

**SPECIAL EDUCATION 7030
DOCTORAL COLLOQUIUM
FALL 2005**

**DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF UTAH**

Faculty Facilitator: Andrea McDonnell
MBH 228
581-3318
amcdonnell@ed.utah.edu

Seminar Dates/Times: Wednesdays 4:35-8:00 p.m. first term
Seminar Location: MBH 201

The purpose of this seminar is to introduce incoming doctoral students in the Department of Special Education to advanced graduate studies at the University of Utah. The seminar will focus on the following areas: 1) the Department of Special Education within the context of higher education; 2) overview of the Ph.D. program in special education; 3) professional socialization to higher education; and 4) current issues in the field of special education.

The Ph. D. Program in Special Education

- 1. The administrative organization of the Department of Special Education within the framework of higher education**
- 2. Overview of the content and structure of the doctoral program in the Department of Special Education**
- 3. Procedural aspects of a doctoral program (e.g. selecting a supervisory committee, timelines, candidacy, etc.)**
- 4. Background and interests of your doctoral cohort**
- 5. Background and expertise of faculty in the Department of Special Education**

Professional Socialization

- 1. The reward structure in higher education (tied to performance in scholarship, teaching, and service)**
- 2. Developing professional networks, mentoring**
- 3. The job search for faculty positions and getting started as a new faculty member**

Current Issues in the Field of Special Education

1. The future of leadership personnel in higher education
2. Special education teacher shortages
3. Issues in public policy and research methodology

Readings

- Bianco-Mathis, V., & Chalofsky, N. (Eds.) (1999). *The full-time faculty handbook*. Thousand Oaks, CA: Sage. (Available in the text section of the University of Utah bookstore.)
- Reading packet handed out during the first seminar.

Additionally, students are required to purchase and become very familiar with the 5th edition of the publication manual of the American Psychological Association.

Requirements

Each student will be required to prepare four papers, two issues/discussion guides, and a PowerPoint presentation for this seminar. Timely completion of the seminar readings and active participation in seminar discussions are also required.

The first paper focuses on your personal view of doctoral studies, and can be up to three pages in length double-spaced. Content should include a) your career aspirations, b) your expectations of doctoral work in relationship to your career aspirations, and c) how you plan to meet your goals for obtaining a doctoral degree. For example, for part c) you could discuss plans for selecting a supervisory committee, the role of course content and internships, and timelines for achieving your goals.

The second paper is a biography on a current scholar in the field of special education who has had a demonstrable effect on improving educational programs for students with disabilities through research. The biography should focus on someone outside of the University of Utah and within your area of emphasis for the Ph. D. program. The scholar's curriculum vita should be included as an appendix to the paper and should be obtained prior to your interview of the scholar. Limit the text of this paper to five double-spaced pages.

The third paper is a biography on a faculty member/scholar in the Department of Special Education who has expertise in your primary area of emphasis for the Ph. D. program. The faculty member's curriculum vita should be included as an

appendix to the paper and should be obtained prior to your interview with the faculty member. Limit the text of this paper to five double-spaced pages.

The fourth paper is a review of the literature on a topic of your choice related to a primary or secondary scholarly/research emphasis for your Ph. D. program. This paper may be up to fifteen pages in length, double-spaced and is due on October 26th. A 30 minute PowerPoint Presentation with hand-outs that focuses on the major issues addressed in the paper will be presented during the final seminar on October 5th.

The two issues/discussion guides need to be prepared based on the assigned readings and prior to the issues discussions on September 21st and September 28th. These should each be about 2-4 pages in length, summarize the major issues and viewpoints, your reactions to what you have read, and a list of questions or discussion starters for the seminar session. They will be turned in and should include references in the text for the articles or chapters in the readings. Bullet points or outline format are fine for the issues/discussion guides.

Each paper needs to be written in APA format. Papers will be evaluated by the instructor and feedback will be provided on content, writing clarity, and organization. Each paper will receive a letter grade (A, B, etc.). The grades from the first three papers and the combined issues/discussion guides will each contribute 15% toward the final grade. The PowerPoint Presentation and the fourth paper will count for the remaining 40% of the final grade. Students are encouraged to contact the instructor about any questions regarding the assignments or seminar evaluation procedures.

Accommodations

Students with identified disabilities who require accommodations to complete course assignments or activities are encouraged to contact the instructor during the first week of the semester. Reasonable prior notice is needed to arrange accommodations. Questions regarding whether you may have a disability or requests for reasonable accommodations should be referred to the Center for Disabled Student Services (160 Olpin Union Building, University of Utah).

TENTATIVE SEMINAR CALENDAR

Seminar 1: August 24th

- Overview of seminar objectives, activities, and requirements
- Introduction, background, and interests of seminar participants
- Department of Special Education mission and organization within the framework of higher education

...Readings handed out
...Paper # 1 assigned

Seminar 2: August 31st

- Content and structure of the Department of Special Education Ph. D. Program
- Introduction to the higher education reward structure: Retention, promotion, and tenure
- Using the portfolio in evaluating performance
- Procedural aspects of the doctoral program

...Panel of current Ph.D. students
...Papers #2 & # 3 assigned
...Bring copies of 3 research review tables to class next week

Seminar 3: September 7th

- Mentoring and dissertation research
- Roles for Faculty Members
- More on RPT as an accountability and reward system

...Panel of Ph. D. program graduates
...Paper # 4 assigned
...Discuss use of tables to summarize studies in research reviews

Seminar 4: September 14th

- Seeking positions in Higher Education
- Getting started: Beginning faculty positions

...Panel of most recently hired faculty members
...Discussion of Paper # 1 (written paper due)
...Discussion guides assigned

Seminar 5: September 21st

- Faculty shortages and future of leadership personnel
- Teacher shortages and higher education

...Discussion of Paper # 2 (written papers due)
...Discussion of faculty and teacher shortages and future of leadership personnel (Issues/discussion guide due)

Seminar 6: September 28th

- Issues in Research Methodology: The RSPD Exchange and Commentary & CEC Response to IES Priorities

...Discussion of Paper # 3 (written paper due)
...Problem solving for Paper # 4 and PowerPoint presentation and hand-outs
...Faculty respondents to issues and commentary (Issues/discussion guide due)

Seminar 7: October 5th

- PowerPoint presentations and discussion of literature reviews
- Course summary and evaluations
- ...PowerPoint presentation and hand-outs due

-In addition to the seminar classes, please arrange at least one individual meeting with the instructor.

-Our seminar will not meet on October 12th (instructor presenting at out-of-state conference.)