The Degree requirements described in this handbook are in force for all new students admitted for Master’s study in the Department of Special Education during the 2016-2017 academic year. Students who were previously admitted to the Master’s program in the Department may select previous or new program requirements (if any). Changes in program requirements must be approved in writing by the student’s Academic Adviser, and may require approval of the Graduate Studies Committee.
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Welcome!

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

The Master’s degree at The University of Texas at Austin provides a high level of academic and professional preparation in special education and rehabilitation counselor education. The mission of the Department of Special Education is to advance society’s knowledge about disabilities and to enhance the capacity of society to accommodate and fully include persons with individual differences by preparing outstanding teachers, educators, counselors, educational leaders, rehabilitation professionals, and researchers. The Department is committed to preparing all of 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 Master’s 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 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>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Graduate Coordinator</td>
<td>Stephanie Hill</td>
<td>306D</td>
<td>512-471-9857</td>
<td><a href="mailto:stephilltownsend@austin.utexas.edu">stephilltownsend@austin.utexas.edu</a></td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>Regina Smuts</td>
<td>306F</td>
<td>512-232-7919</td>
<td><a href="mailto:resmuts@austin.utexas.edu">resmuts@austin.utexas.edu</a></td>
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</table>

Area Coordinators

<table>
<thead>
<tr>
<th>Autism &amp; Developmental Disabilities</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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<tbody>
<tr>
<td></td>
<td>Terry</td>
<td>532E</td>
<td>512-475-</td>
<td><a href="mailto:falcomata@austin.utexas.edu">falcomata@austin.utexas.edu</a></td>
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Early Childhood Special Education

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<th>Name</th>
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<tbody>
<tr>
<td>Micheal Sandbank</td>
<td>532D</td>
<td>512-232-3589</td>
<td><a href="mailto:msandbank@austin.utexas.edu">msandbank@austin.utexas.edu</a></td>
</tr>
<tr>
<td>Amanda Little</td>
<td>532H</td>
<td>512-475-6585</td>
<td><a href="mailto:amandalittle@austin.utexas.edu">amandalittle@austin.utexas.edu</a></td>
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High Incidence Disabilities

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Diane P. Bryant</td>
<td>408N</td>
<td>512-232-2340</td>
<td><a href="mailto:dpbryant@austin.utexas.edu">dpbryant@austin.utexas.edu</a></td>
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Rehabilitation Counselor Education

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<th>Name</th>
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<th>Email</th>
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<tbody>
<tr>
<td>James Schaller</td>
<td>532B</td>
<td>512-475-6577</td>
<td><a href="mailto:jschaller@austin.utexas.edu">jschaller@austin.utexas.edu</a></td>
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Faculty in The Department of Special Education

**Marcia A. Barnes, Professor** (Ph.D., McMaster University)

Dr. 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 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)

Dr. Bryant is a Fellow with 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 disparities in special education and the role of family and school contextual factors. He is currently examining the experiences and underrepresentation of Asian Americans in special education. His other research interests include the academic outcomes and trajectories of students in special education, English language learners in special education, international special education, and special education policy. Dr. Cooc is the Minority Liaison Officer for the Department of Special Education.

Chris Doabler, Assistant Professor (Ph.D., University of Oregon)
Dr. Doabler’s research focuses on designing and testing intensive, early mathematics interventions for students who are at risk for mathematics disabilities. His other research interests include design experiments, technology-based interventions, and classroom observation systems that document effective teaching practices. Dr. Doabler serves as the Project Director of a 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 the 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 destructive behaviors. 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 the Early Childhood Special Education Concentration Areas. He conducts research in the areas of autism and related developmental and physical disabilities, applied behavior analysis, assessment and treatment of challenging behavior. Dr. O’Reilly’s other areas of interest include functional behavioral assessment and positive behavioral support,
assistive technology, and social and vocational skills training. 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 area of research and teaching interest involves the transition of students from school to adult life. His other interests include differentiating instruction, study skill instruction, international/multicultural aspects of teaching special education needs students, and the ways individuals with disabilities are portrayed in the media. He is also involved with a range of issues related to individuals with disabilities who encounter the criminal justice system. He serves on the Board of Directors of the Meadows Center for Preventing Educational Risk.

**Barbara Pazey, Assistant Professor**  (Ph.D., The University of Texas at Austin)
Dr. Pazey’s research interests focus on public school leadership and the development of administrator training programs that foster creativity and innovation and 21st century skills for special population students as well as the process of change leadership through transformational dialog and the empowerment of student voice.

**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.

**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 facilitators. 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., self-efficacy, motivation, causal attributions) and contextual factors (e.g., teacher-student relationship, classroom climate) mediate reading growth among struggling readers.

Sharon Vaughn, Professor  (Ph.D., University of Arizona)
Dr. Vaughn holds the H.E. Hartfelder/Southland Corp Regents Chair in Human Resource Development, is the Coordinator of the Learning Disabilities/Behavior Disorders Concentration Area, and serves as the Director of The Meadows Center for Preventing Educational Risk. Dr. Vaughn has previously served as Co-Editor of Learning Disabilities Research and Practice and Editor-in-Chief of Journal of Learning Disabilities. She is the author of numerous books and research articles including two textbooks on teaching students with disabilities.

University of Texas Policies, Procedures, and Resources

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

The University publishes two documents with which you should become very familiar. The Graduate Catalog is published every two years and contains information about the Master’s degree plan, rules that affect graduate students, 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/registrar/catalogs/](http://www.utexas.edu/student/registrar/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 catalog 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 Master’s student at The University is governed by the policies and procedures of the Office of Graduate Studies (OGS). The OGS website can be accessed via www.utexas.edu/ogs/ and contains updated information regarding professional development, student services, and deadlines, forms, and publications necessary for successful graduate study and graduation. The OGS website contains information regarding the following topics as well as many, many others:

- Orientation
- Ethics Training
- Institutional Review Board (IRB)
- Guidelines for the Thesis and Report
- Deadlines, Timelines, and Forms
- Graduation

Links and downloadable forms are available online, as well as points of contact for more information. The OGS also disseminates a bi-weekly electronic newsletter for graduate students, which contains valuable information about fellowships, professional activities and opportunities. This site remains a primary resource for doctoral students at The University 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/conduct/academicintegrity.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://catalog.utexas.edu/general-information/appendices/appendix-c/.

Office of the Registrar
The Office of the Registrar is responsible for academic calendars, course schedules, grades, and student records, and performs a myriad of associated functions. Semester Course Schedules may be viewed on the Internet via the Registrar’s website at http://www.utexas.edu/students/registrar. The registrar’s website also provides information, links, and contacts for assistance.

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

<table>
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<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>
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<tr>
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<td>0.67</td>
</tr>
<tr>
<td>F</td>
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</table>

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

- Any graduate student whose GPA falls below 3.00 at the end of any semester will be placed on warning status by the Office of Graduate Studies. The student must attain a cumulative GPA of at least 3.00 during the following semester or summer session in which he or she is enrolled or be subject to dismissal. (Note: A student who earns all B’s and one or more grades of B- or lower will have a GPA of less than 3.00.)

IMPORTANT: Department policy regarding the Master’s program requires students to earn at least a ‘B’ (GPA 3.00) in all courses in the Department’s core and concentration areas.
**Student Financial Services**
This office is the primary contact for graduate students seeking financial aid or with any questions regarding scholarships, fellowships, or other university or departmental awards. The main web address for Student Financial Services is [http://www.utexas.edu/student/finaid/](http://www.utexas.edu/student/finaid/); information specifically for graduate students is located at [http://www.utexas.edu/student/finaid/graduate.html](http://www.utexas.edu/student/finaid/), 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. See Appendix A and [http://www.edb.utexas.edu/education/departments/sped/prospective/support/](http://www.edb.utexas.edu/education/departments/sped/prospective/support/) for detailed information. You will receive email notification from the Graduate Coordinator about deadlines for application 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 4.104. Additional information is located at [http://deanofstudents.utexas.edu/](http://deanofstudents.utexas.edu/). The office staff may be contacted at 512-471-6259; TDD 512-471-4641; or via email at: ssd@uts.cc.utexas.edu. The University also maintains a website of disability resources that may be found at [http://www.utexas.edu/disability/](http://www.utexas.edu/disability/).

**Compliance with the Educational Mandate for Research with Human Participants**
If you are completing the thesis or report option as part of your degree, or if you are involved in any other research activities at UT-Austin, you must be in compliance with the University’s educational mandate for research with human participants. Some of you may hold appointments as Graduate Research Assistants (GRAs) and research activities will be part of your assigned duties. As stated in the procedures manual of the Institutional Review Board (IRB), “All research projects with human participants conducted by faculty, staff, and students associated with The University of Texas at Austin must receive ethical approval before the research is begun” (p.1) [https://research.utexas.edu/ors/human-subjects/](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](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 program as possible.

All submissions, including the initial application, are done using IRB access, and all forms may be downloaded from the IRB web page at https://research.utexas.edu/ors/human-subjects/. Your faculty sponsor as well as the DRC Chair 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.

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

Leave of Absence
Graduate students may apply for a leave of absence for no more than two semesters. The Graduate Adviser must approve this request in advance. See the Office of Graduate Studies’ website under quick links online “forms and deadlines” (https://gradschool.utexas.edu/academics/policies/leaves-of-absence) the “Authorization for Leave of Absence” form. Granting leaves of absence for students is left to the discretion of the Graduate Adviser and Graduate Studies Committee. The only rule is that the decision be made "in the best interests of the academic progress of the student" and the Authorization for Leave of Absence form must be returned to the Office of Graduate Studies before the semester for which a leave is granted.

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

A student on leave may not use any university facilities nor is the student entitled to receive advice from any member of the faculty. A leave of absence does not alter the time limits for degrees or coursework.
Master’s Degrees in Special Education

Three Master’s degree programs are available depending on the concentration area: the Master of Education (M.Ed.) (all coursework), the Master of Education (M.Ed.) with a report, and the Master of Arts (M.A) with a thesis. Though both programs prepare students for a variety of career options, they vary in their primary area of emphasis as described below. All degree plans require a minimum of 36 hours of coursework. Rehabilitation Counselor Education requires 48 hours of coursework to meet national accreditation standards through the Council on Rehabilitation Education (CORE); the program has 36 hours of coursework and an internship for 12 hours.

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

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

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

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.
- **Thesis or Report Supervisor** is the faculty member who guides you through your thesis or report and serves as the chairperson of your committee.
Areas of Concentrations

All Master’s students must complete requirements for a concentration in one of the following areas:

- Autism and Developmental Disabilities
- Early Childhood Special Education
- High Incidence Disabilities
- Rehabilitation Counselor Education

The requirements detailed in this handbook are in force for all new students admitted for Master’s study in the Department of Special Education for the 2016-2017 academic year. Students who were previously admitted for Master’s study in the Department of Special Education may select previous or new area requirements. The student’s Academic Adviser must approve changes in area requirements and the Graduate Adviser must be notified of such changes.

Major Components of the Master’s Degree Program of Work

The Program of Work consists of requirements in each of the following core areas.

- The Department Core
- The Concentration Core
- Electives (see concentration area)
- Supporting Coursework

The Master’s degree consists of a core Master’s experience plus a specialized concentration in one of four areas listed below in the Concentration Core box. The Academic Adviser and Graduate Adviser approve each student’s Program of Work.

Master’s Degree Requirements

<table>
<thead>
<tr>
<th>Department Core (6 hours minimum)</th>
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</thead>
<tbody>
<tr>
<td>Complements each student’s specialist education in the areas of cultural and linguistic diversity as well as application of research to practice. Students explore issues, trends, and emerging practices related to services for individuals with disabilities from diverse socio-cultural, linguistic, racial and ethnic backgrounds; and develop a framework for culturally and linguistically responsive practice. They also acquire the knowledge and skills required to read, understand, evaluate, and use research to improve professional practice. All Master’s students are required to complete the following core courses:</td>
</tr>
<tr>
<td>- SED 380 Cultural/Linguistic Diversity in Special Education/Rehabilitation Counseling</td>
</tr>
<tr>
<td>- SED 393 Applied Research in Special Education /Rehabilitation Counseling</td>
</tr>
</tbody>
</table>

Department core courses must be taken for a letter grade and must be completed with a grade of ‘B’ (3.0 GPA) or better to be counted on the degree plan.
**Concentration Core** (as prescribed by each area)  
Provides students with specialist expertise through advanced coursework and collaboration with faculty in their chosen area of concentration, selected from the options below:

- Autism and Developmental Disabilities
- Early Childhood Special Education
- High Incidence Disabilities
- Rehabilitation Counselor Education

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

If writing a report, a minimum of 3 hours will be taken as SED 398R  
If writing a thesis, a minimum of 6 hours will be taken as SED 698A and SED 698B. A research design and statistics course must be taken for the thesis.  
Note: the report and thesis are not applicable to the Rehabilitation Counselor Education.

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

**Supporting Coursework**  
Consists of elective coursework in a related discipline that complements the major area of study and matches your interests and professional goals. Courses must be selected in consultation with, and approved by, your Academic Adviser and are restricted to organized, graduate, or upper division undergraduate courses outside the Department. Students must take at least 30 hours of Special Education coursework; in some areas, students may take 3 - 6 hours outside the Department of Special Education or an additional 3 – 6 hours in the Department of Special Education. With your Academic Adviser’s approval, courses outside of the Department of Special Education may be taken as credit/no credit.

* See the High Incidence Disabilities area for information about electives and supporting coursework.

**IMPORTANT NOTE**

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

2. The Academic Adviser and the Graduate Adviser must approve any substitutions for required courses.

**Designing Your Master’s Program of Work (POW)**

*Within the first semester* of your Master’s 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 Master’s 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/ under the Current Students pull down menu (a current copy is also included in Appendix B). 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:

- Up to 6 graduate credit hours may be transferred from another institution provided these hours were not part of another degree plan.
- Coursework completed and previously counted for another degree cannot be counted toward the Master’s degree.
- All coursework in the department core and concentration areas must be taken for a letter grade, except for the thesis or report courses, which are offered on a credit/no credit basis.
- Students must obtain a grade of “B” or better in the required Master’s courses in the department core and concentration areas. This requires you to earn a grade equivalent of 3.0 for these courses. Courses in which you earn a B- will not be approved as part of your degree plan for these requirements.
- SED 698A Thesis must be taken before you can register for SED 698B Thesis.
- Supporting coursework taken outside the department may be taken on a credit/no credit basis, and may include upper-division undergraduate courses with the approval of your Academic Adviser.
- You may be advised to take additional coursework to fulfill prerequisites in your areas of study, based on your prior training and experience.
- All completed coursework that is included in a student's degree program at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum three years of documented military service).
- Students interested in completing requirements for certifications may need to take additional courses beyond the degree plan.

Transfer of Credits from Another Institution
According to the Graduate Catalog,

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

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

**Areas of Concentration**

**Concentration in Autism and Developmental Disabilities**

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

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

<table>
<thead>
<tr>
<th>Core Areas of Study</th>
<th>Option 1 M.Ed.</th>
<th>Option 2 M.A.</th>
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</thead>
<tbody>
<tr>
<td>Department Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED 380 Cultural and Linguistic Diversity in SED and Rehabilitation Counseling</td>
<td>6 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>• SED 393 Applied Research in SED/Rehabilitation Counseling</td>
<td></td>
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</tr>
<tr>
<td>Concentration Core consists of 7 (M.Ed.) or 6 (M.A.) courses in the Autism/Developmental Disabilities Area, selected from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED 388 Challenging Behavior and Developmental Disabilities</td>
<td>21 hours</td>
<td>18 hours</td>
</tr>
</tbody>
</table>
**Description of Courses: Department Core**

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

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

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

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

SED 388: Challenging Behavior and Developmental Disabilities (Fall)
Challenging behaviors, such as aggression, self-injury, property destruction, tantrums, and stereotyped movements, are highly prevalent in individuals with severe and multiple disabilities. Developing a better understanding of challenging behaviors and using this better understanding to develop more effective assessment and treatment strategies is therefore a major research and educational priority. In this course, you will be introduced to the nature, assessment and treatment of challenging behaviors in people with severe and multiple disabilities. You will gain a better understanding of why these behaviors occur and what can be done to treat these behaviors.

SED 388: Teaching Individuals with Autism and Developmental Disabilities (Fall)
This course covers assessment and instructional strategies for educating students with autism and related developmental and physical disabilities. Emphasis is given to designing and implementing assessments to develop appropriate instructional objectives and create effective learning programs that address the many educational and related needs of students with severe disabilities. The course also focuses on implementation and evaluation of instructional procedures for teaching a range of adaptive behaviors, such as self-care, communication, social, and community living skills. In addition to describing effective teaching procedures, students will develop an understanding of the basic principles of learning that underlie these strategies, and learn how to structure the environment to promote learning.

SED 388: Practicum in Special Education—Autism and Developmental Disabilities (Fall)
During the practicum, you will gain valuable hands-on experience in designing, implementing and evaluating intervention programs for individuals with autism and related developmental disabilities.

SED 384: Communication Intervention (Spring)
This course focuses on communication intervention for individuals with developmental disabilities. You will learn how to assess communication behavior and translate this information into intervention programs to enhance and teach new communication skills.

SED 396T: Single-Subject Research Design (Spring)
In this course you will learn how to use single-subject research designs to make data based decisions about program effectiveness and student outcomes. You will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

SED 388: Advances in the Understanding and Treatment of Autism (Spring)
This course focuses on literature related to the diagnosis, assessment and treatment of individuals with autism. The course focuses on a review of educational interventions for teaching individuals with autism.

SED 388: Practicum in Special Education—Severe and Multiple Disabilities (Spring)
During this practicum, you will gain advanced skills and valuable hands-on experience in designing, implementing, and evaluating intervention programs for individuals with severe and
multiple disabilities. If the Master of Arts option is chosen, you will not take this practicum, but will instead take Thesis A.

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

SED 386: Foundations of Positive Behavior Support (Spring/Summer).
This course provides students with an understanding of the basic principles of human behavior; the application of those principles to teaching; the application of those principles to positive behavior support; and the application of those principles to the design of effective classrooms. The course is organized to prepare teachers and clinicians who will be in general and special education settings with children of all ages with and without disabilities.

Supporting Coursework (Out-of-Department Electives)
All coursework must be selected in consultation with your academic advisor. Out-of-department electives should complement the coursework of this program. Electives can be taken from psychology, speech pathology, social work, etc.

Concentration Area Point of Contact
For more specific information about the Autism & Developmental Disabilities area of concentration, please contact the Area Co-Coordinators: Dr. Mark O’Reilly at markoreilly@austin.utexas.edu or Dr. Terry Falcomata at falcomata@austin.utexas.edu.

BCBA Certification
For Board Certified Behavior Analyst certification, contact:
Dr. Amanda Little • SZB 532G • 475-6585• e-mail: amandalittle@austin.utexas.edu

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

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

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

<table>
<thead>
<tr>
<th>Core Areas of Study</th>
<th>Option 1 M.Ed.</th>
<th>Option 2 M.Ed. (Report)</th>
<th>Option 3 M.A. (Thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED 380 Cultural and Linguistic Diversity in SED/Rehabilitation Counseling</td>
<td>6 hours</td>
<td>6 hours</td>
<td>6 hours</td>
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<tr>
<td>• SED 393 Applied Research in SED/Rehabilitation Counseling</td>
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<tr>
<td>Concentration Core consists of 7 (M.Ed.) or 6 - 7 (M.A.) courses in the Early Childhood Special Education Area, selected from:</td>
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<tr>
<td>• SED 384 Overview of Early Childhood Special Education</td>
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<td>• SED 384 Instruction and Intervention in ECSE</td>
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<tr>
<td>• SED 384 Advances in the Understanding and Treatment of Autism</td>
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<tr>
<td>• SED 384 Communication Intervention</td>
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<tr>
<td>• SED 396T Single-Subject Research Design</td>
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<tr>
<td>• SED 388 Practicum in Special Education-Professional and Ethical Practices</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• SED 384 Advanced Practicum in ECSE</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Special Education Electives (e.g.,)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Foundations of Positive Behavior Support</td>
<td>6 hours SED elective</td>
<td>6 hours SED 398R Report</td>
<td>6 hours SED 698A &amp; B Thesis</td>
</tr>
<tr>
<td>• Elective in special education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Electives (e.g.,)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Coursework consist of one course taken inside or outside the Department of Special Education</td>
<td>3 hours SED elective</td>
<td>3 hours SED elective</td>
<td>3 hours SED elective</td>
</tr>
</tbody>
</table>

**Description of Courses: Department Core**

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

The course provides an overview of issues and emerging practices surrounding the education and transition of culturally and linguistically diverse (CLD) students in special education. The goal is
to provide an understanding of the history and significant events that have impeded or promoted the acceptance of diversity within the educational system. Students will also learn key concepts related to interpersonal and inter-group communication in culturally diverse settings, and explore the role of culture and language in their ability to communicate effectively with students and families from CLD backgrounds. Implications will be drawn for culturally and linguistically responsive practices in assessment, intervention, home-school collaboration, and transition.

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

Concentration Core

SED 384: Overview of Early Childhood Special Education (Fall)
This course covers the educational and emotional needs of young children with disabilities (birth to six) and the techniques for implementing a "whole child" and inclusive educational approach to meet the unique needs of the child and his/her family.

SED 384: Instruction and Intervention in ECSE (Fall)
This course covers assessment and instructional strategies for educating young children with autism and related developmental disabilities. Emphasis is given to designing and implementing assessments to develop appropriate instructional objectives and to create effective learning programs that address the many educational and related needs of young children with severe disabilities. This course also focuses on implementation and evaluation of instructional procedures for teaching a range of adaptive behaviors, such as self-care, communication, social, and community living skills. In addition to describing effective assessment and teaching procedures, students will develop an understanding of the basic principles of learning that underlie these strategies, and learn how to structure the environment to promote learning.

SED 388 Practicum in Special Education-Professional and Ethical Practices (Fall)
This course focuses on the professional and ethical practices inherent in working with young children in special education settings.

SED 396T: Single-Subject Research Design (Spring)
In this course you will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. You will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

SED 384: Communication Intervention (Spring)
The objective of this course is to synthesize theoretical and applied information regarding early language development and intervention strategies for special populations. It introduces concepts
related to typical, atypical, and delayed language and communication development (birth to six years) through interdisciplinary, family-focused and multicultural perspectives.

**SED 388: Advanced Practicum in Early Childhood Special Education (Spring)**
Teaching experience with a large group of children in a center setting is provided. Program management and evaluation procedures are applied to a total curriculum, so that the student assumes a lead teacher and/or consultant role during training.

**SED 388: Advances in the Understanding and Treatment of Autism (Spring)**
This course focuses on literature related to the diagnosis, assessment and treatment of individuals with autism. The course focuses on a review of educational interventions for teaching individuals with autism.

**Special Education Electives**
**SED 386: Foundations of Positive Behavior Support (Summer)**
This course provides students with an understanding of the basic principles of human behavior; the application of those principles to teaching; the application of those principles to positive behavior support; and the application of those principles to the design of effective classrooms. The course is organized to prepare teachers and clinicians who will be in general and special education settings with children of all ages with and without disabilities.

**Supporting Coursework**
All coursework must be selected in consultation with your Academic Adviser.

**Concentration Area Point of Contact**
For more specific information about the Early Childhood Special Education area contact Area Co-Coordinators: Dr. Micheal Sandbank at msandbank@austin.utexas.edu or Dr. Amanda Little at amandalittle@austin.utexas.edu

**BCBA Certification**

*For Board Certified Behavior Analyst certification, contact:*
Dr. Amanda Little • SZB 532G • 475-6585 • e-mail: amandalittle@austin.utexas.edu

More information is available from the Board’s website, at [http://www.bacb.com](http://www.bacb.com)

In addition to completing degree requirements, you may also take coursework toward a special education certification. **Special education certification is available only to students who already possess a teaching certificate in elementary or secondary education.** Although there is considerable overlap between degree and certification requirements, additional courses beyond the degree plan are usually necessary. **Spaces in the post-bac program are very limited. If you plan to obtain certification, the Certification Officer must advise you.**

*For post-baccalaureate special education certification, contact:*
Dr. Kathryn Klinger Tackett SZB 440J • 512-475-6566 • e-mail: katietackett@austin.utexas.edu
Concentration in High Incidence Disabilities (with or without teacher certification)

There are two plans for earning a Master’s degree in the High Incidence Disabilities (HID) concentration area:

Plan 1: Master’s degree and Special Education Teacher Certification (45 semester credit hours: 1st fall, spring, summer, and 2nd fall = 4 courses per semester, 2nd fall student teaching with graduation in December) If a student wishes to do a report or thesis with this plan, then these hours will be added to the 45 semester credit hours; students must take all of the courses listed below with this plan.

These students possess a baccalaureate degree and wish to pursue a Master’s degree in High Incidence Disabilities and special education teacher certification.

Plan 2: Master’s degree in High Incidence Disabilities (36 semester credit hours: fall, spring, summer - full time = 4 courses per semester with graduation in August)

These students wish to pursue a Master’s degree in High Incidence Disabilities and are already certified or do not want special education teacher certification.

Aspiring educators and other professionals will learn about evidence-based knowledge, skills, and strategies to work with students in K-12 diverse educational settings and in multi-tiered systems of support. There is a focus on teaching students with high incidence disabilities, such as learning disabilities, behavior disorders, mild autism spectrum disorders, and mild intellectual disabilities. Students will learn content in the areas of cultural and linguistic diversity, instructional design and delivery, data-based instructional decision making, intensive reading interventions for students with reading disabilities, intensive mathematics interventions for students with mathematics disabilities, and positive behavioral supports. We prepare professionals for careers in diverse educational settings such as schools, juvenile justice facilities, residential treatment centers, and private practice.

Plan 1: Master’s + Special Education Teacher Certification

<table>
<thead>
<tr>
<th>Core Areas of Study</th>
<th>M.Ed.</th>
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<tbody>
<tr>
<td><strong>Department Core</strong></td>
<td></td>
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<tr>
<td>• SED 380 Cultural and Linguistic Diversity in SED/Rehabilitation Counseling</td>
<td></td>
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<tr>
<td>• SED 393 Applied Research in SED/Rehabilitation Counseling</td>
<td></td>
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<tr>
<td><strong>Concentration Core</strong></td>
<td></td>
</tr>
<tr>
<td>• SED 383 Foundations of Special Education</td>
<td></td>
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<tr>
<td>• SED 383 Assessment of Special Education</td>
<td></td>
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<tr>
<td>• SED 386 Foundations of Positive Behavioral Interventions</td>
<td></td>
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<tr>
<td>• SED 383 Intensive Reading Interventions for</td>
<td></td>
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</tbody>
</table>
Students with Dyslexia Reading Disabilities
- SED 383 Intensive Mathematics Interventions for Students with Math Disabilities and Difficulties
- SED 388 Teaching Individuals with Autism and Developmental Disabilities
- SED 384 Instruction and Intervention in ECSE
- SED 396R Single Subject Design
- SED s389 Law & Disabilities
- SED 394 Practicum
- SED 960 Student Teaching

45 hours

Note: Students who are seeking the Master’s and special education teacher certification must take all of the courses listed above. There are no electives or supporting coursework classes. The Report or Thesis can be added to this plan but they must be taken in addition to all of the prescribed courses + student teaching.

The Master’s concentration in the High Incidence Disabilities area can be pursued through one of three options, each involving a minimum of 36 semester hours. Option 1 involves completion of 12 courses including practical experiences leading to the M.Ed. degree and can be completed in 12 months of full-time study. Option 2 students will complete 33 hours of coursework and complete a Master’s Report for the M.Ed. Students who select Option 3 will pursue a research-based Master of Arts degree including courses, practical experiences, and a research thesis. This concentration can be completed in 18 months. Components of the degree plan are as follows:

**Plan 2: Master’s Only**

<table>
<thead>
<tr>
<th>Core Areas of Study</th>
<th>M.Ed. (36 hours courses)</th>
<th>M.Ed. (33 hours + 3 report)</th>
<th>M.A. (30 hours + 6 hours thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Core</td>
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<td></td>
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<tr>
<td>• SED 380 Cultural and Linguistic Diversity in SED/Rehabilitation Counseling</td>
<td>6 hours</td>
<td>6 hours</td>
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<tr>
<td>• SED 393 Applied Research in SED/Rehabilitation Counseling</td>
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<tr>
<td>Concentration Core</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• SED 383 Foundations of Special Education</td>
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<td></td>
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<tr>
<td>• SED 383 Assessment of Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED 386 Foundations of Positive Behavioral Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SED 383 Intensive Reading Interventions for Students with Dyslexia Reading Disabilities</td>
<td>21 hours</td>
<td>21 hours</td>
<td>18 hours</td>
</tr>
</tbody>
</table>
• SED 383 Intensive Mathematics Interventions for Students with Math Disabilities and Difficulties
• SED 388 Teaching Individuals with Autism and Developmental Disabilities
• SED 384 Instruction and Intervention in ECSE
• SED 396R Single Subject Design
• SED 389 Law & Disabilities

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<tr>
<th>Supporting Coursework consist of one course taken inside or outside the Department of Special Education</th>
<th>6 hours</th>
<th>6 hours</th>
<th>6 hours</th>
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<tbody>
<tr>
<td></td>
<td>36 hours</td>
<td>36 hours</td>
<td>36 hours</td>
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</table>

**Description of Courses: Department Core (6 hours)**

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

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

**Concentration Core (High Incidence Disabilities) (varies)**

**SED 383: Foundations of Special Education** (Fall)
This course provides a foundation of high incidence disabilities including characteristics of learners and an overview of strategies. Evidence-based instructional design and delivery practices are presented along with data-based individualized instructional planning. An introduction to assistive technology is provided and practices for working with diverse families and students in various instructional environments are presented.

**SED 383: Assessment of Special Education** (Fall)
This course provides a foundation of the basic concepts and content related to the assessment of exceptional individuals. The course follows a lifespan orientation, looking at assessment needs from infancy to adulthood. Course content serves as a precursor to material covered in more advanced assessment courses associated with various specialty areas.

**SED 380: Cross Cultural Interactions in Multicultural Special Education** (Fall)
This course provides an overview of essential concepts related to interpersonal and inter-group
communication in culturally diverse settings, and explores the role of culture and language in our ability to communicate effectively in a multicultural society. Implications will be drawn for general and special education programs and services that are responsive to, and appropriate for children, youth and adults from culturally and linguistically diverse backgrounds. Topics for discussion will include local, state, and national policy implications, procedures for identification of students with disabilities as well as those with gifts/talents, interactions with culturally diverse families and communities, and implications for personnel preparation and research.

**SED 386: Positive Behavioral Interventions, Supports, & Classroom Management** *(Fall)*
This course provides students with an advanced understanding of the principles of human behavior; the application of those principles to teaching; the application of those principles to positive behavior support; and the application of those principles to the design of effective classrooms. The course is organized to prepare teachers and clinicians who will be in general and special education settings with students of all ages. A field-based experience is included as a part of the course. A field experience is included with this course.

**SED 383: Intensive Reading Interventions for Students with Dyslexia Reading Disabilities** *(Spring)*
This course emphasizes the components of designing, implementing, and assessing a reading and writing instructional program for individuals with disabilities at the elementary and secondary level. Emphasis is placed on instructional adaptations and research-based methodologies. A practicum is included as a part of the course.

**SED 383: Intensive Mathematics Interventions for Students with Math Disabilities and Difficulties** *(Spring)*
This course emphasizes the components of designing, implementing, and assessing a mathematics instructional program for individuals with disabilities at the elementary and secondary level. Emphasis is placed on instructional adaptations and research-based methodologies. A practicum is included as a part of the course.

**SED 394: Practicum in High Incidence Disabilities**
Two six-week placements in different special education or inclusive settings is emphasized in this course. Assignments from SED 383 (reading, writing, and mathematics) are implemented under supervision of a classroom teacher and university facilitator. On campus meetings are also required for this course.

**SED 389: Law and Disabilities** *(Spring)*
This course introduces students to and familiarizes them with federal and state laws for individuals with disabilities, with a focus on federal and state mandates in special education. Students will learn about and rely upon case law, statues, regulations, and administrative guidance in this field.

**SED 960: Student Teaching** *(2nd Fall)*
This is a full semester of student teaching in a special education or inclusive setting. Students assume many responsibilities of planning, teaching, and assessing students with high incidence disabilities. The classroom cooperating teacher and university facilitator supervise this course. On-campus meetings will be arranged.
Supporting Coursework (3 hours) (Plan 2: Master’s only)
All coursework must be selected in consultation with your Academic Advisor.

Concentration Area Point of Contact
For more specific information about the High Incidence Disabilities area contact the Area Coordinator, Dr. Diane P. Bryant, via e-mail at dpbryant@austin.utexas.edu.

Concentration in Rehabilitation Counselor Education

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

<table>
<thead>
<tr>
<th>Core Areas of Study</th>
<th>M.Ed. *(coursework only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Core</strong></td>
<td></td>
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<tr>
<td>• SED 380 Cross-Cultural Interactions in MCSE AND</td>
<td>6 hours</td>
</tr>
<tr>
<td>• SED 393 Applied Research in Special Education/Rehabilitation Counseling</td>
<td></td>
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<tr>
<td><strong>Concentration Core consists of 8 courses and 12 hours</strong></td>
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<tr>
<td>• SED 387 Introduction to Vocational Rehabilitation Counseling</td>
<td></td>
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<tr>
<td>• SED 387 Psychosocial Aspects of Disabling Conditions</td>
<td></td>
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<tr>
<td>• SED 387 Medical-Paramedical Aspects of Rehabilitation Counseling</td>
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<tr>
<td>• SED 387 Vocational Assessment and Job Placement</td>
<td>33 hours</td>
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<tr>
<td>• SED 387 Rehabilitation Counseling Theories</td>
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<tr>
<td>• SED 387 Group and Individual Counseling Methods</td>
<td></td>
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<tr>
<td>• SED 387 Practicum in Rehabilitation Counseling</td>
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<tr>
<td>• SED 387 Specialized Problems</td>
<td></td>
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<tr>
<td>• SED 397 &amp; SED 697 Internship (12 hours)</td>
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<tr>
<td>Supporting Coursework consists of two courses taken outside the Department of Special Education, and a</td>
<td>9 hours</td>
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</table>
third course approved by the RCE Program.

48 hours

* The Rehabilitation Counselor Education concentration area only offers the M.Ed. degree and requires up to 48 hours of coursework (36 hours + up to 12 hours of internship).

**Description of Courses: Department Core**

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

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

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

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

**Concentration Core (Rehabilitation Counseling)**

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

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

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

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

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

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

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

Acquaints students with medical aspects of disabling conditions and the vocational, psychological, developmental, and social ramifications of disability.
SED 387: Practicum in Rehabilitation Counseling (Spring)
Student is supervised in hands-on application of knowledge, techniques, and skills gained through coursework. Face-to-face contact with selected individuals with disabilities in an approved rehabilitation facility is evaluated.

SED 387: Vocational Assessment and Job Placement (Spring/Summer)
Applies career development and job placement concepts to persons with disabilities, focusing on development, occupational choice, vocational counseling, pertinent laws and regulations including the Americans with Disabilities Act, Sections 501-501, and other topics. Additional activities include labor market analyses, identification of and training for job-related skills, and evaluating the quality of supported employment service delivery.

SED 387: Rehabilitation Counseling Theories (Summer)
This survey of counseling theories includes specific applications in rehabilitation settings such as individual, group, family, and other counseling configurations and their applications. Case management, planning, and service delivery for specific disability groups is also included.

SED 387: Internship (Fall or Spring or Summer)
The final semester requires this 600-clock-hour internship in a rehabilitation setting in order to provide students with supervised work experience in a state rehabilitation agency or related nonprofit facility. Settings are selected based on the specialty area of the students, encouraging reciprocal benefit for the student, the agency, and the clients.

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

Specialization Area Point of Contact
For more specific information about the Rehabilitation Counselor Education area contact the Area Coordinator: Dr. James Schaller at jschaller@austin.utexas.edu or (512) 475-6576.

Advising Policies and Procedures

Initial Advising
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. Advising the fall semester occurs at orientation. You must make an appointment with the faculty member who has been assigned as your Academic Adviser to broadly plan your Master’s coursework and to specifically discuss your POW.

Registration and Advising
During each registration and 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 Academic Adviser must indicate approval of the coursework by signing the “I Have Been Advised” form (see Appendix C), which can be obtained from [http://www.edb.utexas.edu/education/departments/sped](http://www.edb.utexas.edu/education/departments/sped) under the Current Students pull down menu. Once the signed form has been submitted to the Graduate Coordinator, your registration bar will be lifted and you will be allowed to register. (Note: Instructions on how to register can be found at [http://registrar.utexas.edu/schedules](http://registrar.utexas.edu/schedules).)

**Advising Checklist**

- **International students:** If you have a J-bar on your registration, complete the English Skills Screening. Take the results of this screening with you to your advising meeting and provide a copy to the Graduate Coordinator in SZB 306 for your files.
- Visit the Registrar’s website at [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 a Master’s “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 C). Be sure to update your mailing address and other contact information on this form.
- In consultation with your Academic Adviser (and the certification officer, if applicable), design your Program of Work and determine which courses you will need to take during the upcoming semester.
- Complete the “I Have Been Advised” form for the following semester. When enrolling in independent study or practicum/internship courses, you must 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” form electronically 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 Master’s experience. This is the individual who may (though not necessarily) serve in a variety of roles in your program, including thesis/report supervisor;
- Your Academic Adviser can assist you in becoming familiar with the program, the department, and other university resources;
- Your Academic Adviser represents you at Graduate Studies Committee (GSC) meetings for any matters concerning your degree plan that must go before the GSC.
What is a ‘J’ Bar? (for New International Students)
Some international students may have a departmental condition placed on their admission to the graduate program, which requires that they complete an English Skills Screening within their first semester of coursework at The University of Texas. A J-bar is placed on certain international students' records to require them to go through English screening before they can register for classes. In order to remove a J-bar, international students must go through English screening. This is done by ESL Services in the International Office. This screening is done anytime that the International Office is open for new international student check in.

The screening consists of a 30-minute essay and a 15-minute oral interview. After the screening is done, the results are discussed with the students and they are informed whether or not there is a requirement for further coursework in English. If English classes are required, then information on those classes is provided to the students, and a copy of the requirement is sent to the students' individual departments.

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

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

What is Admission with Conditions?
Some students may be admitted to the Master’s program with conditions. According to the Graduate Catalog, the Graduate Studies Committee:

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

If any conditions were placed on your admission, please make sure that your Academic Adviser and the Graduate Adviser 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 Master’s program, you were assigned an Academic Adviser in your area of concentration, based on information about your career interests and/or faculty availability. The Academic Adviser typically also assumes other roles such as thesis/report
supervisor. Should you decide to change your Academic Adviser, you must follow the steps below:

- Identify the faculty member in your 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 your request by completing the “Change of Academic Adviser” form (available from the Graduate Coordinator). This form requires that you obtain signed consent from both faculty members involved;
- The Graduate Adviser will review your request, consult with your current and proposed advisers, and confirm the change.

**Transfer to Another Concentration in the Department**

Once they are in the Master’s program, a few students discover that their professional interests may be more suitably addressed in another 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 program. It can also affect course requirements and the total number of credit hours required to obtain the Master’s degree. Before you take any formal steps to change your 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; change to a new area is contingent on space availability in the new concentration 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 transcript of Master’s courses completed to-date (may be unofficial, available from the Graduate Coordinator).

Once area faculties have reviewed the request, a recommendation will be made to the Graduate Adviser and the student will be notified of the decision. A revised Master’s Program of Work should be sent electronically to the Graduate Coordinator as soon as possible with 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 from the Master’s program.**
Master of Education Report and Master of Arts Thesis

The Master of Education Report
During Report, you will select a topic to research (e.g., literature review) and write a comprehensive paper. The goal is to provide you with an opportunity to conduct an in-depth study on a topic that is relevant for your concentration area.

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

Guidelines Related to the Thesis Option (M.A.) and Report Option (M.Ed.)
The thesis and report options are designed for students interested in conducting an in-depth investigation of a topic of interest in special education. This may include students who:

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

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

A report typically results from gathering special materials with a topical focus, from an internship or similar experience, or from the literature (e.g., literature review). The report is subject to the approval of the committee and ultimately to the approval of the graduate dean. Three semester hours of credit are granted for preparing the report; the student must register for the Master's report course, SED 398R. The student must take this course on a credit/no credit basis. The student must register for it the semester that he or she intends to graduate.

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

**Thesis and Report Procedures**

Students must declare their intent to complete the M.A. or M.Ed. option in their first semester in the program. Failure to do so may increase the number of courses to be taken, and/or lengthen the time it takes to complete all requirements. See Appendix D for a checklist of steps and timelines for the thesis and refer to Appendix E for the report.

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

The *thesis* committee is comprised of three faculty members, at least two of whom are members of the Graduate Studies Committee (GSC) in the Department of Special Education. The remaining committee member may be from another department in the College. The Thesis Supervisor must be a member of the GSC in the Department of Special Education and is usually the academic adviser.

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

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

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

Written approval of the final thesis/report must be submitted to the Graduate Adviser. Both forms are available from the Graduate Coordinator.

Theses and reports must follow the guidelines of the graduate school format booklet, *Format for the Master's Thesis and Report*.

**Requirements for Thesis and Report**

In addition to the above requirements, students completing a thesis or report must complete the following requirements:
1. Submit the thesis or report to the supervising committee by the deadline the committee establishes. Submit final copies of the thesis or report to the Office of Graduate Studies for final approval by the graduate dean no later than the date specified on the deadline sheet.

   a. Information on Thesis and Report Templates can be found on the internet address below:

       http://www.utexas.edu/ogs/pdn/downloads/

   b. Either format requires an additional printed copy of the following pages to be submitted separately from your thesis or report:

      i. a title page,
      ii. a signature page (with original signatures of your supervising committee as listed on your Master's Graduation Application Form), and
      iii. an Abstract.

   c. Theses and reports must follow the guidelines of the graduate school format booklet, Format for the Master's Thesis and Report. Contact one of the following degree evaluators: William Crain (williamc@austin.utexas.edu), and Renee Babcock (r.babcock@austin.utexas.edu).

   d. Failure to meet specified deadlines may result in a postponement of your graduation. Long lines to see a degree evaluator are typical around deadline days. **It is highly recommended that students meet their deadlines as early as possible to avoid the added inconvenience and crowding that is expected at the last minute.** Please contact a degree evaluator at 512-471-4511 if you have any questions, or stop by Main Building 101, Monday through Friday, 8:00 a.m. - 5:00 p.m.

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

**Graduation Policies and Procedures**

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

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

**Deadlines and Steps for Graduation**

1. Be registered in the semester or summer session in which you plan to graduate.
2. Submit the *Program of Work (POW) Master’s Worksheet (Appendix B)* with any changes since the first worksheet was submitted at the end of your first semester. Submit the form electronically to the *Graduate Coordinator*. Your online application (see #3) will not be processed until the POW has been received and approved by the Graduate Adviser.

3. Submit the Graduate School’s *Master's Graduation Application Form* online. *The form must be completed and submitted online up until the deadline established by the Office of Graduate Studies, for the semester in which you plan to graduate.*

https://gradschool.utexas.edu/academics/forms

Fill out your program of study on the Master’s *Program of Work* form, and obtain your Academic Adviser’s signature before you submit it to the Graduate Adviser for approval.

4. If you are completing a thesis or report, complete the section, which requires your thesis/report title, committee members, and obtain your supervisor’s signature on the Master’s Degree Certification form.

5. Once the Graduate Adviser has approved your Graduate School online application (see #3), the OGS will notify you and the department of final approval. Questions regarding graduation procedures should be directed to the Graduate Coordinator.

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

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

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

1. The student does not have to re-apply to The University, but must complete the departmental process for admission. The following materials must be submitted to the Graduate Coordinator:
   
   a. Departmental application.
   
   b. Three letters of reference, at least two of which should be from faculty who are familiar with the student’s work at the master’s level. One of these two letters must be from a faculty member who would be willing to serve as the student’s mentor in the doctoral program. The letter of reference should include such a statement.
c. An updated professional/personal statement, with emphasis on the student’s research goals and interests.

d. An updated resume.


2. The completed application will be handled in the same manner as other applicants:

   a. The GSC faculty will review the completed file in the area to which the student has applied.

   b. Students who are admitted must complete all Master’s degree requirements prior to enrollment in the doctoral program.

3. The department’s policy regarding semester of entry will apply to continuing students (i.e., students will be admitted for the Fall semester only). Students graduating from the Master’s program in the fall semester may request GSC approval to begin doctoral study in the following spring.

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
A number of scholarships are available through the College of Education. However, applications are submitted to, and reviewed by, the Department of Special Education. The application deadline for these scholarships varies each year and information will be sent out. The scholarships listed below were awarded to the Department for the 2014-2015 academic year:

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

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

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

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

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

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

Student: ____________________________ EID: ___________ Full-time __ Part-time __

Degree: __M.Ed (coursework only), __M.Ed. (report), __M.A. Adviser: ______________________

Concentration Area: __________________ Certification(s): ________________________

1st Semester enrolled: __________________ Expected Graduation Date: ____________

**Department Core Courses** (required of all master’s students)

<table>
<thead>
<tr>
<th>COURSE#</th>
<th>COURSE TITLE</th>
<th>SEMESTER TO BE TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 380</td>
<td>Cultural and Linguistic Diversity in Special Ed. &amp; Rehabilitation Counseling</td>
<td></td>
</tr>
<tr>
<td>SED 393</td>
<td>Applied Research in Special Education &amp; Rehabilitation Counseling</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration Courses** (as prescribed by your area)

<table>
<thead>
<tr>
<th>COURSE#</th>
<th>COURSE TITLE</th>
<th>SEMESTER TO BE TAKEN</th>
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</thead>
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<td>SED</td>
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</tbody>
</table>
### Special Education Electives and/or Thesis or Report

<table>
<thead>
<tr>
<th>COURSE#</th>
<th>COURSE TITLE</th>
<th>SEMESTER TO BE TAKEN</th>
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</thead>
<tbody>
<tr>
<td>SED</td>
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<tr>
<td>SED</td>
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</tbody>
</table>

### Supporting Coursework Taken Inside and/or Outside the Department (minimum 6 hours)

<table>
<thead>
<tr>
<th>COURSE#</th>
<th>COURSE TITLE</th>
<th>SEMESTER TO BE TAKEN</th>
</tr>
</thead>
</table>

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

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

Plan sent to Graduate Coordinator on: ____  Adviser’s initials: ______________________

Student’s initials: ______________________

Reviewed by the Graduate Adviser on: ____  Graduate Adviser’s approval/initials: __________
Planning Sheet for Courses by Semester and Year

Year One: _________

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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</thead>
<tbody>
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</tbody>
</table>

Year Two: _________

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>
Appendix C: I Have Been Advised Form

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

1
FALL
I HAVE BEEN ADVISED FORM
SPECIAL EDUCATION
MASTER’S STUDENTS

Name: _______________________________ EID: _______________________________
Address: ___________________________ City: ___________ Zip: ___________
E-mail address: _____________________ Local phone: _______________________

Proposed courses for FALL 2009 semester:

<table>
<thead>
<tr>
<th>Course Number/Name</th>
<th>Unique Number</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Hours: __________

Student signature: ______________________ Date: __________

Academic Adviser’s signature: ______________________ Date: __________

Advising bar cleared by: ______________________ Date: __________

40
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. For grading purposes, this name is important to include.

5. Your Academic Adviser must sign this form and you must return this form electronically to the Graduate Coordinator before the Graduate Coordinator clears your registration bar.
### Thesis Completion Timeline and Checklist

<table>
<thead>
<tr>
<th>Task</th>
<th>Suggested timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with adviser to discuss thesis topic</td>
<td>Sept.</td>
</tr>
<tr>
<td><strong>Read Graduate School information, timeline, forms, copyright</strong></td>
<td>Sept.</td>
</tr>
<tr>
<td>[<a href="http://www.utexas.edu/ogs/pdn/">http://www.utexas.edu/ogs/pdn/</a>] VERY IMPORTANT</td>
<td></td>
</tr>
<tr>
<td>Refer to Format Guidelines for Master’s Theses and Reports document</td>
<td>Sept.</td>
</tr>
<tr>
<td>[<a href="http://www.utexas.edu/ogs/pdn/pdf/format_guidelines-m.pdf">http://www.utexas.edu/ogs/pdn/pdf/format_guidelines-m.pdf</a>]</td>
<td></td>
</tr>
<tr>
<td>Preliminary literature search</td>
<td>Sept.</td>
</tr>
<tr>
<td>Write research questions</td>
<td>Oct.</td>
</tr>
<tr>
<td>Design study methodology in consultation with adviser</td>
<td>Oct.</td>
</tr>
<tr>
<td>Complete IRB training (if applicable)</td>
<td></td>
</tr>
<tr>
<td>[<a href="http://www.utexas.edu/research/rsc/humansubjects/training/index.html">http://www.utexas.edu/research/rsc/humansubjects/training/index.html</a>]</td>
<td></td>
</tr>
<tr>
<td>Submit IRB application (if applicable); IRB approval is required</td>
<td>Nov.</td>
</tr>
<tr>
<td>before the study may begin</td>
<td></td>
</tr>
<tr>
<td>Submit <em>draft</em> of introduction to adviser</td>
<td>Jan.</td>
</tr>
<tr>
<td>Conduct data collection (if applicable)</td>
<td>Jan.– Mar.</td>
</tr>
<tr>
<td>Form thesis committee (ensure their availability during the summer)</td>
<td>Mar.</td>
</tr>
<tr>
<td>Submit <em>draft</em> of method and results to adviser</td>
<td>May</td>
</tr>
<tr>
<td>Schedule thesis meeting with committee members</td>
<td>Beginning of May</td>
</tr>
<tr>
<td>Submit complete thesis to adviser</td>
<td>Beginning of July</td>
</tr>
<tr>
<td>Send committee complete thesis (min 2 weeks in advance)</td>
<td>Middle of July</td>
</tr>
<tr>
<td>Conduct a thesis meeting (20-minute presentation)</td>
<td>Beginning of Aug.</td>
</tr>
<tr>
<td>Revise thesis based on committee’s feedback</td>
<td>Beginning of Aug.</td>
</tr>
<tr>
<td>Upload final copy of report to Texas digital library and hard copies</td>
<td>Mid-Aug.</td>
</tr>
<tr>
<td>to graduate office (see Format Guidelines)</td>
<td>deadline</td>
</tr>
</tbody>
</table>

1 See Compliance with the Educational Mandate for Research with Human Participants in the Master’s Handbook.
## Appendix E: Master of Education (M.Ed.) in Special Education

Report Completion Timeline and Checklist

<table>
<thead>
<tr>
<th>Task</th>
<th>Suggested timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Meet with adviser to discuss report topic</td>
<td>September</td>
</tr>
<tr>
<td>- Read Graduate School information, timeline, forms, copyright</td>
<td>October</td>
</tr>
<tr>
<td>VERY IMPORTANT</td>
<td></td>
</tr>
<tr>
<td><a href="https://gradschool.utexas.edu/academics/forms">https://gradschool.utexas.edu/academics/forms</a></td>
<td></td>
</tr>
<tr>
<td>- Refer to Format Guidelines for Master’s Theses and Reports</td>
<td>October</td>
</tr>
<tr>
<td>document VERY IMPORTANT</td>
<td></td>
</tr>
<tr>
<td><a href="https://gradschool.utexas.edu/academics/forms">https://gradschool.utexas.edu/academics/forms</a></td>
<td></td>
</tr>
<tr>
<td>- Preliminary literature search</td>
<td>January</td>
</tr>
<tr>
<td>- Write research questions, if applicable</td>
<td>May</td>
</tr>
<tr>
<td>- Design study methodology in consultation with adviser</td>
<td>May</td>
</tr>
<tr>
<td>- Complete IRB training (if applicable)</td>
<td>April</td>
</tr>
<tr>
<td><a href="https://research.utexas.edu/ors/human-subjects/">https://research.utexas.edu/ors/human-subjects/</a></td>
<td></td>
</tr>
<tr>
<td>- Submit IRB application (if applicable); IRB approval is required</td>
<td>April</td>
</tr>
<tr>
<td>before the study may begin</td>
<td></td>
</tr>
<tr>
<td>- Submit <em>outline</em> of report to adviser</td>
<td>May</td>
</tr>
<tr>
<td>- Form report committee</td>
<td>May</td>
</tr>
<tr>
<td>- Submit <em>draft</em> of the report to adviser</td>
<td>June</td>
</tr>
<tr>
<td>- Send committee complete report</td>
<td>Middle of July</td>
</tr>
<tr>
<td>- Revise report based on committee’s feedback</td>
<td>Beginning of August</td>
</tr>
<tr>
<td>- Upload final copy of report to Texas digital library and hard copies to graduate office (see Format Guidelines)</td>
<td>Mid-August deadline</td>
</tr>
</tbody>
</table>

1 See Compliance with the Educational Mandate for Research with Human Participants in the Master’s Handbook.