PHEL STUDENT HANDBOOK

Department of Educational Administration
The University of Texas at Austin

2016-2017

Updated November 2016

DISCLAIMER: Please note that information in this handbook does not supersede information posted on university websites.
# Table of Contents

Section 1: Department Of Educational Administration .......................................................................................................................... 5
   Welcome ............................................................................................................................................................................. 5
   Staff Contact Information .................................................................................................................................................. 5
   Department Overview .......................................................................................................................................................... 6
   PHEL Vision ....................................................................................................................................................................... 7
   PHEL Faculty Profiles ......................................................................................................................................................... 8

Section 2: PHEL Overview of Degrees .................................................................................................................................................. 18
   Overview ............................................................................................................................................................................. 18
   Academic Expectations .................................................................................................................................................... 19
   Advising ............................................................................................................................................................................ 20
   Transfer Coursework ...................................................................................................................................................... 20
   Study Abroad .................................................................................................................................................................. 20
   Extension Courses ........................................................................................................................................................... 20
   Field Experience ............................................................................................................................................................... 21
      Internship/Field Experience ........................................................................................................................................ 21
      Individual Project .......................................................................................................................................................... 21
      Research Apprenticeship ............................................................................................................................................. 21
      Independent/Research Study ...................................................................................................................................... 21

Section 3: Degree-specific Information .................................................................................................................................................. 23
   Helpful Links ....................................................................................................................................................................... 23
      Programs of Study .......................................................................................................................................................... 23
      EDA Forms & Documents ............................................................................................................................................ 23
      Internship & Apprenticeship Information .................................................................................................................... 23
      Sanchez Building Maps ................................................................................................................................................. 23
      UT Lists .......................................................................................................................................................................... 23
      Graduate Catalogs ........................................................................................................................................................ 23
      GSC Faculty ................................................................................................................................................................. 23
   Master's Degree ................................................................................................................................................................. 24
      Coursework Guide/Flowchart ....................................................................................................................................... 24
      Out-Of-Department Elective Examples ....................................................................................................................... 24
   Doctoral Degrees ............................................................................................................................................................... 27
      Coursework Guide/Flowchart ....................................................................................................................................... 27
      Cognate Themes and Examples .................................................................................................................................... 27
      Mid-Program Review ...................................................................................................................................................... 27
      Specialization Qualifying Exam ................................................................................................................................... 27
      Remediation for SQE ....................................................................................................................................................... 28
      Advancement to Candidacy ........................................................................................................................................... 30
      Apply for Advancement to Candidacy .......................................................................................................................... 30
      Dissertation/Treatise Committee .................................................................................................................................. 32

Section 4: Financial Assistance ............................................................................................................................................................... 34
   Quantity of Work – Full time students .............................................................................................................................. 34
   Types of Graduate Positions ................................................................................................................................................. 34
   Travel Support for Conferences ........................................................................................................................................... 35
   Office of Student Financial Services .................................................................................................................................. 35
Section 5. Institutional Policies ............................................................................................................. 35 
  Academic Dishonesty ......................................................................................................................... 35 
  Academic Honor Code ......................................................................................................................... 35 
  ADA Compliance ................................................................................................................................. 36 
  Official Means of Communication ..................................................................................................... 36 
  Observance of Religious Holy Days .................................................................................................. 36 
  Scholastic Probation and Dismissal ................................................................................................... 36 
  Sexual Discrimination and Sexual Harassment .................................................................................. 37 

Section 6. Academic Resources ........................................................................................................... 38 
  Registration ......................................................................................................................................... 38 
    Before Registering .............................................................................................................................. 38 
    Registration ........................................................................................................................................ 38 
    Finishing Registration ....................................................................................................................... 39 
  Textbooks ........................................................................................................................................... 39 
  Canvas .................................................................................................................................................. 39 
  Graduate Writing Assistance .............................................................................................................. 39 
  Libraries .............................................................................................................................................. 39 

Section 7. Campus Resources ............................................................................................................. 41 
  Behavior Concerns Advice Line (BCAL) ............................................................................................ 41 
  Bevo Bucks ......................................................................................................................................... 41 
  Campus Safety & Security .................................................................................................................... 41 
  Course Instructor Surveys ................................................................................................................... 42 
  Dean of Students ................................................................................................................................. 42 
  Division of Diversity and Community Engagement .......................................................................... 42 
  Division of Student Affairs ................................................................................................................. 42 
  Graduate School ................................................................................................................................. 43 
  Graduate Student Housing .................................................................................................................. 43 
  Health Insurance ................................................................................................................................. 43 
  Office of The Registrar ....................................................................................................................... 43 
  Services for Students with Disabilities ............................................................................................... 43 
  Student ID Card ................................................................................................................................ 44 
  Student Conduct & Integrity .............................................................................................................. 44 
  Transportation ..................................................................................................................................... 44 
    Parking ................................................................................................................................................ 44 
    Shuttles ............................................................................................................................................. 44 
    Bicycles ............................................................................................................................................ 44 
  University Health Services ................................................................................................................ 45 
    UT EID .............................................................................................................................................. 45 

Section 8. Technology ............................................................................................................................. 46 
  College of Education Learning Technology Center .............................................................................. 46 
  College of Education Apple Laptop Bundle ...................................................................................... 47 
  Information Technology Services ....................................................................................................... 47 
  BevoWare .......................................................................................................................................... 47 
  Campus Computer Store .................................................................................................................... 47 
  Computer Labs on Campus ................................................................................................................ 47 
  Informational Technology Services Help Desk .................................................................................. 47 
  Printing On Campus ........................................................................................................................... 48
SECTION 1.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

WELCOME

Dear Student (current & prospective),

Welcome to the Program in Higher Education Leadership (PHEL) here at The University of Texas at Austin (UT Austin).

Located in the Department of Educational Administration, our Program in Higher Education Leadership has one master’s degree program (M.Ed.) and two doctoral degree programs: a Doctorate of Philosophy (Ph.D.) and a Doctorate of Education (Ed.D.).

Our world-class faculty and talented and diverse student body have fashioned our program into an enriching learning community of higher education scholars, practitioners, and leaders. The academic backgrounds, work and volunteer histories, and wealth of diverse life experiences of our faculty and students will serve you well as you embark on this journey as a doctoral student in our program.

If you are reading this as a prospective applicant to our doctoral program, we encourage you to read through this handbook, take down notes and questions, and then follow-up with any of our faculty members listed in this handbook.

I know you will find that our esteemed faculty, administrators, and staff will provide you with ample opportunities to develop academically and professionally. Please do not hesitate to inform us of how we can assist you in reaching your goals.

There will be a multitude of opportunities available to you as a student over the next few years. My advice is to take advantage of the resources around you – your advisor and professors, peers in the program, alumni, and the many friends of the program across campus, the nation, and even the world – to make the most of your time as a doctoral student at The University of Texas at Austin.

Once again, welcome to the program, and I trust you will find this resource useful.

Hook ‘em Horns!

Victor B. Saenz, Ph.D.
Coordinator, Program in Higher Education Leadership
### Staff Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victor Sáenz</td>
<td><a href="mailto:vsaenz@austin.utexas.edu">vsaenz@austin.utexas.edu</a></td>
<td>SZB 310</td>
<td>(512) 475-8585</td>
</tr>
<tr>
<td>PHEL Coordinator &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beth Bukoski</td>
<td><a href="mailto:bb@austin.utexas.edu">bb@austin.utexas.edu</a></td>
<td>SZB 348</td>
<td>(512) 232-4419</td>
</tr>
<tr>
<td>PHEL Assistant Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Reddick</td>
<td><a href="mailto:richard.reddick@austin.utexas.edu">richard.reddick@austin.utexas.edu</a></td>
<td>SZB 310</td>
<td>(512) 475-8587</td>
</tr>
<tr>
<td>CUSPA Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carolina Cardenas</td>
<td><a href="mailto:carolina.cardenas@austin.utexas.edu">carolina.cardenas@austin.utexas.edu</a></td>
<td>SZB 348</td>
<td>(512) 471-7551</td>
</tr>
<tr>
<td>Administrative Associate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Jennifer Holme</td>
<td><a href="mailto:jholme@austin.utexas.edu">jholme@austin.utexas.edu</a></td>
<td>SZB 374</td>
<td>(512)-475-9398</td>
</tr>
<tr>
<td>Graduate Advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hortensia Palomares</td>
<td><a href="mailto:hpalomares@austin.utexas.edu">hpalomares@austin.utexas.edu</a></td>
<td>SZB 348</td>
<td>(512) 471-8570</td>
</tr>
<tr>
<td>Graduate Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mailing Address

Mailing Address:  
Program in Higher Education Leadership  
Department of Educational Administration  
The University of Texas at Austin  
1912 Speedway D5400  
Austin, TX 78712-1604

### Physical Address

Physical Address:  
1912 Speedway D5400  
Sanchez Building, Room 348  
Austin TX 78712-1604
The Department of Educational Administration (EDA) at The University of Texas at Austin is recognized as providing graduate programs of distinction and is considered one of the most outstanding in the nation, consistently ranking top ten in the *U.S. News and World Report*. In addition to the Program in Higher Education Leadership, the Department houses the Public School Executive Leadership (PSEL) Program.
PHEL Vision

The Program in Higher Education Leadership (PHEL) develops and trains scholars, practitioners, and leaders who will address the greatest challenges facing postsecondary education in Texas and on a national level.

We educate our students to become critical consumers of research, to become reflective scholar practitioners and student affairs professionals, and to become productive academicians.

We train our students to conduct outstanding and nationally-recognized scholarship and research that focuses on the ever-changing landscape of higher education.

We prepare and place distinguished administrators and leaders at all levels of postsecondary education.
**PHEL Faculty Profiles**
(in alphabetical order)

**Dr. Cassandre Giguere Alvarado** is Director of Special Initiatives in Enrollment and Graduation Management in the Office of the Executive Vice President and Provost & Clinical Associate Professor. Dr. Alvarado's teaching, research, and professional practice focus on college readiness and student success. She currently directs the PACE (Path to Admission through Co-Enrollment) Program, an innovative co-enrollment program with Austin Community College. She is the College Readiness Special Advisor to the Texas Higher Education Coordinating Board (THECB) and frequently works with national organizations on issues of readiness and retention. Her current research focuses on understanding college readiness, including the development and testing of readiness assignments designed to introduce students to the content knowledge and cross-disciplinary skills needed for success.

Courses: Research on College Students  
cassandre.alvarado@austin.utexas.edu

**Dr. Beth E. Bukoski** is a Clinical Assistant Professor and Assistant Program Coordinator in the Program in Higher Education Leadership in College of Education’s Department of Educational Administration at The University of Texas at Austin. She is a faculty affiliate with the Center for Women’s and Gender Studies. She teaches utilizing liberatory pedagogies with an explicit focus on diversity and social justice issues. Her research focuses on issues of social justice, equity, and diversity, particularly the persistence and success of underrepresented students, the experiences of underrepresented faculty, and leadership across the P-20 pipeline. Her work centers on issues related to identity intersectionality and performativity – particularly constructs of gender, sexuality, race, and class; she utilizes qualitative methodologies such as case study, discourse analysis, and phenomenology and tends to use critical and post-structural theories to guide her work.

Dr. Bukoski also currently serves as the faculty-in-residence for the NASPA Men and Masculinities Knowledge Community, is a member of the Council for the Advancement of the Higher Education Programs (ASHE), Chair for the 2016 and 2017 annual convening of the Texas Higher Education Symposium, and President of the UT-Austin Chapter of Phi Kappa Phi.

Courses: Critical Consciousness in Higher Education, The Community College, Higher Education Law (masters), Leadership in Higher Education, Qualitative Research Design  
bb@austin.utexas.edu
Norma Cantú, J.D., is a Professor in the College of Education’s Department of Educational Administration at The University of Texas at Austin, teaching in both the Public School Executive Leadership program as well as in the Program in Higher Education Leadership. She also has a joint faculty appointment with the UT School of Law. Professor Cantú earned her law degree at Harvard University in 1977, and she has served in various capacities for government and advocacy groups throughout her illustrious career. In 1993, President Bill Clinton nominated her to serve as the Assistant Secretary for Civil Rights at the U.S. Department of Education, a post she held for eight years.

Courses: Contemporary Issues of Higher Education Management

Dr. Carlton J. Fong is a research fellow with Project 2021 and the Faculty Innovation Center as well as Clinical Assistant Professor at The University of Texas at Austin. He conducts research on the psychosocial, motivational, and instructional factors that influence postsecondary and graduate student success. Dr. Fong uses quantitative methods and meta-analytic techniques to examine theoretical and policy-relevant issues in higher education. Additionally, Dr. Fong is currently the Associate Editor of the Education Coordinating Group of the Campbell Collaboration, an international network dedicated to the use of research evidence and synthesis.

Courses: Advanced Quantitative Research and Analysis; Assessment in Student Affairs

Dr. Douglas C. Garrard is Senior Associate Dean for the Office of the Dean of Students and Clinical Associate Professor at The University of Texas at Austin. He also served as the president of the Southwest Association of College and University Housing Officers. His portfolio includes Student Activities and Leadership Development, New Student Services, Greek Life, and Intercultural Education, as well as supporting all programs and functions of the Dean’s office. Dr. Garrard has over twenty-five years of student affairs experience.

Courses: Campus Cultures
**Dr. Hemlata Jhaveri** is the Executive Director of Housing and Food Service, part of the Division of Student Affairs at The University of Texas at Austin, and Clinical Assistant Professor. She is shaping a vision for higher education through her leadership and management of this major auxiliary-based department. Hemlata oversees 14 on-campus residence halls that house over 7,400 students, university apartments and 11 dining and retail venues. With a strong background in residence life and business, she understands the importance of balancing business and student development needs for a higher education organization. Hemlata received her Ph.D. at Colorado State University, Fort Collins. She has had the opportunity to present on numerous occasions at ACPA, NASPA and ACUHO-I. Hemlata was inducted as a Diamond Honoree at ACPA 2013 for outstanding and sustained contributions to ACPA, higher education and student affairs.

College Student Personnel Administration
hjhaveri@austin.utexas.edu

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**Dr. Sharon Justice** served as Associate Vice President for Student Affairs and Dean of Students. Within the Dean of Students Office, Dr. Justice coordinated the work of six functional areas: New Student Services, Retention Services (focusing on under-represented minority students), Services for Students with Disabilities, Campus and Community Involvement, Greek Life and Education (45 Greek organizations), and Student Judicial Services. In 2012 the Sharon H. Justice Student Leadership Award was named in her honor.

dsshj@austin.utexas.edu

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**Dr. Marilyn C. Kameen** is Senior Associate Dean and holds the Oscar and Anne Mauzy Regents Professorship for Educational Research and Development in the College of Education. Her academic appointment is in the Department of Educational Administration as a full professor in the Program in Higher Education Leadership. From 1998 to 2002, she was Associate Dean for Academic Affairs and Research, and from 1992 to 1998, she was Associate Dean for Teacher Education and Student Affairs. Dr. Kameen joined the College of Education at The University of Texas at Austin in 1990 as the Assistant Dean for Teacher Education and Student Affairs. Her areas of interest include college student development and academic administration.

Master’s Internships
mkameen@austin.utexas.edu
Dr. Harrison Keller is Vice Provost for Higher Education Policy and Research and Executive Director of the Center for Teaching and Learning at The University of Texas at Austin. Prior to coming to UT Austin, Dr. Keller served as director of research for the Texas House of Representatives and senior education policy analyst for the speaker of the Texas House. He is an appointed board member of the Prepaid Higher Education Tuition Board that oversees the state college savings plans, has worked with Texas state leaders to develop and pass major education budget and policy proposals, including the Texas Tuition Promise Fund 529 college savings plan and college readiness provisions of House Bill 3 (81st Legislature, Regular Session). Dr. Keller frequently works with policymakers, foundations, and national policy organizations on issues regarding public and higher education and is a state advisor to Lumina Foundation’s higher education productivity initiative. His research interests include education policy and finance, moral philosophy, and democratic deliberation. He has taught at Georgetown University, St. Edward’s University, and the University of Texas at Austin. Dr. Keller holds a bachelors degree in philosophy with honors from the University of Notre Dame and a Master’s degree and Ph.D. from Georgetown University.

Harrison.Keller@austin.utexas.edu

Dr. Soncia Reagins-Lilly is the Vice President for Student Affairs and Dean of Students as well as Clinical Professor, where she collaborates with campus and student leadership to create and implement policies related to student development, academic support programs, and campus life. Her portfolio includes the programs organized within the Office of the Dean of Students, Housing & Food Services, Student Activities Center, and the University Unions. Prior to this, she was Assistant Vice Chancellor of Student Affairs Administration at The University of California, Los Angeles. She earned a bachelor’s degree in economics from the University of California at Irvine, a Master of Arts in education from California State University, San Bernardino, and a doctorate in education administration from the University of Southern California. She is active in professional associations and is a Strategic Planning and Management Consultant, facilitating workshops and giving presentations on higher education topics at national conferences.

Courses: College Student Personnel Administration
Soncia.R.Lilly@austin.utexas.edu
Dr. Richard J. Reddick is an award-winning Associate Professor in the College of Education's Department of Educational Administration at The University of Texas at Austin, with courtesy appointments in the Department of African and African Diaspora Studies, and the Warfield Center of African and African American Studies. Dr. Reddick is also the Faculty Director for Campus Diversity Initiatives in the Division of Diversity and Community Engagement, the Assistant Director of the Plan II Honors Program in the College of Liberal Arts, and serves as a faculty fellow in the Institute for Urban Policy Research and Analysis, all at The University of Texas at Austin. His research focuses on several areas including the experiences of Black faculty and faculty of color at predominantly White institutions; mentoring and developmental relationships between faculty and Black students; and work-life balance in academia.

Courses: History of Higher Education, Multicultural Modes of Mentoring, Advanced Qualitative Methods
richard.reddick@austin.utexas.edu

Dr. Victor B. Sáenz is an Associate Professor in the Department of Educational Administration at The University of Texas at Austin. He is also a faculty affiliate with the UT Center for Mexican American Studies, a Faculty Fellow with the UT Division of Diversity and Community Engagement, and a Fellow in the Sid W. Richardson Regents chair in Community College Leadership (2013-14). In fall 2010, Dr. Sáenz began an award-winning initiative called Project MALES (Mentoring to Achieve Latino Educational Success), a research and mentoring effort based within DDCE at The University of Texas at Austin. In June 2013 the project launched a new statewide initiative called the Texas Education Consortium for Male Students of Color, which focuses on improving Hispanic and African American male student success across the state of Texas. His most recent research work is focused on Latino males in higher education and their experiences at both two-year and four-year institutions as they navigate their college pathways.

Courses: Systems of Higher Education, Legislative Issues, Survey Research Methods
vsaenz@austin.utexas.edu
**Dr. Julie Schell** is Director of OnRamps and Strategic Initiatives at the Center for Teaching and Learning where she leads signature, dual-credit curricular innovations that extend the reach of the University and Clinical Assistant Professor. In 2014, she was identified by Teachers College, Columbia University as an Early Riser in Higher Education for her contributions to the field. With UT, she currently holds a dual appointment as an associate in the Mazur Group at the School of Engineering and Applied Sciences at Harvard University, where she generates and tests ideas for scaling innovative teaching methods. She has over 15 years of experience in higher education, has written and presented widely on Peer Instruction, and has held positions at the nation’s top research universities including Stanford, Yale, Columbia and Harvard. Dr. Schell has a special interest in Peer Instruction, is the co-founder of the Peer Instruction Network, a global social network connecting innovative educators across the world and authors the official Peer Instruction blog, *Turn to Your Neighbor*, ranked in the top 100 educational blogs worldwide by USC Rossier’s Teach100.

Courses: Technology & Innovation, Problems of College Teaching and Learning

[Email](mailto:julie.schell@austin.utexas.edu)

**Dr. Lauren Schudde** is Assistant Professor in the Department of Educational Administration at The University of Texas at Austin. She studies processes that contribute to socioeconomic inequalities in postsecondary degree attainment and subsequent labor market outcomes. Her research with the Center for Analysis of Postsecondary Education and Employment (CAPSEE) focuses on labor market returns associated with different college pathways and student experiences. She was awarded dissertation fellowships from the National Academy of Education/Spencer Foundation and the Institute for Research on Poverty to support her research on the impact of financial constraints and engagement in college life on student persistence. Schudde holds a Ph.D. in Sociology from the University of Wisconsin-Madison, where she was a fellow with the Interdisciplinary Training Program in Education Sciences, and a B.A. in Sociology and Psychology from New York University.

Courses: Econ/Finance, The College Student

[Email](mailto:schudde@austin.utexas.edu)
**Dr. Edwin Sharpe** is Clinical Professor in the Department of Educational Administration, a senior advisor to the Provost, and a founding chairman of the University of Texas Elementary Charter School Management Board. He previously served in administrative positions including U.T. System Executive Vice Chancellor for Academic Affairs, U.T. Austin Vice President for Administration, and Interim President of the University of Texas of the Permian Basin. Dr. Sharpe’s scholarly and teaching interests include organizational theory and behavior particularly as applied to colleges and universities, educational politics and policy, and the interaction and alignment of P-16 educational systems.

Courses: Org & Admin, Politics & Policy, Contemporary Issues in HE Management
<esharpe@austin.utexas.edu>

**Dr. Latoya Smith** LaToya Smith is the Associate Vice President and Title IX Coordinator at The University of Texas at Austin. She is responsible for the coordination of Title IX compliance strategies and comprehensive programs that reinforce the University’s commitment to fostering a safe and healthy environment. As a pioneer in crisis response in higher education, she has been instrumental in developing the University’s multi-faceted strategic plan for crisis management and violence prevention. LaToya is a credentialed advocate in the National Organization for Victim Assistance and holds a doctorate in Higher Education Administration from The University of Texas at Austin and a Masters in Marriage and Family Therapy from Texas Tech University.

Courses: College Student Personnel Administration
<latoya.hill@austin.utexas.edu>

**Dr. Patricia Somers** is an Associate Professor in the Department of Educational Administration at The University of Texas at Austin. She is also a faculty affiliate in Women’s and Gender Studies and the Long Lozano Latin American Studies program. She has extensive international experience - as a Fulbright Fellow in Germany and Thailand; a Malone Fellow and a King Fahd Center Fellow in the Middle East; a Fulbright New Century Scholar in Brazil; and as field researcher in linguistics. She is currently a Regional Vice President of the Texas Conference of the American Association of University Professors. Dr. Somers has over 60 publications and has supervised 30 dissertations. Her areas of research include: students at two- and four-year colleges, college choice, higher education law (especially freedom of expression and academic freedom), and higher education in Brazil.

Courses: Comparative Higher Education, Gender & Adult Education, Capstone Course, The College Student
<pasomers@austin.utexas.edu>
**Dr. Betty Jeanne Taylor** is Assistant Vice President for Inclusion and Equity in the Division of Diversity and Community Engagement (DDCE) and Clinical Assistant Professor at The University of Texas at Austin. Dr. Taylor leads the university's Campus Climate Response Team (CCRT), partnering with colleagues to resolve bias incidents. Dr. Taylor is also responsible for educational initiatives within the Office for Inclusion and Equity (OIE), including the Inclusive Classrooms Leadership Certificate Seminar. She also works with colleges and schools regarding faculty recruitment and retention, and diversity planning. Previously, Dr. Taylor served as Director of Diversity Education Initiatives in DDCE, Director of Greek Life and Education in the Office of the Dean of Students, and as a lecturer in the Department of Educational Psychology. Among other honors, Dr. Taylor was recently recognized with the President’s Outstanding Service Award. Her research interests include identity development and intersectionality, inclusive climates, and the experiences of faculty of color at predominantly white institutions.

Courses: College Student Personnel Administration
bjwtaylor@austin.utexas.edu

**Dr. Gregory J. Vincent** is the Vice President for Diversity and Community Engagement. From 2003-2006, Dr. Vincent served as Vice Provost for Institutional Equity and Diversity and Law Professor at The University of Oregon. From 1999 to 2003, he served as Vice Provost for Academic Affairs and Campus Diversity and Law Professor at Louisiana State University. From 1995 to 1999, he was Assistant Vice Chancellor for Academic Affairs at the University of Wisconsin-Madison and was a lecturer at the law school. In Ohio, he worked as the Assistant Attorney General and successfully argued several major civil rights cases before the Ohio Supreme Court and was promoted to Legal and Regional Affairs Director for the Ohio Civil Rights Commission. He was also Vice President and Lead Counsel for Bank One and an associate in a corporate law firm. Currently, Vice President Vincent serves on the board of numerous organizations including the Austin Area Urban League, Communities in School, Envision Central Texas, and E3 Alliance, and he is chair of the University of Texas Charter Elementary School’s management board.

Courses: Equity & Access, Higher Education Law (doctoral)
gvincent@austin.utexas.edu
**Dr. Aaron Voyles** is the Associate Director for Student Learning and Development in the Division of Housing and Food Service and Clinical Assistant Professor at The University of Texas at Austin. Additionally, he is the current chairperson for the National Association of Student Personnel Administrators Men and Masculinities Knowledge Community. His research focuses on discourse and power, post-qualitative and post-structural methodologies, and gender constructions.

College Student Personnel Administration, New Perspectives in Student Affairs  
aaron.voyles@austin.utexas.edu

**Dr. Evelyn Waiwaiole** is Director of the Center for Community College Student Engagement and Clinical Assistant Professor at The University of Texas at Austin (UT). Prior to coming to the Center for Community College Student Engagement, Evelyn was the Suanne Davis Roueche NISOD Director and Lecturer in the College of Education at UT from 2007 to 2011. In 2006, she led the Bridges to Opportunity initiative, also at UT. She has also served as associate director of NISOD, project manager for the MetLife Foundation Initiative on Student Success, college relations coordinator for the Community College Survey of Student Engagement (CCSSE), and policy analyst for the Center for Community College Policy at the Education Commission of the States (ECS). Recognized as a 2002-2003 Associates Fellow with the National Center for Public Policy and Higher Education, Evelyn is known for her keen awareness of policy leadership and its impact on higher education. She has also served on the ETS National Community College Advisory Committee and the CCSSE National Advisory Board and is the author of articles related to student success, retention, and persistence. In 2009, Evelyn was recognized as a Distinguished Graduate of UT’s Community College Leadership Program. Evelyn earned a Doctorate from UT in higher education administration, with a specialization in community college leadership; a master’s in economics from The University of Oklahoma; and a bachelor’s in psychology from Texas A&M University.

evelyn@austin.utexas.edu
SECTION 2: PHEL OVERVIEW OF DEGREES

OVERVIEW

The purpose of the Program in Higher Education Leadership (PHEL) is to prepare, train and educate students to become leaders in the administration of colleges and universities, scholars who can bring about greater understanding of higher education and community colleges through research, and teachers who can pass on knowledge of the past and equip students with the ability to work with an ever-changing higher education environment in the future.

PHEL is devoted to the scholarly study of higher education, its students and institutions, and their places in society. It also prepares masters and doctoral students to assume leadership, administrative, and student service roles in institutions across the higher education spectrum. Our program faculty and students are in the vanguard of understanding and shaping higher education, at a time when the field is being reconceived and reorganized through increased access for diverse and underserved communities, greater accountability and governmental oversight, and the opportunities and challenges presented by technological innovation in and out of the classroom. Within this dynamic context, our doctoral and master's programs are focused on several goals: research preparation, leadership and administrative training, and improving student affairs practice.

PHEL consists of the following areas of academic concentration:

- The College and University Student Personnel Administration (CUSPA) program offers a master’s degree, M.Ed.
  - The Master of Education in College and University Student Personnel Administration (CUSPA) is designed to develop knowledgeable and skilled professional administrators in such career areas as student housing, organizational leadership development, services for special populations, fundraising and development, financial aid, admissions, learning skills development, counseling, health education, recreation, and similar programs and services in institutions of higher education.

- The doctoral program offers two doctoral degrees, Ph.D. and Ed.D.
  - Ph.D.: preparation for a research career in post-secondary education in which the graduate will add to the core of knowledge that is the basis for informed practice. The curriculum is oriented toward the development of theory and research skills in a variety of methodologies and includes a strong secondary emphasis in a cognate field of study.
  - Ed.D.: preparation for leadership careers in a variety of post-secondary education settings and are oriented toward the application of theory and knowledge development through research. The curriculum also aims toward the development of sophisticated management skills and intelligent, informed leadership.
ACADEMIC EXPECTATIONS

Commitment
As a student in our graduate program at UT Austin, you are committing yourself to a rigorous academic experience. You have to treat graduate school as if it is your livelihood because it certainly represents the next phase of your career development as an administrator and/or scholar in higher education.

Coursework & Learning Beyond the Classroom
Courses are an important guide to get you through the program, but learning needs to extend beyond the classroom. You need to be an avid follower of news and current issues affecting higher education, especially those related to your profession.

Higher Education and Community College news sources (to recommend a few):

- Chronicle of Higher Education
- Inside Higher Education
- Diverse Online
- American Association of University Professors
- Community College Week

Professional Identity
As you continue on your career as a leader and/or scholar in higher education, be conscious of how you are shaping your professional identity. Build your network, engage with professional communities, be true to your interests and carve out your research and leadership niche within higher education. All the while, work on cultivating your professional identity, shaped by your values, areas of expertise, and leadership abilities. Faculty and administrators are now colleagues in your eyes; please treat them accordingly.

See our website for current degree programs
Masters: https://education.utexas.edu/departments/educational-administration/program-higher-education-leadership/college-university-student-personnel-administration

Doctoral: https://education.utexas.edu/departments/educational-administration/program-higher-education-leadership/phd-and-edd-program

See your advisor for a current two-year course schedule.
**ADVISING**

All students will be assigned a faculty advisor upon being admitted to the program. Master’s students are assigned a temporary advisor and may be re-assigned an advisor by the start of the fall semester. At the start of the fall semester, your advisor is considered permanent unless/until the student initiates a change of advisor by completing the necessary paperwork. Students can also switch advisors if it is determined that there is a better fit with another faculty member, although we recommend that you not do so until you have had an opportunity to work with your faculty advisor during your first year in the program. A form to switch your advisor is available on our website. You will have to meet with your advisor each semester prior to registration to get your advising bar lifted to enable you to register.

**TRANSFER COURSEWORK**

Up to six hours of graduate work may be transferred from another institution and counted toward the doctoral degree if approved by the student’s advisor, the graduate advisor, and the Graduate School. Please note that this coursework cannot have been used toward another degree. For more information please refer UT Graduate School about transfer credit.

**STUDY ABROAD**

Students may want to study abroad for a semester completing course work and/or internship credit. Both of these options are feasible with advance planning. Students need to plan their schedule carefully, as the core courses are offered only in one semester (only in Fall or only in Spring). Students are not allowed to study abroad in the semester in which they plan to graduate as per University policy. However, students interested in studying abroad in the fall semester of their second year must have completed all of the fall core courses in the previous year. Plan to work carefully with your faculty advisor as well as the Study Abroad Office to allow ample time to find appropriate courses, secure funding, and complete paperwork.

**EXTENSION COURSES**

Up to six semester hours of work done in extension classes through the university’s Division of Continuing Education may be listed on the Program of Study, with the approval of the Graduate Studies Committee and the Graduate School Dean. The extension credit must be in graduate-level courses, the courses and instructors must be approved in advance by the Graduate School and by the program in which the student would otherwise take the work on campus, and the student must be admitted to the Graduate School before taking the extension courses. Grades earned in extension courses under these circumstances are included in the calculation of the grade point average.
Enrollment in University Extension courses does not count toward the full-time enrollment status required for academic employment. Please go to the Graduate School’s website to find the necessary documents and policies: https://gradschool.utexas.edu

**FIELD EXPERIENCE**

All PHEL students are required to complete a field experience. Master’s and EdD students will complete one internship. Master’s students may choose to complete a second internship (called an Individual Project). PhD students must complete a research apprenticeship. Any student may, with their advisor’s approval, take an independent study.

**Internship/Field Experience**

The nature of the internship/field experience is up to the discretion of the student, the supervisor, and the internship coordinator as they work out the details and make arrangements. All students must complete and have approved by their faculty supervisor an "Internship Contract" before proceeding. Students should start setting up their internship experience the semester prior to enrollment. They must complete the required form and obtain the necessary signatures before they can enroll. See the website for further details.

**Individual Project**

Master’s students may enroll in a second internship. While the internship is a Pass/Fail course, the Individual Project is an A-F course. Students reduce the number of hours of the internship (e.g., reduce 120 hours to 100 hours) and add a scholarly component to be graded by the instructor of record (e.g., a policy brief, literature review, or conference paper). Students should start setting up their internship experience the semester prior to enrollment. They must complete the required form and obtain the necessary signatures before they can enroll. See the website for further details.

**Research Apprenticeship**

All students pursuing the Ph.D. degree are required to complete a research apprenticeship. In essence, the research apprenticeship is an opportunity for a student to carry out original research under the guidance of an experienced scholar. The student and professor of record for the course (not necessarily the student’s advisor) work out the details of the apprenticeship jointly. Students should start setting up their apprenticeship experience the semester prior to enrollment. They must complete the required form and obtain the necessary signatures before they can enroll. See the website for further details.

**Independent/Research Study**

Students may be interested in pursuing a topic in more depth, researching a subject of interest, or creating and implementing a professional development workshop. These two
types of courses are available to help students develop a proposal and retain a faculty mentor to supervise the work. With advisor approval of the proposal, the student will complete the Consent of Instructor for Course Registration Form (see Appendix D) with signature from the faculty advisor. The student will submit the completed form to the graduate coordinator for enrollment in the course. The faculty member and student will jointly determine project assignments and timeline. The independent study grades are due at the end of the semester, so the timeline should be designed to allow the supervisor sufficient time to grade the project.
SECTION 3. DEGREE-SPECIFIC INFORMATION

HELPFUL LINKS

EDA – Overview, welcome, current happenings:
https://education.utexas.edu/departments/educational-administration

Programs of Study

Masters: https://education.utexas.edu/departments/educational-administration/program-higher-education-leadership/phel-masters

Doctoral: https://education.utexas.edu/departments/educational-administration/program-higher-education-leadership/phd-and-edd-program/plans

EDA Forms & Documents

Your one-stop shop for forms about internships & apprenticeships, consent of instructor to enroll in a course, changing your advisor, mid-program review (doc), and SQE (doc)

https://education.utexas.edu/departments/educational-administration/forms-and-documents

Internship & Apprenticeship Information

Internship:
https://education.utexas.edu/departments/educational-administration/program-higher-education-leadership/phd-and-edd-program/internship

Apprenticeship:
https://education.utexas.edu/departments/educational-administration/program-higher-education-leadership/phd-and-edd-program/apprenticeship

Sanchez Building Maps

http://www.edb.utexas.edu/education/maps/

UT Lists

https://utlists.utexas.edu/sympa

Graduate Catalogs

http://catalog.utexas.edu/graduate/

GSC Faculty

http://catalog.utexas.edu/graduate/gsc-committees/
**MASTER’S DEGREE**

**Coursework Guide/Flowchart**

The Program of Study is available on our website.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td><strong>CUSPA Core</strong></td>
<td>CSPA</td>
<td>The College</td>
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<td></td>
<td>Org &amp; Admin</td>
<td>Student</td>
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<tr>
<td><strong>PHEL Electives</strong></td>
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<tr>
<td><strong>Out-of-Dept. Electives</strong></td>
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<tr>
<td><strong>Internship</strong></td>
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</tbody>
</table>

**With the assistance of your advisor, add the following courses to the above schedule:**

- 3 credit hours – History of Higher Education (offered every Fall and every Spring)
- 3 credit hours – Ed Research I (offered every Fall) or another PHEL elective
- 6 credit hours – PHEL Electives (see two-year schedule)
- 6 hours – Out-of Department Electives (use Registrar’s course schedule)
- 3 hours – Internship (work with Dr. Kameen for fall and spring or Dr. Bukoski for summer internships)

**Out-Of-Department Elective Examples**

Out of department electives can be graduate level or upper-division undergraduate level courses. Students may take no more than two three-hour upper division undergraduate classes as out-of-department electives. Students must seek approval from your faculty advisor, who will confirm that the course enhances your program of study. These courses may be taken for credit/no credit.

Students are not limited to the courses below, but rather this list has been compiled from surveys of former students. Electives recommended by students can be found on the [HEASPA blog](http://heaspa.org).**

**American Studies**

- *AMS 321 Hip Hop Generation*
- *AMS World Impact of US Mass Culture cross-listed as HIS 389*

**Anthropology**

- *ANT 389K Race and Ethnicity in American Society*

**Educational Psychology**

- *EDP 369K Minority Student Leadership Issues*
- *EDP 380 Educational Assessment of Minority Students*
- *EDP 381*
- Counseling Theory and Practice
- Seminar in Guidance
- Multicultural Counseling
- Career Development
- Counseling Theory
*EDP 382L Current Topics in Motivation
*EDP 386N
- Psychology of Self in Relationship to others
- Mindfulness, Compassion, and Self

Foreign Language Education
*EDC 385G 2nd Language Acquisition

Geography
*GRG 342C Sustainable Development
*GRG 356T Introduction to Globalization

Kinesiology
*KIN 395 Sports and Globalization
*History of Sport

Psychology
* Women in Psychology

Public Affairs
*PA 325 Advanced Seminar in Ethical Leadership
*PA 388K American Race Policy
*PA 388L
  - Managing Diversity
  - Principles of Effective Leadership
  - Volunteer Management
  - Leading Change

Radio Television Film
*RTF 384 Race, Class, and Media

Sociology
*SOC 395J Gender, Health & Society cross-listed in LBJ/ WGS/KIN
*SOC 395L Race and the Body
*SOC 396L Sociology of Poverty, Race & Schools (need stat course for this one)
* Sociology of Sexual Violence

Social Work
*SW 360K Gays/Lesbians in American Society
*SW 381S Foundations of Social Justice
*SW 381T Dynamics of Organizations and Communities
*SW 387R Social Workers in the Legal System
*SW 393U 5 Pract with Mexican/American families
*SW 393R 14 Counseling African American Indiv/Coup/Fam
Special Education
   *SED 393D Law and Disabilities
Urban Studies
   *URB 354 Race, Ethnicity and Place
Women and Gender Studies
   *Courses cross-listed with Educational Administration

*Some of these classes are cross-listed and students may take them for a higher ed. elective or an “out-of-department elective.” Students CANNOT change the registration status after they have enrolled in the course.
DOCTORAL DEGREES

Coursework Guide/Flowchart

The Programs of Study are available on our website.

Cognate Themes and Examples

(Note: the availability of the courses provided below is not guaranteed. Always refer to the course schedule and discuss choices with your advisor.)
<table>
<thead>
<tr>
<th>Public Affairs/Public Policy</th>
<th>Advanced Seminar in Ethical Leadership</th>
<th>LBJ</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>American Race Policy</td>
<td>LBJ</td>
</tr>
<tr>
<td></td>
<td>Managing Diversity</td>
<td>LBJ</td>
</tr>
<tr>
<td></td>
<td>Principles of Effective Leadership</td>
<td>LBJ</td>
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<tr>
<td></td>
<td>Volunteer Management</td>
<td>LBJ</td>
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<tr>
<td></td>
<td>Leading Change</td>
<td>LBJ</td>
</tr>
<tr>
<td>Race and Ethnicity</td>
<td>American Race Policy</td>
<td>LBJ</td>
</tr>
<tr>
<td></td>
<td>Comp. Perspectives on Race and Ethnicity</td>
<td>Sociology</td>
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<tr>
<td></td>
<td>Race, Class, and Media</td>
<td>Communication</td>
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<tr>
<td></td>
<td>Communication and Ethnography</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Critical Analysis of Race Representation</td>
<td>Radio Television &amp; Film</td>
</tr>
<tr>
<td></td>
<td>Race, Class, and Media</td>
<td>Radio Television &amp; Film</td>
</tr>
<tr>
<td>Social Work</td>
<td>Race and Ethnicity in American Society</td>
<td>Anthropology</td>
</tr>
<tr>
<td></td>
<td>Race, Ethnicity and Place</td>
<td>Urban Studies</td>
</tr>
<tr>
<td></td>
<td>Race and Ethnicity in American Society</td>
<td>Anthropology</td>
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<td></td>
<td>Gays/Lesbians in American Society</td>
<td>Social Work</td>
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<td></td>
<td>Dynamics of Organizations and Communities</td>
<td>Social Work</td>
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<td>Social Workers in the Legal System</td>
<td>Social Work</td>
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<td>Practicum with Mexican/American families</td>
<td>Social Work</td>
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<td>Counseling African Am. Indiv/Coup/Fam</td>
<td>Social Work</td>
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<tr>
<td></td>
<td>Foundations of Social Justice</td>
<td>Social Work</td>
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<tr>
<td></td>
<td>Statistical Methods I</td>
<td>Stats &amp; Sci Comp (SSC)</td>
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<tr>
<td></td>
<td>Statistical Methods II</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>Applied Regression</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>Hierarchical Linear Models</td>
<td>SSC</td>
</tr>
<tr>
<td></td>
<td>Structural Equation Models</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>Race and the Body</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>Soc. of Poverty, Race &amp; Schls (stats exp. req.)</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>Gender, Health, &amp; Society</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

*Some of these classes are cross-listed and students may take them for a higher education elective or an “out of department or other elective.” Students CANNOT change the registration status after the 12th class day and may only change it after registering if there are spots available in the alternate designation.

**Mid-Program Review**

See the Section on Mid-Program Review on the Forms and Documents page: [https://education.utexas.edu/departments/educational-administration/forms-and-documents](https://education.utexas.edu/departments/educational-administration/forms-and-documents)

**Specialization Qualifying Exam**

See the links on the Forms and Documents page for our SQE Policy: [https://education.utexas.edu/departments/educational-administration/forms-and-documents](https://education.utexas.edu/departments/educational-administration/forms-and-documents)

**Remediation for SQE**

If a student fails his or her SQE for the first time, the student and advisor develop a remediation plan for the approval of the program head. While each program is designed
around a student’s needs, generally, the plan is at least two semesters in length and the student must enroll for 6 hours over two semesters in a directed study.

1. Recommended activities: Diagnostic visits to Writing Center located in LRC in Jester Hall (5-10 visits).
2. Read and complete the exercises in *Finish your dissertation once and for all!* by Alison B. Miller.
3. Thoroughly review the APA and writing material at Purdue’s online writing center ([http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)). Complete the OWL exercises and review the APA style section. OWL is recognized as one of the country’s leading writing centers and THE expert on APA style.
4. Attend workshops run by the library on research.
5. Attend professional writing seminars.
6. Consult with faculty member on required content or other areas for revision of SQE.
Advancement to Candidacy

Advancement to Candidacy for the Doctorate in Educational Administration requires approval by the Educational Administration Graduate Studies Committee and the Graduate School that the following requirements have been satisfied:

- Completion of an approved course of study (the "program of work").
- Nomination of a Dissertation Committee (a description of the structure of dissertation committees is available from the Graduate Coordinator).
- Approval by the Dissertation Committee of a dissertation proposal containing a Statement of the Problem, Literature Review, Research Design, etc. (This is often referred to as the "first three chapters").
- A score of Pass or High Pass on the Departmental Comprehensive Examination.
- A score of Pass or High Pass on Specialization Qualifying Examination.
- See Appendix C for the advancement application

Apply for Advancement to Candidacy

The first part of the application procedure is completing the departmental candidacy paper application. This consists of listing all graded courses, selecting the dissertation committee, and obtaining signatures of all faculty who will serve on the dissertation committee. Application kits can be obtained from the Graduate Coordinator in SZB 374.

After completion of the departmental application and approval by the Graduate Office, then the online UT doctoral candidacy application is undertaken. The name and rank of each person serving on the doctoral committee and an abstract of the doctoral research are submitted. The doctoral abstract can be broad and is changeable as the student progresses in the program. Once the on-line portion is submitted, it must be approved through UT Direct by the student's supervising professor, the Graduate Advisor, and the Graduate Dean.

PLEASE NOTE: The Graduate Advisor will not approve the on-line portion of the application unless the student completes all the paper forms in the application packet required by the Department. If you have questions about this process, please contact the Graduate Office. (From website.)

- Complete Advancement to Doctoral Candidacy Application using the EDA Department packet (available from the Graduate Coordinator).
- Submit the above EDA packet to the Graduate Coordinator at least two weeks before the Graduate Studies Committee (GSC) meeting (you will need to ask your dissertation chair, the Graduate Advisor or Graduate Coordinator when the GSC meets in order to meet the deadline).
- Read all the information listed under “Human Subjects” (User Guide, Special Topics, Training, IRB Access, IRB members, IRB Policies & Procedures at UT, Forms and Templates, FAQs, and Contacts. Read the information entitled “About
IRB” (including information on Researchers, What is Human Subjects Research? and Dates & Deadlines).

Fill out the appropriate paperwork on Human Subjects Review and complete the IRB Approval process.

More information about the Human Subjects IRB Approval is available at: https://research.utexas.edu/ors/human-subjects/

• Complete the online application to advance to doctoral candidacy
• Take the UT Copyright Tutorial and print out the certification, which proves that you have completed the tutorial. You will include a copy of this certification when you submit your dissertation/treatise.
• See the Graduate School’s website for information: https://gradschool.utexas.edu

Complete Dissertation/Treatise Research Activities

• Only AFTER you receive IRB Approval, may you register for your first dissertation course (either 399R, 699R or 999R).
• An advising bar on your registration record will be in place until you meet the IRB Approval Pre-requirement.
• Two dissertation/treatise courses are required to be taken in consecutive semesters. The first one is the dissertation research course (399R, 699R or 999R) followed by the dissertation-writing course (399W, 699W or 999W). The treatise research course numbers are 399K, 699K or 999K and the writing course numbers are 399L, 699L or 999L.
• Work with your chair to determine your progress.
• Complete data collection and analysis (be sure to back up your work).
• Write the final dissertation/treatise draft.
• Submit your draft to your chair for approval.

Complete Final Oral Exam

• Go to the Graduate School’s website: https://gradschool.utexas.edu
  o Submit the Degree Candidate Form (application to graduate) the first week of the semester in which you plan to graduate).
  o Check the Graduation Deadlines for Doctoral Candidates for graduation information.
• Get your committee chair’s approval of your final draft.
• Schedule your Final Oral Examination two weeks before the desired date using the “Request for Final Oral” (pink form), signed by each committee member and the graduate advisor (attach all the required documents), once the chair and committee members agree to meet. Their signature signifies that they approve of your request for the final oral exam and serves as a receipt that they received your dissertation/treatise draft.
• Fill out the remaining forms to be submitted to the Graduate School (the Checklist for final Submission of Dissertation/Treatise is here: https://gradschool.utexas.edu/academics/graduation/deadlines-and-submission-instructions
• Work with your chair to determine the elements and presentation method needed for your final oral exam.
• Present your research to your dissertation committee. Be sure to have the necessary forms for them to sign at your final oral exam.

Submit all paperwork to the Office of Graduate Studies (Graduate School, Main Building 101 in the Tower).

• Make the appropriate corrections to your dissertation/treatise as suggested by your committee.
• Submit all materials to the Office of Graduate Studies following the deadlines of the semester in which you wish to graduate.

Submit IRB Protocol Closure Report (Electronic Closure) to Office of Research of Support and Compliance.

ATTEND GRADUATION AND CELEBRATE!!

Dissertation/Treatise Committee

Finding a Chair or Co-Chair

While the faculty advisor will often serve as the students’ dissertation or treatise committee chair, this is not an expectation. Students are free to select another faculty member to serve as chair for their dissertation or treatise committee, although often the advisor will also serve as chair. Only faculty members who have GSC (Graduate Studies Committee) status with the Graduate School may serve as committee chairs or co-chairs. You can find a list of faculty with GSC status on the Registrar’s website.
Committee Composition

Doctorate of Philosophy (Ph.D.):

- Three from EDA (anywhere in the EDA family) with GSC status
  - Your chair* must be EDA with GSC status, but does not have to be a PHEL faculty member
- One person with a Ph.D.; this person can be from UT or not, and they must be approved by GSC

* You may have co-chairs; one of the co-chairs must have GSC status.

Doctorate of Education (Ed.D.):

- Three from the EDA department with GSC status
  - Your chair* must be EDA with GSC status, but does not have to be a PHEL faculty member
- One outside the EDA department with GSC status
- One person with a Ph.D. or Ed.D.; this person can be from UT or not, and they must be approved by GSC

GSC Faculty in PHEL: See the Registrar’s website for current GSC faculty members (link given in Section 3: Helpful Links). Generally, all tenured and tenure-track faculty are GSC; clinical faculty generally are not. Drs. Sharpe and Lilly both have GSC status and may only co-chair. Dr. Bukoski does not have GSC status but may co-chair.
SECTION 4. FINANCIAL ASSISTANCE

QUANTITY OF WORK – FULL TIME STUDENTS

Full-time graduate students with assignments in any title at UT Austin, academic as well as non-academic positions, may not exceed twenty hours per week during the first two long sessions of graduate study at the university, and thirty hours per week during the subsequent semesters, including summer. International students have additional requirements. Students with graduate work assignments at UT Austin are required to be registered full-time (at least 9 hours in the long semesters or 3 hours in the summer).

Types of Graduate Positions

Graduate Research Assistantship (GRA)

GRA positions offer two important pieces to your experience as a doctoral student: experience and income. GRA positions usually but not always include health benefits, a monthly stipend, and tuition remission of some kind. Depending upon the actual appointment, you can also receive valuable experience working with university administrators, students, and/or the community. Past and current examples include positions with the Division of Diversity and Community Engagement and The Graduate School.

Teaching Assistantship (TA)

Teaching assistantships, as all campus positions, are limited in number. They usually provide compensation for time and sometimes include benefits and/or tuition remission. Some GRA positions include TAing as part of the GRAship. Students who are already employed elsewhere are also welcome to TA for free for graduate courses; contact professors directly concerning these opportunities. It is important to note that if you are appointed for 20 or more hours, you cannot take on a second appointment in your first year, and you can only add an additional 10 hours in your second year and beyond.

Graduate Assistantships (GA)

An important source of financial support for many students in the program is employment as a graduate assistant in various student services offices on campus. In addition to providing income, these jobs have the dividend of providing experience in student personnel administration, an important asset when applying for employment after you receive your degree.

Examples of current and past assistantships include Greek Life and Intercultural Education, Recreational Sports, New Student Services, International Student Office, Student Activities and Leadership Development, and the McCombs School of Business Office of Student Life.
**Travel Support for Conferences**

Travel support is available on a limited basis for conferences. The Department of Educational Administration provides up to $400 per conference for those presenting papers at the conference with demonstrated need. Specific conferences, especially the larger national conferences, also often provide graduate scholarships; be on the lookout for those and apply as well. There are priorities for departmental funds, and efforts are made to give money to as many students as possible, meaning that students asking for money for a second conference will get occasionally passed by in favor students asking for funding for their first conference of the year. See our website for the form and deadlines.

**Office of Student Financial Services**

Most students working toward the doctoral degree in Higher Education Administration need some degree of financial support. While the Department of Educational Administration has a limited number of competitive small scholarships available, loans and a very limited number of grants are available through the Office of Student Financial Services. Please visit their website for an overview of the financial aid process ([www.utexas.edu/student/finaid](http://www.utexas.edu/student/finaid)).

Be sure to fill out the Free Application for Federal Student Aid (FAFSA), even if you do not plan to take out loans. You may be eligible for grants, but you will not be able to find out or receive these grants unless you fill out the FAFSA form and submit it to the Office of Student Financial Services by the deadline.

**Tuition**

Flat rate tuition for each college covers the graduate student’s academic program costs, including tuition (indexed to the number of semester credit hours taken), mandatory fees and charges, and college and course incidental fees.

The graduate flat rate tuition does not include the general property deposit, the international student health insurance program fee, the international student orientation fee, the independent study and research fee or fees for extended trips that require students to live off campus. For updated tuition rates, visit the Graduate School’s tuition listings: [http://finaid.utexas.edu/financialaid/costs.html](http://finaid.utexas.edu/financialaid/costs.html)

**Section 5. Institutional Policies**

No information stated here supersedes policies published on the UT website.

**Academic Dishonesty**

At a minimum, you should complete 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, observe the standards of your academic discipline; and
• avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

To learn more, visit the Student Conduct and Academic Integrity website:
http://deanofstudents.utexas.edu/conduct/

ACADEMIC HONOR CODE

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

ADA COMPLIANCE

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).
http://diversity.utexas.edu/disability/accommodations-and-services/

OFFICIAL MEANS OF COMMUNICATION

Official communication with students at The University of Texas at Austin will be conducted through e-mail. Students are expected to check their e-mail on a frequent and regular basis in order to stay current with university news.

OBSERVANCE OF RELIGIOUS HOLY DAYS

Religious holy days sometimes conflict with class and examination schedules. Sections 51.911 and 51.925 of the Texas Education Code address absences by students and instructors for observance of religious holy days. A student shall be excused from attending classes or other required activities, including examinations for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time.

SCHOLASTIC PROBATION AND DISMISSAL

To continue in the Graduate School beyond the first semester or summer session, the student must:
• make satisfactory progress in fulfilling any admission conditions that were imposed;
• meet any requirements made in writing by the Graduate Studies Committee;
• maintain a grade point average of at least 3.00 (see Grades, Letter Grades for an explanation of the calculation of graduate student grade point averages); and
• have approval of the Graduate Studies Committee in the Department of Educational Administration

The Graduate Studies Committee is responsible for evaluating the students in their programs to ensure that they are making satisfactory progress toward a degree. If the Graduate Studies Committee finds that a student is not making satisfactory progress, it may recommend to the graduate dean that the student’s program be terminated.

A student whose graduate grade point average falls below 3.0 at the end of any semester or summer session will be warned by the Graduate School that his or her continuance in the Graduate School is in jeopardy. During the next semester or summer session in which the student is registered, he or she must attain a grade point average of at least 3.0 or be subject to dismissal. During this period, the student may not drop any course or withdraw from the university without the approval of the graduate adviser and the graduate dean. Students who have been dismissed from the Graduate School may be readmitted for further graduate study only by petition of the Department of Educational Administration Graduate Studies Committee or by the Graduate Studies Committee of another program that will accept the student. The graduate dean must approve the petition. Warning status and academic dismissal are reflected on the student’s record.

**SEXUAL DISCRIMINATION AND SEXUAL HARASSMENT**

Students who believe they experienced sexual harassment in the academic environment should consult the following website:

SECTION 6. ACADMIC RESOURCES

REGISTRATION

http://registrar.utexas.edu
The Office of the Registrar (registrar.utexas.edu) coordinates the course registration process for all students at The University. Each semester, current students register for classes for the next semester. New incoming students register for classes in the few days before classes start.

Before Registering

Review the Course Schedule. The course schedule is published online before advising and registration begin for each semester. The course schedule lists each class, its time, location, instructor (if available), and its unique number. The unique number is the five-digit code that students will enter in the registration system to be added to one particular course. Students will also see the headnote information about the class including prerequisites, restrictions, and additional descriptions: http://registrar.utexas.edu/schedules

Get advised. Meet with your faculty advisor to discuss planned courses. Once the faculty advisor approves the student’s schedule, the faculty advisor will submit notice to the graduate coordinator for removal of the advising bar.
Check the Registration Information Sheet – this website displays registration access times for the student. http://registrar.utexas.edu/students/registration/before/ris

Registration

Online Registration. Each semester, students register for classes for the next semester. Registration is only available online through the Registrar’s website during the student’s individual access period. Outside software is not allowed at The University to add classes. To add a class, enter the unique number next to “Add”, and click the update button. This will add the course to the student’s schedule at the bottom of the page. Registration is complete when the student pays the tuition bill.

Optional Fees. During registration, students are able to select optional items for purchase such as parking permits, Cactus yearbook, The Big Ticket, Speaker Series Pass, Analecta (literary/arts journal), Department of Theatre and Dance tickets, and Performing Arts Center tickets.

Cognate (Out-of-Department) Courses. Students must check the department headnote in the course schedule to determine if the class is limited to students only within the program. If a student chooses to take a restricted out-of-department class, they will need to seek approval from the faculty member teaching the course as well as the graduate coordinator of that department for permission to register.
Finishing Registration

Paying your Tuition Bill. Students complete registration once they have paid their tuition and fee bill. Students have the option to pay in full or in installments during the fall or spring semester, and only pay in full in summer. Students who do not pay tuition on time will be dropped from their classes and will need to register late for classes. To pay the tuition bill and view tuition deadlines.

Changing your Schedule. Students may add or drop classes if they have registered and paid for courses in a previous registration period. Add/Drop period lasts during the days before classes begin as well as the first few days of the semester. To view the add/drop period, visit your Registration Information Sheet online (RIS).

Textbooks

Assigned textbooks will be announced through the professor’s syllabus as well as on Blackboard. Students have many options for textbooks and are not required to purchase from one particular supplier. Here are a few of the common retailers:

- University Co-op - College bookstore on Guadalupe www.universitycoop.com
- www.amazon.com (Students can obtain a free Amazon Prime account for six months; see website for details)
- www.half.com
- www.barnesandnoble.com
- www.ABEbooks.com
- www.fetchbook.info
- www.chegg.com (book rentals)

Canvas

http://canvas.utexas.edu/
Canvas is the new website for instructors to communicate with their students. Your courses for the semester will automatically add to your Canvas page. Instructors will upload the course syllabus, faculty biography as well as assignments to this website.

Graduate Writing Assistance

https://ugs.utexas.edu/slc/grad

The Sanger Learning center welcomes any UT Austin graduate student to take advantage of individualized writing consultations across all disciplines. Students may bring in any writing project, ranging from a fellowship application or C.V. to an article for publication, a master’s thesis, or even a dissertation.

Libraries

http://www.lib.utexas.edu
The University of Texas Library Department is one of the top-ten ranked systems in the nation. With various locations and services available to students, the UT Library will greatly assist in the educational journey. The main library is the Perry-Casteñeda Library (PCL) at the corner of Speedway and 21st Street next to the Sanchez Building. Services available through the UT Library include:

- Online Research Tools: [http://www.lib.utexas.edu/resources/](http://www.lib.utexas.edu/resources/)
- Borrowing items: [http://www.lib.utexas.edu/services/borrower/](http://www.lib.utexas.edu/services/borrower/)
- Ask A Librarian: [http://www.lib.utexas.edu/services/reference/](http://www.lib.utexas.edu/services/reference/)
- Group Study Rooms: [http://www.lib.utexas.edu/pcl/roompolicy.html](http://www.lib.utexas.edu/pcl/roompolicy.html)
- Library Instruction: [http://www.lib.utexas.edu/services/instruction/faculty/requesting.html](http://www.lib.utexas.edu/services/instruction/faculty/requesting.html)
- EndNote FAQ: [http://www.lib.utexas.edu/services/instruction/resources/end_faq.html](http://www.lib.utexas.edu/services/instruction/resources/end_faq.html)
- NoodleBib: [http://www.lib.utexas.edu/noodlebib/](http://www.lib.utexas.edu/noodlebib/)
SECTION 7. CAMPUS RESOURCES

BEHAVIOR CONCERNS ADVICE LINE (BCAL)
https://operations.utexas.edu/units/csas/bcal.php
BCAL is a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP) and the University of Texas Police Department (UTPD). Its purpose is to provide University of Texas at Austin students, graduate or teaching assistants, faculty and staff an opportunity to discuss their concerns about another individual’s behavior. Trained staff will explore available options and strategies, and provide appropriate guidance and resource referrals to address the particular situation. Concerns may be reported by telephoning the Behavior Concerns Advice Line at 512-232-5050 or by using the online form at: https://utexas-advocate.symplicity.com/care_report/index.php/pid602130?

BEVO BUCKS
https://bevobucks.utexas.edu
Bevo Bucks is the easy-to-use, cashless form of payment accessible through the student’s ID Card. Bevo Bucks is a prepaid account that students use to purchase food, goods, and services at any participating merchant on or off campus. Students can add money to their Bevo Bucks account through UT Direct. Many locations around campus accept Bevo Bucks as payment including:

- Housing and Food Services locations on campus (some vending machines)
- University Duplicating Services
- UT Learning Center
- UT Health Services
- Off-Campus Restaurants (look for Bevo Bucks Logo)
- Printing at the library

CAMPUS SAFETY & SECURITY
https://operations.utexas.edu/units/csas/
Campus Safety & Security serves the campus by maintaining public order, planning for emergency and disaster response, responding to incidents, supervising traffic and parking, eliminating environmental hazards, and preventing fires as well as other accidents. Departments within this office include:

- Emergency Preparedness
- Emergency Information
- Environmental Health & Safety
- Fire Prevention Services
- Parking and Transportation Services
- The University of Texas Police Department (911 or 512-471-4441)
COURSE INSTRUCTOR SURVEYS

https://utdirect.utexas.edu/ctl/ecis/results/search.WBX
At the end of each semester, students provide feedback to their instructors through the confidential Course Instructor Survey process. The results are posted on the CIS website for student review.

DEAN OF STUDENTS

http://deanofstudents.utexas.edu
The Office of the Dean of Students (DOS) offers access to the most comprehensive array of resources and expertise available at The University of Texas at Austin. The DOS staff provides information and referrals to prospective and current students, Longhorn parents, faculty, staff, and alumni. Whether the student’s interest is in leadership development and registered student organizations, new and transfer undergraduate student orientation programs, or the legal, judicial, and emergency services they provide, please contact the Dean of Students located in the Student Services Building (SSB).

DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT

http://diversity.utexas.edu
The DDCE is a successful model for integrating diversity into the core mission of a university and integrating community engagement into teaching, research and service. In addition, DDCE strives to connect the university’s intellectual resources to communities across Texas and offer education to those who may face the greatest challenges in accessing it. Departments include: Community Engagement, Pre-College Youth Development and Student Academic Success Initiatives, School Partnerships, and Institutional Equity.

DIVISION OF STUDENT AFFAIRS

https://studentaffairs.utexas.edu
The Division of Student Affairs at The University of Texas at Austin seeks to become the premier organization of its kind. The department is an expanded network of top programs and services to meet students’ out-of-classroom needs while complementing their academic goals. Student Affairs also seeks to build and support an inclusive campus community that promotes diversity of people, ideas, and opportunities. In accomplishing these goals, we contribute to the success and development of our students as global citizens and strong leaders. Departments include: Career Exploration Center, Counseling & Mental Health Center, Division of Housing & Food, Division of Recreational Sports, Office of the Dean of Students, Office of the Registrar, Student Financial Services, Student Information Systems, Texas Student Media, The University Unions, University Health Services, and the UT Learning Center.
GRADUATE SCHOOL
https://gradschool.utexas.edu
The Graduate School at The University of Texas at Austin is an active community of diverse scholars in over 100 academic programs dedicated to excellence in original research, teaching, creative expression, and intellectual leadership. Using extensive resources and talents, The Graduate School cultivates individuals who work together to bring knowledge, innovation, and best practices to meet the great and small challenges of our time.

GRADUATE STUDENT HOUSING
https://gradschool.utexas.edu/services-and-resources/housing
The Division of Housing and Food offers a limited number of graduate apartments in West Austin. Students seeking this type of housing must apply through the Housing website. Apartments are on the UT shuttle route and are available at competitive pricing.

HEALTH INSURANCE
https://healthyhorns.utexas.edu
An accident or illness requiring medical specialty or hospital care will likely be extremely expensive. The University urges all students to have health insurance coverage. For those who do not, the Student Health Insurance Plan is an optional plan approved by The University of Texas System. For more information, click Student Health Insurance or call the UHS Student Health Insurance representative at (512) 471-1040.

OFFICE OF THE REGISTRAR
http://registrar.utexas.edu
The Office of the Registrar creates, maintains, certifies and protects University records of courses, degrees and students. Core functions of the office include: Catalogs, Course Scheduling, Degree Audits, Enrollment Certification, Final Exams, Course Registration, and Transcripts. See “Registration” in Section 5 – Academic Resources for specific details on the registration process.

SERVICES FOR STUDENTS WITH DISABILITIES
http://diversity.utexas.edu/disability/accommodations-and-services/
Based in the philosophy that all students should be assured equal access and opportunity, Services for Students with Disabilities (SSD) works to eliminate physical, instructional and attitudinal barriers by providing reasonable accommodations and fostering awareness within the University community. Services offered include: alternative text, adaptive testing, assistive technology information, sign language interpreters and more. Students must first register with SSD by making an appointment with a Disability Services Coordinator (512-471-6259).
**STUDENT ID CARD**


To receive your official UT student identification card, visit the ID Center in the Flawn Academic Center (FAC) lobby. You must show an official government-issued photo ID such as a driver's license, passport, or U.S. citizen card. The ID Center is open Monday-Friday 8:30AM-5PM. The UT student ID card costs $10, and payment is due within one month of obtaining the card. Students pay for the card at the cashier's office in MAI 8 or online at the What I Owe page. All University students are required to have an official UT student identification card.

**STUDENT CONDUCT & INTEGRITY**

[http://deanofstudents.utexas.edu/conduct/](http://deanofstudents.utexas.edu/conduct/)

Student Judicial Services, in the Office of the Dean of Students, promotes academic integrity and standards of conduct for the University community. This department works with issues regarding academic dishonesty and student discipline.

**TRANSPORTATION**

[https://parking.utexas.edu/transportation/](https://parking.utexas.edu/transportation/)

**Parking**

Parking is limited at UT Austin, and there are various types of parking permits available:
- A Permit – available to graduate assistants and staff, open parking lots
- C Permit – available to students and staff, open parking lots
- S Permit – available to commuting students; assigned one garage on campus
- UT Share Pass – reloadable garage debit pass

Open-lot parking (A or C permits) are not guaranteed spots, as they fill typically before 9:00AM. Keep aware of parking signs, as you will be fined if you do not display the appropriate permit for that area. Many students take the shuttle to and from campus.

**Shuttles**

The UT Shuttle System is the largest university shuttle system in the country, with 14 routes and over 7.5 million passengers annually. The shuttle system provides an easy and cost effective way for students, faculty, staff, and visitors to access the UT campus. UT students, faculty, and staff may ride the shuttles at no charge with a valid UT photo ID.

**Bicycles**

Bicycles are a popular transportation option around campus and Austin as a whole. Bicycling is a significant component of The University’s plan to reduce local traffic
congestion and air pollution. Each year UT continues to work on improving bicycling on campus.

**UNIVERSITY HEALTH SERVICES**

[http://www.healthyhorns.utexas.edu/](http://www.healthyhorns.utexas.edu/)

The mission of University Health Services is to support academic pursuits by providing medical services, fostering physical and psychological wellness, and promoting healthy lifestyles among UT students. The on-campus facility includes: general medicine, urgent care, pharmacy, women’s health, UT Counseling and Mental Health Center, immunizations, allergy, travel health, sports medicine, laboratory work, radiology, health promotion resource center and center for students in recovery. For immediate assistance, call the 24 hour Nurse Advice Line – 512-475-6877

**UT EID**

[https://idmanager.its.utexas.edu/eid_self_help/](https://idmanager.its.utexas.edu/eid_self_help/)

The UT EID is an electronic identifier – the student’s “user name” with The University of Texas. If you are associated with the university or if you need to complete online transactions with the university, you need a UT EID. You will use your UT EID to register for classes, check grades, access online course information and pay for bills. Students must upgrade their UT EID before classes begin to give your UT EID legal signature authority.
The Learning Technology Center offers a wide range of computer, telecommunications, and multimedia services to College of Education faculty, staff, and students currently enrolled in an Education course.

**Services Desk:** Sanchez Room 536 - 471-3234
The LTC Services Desk provides assistance with Computer Labs, Laptop Help, and multimedia resources, and much more. Go here to check out equipment or make facility reservations.

**Laptop Help:** Provides technical support specific to the needs of students using required Apple laptops in their teacher preparation programs. Help with software applications is also provided.

**Macintosh and PC computer labs:** Available in the Sánchez Building & Belmont Hall.

**Media Resources:** The LTC provides resources for the production of multimedia.

**Equipment Checkout:** The LTC loans multimedia equipment to faculty, staff, and students.

**Instructor Reserves:** Faculty may put items on reserve for student checkout.

**Technical & Network Services**
The Technical and Network Services team maintains the College network infrastructure and servers, the TeachNet email/conferencing system, and an automated computer backup system. They provide computer and technical-related assistance and trouble-shooting to College faculty and staff, and for the LTC computer labs. | Read More about LTC Services |

**Distance Learning Classroom**
A flexible classroom staffed by a skilled technician provides interactive audio and video links to virtually anywhere in the world similarly equipped, and is available for courses, conferences, and meetings. | Read More about The Distance Learning Classroom |

**IDEA Studio for Faculty Support**
The IDEA Studio helps faculty integrate technology into their teaching and research, and provides customized workshops, training, and consultation. | Read More about IDEA Studio |

**COLLEGE OF EDUCATION APPLE LAPTOP BUNDLE**


All Students, Faculty and Staff in the College of Education are eligible to purchase an Apple laptop at a significant discount. The bundle will vary but has in the past included a laptop, AppleCare protection, Display Adapter, Microsoft Office 2010, and iPod Touch and a Printer. The EDA Department does not require students to purchase a laptop.

**INFORMATION TECHNOLOGY SERVICES**

[http://www.utexas.edu/its/](http://www.utexas.edu/its/)

Information Technology Services (ITS) coordinates web applications (UT Direct), security, networking, telecommunications, University Data Center, ITS Help Desk and more.

**BEVOWARE**

[http://www.utexas.edu/its/bevoware/](http://www.utexas.edu/its/bevoware/)

The BevoWare software downloads provide anti-virus protection and improve system security connections. BevoWare is available at no cost to UT students, faculty and staff.

**CAMPUS COMPUTER STORE**


The Campus Computer Store is the shop for educationally priced computers, software, peripherals and other IT supplies. Located online and in the Flawn Academic Center (FAC) lobby, the Campus Computer Store offers discounts for enrolled UT students.

**COMPUTER LABS ON CAMPUS**


Information Technology Services (ITS) provides this list of campus computer labs as a service to the community. Popular computer labs are located in the Perry-Castaneda Library (PCL) and Flawn Academic Center (FAC).

**INFORMATIONAL TECHNOLOGY SERVICES HELP DESK**

[http://www.utexas.edu/its/helpdesk/](http://www.utexas.edu/its/helpdesk/)
Whether the problem is e-mail, your EID, telephone, or another technical question, the ITS Help Desk is here with support and troubleshooting, and expert consulting for advanced questions. ITS Help Desk (512-475-9400) is located in the FAC lobby.

**Printing On Campus**
http://www.utexas.edu/its/printing/

The ITS Printing Service is a convenient way to print documents when you need them. Simply log in with your UT EID and print to one of the university printers available in labs and facilities across campus. Students may pay for printing with a Bevo Bucks account.

**UTBox**
http://www.utexas.edu/its/cloudstorage/

Box cloud storage is a campus-wide service that allows faculty, staff, and students at the University of Texas at Austin to use Box cloud-based file sharing for business and academic purposes. It features 50 GB storage and file share accounts.

**Wireless Network On Campus**
http://www.utexas.edu/its/help/wireless-and-wired-public

Students, faculty, staff and official visitors using wireless Internet on the UT campus are required by ITS policy to use the “restricted.utexas.edu” network. Students must install the connection through the above website and access the network with their UTEID.
SECTION 9. STUDENT INTERESTS

ANNUAL DEPARTMENT EVENTS

**EDA Convocation** – (Beginning of fall semester.) The Convocation is for all members of the EDA community, including students (master’s, doctoral, and candidates), staff/administrators, and faculty members (clinical, tenured, tenure-track, and adjunct). The start of the new academic year is the perfect time for us to gather together to share accomplishments, updates, and visions for the coming year.

**HEASPA Holiday Social** – (End of fall semester.) The end of semester HEASPA Holiday Social has historically served as a holiday party for everyone in the department. The social is a very festive environment as it also serves as a celebration of the completion of the 1st semester of graduate work for masters and doctoral students. Come join friends, family, faculty, staff, students, and even a few alums at this post-final paper/project get-together!

**PHEL End of Year Ceremony and Celebration** – (End of spring semester.) The Program in Higher Education Leadership hosts an annual end-of-year celebration to recognize all of the master's and doctoral graduates in the department. In addition to the celebration, PHEL also presents three awards: the Dr. Sharon H. Justice Student Leadership Award, the Dr. Bill Lasher Doctoral Student Excellence Award, and, the Dr. V. Ray Cardozier Alumni Excellence Award. The Dr. Sharon H. Justice Student Leadership Award and the Dr. Bill Lasher Doctoral Student Excellence Award annually recognize outstanding scholarship and professionalism by graduate students in the department, and the Dr. V. Ray Cardozier Alumni Excellence Award recognizes an alum of the PHEL doctoral program. For more information on these awards, please check the PHEL website.

**Annual PHEL Alum Reception** – (Memorial Day.) The Program in Higher Education Leadership hosts an annual alum reception on memorial and in conjunction with the NISOD conference. It is held in downtown Austin and provides an opportunity for networking for multiple generations of PHEL graduates.

ANNUAL UNIVERSITY EVENTS

**Student Events Center** - The University Unions Student Events Center is a department within the Division of Student Affairs, which serves the UT community through event-planning and leadership development opportunities for UT students. The SEC offers an array of services for student organizations registered through the Student Activities and Leadership Development office, such as locker and office rentals and helium tank usage.

**Forty Acres Fest** – Spring Semester
The Forty Acres Fest (FAF) Committee organizes the annual Forty Acres Fest, a campus-wide carnival featuring unique booths & amazing entertainment by student
organizations. The event culminates with a live concert by some of the world's most legendary artists.

**Texas Revue** – Every April
Texas Revue is the University’s student talent show featuring dance, music and skits. More than 3000 students attend these performances.

**Film Series** – Weekly during the long semesters
The Student Events Center Film Committee shows free movies in the Texas Union Theatre.

**Madrigal Dinner** – Mid-November
Enjoy an original, comedic Renaissance themed play, choir concert, and a four-course meal in the Texas Union Ballroom.

**Orange and White Ball** – Late April
The Ball is an annual event and tradition to honor and unite students, and to create lasting memories while improving student life at the University of Texas. The Orange & White Ball is the annual university-wide gala, complete with a live orchestra and ballroom dancing.

**Gone to Texas** – Day before classes begin
Gone to Texas is the University’s kickoff event to start the school year. Students join in the evening at the Tower for a pep rally event including speakers, performances, and the Longhorn Band.

**Start Fresh** – Late August
Start Fresh is the student organization fair hosted by the Office of the Dean of Students. Visit the West Mall to learn about how to join various student organizations.

**Party on the Plaza** – Early September
[http://www.utrecsports.org/party/](http://www.utrecsports.org/party/)
Party on the Plaza (PoP) is a campus-wide “party” of student involvement and fun held annually in early September. The PoP is one of the largest campus wide events held in the fall semester, and is the opportunity for UT to welcome new and returning students to campus for the start of classes. Past activities have included live music, big screen movies, student organization performances and more.

**Explore UT** – First Saturday in March
[http://www.utexas.edu/events/exploreut/](http://www.utexas.edu/events/exploreut/)
Each March, The University of Texas at Austin hosts Explore UT, a day of events, performances, exhibits, lectures and activities for the entire family. Explore UT offers visitors a hands-on introduction to university life in our classrooms and laboratories, studios and performance halls, museums and extensive library collections.

**ATHLETICS**

*The Big Ticket*

The Big Ticket is a unique, exclusive student offer -- a single transaction, single-purchase, all-event ticket that buys a reserved seat to every Texas Football home game -- and a simple, general admission access pass to every other UT sports home event. That’s close to 120 events a year, featuring your Longhorns against Big 12 Conference and national competition.

Just sign in to your student account on TexasSports.com and purchase The Big Ticket for $175 (plus a $20 transaction fee). The Big Ticket is loaded immediately onto your valid UT student ID.

For football, Big Ticket purchasers receive a reserved seat in the student section of every home game. Seat allocations are based on classification (seniors, graduate students, juniors, sophomores, and freshmen). To enter the game, all you need is your Print-at-Home ticket (e-mailed the week of August 25), PLUS your valid UT student ID.

For all other UT sports, just bring your valid UT student ID at the event. No reservations, no downloads necessary -- just scan, and you’re in!

NOTE: Sometimes the demand for student seating may be greater than the allotment of tickets. UT Athletics works to make sure this does not occur but if it does, we will notify all Big Ticket purchasers and do our best to make seats available.

**FINE ARTS**

*Texas Performing Arts* – [http://www.texasperformingarts.org/students](http://www.texasperformingarts.org/students)

Texas Performing Arts presents an international season of music, theatre, dance, and conversation in university venues, as well as the best in touring Broadway productions and concert attractions. As a university-based arts center, the PAC is committed to serving the academic mission of the College of Fine Arts by supporting the work of UT students, faculty and staff on stages, classrooms, studios and production shops; and in the educational outreach programs the PAC provides for the Austin community.

*Landmarks* – [http://landmarks.utexas.edu](http://landmarks.utexas.edu)

Landmarks is the public art program of the University of Texas at Austin. By partnering with the Metropolitan Museum of Art in New York City, the Landmarks exhibits beautify
the campus and engage the community with art of the highest quality. Artwork is on display throughout campus.

**College of Fine Arts** – [http://www.utexas.edu/finearts/events](http://www.utexas.edu/finearts/events)

The College of Fine Arts offers many student performances throughout the year including:

- Butler School of Music - [http://www.music.utexas.edu/calendar/default.aspx](http://www.music.utexas.edu/calendar/default.aspx)

**MUSEUMS AND COLLECTIONS**

**Museums**

- Harry Ransom Center (Archives) – [http://www.hrc.utexas.edu/](http://www.hrc.utexas.edu/)
- Texas Memorial Museum (Natural Science) – [http://www.utexas.edu/tmm/](http://www.utexas.edu/tmm/)

**Collections**

- Briscoe Center for American History - [http://www.cah.utexas.edu/](http://www.cah.utexas.edu/)
- H.J. Lutcher Stark Center (Kinesiology Research) - [http://www.starkcenter.org/](http://www.starkcenter.org/)

**REC SPORTS**

Recreational Sports facilities, services and programs are available to all UT students during the semester for which they are registered. Typically, facility access is available on the first day of classes and continues through the day before classes begin the following semester. Students qualify for access to RecSports facilities by paying tuition each semester. To verify eligibility, all students are required to display their UT ID card upon request or entry to a recreational facility. Additional fees are charged to participate in programs such as intramurals, group exercise classes, outdoor trips and workshops as well as sport clubs. Ways to participate in RecSports:

- Club Sports - [http://www.utrecsports.org/sportclubs/about.php](http://www.utrecsports.org/sportclubs/about.php)
- Facilities and Services – [http://www.utrecsports.org/facilities](http://www.utrecsports.org/facilities)
- Intramural Sports - [http://www.utrecsports.org/intramurals/about.php](http://www.utrecsports.org/intramurals/about.php)
• Texercise (Group Classes) - http://www.utrecsports.org/fitwell/fitnessclasses/Spring09.php

**VOLUNTEER OPPORTUNITIES**

**The Longhorn Center for Civic Engagement**

The Longhorn Center for Civic Engagement serves as The University of Texas at Austin's central resource for those interested in volunteerism and service learning throughout the UT and Austin communities.

We strive to be a national model for community engagement through our programs and our partnerships with other campus departments, leveraging the resources of the university on all levels to provide a quality community-based learning experience for volunteers and community agencies alike.

We provide resources for anyone interested in getting more involved in the community, and our programs and services are designed for instructors, students, student organizations, campus departments, community partners, and local agencies. Come and sit down with us, or visit our website for more information about getting connected! http://ddce.utexas.edu/civicengagement/about-us/

**Selected On Campus Volunteer Opportunities**

• Blanton Museum - http://blantonmuseum.org/get_involved/volunteer_program/
• Harry Ransom Center - http://www.hrc.utexas.edu/about/participate/volunteer/application/
• Lady Bird Johnson Wildflower Center - http://www.wildflower.org/volunteer/
• LBJ Presidential Library & Museum - http://www.lbjlibrary.org/join-us/volunteer/
• University Health Services Clinic - http://healthyhorns.utexas.edu/clinicvolunteer.html

• **Volunteer Events** The Project - http://ddce.utexas.edu/theproject/
  The Project is a premier service event at The University of Texas at Austin, designed by students to benefit the many Austin neighborhoods surrounding the campus. Students, faculty, and staff come together for one day, dedicating their time and expertise to complete a variety of community beautification projects.
**SECTION 10. PROFESSIONAL DEVELOPMENT**

**PROFESSIONAL ASSOCIATIONS**

**HEASPA**

The Higher Education Administration Student Professional Association (HEASPA) connects students, faculty, staff and alumni in order to promote the higher education profession. Throughout the semester, HEASPA will coordinate networking, professional development and social events. Please join the list-serv and follow the blog for information on HEASPA events.

Blog: http://blogs.utexas.edu/heaspa
List Serv: https://utlists.utexas.edu/sympa/subscribe/heaspa

**On Campus Associations**

ACA – Academic Counselors Association (Dues = $15 per year)
http://www.utexas.edu/staff/aca/

APSA – Association of Professionals in Student Affairs (Dues = $15 per year)
http://www.utexas.edu/staff/apsa/

**Texas Associations**

TACAC – Texas Association of College Admissions Counselors
www.tacac.org

Annual Conference – Mid April

TACUSPA – Texas Association of College and University Student Personnel Administrators
www.tacuspa.net

Annual Conference – Early/Mid October

TAIR – Texas Association of Institutional Research
http://texas-air.org/

Annual Conference – February

TACHE – Texas Association of Chicanos in Higher Education
http://www.tache.org

Annual Conference – Late January/Early February
TABPHE – Texas Association of Black Personnel in Higher Education
http://www.tabphe.org/
Annual Conference – February

**National Associations**

AACC – American Association of Community Colleges
http://www.aacc.nche.edu/
Annual Conference – Mid April

AAC&U – Association of American Colleges and Universities
http://www.aacu.org/
Annual Conference – Late January

AAHHE – American Association of Hispanics in Higher Education
http://www.aahhe.org
Annual Conference – Mid March

ACPA – College Student Educators International
www.myacpa.org
Annual Conference – Early March

ACUHO-I – Association of College and University Housing Officers – International
www.acuho-i.org
Annual Conference – Early October

ACUI - Association of College Unions International
www.acui.org
Annual Conference – Early/Mid-March

AERA – American Educational Research Association
http://www.aera.net/
Annual Conference – Late April/Early May

AIR – Association for Institutional Research
http://www.airweb.org/
Annual Conference – Mid/Late May

ASHE – Association for the Study of Higher Education
http://www.ashe.ws/
Annual Conference – Mid November
ASCA – Association for Student Conduct Administration
www.theasca.org
Annual Conference – Early February

HACU – Hispanic Association of Colleges and Universities
www.hacu.net
Annual Conference – Mid/Late October

NACA – National Association for Campus Activities
www.naca.org
Annual Conference – February

NASPA – Student Affairs Administrators in Higher Education
http://www.naspa.org/
Annual Conference – Mid/Late March

NACAC – National Association for College Admission Counseling
http://www.nacacnet.org
Annual Conference – Mid September

NACADA – National Academic Advising Association
www.nacada.ksu.edu
Annual Conference – Early October

NCORE – National Conference on Race & Ethnicity in Higher Education
http://www.ncore.ou.edu/
Annual Conference – Late May/Early June

NSCL – National Conference on Student Leadership
www.ncscollege.com
Annual Conference – Late October/Early November

NODA – National Orientation Directors Association
www.nodaweb.org
Annual Conference – Early November
SECTION 11. SUGGESTIONS FOR SUCCESS

STEPS TO SUCCESS IN GRADUATE SCHOOL

• Familiarize yourself with institutional policies. Carefully read the graduate catalog, the program handbook, and your degree plan. It is your responsibility to know all relevant rules related to your academic program.
• Obtain course syllabi at your earliest convenience, and make notes of important due dates.
• Each professor has his or her own course policies, so be sure to find out rules regarding collaboration, technology use, how to turn in assignments, etc.
• Establish a network of support consisting of peers, faculty/staff, family, and friends. Graduate school can be very stressful and it is important to surround yourself with empathetic people.
• Don’t neglect to take care of your mind and body. Exercise, take time away from work, get appropriate sleep, and eat well.
• The University of Texas at Austin is a resource-rich institution. Many services are listed in this handbook, but you can learn about many more through the university website at www.utexas.edu
• Focus on improving your writing at every opportunity. Purchase an APA manual, bookmark APA websites, and read as many examples of academic writing as you can.
• There is a strong tradition of student involvement in CUSPA and EDA in general: the past three presidents of the Graduate Student Assembly have been EDA students. We encourage you to add to this great tradition by getting involved in HEASPA and other organizations.
• Austin is a difficult city to navigate in regard to traffic. Plan trips around town carefully, and utilize the shuttles, buses, and light rail in the city when possible. Bicycles are popular modes of transportation as well.
**NEW STUDENT CHECKLIST**

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ADVICE FROM DOCTORAL STUDENTS

Graduates

“I have found a great source of support in my colleagues and professors. Forming study groups was extremely helpful, not only did we hold each other accountable to focus on our work, but we also became close friends. In addition to forming study groups, utilizing my calendar, and designating weekly study times, I also kept my professors informed if something came up that would interfere with my assignments. Finally, I utilize the education research librarian to help me with research. She has a wealth of knowledge, resourceful, and always available.“

-Claudia Louis (2016), Visiting Assistant Professor, the University of Texas at San Antonio.

“Ask questions! Don’t hesitate to ask other grad students who are further along in the process for advice. Start a writing group around the time that you are beginning to write your dissertation proposal. Include no more than four people total that can trust and rely on each other. Write papers throughout your coursework that somehow relate to your future dissertation topic of interest. This really helps you get familiar with what’s out there on the topic. Make sure you have non-grad school friends who you can hang out with to get your mind off of school occasionally. Expect to want to quit, cry, and/or feel the most stressed you’ve ever felt in your life. But don’t give up, because in the end it’s worth it. Seek out faculty mentorship. This is often hard to come by, but it is a tremendous help to get you through. Apply for scholarships and fellowships, even if you think you won’t get them. You never know! Don’t overextend yourself with extra-curricular activities. You may want to get involved for the experience, but better to do a few things well, than many things poorly.”

-Melissa Martinez, Ph.D. (2010), Assistant Professor, Texas State University

“What helped me get through this program...My cohort and peers who started the program with me. Having them in my classes, being able to study together, borrow books from one another, and sometimes get strongly needed hugs and support were crucial. Those who came before me – those individuals who were already in the program and helped me demystify the Ph.D. and dissertation process. These individuals not only offered their support but they offered those valuable practical things such as templates for the cover page of their proposal or their input on the endless forms you need to fill out during the process.
My partner who was always willing to listen and help out even when he didn’t know half the things I was talking about. Making time to spend with him and not worry about all the school work I had was crucial in keeping me grounded and our relationship strong. If you are in a relationship or have kids, never lose sight of the fact that people are there to support you but that also need you and no amount of schoolwork should keep you from continuing to nurture your relationship with them. In the end, these are the people you are often also getting your Ph.D. for, so always that in mind.

Asking questions and anticipating the next step: Don’t be afraid to ask questions. Don’t think that will make you less competent graduate student. Always be anticipating the next steps in this journey and plan for what you might need to do so that the deadlines don’t take you by surprise.

Celebrating all accomplishments - always take time to celebrate all the successes, even the small ones like finishing a paper or homework for that week. Treat yourself with happy hours, massage, a great cup of coffee or another beverage of your choice :) or an extra hour of TV. But stop and take time to celebrate the things you complete.”

-Smita Ruzicka, Ph.D. (2012), Assistant Vice President of Campus Life, Tulane University

“Relationships matter! The cohort experience is what helped develop the relationships with the faculty and students. This helped develop the social and academic support necessary for my success. I had others who were going through the same experience that could relate to the coursework. This student support system was enhanced beyond the cohort too. The curriculum alignment with all the core courses across doctoral programs brought a similar experience. This allowed for us to grow our support network, both personally and professionally. These two networks were my lifeline! I was reminded of an assignment due date, or even had a volunteer to provide feedback on a paper topic. The cohort experience enhances the educational experience through a high amount of faculty interaction. The faculty were altruistically concerned about the development of the students.

Also, remember that the faculty designed a curriculum that provides a clear pathway for students to reach their desired attainment level. This pathway allows students to plot their own journey that will allow on-time completion. The relevancy and timelines of each course enriches the learning experience.”

-Kerry Mix, Ph.D. (2012), Dean of Enrollment Services, San Jacinto College

Full-time Students

“Entering a new program, whether at the master’s or doctoral level can seem a bit daunting, and the process of transitioning will look different for everyone. As a person
moving from working full-time to pursuing school full-time, the biggest adjustments for me were getting back into the habit of studying and most importantly dusting off my writing skills. Eventually I realized that turning the world of graduate school and my assistantship hours into a forty hour per week framework would be the best way for me to use all of my new found time (which I learned quickly could be easily filled) to get work done just as if I was in an 8-5 position.

Learning to write again took time and patience. For overcoming any writing anxieties I suggest visiting the writing center as soon as you can as they offer great feedback. Also, be willing to let others such as your peers, friends, coworkers or significant others read over your work so that you can gain an outside perspective on what makes sense in your writing and things that you could be improved. And if you still feel a little uncomfortable with your writing, our faculty are always there to help. Take their suggestions on your papers as ways to improve your craft, not as an attack against you! Their primary purpose is to assist you in accomplishing your goals as a scholar in the field.

Self-care is another important part of being a graduate student. Figuring out how to manage school, work, and personal responsibilities can be difficult and there are no perfect answers. The most important lesson I learned is that the time dedicated to each area of your life will ebb and flow and that’s perfectly ok. There were times when I was better at being a student than a friend while at other times it may have been just the opposite. What is important is that you make things work in a way that is best for you. Saying no to some things may be hard but necessary at times.

But also make sure that you say yes to new experiences also! Taking part in research opportunities, conferences, presentations and other experiences has been of the utmost value while being in the program. Faculty will often send out information frequently through emails or other forms of social media. Take advantage! And if there is something in particular you would like to try out just ask around and several people will be willing to lead you in the right direction.

Lastly, find a support group! Make sure you have people both within and outside of the university who can be there for you when things are great and also when life poses its challenges. These connections will be important in helping you get through, and the bonds you form could be invaluable.”

-Tracie Lowe, Ph.D, Graduate Research Assistant, third year

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“My biggest pieces of advice is to develop community within your cohort. These are the people who will walk with you through what will be an incredibly challenging and
rewarding experience. Developing these relationships means you have people around you who will cheer you on when things get tough and celebrate with you at each milestone you reach. At the same time, to use a metaphor, while you are all starting at the same line, you are not all running the same race. Everyone comes to this program with different backgrounds and experiences and everyone is pursuing different personal and professional goals which means everyone moves through the program differently. I say this as a reminder to not compare your own progress through the program to those in your cohort. Work with your advisor and focus on the choices that are best for your particular growth and development and what makes the most sense for you to achieve your ultimate goals. Furthermore, I remind you of this diversity to encourage you to take advantage of the opportunity to learn from so many different people during your time in the program. You will be surrounded by people developing expertise in a number of different areas who will challenge you to consider your own work in new and interesting ways, embracing this should not only help develop that community you will need among your cohort, but it will also make you and your work stronger.

-Ashley Stone Ph.D., Graduate Research Assistant, fourth year

“As a full-time, working student, staying current with the reading and working ahead when possible was essential. In addition, setting up an organizational system the first semester was very helpful. Research and papers accumulate quickly; you may need all of them when doing your comprehensive exam so being able to access a specific piece of information is important. I also summarized the main points of each class before completing that semester’s file, which added to the ease of locating sources and information later.

I came to UT with a Biology background, and was largely unfamiliar with the conventions of the social sciences. For example, I had not written in APA format, or worked from a social science theoretical framework. There are many resources – including library classes, the graduate writing center, workshops, and helpful software (e.g. Endnote, PERRLA) – that are a great help. While it can be valuable to focus each course project/paper on the same research interest, I choose to explore a different area in each course. This helped me gain a broader understanding, and select a final research area. I also received great advice from previous and continuing students; those relationships provided support and encouragement through long semesters!”

-Judy Stewart, full-time doctoral student (PHEL)

“All your courses will involve completing readings prior to each course meeting. Sometimes there’s a requirement to post a comment/question/synthesis on Canvas before class, but often there’s not. If there’s not, you can probably fake your way through class with cursory knowledge of the topic, well-timed nods, and rebuttals to your colleagues’ points (because they did do the reading and spelled out their point really well). Even if
you do have to post something on Canvas, you can probably come up with something from skimming an article or even glancing at a couple. The point is, there is very little accountability week-to-week for reading the literature, so you can skip a lot of the readings.

BUT IF YOU DON'T You'll miss out on the higher-level learning that happens in class because you'll spend all your time just listening to understand instead of listening to synthesize and critique. Completing your course projects and papers will be at least 50% harder because you’ll have to spend time combing the literature with which you should already be familiar. Identifying and honing your dissertation/treatise topic will be much more challenging because it’s only through exposure to others’ ideas that we learn to articulate and refine our own. Look at weekly readings as a curated exposure to a particular area. Rather than having to dig through journals, your professor handpicked examples for you. No, you don’t have to do all the readings, but you should.”

-Emily Johnson, Graduate Research Assistant, third year

Part-time students

“If you are prone to distraction and find it hard to write when you are on a deadline, several grad school friends have found programs like “StayFocused” (paid) or SelfControl (free) to be a lifesaver. These programs block distracting websites—Social Media, Blogs, News Sites, Email, pick your poison—for a set period of time. You can block the whole Internet or allow access to sites you approve like the library site or Canvas. In grad school, you’ll always be pressured to use your time well and protect yourself form your worst habits.

Find a way to back-up your work – laptops break, go missing, and can be generally uncooperative. Seriously, find it right now. Dropbox Pro works for me as an easy solution that links up all my (Apple) devices. Full disclosure, my husband and I share the “Pro” version and it costs $99 per year, but the amount of storage is really high. I sleep easy knowing that no matter where I am, I can access all of my files and PDFs easily over the web. There are lower-cost back-up options out there Box or Google Drive (you can access both as a UT student). No matter what you choose, try and come up with a back-up solution that’s automatic because you’ll get stressed and busy and forget to do it (and it would be devastating to lose a major paper or part of your dissertation).”

-Lisa Jasinski, full-time employee in San Antonio, third year

“1) Ask—About Everything. Just because a course isn’t offered at a time you need it, or something isn’t coded in a certain way, or a course isn’t noted as distance, it doesn’t hurt
to ask. Sometimes the response is very positive; at the very least, you open up lines of communication with your advisor/professor.

2) Some of the professors really understand the technology and the pedagogical requirements of offerings something via distance. All you have to do is ask (see #1).

3) Independent Study = Incredibly Super. In my experience, professors are more than happy to consider an IS if they believe that you’re serious about the content and are willing to do the work.

4) Face Time. Make every effort to attend events, meetings, or any sort of happening that involves your peers and professors. The more face time you log, even trivial, the better positioned you may be to ask for the kinds of things noted above and all of that pays off when it’s time to find your committee.

5) Get Connected. Make friends, from the very beginning—channel your inner social butterfly and find peers who can get notes in case you have to miss a class, turn in assignments or work together, and generally help you stay connected.”

-Amy Heitzman, part-time commuter doctoral student (now graduated)