schaller	SZB 532B	475-6543	jschaller@mail.utexas.edu
Rehabilitation Counselor Education—Doctoral	Randall Parker	SZB 532D	475-6578	r.parker@mail.utexas.edu
Special Education Administration	James Yates	SZB 310N	471-7551	yates@mail.utexas.edu

Glossary of Important Terms

- **Graduate Adviser** for the *Department* represents the Vice President and Dean of Graduate Studies and facilitates the administrative processing of admissions, matriculation, and graduation.
- **Graduate Coordinator** for the *Department* performs the administrative processing of admissions, matriculation, and graduation.
- **Area Coordinator** is the faculty member who oversees the administrative functioning of a specific area of specialization within the Department.
- **Academic Adviser** is the faculty member in *your area of specialization* who works directly with you to advise you as you plan your doctoral program and complete the coursework required for the degree.
- **Research Mentoring Supervisor** is the faculty member in *your area of specialization* who works directly with you as you complete your research mentoring requirements.
- **Dissertation Supervisor** is the faculty member who guides you through your dissertation and serves as the chairperson of your dissertation committee.
- **Dissertation Committee** is comprised of a supervisor and four readers.

Advising Policies and Procedures

What is a J-Bar? (for New International Students)

Some international students may have a departmental condition placed on their admission to the graduate program, which requires that they complete an English Skills Screening within their first semester of coursework at The University of Texas. A J-bar is placed on certain international students' records to require them to go through English screening before they can register for classes. In order to remove a J-bar, international students must go through English screening. This is done by ESL Services in the International Office. This screening is done anytime that the International Office is open for new international student check in.

The screening consists of a 30-minute essay and a 15-minute oral interview. After the screening is done, the results are discussed with the students and they are informed whether or not there is a requirement for further coursework in English. If English classes are required, then information on those classes is provided to the students, and a copy of the requirement is sent to the students' individual departments. Information on the classes and other services offered by ESL Services can be found at www.utexas.edu/student/esl/.

Based on the results of the screening and the recommendations of the International Office, the student's academic adviser may require completion of the appropriate ESL course(s) or courses related to academic communication and writing offered by the Graduate School. *Such courses are considered prerequisites and do not count toward the doctoral degree.*

Important: If requirements for additional English coursework are not fulfilled, the J-bar will appear again for the following semester.

What is Admission with Conditions?

Some students may be admitted to the Doctoral program with conditions. According to the Graduate Catalog, the Graduate Studies Committee:

May require the student to maintain a certain grade point average or to take a certain number of semester hours of coursework. A conditionally admitted student may also be required to remedy deficiencies in undergraduate preparation by taking upper-division or graduate courses. The graduate adviser notifies the student of these conditions at the time of admission. A student who does not fulfill the conditions within the specified time may be barred from subsequent registration in the Graduate School. If the student changes his or her major before the conditions have been fulfilled, the conditions remain in effect unless the graduate adviser for the new program, on behalf of the Graduate Studies Committee, petitions the graduate dean and receives approval for them to be changed.

If any conditions were placed on your admission, please make sure that your academic adviser and the graduate coordinator are informed when you have fulfilled these requirements, so that the appropriate procedures may be initiated to remove your conditional status.

Initial Advisement

When you were admitted to the Department of Special Education you were assigned an Academic Adviser. As mentioned previously, this is a faculty member from the specialization area in which you plan to primarily focus your study. Prior to your first semester of coursework, you must make an appointment with the **Faculty Member** who has been assigned as your Academic Adviser to broadly plan your doctoral coursework and to specifically discuss your first semester's courses.

Registration Advisement

During each registration advising period, you must schedule a meeting with your Academic Adviser to be advised for coursework to be taken the following semester. An advising bar is placed on all students' registration each semester and remains in effect until advising is completed. *This means that you will not be allowed access to the registration process until this bar is removed.* Your adviser must indicate approval by signing the **"I Have Been Advised"** form, which can be picked up in the Department of Special Education (SZB 306). Once the signed form has been submitted to the Graduate Coordinator, your registration bar will be lifted and you will be allowed to register. (Note: Instructions on how to register can be found in the current *Course Schedule* or online www.utexas.edu/student/registrar/schedules/).

Advising Checklist

- International students: If you have a J-bar on your registration, complete the English Skills Screening. Take the results of this screening with you to your advising meeting and provide a copy to the Graduate Coordinator in SZB 306 for your files.
- Schedule an appointment with your academic adviser.
- Obtain a doctoral "I Have Been Advised" form from SZB 306.
- In consultation with your adviser (and the certification officer, if applicable), design your program plan and determine which courses you will need to take during the upcoming semester. When enrolling in independent study or practicum/internship courses, make sure you fill in the name of the faculty member who has agreed to supervise you.
- Complete the "I Have Been Advised" form.
- Have your adviser sign the "I Have Been Advised" form. Ensure that *you* also sign the form at the bottom.
- Update your mailing address and other contact information
- Turn in the form to the Graduate Coordinator in SZB 306A.
- Visit the Registrar's website at www.utexas.edu/student/registrar/schedules/ or purchase the current *Course Schedule* for specific registration instructions.
- The Graduate Coordinator will lift your advising bar and, assuming you have no other bars, you will be allowed to register during your next scheduled access period.
- ***IMPORTANT: You must confirm your registration even if your fee-bill is zero. Failure to complete this step will result in your registration being cancelled!***

Designing Your Doctoral Plan of Study

Within the first two semesters of your doctoral program, you and your Academic Adviser should develop a Doctoral Plan of Study that meets the Office of Graduate Studies and Departmental requirements for a doctoral degree. This plan will serve as a guide for you as you work on your degree and should be updated to reflect any changes you make as you proceed through the program. The Plan of Study form can be obtained from the Graduate Coordinator (a current copy is also included here as Appendix A). Meet with your Academic Adviser, develop the plan, complete the Doctoral Plan of Study, have it signed by your Academic Adviser, and submit a copy to the Graduate Coordinator.

Ongoing Advisement

In addition to meeting with your Academic Adviser to complete the Doctoral Plan of Study, there are several reasons and benefits to meeting with your academic adviser on an ongoing basis:

- Your relationship with your Academic Adviser is the foundation for a successful doctoral experience. This is the individual who will typically (though not necessarily) serve in a variety of roles in your program, including research mentoring supervisor, and dissertation supervisor;

- Your Academic Adviser can assist you in becoming familiar with the program, the department, and other university resources;
- Your Academic Adviser represents you at Graduate Studies Committee (GSC) meetings, for any matters that go before the GSC, including your annual review of progress, and advancement to candidacy.

It is not unusual for your Academic Adviser, Research Mentoring Supervisor, and the Dissertation Supervisor to be the same faculty member. However, you may select different faculty members within the same specialization area based on personal preference and mutual interest in the research being conducted.

Changing Your Academic Adviser

When you were admitted to the doctoral program, you were assigned an academic adviser in your area of specialization, based on information about your research and career interests. If the doctoral experience remains focused around these mutual interests, the academic adviser typically also assumes other roles research mentoring supervisor and dissertation supervisor. *All changes in academic adviser must be requested in writing*, following the steps below:

- Identify the faculty member in your specialization area who will serve as your new academic adviser, and make sure that s/he is willing to serve in this role;
- Inform your current academic adviser of the proposed change;
- Submit the **“Change of Academic Advisor”** form to graduate adviser. Make sure to list your current and proposed academic advisers;
- The Graduate Adviser will review and approve the change.

Transfer to Another Specialization in the Department

Once they are in the doctoral program a few students discover that their research and professional interests may be more suitably addressed in another specialization area within the department. Requests for a change in specialization should be made only after careful thought and discussion with your current academic adviser and other mentors, as such a change signifies a considerable shift in your emphasis in the program, including the topic of your dissertation research and ultimately your career options. It can also affect course requirements and the total number of credit hours required to obtain the doctoral degree. Before you take any formal steps to change your specialization, be sure that you thoroughly understand the impact of the change on your plan of study and degree requirements, and that you have identified a faculty member in your proposed specialization area who is willing to serve as your academic adviser and mentor. All requests for a change in specialization are subject to review and approval by the faculty in the proposed area.

Students who wish to request a change in specialization should submit the following materials to the Graduate Coordinator:

1. A Request for **“Change in Specialization”** form
2. A revised personal goals statement explaining the rationale for the change
3. A current resume or curriculum vita.

Once the request has been reviewed by Area faculty, a recommendation will be made to the Graduate Adviser and the student will be notified. A revised doctoral Plan of Study should be filed with the Graduate Coordinator as soon as possible, which reflects any changes resulting from the change in specialization. Students are expected to complete all degree requirements related to their new specialization area in order to graduate from the doctoral program. Please note that a change in specialization does not affect The University’s rules governing coursework that may be counted on the doctoral program of work (i.e., you are still governed by the six-year rule) or the 99-hour rule.)

Transfer of Credits from Another Institution

According to the Graduate Catalog, “No formal petition is necessary for coursework from other institutions to be used on the doctoral Program of Work, but use on the Program of Work is subject to the approval of the Graduate Studies Committee.” If you have completed graduate coursework that did not count toward another degree, which you believe should be counted toward your doctoral plan of study, discuss these courses with your academic adviser. You must submit copies of the course syllabus and official information from the institution’s catalog (e.g., indicating the graduate standing of the course(s).) These courses must then be presented by your Academic Adviser to the Graduate Studies Committee for final approval.

Leave of Absence

Graduate students may apply for a leave of absence of no more than two semesters. This request must be approved **in advance** by the Graduate Adviser. See the Office of Graduate Studies’ website (<http://www.utexas.edu/ogs/index.html>) for the “**Authorization for Leave of Absence**” form. Granting leaves of absence for students is left to the discretion of the Graduate Adviser and Graduate Studies Committee. The only rule is that the decision be made "in the best interests of the academic progress of the student" and the Authorization for Leave of Absence form must be returned to the Office of Graduate Studies **before** the semester for which a leave is granted.

A student on an approved leave may reenter the graduate program by filing an Application for Readmission with the Graduate and International Admissions Center. No readmission application fee is required. Failure to secure a leave of absence in advance of the semester for which a student will be on leave means (1) the student will not be guaranteed readmission and, (2) the student will be assessed an application fee for readmission.

A student on leave may not use any university facilities nor is the student entitled to receive advice from any member of the faculty. A leave of absence does not alter the time limits for degrees or course work.

Annual Review of Student Progress

Taking time to reflect on your progress in the program is an essential part of ensuring that you have been advised appropriately and that your activities will meet all degree requirements in a timely manner. This process should also assist you in determining if the program is meeting your professional needs and continues to be aligned with your career goals, which may have changed since you entered the program. At the beginning of each academic year, the Department’s Graduate Studies Committee will formally review the progress of all doctoral students. You will be asked to submit documentation of coursework and other activities you have completed to-date, as well as any other accomplishments that are relevant to your preparation. Materials to be submitted for the annual reviews may be obtained from the Graduate Coordinator.

Doctoral Degree Requirements

Programs of study consist of a core doctoral experience plus a specialized concentration in one of the following six areas: Autism & Developmental Disabilities, Early Childhood Special Education, Learning Disabilities/Behavior Disorders, Multicultural Special Education, Rehabilitation Counselor Education, or Special Education Administration. Each student's program of study is individualized and approved by the Academic Adviser and Graduate Adviser.

Comparison of Doctoral Degree Requirements

<i>Components of the Degree Plan</i>	<i>Ph.D.</i>	<i>Ed.D.</i>
Specialization Core	Minimum 12 hours	Same
Content Core	Minimum 9 hours	Same
Research Core	Minimum 15 hours	Minimum 12 hours
Professional Core	Minimum 15 hours	Same
Interdisciplinary Core	Minimum 9 hours	Same
Internship	As required by area	6 hours
Dissertation	Minimum 12 hours	Same
<i>Total</i>	<i>72 hours minimum</i>	<i>75 hours minimum</i>

All coursework must be selected in consultation with, and approved by, your Academic Adviser. These general requirements for the doctoral degree set a minimum standard. More information about these and additional requirements is available from the Graduate Coordinator.

Policies Related to Coursework Included in the Plan of Study

The following policies are important to keep in mind as you design your plan of study and select courses to fulfill degree requirements:

- Coursework completed and counted towards a Master's degree cannot be counted toward the doctorate.
- All courses required for the doctoral degree must be taken for a letter grade, except for the research mentoring and dissertation coursework, which are offered on a credit/no credit basis. Electives taken to fulfill the Interdisciplinary Core may also be taken on a credit/no credit basis with the approval of your academic adviser.
- Students must obtain a grade of at least "B" (GPA of 3.00) or better in required doctoral courses in the specialization, content, and professional core areas.
- Only three independent study courses may be counted on the doctoral program of work.
- Courses taken outside the department to complete prerequisites for the research core cannot be counted toward fulfilling the Interdisciplinary Core requirement.
- Courses offered by the Graduate School (GRS) may be included in the Interdisciplinary Core only with the approval of your academic adviser.
- You may be advised to take additional coursework to fulfill prerequisites in your areas of study, based on your prior training and experience.
- Graduate courses taken at other institutions may be counted on your doctoral program of work provided (a) they were not taken to fulfill requirements for another degree, and (b) they have been approved by your academic adviser and the department's Graduate Studies Committee.

- All completed coursework that is included in a student's degree program at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum three years of documented military service).

Doctoral Requirements by Core Areas

<p>Specialization Core (minimum 12 hours, as prescribed by each area) Coursework in YOUR specialization area (See Appendix B; also available from Graduate Coordinator)</p> <ul style="list-style-type: none"> • Autism and Developmental Disabilities (12-18 hours) • Early Childhood Special Education (12-18 hours) • Learning Disabilities/Behavioral Disorders (12 hours) • Multicultural Special Education (12 hours + 3-6 hour internship) • Rehabilitation Counselor Education (12 hours + 6-12 hour internship) • Special Education Administration (12 hours + 6 hours internship/practicum)
<p>Content Core (9 hours minimum) To gain breadth of knowledge, the content core provides for 9 credit hours of designated coursework in special education/rehabilitation counseling outside your specialization area. You must take <i>at least one course in Multicultural Special Education</i> and two other specialization areas, selected from a list of approved courses (see Appendix C; also available from Graduate Coordinator).</p>
<p>Professional Core (15 hours) SED 695S A & B Professional Seminar (taken over fall and spring semesters) SED 398T College Teaching SED 696 A and B Research Mentoring (taken over two semesters)</p>
<p>Research Core (minimum of 15 hours for Ph.D. or 12 hours for Ed.D. beyond prerequisites) (See Appendix D; also available from Graduate Coordinator) Coursework must include at least one course in:</p> <ul style="list-style-type: none"> ▪ Qualitative Research Design and Data Analysis ▪ Quantitative Research Design and Data Analysis <p>Select other research courses in consultation with your adviser to be sure that you will fulfill research requirements in your concentration area. Options include:</p> <ul style="list-style-type: none"> ▪ Single subject research design ▪ Program evaluation ▪ Advanced coursework in qualitative and/or quantitative research methods.
<p>Interdisciplinary Core (9 hours minimum) Supporting coursework taken outside the department. Courses must be selected in consultation with, and approved by your academic adviser, and are restricted to organized, graduate or upper division undergraduate courses outside the Department. (Note: Courses taken to fulfill prerequisites may not be counted.)</p>
<p>Dissertation (minimum of 12 hours) SED 399, 699, or 999 R and W</p>
<p>Professional Activities Beyond Coursework To be selected in consultation with your academic adviser and documented in your Plan of Study.</p>

Note: A six-hour internship is required for all Ed.D. candidates. Appropriate full-time work experience which was completed within six years of admission to candidacy may be substituted for this requirement with permission of your Academic Adviser.

Sample programs of work for selected specializations are presented in Table 1.

Table 1
SAMPLE PROGRAMS OF STUDY FOR SELECTED SPECIALIZATION AREAS BY CORE COMPONENTS OF STUDY

CORE COMPONENTS	AUTISM & DEVELOPMENTAL DISABILITIES (A&DD)	LEARNING DISABILITIES/ BEHAVIOR DISORDERS (LD/BD)	MULTICULTURAL SPECIAL EDUCATION (MCSE)	SPECIAL EDUCATION ADMINISTRATION (SEA)
Specialization Core (minimum 12 hours)	Trends & Issues in A&DD Assessment Research in A&DD Intervention Research in A&DD Advances in Understanding/ Treatment of A&DD	Trends & Issues in LD/BD Seminar in LD Seminar in BD Intervention Research in LD	Educ. Ldrship. in MCSE Sociocultural Foundations of MCSE Designing Personnel Prep. Programs in MCSE Internship in MCSE	Trends & Issues in SEA Educational Futures Law & Disabilities Personnel Administration Special Populations Organizational theory
Content Core (minimum 9 hrs., including one MCSE course)	Cross-Cultural Interactions in MCSE Parent Support & Family Intervention Research Trends & Issues in LD/BD	Sociocultural Foundations of MCSE Trends & Issues in Rehab. Counselor Education Trends & Issues in SEA	Trends & Issues in LD/BD Trends & Issues in Sp. Ed. Admin. Trends & Issues in A&DD	Educ. Ldrship. in MCSE Trends & Issues in LD/BD Early Lang. & Literacy Dev. In Early Childhood-SED
Professional Core (minimum 15 hours)	SED 695S Professional Seminar A&B • SED 398T College Teaching in SED • SED 696 Research Mentoring A&B			
Research Core (minimum 15 hours beyond pre-requisites [*]. Core includes at least 1 quant. and 1 qualit. research course).	Single Subject Design Quantitative Res. Design Correlation & Regression Qualitative Research in Educational Settings Case Study Research	Quantitative Res. Resign Correlation & Regression Multivariate Analysis Meta-Analysis Qualitative Research in Educational Settings Fundamental Statistics*	Quantitative Res. Design Correlation & Regression Multivariate Analysis Qualitative Research in Educational Settings Advanced Qualit. Research Intro to Systems of Human Inquiry*	Quantitative res. design Correlation & regression Single subject design Qualitative research in educational settings Program evaluation Intro to Systems of Human Inquiry*
Interdisciplinary Core (9-12 hours as approved by adviser)	Sociolinguistics Play in Early Childhood Child Development	Biological Basis of Behavior Psychology of Learning Current Topics in Cognition	Social/Cult. Anthropology Race/Ethnic Rel in Schools Foundations of Bilingual Ed.	Educational Policy Instructional Supervision Personnel Evaluation
Qualifying Exams	Research Mentoring A & B • Oral Qualifying Examination			
Dissertation and Final Oral Defense	SED_99R and_99W Dissertation (taken each semester until graduation)			
Prof. Activities Beyond Coursework	Conference Presentations Journal Publications Advanced College Teaching	Conference Presentations Journal Publications Advanced College Teaching	Conference Presentations Journal Publications Advanced College Teaching	Conference Presentations Journal Publications Advanced College Teaching

* Pre-requisite courses

Overview of Professional Core Courses

SED 695S A and B Professional Seminar

The professional seminar is designed to introduce the student to the UT-Austin Department of Special Education faculty, the doctoral program, and other university resources that are available to support one's doctoral study. The course provides a forum for new students to become familiar with the areas of study, research, and professional practice within special education. As part of the foundation for a successful doctoral experience, students also refine their professional writing and communication skills, critically evaluate current and emerging research in the field, and examine the historical, legal, and theoretical foundations of special education. The course spans two semesters (Fall and Spring respectively), culminating in six semester hours of credit (SED 695SA and 695SB). A course grade is assigned at the end of each semester.

SED 696 A and B Research Mentoring

Research mentoring is a two-semester sequence and culminates in six semester hours of credit (SED 696-A and B). The courses are taken on a credit/no credit basis and the course grade is given at the end of the second course in the sequence (i.e., SED 696-B). The Research Mentoring sequence is designed to develop the knowledge and skills one will need in order to conduct research, and also comprises a component of the department's qualifying examination process for advancement to doctoral candidacy. *In order to enroll in this course you must have completed all specialization requirements and at least 9 hours of coursework in research design and data analysis (six hours for Ed.D.).*

Ordinarily, you should plan to enroll in the Research Mentoring sequence in your last two semesters of required coursework and after identifying the likely topic of your dissertation research. During research mentoring, you have the opportunity to work closely with your Research Mentoring Supervisor (typically your academic adviser or another faculty member who has agreed to serve in this role and is likely to continue as your dissertation supervisor) to develop a synthesis of the professional literature about a topic in which you are interested in pursuing research. Students usually focus their study during this course on reviewing the literature, writing a comprehensive literature synthesis, and formulating implications for research, including preliminary research questions, and the significance of the proposed research. Please note that summer enrollment for Research Mentoring is contingent upon faculty availability. You are encouraged to consult with your Research Mentoring Supervisor to determine if summer enrollment is advisable, depending on his/her availability and the likelihood that faculty members will be available to serve on the Research Mentoring Committee.

During the first research mentoring semester, you are required to submit an abstract of your chosen topic, which summarizes the work to be accomplished, to the Graduate Coordinator. At the end of this semester, your literature synthesis will be submitted to, and reviewed by a committee, consisting of your research mentoring supervisor and two other faculty members in the department. The Graduate Adviser, in consultation with faculty, will assign the two other faculty members. The results of this review will guide your activities the following semester, during Research Mentoring B, which ordinarily involves revising the literature review and defending it in an Oral Qualifying Examination to the committee. At this time, the committee will evaluate your readiness for doctoral candidacy, including knowledge of subject matter in the core areas of the doctoral program (coursework you have completed in your specialization, content, research, and interdisciplinary core areas). It is anticipated that this literature synthesis may be included in revised form as part of Chapters 1 and 2 of the Dissertation. Upon successful completion of the Research Mentoring sequence and all other program requirements, you may advance to doctoral candidacy.

Detailed guidelines for the preparation of the literature synthesis and abstract, and information about deadlines are included in Appendix E and available from the Graduate Coordinator.

Advancement to Candidacy

Upon successful completion of research mentoring and all other course requirements, you may advance to candidacy. You are encouraged to apply for candidacy as soon as possible after all requirements for admission to candidacy have been met. Failure to make a timely application can be construed as lack of adequate progress toward the degree. Effective June 1, 2004 students apply for candidacy on-line through UT Direct. On-line instructions are available at www.utexas.edu/ogs/pdn/candidacy.html and summarized below to assist you in preparing for the on-line application process.

Certification of Academic Credentials

The first step in your application for doctoral candidacy is to submit the “*Certification of Academic Credentials*” form (a list of courses to be counted toward the doctoral degree, signed by your academic adviser) to the Graduate Adviser. *This form must be approved by the Graduate Adviser in order for your candidacy application to be approved by the Office of Graduate Studies.* The program of work listed on the Academic Credentials form must meet all of the requirements established by the Department’s Graduate Studies Committee and the Graduate School, and must include coursework that is sufficient in academic breadth/depth. All completed coursework that is included in a student's degree program at the time of admission to candidacy must have been taken within the *previous six years* (exclusive of a maximum three years of documented military service).

Students ready to file the Application for Candidacy should log in to UT Direct using the following address: <https://utdirect.utexas.edu/ogs/forms/candidacy/app.WBX>.

Steps for Advancement to Candidacy

- You may not enroll in dissertation hours until you have been advanced to candidacy.
- Read ALL directions and complete ALL portions of each form.
- Complete a Certification of Academic Credentials form as part of your application for candidacy. This form must be completed by you and signed by your Academic Adviser. Forms are available from the Graduate Coordinator. *Submit your signed Certification of Academic Credentials form to the Graduate Coordinator before you initiate the on-line application process.*
- The Application for Doctoral Candidacy requires that you submit the names of your Dissertation Supervisor, four or five committee members, the dissertation title, and an abstract. *Refer to the following section for requirements related to the composition of the committee.*
- If any member of your committee is not a member of the Graduate Studies Committee (GSC), you must provide his/her vita and letter (as needed) with the application packet.
- Once you have completed the online application, the Office of Graduate Studies will contact your Dissertation Supervisor, and the Graduate Adviser, to obtain their signatures and approval. Should there be any problems or questions about your online application, you will be contacted by the Graduate Coordinator.

Once your application has been approved online by the Graduate Adviser, it will be forwarded to the Graduate Dean for approval. You will receive notification from the OGS of your advancement to candidacy and the appointment of your dissertation committee. Once the Graduate Dean approves the application for candidacy, you will be a doctoral candidate.

Once you have been admitted to candidacy, you are required to continuously register for dissertation. Your first semester in candidacy is _99R; for all semesters after the first one in candidacy you must

register for _99W. Once you begin enrollment in the dissertation course, it must be taken every Fall and Spring semester until you graduate. You have three years in which to complete the dissertation. If you have not completed your degree within that period, the department's Graduate Studies Committee will review your program to ensure satisfactory progress is being made. If so, the GSC may petition the Graduate Dean for an extension for you to continue with your dissertation. It is wise for a candidate to structure his/her program to ensure completion of the dissertation within the allowed three-year period, and to confer with the dissertation supervisor and the Graduate Adviser if an extension is anticipated.

Dissertation

The dissertation is required of all doctoral candidates. You must register for dissertation courses for a period of more than one semester or summer session. The dissertation research course (SED _99R) must be taken before the dissertation writing course (SED _99W), and may not be repeated. The dissertation process includes, but is not limited to the following:

- Selecting a Dissertation Supervisor (usually the Research Mentoring Supervisor) and the Dissertation Committee (completed as part of the Application to Candidacy process)
- Holding a proposal meeting with the Dissertation Committee and obtaining approval of the dissertation proposal
- Completing Human Subjects training (www.utexas.edu/research/rsc/humanresearch/) and submitting and obtaining departmental and university approval to conduct the research
- Completing the UT Copyright Tutorial
- Conducting the research and writing the dissertation
- Defending the dissertation in an oral dissertation defense
- Submitting the dissertation to the Graduate School

Composition of the Dissertation Committee

The Dissertation Committee advises you on the research and writing of the dissertation, conducts the final oral examination, and approves your dissertation. The committee is generally composed of five faculty members including the Dissertation Supervisor who also chairs the committee. A six-member committee may be requested, and such a request is approved in most cases.

The Dissertation Supervisor is selected by the student, with the consent of that faculty member. Typically the Research Mentoring Supervisor agrees to continue as the chair of the dissertation committee. The Dissertation Supervisor must be a member of the Graduate Studies Committee (GSC) and in the Department of Special Education. In consultation with the Dissertation Supervisor, the student should select the remaining members of the committee based upon areas of expertise, research methodology, and compatibility. At least three (3) committee members, including the Dissertation Supervisor, must be members of the Department of Special Education's Graduate Studies Committee (GSC). Each committee must also have at least one member whose teaching and research are principally outside the Department of Special Education.

In general, members of the dissertation committee must be members of a GSC within The University. Exceptions are (1) scholars who hold non-faculty appointments as UT Research Scientists, Research Engineers, or adjunct faculty whose expertise would prove valuable for the student's topic; and (2) scholars from off campus. A recommendation to appoint an off-campus scholar should be accompanied by a curriculum vitae and a letter stating that the person is willing to serve on the student's committee and understands that The University will not reimburse for any expenses incurred. Requests for appointment of non-GSC faculty scholars should include a vita. Emeritus faculty members may serve on committees but should not be appointed as sole Dissertation Supervisors.

Dissertation Proposal Development and Meeting

The proposal meeting is an opportunity for you to present your best written work and thought processes regarding your dissertation. The development of the proposal is a collaborative effort that involves the dissertation supervisor and committee input along the way. In consideration of committee members who did not participate in the research mentoring sequence, you are strongly advised to familiarize all members with your plans for the final dissertation proposal, to avoid last minute conflicts and/or surprises during your proposal meeting.

When your proposal is completed, schedule a proposal meeting with your Dissertation Committee, usually within *the first semester of dissertation registration*. After you have obtained an agreed upon time from the Dissertation Committee, schedule the use of a room in the Sánchez Building by contacting the Graduate Coordinator in SZB 306 (471-9857). Formally notify your committee members via e-mail or other written format of the scheduled date, time, and location.

Prior to the proposal meeting, make sure that your Dissertation Supervisor has a copy of the Dissertation Proposal Approval form, available from the Graduate Coordinator.

Provide the committee members with a copy of the proposal *at least two weeks prior* to the meeting. Any committee member who believes that the proposal is not ready for the proposal meeting may inform the Dissertation Supervisor and alter the meeting date, but not later than one week prior to the scheduled meeting.

A minimum of four (4) members of the committee should be present for the proposal meeting. Committee members who are unable to attend after the agreed upon date has been established should inform the Dissertation Supervisor and student of his or her issues, concerns, and/or questions *prior* to the proposal meeting. These should be presented in a written format (with a copy provided to all present) and discussed at the proposal meeting.

During the proposal meeting, you will present and defend your research proposal, respond to questions, and discuss the research proposal and the expectations for the written document. The committee approves, approves with modifications, or does not approve the proposal.

Once approved, the Dissertation Proposal Approval form should be completed and signed by all committee members and submitted to the Graduate Coordinator.

Change in Dissertation Topic

A change in the dissertation topic requires approval from the Graduate School. Although no "form" is required, an updated description of the dissertation topic and the new title should be submitted to the Graduate Adviser for submission to the OGS.

Change of Committee Members

The members of the Dissertation Committee are submitted as part of the Application to Candidacy and therefore are approved by the Graduate Adviser and the Graduate Dean.

Except for faculty members who are no longer employed by The University, *no* committee member including the supervisor may be replaced or withdrawn from a committee without his or her explicit consent. *All* committee changes must be submitted on the Petition for Change in Doctoral Committee, which must be signed by *both* the Graduate Adviser and the Dissertation Supervisor. The petition attests to the fact that *all* members of both committees (the previous committee and the proposed committee) agree to the change(s). It also attests to the fact that new members (a) will have ample time to become familiar with the student's dissertation, (b) will accept the committee responsibility, and (c) are aware that

there will be no reimbursement for any expenses incurred. Committee changes must be submitted no later than thirty days before the final oral defense.

Compliance with the Educational Mandate for Research with Human Participants

By now you should be very familiar with the IRB guidelines for conduct of research with human participants, and should have completed the training required to be in compliance with federal and University mandates. For a brief overview, please refer back to page 3 of this handbook. All the information you will need can be found at: <http://www.utexas.edu/research/rsc/humanresearch/>.

Intellectual Property (Copyright) Tutorial

Doctoral students graduating after Spring 2001 must provide documentation of completion of the UT Intellectual Property (Copyright) Tutorial at <http://www.lib.utsystem.edu/copyright/>. The Tutorial can be taken anytime before turning in the dissertation. It is advised to take it well before that time (early in candidacy). The Tutorial site provides a test that, after having been taken and passed, provides a Certification of Completion. This Certification (or a copy of it) must be turned in by the time of dissertation submission or the dissertation may not be accepted and your graduation may be delayed or denied.

Conducting the Research and Writing the Dissertation

Under the direction of your Dissertation Supervisor, conduct the research. It will be important during this process to work closely with your supervisor and keep your committee informed of your progress.

Under the direction of your Dissertation Supervisor, reshape the proposal to become your dissertation. Information regarding the formatting of the dissertation required by the Graduate School can be obtained from the Dissertation Format Booklet on the website: <http://www.utexas.edu/ogs/current.html>.

Dissertation in Electronic Format

Graduating doctoral students are required to submit a copy of the dissertation in electronic format to the Office of Graduate Studies. You have the choice of submitting one copy in printed form and one copy in electronic form, or submitting both in electronic form. Submitting the dissertation in electronic format requires you to be familiar with conversion of your file to pdf, which is a relatively simple procedure, provided that you have set up your dissertation files appropriately for the conversion. You are advised to become familiar with the setup requirements *prior* to beginning the written portion of dissertation to avoid delays later. Check the Graduate Studies Electronic Dissertation website for information about this requirement (www.utexas.edu/ogs/etd/index.html).

Final Oral Examination (Dissertation Defense)

The final oral examination is an oral defense of your dissertation. *You must be enrolled during the semester in which you complete the final oral examination.* All members of the Dissertation Committee should be present but at least four (4) members *must* be present, including the Dissertation Supervisor. Begin preparation for your defense at the beginning of the semester, including the application for your graduate degree. You should submit the final dissertation draft, already reviewed by your Dissertation Supervisor, to your committee members and supervisor at least *four weeks before the final defense*. The OGS website (<http://www.utexas.edu/ogs/current.html>) provides more information and the forms required prior to this exam.

Scheduling the Final Oral Exam

- Gain agreement of dissertation committee members on a time and date for your final oral defense.
- Have all members sign the Request for Final Oral Examination (pink form).

- Submit the pink form to the Graduate Coordinator to obtain the Graduate Adviser's signature.
- Submit the Request to Take Final Oral Examination form to the Office of Graduate Studies (Main Bldg. 101) with other required materials *at least two weeks prior to the final oral examination*.
- Reserve a room for the exam with the Graduate Coordinator in SZB 306.

The OGS Degree Evaluator will send a memo to your dissertation committee members formally notifying them of the date, time, and place of the oral defense.

Evaluation of the Oral Examination

Evaluating the Final Oral Exam and completing the Report of the Dissertation Defense (the gold sheet) is performed by the Dissertation Committee. They evaluate the dissertation and the defense and make one of the following decisions:

Pass. The student has completed a dissertation with no more than minor revisions; passed the final oral examination; and submitted an abstract approved by the committee.

Reconsideration. Extensive revision is necessary, but the committee is willing to examine the rewriting without requiring another oral examination. If a committee member still has doubts after the rewriting, he or she may request another oral examination. The candidate has *three months* to complete requirements laid down by the committee after a report for reconsideration has been filed.

Not Pass. The committee is not satisfied with the dissertation, but anticipates that it could be made satisfactory with rewriting. When such a decision is made, another oral is scheduled.

Fail. The committee has decided that the dissertation is unsatisfactory and the candidate may not rewrite.

Dissertation Submission

When you pass the oral examination, obtain committee members' signatures on the signature sheet of the dissertation at the dissertation defense. Obtain the signature of your Dissertation Supervisor when all revisions have been completed. Ensure that the electronic submission requirement is also met.

Submit the completed dissertation and the necessary forms to the Graduate School by the appropriate deadlines.

Visit the OGS website (<http://www.utexas.edu/ogs/current.html>) once again to ensure that all forms have been completed and all deadlines met.

Note: Please remember to provide copies of your dissertation to your dissertation committee!

Graduation

Before the semester you plan to graduate, visit the OGS website to determine deadlines for submitting all necessary documents (www.utexas.edu/ogs/pdn/pdf/dissformat.pdf). All required forms can be downloaded from the internet. If you have any questions or concerns, contact the Graduate Coordinator in SZB 306 (471-9857).

Congratulations!

Faculty in The Department of Special Education

Diane Pedrotty Bryant

(Ph.D., University of New Mexico)

Dr. Bryant is a Professor in Learning Disabilities/Behavior Disorders; and Administration; and a Fellow in the Mollie V. Davis Professorship in Learning Disabilities. Dr. Bryant's research interests include intervention research in reading and mathematics for students with learning disabilities. She is the co-author of several textbooks, the author of numerous articles, and a member of the editorial board of several special education journals.

Anne Fuller

(Ph.D. The University of Texas at Austin)

Dr. Fuller is a Clinical Associate Professor in Special Education. She serves as adviser and Cohort Coordinator for students seeking teacher certification in special education, and as Certification Officer for graduate students interested in initial certification. Dr. Fuller has expertise in educational leadership and preparation of preservice teachers.

Shernaz B. García

(Ph.D., The University of Texas at Austin)

Dr. García is an Associate Professor in Multicultural Special Education, a Fellow in the L.D. Haskew Centennial Professorship in Public School Administration, and Area Coordinator for the Multicultural Program Area. Dr. García's research and teaching interests focus on cultural influences on teaching and learning, factors contributing to educational risk for culturally/linguistically diverse students, prereferral intervention for language minority students, family-professional partnerships, and personnel preparation.

Michael Krezmien

(Ph.D., The University of Maryland)

Dr. Krezmien is an Assistant Professor in the Learning Disabilities/Behavior Disorders area. His research interests are in the area of Behavior Disorders and he has been a researcher with the National Center on Education, Disability, and Juvenile Justice. As such he has worked with a number of juvenile corrections facilities, state departments of education, and departments of juvenile justice across the country. Dr. Krezmien has also worked with educators in El Salvador and Qatar.

Sylvia Linan-Thompson

(Ph.D., The University of Texas at Austin)

Dr. Linan-Thompson is an Associate Professor in Learning Disabilities/Behavior Disorders, a Fellow in the Mollie V. Davis Professorship in Learning Disabilities, and Director of the Vaughn Gross Center for Reading and Language Arts at UT--Austin. Her research interests include reading interventions for struggling readers in primary grades, Spanish literacy instruction, and issues related to instruction for bilingual exceptional learners. She is involved in several grant-related intervention studies in literacy, and serves as the Department's certification officer for post-graduate special education certification.

Mark O'Reilly

(Ph.D., University of Illinois at Urbana—Champaign)

Dr. O'Reilly is a Professor in Autism and Developmental Disabilities, and a Fellow in the Mollie V. Davis Professorship in Learning Disabilities. He also serves as Area Coordinator of the Autism and Developmental Disabilities program. Dr. O'Reilly conducts research in the areas of autism and related developmental and physical disabilities, applied behavior analysis, and assessment and treatment of challenging behavior. Other areas of interest include functional behavioral assessment and positive behavioral support, assistive technology, and social and vocational skills training.

Alba A. Ortiz (Ph.D., The University of Texas at Austin)
Dr. Ortiz is a Professor in Multicultural Special Education, and President's Chair for Education Academic Excellence. Dr. Ortiz has played a leadership role in the development of the field of bilingual special education. She conducts research related to models for effective schools and instructional delivery systems for minority students; preventing academic underachievement of Hispanic students; prereferral intervention; and assessment of language proficiency of second language learners.

Randall Parker (Ph.D., University of Missouri—Columbia)
Dr. Parker is a Professor in Rehabilitation Counselor Education, and Melissa Elizabeth Stuart Centennial Professor in Education. He serves as Area Coordinator of the doctoral program in Rehabilitation Counselor Education, and as Chair of the Departmental Research Committee for The University's Institutional Review Board. Dr. Parker's research interests include factors affecting adjustment to disability, assessment of aptitudes and interests, methodological issues in data analysis, and the reliability and validity of self-estimates.

Herbert J. Rieth (Ed.D., University of Kansas)
Dr. Rieth is Professor in Learning Disabilities/Behavior Disorders, Chair of the Department of Special Education; and Audrey Rogers Myers Centennial Professor in Education. Dr. Rieth's teaching and research focus on the use of instructional technology to enhance instructional outcomes attained by students with mild/moderate disabilities and to enhance preparation of special education teachers.

Phyllis Robertson (Ph.D., The University of Texas at Austin)
Dr. Robertson is a Clinical Associate Professor in Multicultural Special Education, and conducts research in multicultural special education with an emphasis on appropriate identification and instructional planning for English Language Learners. Her other areas of interest include the development of cultural competence and differentiated instruction.

James Schaller (Ph.D., University of Wisconsin—Madison)
Dr. Schaller is an Associate Professor in Rehabilitation Counselor Education, and Coordinator of the master's program in this area. He also serves as the Department's Graduate Adviser. Dr. Schaller's publications and research focus on people with developmental disabilities and rehabilitation issues, quantitative analyses of rehabilitation outcomes, and private for profit rehabilitation.

Karrie A. Shogren (Ph.D., University of Kansas)
Dr. Shogren is an Assistant Professor in the Autism and Developmental Disabilities program. Her research and teaching interests include self-determination, locus of control, and self-management of behavior for individuals with developmental disabilities or autism.

Audrey McCray Sorrells (Ph.D., University of Florida)
Dr. Sorrells is an Associate Professor in Learning Disabilities/Behavior Disorders, and Multicultural Special Education; and the Department's Minority Liaison Officer. Dr. Sorrells is a Ford Fellow, focusing her research on issues related to teacher preparation for diverse students with disabilities, reading interventions for middle school struggling readers, and teacher induction and mentoring for beginning/early career special education teachers.

Keith Turner

(Ph. D., University of Washington)

Dr. Turner is an Associate Professor and Area Coordinator of the Department's Early Childhood Special Education program. His current focus is on designing family-focused lifespan intervention models for young children with low-incidence disabilities across the home, school, and community settings.

Sharon Vaughn

(Ph.D., University of Arizona)

Sharon Vaughn is a Professor in Learning Disabilities/Behavior Disorders, and H.E. Hartfelder/Southland Corp Regents Chair in Human Resource Development, and Area Coordinator for the LD/BD area. She has previously served as co-editor of *Learning Disabilities Research and Practice* and Editor-in-Chief of *Journal of Learning Disabilities*. She is the author of numerous books and research articles including two textbooks on teaching students with disabilities.

Cheryl Wilkinson

(Ph.D., The University of Texas at Austin)

Dr. Wilkinson is an Assistant Professor in Learning Disabilities/Behavior Disorders and Multicultural Special Education. Her main areas of interest are assessment and special education eligibility decision-making for English Language Learners. Her research interests also include disproportionate representation in special education and language/literacy development of Spanish-speaking students.

James R. Yates

(PhD, The University of Texas at Austin)

Dr. Yates is the John L. and Elizabeth G. Hill Centennial Professor in Education and holds joint appointments in the Departments of Special Education and Educational Administration. He is the Area Coordinator for Special Education Administration where his teaching has focused upon the preparation of general and special education administrators. His research and publications have addressed demographic changes, planning and forecasting techniques, provision of services to students with disabilities, English Language Learners, and other special population students.

Appendix A

Proposed Doctoral Plan of Study

(for degree plans effective Fall 2005 and beyond)

*To be completed by the student, in consultation with the academic adviser, signed by the adviser and submitted to the Graduate Coordinator **within the first two semesters** the student is in the program.*

Student: _____ EID: _____ Adviser: _____

Degree: _____ Ph.D. _____ Ed.D _____ Full-time _____ Part-time _____

Specialization: _____ Certification(s): _____

1st Semester enrolled: _____ Expected Graduation Date: _____

Specialization Core Requirements (as required by your area; minimum 12 hours)

COURSE #	COURSE NAME	SEMESTER/YEAR
SED		
SED		
SED		
SED		
SED		
SED		

NOTE: Students completing the Ed.D. must have a 6-hour internship or equivalent approved by their adviser.

Content Core Requirements (minimum 9 hours; must include 3 hours in MCSE)

COURSE #	COURSE NAME	SEMESTER/YEAR
SED		
SED		
SED		
SED		

NOTE: You must take at least one organized, graduate course from three areas in special education/ rehabilitation counseling outside your specialization. All students are required to take one course in the MCSE area.

Professional Core Requirements (minimum 15 credit hours)

COURSE #	COURSE NAME	SEMESTER/YEAR
SED 695SA	Professional Seminar A (must be taken in the first year)	Fall
SED 695SB	Professional Seminar B (must be taken in the first year)	Spring
SED 398T	College Teaching	Spring
SED 696 A	Research Mentoring A	
SED 696 B	Research Mentoring B	

Research Core Requirements (minimum 15 hours for Ph.D.; 12 hours for Ed.D. *beyond prerequisites*)

COURSE #	COURSE NAME	SEMESTER/YEAR
Prerequisite Courses (as needed):		
	Introduction to Statistics OR Fundamental Statistics	
	Introduction to Systems of Human Inquiry	
Research Core:		
Research Core (continued):		

NOTE: You must complete at least one qualitative and one quantitative research methods course. Other requirements will vary by program area.

Interdisciplinary Core (Taken Outside the Department) (minimum 9 hours)

COURSE #	COURSE NAME	SEMESTER/YEAR

NOTE: Prerequisite coursework may not be counted; courses must be approved by the academic adviser

Dissertation (minimum 12 hours required)

COURSE #	COURSE NAME	SEMESTER/YEAR
SED _99R	Dissertation (Must be taken first; cannot be repeated)	
SED _99W	Dissertation	
SED _99W	Dissertation	
SED _99W	Dissertation	
SED _99W	Dissertation	
SED _99W	Dissertation	

Courses Taken at Another Institution That Have Been Approved to Count Toward the UT-Austin Degree*

COURSE #	COURSE NAME	SEMESTER/YEAR

*Must be approved by your academic adviser and the Department's Graduate Studies Committee.

Advising Record

Plan completed on: _____ Adviser initials: _____ Student initials: _____

Plan filed with Graduate Coordinator on: _____ Reviewed by Graduate Adviser on: _____

Graduate Adviser approval/initials: _____

Professional Activities Beyond Coursework

In addition to required coursework, all doctoral students are expected to become actively involved in a variety of professional activities, including presentations, publication, grant writing, and college/university teaching. In consultation with your adviser, use this worksheet to develop a plan for these activities and document the final outcome. You will be asked to report these activities as part of the annual doctoral review by the Graduate Studies Committee.

Instructions: For each category below, enter activities that you have already completed or plan to complete as part of this requirement. Use APA (5th ed.) format as appropriate. Attach additional pages as needed.

Professional Presentations (funding available to eligible students through the Faculty/Student Dual Presentation Travel Award Program, and the University's Professional Development Awards)

To the extent possible, identify organizations and events at which you plan to present; e.g., local, state or national conventions, workshops for school districts or other educational agencies, etc. Include all co-presenters, topic/title, organization, year, and status of presentation (i.e., proposal submitted, accepted, or presented)

Publications

Include publications that have been submitted for publication and indicate the status of each one (in review; in revision; accepted/in press; published):

University Teaching and Professional Development Opportunities

Include guest lectures, teaching assistantships, supervision of student teachers, courses taught, as well as any professional developments you have conducted. For each course, indicate course# and title, semester taught, institution, your role (TA, supervisor, etc.). For guest lectures and workshops, include the title of your presentation, course# or sponsoring agency, co-presenters, date and location.

Grants and Proposals

List the grant title, funding agency, date submitted, budget amount, and funding status.

Honors/Awards Received

List dates, grantor, and amount of awards received during your enrollment in the doctoral program.

Planning Sheet for Courses by Semester and Year

Year One: _____

FALL	SPRING	SUMMER

Year Two: _____

FALL	SPRING	SUMMER

Year Three: _____

FALL	SPRING	SUMMER

Year Four: _____

FALL	SPRING	SUMMER

Appendix B

Specialization Core Courses by Area

Doctoral Program, Academic Year 2007-2008

Autism and Developmental Disabilities

- SED 388 Assessment Research in Autism & Developmental Disabilities
 - SED 388 Intervention Research in Autism & Developmental Disabilities (Spring)
 - SED 396C Trends & Issues in Autism & Developmental Disabilities (Summer I)
- And at least one other course in A&DD.

Early Childhood Special Education

- SED 384 Family Support & Intervention Research (Spring)
- SED 384 Critical Analysis of Natural and Least Restrictive Environments
- SED 388 Advances in Understanding/Treatment of Autism (Spring)
- SED 388 Intervention Research in Autism & Developmental Disabilities (Spring)

Learning Disabilities/Behavioral Disorders

- SED 396C Trends & Issues in Learning Disabilities/Behavioral Disorders (Fall)
- SED 383 Intervention Research in Learning Disabilities (Fall 2007 [every alternate year])
- SED 386 Seminar in Behavioral Disorders (Spring 2008 [every alternate year])
- SED 395D Seminar in Learning Disabilities (Spring 2009 [every alternate year])

Multicultural Special Education

- SED 380 Educational Leadership in Multicultural Special Education (Spring)
- SED 380 Sociocultural Foundations of Multicultural Special Education (Summer II 2009 [every alternate year])
- SED 380 Designing Personnel Preparation Programs: Multicultural Special Education (Summer II 2008 [every alternate year])
- SED 380 Advanced Research Topics in Multicultural Special Education (Fall)
- SED 397P Internship: Multicultural Special Education (Ed.D. students must complete six hours)

Rehabilitation Counselor Education

- SED 387 Trends & Issues in Rehabilitation Counselor Education
- SED 387 Adjustment to Disabling Conditions/Illnesses—Advanced (Fall)
- SED 395 Specialized Problems in Rehabilitation Counselor Education (Fall)
- SED 697P Rehabilitation Internship

Special Education Administration

- SED 393 Special Populations (Fall)
- SED 389 Seminar in Special Education Administration (Spring)
- SED 395 Law & Disabilities (Spring, Summer I)
- SED 396C Trends & Issues in Special Education Administration (Fall)

Note: Information about course offerings is current as of 8/06 but subject to change. Please check with your academic adviser and the graduate coordinator for updates.

Appendix C

Content Core Course Options

Doctoral Program, Academic Year 2007-2008

Requirement: Students will take at least one course from Multicultural Special Education and two other concentration areas outside their specialization, from the list below.

Autism and Developmental Disabilities

- SED 388 Assessment Research in Autism & Developmental Disabilities
- SED 388 Advances in Understanding and Treatment of Autism (Spring)
- SED 396C Trends and Issues in Autism and Developmental Disabilities (Summer I)

Early Childhood Special Education

- SED 384 Family Support & Intervention Research (Spring)
- SED 384 Critical Analysis of Natural and Least Restrictive Environments

Learning Disabilities/Behavioral Disorders

- SED 396C Trends & Issues in Learning Disabilities/Behavior Disorders (Fall)
- SED 383 Seminar in Learning Disabilities (Spring 2007 [alternate years])
- SED 383 Seminar in Behavioral Disorders (Spring 2008 [alternate years])

Multicultural Special Education

- SED 380 Educational Leadership in Multicultural Special Education (Spring)
- SED 380 Sociocultural Foundations of Multicultural Special Education (Summer I [alternate years])
- SED 380 Cross-Cultural Interactions in Multicultural Special Education (Fall)

Rehabilitation Counselor Education

- SED 396C Trends and Issues in Rehabilitation Counselor Education (Fall)
- SED 387 Adjustment to Disabling Conditions/Illnesses—Advanced (Fall)

Special Education Administration

- SED 396C Trends & Issues in Special Education Administration (Fall)
- SED 389 Special Populations (Fall)
- SED 395 Law & Disabilities (Spring, Summer I)

Note: Information about course offerings is current as of 8/07 but subject to change. Please check with your academic adviser and the graduate coordinator for updates.

Appendix D College of Education Research Courses

(Approved for SED Doctoral Students to Fulfill Research Methods/Data Analysis Requirement)

Note: Courses offered in other Colleges that are equivalent to those on the list below may count with the approval of your academic adviser.

Sem. Offered			Department /Course	Prerequisite(s)
Fall	Spr	Sum		
Curriculum & Instruction				
✓			EDC 684PA Research Design & Analysis I	Consent of the instructor.
			EDC 385G Collection & Analysis of Org. Data	Consent of the instructor.
			EDC 385G Life & History Research	Consent of the instructor.
✓	✓		EDC 385G Qualitative Research in Educational Settings	None.
		✓	EDC 385G Advanced Qualitative Research	A graduate course in qualitative or ethnographic research methods and consent of the instructor.
		✓	EDC 385G Case Study Research	Graduate standing and consent of instructor.
✓	✓		EDC 385H Ethnographic & Qualitative Research Methods	Consent of the instructor.
Educational Administration				
✓	✓	✓	EDA 381P Quantitative Research Design & Analysis	EDA 387Q Introduction to Systems of Human Inquiry.
✓	✓	✓	EDA 381Q Qualitative Research Design	EDA 387Q Introduction to Systems of Human Inquiry.
	✓	✓	EDA 381S Advanced Qualitative Research	A graduate course in qualitative or ethnographic research methods and consent of the instructor.
	✓		EDA 395 Program Evaluation and Decisionmaking	A statistics course.
Educational Psychology				
✓	✓	✓	EDP 380P Evaluation Models & Techniques	EDP 371 or EDP 380P Measurement & Evaluation; consent of the graduate adviser in educational psychology.
✓	✓		EDP 380P Measurement & Evaluation	Consent of the graduate adviser in educational psychology.
✓	✓		EDP 380P Psychometric Theory & Methods	Prerequisite: EDP380P, Measurement & Evaluation, or equivalent; consent of the graduate adviser in educational psychology.
✓	✓		EDP 380P Test & Scale Construction	None.
	✓		EDP 380P Advanced Psychometrics	EDP 380P Theory and Method, or equivalent; consent of the graduate adviser in educational psychology.
	✓		EDP 380P Item Response Theory	EDP 380P Psychometric Theory & Methods; consent of the graduate adviser in educational psychology.
✓	✓	✓	EDP 382K Correlation & Regression	For non-majors: EDP 371, EDP 380 or equivalent; consent of the graduate adviser in educational psychology.
✓			EDP 382K Factor Analysis	Consent of the graduate adviser in educational psychology.

Sem. Offered			Department /Course	Prerequisite(s)
Fall	Spr	Sum		
✓	✓		EDP 382K Survey of Multivariate Methods	EDP 482K or equivalent; consent of the instructor and graduate adviser in educational psychology.
	✓		EDP 384 Meta-Analysis	EDP382K-Correlation & Regression; consent of the instructor and graduate adviser in educational psychology.
	✓		EDP 382K Structural Equation Modeling	Consent of the graduate adviser in educational psychology.
✓			EDP 384 Hierarchical Linear Modeling	Consent of the graduate adviser in educational psychology.
	✓		EDP 384 Qualitative Research Methods	No prerequisite for non-majors; consent of the graduate adviser in educational psychology.
✓			EDP 384 Survey Research Methods	Consent of the instructor and the graduate adviser in educational psychology.
✓	✓	✓	EDP 482K Experimental Design & Statistical Inference	EDP 371, EDP 380E or an equivalent course; consent of the graduate adviser in educational psychology.
	✓		EDP 482K Experimental Design (non-EDP)	Consent of the graduate adviser in educational psychology.
Special Education				
	✓		SED 396R Applied Quantitative Data Analysis in Special Education	Admission to an approved program of graduate study or candidacy for the doctoral degree in education and consent of the instructor.
		✓	SED 396R Research Methodology	Admission to an approved program of graduate study or candidacy for the doctoral degree in education and consent of the instructor
	✓		SED 396R Single Subject Research Design	Graduate standing and consent of the instructor.
Prerequisite Courses*				
	✓		EDC 385G Introduction of Systems of Human Inquiry	Consent of the instructor.
✓	✓	✓	EDA 387Q Introduction of Systems of Human Inquiry	None.
✓			EDP 380E Fundamental Statistics	None.

**Prerequisite courses do not count as part of the 15-hour research core requirement.*

Appendix E

Guidelines for SED 696 A and B Research Mentoring

It is anticipated that students will begin the Research Mentoring sequence in their final 2 semesters of coursework so that Research Mentoring B is completed in conjunction with their final semester of coursework in the doctoral program. In the first semester of the Research Mentoring sequence (i.e., SED 696-A Research Mentoring), you will work with your Research Mentoring Supervisor to write a comprehensive synthesis or critical review of the research literature on a designated topic. It is expected that this topic will form the basis of your dissertation research and that the resulting comprehensive synthesis will be useful to you when you are writing Chapters 1 and 2 of the Dissertation. The purpose of this activity is to develop your skills in reviewing and synthesizing a body of literature.

During the semester that you are enrolled for Research Mentoring A (SED 696-A), you are required to submit an abstract of your chosen topic, which summarizes the work to be accomplished. Your completed *Research Synthesis* (original and three copies) is due on the final day of class for the semester you are enrolled in Research Mentoring A. Once submitted, your Supervisor and two other faculty will evaluate your review. These three individuals constitute your Research Mentoring Committee. Members will be assigned to your Research Mentoring Committee by the Graduate Adviser in consultation with faculty in the Department of Special Education. They will provide a detailed written report and make a recommendation to the Research Mentoring Supervisor.

Deadlines for Submission of the Abstract and Synthesis (deadlines subject to changes)

	<u>Abstract (1 copy)</u>	<u>Synthesis (original + 3 copies)</u>
Fall Semester:	Second Friday in October	Last class day
Spring Semester:	Second Friday in March	Last class day
Summer Semester:	Second Friday in July	Last class day (2 nd summer term)

It is expected that most of the submitted research syntheses will require some degree of revision and that this process will be undertaken and completed in the second semester of the Research Mentoring sequence (SED 696-B Research Mentoring). Once the written synthesis has been approved, the Research Mentoring Supervisor will schedule an oral qualifying examination with the committee. The committee consists of the faculty adviser and the two faculty reviewers of the written synthesis from the previous semester. During the exam, the student will present the research synthesis (20 minutes) and respond to questions from the committee (40 minutes). The purpose of the activities associated with SED 696-B Research Mentoring B is to provide experience in responding to reviewers' comments and in delivering oral (conference-type) presentations.

Deadlines for Completion of the Oral Qualifying Examination

Fall Semester:	Third Friday in November
Spring Semester:	Third Friday in April
Summer Semester:	Second Friday in August

IMPORTANT: Summer enrollment for Research Mentoring is contingent upon faculty availability. You are encouraged to consult with your Research Mentoring Supervisor to determine if summer enrollment is advisable, depending on his/her availability and the likelihood that faculty members will be available to serve on the Research Mentoring committee.

Guidelines for Writing the Synthesis

1. The length of the synthesis is not prescribed, but typically these reviews will be 40-60 pages in length, excluding references, tables, and figures.
2. Organization and style should follow the format of the Publication Manual of the American Psychological Association (2001, 5th ed.).
3. Your synthesis should be presented in a form suitable for possible submission to a peer-reviewed journal in special education, rehabilitation counseling, or related discipline.
4. Your synthesis may take the form of a Narrative, Quantitative, or Meta-Analytic review. It is your responsibility to ensure that you have taken the necessary background coursework to be able to produce an acceptable synthesis of the literature and pass the associated oral examination. For example, if you are undertaking a review of qualitative studies, then it is imperative that you have taken coursework on qualitative methodology. If, in contrast, you are undertaking a meta-analytic review of the literature, then it would seem logical and necessary for you to have taken coursework or completed an independent study course to gain competence in meta-analytic techniques.
5. Your supervisor provides guidance on the intellectual arguments and may offer advice on how to undertake and write a “good” review.
6. A good review should aim to meet the criteria proposed by Schlosser (2003, p. 230).
 - (a) The topic has to be carefully defined and delimited, so that the inclusion and exclusion of studies can be replicated.
 - (b) Previous reviews need to be described and distinguished from the current synthesis.
 - (c) The procedures for searching the literature to identify studies and for including them in the review must be operationally defined and described in replicable terms.
 - (d) The degree to which the studies share the same dependent and independent variables must be reported.
 - (e) The criteria used to arrive at judgments of effectiveness should be stated so that the reader can replicate the analysis and arrive at the same conclusion.
 - (f) The co-variation of study outcomes with study characteristics must be examined.
 - (g) The conclusions of the synthesis need to be supported by the data from the studies reviewed.
 - (h) Your review should end with directions for future research and specific research questions that remain to be addressed. It is anticipated the student in his or her dissertation research would then pursue one or more of these research questions.

References

- American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Schlosser, R. W. (2003). Synthesizing efficacy research in AAC. In R. W. Schlosser (Ed.), *The efficacy of augmentative and alternative communication* (pp. 229-257). New York: Academic Press.

Criteria for Examination of the Research Synthesis

I. Conceptualization and Execution

1. Theoretical and/or applied relevance of topic
2. Systematic inclusion of relevant literature(s)
3. Adequate description of search procedures to allow replication of literature search
4. Adequate description of criteria for inclusion of studies to allow replication of literature review
5. Adequate description of review procedures to allow replication of key findings from the literature reviewed
6. Results of review reflect all viewpoints about the topic of the review
7. Results of reviewed studies are interpreted appropriately
8. Appropriate and adequate referencing
9. Ability to identify gaps in the literature
10. Ability to propose research questions to fill identified gaps in the literature

II. Manuscript Preparation

1. Organization
2. Writing Style
3. Adherence to APA (5th ed.) format

Recommendations and Course Grade

The Research Mentoring course sequence will be offered only on a credit/no credit basis. To receive credit for the course, students must have satisfied all requirements for the literature synthesis paper as well as the Oral Qualifying Examination. Any revisions recommended by the Research Mentoring Committee must be completed and the revised version submitted to the committee for review prior to scheduling the Oral examination. If the revisions cannot be completed in a timely manner during the Research Mentoring B semester, the student will be assigned an incomplete (X) for the course, and will have one long semester to complete all requirements, following UT-Austin guidelines for completion of incompletes.

The final recommendations of the committee will be submitted to the Graduate Adviser and presented to the Graduate Studies Committee for final approval.

Appendix F

Graduate Scholarships and Fellowships

Department of Special Education

Student/Faculty Dual Presentation Program

The purpose of the Student/Faculty Dual Presentation Program is to provide financial support for a graduate student to present, in collaboration with a faculty member, a paper of publishable quality at a national or state conference. Applications are accepted twice a year, at the beginning of the Fall and Spring semesters respectively. Detailed information regarding application procedures and guidelines are available from the Graduate Coordinator.

Federally-Funded Leadership Preparation Grant Scholarships

The Department also offers scholarships available through federally-funded training grants in selected areas of study. These will vary from year to year and students who are interested in being considered for such opportunities should contact the Graduate Coordinator for more information.

College of Education

The following scholarships are available through the College of Education. However, applications are submitted to, and reviewed by the Department of Special Education. The application deadline for these scholarships is May 31, except where noted otherwise:

Alexander Caswell Ellis Fellowship in Education. This scholarship provides support to graduate students in the College of Education, who intend to serve adult populations, to include such Departments as Special Education. Must hold a bachelor's degree from a Texas College/University.

Joseph L. Henderson and Katherine D. Henderson Scholarship. To be considered, applicants must demonstrate financial need, and be in good academic standing (minimum 3.0 grade point average (GPA) and no incompletes.)

Elisa Costilla Endowed Scholarship in Education. Provides scholarship support to graduate students in the College of Education who are preparing for careers in special education, who have at least a 3.0 GPA on a scale of 4.0, and who demonstrate financial need. Preference shall be given to students from Laredo, TX.

F. Riggs Memorial Endowed Presidential Scholarship in Education. Provides scholarship support to deserving undergraduate and graduate students in the College of Education. Applicants must have a minimum cumulative 3.5 GPA for all coursework.

M. B. Moran Endowed Presidential Scholarship in Education. This award recognizes students who exhibit a high degree of commitment to a career in the field of Special Education. Applicants must have a minimum cumulative 3.2 GPA for all graduate coursework.

University Continuing Fellowship

These awards are made to students who are currently enrolled in a UT-Austin graduate program. Graduate Advisers submit nominations to the Graduate School. Awards are based on major accomplishments since entering Graduate School, a well-defined program of research, a strong personal statement, and letters of recommendation. Financial need will be considered. The application deadline is usually in mid-January; check the Office of Graduate Studies' website (<http://www.utexas.edu/ogs/index.html>) for an exact date.

In addition, students nominated for the Continuing Fellowship are automatically considered for the following fellowships:

University Tuition Fellowships
David Bruton, Jr. Graduate Fellowship
Cullen Trust Student Endowment Fellowships
Hemphill-Gilmore Fellowships
Houston Endowment President's Excellence Scholarship
A.D. Hutchison Student Endowment Fellowship
William S. Livingston Graduate Fellowship

Professional Development Awards

A limited amount of funding is available through the Office of Graduate Studies to provide travel support for doctoral students who are presenting at a national conference. Applicants must be nominated by the Department's Graduate Adviser. Contact the Graduate Coordinator for detailed information about the application process.

Information about these and other opportunities may also be found online at www.utexas.edu/ogs/otherfellowships/index.html.