
THE UNIVERSITY OF TEXAS AT AUSTIN
DEPARTMENT OF SPECIAL EDUCATION

HANDBOOK FOR MASTER'S STUDENTS

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

2009-2010

The degree requirements described in this handbook are in force for all new students admitted for master's study in the Department of Special Education during the 2009-2010 academic year. Students who were previously admitted to the Master's program in the Department may select previous or new program requirements (if any). 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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2009-2010

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Welcome!

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

The Master's degree at The University of Texas at Austin provides a high level of academic and professional preparation in special education and rehabilitation counselor education. The **mission** of the Department of Special Education is to advance society's knowledge about disabilities and to enhance the capacity of society to accommodate and fully include persons with individual differences by preparing outstanding teachers, educators, counselors, educational leaders, rehabilitation professionals, and researchers. The Department 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 the Master's degree 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/. 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 graduate 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 master's 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:

- Transfer of Credit
- Continuous Registration
- Leave of Absence
- Readmission
- Graduation

Office of Graduate Studies

Every Master's 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)
- Guidelines for Thesis and Report
- Procedures for Graduation

Links and downloadable forms are available online, as well as points of contact for more information. This site remains a primary resource for graduate students at The University. You are strongly encouraged to take time to familiarize yourself with the information on this website.

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.

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 viewed on the internet via the Registrar's website at www.utexas.edu/student/registrar/index.html. The registrar's website also provides information, links, and contacts for assistance.

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 Department core and specialization areas.

Student Financial Services

This office is the primary contact for graduate 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.utexas.edu/student/finaid/graduate.html including a very thorough FAQs page.

Scholarships and Fellowships

A number of scholarships and fellowships are available to eligible graduate students at the University, College, and Department levels. Because the Master's program can be completed in one year of full-time study, some of the opportunities listed in this handbook may not be available to you because they require applications in the year prior to enrollment. However, students who are part-time, those whose programs extend beyond one year, and students who have been accepted into the doctoral program are eligible to apply for their subsequent year of study.

The Scholarship and/or Fellowships Awards listed below are available for eligible students in the Department of Special Education for the 2009-2010 academic year. Additional information about these opportunities is provided in Appendix G. Applicants should contact the Graduate Coordinator in SZB 306 for detailed information concerning application procedures and deadlines.

Department of Special Education

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 2009-2010 academic year.

College of Education (*Specific scholarships may vary each year*)

- Alexander Caswell Ellis Fellowship in Education
- Education Annual Endowed Presidential Scholarship
- 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

University Continuing Fellowships

These selective fellowships are awarded to graduate students already enrolled in a program of study. Greater consideration is given to academic performance at UT-Austin, and to future plans for research and scholarship. Master's students who have been admitted to the doctoral program in the Department are eligible to apply.

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

You will receive e-mail 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 <http://www.utexas.edu/ogs/funding/>.

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 4.104. Additional information is located at <http://deanofstudents.utexas.edu/ssd/>. The office staff may be contacted at 471-6259; TDD 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.

Compliance with the Educational Mandate for Research with Human Participants

If you are completing the thesis or report option as part of your degree, or if you are involved in any other research activities at UT-Austin, you must be in compliance with the University's educational mandate for research with human participants. Some of you may hold appointments as Graduate Research Assistants (GRAs) and research activities will be part of your assigned duties. 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).

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 www.utexas.edu/research/rsc/humanresearch/manual/index.ph.

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 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 IRBaccess, 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.

If you plan to complete a thesis or report involving research with human subjects, apply for IRB approval as early as possible, as you may not begin data collection until your IRB application has been approved.

Master's Degrees in Special Education

Two Master's degree programs are available: the Master of Education (M.Ed.) and the Master of Arts (M.A). Though both programs prepare students for a variety of career options they vary in their primary area of emphasis as described below. All degree plans require a *minimum* of 36 hours of coursework.

The Master of Education (M.Ed.) program reflects an applied emphasis, and is designed to prepare students for leadership roles in a variety of educational and related settings. Two options are available under the M.Ed. program: M.Ed. with coursework only, or M.Ed. with Report (33 hours of coursework + 3 hours of report).

The Master of Arts (M.A.) is a research-oriented degree, structured to provide students both academic and practical experiences in conducting research in university settings and other research environments and to prepare them for future doctoral study. Students selecting this option complete a minimum of 30 hours of coursework and six hours of thesis.

Comparison of Master's Program Requirements

Components of the Degree Plan	M.Ed. (Coursework only)	M.Ed. (with Report)	M.A. (with Thesis)
Department Core	6 hours	6 hours	6 hours
Specialization Core	12-18 hours	12-18 hours	12-18 hours
Special Education/ Rehabilitation Counseling Electives	As advised by area	As advised by area SED 398R	As advised by area SED 698A and B
Supporting coursework outside the department	Minimum 6 hours	Minimum 6 hours	Minimum 6 hours
Research design and data analysis	N/A	N/A	3 hours minimum
Total	36 hours minimum	36 hours minimum	36 hours minimum

All coursework must be selected in consultation with, and approved by, your Academic Adviser. These general requirements for the Master's degree set a minimum standard. Some areas of specialization require additional hours, or prerequisite coursework. Please note that prerequisites typically do not count toward the Master's degree. More information about these and additional requirements is available from the Graduate Coordinator.

Specializations Available

All master's 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

The requirements detailed in this handbook are in force for all new students admitted for master's study in the Department of Special Education for the 2009-2010 academic year. Students who were previously admitted for Master's study in the Department of Special Education may select previous or new program requirements. Changes in program requirements must be approved by the student's Academic Adviser and the Graduate Adviser must be notified of such changes.

Master's Degree Requirements

Programs of study consist of a core Master's experience plus a specialized concentration in one of the five areas listed below. Each student's program of study is individualized and approved by the Academic Adviser and Graduate Adviser. Students complete requirements in each of the following core areas:

Department Core (6 hours minimum)

Complements each student's specialist education in the areas of cultural and linguistic diversity as well as application of research to practice. Students explore issues, trends, and emerging practices related to services for individuals with disabilities from diverse socio-cultural, linguistic, racial and ethnic backgrounds; and develop a framework for culturally and linguistically responsive practice. They also acquire the knowledge and skills required to read, understand, evaluate, and use research to improve professional practice. All Master's students are required to complete the following core courses:

- SED 380 Cultural/Linguistic Diversity in Special Education/Rehabilitation Counseling
- SED 393 Applied Research in Special Education and Rehabilitation Counseling

Department core courses must be taken for a letter grade and must be completed with a grade of 'B' (3.0 GPA) or better to be counted on the degree plan.

Specialization Core (as prescribed by each area)

Provides students with specialist expertise through advanced coursework and collaboration with faculty in their chosen area of concentration, selected from the options below:

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

All specialization courses must be taken for a letter grade and must be completed with a grade of 'B' or better to be counted on the degree plan.

Special Education/Rehabilitation Counseling Electives (as prescribed by each area)

Consists of coursework in another specialization within the Department of Special Education that complements the major areas of study and matches your interests and professional goals. These electives may also include courses related to the thesis or report. These requirements vary by area of specialization.

- If writing a report, a minimum of 3 hours will be taken as SED 398R
- If writing a thesis, a minimum of 6 hours will be taken as SED 698A and SED 698B

Supporting Coursework (6 hours minimum)

Consists of elective coursework in a related discipline outside the Department of Special Education that complements the major areas of study and matches your interests and professional goals. 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. With your Academic Adviser's approval, these courses may be taken as credit/no credit.

IMPORTANT

Students may be advised to take additional coursework as prerequisites for graduate study, based on their prior experience and professional preparation.

Any substitutions for required courses must be approved by your Academic Adviser and the Graduate Adviser.

Sample Programs of Study

The sample programs of study described below are designed so that full-time students can complete degree requirements in three semesters (September through August), except as noted for thesis and report coursework below (*). Part-time students would complete the same plan in two years if they enroll for six credit hours (2 courses) per semester.

M.Ed. Degree (coursework only) with a Specialization in Early Childhood Special Education (ECSE)

FALL	SPRING	SUMMER
Cultural/Linguistic Diversity in Special Education	Communication Intervention	Law & Disabilities
Overview of Early Childhood Special Education	Advances in Understanding/Treatment of Autism	Foundations of Positive Behavior Support
Teaching Individuals with Autism & Developmental Disabilities	Single Subject Research Design	Applied Research in Special Education and Rehabilitation Counseling
Practicum in Early Childhood Special Education	Advanced Practicum in Early Childhood Special Education	Language Acquisition and Assessment in MCSE

M.Ed. (with Report) Degree with a Specialization in Learning Disabilities/Behavioral Disorders (LD/BD)

FALL	SPRING	SUMMER
Cultural/Linguistic Diversity in Special Education	Foundations of Positive Behavior Support	Practicum in LD/BD
Introduction to LD/BD	Instructional Adaptations I	Report* (Special Education Elective)
Assessment in Special Education	Instructional Adaptations II	Collaboration
Cross-Cultural Interactions in Multicultural Special Education	Applied Research in Special Education and Rehabilitation Counseling	Elective outside the Department

*If report requirements are not completed by the summer deadlines, students must re-enroll in SED 398R during the following fall semester, and remain enrolled through the semester of graduation.

M.A. (with Thesis) Degree with a Specialization in Multicultural Special Education (MCSE)

FALL	SPRING	SUMMER
Cultural/Linguistic Diversity in Special Education	Language Acquisition & Assessment in MCSE	Practicum in Multicultural Special Education
Cross-Cultural Interactions in Multicultural Special Education	Thesis A	Thesis B
Special Education Elective	Special Education Elective	Applied Research in Special Education and Rehabilitation Counseling
Special Education Elective	Research Methods course (Elective outside the Department)	Elective outside the Department

*If thesis requirements are not completed by the summer deadline, students must re-enroll in Thesis B during the following fall semester, and remain enrolled through the semester of graduation.

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:

- Up to 6 graduate credit hours may be transferred from another institution provided these hours were not part of another degree plan.
- Coursework completed and previously counted for another degree cannot be counted toward the Master's degree.
- All coursework in the department core and specialization areas must be taken for a letter grade, except for the thesis or report courses, which are offered on a credit/no credit basis.
- Students must obtain a grade of "B" or better in the required Master's courses in the department core, and specialization areas.
****Note: This requires you to earn a grade equivalent of 3.0 for these courses. Courses in which you earn a B- will not be approved as part of your degree plan for these requirements.*
- SED 698A Thesis must be taken before you can register for SED 698B Thesis.
- Supporting coursework taken outside the department may be taken on a credit/no credit basis, and may include upper-division undergraduate courses 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.
- All completed course work 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).

Guidelines Related to the Thesis Option (M.A.) and Report Option (M.Ed.)

The thesis and report options are designed for students interested in conducting an in-depth investigation of a topic of interest in special education or rehabilitation counseling. This may include students who:

- Already have certification and teaching/counseling experience and wish to pursue the degree to advance their professional growth;
- Are on career paths in special education/rehabilitation counseling that do not require certification, but who do have adequate professional experience (e.g., international students, careers in community-based programs);
- Are likely to continue their graduate studies in a doctoral program (however, this is not a prerequisite for admission to doctoral study).

A **thesis** is a theoretically-based piece of original research which contributes to the knowledge base in special education or rehabilitation counseling. Six semester hours of credit are granted for researching and writing the thesis. Course SED 698A (research project) must precede course SED 698B (writing period); 698A may not be repeated for credit. Both 698A and 698B must be taken on the credit/no credit basis. *The student must register for 698B the semester he or she intends to graduate.* The thesis cannot be accepted before the semester in which the student applies for graduation.

A **report** typically results from gathering special materials, from an internship or similar experience, or from seminars, conference courses, or supervised research. The report is subject to the approval of the committee and ultimately to the approval of the graduate dean. Three semester hours of credit are granted for preparing the report; the student must register for the master's report course, SED 398R. *The student must take this course on the credit/no credit basis and must register for it the semester that he or she files for graduation.*

It is important to note that the M.A. and M.Ed. with Report options may take more than one calendar year to complete whereas the M.Ed. with coursework only may be completed in one year if a student is enrolled for 12 credit hours per semester. If the thesis or report is not completed at the end of SED 698B or SED 398R, students will need to re-enroll in the appropriate course the following semester. In addition, students interested in completing requirements for certification may need to take additional courses beyond the degree plan.

Thesis and Report Option Procedures

Students must declare their intent to complete the M.A. or M.Ed. (with Report) option no later than the end of their first semester in the program. Failure to do so may increase the number of courses to be taken, and/or lengthen the time it takes to complete all requirements.

The program of work for the M.A. degree must include coursework in research design and data analysis, taken during the first year in the program as recommended by the specialization area. This coursework supplements the core requirement for students to take *SED 393 Applied Research in Special Education and Rehabilitation Counselor Education*.

The *thesis* committee is comprised of three faculty members, at least two of whom are members of the Graduate Studies Committee (GSC) in the Department of Special Education.

The *report* committee is comprised of two faculty members. The Report Supervisor must be a member of the GSC in the Department of Special Education.

Note: In general, members of the thesis committee must be members of a GSC within the University. Exceptions are (a) 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 (b) 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.

Thesis and Report committees should be formed no later than the student's second semester, to ensure that committee members are adequately informed of the research topic and have opportunities to provide feedback.

The thesis or report committee's approval of the topic and proposal must be submitted in writing and filed in the student's academic file in the Department. Written approval of the final thesis/report must be submitted to the Graduate Adviser. Both forms are available from the Graduate Coordinator.

Theses and reports must follow the guidelines of the graduate school format booklet, *Format for the Master's Thesis and Report*. A format check for either electronic or print versions is recommended before turning in your completed work.

Certification

In addition to completing degree requirements, you may also take coursework toward a special education certification. *Special education certification is available only to students who already possess a teaching certificate in elementary or secondary education*. 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 certification, contact:

Dr. Anne Fuller • SZB 306D • 512-471-6551 • e-mail: anne_fuller@teachnet.edb.utexas.edu

Who's Who In The Department

Department Chair	Herbert Rieth	SZB 306G	475-6552	rieth.herb@mail.utexas.edu
Graduate Adviser	James 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 Associate	Rose Amir	SZB 306	232-9599	reamir@mail.utexas.edu
Area Coordinators				
Autism & Developmental Disabilities	Mark O'Reilly	SZB 374A	471-7140	markoreilly@mail.utexas.edu
Early Childhood Special Education	Amanda Little	SZB 532H	475-6585	amandalittle@mail.utexas.edu
Learning Disabilities & Behavioral Disorders	Sharon Vaughn	SZB 408N	232-2357	srvaughnum@aol.com
Multicultural Special Education	Shernaz Garcia	SZB 440G	475-6565	sbgarcia@mail.utexas.edu
Rehabilitation Counselor Education	James Schaller	SZB 306B	475-6543	jschaller@mail.utexas.edu
Special Education Administration--Doctoral	James Yates	SZB 310N	471-8581	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. The Graduate Adviser is also the point of contact for student grievances and appeals related to degree plans, advising and other academic matters.
- **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 master's program and complete the coursework required for the degree.
- **Thesis/Report Supervisor** is the faculty member who guides you through your thesis/report and serves as the chairperson of your thesis/report committee.
- **Thesis/Report Committee** is comprised of your Thesis/Report Supervisor and other faculty who supervise and evaluate your thesis/report work.

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

Advising Policies and Procedures

Proposed Plan of Study

Within the first semester of your Master's program, you and your Academic Adviser should develop a Proposed Plan of Study that meets the Office of Graduate Studies and Departmental requirements for a Master's 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 *Proposed Plan of Study* form can be obtained from the Graduate Coordinator (a current copy is also included here as Appendix A). Once you have met with your Academic Adviser to develop the plan and complete the *Proposed Plan of Study*, submit a signed copy to the Graduate Coordinator. You are encouraged to complete this process by the end of your first semester in the program, to ensure that your proposed plan of study will meet all degree requirements, and to ensure timely graduation.

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 (see Appendix B) 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 on the internet at www.utexas.edu/student/registrar/schedules/)

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. For information on ESL classes, go to: <http://www.utexas.edu/student/esl/gradcourses059062.html>.

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 Master's 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 Master's 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.

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.
- Visit the Registrar's website at www.utexas.edu/student/registrar/schedules/ or view the current *Course Schedule online* for a listing of course offerings and specific registration instructions.
- Schedule an appointment with your Academic Adviser.
- Obtain a Master's "***I Have Been Advised***" form from SZB 306 (see appendix B). Be sure to update your mailing address and other contact information on this form.
- In consultation with your adviser (and the certification officer, if applicable), design your plan of study and determine which courses you will need to take during the upcoming semester.
- Complete the "***I Have Been Advised***" form. 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.
- Have your adviser sign the "***I Have Been Advised***" form. Ensure that *you* also sign the form at the bottom.
- Turn in the form to the Graduate Coordinator in SZB 306.
- 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!***

Ongoing Advisement

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

- Your relationship with your adviser is the foundation for a successful Master's experience. This is the individual who may (though not necessarily) serve in a variety of roles in your program, including thesis/report supervisor;
- Your adviser can assist you in becoming familiar with the program, the department, and other university resources;
- Your adviser represents you at Graduate Studies Committee (GSC) meetings for any matters concerning your degree plan that must go before the GSC.

Changing Your Academic Adviser

When you were admitted to the Master's program, you were assigned an Academic Adviser in your area of specialization, based on information about your career interests and/or faculty availability. The Academic Adviser typically also assumes other roles such as thesis/report supervisor. Should you decide to change your Academic Adviser, you must follow 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 your request by completing the "***Change of Academic Adviser***" form (available from the Graduate Coordinator). This form requires that you obtain signed consent from both faculty members involved;

- The Graduate Adviser will review your request, consult with your current and proposed advisers, and confirm the change.

Transfer to Another Specialization in the Department

Once they are in the Master's program, a few students discover that their 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. It can also affect course requirements and the total number of credit hours required to obtain the Master's 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:

- A Request for "**Change in Specialization**" form;
- A revised personal goals statement explaining the rationale for the change; and
- A current transcript of Master's courses completed to-date (may be unofficial, available from the Graduate Coordinator).

Once area faculty have reviewed the request, a recommendation will be made to the Graduate Adviser and the student will be notified of the decision. A revised Master's *Proposed 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 Master's program.*

Transfer of Credits from Another Institution

According to the Graduate Catalog,

A maximum of six semester hours of graduate coursework in which the grade is A or B may be transferred to the Program of Work from another institution, but only on the basis of a petition by the Graduate Studies Committee and with the approval of the graduate dean. A student seeking a transfer of credit must provide the Graduate School with an official transcript and an official explanation of the course numbering and grading systems at the school at which the credit was earned. Only graduate courses may be transferred. Work counted toward a degree at another institution cannot be transferred. Students are encouraged to seek approval before taking any coursework they plan to transfer. Students should not take courses at another institution the semester they plan to graduate, because the grades may not be received in time to certify the student's Program of Work for graduation. Unless its inclusion has been approved by the graduate dean, no coursework listed on the Program of Work may be over six years old....

Coursework transferred as described in this section appears only on the student's Program of Work. It does not appear on the official student record maintained by the registrar. Because it is not part of the official record, such coursework does not appear on the student's transcript and is not included in the graduate grade point average.

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 under quicklinks online "forms and deadlines" (<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 (a) the student will not be guaranteed readmission and (b) 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 coursework.

Graduation Policies and Procedures

The University holds commencement exercises at the end of the spring semester. Those who graduated in the *preceding* summer session or fall semester are eligible to attend along with those who graduate in the spring semester. In addition, the Graduate School will occasionally hold a fall Convocation. Please check with the Office of Graduate Studies for updates/announcements.

All Master's candidates are required to follow the steps below:

Deadlines and Steps for Graduation

1. Be registered in the semester or summer session in which you plan to graduate.
2. Submit the following departmental form to the *Graduate Coordinator*.
 - a. ***Program of Work Master's Worksheet**** (under "Miscellaneous forms") (Appendix C).

****Obtain your ACADEMIC Adviser's signature on the Program of Work (POW). Even though #7 says "Graduate Adviser" your ACADEMIC ADVISER should sign there.***
3. Submit the Master's Graduation Application Form online. *The form must be completed and submitted online until the deadline established by the Office of Graduate Studies, for the semester in which you plan to graduate.* <http://www.utexas.edu/ogs/pdn/>
4. Fill out your program of study on the Master's Program of Work form, and obtain your academic adviser's signature before you submit it to the Graduate Adviser for approval.
5. If you are completing a thesis or report, complete the section which requires your thesis/report title, committee members, and obtain your supervisor's signature on the Master's Degree Certification form. Thesis students must also complete other requirements, as noted in the section below.
6. Submit the POW to the Graduate Coordinator in SZB 306 **by the Department deadline for approval**. Your online application will not be processed until the POW has been received and approved by the Graduate Adviser.
7. Once the Graduate Adviser has approved your online application, the OGS will notify you and the department of final approval. Questions regarding graduation procedures should be directed to the Graduate Coordinator.

The Master's Graduation Application is valid for one semester only and a new application must be submitted if your semester of graduation changes. If you find, after filing for graduation, that you will not complete your degree requirements, you may contact the Office of Graduate Studies for instructions on rescheduling your graduation.

Requirements for Thesis and Report

In addition to the above requirements, students completing a thesis or report must complete the following requirements:

1. Submit the thesis or report to the supervising committee by the deadline the committee establishes. Submit final copies of the thesis or report to the Office of Graduate Studies for final approval by the graduate dean no later than the date specified on the deadline sheet.
 - a. There are currently two formats being accepted for the thesis or report:
 - i. an electronic version, in the form of a pdf file on compact disk (CD) or zip disk, or
 - ii. the traditionally bound version printed on cotton paper.
 - b. Either format requires an additional printed copy of the following pages to be submitted separately from your thesis or report:
 - i. a title page,
 - ii. a signature page (with original signatures of your supervising committee as listed on your Master's Graduation Application Form), and
 - iii. an Abstract.
 - c. Theses and reports must follow the guidelines of the graduate school format booklet, *Format for the Master's Thesis and Report*. A format check for either electronic or print versions is recommended before turning in your completed work. Contact one of the following degree evaluators: Mike Feissli (guy@mail.utexas.edu) or William Crain (williamc@mail.utexas.edu).
 - d. Failure to meet specified deadlines may result in a postponement of your graduation. Long lines to see a degree evaluator are typical around deadline days. It is highly recommended that students meet their deadlines as early as possible to avoid the added inconvenience and crowding that is expected at the last minute. Please contact a degree evaluator at 471-4511 if you have any questions, or stop by Main Building 101, Monday through Friday, 8:00 a.m. - 5:00 p.m.
2. Thesis students ONLY are required to sign and submit the following forms with their finished thesis and paperwork. These forms are available on the online forms page.
 - a. Copyright Disclaimer
 - b. Photocopy Permission

Congratulations!

Procedures for SED Master's Students Who Wish to Apply to the Doctoral Program in the Department

Continuation from the Master's degree program to the doctoral program is not automatic. Master's students must complete an application and the Department's Graduate Studies Committee (GSC) must formally approve admission. The following procedures must be completed for review of Master's students in the Department who wish to be admitted to the doctoral program.

1. The student does not have to re-apply to the University, but must complete the departmental process for admission. The following materials must be submitted to the Graduate Coordinator:
 - a. Departmental application.
 - b. Three letters of reference, at least two of which should be from faculty who are familiar with the student's work at the master's level. One of these two letters must be from a faculty member who would be willing to serve as the student's mentor in the doctoral program. The letter of reference should include such a statement.
 - c. An updated professional/personal statement, with emphasis on the student's research goals and interests.
 - d. An updated resume.
 - e. A professional writing sample. A Master's thesis, report or term paper may be submitted for consideration.
2. The completed application will be handled in the same manner as other applicants; i.e.,
 - a. The completed file will be reviewed by the faculty in the program area to which the student has applied.
 - b. Area recommendations to admit will be presented to the GSC for final approval.
 - c. Students who are admitted must complete all Master's degree requirements prior to enrollment in the doctoral program.
3. The department's policy regarding semester of entry will apply to continuing students; i.e., students will be admitted for the Fall semester only. Students graduating from the master's program in the fall semester may request GSC approval to begin doctoral study in the following spring.
4. The GSC must approve the doctoral application no later than the student's final semester of study in the Master's program.

Areas of Specialization

Specialization in Autism and Developmental Disabilities

The specialization in Autism and Developmental Disabilities (A&DD) provides advanced training in the design, implementation, and evaluation of evidence-based services to individuals with autism and related developmental and physical disabilities, and their families. This program can be completed by one of two options (M.Ed. or M.A.), involving flexible combinations of coursework, practicum, and applied intervention research. With both options, the program of study uniquely integrates theory, research, and practice. Graduates are prepared to assume educational and related professional positions as teachers, behavior analysts, and clinicians, serving all ages, culturally and linguistically diverse populations, and incorporating assistive technology.

The Master's specialization in Autism and Developmental Disabilities can be pursued through one of two options, each involving a minimum of 36 semester hours. Option 1 involves completion of 10 courses plus 2 practical experiences leading to the M.Ed. degree and can be completed in 12 months of full-time study. Students who select Option 2 will pursue a research-based Master of Arts (M.A.) degree including courses, practical experiences, and a research thesis. In most cases, the thesis research will involve an applied intervention study. The Master of Arts option is intended to provide advanced training in applied intervention research. Components of the two respective degree plans are as follows:

Core Areas of Study	Option 1 M.Ed.	Option2 M.A.
Department Core		
<ul style="list-style-type: none"> • SED 380 Cultural and Linguistic Diversity in SED/RC • SED 393 Applied Research in SED/RC 	6 hours	6 hours
Specialization Core consists of 7 (M.Ed.) or 6 (M.A.) courses in the Autism/Developmental Disabilities Area, selected from:		
<ul style="list-style-type: none"> • Challenging Behavior and Developmental Disabilities • Teaching Individuals with Developmental Disabilities • Communication Intervention • Single-Subject Research Design • Advances in the Understanding and Treatment of Autism • Practicum: Severe & Multiple Disabilities • Practicum: Autism & Developmental Disabilities 	21 hours	18 hours
Special Education/Rehabilitation Counseling Electives		
<ul style="list-style-type: none"> • SED 386 Foundations of Positive Behavior Supports (required for BCBA) OR • Elective in special education/rehabilitation counseling 	3 hours	6 hours SED 698 A and B Thesis
Supporting Coursework consists of two courses taken outside the Department of Special Education:		
	6 hours	6 hours
	36 hours	36 hours

Description of Courses

Department Core

SED 380: *Cultural and Linguistic Diversity in Special Education and Rehabilitation Counseling* (Fall). Students in the A&DD program will take a special section of this course that focuses specifically on students with autism and developmental disabilities and their families. The course provides an overview of issues and emerging practices surrounding the education and transition of culturally and linguistically diverse (CLD) students in special education. The goal is to provide an understanding of the history and significant events that have impeded or promoted the acceptance of diversity within the educational system. Students will also learn key concepts related to interpersonal and inter-group communication in culturally diverse settings, and explore the role of culture and language in their ability to communicate effectively with students and families from CLD backgrounds. Implications will be drawn for culturally and linguistically responsive practices in assessment, intervention, home-school collaboration, and transition.

SED 393: *Applied Research in Special Education and Rehabilitation Counseling* (Spring or Summer). The purpose of this course is to equip you with the knowledge and skills required to read, understand, evaluate, and use research to improve professional practice in special education and rehabilitation counseling. An additional purpose is to give you the tools to integrate research into your practice or for your Master's Thesis. The focus of the course is conceptual rather than computational, but you will also learn about statistical analysis as part of the course. From this course you will gain an appreciation for the satisfying and creative aspects that make educational research fun!

Specialization Core (Autism and Developmental Disabilities)

SED 388: *Challenging Behavior and Developmental Disabilities* (Fall)

Challenging behaviors, such as aggression, self-injury, property destruction, tantrums, and stereotyped movements, are highly prevalent in individuals with severe and multiple disabilities. Developing a better understanding of challenging behaviors and using this better understanding to develop more effective assessment and treatment strategies is therefore a major research and educational priority. In this course, you will be introduced to the nature, assessment and treatment of challenging behaviors in people with severe and multiple disabilities. You will gain a better understanding of why these behaviors occur and what can be done to treat these behaviors.

SED 388: *Teaching Individuals with Autism and Developmental Disabilities* (Fall)

This course covers assessment and instructional strategies for educating students with autism and related developmental and physical disabilities. Emphasis is given to designing and implementing assessments to develop appropriate instructional objectives and create effective learning programs that address the many educational and related needs of students with severe disabilities. The course also focuses on implementation and evaluation of instructional procedures for teaching a range of adaptive behaviors, such as self-care, communication, social, and community living skills. In addition to describing effective teaching procedures, students will develop an understanding of the basic principles of learning that underlie these strategies, and learn how to structure the environment to promote learning.

SED 394: *Practicum in Special Education—Autism and Developmental Disabilities* (Fall)

During the practicum, you will gain valuable hands-on experience in designing, implementing and evaluating intervention programs for individuals with autism and related developmental disabilities.

SED 384: *Communication Intervention* (Spring)

This course focuses on communication intervention for individuals with developmental disabilities. You will learn how to assess communication behavior and translate this information into intervention programs to enhance and teach new communication skills.

SED 396T: *Single-Subject Research Design* (Spring)

In this course you will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. You will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

SED388: Advances in the Understanding and Treatment of Autism (Spring)

This course focuses on literature related to the diagnosis, assessment and treatment of individuals with autism. The course focuses on a review of educational interventions for teaching individuals with autism.

SED 394: Practicum in Special Education—Severe and Multiple Disabilities (Spring)

During this practicum, you will gain advanced skills and valuable hands-on experience in designing, implementing, and evaluating intervention programs for individuals with severe and multiple disabilities. If the Master of Arts option is chosen, you will not take this practicum, but will instead take Thesis A.

Special Education/Rehabilitation Counseling Elective

In consultation with your supervisor, you will elect one course from those offered by the Department of Special Education that matches your interests and professional goals. If the Master of Arts option is chosen, you will not take the elective but will instead take Thesis B. Students completing requirements for BCBA must take the following course:

SED 386: Foundations of Positive Behavior Support (Spring/Summer).

This course provides students with an understanding of the basic principles of human behavior; the application of those principles to teaching; the application of those principles to positive behavior support; and the application of those principles to the design of effective classrooms. The course is organized to prepare teachers and clinicians who will be in general and special education settings with children of all ages with and without disabilities.

Supporting Coursework (Out-of-Department Electives)

All coursework must be selected in consultation with your academic advisor.

Out-of-department electives should complement the coursework of this program. Electives can be taken from psychology, speech pathology, social work, etc.

The Master of Arts Thesis

Students pursuing the M.A. Thesis will replace the second practicum and the Special Education/Rehabilitation Counseling Elective with six hours of thesis credits (SED 698A and B). During Thesis A and B, you will participate in the design, implementation, and evaluation of an applied research study. The goal is to provide you with experience in conducting an applied intervention research study that will have real benefits to the participants and at the same time contribute important new information to the professional knowledge base. To assist you in this process, you will work in close collaboration with your thesis supervisor.

Autism & Developmental Disabilities Program Area Faculty

Mark O'Reilly, Professor

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

Dr. O'Reilly holds the Mollie Villeret Davis Professorship in Learning Disabilities and is the Coordinator of the Autism and Developmental Disabilities program area. He conducts research in the areas of autism and related developmental and physical disabilities, applied behavior analysis, assessment and treatment of challenging behavior. Dr. O'Reilly's other areas of interest include functional behavioral assessment and positive behavioral support, assistive technology, and social and vocational skills training.

Terry Falcomata, Assistant Professor

(Ph.D., University of Iowa)

Dr. Terry Falcomata's research has involved the assessment and treatment of severe destructive behavior displayed by individuals with developmental disabilities and autism. Specifically, this research has focused on the use of functional analysis methods and functional communication training (FCT) in the assessment and treatment of destructive behaviors.

Shernaz B. García, Associate Professor

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

Dr. García is a Fellow in the Lawrence and Stel Marie Lowman College of Education Endowed Excellence Fund and the Coordinator for the Multicultural Special Education Program Area. Dr. García's research and teaching interests focus on cultural influences on teaching and learning, factors contributing to educational risk for students from non-dominant socio-cultural and linguistic communities, prevention of, and early intervention for academic/behavioral underachievement, family-professional partnerships, and personnel preparation.

Amanda Little, Assistant Professor

(Ph.D., University of Kansas)

Dr. Little is the Coordinator of the Early Childhood Special Education program area. Her research emphasis is on effective, data based interventions for young children with special needs and behavioral challenges and their families. Specific areas of interest include positive behavior supports and intervention strategies that support and teach young children and families in their home, school, and community settings.

Nina Zuna, Assistant Professor

(Ph.D., University of Kansas)

Dr. Nina Zuna's research interests address families, professionals, and individuals with Autism and Developmental Disabilities. More specifically, she is interested in examining individual and family characteristics and system variables (e.g., systems, programs, and policies) that impact family quality of life in families who have children with disabilities, including cross-cultural comparisons.

Specialization Area Point of Contact

For more specific information about the Autism & Developmental Disabilities area of specialization, please contact the area coordinator: Dr. Mark O'Reilly at markoreilly@mail.utexas.edu.

Certification

If you are planning to pursue certification while completing a Master's degree please note that this may require additional coursework that must be completed *beyond* requirements to complete the degree. Be sure to inform your Academic Adviser early in your program, and to schedule a meeting with the appropriate certification officer:

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 post-baccalaureate special education certification, contact:

Dr. Anne Fuller • SZB 306D • 512-471-6551 • e-mail: anne_fuller@teachnet.edb.utexas.edu

Specialization in Early Childhood Special Education

The specialization in Early Childhood Special Education (ECSE) is intended for early intervention specialists and early childhood, kindergarten, and elementary teachers. Graduate students obtain knowledge and skills in providing developmental and educational services to children from birth to six years of age with severe and multiple disabilities, including young children with autism and related developmental disorders. A "theory into practice" teaching model is utilized where the latest concepts related to developmentally and age appropriate practices are applied and evaluated in natural and inclusive settings. A multicultural, family-centered philosophy is followed where family concerns and values are incorporated into the assessments and interventions so that the early intervention programs are "family friendly."

The Master's specialization in Early Childhood Special Education can be pursued through one of three options, each involving a minimum of 36 semester hours. The Option 1 involves completion of 12 courses leading to the M.Ed. degree and can be completed in 12 months of full-time study. Option 2 students will complete 33 hours of coursework and complete a Master's Report for the M.Ed. Students who select Option 3 will pursue a research-based Master of Arts degree including courses, practical experiences, and a research thesis. Components of these degree plans are as follows:

Core Areas of Study	Option 1 M.Ed.	Option 2 M.Ed. (Report)	Option 3 M.A. (Thesis)
Department Core			
<ul style="list-style-type: none"> • SED 380 Cultural and Linguistic Diversity in SED/RC • SED 393 Applied Research in SED/RC 	6 hours	6 hours	6 hours
Specialization Core consists of 7 (M.Ed.) or 6 (M.A.) courses in the Early Childhood Special Education Area, selected from:			
<ul style="list-style-type: none"> • Overview of Early Childhood Special Education • Teaching Individuals with Autism and Developmental Disabilities • Advances in the Understanding and Treatment of Autism • Communication Intervention • Single Subject Research Design • Practicum in Early Childhood Special Education • Advanced Practicum in ECSE 	21 hours	21 hours	18 hours
Special Education/Rehabilitation Counseling Electives (e.g.)			
<ul style="list-style-type: none"> • Foundations of Positive Behavior Support • Elective in special education/rehabilitation counseling 	6 hours SED elective	3 hours SED 398R Report	3 hours SED 698A & B Thesis
Supporting Coursework consist of one course taken outside the Department of Special Education	3 hours	3 hours	3 hours
	36 hours	36 hours	36 hours

Description of Courses

Department Core

SED 380: *Cultural and Linguistic Diversity in Special Education and Rehabilitation Counseling* (Fall). Students in the EC program will take a special section of this course that focuses specifically on students with autism and developmental disabilities and their families. The course provides an overview of issues and emerging practices surrounding the education and transition of culturally and linguistically diverse (CLD) students in special education. The goal is to provide an understanding of the history and significant events that have impeded or promoted the acceptance of diversity within the educational system. Students will also learn key concepts related to interpersonal and inter-group communication in culturally diverse settings, and explore the role of culture and language in their ability to communicate effectively with students and families from CLD backgrounds. Implications will be drawn for culturally and linguistically responsive practices in assessment, intervention, home-school collaboration, and transition.

SED 393: *Applied Research in Special Education and Rehabilitation Counseling* (Spring or Summer). The purpose of this course is to equip you with the knowledge and skills required to read, understand, evaluate, and use research to improve professional practice in special education and rehabilitation counseling. An additional purpose is to give you the tools to integrate research into your practice or for your Master's Thesis. The focus of the course is conceptual rather than computational, but you will also learn about statistical analysis as part of the course. From this course you will gain an appreciation for the satisfying and creative aspects that make educational research fun!

Specialization Core (Early Childhood Special Education)

SED 384: *Overview of Early Childhood Special Education* (Fall).

This course covers the educational and emotional needs of young children with disabilities (birth to six) and the techniques for implementing a "whole child" and inclusive educational approach to meet the unique needs of the child and his/her family.

SED 388: *Teaching Individuals with Autism and Developmental Disabilities* (Fall).

This course covers assessment and instructional strategies for educating students with autism and related developmental and physical disabilities. Emphasis is given to designing and implementing assessments to develop appropriate instructional objectives and create effective learning programs that address the many educational and related needs of students with severe disabilities. The course also focuses on implementation and evaluation of instructional procedures for teaching a range of adaptive behaviors, such as self-care, communication, social, and community living skills. In addition to describing effective teaching procedures, students will develop an understanding of the basic principles of learning that underlie these strategies, and learn how to structure the environment to promote learning.

SED 384: *Practicum in Early Childhood Special Education* (Fall)

Teaching experience with young children (birth to six years of age) with disabilities is provided in a Center setting. Assessment and curriculum procedures are applied in developing an appropriate education for an individual child or small groups of children.

SED 396T: *Single-Subject Research Design* (Spring)

In this course you will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. You will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

SED 384: *Communication Intervention* (Spring).

The objective of this course is to synthesize theoretical and applied information regarding early language development and intervention strategies for special populations. It introduces concepts related to typical, atypical, and delayed language and communication development (birth to six years) through interdisciplinary, family-focused and multicultural perspectives.

SED388: Advanced Practicum in Early Childhood Special Education (Spring).

Teaching experience with a large group of children in a center setting is provided. Program management and evaluation procedures are applied to a total curriculum, so that the student assumes a lead teacher and/or consultant role during training.

SED388: Advances in the Understanding and Treatment of Autism (Spring).

This course focuses on literature related to the diagnosis, assessment and treatment of individuals with autism. The course focuses on a review of educational interventions for teaching individuals with autism.

Special Education Electives

SED 386: Foundations of Positive Behavior Support (Summer).

This course provides students with an understanding of the basic principles of human behavior; the application of those principles to teaching; the application of those principles to positive behavior support; and the application of those principles to the design of effective classrooms. The course is organized to prepare teachers and clinicians who will be in general and special education settings with children of all ages with and without disabilities.

Supporting Coursework (Out-of-Department Elective)

All coursework must be selected in consultation with your academic advisor.

Out-of-department electives should complement the coursework of this program. Electives can be taken from psychology, speech pathology, social work, etc.

The Master of Arts Thesis

Students pursuing the M.A. Thesis will replace the two Special Education/Rehabilitation Counseling Electives with six hours of thesis (SED 698A and B). During Thesis, you will participate in the design, implementation, and evaluation of an applied research study that is focused on solving a real-life practical problem. The goal is to provide you with experience in conducting an applied intervention research study that will have real benefits to the participants and at the same time contribute important new information to the world's store of professional knowledge. To assist you in this process, you will work in close collaboration with a thesis committee of three faculty to complete the study. The research for your thesis can be fully integrated into your practicum experiences.

Early Childhood Special Education Program Area Faculty

Amanda Little, Assistant Professor

(Ph.D., University of Kansas)

Dr. Little is the Coordinator of the Early Childhood Special Education program area. Her research emphasis is on effective, data based interventions for young children with special needs and behavioral challenges and their families. Specific areas of interest include positive behavior supports and intervention strategies that support and teach young children and families in their home, school, and community settings.

Terry Falcomata, Assistant Professor

(Ph.D., University of Iowa)

Dr. Terry Falcomata's research has involved the assessment and treatment of severe destructive behavior displayed by individuals with developmental disabilities and autism. Specifically, this research has focused on the use of functional analysis methods and functional communication training (FCT) in the assessment and treatment of destructive behaviors.

Mark O'Reilly, Professor

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

Dr. O'Reilly holds the Mollie Villeret Davis Professorship in Learning Disabilities and is the Coordinator of the Autism and Developmental Disabilities program area. He conducts research in the areas of autism and related developmental and physical disabilities, applied behavior analysis, assessment and treatment of challenging behavior. Dr. O'Reilly's other areas of interest include functional behavioral assessment and positive behavioral support, assistive technology, and social and vocational skills training.

Nina Zuna, Assistant Professor

(Ph.D., University of Kansas)

Dr. Nina Zuna's research interests address families, professionals, and individuals with Autism and Developmental Disabilities. More specifically, she is interested in examining individual and family characteristics and system variables (e.g., systems, programs, and policies) that impact family quality of life in families who have children with disabilities, including cross-cultural comparisons.

Specialization Area Point of Contact

For more specific information about the Early Childhood area of specialization, please contact the area coordinator Amanda Little via e-mail at amandalittle@mail.utexas.edu or by phone at (512) 475-6585.

Certification

If you are planning to pursue certification while completing a Master's degree please note that this may require additional coursework that must be completed *beyond* requirements to complete the degree. Be sure to inform your Academic Adviser early in your program, and to schedule a meeting with the appropriate certification officer:

For post-baccalaureate special education certification, contact:

Dr. Anne Fuller • SZB 306D • 512-471-6551 • e-mail: anne_fuller@teachnet.edb.utexas.edu

Specialization in Learning Disabilities and Behavior Disorders

The specialization in Learning Disabilities and Behavior Disorders (LD/BD) emphasizes coursework in various high incidence exceptionalities, instructional methodology, behavior support, cultural and linguistic diversity, collaboration, technology, and research. Teachers will learn about students who have a variety of exceptionalities and receive their instruction in diverse instructional settings. Thus, the Master's degree is designed to prepare teachers to address the many challenges of instructing students with diverse learning and behavior problems.

The Master's specialization in LD/BD can be pursued through one of two options, each involving a minimum of 36 semester hours. Option 1 involves completion of 12 courses including practical experiences leading to the M.Ed. degree and can be completed in 12 months of full-time study. Students who select Option 2 will pursue a research-based Master of Arts degree including courses, practical experiences, and a research thesis. The thesis is based on an applied intervention study that can be integrated into the practical experience. This specialization can be completed in 18 months. The Master of Arts option is intended to provide advanced training in applied intervention research. Components of the degree plan are as follows:

Core Areas of Study	Option 1 M.Ed.	Option2 M.A.
Department Core		
<ul style="list-style-type: none"> • SED 380 Cultural and Linguistic Diversity in SED/RC • SED 393 Applied Research in SED/RC 	6 hours	6 hours
Specialization Core consists of 8 (M.Ed.) or 6 (M.A.) courses selected from:		
<ul style="list-style-type: none"> • Introduction to LD/BD • Assessment of Special Education and Rehabilitation Counselor Education • Cross-Cultural Interactions in Multicultural Special Education • Foundations of Positive Behavior Supports • Instructional Adaptations I • Instructional Adaptations II • Practicum in Special Education—LD/BD • Language Acquisition and Assessment in Multicultural Special Education 	24 hours	18 hours
Thesis		6 hours SED 698 A and B Thesis
Supporting Coursework consists of two courses taken outside the Department of Special Education. One of these is:		
<ul style="list-style-type: none"> • EDC 385G Collaboration • EDA Law and Disabilities • EDC Instructional Technology • EDC Bilingual Education course 	6 hours	6 hours
	36 hours	36 hours

Admitted students who do not possess background knowledge in special education and/or LD/BD will be expected to take *ALD 322 Individual Differences* as a prerequisite. The ALD 322 course does **not** typically count toward the Master's degree required coursework.

Description of Courses

Department Core (6 hours)

SED 380: Cultural and Linguistic Diversity in Special Education and Rehabilitation Counseling (Fall).

This course provides an overview of issues and emerging practices surrounding the education and transition of culturally and linguistically diverse students in special education. The goal is to provide an understanding of the history and significant events that have impeded or promoted the acceptance of diversity within the educational system.

SED 393: Applied Research in Special Education and Rehabilitation Counseling (Spring/Summer).

The purpose of this course is to equip you with the knowledge and skills required to read, understand, evaluate, and use research to improve professional practice in special education and rehabilitation counseling. An additional purpose is to give you the tools to integrate research into your practice or for your Master's Thesis. The focus of the course is conceptual rather than computational, but you will also learn about statistical analysis as part of the course. From this course you will gain an appreciation for the satisfying and creative aspects that make educational research fun!

Specialization Core (Learning Disabilities and Behavior Disorders)(24 hours)

SED 383: Assessment of Special Education & Rehabilitation Counselor Education (Fall).

This course provides a foundation of the basic concepts and content related to the assessment of exceptional individuals. The course follows a lifespan orientation, looking at assessment needs from infancy to adulthood. Course content serves as a precursor to material covered in more advanced assessment courses associated with various specialty areas.

SED 380: Cross Cultural Interactions in Multicultural Special Education (Fall).

This course provides an overview of essential concepts related to interpersonal and inter-group communication in culturally diverse settings, and explores the role of culture and language in our ability to communicate effectively in a multicultural society. Implications will be drawn for general and special education programs and services that are responsive to, and appropriate for children, youth and adults from culturally and linguistically diverse backgrounds. Topics for discussion will include local, state, and national policy implications, procedures for identification of students with disabilities as well as those with gifts/talents, interactions with culturally diverse families and communities, and implications for personnel preparation and research.

SED 383: Introduction to Learning Disabilities and Behavior Disorders (Fall).

This course is intended to acquaint students with the general area of learning disabilities and behavior disorders. Historical perspectives, etiologic factors, assessment, and instructional strategies are discussed. Various service delivery systems appropriate to this group also are discussed.

SED 386: Foundations of Positive Behavior Support (Spring).

This course provides students with an understanding of the basic principles of human behavior; the application of those principles to teaching; the application of those principles to positive behavior support; and the application of those principles to the design of effective classrooms. The course is organized to prepare teachers and clinicians who will be in general and special education settings with children of all ages with and without disabilities.

SED 383: Instructional Adaptations I & II (6 credit hours) (Spring).

This two-part course emphasizes the components of designing, implementing, and assessing an instructional program for individuals with disabilities at the elementary and secondary level. Emphasis is placed on instructional adaptations and research-based methodologies. A tutorial teaching experience is included as a part of the course (students must take both parts of the course during the same semester).

SED 380: Language Acquisition and Assessment in Multicultural Special Education (Spring)

This course focuses on language acquisition and assessment among CLD learners within the context of a school setting. Major topics include: (a) the acquisition of Standard English as a second language/dialect; (b) current practices in identification, assessment and diagnosis of language disorders; (c) assessment of oral language skills of CLD students with language related disabilities; and (d) acquisition and assessment of reading and writing skills of CLD students with language related disabilities. Guidelines for

distinguishing language disorders from language differences and for linking assessment to instruction will be presented.

SED 394: Practicum in Special Education—LD/BD (Summer).

Practicum provides experiences in a variety of settings with individuals who have learning disabilities, behavior disorders, and/or developmental disabilities. Experiences are provided in assessment; instructional design, implementation, and evaluation; and behavior management.

Supporting Coursework (Out-of-Department Electives) (6 hours)

In consultation with your adviser, you will elect two courses outside the Department of Special Education that match your interests and professional goals.

EDC 385: Collaboration (Summer).

This course provides content that focuses on the development of collaborative partnerships in school and community settings. Course content focuses on the role of the special educator who teaches in a variety of instructional settings, the skills necessary to facilitate successful collaboration, and theoretical models of collaboration.

EDA 393D: Law and Disabilities (Spring/Summer)

This course introduces students to and familiarizes them with federal and state laws for individuals with disabilities, with a focus on federal and state mandates in special education. Students will learn about and rely upon case law, statutes, regulations, and administrative guidance in this field.

The Master of Arts Thesis

Students pursuing the M.A. Thesis will take 6 of the 8 courses in the specialization core, and replace the remaining 2 courses with six hours of thesis credits (SED 698A and B). During Thesis A and B, you will participate in the design, implementation, and evaluation of an applied research study. The goal is to provide you with experience in conducting an applied research study that will have real benefits to the participants and at the same time contribute important new information to the professional knowledge base. To assist you in this process, you will work in close collaboration with your thesis supervisor.

Learning Disabilities/Behavior Disorders Program Area Faculty

Sharon Vaughn, Professor

(Ph.D., University of Arizona)

Sharon Vaughn holds the H.E. Hartfelder/Southland Corp Regents Chair in Human Resource Development and is the Coordinator of the Learning Disabilities/Behavior Disorders program area. Dr. Vaughn also serves as the Director of the Meadows Center for Preventing Educational Risk. Dr. Vaughn 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.

Diane Pedrotty Bryant, Professor

(Ph.D., University of New Mexico)

Dr. Bryant is a Fellow in the Cissy McDaniel Parker Fellowship Fund. Her 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.

Andrea Flower, Assistant Professor

(Ph.D., University of Washington)

Dr. Andrea Flower's research and teaching interests concern students with and at-risk for behavioral disorders. Her current research emphasis is on behavioral and academic interventions for students with or at-risk for behavioral disorders. Other areas of interest include Response to Intervention (RtI) and systems of Positive Behavior Support.

Anne Fuller, Clinical Associate Professor

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

Dr. Fuller serves as Undergraduate adviser and Cohort Coordinator for students seeking teacher certification in special education, and as Certification Officer for graduate students interested in initial teacher certification. Dr. Fuller has expertise in educational leadership and preparation of preservice teachers.

Sylvia Linan-Thompson, Associate Professor (Ph.D., The University of Texas at Austin)

Dr. Linan-Thompson is a Fellow in the Cissy McDaniel Parker Fellowship Fund. Her research interests include reading interventions for struggling readers in primary grades, Spanish literacy instruction, and issues related to instruction for bilingual exceptional learners.

Herbert J. Rieth, Professor (Ed.D., University of Kansas)

Dr. Rieth holds the Audrey Rogers Myers Centennial Professorship in Education and is the Chair of the Department of Special Education. His 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, Clinical Associate Professor (Ph.D., The University of Texas at Austin)

Dr. Robertson 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.

Audrey McCray Sorrells, Associate Professor (Ph.D., University of Florida)

Dr. Sorrells is a Fellow in the Lee Hage Jamail Regents Chair in Education. She also serves as 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.

Cheryl Wilkinson, Assistant Professor (Ph.D., The University of Texas at Austin)

Dr. Wilkinson's 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.

Specialization Area Point of Contact

For more specific information about the Learning Disabilities/Behavior Disorders area of specialization, please contact the Area Coordinator, Dr. Sharon Vaughn, via e-mail at SRVaughnum@aol.com or by phone at (512) 232-2357.

Certification

If you are planning to pursue certification while completing a Master's degree please note that this may require additional coursework that must be completed *beyond* requirements to complete the degree. Be sure to inform your Academic Adviser early in your program, and to schedule a meeting with the appropriate certification officer:

For post-baccalaureate special education certification, contact:

Dr. Anne Fuller • SZB 306D • 512-471-6551 • e-mail: anne_fuller@teachnet.edb.utexas.edu

Specialization in Multicultural Special Education

The specialization in Multicultural Special Education (MCSE) is designed to prepare educators to work with individuals with disabilities and their families from diverse socio-cultural and linguistic communities. Students develop competencies needed to provide culturally and linguistically appropriate educational services, engage in field-based practicum activities and receive the mentoring needed to apply new learning concepts in schools, clinics, and other service delivery settings.

The Master's specialization in Multicultural Special Education can be pursued through one of three options, each involving a minimum of 36 semester hours. The Option 1 involves completion of 12 courses leading to the M.Ed. degree and can be completed in 12 months of full-time study. Option 2 students will complete 33 hours of coursework and complete a Master's Report for the M.Ed. Students who select Option 3 will pursue a research-based Master of Arts degree including courses, practical experiences, and a research thesis. Components of the degree plan are as follows:

Core Areas of Study	Option 1 M.Ed.	Option 2 M.Ed. (Report)	Option 3 M.A. (Thesis)
Department Core			
<ul style="list-style-type: none"> • Cultural and Linguistic Diversity in SED/RC • Applied Research in SED/RC 	6 hours	6 hours	6 hours
Specialization Core consists of 4 courses in the MCSE Area:			
<ul style="list-style-type: none"> • Cultural and Linguistic Diversity in SED/RC (fulfills department core requirement) • Language Acquisition and Assessment in Multicultural Special Education • Cross Cultural Interactions in Multicultural Special Education • Practicum in Multicultural Special Education 	12 hours	12 hours	12 hours
Special Education/Rehabilitation Counseling Electives			
Electives <i>must be a cluster</i> of 9-12 hours from one of the following specializations:	9-12 hours	9-12 hours	9-12 hours
<ul style="list-style-type: none"> • Autism & Developmental Disabilities • Early Childhood Special Education • Learning Disabilities/Behavior Disorders • Rehabilitation Counselor Education 	3 SED electives	SED 398R Report + 3 SED electives	SED 698A & B Thesis + 2 SED electives
Supporting Coursework consists of two courses taken outside the Department of Special Education.			
<ul style="list-style-type: none"> • Courses related to Bilingual Education or English as a second language certification • Other electives in multilingual or cultural studies 	6-9 hours	6-9 hours	6-9 hours
	36 hours		36 hours

Description of Courses

Department Core

SED 380: *Cultural and Linguistic Diversity in Special Education and Rehabilitation Counseling* (Fall). This course provides an overview of issues and emerging practices surrounding the education and transition of culturally and linguistically diverse students in special education. The goal is to provide an

understanding of the history and significant events that have impeded or promoted the acceptance of diversity within the educational system.

SED 393: Applied Research in Special Education and Rehabilitation Counseling (Spring/Summer). The purpose of this course is to equip you with the knowledge and skills required to read, understand, evaluate, and use research to improve professional practice in special education and rehabilitation counseling. An additional purpose is to give you the tools to integrate research into your practice or for your Master's Thesis. The focus of the course is conceptual rather than computational, but you will also learn about statistical analysis as part of the course. From this course you will gain an appreciation for the satisfying and creative aspects that make educational research fun!

Specialization Core (Multicultural Special Education)

SED 380: Cross Cultural Interactions in Multicultural Special Education (Fall).

This course provides an overview of essential concepts related to interpersonal and inter-group communication in culturally diverse settings, and explores the role of culture and language in our ability to communicate effectively in a multicultural society. Implications will be drawn for general and special education programs and services that are responsive to, and appropriate for children, youth and adults from culturally and linguistically diverse backgrounds. Topics for discussion will include local, state, and national policy implications, procedures for identification of students with disabilities as well as those with gifts/talents, interactions with culturally diverse families and communities, and implications for personnel preparation and research.

SED 380: Language Acquisition and Assessment in Multicultural Special Education (Spring)

This course focuses on language acquisition and assessment among CLD learners within the context of a school setting. Major topics include: (a) the acquisition of Standard English as a second language/dialect; (b) current practices in identification, assessment and diagnosis of language disorders; (c) assessment of oral language skills of CLD students with language related disabilities; and (d) acquisition and assessment of reading and writing skills of CLD students with language related disabilities. Guidelines for distinguishing language disorders from language differences and for linking assessment to instruction will be presented.

SED 394: Practicum in Multicultural Special Education (Summer)

Students will engage in a field experience that requires them to design, implement, and evaluate instruction for CLD students with a variety of instructional needs. Emphasis will be given to the development and implementation of comprehensive, individualized education programs. Practicum placements may vary based upon student interests and career goals.

Special Education/Rehabilitation Counseling Electives

In consultation with your adviser, you will select 3-4 courses from those offered by the Department of Special Education that match your interests and professional goals. All electives should be from one specialization area. If the Master of Arts option is chosen, you will take Thesis A and B, and 2 Special Education/Rehabilitation Counseling electives.

Students who select the LD/BD area and wish to complete requirements for post-baccalaureate certification in special education must take the following:

- SED 383 Introduction to Learning Disabilities/Behavioral Disorders
- SED 383 Assessment in Special Education
- SED 383 Instructional Adaptations I
- SED 383 Instructional Adaptations II
- SED 386 Foundations of Positive Behavior Support

Supporting Coursework (Out-of-Department Electives)

In consultation with your adviser, you will elect 2-3 courses outside the Department of Special Education that match your interests and professional goals related to language and cultural studies. You are encouraged to complete requirements for certification in bilingual education or English as a second language.

The Master of Arts Thesis

Students pursuing the M.A. Thesis will replace two Special Education/Rehabilitation Counseling Electives with six hours of thesis credits (SED 698A and B). During Thesis A and B, you will participate in the design, implementation, and evaluation of an applied research study. The goal is to provide you with experience in conducting research that will have real benefits to the participants and at the same time contribute important new information to the professional knowledge base. To assist you in this process, you will work in close collaboration with your thesis supervisor.

Multicultural Special Education Program Area Faculty

Shernaz B. García, Associate Professor (Ph.D., The University of Texas at Austin)
Dr. García is a Fellow in the Lawrence and Stel Marie Lowman College of Education Endowed Excellence Fund and the Coordinator for the Multicultural Special Education Program Area. Dr. García's research and teaching interests focus on cultural influences on teaching and learning, factors contributing to educational risk for students from non-dominant socio-cultural and linguistic communities, prevention of, and early intervention for academic/behavioral underachievement, family-professional partnerships, and personnel preparation.

Alba A. Ortiz, Professor (Ph.D., The University of Texas at Austin)
Dr. Ortiz, holder of the President's Chair for Education Academic Excellence, is also the Director of the Office of Bilingual Education and Coordinator of the Bilingual/Bicultural Education Program in the Department of Curriculum and Instruction. Her research and teaching interests focus on English Language Learners with language and learning disabilities, and prevention and early intervention for second language learners experiencing achievement difficulties.

Phyllis Robertson, Clinical Associate Professor (Ph.D., The University of Texas at Austin)
Dr. Robertson 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.

Audrey McCray Sorrells, Associate Professor (Ph.D., University of Florida)
Dr. Sorrells is a Fellow in the Lee Hage Jamail Regents Chair in Education. She also serves as 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.

Cheryl Wilkinson, Assistant Professor (Ph.D., The University of Texas at Austin)
Dr. Wilkinson's 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.

Specialization Area Point of Contact

For more specific information about the Multicultural area of specialization, please contact the area coordinator Dr. Shernaz García via e-mail at sbgarcia@mail.utexas.edu or by phone at (512) 475-6565.

Certification

If you are planning to pursue certification while completing a Master's degree please note that this may require additional coursework that must be completed *beyond* requirements to complete the degree. Be sure to inform your Academic Adviser early in your program, and to schedule a meeting with the appropriate certification officer:

For post-baccalaureate special education certification, contact:

Dr. Anne Fuller • SZB 306D • 512-471-6551 • e-mail: anne_fuller@teachnet.edb.utexas.edu

Specialization in Rehabilitation Counselor Education

The Department of Special Education's Rehabilitation Counselor Education (RCE) program is accredited by the Council on Rehabilitation Education (CORE) and offers graduate coursework leading to a Master of Education (M.Ed.) degree. Consisting of 48 hours of academic coursework and practical experience, the RCE Master's program prepares students to assist people with disabilities in gaining vocational, economic, and functional independence. This coursework may be used in preparation for becoming a licensed professional counselor (LPC) and a certified rehabilitation counselor (CRC).

Core Areas of Study	M.Ed. (coursework only)
Department Core <ul style="list-style-type: none"> • SED 380 Cultural and Linguistic Diversity in SED/RC OR • SED 380 Cross-Cultural Interactions in MCSE, AND • SED 393 Applied Research in SED/RC 	6 hours
Specialization Core consists of 7 courses and 12 hours of internship in the RCE Area, selected from: <ul style="list-style-type: none"> • Introduction to Vocational Rehabilitation Counseling • Psychosocial Aspects of Disabling Conditions • Medical-Paramedical Aspects of Rehabilitation Counseling • Vocational Assessment and Job Placement • Rehabilitation Counseling Theories • Group and Individual Counseling Methods • Practicum in Rehabilitation Counseling • Internship (12 hours) 	33 hours
Supporting Coursework consists of two courses taken outside the Department of Special Education, and a third course approved by the RCE Program.	9 hours
48 hours	

Description of Courses

Department Core

SED 380: Cultural and Linguistic Diversity in Special Education and Rehabilitation Counseling (Fall). This course provides an overview of issues and emerging practices surrounding the education and transition of culturally and linguistically diverse students in special education. The goal is to provide an understanding of the history and significant events that have impeded or promoted the acceptance of diversity within the educational system.

OR

SED 380: Cross Cultural Interactions in Multicultural Special Education (Fall).

This course provides an overview of essential concepts related to interpersonal and inter-group communication in culturally diverse settings, and explores the role of culture and language in our ability to communicate effectively in a multicultural society. Implications will be drawn for general and special education programs and services that are responsive to, and appropriate for children, youth and adults from culturally and linguistically diverse backgrounds. Topics for discussion will include local, state, and national policy implications, procedures for identification of students with disabilities as well as those with gifts/talents, interactions with culturally diverse families and communities, and implications for personnel preparation and research.

SED 393: Applied Research in Special Education and Rehabilitation Counseling (Spring/Summer).
The purpose of this course is to equip you with the knowledge and skills required to read, understand, evaluate, and use research to improve professional practice in special education and rehabilitation counseling. An additional purpose is to give you the tools to integrate research into your practice or for your Master's Thesis. The focus of the course is conceptual rather than computational, but you will also learn about statistical analysis as part of the course. From this course you will gain an appreciation for the satisfying and creative aspects that make educational research fun!

Specialization Core (Rehabilitation Counseling)

SED 387: Introduction to Vocational Rehabilitation Counseling (Fall).

This course provides an overview of the field of rehabilitation counseling, including its origins, historical and legislative development, philosophical and ethical principles, organizational structure, and trends and issues. The focus is on independent living, supported employment, and Client Assistance Programs.

SED 387: Psychosocial Aspects of Disabling Conditions (Fall).

This course explores the psychosocial, physiological, developmental, and environmental aspects of disability. Social attitudes and stigma are discussed, including self-concept development, somato-psychology, inferior status position, and value changes in acceptance of disability. Severe disabilities such as traumatic brain injury, blindness, and others are also discussed.

SED 387: Group and Individual Counseling Methods (Fall).

Provides students with a supervised experience in rehabilitation counseling, exposing students to learning situations where they can model individuals performing professional roles and functions in community, state, and/or regional rehabilitation agencies.

SED 387: Medical-Paramedical Aspects of Rehabilitation Counseling (Spring).

Acquaints students with medical aspects of disabling conditions and the vocational, psychological, developmental, and social ramifications of disability.

SED 387: Practicum in Rehabilitation Counseling (Spring).

Student is supervised in hands-on application of knowledge, techniques, and skills gained through coursework. Face-to-face contact with selected individuals with disabilities in an approved rehabilitation facility is evaluated.

SED 387: Vocational Assessment and Job Placement (Spring/Summer).

Applies career development and job placement concepts to persons with disabilities, focusing on development, occupational choice, vocational counseling, pertinent laws and regulations including the Americans with Disabilities Act, Sections 501-501, and other topics. Additional activities include labor market analyses, identification of and training for job-related skills, and evaluating the quality of supported employment service delivery.

SED 387: Rehabilitation Counseling Theories (Summer)

This survey of counseling theories includes specific applications in rehabilitation settings such as individual, group, family, and other counseling configurations and their applications. Case management, planning, and service delivery for specific disability groups is also included.

SED 387: Internship (Fall or Spring or Summer)

The final semester requires this 600-clock-hour internship in a rehabilitation setting in order to provide students with supervised work experience in a state rehabilitation agency or related nonprofit facility. Settings are selected based on the specialty area of the students, encouraging reciprocal benefit for the student, the agency, and the clients.

Supporting Coursework (Out-of-Department and Special Education Electives)

In consultation with your supervisor, you will elect three courses, at least two of which are from outside the Department of Special Education. An additional course approved by the RCE Program must also be taken.

Rehabilitation Counselor Education Program Area Faculty

Randall Parker, Professor

(Ph.D., University of Missouri—Columbia)

Dr. Parker holds the Melissa Elizabeth Stuart Centennial Professorship in Education. 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.

James Schaller, Associate Professor

(Ph.D., University of Wisconsin—Madison)

Dr. Schaller is a fellow in the Lee Hage Jamail Regents Chair in Education. He serves as the Graduate Advisor for the Department of Special Education and is the Coordinator of the Rehabilitation Counselor Education program area. He also serves as Chair of the Departmental Research Committee for The University's Institutional Review Board. 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.

Specialization Area Point of Contact

For more specific information about the Rehabilitation Counseling area of specialization, please contact the Area Coordinator: Dr. James Schaller at jschaller@mail.utexas.edu or (512) 475-6543.

Appendix A Proposed Plan of Study for the Master's Degree

To be completed by the student, in consultation with the Academic Advisor, signed by the Adviser and submitted to the Graduate Coordinator by the end of the first semester the student is in the program.

Student: _____ EID: _____ Full-time ___ Part-time ___

Degree: ___ M.Ed (coursework only), ___ M.Ed. (report), ___ M.A. Adviser: _____

Specialization: _____ Certification(s): _____

1st Semester enrolled: _____ Expected Graduation Date: _____

Department Core Courses (required of all master's students)

COURSE#	COURSE TITLE	SEMESTER TO BE TAKEN
SED 380	Cultural and Linguistic Diversity in Special Ed. & Rehabilitation Counseling (or Cross-Cultural Interactions in MCSE for RC program students)	
SED 393	Applied Research in Special Education & Rehabilitation Counseling.	

Specialization Courses (as prescribed by your area)

COURSE#	COURSE TITLE	SEMESTER TO BE TAKEN
SED		
SED		
SED		
SED		
SED		
SED		
SED		

Special Education/Rehabilitation Counseling Electives (includes Thesis or Report)

COURSE#	COURSE TITLE	SEMESTER TO BE TAKEN
SED		
SED		
SED		
SED		

Supporting Coursework Taken Outside the Department (minimum 6 hours)

COURSE#	COURSE TITLE	SEMESTER TO BE TAKEN

Courses Taken at Other Institutions but Counted Toward the Degree Plan (maximum of 6 hours)

If you plan to transfer any graduate courses from another institution, please write them in the appropriate section and indicated that they are transfer courses. You MUST also complete the application to have these courses approved for transfer. See the Graduate Coordinator for a complete packet and instructions.

Plan filed with Graduate Coordinator on: _____ Adviser initials: _____ Student initials: _____

Reviewed by Graduate Adviser on: _____ Graduate Adviser approval/initials: _____

Planning Sheet for Courses by Semester and Year

Year One: _____

FALL	SPRING	SUMMER

Year Two: _____

FALL	SPRING	SUMMER

Appendix B I Have Been Advised Form

Please return this completed, signed form to the Graduate Coordinator in SZB 306A.

FALL 2009 ← **1**
I HAVE BEEN ADVISED FORM!
SPECIAL EDUCATION
MASTERS STUDENTS ←

Name: _____ EID: _____

Address: _____ **2** City: _____ Zip: _____

E-mail address: _____ Local phone: _____

Proposed courses for FALL 2009 semester:		
Course Number/Name	Unique Number	Instructor

Total Number of Hours: _____

Student signature: _____

Date: _____

Academic Adviser's signature: _____ **5**

Date: _____

Advising bar cleared by: _____ Date: _____

General Information

1. I Have Been Advised Forms are color-coded differently for master's and doctoral students, **and** marked for each semester; please make sure you have the correct version of the form for the semester of registration.
2. Fill out the top portion of the form each semester; the Department uses this information to contact you in case of questions or changes in the course schedule, or your registration.
3. Because course numbers are associated with a variety of topics, be sure to write in the course title as well as the unique number.
4. If you are taking an independent study course, report, or thesis, please write in the name of the faculty member who has agreed to supervise you.
5. Your Academic Adviser must sign this form before your registration bar will be cleared by the Graduate Coordinator.

Appendix C Program of Work for the Master's Degree

Name (Last, First, Middle)	UT EID
Current Street Address	City, State, Zip
Daytime Phone Number	
Degree Sought	Graduate Major and Program
Date Degree Expected	

Check Thesis option = 30 hours (minimum) Report option = 33 hours (minimum)
 No Thesis/No Report option = 36 hours (minimum)

List only the courses required for your degree below:

MAJOR WORK (18 hours minimum)				SUPPORTING WORK (6 hours minimum) Must be courses taken outside the Department			
Semester Taken	Course Abbrev. & #	Unique#	Grade	Semester Taken	Course Abbrev. & #	Unique#	Grade
<div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: fit-content; margin: auto;"> <p>List All SED courses in this column</p> </div>				<div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: fit-content; margin: auto;"> <p>Only out-of-department electives should be listed in this column</p> </div>			

AUTHORIZATION OF PROGRAM: GRADUATE STUDIES COMMITTEE

Approval of Academic Advisor:

Signature of Academic Advisor

**Your Academic Adviser MUST sign
this form before the Graduate Adviser
can approve your application to
graduate**

On behalf of the Graduate Studies Committee, I recommend admission to candidacy for the Master's Degree.

Signature of Graduate Advisor

Date

Appendix D

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

A number of 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. The scholarships listed below were awarded to the Department for the 2009-2010 academic year:

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, be in good academic standing (minimum 3.0 grade point average [GPA]) and have 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, 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 for an exact date (<http://www.utexas.edu/ogs/index.html>).

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 graduate 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.

Appendix E
Master's Data Sheet

Appendix F
Program of Work for the Master's Degree

2

Sample Form



Appendix G
Graduate Scholarships and Fellowships