All new students admitted to the Doctoral study in the Department of Special Education during the 2017-2018 academic year will be required to adhere to the Degree requirements described in this handbook. Students who were previously admitted to the Doctoral 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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Welcome!

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

The doctoral degree is the highest level of academic preparation in special education available at The University of Texas at Austin. The mission of the 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 of Special Education is committed to preparing all its graduates to provide leadership in an increasingly multicultural and technological society.

This handbook provides you with key information on the procedures for completing your doctoral Program of Work 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, http://www.edb.utexas.edu/education/departments/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 http://www.utexas.edu/ogs. We strongly encourage you to regularly check these resources for updated information.

Who’s Who In The Department

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Mark O’Reilly</th>
<th>306G</th>
<th>512-475-6552</th>
<th><a href="mailto:markoreilly@austin.utexas.edu">markoreilly@austin.utexas.edu</a></th>
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<td>Graduate Adviser</td>
<td>Terry Falcomata</td>
<td>306B</td>
<td>512-475-6543</td>
<td><a href="mailto:falcomata@austin.utexas.edu">falcomata@austin.utexas.edu</a></td>
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<td>Regina Smuts</td>
<td>306F</td>
<td>512-232-7919</td>
<td><a href="mailto:rsmuts@austin.utexas.edu">rsmuts@austin.utexas.edu</a></td>
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<td>Autism &amp; Developmental Disabilities</td>
<td>Terry Falcomata</td>
<td>532E</td>
<td>512-475-6555</td>
<td><a href="mailto:falcomata@austin.utexas.edu">falcomata@austin.utexas.edu</a></td>
</tr>
</tbody>
</table>
FACULTY IN THE DEPARTMENT OF SPECIAL EDUCATION

Marcia A. Barnes, Professor (Ph.D., McMaster University)
Marcia Barnes holds the Manuel J. Justiz Endowed Chair in Math, Science, and Technology in Teacher Education and is the Associate Dean of Research. She studies how reading comprehension and mathematical skills are acquired in typically developing children and in children with learning disabilities, including children whose learning difficulties are associated with congenital and acquired neurological disorders. She is the author or co-author of several peer-reviewed publications, book chapters, and books, and serves on the editorial boards of journals in learning disabilities and neuropsychology. Dr. Barnes serves on the Board of Directors of The Meadows Center for Preventing Educational Risk.

Gene Brooks, Lecturer (Ph.D., University of Texas at Austin)
Dr. Brooks teaches curriculum in the Rehab Counselor Education Program. Dr. Brooks' publications and research focus on substance abuse among persons with blindness and visual impairment.

Diane Pedrotty Bryant, Professor (Ph.D., University of New Mexico)
Dr. Bryant holds the Mollie Villeret Davis Professorship in Learning Disabilities. She is the Coordinator of the Master’s Concentration Area in High Incidence Disabilities. Her research interests focus on interventions in reading and mathematics for students with learning disabilities and assistive technology applications. Dr. Bryant is the Co-Editor-in-Chief of Learning Disability Quarterly, the author or co-author of textbooks and articles, and serves on the editorial boards of special education journals. She is the Principal Investigator for IES funded grant on algebra-readiness materials for struggling middle school students. Dr. Bryant is the Project Director of the Mathematics Institute and serves on the Board of Directors of The Meadows Center for Preventing Educational Risk.
Brian R. Bryant, Research Professor (Ph.D., University of Texas at Austin)
Dr. Bryant serves as a Fellow in the Mathematics Institute of The Meadows Center for Preventing Educational Risk and teaches in the Department of Special Education. His research involves language arts and mathematics in learning disabilities, support needs in intellectual and developmental disabilities, and assistive technology applications across disabilities. He is the author of numerous tests, books, and articles, and has served as a guest reviewer or editorial board member of numerous journals. Dr. Bryant is the Co-Editor-in-Chief of Learning Disability Quarterly.

Nathan H. Clemens, Associate Professor (Ph.D., Lehigh University)
Dr. Clemens’ research and teaching focuses on improving instruction and intervention for students with reading difficulties. More specifically, his work is aimed at improving teachers’ use of assessment data to better understand their students’ reading progress, identify their students’ unique learning needs, and align evidence-based interventions to promote stronger reading outcomes. Dr. Clemens’ research has included students from preschool through adolescence.

North Cooc, Assistant Professor (Ed.D., Harvard University)
Dr. Cooc’s research focuses on racial and ethnic inequality in the experiences and outcomes of children with disabilities at different development phases. He is currently examining disparities in how university students with disabilities access services and how faculty members interpret the use of accommodations. His other research interests include professional development and training of special education teachers, English language learners in special education, and international and comparative special education. Dr. Cooc is also the Minority Liaison Officer for the Department of Special Education and Co-Coordinator of the Multicultural Special Education concentration.

Christian Doabler, Assistant Professor (Ph.D., University of Oregon)
Dr. Doabler’s research focuses on designing and testing intensive, early mathematics and science interventions for students who are at risk for mathematics disabilities in mathematics, reading, and science. His other research interests include design experiments, technology-based interventions, and classroom observation systems that document effective teaching practices. Dr. Doabler is the Project Investigator of two DRK-12 Development project funded by the National Science Foundation and a Goal-1 Exploration project funded by the Institute of Education Sciences. He also serves as a Co-Principal Investigator on two Goal-3 Efficacy Trials funded by the Institute of Education Sciences.

Terry Falcomata, Associate Professor (Ph.D., University of Iowa)
Dr. Falcomata is Co-Coordinator of the Autism and Developmental Disabilities Concentration Area and Graduate Adviser for the Department of Special Education. His research involves the assessment and treatment of severe destructive behavior displayed by individuals with developmental disabilities and autism. Specifically, this research focuses on the use of functional analysis methods and functional communication training (FCT) in the assessment and treatment of problem behavior. Other areas of research include the identification of variables that contribute to and/or cause clinical relapse pertaining to problem behavior as well as strategies for
preventing the re-emergence of problem behavior. He also serves as Chair of the Departmental Research Committee for The University’s Institutional Review Board.

**Amanda Little, Clinical Assistant Professor** (Ph.D., University of Kansas)
Dr. Little is the Co-Coordinator of the Early Childhood Special Education Concentration 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.

**Mark O’Reilly, Professor** (Ph.D., University of Illinois at Urbana—Champaign)
Dr. O’Reilly holds the Audrey Rogers Myers Centennial Professorship in Education, is the Chair of the Department of Special Education, and is the Co-Coordinator of the Autism and Developmental Disabilities and Co-Coordinator of the Early Childhood Special Education Concentrations Areas. He conducts research in the areas of autism and related developmental and physical disabilities, applied behavior analysis, and 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. He serves on the Board of Directors of The Meadows Center for Preventing Educational Risk.

**James R. Patton, Adjunct Associate Professor** (Ed.D., University of Virginia)
Dr. Patton's primary areas of professional interest and scholarly activity include the transition of students from school to adult life, differentiating instruction for student with special needs in inclusive settings, international/multicultural aspects of teaching special education needs students, the ways individuals with disabilities are portrayed in the media, and issues associated with individuals with disabilities who encounter the criminal justice system. He serves on the Board of Directors of the Meadows Center for Preventing Educational Risk, is an Associate Editor for Intellectual and Developmental Disabilities, and serves as the faculty advisor for Best Buddies.

**Soyoung Park, Assistant Professor** (Ph.D., Stanford University)
Dr. Soyoung Park's research focuses on the educational experiences of children who are at the intersection of English learner status and special education designation. Her work looks at the following areas relevant to this population: 1) the identification of English learners as eligible for special education, 2) instruction and services for English learners in special education, and 3) exiting English learners with disabilities from English learner status. A former elementary school general and special education teacher, Dr. Park partners with policymakers, school practitioners, and families to ensure that her research is in regular conversation with the individuals it directly impacts. She also specializes in qualitative research methodologies.

**Sarah Powell, Assistant Professor** (Ph.D., Vanderbilt University)
Dr. Powell's research interests include developing, implementing, and evaluating mathematics interventions for elementary-school students. Dr. Powell is also interested in identification of mathematics learning disabilities and how students interpret and use the equal sign when solving algebraic equations and word problems.
Micheal Sandbank, Assistant Professor (Ph.D., Vanderbilt University)
Dr. Sandbank researches factors that influence language acquisition in young children with autism and other developmental disabilities. Her program of research involves the analysis of multiple types of data, including naturalistic language samples and neural measures of speech processing in young children. Dr. Sandbank is particularly interested in the use of neural measures of speech processing to identify clinically useful practices for language intervention for young children with disabilities. She is the Co-Coordinator of the Early Childhood Special Education Concentration Area.

James Schaller, Associate Professor (Ph.D., University of Wisconsin—Madison)
Dr. Schaller is the Coordinator of the Rehabilitation Counselor Education Concentration Area. His publications and research focus on people with developmental disabilities and rehabilitation issues, quantitative analyses of rehabilitation outcomes, and private for profit rehabilitation.

Audrey M. Sorrells, Associate Professor (Ph.D., University of Florida)
Dr. Sorrells is Associate Dean of Students for Research in the Office of the Dean of Students. Dr. Sorrells is a Senior Ford Fellow, The Ford Foundation/National Research Council. Her research areas include ethnically diverse students with disabilities; cultural and non-cognitive factors that improve reading and literacy outcomes; poverty and high incidence disabilities; postsecondary student development and college students with disabilities.

Katie Klinger Tackett, Clinical Assistant Professor (Ph.D., University of Texas at Austin)
Dr. Tackett is the Undergraduate Coordinator for the Department of Special Education. She oversees internship and student teaching experiences, coordinates coursework, and manages university field supervisors. In addition, she teaches courses at the undergraduate and graduate levels.

Jessica R. Toste, Assistant Professor (Ph.D., McGill University)
Dr. Toste’s research and teaching interests are related to students with learning disabilities (LD) and effective reading interventions. Her program of research focuses on resilience factors related to school success for struggling readers. She is particularly interested in understanding how psychosocial factors (e.g., motivation) and contextual factors (e.g., teacher-student relationship) moderate reading growth among struggling readers.

Sharon Vaughn, Professor (Ph.D., University of Arizona)
Dr. Sharon Vaughn, Manuel J. Justiz Endowed Chair in Education, is the Executive Director of The Meadows Center for Preventing Educational Risk an organized research unit at The University of Texas at Austin. She is the recipient of numerous awards including the CEC research award, the AERA SIG distinguished researcher award, The University of Texas Distinguished faculty award and outstanding Researcher Award, and the Jeannette E. Fleischner Award for Outstanding Contributions in the Field of LD from CEC. She is the author of more than 35 books and 250 research articles. Several of these research articles have won awards: one the A.J. Harris IRA award for best article published and another the School Psychology award for best article. She is currently Principal Investigator on several Institute for Education Sciences, National Institute for Child Health and Human Development, and U.S. Department of Education research grants. She works as a senior adviser to the National Center on Intensive
Interventions and has more than six articles that have met the What Works Clearing House Criteria for their intervention reports.

**University of Texas Policies, Procedures, and Resources**

Our goal is to ensure that you have an enriching and rewarding graduate experience at the University of Texas at Austin (UT Austin). Your Academic Adviser, the Department’s Graduate Adviser, Graduate Coordinator, faculty and staff are committed to this goal and available to support you as necessary. As a graduate student, however, it is your responsibility to become thoroughly familiar with relevant policies and procedures governing doctoral study at UT 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 of Work. 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 is published every two years and contains degree requirements that will be in effect for your doctoral degree plan, rules that affect graduate students, descriptions of graduate courses, and a list of Graduate Studies Committee members. The General Information Catalog is published every year and contains general information about The University and rules that affect all students. Both catalogs can be found online at [http://www.utexas.edu/student/refistrar/catalogs/](http://www.utexas.edu/student/refistrar/catalogs/). It is your responsibility to be aware of the catalog that governs your graduate study at UT Austin. A few important policies outlined in these catalogs with which you should become familiar are:

- Academic Policies and Procedures
- Academic Integrity
- Student Affairs
- Student Grievance Procedures
- Readmission
- Transfer of Credit
- Continuous Registration
- Leave of Absence

**Office of Graduate Studies: Very Important**

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

- Orientation
- Ethics Training
- Institutional Review Board (IRB)
- Procedures for Admission to Doctoral Candidacy, Timelines, and Forms [pink sheet]
- Dissertation Procedures and Deadlines, Timelines, and Forms [golden rod sheet]
• Intellectual Entrepreneurship Program
• Graduation

Links and downloadable forms are available online, as well as points of contact for more information. The OGS also disseminates a bi-weekly electronic newsletter for graduate students, which contains valuable information about fellowships, professional activities and opportunities. This site remains a primary resource for doctoral students at UT Austin and you should become very familiar with the content on this site.

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 online via the Registrar's website at http://www.utexas.edu/student/registrar. This site also provides information, links, and contacts for assistance.

Use of Plus/Minus Grading System and Related Policies for the GPA
Effective as of 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:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
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<td>F</td>
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It is important for you to make note of the following 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.

- A student whose graduate grade-point average 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.)*

Student Financial Services
This office is the primary contact for doctoral students seeking financial aid or who have questions regarding scholarships, fellowships, or other university or departmental awards. The main web address for Student Financial Services is www.utexas.edu/student/finaid/. Information specifically for employment of graduate students is located at https://gradschool.utexas.edu/finances/student-employment including a very thorough FAQs page.

Scholarships and Fellowships
In addition to resources available through the Student Financial Services office, you should also become familiar with scholarships and fellowships available at the department, college, and Office of Graduate Studies. For detailed information, see Appendix A and at http://www.edb.utexas.edu/education/departments/sped/prospective/support/. You will receive an email notification from the Graduate Coordinator about application deadlines and other details, as we receive this information in our offices.

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 4.206. Additional information is located at http://diversity.utexas.edu/disability/ and the office may be contacted at 471-6259; TTY 471-4641; or via email at: ssd@uts.cc.utexas.edu. SSD also maintains a website of disability resources which may be found at http://diversity.utexas.edu/disability/disability-advocate-resource-library/.

**Compliance with the Educational Mandate for Research with Human Participants**

As a doctoral student, you will have several opportunities to become involved in designing and/or conducting research, including your own dissertation. For instance, many research methods courses will require you to develop and implement a mini-research project as part of the course requirements. Some of you will hold appointments as Graduate Research Assistants (GRA’s), and research activities will be part of your assigned duties. You must be in compliance with the University’s educational mandate for research with human participants.

As stated in the procedures manual of the Institutional Review Board (IRB), “All research projects with human participants conducted by faculty, staff, and students associated with UT Austin must receive ethical approval before starting the research”.

https://research.utexas.edu/ors/human-subjects/.

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

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 https://research.utexas.edu/ors/human-subjects/.

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 studies as possible.

All submissions, including the initial application, are done using IRB access, and all forms may be downloaded from the IRB web page at https://research.utexas.edu/ors/human-subjects/irb-forms/. Your faculty sponsor as well as the Department Research Coordinator (DRC) must approve your application, before the IRB committee will review it. These reviews, any modifications, and approvals are conducted online, and instructions for these procedures may be found in Appendix of the IRB User Guide.
Obtain all approvals to conduct research from the school or other agency where you intend to conduct the research. Your IRB application will not be approved until such permission is obtained.

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

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

The University’s 99-hour Rule is stated at [https://gradschool.utexas.edu/academics/policies/99-hour-rule](https://gradschool.utexas.edu/academics/policies/99-hour-rule) and includes a point of contact for more questions.

**Leave of Absence**
Graduate students may apply for a leave of absence of no more than two semesters. The Graduate Adviser must approve this request in advance. See the Office of Graduate Studies’ website ([https://gradschool.utexas.edu/academics/policies/leaves-of-absence](https://gradschool.utexas.edu/academics/policies/leaves-of-absence)) 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 concentration 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.

**Doctoral Degree in Special Education**
The Doctor of Philosophy (Ph.D.) is the only doctoral degree available in the Department, which prepares students for a variety of career options. The Ph.D. is a research degree, structured to
provide students with both academic and practical experiences in conducting research in university settings and other research environments. The doctoral dissertation is expected to be a theoretically based piece of original research that contributes to the knowledge base in special education.

**Glossary of Important Terms**

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

**Areas of Concentration**

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

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

**Major Components of the Doctoral Degree Program of Work**

Although there are no specific credit hour requirements set by the Graduate School for doctoral degrees, doctoral concentration areas generally require three to four years of full-time study or the equivalent of 72-75 credit hours *beyond* the Master's degree. The *Program of Work* consists of requirements in each of the following core areas.

- **The Concentration Core** provides students with specialized expertise through advanced coursework and collaboration with faculty in their chosen area of concentration.

- **The Content Core** is intended to complement each student’s specialist training by providing contemporary content and emerging trends across a range of special education. This is accomplished by completing coursework in at least 3 other areas of concentration within the department.

- **The Research Core** includes coursework in quantitative and qualitative methodology, single-subject design, measurement and evaluation, and other research content. The
core is intended to provide the knowledge and skills related to the design, conduct, and evaluation of research related to individuals with disabilities.

- **The Professional Core** focuses on developing professional skills related to the areas of research, teaching, and service.

- **The Interdisciplinary Core** consists of elective coursework in a related discipline outside the Department of Special Education that complements the major areas of study.

- **Dissertation** must be an original contribution to scholarship and the result of independent investigation in the major area. The Dissertation Committee must approve the Dissertation.

- **Professional Activities Beyond Coursework.** In addition to coursework, all students are expected to become actively involved in a variety of professional activities across these core areas (e.g., research, supervision of student teachers, presentation at professional conferences, submitting manuscripts for publication, teaching at the undergraduate level).

Concentrations consist of a core doctoral experience plus a specialized concentration in one of the following four areas: Autism and Developmental Disabilities, Early Childhood Special Education, Learning Disabilities/Behavior Disorders, or Multicultural Special Education. The Academic Adviser and Graduate Adviser approve each student’s *Program of Work*.

<table>
<thead>
<tr>
<th>Components of the Program of Work</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Core</td>
<td>Minimum 12 hours</td>
</tr>
<tr>
<td>Content Core</td>
<td>Minimum 9 hours</td>
</tr>
<tr>
<td>Research Core</td>
<td>Minimum 15 hours</td>
</tr>
<tr>
<td>Professional Core</td>
<td>Minimum 15 hours</td>
</tr>
<tr>
<td>Interdisciplinary Core</td>
<td>Minimum 9 hours</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Minimum 12 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72 hours minimum</strong></td>
</tr>
</tbody>
</table>

All coursework must be selected in consultation with, and approved by, your Academic Adviser. *These general requirements for the doctoral degree set a minimum standard.* Please note that concentration areas may require additional courses and/or experiences.

**Doctoral Requirements by Core Areas**

<table>
<thead>
<tr>
<th>Concentration Core (minimum 12 hours, as prescribed by each area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework in your concentration area (See Appendix D)</td>
</tr>
<tr>
<td>• Autism and Developmental Disabilities (12-18 hours)</td>
</tr>
<tr>
<td>• Early Childhood Special Education (12-18 hours)</td>
</tr>
</tbody>
</table>
- Learning Disabilities/Behavioral Disorders (12 hours)
- Multicultural Special Education (15 hours)

**Content Core (9 hours minimum)**
To gain breadth of knowledge, the content core provides for 9 credit hours of designated coursework in special education outside your concentration area. You must take *at least one course in Multicultural Special Education* and two other concentration areas, selected from a list of approved courses (see Appendix E).

**Professional Core (15 hours)**
- SED 695S A & B Professional Seminar (taken over fall and spring semesters of Year 1)
- SED 398T College Teaching (Year 2)
- SED 696 A and B Research Mentoring (taken over two semesters)

**Research Core (minimum of 15 hours for Ph.D. beyond prerequisites) (See Appendix F)**
Coursework must include at least one course in:
- Qualitative Research Design and Data Analysis
- Quantitative Research Design and Data Analysis
- Single subject research design

Select other research courses in consultation with your Academic Adviser to be sure that you will fulfill research requirements in your concentration area. Options include:
- Program evaluation
- Advanced coursework in qualitative and/or quantitative research methods
- Addressing critical research questions in special education using national datasets

**Interdisciplinary Core (9 hours minimum)**
Supporting coursework taken outside the department. Courses must be selected in consultation with, and approved by your Academic Adviser, and are restricted to organized, graduate courses outside the Department. (Note: EDP 380C [Fundamental Statistics] may be counted.)

**Dissertation (minimum of 12 hours)**
SED 399, 699, or 999 R and W

**Professional Activities Beyond Coursework**
To be selected in consultation with your Academic Adviser and documented in your Program of Work

Your Academic Adviser and Graduate Adviser must approve any substitution for required courses.
Sample Programs of Work for selected concentration areas are presented in Table 1.

### Table 1

**SAMPLE PROGRAMS OF WORK FOR SELECTED CONCENTRATION AREAS BY CORE COMPONENTS OF STUDY**

|----------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------|
| Concentration Core (minimum 12 hours) | • Trends & Issues in A&DD  
• Assessment Research in A&DD  
• Intervention Research in A&DD  
• Advances in Understanding/Treatment of A&DD  
• Challenging Behavior | • Overview of Early Childhood Special Education  
• Fundamentals of Developmental Psychology (PSY)  
• Developmental Language Disorders (CSD)  
• Language and the Brain (CSD)  
• Acquisition of Communication Abilities in Children (CSD 318K) | • Trends & Issues in LD/BD  
• Seminar in LD  
• Seminar in BD  
• Intervention Research in LD | • Trends and Issues in Multicultural SPED  
• International and Comparative SPED  
• Addressing critical research questions in SPED using national datasets  
• Diversity and Disability: Contemporary perspective on intersectionality and disproportionality |}

| Content Core (minimum 9 hours including one MCSE course) | Cross-Cultural Interactions in MCSE  
• Parent Support & Family Intervention Research  
• Trends & Issues in LD/BD | Trends & Issues in LD/BD  
• Trends & Issues in A&DD  
• Cross-Cultural Interactions in MCSE | Trends & Issues in A&DD  
• Cross-Cultural Interactions in MCSE  
• Parent Support & Family Intervention Research | Trends & Issues in LD/BD  
• Trends & Issues in A&DD  
• Severe & Challenging Behavior in A&DD |

| Professional Core (minimum 15 hours) | SED 695S Professional Seminar A&B  
• SED 398T College Teaching in SED  
• SED 696 Research Mentoring A&B | | | |

| Research Core (minimum 15 hours beyond pre-requisites [*]). Core includes at least 1 quantitative and 1 qualitative research course). See note below about a pre-requisite. requirement. | Single Subject Design  
• Quantitative Research Design  
• Correlation & Regression  
• Qualitative Research in Educational Settings  
• Addressing critical research questions | Single Subject Design  
• Experimental Design and Statistical Inference  
• Correlation and Regression  
• Meta-Analysis  
• Hierarchical Linear Models  
• Structural Equation Modeling | Quantitative Res. Resign  
• Correlation & Regression  
• Multivariate Analysis  
• Qualitative Research in Educational Settings  
• Single Subject Design | Single Subject Design  
• Quantitative Res. Design  
• Correlation & Regression  
• Multivariate Analysis  
• Qualitative Research in Educational Settings  
• Advanced |
<table>
<thead>
<tr>
<th>CORE COMPONENTS</th>
<th>AUTISM &amp; DEVELOPMENTAL DISABILITIES (A&amp;DD)</th>
<th>EARLY CHILDHOOD SPECIAL EDUCATION</th>
<th>LEARNING DISABILITIES/BEHAVIOR DISORDERS (LD/BD)</th>
<th>MULTICULTURAL SPECIAL EDUCATION (MCSE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in special education using national datasets</td>
<td></td>
<td>Biological Basis of Behavior</td>
<td>Qualitative Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Area Seminar in Developmental Psychology (PSY)</td>
<td>Psychology of Learning</td>
<td>Intro to Systems of Human Inquiry*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles of Cognitive Neuroscience (PSY)</td>
<td>Current Topics in Cognition</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Development of Imagination (PSY)</td>
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<td></td>
<td></td>
<td>Behavioral Neuroscience (PSY)</td>
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<tr>
<td>Interdisciplinary Core (9-12 hours as approved by adviser)</td>
<td>• Learning and Memory</td>
<td>• Conference Presentations</td>
<td>• Conference Presentations</td>
<td>• Social/Culture Anthropology</td>
</tr>
<tr>
<td></td>
<td>• Play in Early Childhood</td>
<td>• Journal Publications</td>
<td>• Journal Publications</td>
<td>• Race/Ethnic Relations in Schools</td>
</tr>
<tr>
<td></td>
<td>• Child Development</td>
<td>• Advanced College Teaching</td>
<td>• Advanced College Teaching</td>
<td>• Foundations of Bilingual Education</td>
</tr>
<tr>
<td>Written &amp; Oral Exam</td>
<td>• Research Mentoring A &amp; B</td>
<td>• Editorial activities</td>
<td>• Editorial activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Synthesis Oral Examination</td>
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<td></td>
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</tr>
<tr>
<td>Dissertation and Final Oral Defense</td>
<td>• SED_99R and _99W Dissertation (taken each semester until graduation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Activities Beyond Coursework</td>
<td>• Conference Presentations</td>
<td>• Conference Presentations</td>
<td>• Conference Presentations</td>
<td>• Conference Presentations</td>
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<tr>
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<td>• Journal Publications</td>
<td>• Journal Publications</td>
<td>• Journal Publications</td>
</tr>
<tr>
<td></td>
<td>• Advanced College Teaching</td>
<td>• Advanced College Teaching</td>
<td>• Advanced College Teaching</td>
<td>• Advanced College Teaching</td>
</tr>
<tr>
<td></td>
<td>• Editorial activities</td>
<td>• Editorial activities</td>
<td>• Editorial activities</td>
<td>• Editorial activities</td>
</tr>
</tbody>
</table>

* Pre-requisite course: Educational Department of Psychology (EDP) 380E Fundamental of Statistics: All Students who wish to bypass EDP 380E Fundamental Statistics are required to take a proficiency exam in August of the first semester of the program (information is sent to students about this exam). Students who PASS this exam will not have to take the course, EDP Fundamental of Statistics in their first semester at UT and may proceed with the next level of research coursework (see Appendix F for a flowchart and requirements for the research course sequences). Students who DO NOT pass this exam will have to take EDP Fundamentals of Statistics in their first semester of coursework at UT to enable them to continue with the research sequence in their 2nd semester at UT. The Fundamentals of Statistics course DOES NOT count toward the 15 hours of required coursework in the Research Core. However, it can be counted toward the 9 hours of required coursework in the Interdisciplinary Core. Please remember that you have to earn a B [3.0] or better on research/stat courses [and all of your program courses] or you will have to retake that course for which a lower grade [e.g., B-] was received.
Note: Courses listed in the Content, Research, and Interdisciplinary core areas are SAMPLE courses. Students should meet with their Academic Adviser to determine specific courses for those core areas, which meet department requirements and their professional goals.

Overview of Professional Core Courses

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

SED 696 A and B Research Mentoring
Research mentoring is a two-semester sequence and culminates in six semester hours of credit (SED 696A and B). The courses are taken on a credit/no credit basis and will need to successfully complete SED 696A before enrolling in SED 696 B. The Research Mentoring sequence is designed to develop the knowledge and skills one will need to conduct research, and also comprises a component of the department’s qualifying examination process for advancement to doctoral candidacy. In order to enroll in SED696A you must have completed all concentration requirements or be enrolled in any remaining concentration courses, and have at least 9 hours of coursework in research design and data analysis.

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

During the first research-mentoring semester, you are required to submit an abstract of your chosen topic, which summarizes the work to be accomplished, to your Research Mentoring Supervisor. At the end of this semester a draft will be submitted to your Research Mentoring Supervisor, who will read and evaluate the literature synthesis, and assign a grade of credit/no credit. The results of this evaluation will guide your activities the following semester, during Research Mentoring B, which involves revising the literature synthesis and defending it in an Oral Qualifying Examination before the Research Mentoring Committee. The Research
Mentoring Committee consists of your Research Mentoring Supervisor and two other faculty members assigned to the Committee by the Graduate Adviser. At this time, the committee will evaluate your readiness for doctoral candidacy, including knowledge of subject matter in the core areas of the doctoral program (coursework you have completed in your concentration, content, research, and interdisciplinary core areas). It is anticipated that this literature synthesis may be included in REVISED FORM as part of Chapters 1 and 2 of the Dissertation meaning you may use the literature included in your synthesis as you write Chapters 1 and 2. Upon successful completion of the Research Mentoring sequence and all other program requirements, you may advance to doctoral candidacy. Please see additional information and timelines for Research Mentoring A and B in Appendix G.

**IMPORTANT GPA REQUIREMENT:** Department policy regarding the doctoral degree requires students to earn at least a ‘B’ (not a B-) (GPA 3.00) in all courses in the concentration, content, professional, and research core areas.

- In the **concentration core**, if students earn a grade of B- or below on a course, they are required to retake the same course to earn a B or better.
- In the **content core**, if students earn a grade of B- or below on a course, they are required to retake the same course to earn a B or better.
- In the **research core**, if students earn a grade of B- or below on a course, they are required to retake a research course that is comparable to the one in which the B- was earned. Students may retake the same course.
- All courses required for the doctoral degree must be taken for a letter grade, except for the research mentoring and dissertation coursework, which are offered on a credit/no credit basis. Electives taken to fulfill the **Interdisciplinary Core** may also be taken on a credit/no credit basis with the approval of your Academic Adviser.

**Designing Your Doctoral Program of Work (POW)**

**Within the first semester** of your doctoral studies during advising or another time arranged with your Academic Adviser, you and your Academic Adviser should develop a Program of Work that meets the Office of Graduate Studies and Departmental requirements for a doctoral degree. This POW 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 course of study. The Program of Work form can be obtained from [www.edb.utexas.edu/education/departments/sped/](http://www.edb.utexas.edu/education/departments/sped/) under the Student Resources link (a current copy is also included in Appendix C). Meet with your Academic Adviser, develop and complete the POW, have it signed by your Academic Adviser, and submit electronically a signed copy to the Graduate Coordinator.

**Policies Related to Coursework Included in the Program of Work**

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

- Coursework completed and counted towards a Master's degree cannot be counted toward the doctorate.
- **Only three independent study courses may be counted on the doctoral Program of Work.**
Courses (other than EDP 380E Fundamental of Statistics) taken outside the department to complete prerequisites for the research core cannot be counted toward fulfilling the Interdisciplinary Core requirement.

Courses offered by the Graduate School (GS) may be included in the Interdisciplinary Core only with the approval of your academic adviser.

You may be advised to take additional coursework to fulfill prerequisites in your areas of study, based on your prior training and experience.

Graduate courses taken at other institutions may be counted on your doctoral Program of Work provided (a) they were not taken to fulfill requirements for another degree, and (b) they have been approved by your Academic Adviser and the department’s Graduate Studies Committee.

All completed coursework that is included in a student's degree POW 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).

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

Advising Policies and Procedures

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

Milestone Agreement
Students seeking a Ph.D. at UT System institutions will be required to sign, with their departments, agreements providing the expected timelines for the attainment of their academic milestones and graduation. (Note: Instructions on how to complete your milestone agreement can be found online at http://www.utexas.edu/ogs/admissions/milestones/ which is located on the Office of Graduate Studies website under academics.

Registration and Advising
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 obtained from [www.edb.utexas.edu/education/departments/sped/](http://www.edb.utexas.edu/education/departments/sped/) under the Current Students pull down menu. When the signed form has been submitted electronically to the Graduate Coordinator, your registration bar will be lifted and you will be allowed to register. (Note: Instructions on how to register can be found in the current Course Schedule or online at [http://www.utexas.edu/student/registrar/schedules/](http://www.utexas.edu/student/registrar/schedules/)).

**Advising Checklist**

- **International students:** If you have a J-bar on your registration, complete the English Skills Screening. Take the screening results with you to your advising meeting and provide a copy to the Graduate Coordinator for your files.
- Visit the Registrar's website at [http://www.utexas.edu/student/registrar/schedules/](http://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 the doctoral "I Have Been Advised" form from [http://www.edb.utexas.edu/education/departments/sped/](http://www.edb.utexas.edu/education/departments/sped/) under the Current Students pull down menu (see Appendix B). Be sure to update your mailing address and other contact information on this form.
- In consultation with your Academic Adviser, design Program of Work 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 Academic Adviser sign the word version of the “I Have Been Advised” form. Ensure that you also sign the form at the bottom.
- Submit the “I Have Been Advised” to the Graduate Coordinator.
- 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 Program of Work, there are several reasons and benefits to meeting with your Academic Adviser on an ongoing basis:

- Your relationship with your Academic Adviser is the foundation for a successful doctoral experience. This is the individual who will typically (though not necessarily) serve in a variety of roles in your doctoral work, including research mentoring supervisor, and dissertation supervisor.
- Your Academic Adviser can assist you in becoming familiar with the concentration, the department, and other university resources.
- Your Academic Adviser represents you at Graduate Studies Committee (GSC) meetings, for any matters that go before the GSC, including your annual review of progress, and advancement to candidacy.

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

**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. 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 of a requirement for further coursework in English. If English classes are required, then information on those classes is provided to the students and a copy of the requirement is sent to the students' individual departments. Information on the classes and other services offered by ESL Services can be found at [https://world.utexas.edu/esl](https://world.utexas.edu/esl).

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

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

**What is Admission with Conditions?**

Some students may be admitted to the Doctoral degree 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 concentration, 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.

**Changing Your Academic Adviser**

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

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

**Transfer to Another Concentration in the Department**

Once they are in the doctoral concentration, occasionally a few students may discover that their research and professional interests may be more suitably addressed in another concentration area within the department. Requests for a change in concentration 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 concentration, including the topic of your dissertation research and ultimately your career options. It can also affect course requirements and the total number of credit hours required to obtain the doctoral degree. Before you take any formal steps to change your concentration, be sure that you thoroughly understand the impact of the change on your Program of Work and degree requirements, and that you have identified a faculty member in your proposed concentration area who is willing to serve as your Academic Adviser and mentor. All requests for a change in concentration are subject to review and approval by the faculty in the proposed area.

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

1. a Request for “Change in Concentration” form,
2. a revised personal goals statement explaining the rationale for the change and
3. a current resume or curriculum vita.

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

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

Advancement to Candidacy
Before you can file the application for Candidacy, you should have passed Research Mentoring B. Upon successful completion of research mentoring and all other course requirements, you may advance to candidacy. You are encouraged to apply for candidacy as soon as possible after all requirements for admission to candidacy have been met. Failure to make a timely application can be construed as lack of adequate progress toward the degree. Students apply for candidacy on-line instructions are available at https://gradschool.utexas.edu/academics/theses-and-dissertations and summarized below to assist you in preparing for the online application process.

Application for Candidacy
Students ready to file the Application for Candidacy should log in to UT Direct using the following link below. The Application for Candidacy form must have accurate information for it to be correctly routed to the appropriate people for signatures.

In consultation with your Dissertation Supervisor, you are responsible for the following:

- Choice of at least three people (in addition to your Dissertation Supervisor) who have agreed in advance to serve on your dissertation committee.
- Selection of a supervisor or co-supervisors. Your supervisor and at least two other committee members must be members of the Graduate Studies Committee in your program.
- Selection of at least one person on your committee from outside of your program GSC.
- Delivery to Graduate School Degree Evaluators a curriculum vita and a Special Agreement to Serve on Dissertation Committee is required when an off-campus committee member is recommended for your committee. Curriculum vitae and no-expense letters may be delivered to the Graduate School Degree Evaluators in person in Main Building 101; via campus mail at mail code G0400; or via fax at 512-475-8851. To expedite processing, please include your UT EID with all vitae and no-expense letter submissions.
Certification of Academic Credentials: Program of Work

The Certification of Academic Credentials (list of courses taken toward the Ph.D.) must be signed by your adviser and submitted to the Graduate Coordinator Electronically. The Chair of the Graduate Studies Committee must approve the Certification of Academic Credentials. The Program of Work must:

- meet all of the requirements established by the Graduate Studies Committee and the Graduate School,
- be taken within the past six years, and
- must include coursework that is sufficient in academic breadth/depth.

Once you have been admitted to candidacy,

- You are required to continuously register for dissertation or treatise.
- Your first semester in candidacy is _99R; for all semesters after the first one in candidacy you must register for _99W.

Steps for Advancement to Candidacy—Very Important!

- You may not enroll in dissertation hours until you have been advanced to candidacy (successful completed Research Mentoring A and B and all other courses).
- Read ALL directions and complete ALL portions of each form.
- Complete a Certification of Academic Credentials form as part of your application for candidacy. This form must be completed by you and signed by your Academic Adviser. Forms are available online from http://www.edb.utexas.edu/education/departments/sped/ from the Current Students drop down menu. Submit your signed Certification of Academic Credentials form electronically to the Graduate Coordinator before you initiate the on-line application process.
- The Application for Doctoral Candidacy requires that you submit the names of your Dissertation Supervisor, five or six committee members, the dissertation title, and an abstract. It will take time to talk with potential committee members so allow time for this part of the process.
- Once you have completed the online application, the Office of Graduate Studies (OGS) will contact your Dissertation Supervisor and the Graduate Adviser to obtain their signatures and approval. Should there be any problems or questions about your online application, the Graduate Coordinator will contact you.

When the Graduate Adviser has approved your application online, it will be forwarded to the Graduate Dean for approval. You will receive notification from the OGS of your advancement to candidacy and the appointment of your dissertation committee. When the Graduate Dean approves the application for candidacy, you will be a doctoral candidate.
When you have been admitted to candidacy, you are required to continuously register for dissertation. Your first semester in candidacy is _99R (Reading); for all semesters after the first one in candidacy you must register for _99W (Writing). Once you begin enrollment in the dissertation course, it must be taken every Fall and Spring semester until you graduate. You have three years in which to complete the dissertation. If you have not completed your degree within that period, the department's GSC will review your work to ensure satisfactory progress is being made. If so, the GSC may petition the Graduate Dean for an extension for you to continue with your dissertation. It is wise for a candidate to structure his/her work to ensure completion of the dissertation within the allowed three-year period, and to confer with the dissertation supervisor and the Graduate Adviser if an extension is anticipated.

**Dissertation**

The dissertation is required of all doctoral candidates. You must register for dissertation courses for a period of more than one semester or summer session. The dissertation research course (SED _99R) must be taken before the dissertation-writing course (SED _99W), and may not be repeated. The dissertation process includes, but is not limited to the following: Please **BOOKMARK** The Office of Graduate Schools website (http://www.utexas.edu/ogs/pdn/) to obtain information about procedures, timelines, and forms. **IT IS THE STUDENT’S RESPONSIBILITY TO BE FAMILIAR WITH THIS INFORMATION AND ALL TIMELINES.**

**Steps for the Dissertation Include:**

- Holding a proposal meeting with the Dissertation Committee and obtaining approval of the dissertation proposal (It will take time to find a meeting time when all of your committee members are available)
- Using the graduate school’s template for writing a dissertation
- Planning ahead in terms of when you want to conduct your study and submit your research to the IRB for approval, which also takes time.
- Completing Human Subjects training ([https://research.utexas.edu/ors/human-subjects/](https://research.utexas.edu/ors/human-subjects/)) and submitting and obtaining departmental and university approval to conduct the research
- Completing the UT Copyright Tutorial
- Conducting the research and writing the dissertation
- Defending the dissertation in an oral dissertation defense (See the 2nd bullet above about time)
- Submitting the dissertation to the Graduate School (Plan ahead to allow yourself enough time to make changes to your dissertation, receive approval, and then upload; You must meet the GS’s deadlines noted online.)

**Composition of the Dissertation Committee**

The Dissertation Committee advises you on the research and writing of the dissertation, conducts the final oral examination, and approves your dissertation. The committee is generally composed of four or five faculty members including the Dissertation Supervisor who also chairs the committee. A six-member committee may be requested, and such a request is approved in most cases. The student selects the Dissertation Supervisor with the consent of that faculty member. Typically, the Research Mentoring Supervisor agrees to continue as the chair of the dissertation
committee. The Dissertation Supervisor must be a member of the GSC and in the Department of Special Education. In consultation with the Dissertation Supervisor, the student should select the remaining members of the committee based upon areas of expertise, research methodology, and compatibility. Once approved, contact the members to discuss your study. They should agree in advance to serve on your dissertation committee. At least three committee members, including the Dissertation Supervisor, must be members of the Department of Special Education's Graduate Studies Committee (GSC). Each committee must also have at least one member whose teaching and research are principally outside the Department of Special Education. If any member of your committee is not a member of the GSC, you must provide his/her vita and letter with the application packet.

In general, members of the dissertation committee must be members of a GSC within The University. Exceptions are (1) scholars who hold non-faculty appointments as UT Research Scientists, Research Engineers, or adjunct faculty whose expertise would prove valuable for the student’s topic; and (2) scholars from off campus. A recommendation to appoint an off-campus scholar should be accompanied by a curriculum vitae and a letter stating that the person is willing to serve on the student’s committee and understands that the university will not reimburse for any expenses incurred. Requests for appointment of non-GSC faculty scholars should include a vita. Regarding content of the letter and how to deliver this information, see: https://utdirect.utexas.edu/ogs/forms/candidacy/app.WBX?intro_type=D.

Dissertation Proposal Development and Meeting

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

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

You must schedule the dissertation defense with the Graduate School at least two weeks prior to the defense date by completing the Request for Final Oral Examination form. All members of your committee must sign your request form indicating their intent to be present at your final oral. Your graduate adviser must also sign this form to indicate you have been approved to defend.

It is expected that all members of the committee attend the defense, either in person or via teleconference. The Graduate School does not distinguish between physical attendance or electronic/virtual attendance. If one non-supervisory committee member is unable to attend the defense, there must be an explanation of the member’s absence, together with an assurance that your dissertation will be read, and if approved, signed. Committee members who are unable to
attend after the agreed upon date has been established should inform the Dissertation Supervisor and student of his or her issues, concerns, and/or questions prior to the proposal meeting. These should be presented in a written format (with a copy provided to all present) and discussed at the proposal meeting.

**Prior to the proposal meeting**, make sure that your Dissertation Supervisor has a copy of the [Dissertation Proposal Approval form](https://gradschool.utexas.edu/academics/forms), available from the Graduate Coordinator.

Provide the committee members with a copy of the proposal **AT LEAST TWO WEEKS PRIOR TO** the meeting. Any committee member who believes that the proposal is not ready for the proposal meeting may inform the Dissertation Supervisor and alter the meeting date, but not later than one week prior to the scheduled meeting.

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

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

**Change in Dissertation Topic**

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

**Change of Committee Members**

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

Changes to the Committee Membership require special approval (Petition to Change in a Doctoral Committee form), so you should be certain the membership is complete and correct before initiating the application. It may be necessary during the course of the dissertation to change a committee member, this will require the student to initiate the Petition to Change in a Doctoral Committee form (see [https://gradschool.utexas.edu/academics/forms](https://gradschool.utexas.edu/academics/forms)). Information about policies for departing faculty from committees can be found at [https://gradschool.utexas.edu/academics/theses-and-dissertations](https://gradschool.utexas.edu/academics/theses-and-dissertations). The Graduate Adviser and GSC Chair will work with the student to address committee changes along with the Dissertation Supervisor if this person is remaining on the committee.

*All* committee changes must be submitted on the Petition for Change in Doctoral Committee form, which must be signed by both the Graduate Adviser and the Dissertation Supervisor. The petition attests to the fact that *all* members of both committees (the previous committee and the proposed committee) agree to the change(s). It also attests to the fact that new members (a) will have ample time to become familiar with the student’s dissertation, (b) will accept the committee responsibility, and (c) are aware that there will be no reimbursement for any expenses incurred.

*Committee changes must be submitted no later than thirty days before the final oral defense.*
Compliance with the Educational Mandate for Research with Human Participants
By now you should be very familiar with the IRB guidelines for conduct of research with human participants, and should have completed the training required to be in compliance with federal and University mandates. For a brief overview, please refer back to page 3 of this handbook. All the information you will need can be found at: https://research.utexas.edu/ors/human-subjects/.

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

Conducting the Research and Writing the Dissertation
Under the direction of your Dissertation Supervisor, conduct the research. It will be important during this process to work closely with your supervisor and keep your committee informed of your progress. Under the direction of your Dissertation Supervisor, reshape the proposal to become your dissertation. Information regarding the formatting of the dissertation required by the Graduate School can be obtained from the Dissertation Format Booklet on the website: https://utexas.app.box.com/s/9ry2es4xfi0gibanh8i5xtzxx7k2qcdi.

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

Final Oral Examination (Dissertation Defense)
The final oral examination is an oral defense of your dissertation. You must be enrolled during the semester in which you complete the final oral examination. At least three members of the Dissertation Committee must be present, including the Dissertation Supervisor. Again, the Graduate School does not distinguish between physical attendance and electronic/virtual attendance. Begin preparation for your defense at the beginning of the semester, including the application for your graduate degree. You should submit the final dissertation draft, already reviewed by your Dissertation Supervisor, to your committee members and supervisor at least four weeks before the final defense. The OGS website (https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy/oral-examinations) provides more information about the number of committee members who MUST be present at the defense and the forms required.
Scheduling the Final Oral Exam and Forms

- Gain agreement of dissertation committee members on a time and date for your final oral defense. Allow time to establish the oral exam time and date to determine the committee’s availability. See https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy/oral-examinations regarding how many of your committee members must be present [in the room]
- Have all members sign the Request for Final Oral Examination (Traditional Option or Virtual Option form) (pink form). Allow time to obtain your committee’s signatures.
- Submit the pink form to the Graduate Coordinator to obtain the Graduate Adviser’s signature. Allow time to obtain the signature. DO NOT WAIT UNTIL THE LAST MINUTE BECAUSE FACULTY ARE NOT ALWAYS ON CAMPUS.
- Submit the Request to Take Final Oral Examination form to the Office of Graduate Studies (Main Bldg. 101) with other required materials at least two weeks prior to the final oral examination.
- Reserve a room for the exam with the Graduate Coordinator.
- Bring two copies of your signature page to your defense. You will only turn one original signature page into the Graduate School when you turn in your final paperwork. ALL the signatures must be original and in ink.

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

Evaluation of the Oral Examination and Form

The Dissertation Committee is responsible for evaluating the final dissertation and the final oral examination and completing the Report of the Dissertation Defense (the gold sheet, which is sent to your Dissertation Supervisor to bring to the defense). Based on their assessment they make one of the following decisions:

- **Pass.** The student has completed a dissertation with no more than minor revisions; passed the final oral examination; and submitted an abstract approved by the committee.
- **Reconsideration.** Extensive revision is necessary, but the committee is willing to examine the rewriting without requiring another oral examination. If a committee member still has doubts after the rewriting, he or she may request another oral examination. The candidate has three months to complete requirements laid down by the committee after a report for reconsideration has been filed.
- **Not Pass.** The committee is not satisfied with the dissertation, but anticipates that it could be made satisfactory with rewriting. When such a decision is made, another oral is scheduled.
- **Fail.** The committee has decided that the dissertation is unsatisfactory and the candidate may not rewrite.

Dissertation Submission

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

Submit the completed dissertation and the necessary forms to the Graduate School by the appropriate deadlines. **Allow time to do this to meet deadlines.**

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

**Graduation**

Before the semester you plan to graduate, visit the OGS website to determine deadlines for submitting all necessary documents ([https://gradschool.utexas.edu/](https://gradschool.utexas.edu/)). If you have any questions or concerns, contact the Graduate Coordinator in SZB 306 (471-9857).

**Congratulations!**
Appendix A: 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.

College of Education
The following scholarships are available through the College of Education. However, applications are submitted to, and reviewed by the Department of Special Education. Students will be notified of due dates.

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.

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, have at least a 3.0 GPA on a scale of 4.0, and demonstrate financial need. Preference shall be given to students from Laredo, TX.

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

University Continuing Fellowship
These awards are made to students who are currently enrolled in a UT Austin graduate program. Graduate Advisers submit nominations to the Graduate School. Awards are based on major accomplishments since entering Graduate School, a well-defined program of research, a strong personal statement, and letters of recommendation. Financial need will be considered. Students will be notified of due dates.

Professional Development Awards
A limited amount of funding is available through the Office of Graduate Studies to provide travel support for doctoral students who are presenting at a national conference. The Department’s Graduate Adviser must nominate applicants. Contact the Graduate Coordinator for detailed information about the application process.

For more information on the awards listed above, and other opportunities may also be found online at https://gradschool.utexas.edu/finances.
Appendix B: I Have Been Advised Form

Please return this completed, signed form electronically to the Graduate Coordinator.

FALL
SPECIAL EDUCATION
DOCTORAL STUDENTS

Name: __________________________  EID: __________________________
Address: ______________________  City: __________  Zip: __________
Email address: _________________  Local phone: ____________________

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<tr>
<th>Course Number/Name</th>
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Total Number of Hours: __________

Student signature: ____________________________  Date: __________

Academic Adviser’s signature: ____________________________  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 the Graduate Coordinator will clear your registration bar.
Appendix C: Doctoral Program of Work

To be completed by the student, in consultation with the academic adviser, signed by the adviser and submitted to the Graduate Coordinator within the first semester the student is enrolled

Student: ____________________________ EID: __________ Adviser: __________
Degree: _____ Ph.D. Full-time___________ Part-time__________
Concentration: ____________________ Certification(s): __________________
1st Semester enrolled: ________________ Expected Graduation Date: ________________

**Concentration Core Requirements** (minimum 12 hours; areas may vary)

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

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

**Professional Core Requirements** (minimum 15 credit hours)

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<th>COURSE #</th>
<th>COURSE NAME</th>
<th>SEMESTER/YEAR</th>
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<tbody>
<tr>
<td>SED 695SA</td>
<td>Professional Seminar A (must be taken in the first year)</td>
<td>Fall</td>
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<tr>
<td>SED 695SB</td>
<td>Professional Seminar B (must be taken in the first year)</td>
<td>Spring</td>
</tr>
<tr>
<td>SED 398T</td>
<td>College Teaching</td>
<td>Spring</td>
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<tr>
<td>SED 696 A</td>
<td>Research Mentoring A</td>
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<tr>
<td>SED 696 B</td>
<td>Research Mentoring B</td>
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**Research Core Requirements** (minimum 15 hours for Ph.D. beyond prerequisites)

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<th>COURSE #</th>
<th>COURSE NAME</th>
<th>SEMESTER/YEAR/ GRADE</th>
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**Prerequisite Courses** (as needed):

Fundamental of Statistics or pass proficiency exam in August REQUIRED
Research Core:

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

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

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NOTE: Prerequisite coursework may not be counted; the Academic Adviser must approve courses.

Dissertation (minimum 12 hours required)

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Courses Taken at Another Institution That Have Been Approved by the Academic Adviser and Graduate Studies Committee to Count Toward the UT Austin Degree*

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Advising Record

Plan completed on: ___________  Academic Adviser’s initials:  ___________  Student’s initials:  ___________

Plan sent to Graduate Coordinator on:  ___________  Reviewed by Graduate Adviser on:  ___________

Graduate Adviser approval/initials:  ___________
Cont’d Planning Sheet for Courses by Semester and Year

Year One: _________

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Year Two: _________

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Year Three: _________

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</table>
Professional Activities Beyond Coursework
In addition to required coursework, all doctoral students are expected to become actively involved in a variety of professional activities, including presentations, publication, grant writing, and college/university teaching. In consultation with your adviser, use this worksheet to develop a plan for these activities and document the final outcome. You will be asked to report these activities as part of the annual doctoral review by the Graduate Studies Committee. The Graduate Coordinator will notify you when you need to submit this form for review. Be sure to share your content with your Academic Adviser before submitting the form to the Graduate Coordinator, electronically rsmuts@austin.utexas.edu.

Instructions: For each category below, enter activities that you have already completed or plan to complete as part of this requirement. Use APA (6th ed.) format as appropriate. Attach additional pages as needed.

Professional Presentations (funding available to eligible students through the Faculty/Student Dual Presentation Travel Award Program, and the University’s Professional Development Awards). To the extent possible, identify organizations and events at which you plan to present; e.g., local, state or national conventions, workshops for school districts or other educational agencies, etc. Include all co-presenters, topic/title, organization, year, and status of presentation (i.e., proposal submitted, accepted, or presented).

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

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

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

Honors/Awards Received
List dates, grantor, and amount of awards received during your enrollment in the doctoral program.
Appendix D: Concentration Core Courses

Academic Year 2017-2018

Autism and Developmental Disabilities
SED 388  Challenging Behaviors and Developmental Research (Fall)
SED 388  Advances in Understanding and Treatment of Autism (Spring)
SED 388  Intervention Research (Spring)
SED 396C Trends & Issues in Autism & DD (Summer)
SED 388  Assessment Research in Autism &DD

Early Childhood Special Education
SED 384  Overview of Early Childhood Special Education
PSY 394S Fundamentals of Developmental Psychology
CSD 293D Developmental Language Disorders
CSD 350  Language and the Brain
CSD 318K Acquisition of Communication Abilities in Children

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

Multicultural Special Education
SED 396C Trends and Issues in Multicultural Special Education (Fall)
SED 380  International and Comparative Special Education (Spring)
SED 380  Addressing Critical Research Questions in Special Education Using National Datasets (Spring)
SED 380  Diversity and Disability: Contemporary Perspective On Intersectionality and Disproportionality (Spring)

Note: Information about course offerings is current as of 8/17 but subject to change. Please check with your Academic Adviser and the Graduate Adviser for updates.
Appendix E: Doctoral Content Core Course Options

Academic Year 2017-2018

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

**Autism and Developmental Disabilities**
- SED 380  Cross-Cultural Interactions in MCSE
- SED 384  Parent Support & Family Intervention Research
- SED 396T Trends & Issues in LD/BD

**Early Childhood Special Education**
- SED 396C Trends & Issues in LD/BD
- SED 396C Trends & Issues in A&DD
- SED 380  Cross-Cultural Interactions in MCSE

**Learning Disabilities/Behavioral Disorders**
- SED 388 Trends & Issues in Autism & DD

**Multicultural Special Education**
- Trends & Issues in LD/BD
- Trends & Issues in A&DD

Note: Information about course offerings is current as of 8/17 but subject to change. Please check with your Academic Adviser and the Graduate Adviser for updates.
Appendix F: College of Education Department of Educational Psychology Research Courses

Quantitative Methods Flowchart

**Statistics Sequence**
- EDP 380C 6-Statistical Analysis for Experimental Data
- EDP 380C 4-Correlation and Regression Methods
- EDP 380C 20-Data Analysis and Programming using R
- EDP 381C 12-Meta-Analysis
- EDP 380C 16-Hierarchical Linear Modeling
- EDP 380C 23-Missing Data Analysis
- EDP 381D Advanced Item Response Theory
- EDP 380C 14-Computer-Based Testing

**Measurement Sequence**
- EDP 380D 4-Psychometrics: Theory & Methods
- EDP 380D 14-Applied Psychometrics
- EDP 380D 18-Adv. Psychometrics Research
- EDP 380D 12-Computer-Based Testing

**Research Methodology**
- EDP 380C 2-Fundamental Statistics
- EDP 380C 6-Statistical Analysis for Experimental Data
- EDP 380D 8-Program Evaluation Models and Techniques
- EDP 381C 8-Qualitative Research Methods
- EDP 380C 2-Research Design and Methods for Psychology and Education
- EDP 381C 14-Causal Inference

*Statistical Analysis for Experimental Data preferred as added pre-req
**Correlation and Regression Methods preferred as added pre-req
Appendix G: Guidelines for SED 696 A and B Research Mentoring

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

During the semester that you are enrolled for Research Mentoring A (SED 696-A), you are required to submit an abstract of your chosen topic, which summarizes the work to be accomplished. Please see the Timelines for Research Mentoring A and B below for dates the Research Synthesis (original and three copies) will be due. When submitted, your Research Mentoring Supervisor and two faculty members will evaluate your synthesis. These three individuals constitute your Research Mentoring Committee. Members will be assigned to your Research Mentoring Committee by the Graduate Adviser in consultation with faculty in the Department of Special Education. They will provide a detailed written report and make a recommendation to the Research Mentoring Supervisor.

Roles and Responsibilities for Research Mentoring A and B

**RM A**

**Students:**
- sign up for the course
- submit abstract to supervisor for approval: Fall- September 15th, Spring-February 15th, summer-June 15th.
- submit electronic abstract with supervisor’s signature by due date to GC: Fall-October 1st and Spring-March 1st and Summer-July 1st
- submit draft of paper with Intro, Method, and Results sections to supervisor for feedback by due date designated by supervisor

**Supervisors:**
- Work with students on the RM A paper during the semester

**Graduate Adviser (GA) and/or Graduate Coordinator (GC):**
- circulates electronic abstracts to GSC (GC): Fall-October 5th, Spring-March 5th, Summer, July 5th
- forms committees: Fall-October 31st, Spring-March 31st, Summer-July 31st (GA & GC)
- notifies supervisor and committee members in faculty meeting for RM B committee (GA): For Fall-November, Spring-April and Summer-August (notification by email)
- notifies students electronically (GC): Fall-November and Spring-April and Summer August
RM Committee:
- indicates interest electronically to GC in serving on RM committees by due date: Fall-November, Spring-April, Summer-August

Executive Assistant (EA):
- receives electronic information from GC about who signed up for RM A: Fall-October 31\textsuperscript{st} and Spring-March 31\textsuperscript{st} and Summer-August
- requests grade from supervisors for RM A: when grades are due

RM B
Students:
- sign up for the course
- submit RM B \textbf{draft} of the synthesis to supervisor: Fall-September 15\textsuperscript{th} and Spring-February 15\textsuperscript{th} and Summer-June 15\textsuperscript{th} (if the committee is available)
  (Introduction, Method, Results, Discussion sections)
- submit electronic copy of RM B \textbf{draft} paper to committee members with supervisor’s approval: Fall-September 30\textsuperscript{th} and Spring-March 1\textsuperscript{st} and Summer-June 30\textsuperscript{th}
- work with supervisor to make changes based on committee’s feedback
- submit electronic copy of RM B \textbf{revised} paper to committee members with supervisor’s approval: Fall-October 30\textsuperscript{th} and Spring-April 1\textsuperscript{st} and Summer-July 30\textsuperscript{th}
- schedule oral examination with committee and presentation room with EA: Fall-October 30\textsuperscript{th} and Spring-April 1\textsuperscript{st} and Summer-July 15\textsuperscript{th}

RM Committees:
- provide electronic feedback about the RM B \textbf{draft} paper to supervisor (\textit{preferably no more than 2 weeks upon receipt of RM B draft paper})
- read the RM B \textbf{revised} draft in preparation for the oral examination
- complete the \textit{Checklist for the Literature Synthesis} [revised paper] + the \textit{Individual Committee Member Recommendation} form and give them to the faculty supervisor at the oral examination meeting

Supervisors:
- work with students to make changes to RM B \textbf{draft} paper based on the committee’s written feedback in a timely manner
- approve students sending \textbf{revised} paper of RM B paper to committee for oral examination
- give oral examination forms (\textit{Checklists for the Literature Synthesis, Individual Committee Member Recommendation} forms + \textit{Summary of the Committee Recommendations}) to the GC following the oral examination meeting [by no later than the last GSC meeting of the semester]

GA and/or GC:
- sends electronically the RM B \textit{Checklist for the Literature Synthesis} for \textbf{revised} paper and \textit{Individual Committee Member Recommendation} form to RM committee + \textit{Summary}
of the Committee Recommendations for the oral examination to the committee (GC): Fall-October 30th and Spring-April 1st and Summer-July 30th

- presents the results of the RM B Oral Examination at the final GSC meeting of the semester (GA)
- files final disposition (committee’s decision paperwork) in student’s folder (GC)

EA:
- receives electronic information from GC about who signed up for RM A: Fall-October 31st and Spring-March 31st and Summer-July 31st
- requests grade from supervisors for RM A: when grades are due

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

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

Guidelines for Writing the Synthesis

1. The length of the synthesis is not prescribed, but typically these reviews will be 40-60 pages in length, excluding references, tables, and figures.


3. Your synthesis should be presented in a form suitable for possible submission to a peer-reviewed journal in special education, or related discipline.

4. It is your responsibility to ensure that you have taken the necessary background coursework to be able to produce an acceptable synthesis of the literature and pass the associated oral examination. For example, if you are undertaking a review of qualitative studies, then it is imperative that you have taken coursework on qualitative methodology. If, in contrast, you are undertaking a meta-analytic review of the literature then it would seem logical and necessary for you to have taken coursework or completed an independent study course to gain competence in meta-analytic techniques.

4. Your supervisor provides guidance on the intellectual arguments and may offer advice on how to undertake and write a “good” synthesis.
5. A good synthesis should aim to meet the criteria proposed by Schlosser (2003, p. 230).
   (a) The topic has to be carefully defined and delimited, so that the inclusion and exclusion of studies can be replicated.
   (b) Previous reviews or syntheses need to be described and distinguished from the current synthesis.
   (c) The procedures for searching the literature to identify studies and for including them in the synthesis must be operationally defined and described in replicable terms.
   (d) The degree to which the studies share the same dependent and independent variables must be reported.
   (e) The criteria used to arrive at judgments of effectiveness should be stated so that the reader can replicate the analysis and arrive at the same conclusion.
   (f) The co-variation of study outcomes with study characteristics must be examined.
   (g) The conclusions of the synthesis need to be supported by the data from the studies reviewed.
   (h) Your synthesis should end with directions for future research and specific research questions that remain to be addressed. It is anticipated the student in his or her dissertation research would then pursue one or more of these research questions.

References

SED 696: Research Mentoring B
Evaluation for the Revised Version of the Synthesis

Student: __________________________  Supervisor: __________________________
Title: ______________________________
Committee Member: _________________  Date of Oral Exam: ______________

The Research Mentoring Committee will use a rating system to evaluate the revised draft of the literature synthesis. The results will be shared with students at the Oral Examination.

Items are scored as follows:  1 = Not acceptable;  2 = Acceptable;  3 = Exceptional
All students must average at least a 2 (acceptable) in all categories to pass Research Mentoring B [written].

**Introduction**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>The background literature is presented to support the topic.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>A rationale and scope for the synthesis is provided.</td>
</tr>
</tbody>
</table>

**Method**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>The author uses appropriate methodology (e.g., selection procedures, criteria for selection, coding).</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>The author uses appropriate analysis procedures.</td>
</tr>
</tbody>
</table>

**Results**

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<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>The synthesis includes pertinent findings.</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>The synthesis identifies relevant methodological issues with reviewed works.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>The author uses table(s) to help convey findings (as needed).</td>
</tr>
</tbody>
</table>

**Discussion**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>The author presents and discusses his/her conclusions about the findings.</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Implications of the findings for future research, policy and/or practice are discussed.</td>
</tr>
</tbody>
</table>

**Writing Style**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>The writing is clear, well organized, and well elaborated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>The author uses language that is person-first and free of bias.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6. The paper adheres to APA (6th ed.) style (40-60 pages in length, excluding references, tables, and figures)</td>
</tr>
</tbody>
</table>

Weaknesses:

Strengths:

Revised 7-27-15
Recommendations and Course Grade—Very Important
The Research Mentoring course sequence will be offered only on a credit/no credit basis, with a grade of credit or no credit assigned at the end of each semester. To receive credit for the course, students must have satisfied all requirements for the literature synthesis paper and the Oral Qualifying Examination. **Any revisions recommended by the Research Mentoring Committee must be completed and the revised version submitted to the committee for review prior to scheduling the Oral examination.**

**If the revisions cannot be completed in a timely manner during the Research Mentoring B semester, the student will be assigned an incomplete (X) for the course, and will have one long semester to complete all requirements, following UT Austin guidelines for completion of incompletes.** If the student does not complete the revisions after one long semester, the incomplete will remain. Students MAY NOT advance to Candidacy with an incomplete in Research Mentoring.

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