

Introduction

The purpose of this handbook is to provide you with information about the procedures, regulations, and requirements for completing a Ph.D. through the Joint Doctoral Program in Special Education. This handbook is to be used as a supplement to the *Handbook for Advanced Degree Students*, Graduate School of Education, University of California at Berkeley, which contains policies and procedures governing doctoral degrees offered through the Graduate School of Education.

We welcome any suggestions you may have to improve the communication of policies and regulations.

Campus Contacts

UCB:

Dr. Anne Cunningham, Co-Director
Joint Doctoral Program in Special Education
University of California, Berkeley
Graduate School of Education
4307 Tolman Hall #1670
Berkeley CA 94720-1670

(510) 643-6871 (voice)
(510) 642-3769 (fax)
<http://gse.berkeley.edu/program/sped/sped.html>
acunning@berkeley.edu

SFSU:

Dr. Marci Hanson, Co-Director
Joint Doctoral Program in Special Education
San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94132

(415) 338-1271 (voice)
<http://www.sfsu.edu/~spedcd/welcome.html>
mjhanson@sfsu.edu

THE JOINT DOCTORAL PROGRAM

History

The joint doctoral program between the University of California, Berkeley and San Francisco State University began in 1967 and was the first such program approved in the state of California by the Joint Graduate Board.

In 1960 Assemblywoman Dorothy Donahue from Bakersfield introduced a legislative resolution to allow the University of California and the State Colleges (now the California State University System) to set up the Joint Graduate Board. This Board had the power to authorize joint programs of study between the two systems of higher education. Assemblywoman Donahue, who had a physical disability, felt that the increasing expenditures of money and personnel for programs for the handicapped required the best in administrative research and development.

The first group of students was admitted to the Joint Doctoral Program in 1968. Over the 30-year history of the program, a great many students have graduated and assumed high-ranking positions as leaders in the field of Special Education.

Objectives

The program is aimed at preparing high level leaders in research, teaching, administration, and supervision for the variety of professional needs facing children, youth, and adults with disabilities. It integrates the resources of the University of California, Berkeley and San Francisco State University and provides an opportunity for students to combine theoretical interests with applied practices in a broad spectrum of specializations within Special Education.

Degree Offered

Students in the Joint Doctoral program pursue a Doctor of Philosophy (Ph.D.). As described in the *Handbook for Advanced Degree Students* (Graduate School of Education at the University of California, Berkeley), the Ph.D. degree is intended for individuals who wish to conduct original theory-based research on educational problems, and who intend to pursue careers in research and university-level teaching. Specific requirements relative to the Ph.D. (including academic preparation, areas of specialization, coursework, prequalifying and qualifying examinations, and the dissertation) are described in the UCB Graduate School of Education *Handbook for Advanced Graduate Degrees*.

In general, Ph.D. students should be prepared for research leadership and the exploration of conceptual frontiers. The Ph.D. dissertation must make an original contribution to the body of knowledge in Special Education. A student may be interested, for example, in the cognitive growth of children with learning disabilities, or the application of organization theory in the administration of Special Education programs.

Administrative Organization

The Joint Doctoral Program in Special Education resides in the Graduate School of Education at the University of California, Berkeley and in the Department of Special Education within the College of Education at San Francisco State University. Two Directors jointly administer the Joint Doctoral Program, one on each campus. The program meets the scholastic requirements of the Graduate Divisions of both institutions.

Members of the faculty from SFSU are primarily from Special Education, which represents multiple areas relating to individuals with disabilities. Faculty from related departments (e.g., Administration and Interdisciplinary Studies, Psychology, Elementary Education, Secondary Education, Instructional Technologies, English, Psychology, Ethnic Studies, History, Women's Studies, Social Work, Physical Therapy, Counseling) serve in various capacities in the joint doctoral program.

The majority of the Berkeley faculty come from the Graduate School of Education and they include faculty from each of the areas of study (Cognition and Development; Education in Language, Literacy, Society and Culture; Policy, Organization, Measurement and Evaluation). In addition, faculty from several associated fields (e.g., Psychology, Public Health, Linguistics, Public Policy, Social Welfare, Anthropology) at UC Berkeley participate in the program.

The Executive Committee, in accordance with guidelines established by the Graduate Division and School of Education on both campuses and with the approval of the faculties, sets the requirements for admission, curriculum and degree requirements. The Co-Directors have the responsibility of serving as general advisors to doctoral students and working with the Executive Committee in the direct administration of the program.

APPLICATION AND ADMISSION

The program encourages individuals to apply who have a background and experience in Special Education—as well as those from related disciplines in the social, behavioral, and health sciences—who seek leadership and research training. In addition to the academic criteria for admission, consideration is given to successful experience in working with children, adolescents, and/or adults with disabilities. A bachelor's degree is required for admission to the joint doctoral program, although most students applying have already earned a master's degree and/or a special education credential. (Note: Students without sufficient academic training in Special Education will be admitted and required to enroll in prerequisite foundation course work.)

Requirements

Individuals from related disciplines in the social, behavioral, and health sciences who seek leadership and research training, as well as those working

in Special Education, are encouraged to apply. In addition to the academic criteria for admission, consideration is given to successful experience in working with individuals or in programs serving this population.

The major factors used in selection of candidates are:

1. Undergraduate grade point average.
2. Graduate grade point average.
3. Verbal, quantitative and written analytical scores on the Graduate Record Examination, taken within the last five years. The GRE must be taken no later than the October test date preceding the admission deadline for fellowship applicants and no later than the December test date for applicants not applying for fellowships.
4. Letters of recommendation.
5. Statement of purpose which should describe interests and research questions motivating the candidate to apply to the program. If the candidate explains and demonstrates these clearly, it will help the admissions committee establish the applicant's appropriate placement and faculty affiliation.
6. Sample of writing (i.e., research paper, publication, etc.).
7. Academic training and related professional experiences in Special Education.
8. Personal interview.

Procedures

Applications must be submitted to **both** campuses (UCB and SFSU). All supporting documents (i.e., GRE scores, transcripts, letters of recommendation, etc.) must be sent to **each** campus in order to have a complete file at both campuses.

The deadline for postmarking applications is December 1. Please check the application to verify this date. Admission is offered for the fall semester only.

Request an application after August 1, from the Student Academic Services Office, School of Education, 1600 Tolman Hall, University of California, Berkeley, CA 94720-1670. Telephone: (510) 642-5345. You may also visit the GSE website at <http://www-gse.berkeley.edu/> to download an application and visit the SFSU website at <http://www.sfsu.edu/~spedcd>.

Submit to SFSU	Submit to UCB
<ul style="list-style-type: none"> • One copy of a completed UCB Graduate Application for Admission and Fellowships 	<ul style="list-style-type: none"> • Two sets of official transcripts of all universities and colleges attended (graduate and undergraduate)
<ul style="list-style-type: none"> • One set of official transcripts of all universities and colleges attended (graduate and undergraduate) 	<ul style="list-style-type: none"> • Application fee
<ul style="list-style-type: none"> • A writing sample (e.g. research paper, publications, master degree thesis) 	<ul style="list-style-type: none"> • Departmental application for the Graduate School of Education (online)
<ul style="list-style-type: none"> • GRE (verbal, quantitative and written analytical scores available from within the last 5 years) 	<ul style="list-style-type: none"> • Graduate Application for Admission and Fellowships (online) Sections A, B, F, G, H Sections F – Fellowships
<ul style="list-style-type: none"> • A resume 	<ul style="list-style-type: none"> • GRE (verbal, quantitative and written analytical scores available from within the last 5 years)
<ul style="list-style-type: none"> • Do not apply to the SFSU Graduate Division at this stage of the application process. Do not submit a CSU application; also see: http://www.sfsu.edu/~spedcd/joint.html 	<ul style="list-style-type: none"> • Recommendations <p>For additional information see:</p> <ul style="list-style-type: none"> • http://www-gse.berkeley.edu

Students will be considered for fall semester only. The application postmark or delivery deadline is December 3, 2009

III. Review Process

A. Initial Screening. All applications will be screened by faculty at both campuses to ascertain whether or not an applicant meets the basic admissions standards.

B. Interview. Those applicants who pass the initial screening will be interviewed by faculty members. Interviews usually are scheduled at the end of February.

C. Final Assessment. Information gathered from the applications and the interviews are reviewed and recommendations for admission or denial are forwarded to the Graduate Division.

D. Notification. Acceptance/rejection notices are generally mailed during the month of April. Each accepted applicant

should receive a letter from both UCB and SFSU. If two letters are not received, contact the Joint Doctoral Coordinator at the appropriate campus.

REGISTRATION

Registration on both campuses is done electronically. It is important for students to obtain email accounts early and check them frequently because it is the ONLY form of communication used by the campus to notify students of important information such as registration and fee payment deadlines.

The SFSU Registrar notifies all students, through email, about their preregistration appointment for the upcoming semester. Check My SFSU online for registration timelines and fee schedule:

<https://www.sfsu.edu/online/login.htm>

UCB registration consists of two steps: enrolling in classes and the payment of fees. Students enroll in classes by using the online Tele-BEARS System (<http://telebears.berkeley.edu>) and pay fees using the online Bear Facts System (<http://bearfacts.berkeley.edu/>). Bear Facts is used to house all of the student's academic and financial information.

Students are required to register on both campuses each semester, but payment of registration fees alternates between campuses each year. Payment of fees on one campus permits the student to enroll in classes and use the facilities of the other campus at no additional charge. Students may elect courses from any department or school on either campus.

Program assistants from both campuses will work closely with you: Melinda Schissel, Melinda@berkeley.edu, 510-643-6871 and Louise Guy, lguy@sfsu.edu, 415-338-2501.

GENERAL INFORMATION

The following instructions pertain to procedures used at both campuses. Each semester you will be enrolling for courses at both universities. It is important that you understand and follow the procedures for both campuses in order to ensure that you have fulfilled all requirements for completion of the degree.

There are some important special conditions related to each campus:

- A. Students are enrolled full time throughout their doctoral studies. Each student in the joint doctoral program must enroll in at least 12 units at UCB and a minimum of 3 units at SFSU each semester. After coursework is completed, it is expected that students will be actively

engaged in research and writing. This normally takes the form of registering with one's advisor for Education 299 units (at least 8) at UCB, and the corresponding units (SPED 908 when completing prequalifying and qualifying requirements, or SPED 998 during the dissertation phase) with one's advisor at SFSU.

- B. After advancing to candidacy, students may be eligible for The Normative Time Fee Offset Program, sponsored by the Graduate Division of UCB. This program provides grants to students who are progressing at the normal pace toward their doctoral degrees. The grants, which offset part of the educational fee portion of the registration fee, are available only to students who have advanced to candidacy.
- C. If you are receiving financial aid from UCB, you may request an exception to pay fees at UCB, if it is a year that you are scheduled to pay at SFSU. The Financial Aid Office at UCB needs to be informed of course work being taken at SFSU.
- D. If you receive financial aid from SFSU you must inform the financial aid office of your status as a joint doctoral student to determine where fees must be paid.
- E. If you are appointed as a Graduate Student Researcher or Graduate Student Instructor at UCB, you must pay registration fees at UCB.

FACULTY

Faculty Counselors/ Advisors

Planning a program of study for the doctoral program begins during the first semester with discussions of interests and ideas with the Co-Directors. Prior to enrollment a preliminary session is held with the Director of each campus.

The Co-Directors will assist the student in finding faculty advisors on each campus. The faculty advisor from UCB must belong to the School of Education, and the faculty advisor from SFSU to the Department of Special Education.

The faculty advisors function as sources of guidance in all matters concerning the academic program. It is the students' responsibility to keep their advisors informed of their progress and to meet the program deadlines; the faculty advisors are responsible for assisting students in developing their individual programs of study and guiding their studies and research. Faculty members eligible to serve as advisors must be members of the Academic

Senate on their respective campuses; emeritus faculty are not eligible to serve.

Faculty Listings

Faculty in the doctoral program come from various areas of specialization. Specific faculty members become involved with the program through course work and research, student interest in their specializations, and are available for advisement, instruction, and service on examining and dissertation committees.

UCB

Dor Abrahamson, Assistant Professor of Education: Develops theoretical models of student cognition and classroom participation through designing and implementing mixed-technology learning tools that tap and foster students' mathematical/scientific intuitions

Patricia Baquedano-Lopez, Associate Professor of Education: Language Socialization, Literacy and development, urban schooling

Cynthia Coburn, Assistant Professor of Education: Uses tools of organizational sociology to understand the relationship between instructional policy and teachers' classroom practices in urban schools.

Anne Cunningham, Professor of Education: Cognition and literacy development, preventing and remediating reading disabilities

Andrea A. diSessa, Professor of Education: Computational environments/ programming languages for nonprofessionals, intuitive knowledge in science education, cognition/genetic epistemology

Randi A. Engle, Assistant Professor of Education: Investigates how to design learning environments to support student engagement in math and science. Collaborates with teachers who are learning how to facilitate mathematical discussions

Sarah Warshauer Freedman, Professor of Education: The teaching and learning of written language, English education

Bruce Fuller, Professor of Education: Educational policy, school organization, comparative politics

Maryl Gearhart, Associate Adjunct Professor of Education: Classroom assessment in elementary writing and mathematics

Bernard R. Gifford, Professor of Education: Technology-mediated instruction

W. Norton Grubb, Professor of Education: Economics of education, public finance, higher education enrollment and completion, labor market effects of education, vocational education, education policy, early childhood education, social policy toward children, welfare policy

Susan Holloway, Adjunct Professor of Education: is interested in families and young children in diverse societies. She has focused much of her research on the thoughts, values and expectations of parents, caregivers and teachers about the socialization and education of young children.

Glynda Hull, Professor of Education: Writing, literacy and the underrepresented student, technology in the English class, and literacy and training in the workplace

John G. Hurst, Professor of Education: Education and the democratic promise; education and liberation; popular education, the theory and practice of innovative problem- or issue-focused interdisciplinary undergraduate education, e.g., conservation and resource studies, peace and conflict studies

Claire Kramsch, Professor of Education: Foreign language learning and teaching, psycho- and sociolinguistics and their applications to language teaching

Marcia C. Linn, Professor of Education: Teaching and learning of complex scientific concepts in school settings; how students develop and organize knowledge, how technologically based curricula enhance learning, and how classroom practices such as cooperative learning contribute to understanding; new directions for science and computer science curriculum design for assessment of student learning and for enhancing opportunities for women in science and mathematics

Judith Warren Little, Professor of Education: Teacher development, school as workplace, school reform

Jabari Mahiri, Associate Professor of Education: Literacy learning and motivation of youth in urban, multicultural school and non-school settings; connections between oral and written language development; qualitative methods

Kathleen Metz, Associate Professor of Education: Development of Scientific Cognition in young children

P. David Pearson, Professor of Education: Early literacy education and reading assessment.

Daniel Perlstein, Associate Professor of Education: History of Education, Urban Education, progressive education

Sophia Rabe-Hesketh, Professor of Education: Educational statistics, multilevel and latent variable modeling.

Michael Ranney, Associate Professor of Education: Reasoning, learning and cognitive science.

Geoffrey B. Saxe, Professor of Education: Mathematical cognition in children.

Alan H. Schoenfeld, Professor of Education: Psychology of mathematical thinking, metacognition, belief systems, cognitive science

Ingrid Seyer-Ochi, Assistant Professor of Education: research and teaching interests focus on urban education; the history of education; families, neighborhoods, and community organizations as educative institutions; and the relationships among school and beyond-school learning contexts.

Harley Shaiken, Professor of Education: Relations of schooling, skill formation, and work organization; the nature of globalization of production

Laura Sterponi, Assistant Professor of Education: Language Socialization and Development, literacy and reading development

David S. Stern, Professor of Education: Education and work, resource allocation in schools

Elliot Turiel, Professor of Education: Development of social judgments and action, moral reasoning in adolescence, children's conceptions of authority and rules in school settings; social development, development and education

Barbara Y. White, Professor of Education: AI models of scientific and mathematical expertise, computer-based learning environments, metacognition and instructional design

Mark Wilson, Professor of Education: Psychometric models appropriate for complex measurement situations: performance assessment, stage-like development, use of differential strategies, educational statistics

Frank Worrell, Professor of Education: Psychosocial Development In African American, Caribbean and gifted adolescents

Associate Faculty (Psychology Department)

Martin Covington, Professor of Psychology: Problem-solving and thinking; educational applications; creativity and affective

Carla Hudson Kam, Professor of Psychology: First and second language acquisition: In particular, I am interested in how these processes may constrain the form of languages, and how they might influence how languages change over time

Dan I. Slobin, Professor of Psychology: developmental psycholinguistics, cross-linguistics studies of language development

SFSU

Nicholas J. Certo, Professor of Special Education: Transition from school to work, adolescents & adults with severe intellectual disabilities, service delivery models, community inclusion.

Susan Courey, Assistant Professor of Special Education: Mild/Moderate disabilities

Deborah Curtis, Professor of Administration and Interdisciplinary Studies: Research methodology, statistics, program evaluation

Alexis Filippini, Assistant Professor of Special Education: Mild/Moderate disabilities, Early literacy instruction – embedding comprehension-related literacy skills (e.g., vocabulary) with basic early literacy skills (e.g., phonological awareness), especially for diverse learners (including children at-risk of or identified with learning disabilities and children who are English language learners or from linguistic minority backgrounds); relating subject area content (e.g. science) with reading comprehension; cognitive aspects of bilingualism, especially vocabulary acquisition; incorporating behavior management and teaching; responsiveness-to-instruction models; and other topics that bridge these areas.

Marci Hanson, Professor of Special Education: Early childhood, family, policy, culture, research

Tsai-hsing (Summer) Hsia, Associate Professor of Special Education: Early childhood, assessment, culture, service delivery/intervention

Sunggye Hong, Assistant Professor of Special Education: Visual impairments

Pamela Hunt, Professor of Special Education: Communication, social research, instructional technology, severe intellectual disabilities, autism

Pamela LePage, Associate Professor of Special Education: Mild/Moderate disabilities, psychological foundations of education, qualitative research methods, technology curriculum integration, use of adaptive devices and communication technology, behavior management, patterns of achievement and multi-cultural perspectives in education

Amanda Lueck, Professor of Special Education: Visually impaired, distance education

Philip M. Prinz, Professor of Special Education: Language and developmental literacy, psycholinguistics, sign language acquisition

Nancy Robinson, Associate Professor: Speech-Language Pathology: AAC Inclusion

Sandra Rosen, Professor of Special Education: Vision, physical disabilities, teacher training, sensory integration, sensory-motor development and functioning

Gloria Soto, Professor of Special Education: Physical/Multiple disabilities, augmentative and alternative communication, teacher attitudes, culture

Pamela Wolfberg, Associate Professor of Special Education: Mild/Moderate disabilities, autistic spectrum disorders, peer socialization, play in child development, inclusive practices, qualitative research and evaluation methods, severe emotional disturbances, behavior disorders

COURSE WORK

Overview

The first two years of the program are devoted to course work designed to give the student competence in developing and implementing a research project, and in critically reviewing and interpreting professional and research literature. Basic requirements for all students include work in statistics, research methodology, and cognition and learning development, along with a seminar concerned with the major issues of public policy relating to individuals with disabilities. In addition, the student will take course work in his or her selected areas of specialization. It is expected that the student's

course work will be approximately equally divided between San Francisco State University and UC Berkeley.

**Academic
Residence**

A minimum of two full years of academic residence is required on both the Berkeley and San Francisco campuses. To fulfill the academic residency requirement at Berkeley, a minimum of four units of credit in each of four semesters in 100 and/or 200 series courses must be completed with a passing grade. One summer session may be counted if it precedes or follows a regular term and if the student registered for at least four units in the 100/200 series. At San Francisco, a minimum of three units must be completed in each of four semesters in graduate courses. Core courses at SFSU are completed within the first two years.

**Ph.D.
Preparation**

It is expected that each area or program would normally require its Ph.D. students to take two or more courses outside the Graduate School of Education at Berkeley. Students with an academic master's degree relevant to their doctoral work may be exempted from Academic Preparation, but will still be expected to take two courses outside Education at Berkeley. Additional requirements regarding Academic Preparation may be set by program faculty.

Basic requirements for all students include work in statistics and research methodology, professional seminars concerned with major public policy issues and research pertaining to disabilities, and an advanced graduate course in learning, development and disabilities. The specific courses include the following:

**Core
Courses**

Required of all students.

SFSU

- SPED 902 Seminar in Program Development: Support for Research, Demonstration & Training
- SPED 903 Research in Special Education: Program Design & Analysis
- SPED 907 Learning and Development: The Influence of Disabilities
- SPED 908 Directed Study Special Topics (Faculty Advising)
- SPED 909 Current Issues in Special Education Policy & Practice

Recommended (Upon advisement)

- SPED 905 University-Level Teaching Internship
- SPED 906 University-Level Research Internship

UCB

- EDUC 214 Human Development Seminar
- EDUC 200A Cognitive Development

or

- EDUC 205 Instruction and Development

or

an approved alternative

- EDUC 293A Data Analysis in Educational Research
- EDUC 293L Educational Data Analysis Laboratory
- EDUC 275B Data Analysis in Educational Research II
- EDUC 275L Educational Data Analysis Laboratory
- EDUC 299 Special Study and Research (Faculty Advising)

**Areas of
Special-
ization**

In addition to the general core course requirements above, students in conjunction with their primary advisors will select a course of study which is congruent with their own professional development goals and previous course work and experiences. Students who enter the Joint Doctoral Program with minimal or no academic course work in Special Education will need to enroll in prerequisite “foundation” courses in their areas of disability specialization (see below). Additionally, students are required to meet with their primary advisors in selecting three areas of specialization or emphasis. A minimum of three courses or nine units is required in each area of specialization, not including directed or independent study. Sample areas of emphasis are listed below.

Each student's program is individually designed and includes work in both a special education subspecialization and an academic specialization for doctoral studies. Faculty and program resources on both campuses are used to develop advanced knowledge of theory and research competence in an area of exceptionality. Among the academic specializations that can be pursued with respect to an area of exceptionality are human development, early childhood, educational and administration, vocational education, language and literacy, bilingualism, mathematics, science and technology, mild/moderate disabilities, moderate/severe disabilities, autism, deafness and deaf education, vision impairments, and other areas selected by students in consultation with faculty advisors.

FOUNDATION COURSE WORK AND SAMPLE AREAS OF EMPHASIS

NOTE: Foundation course work in special education is taken primarily on the SFSU campus.

Early Childhood Special Education (ECSE)

The provision of services to young children with special needs and their families has dramatically increased over the last decade due to federal legislation and policy and research recommendations. This growing field has become a specialized area of inquiry for study within the area of special education. The needs and diversity of young children and their families has necessitated an interdisciplinary, community-based and family-centered approach to research and services. Emphasis is placed on the competencies and strengths that children and their families exhibit. Doctoral level study in this focus area offers the opportunity to pursue research, teaching, policy and program implementation training and career opportunities.

Foundation Courses

All students admitted to study in the area of Early Childhood Special Education must have had extensive course work and experience related to the study of young children with special needs and their families. For joint doctoral students who, in consultation with their major advisor, identify gaps in their background or for those students from other areas of interest who wish to take some course work in ECSE, a selection from among the following foundation courses is recommended:

- SPED 777 Atypical Infant Development
- SPED 737 Infant Intervention
- SPED 738 Preschool Intervention

- SPED 779 Family Systems and Services for Young Disabled Children
SPED 780 Assessment and Program Evaluation in Early Childhood Special Education Setting

Sample Areas of Emphasis within ECSE

Students in ECSE pursue a wide range of interests focused on the learning and development of the young child with special needs within the family system. Opportunity is provided to pursue topics that often cross disciplines and service agencies/policies, as well as topics that reflect the diversity of children and families in our nation in terms of disability, culture, ethnicity, and languages spoken. Examples of student emphasis areas include the following: inclusion, cultural diversity, developing cross-cultural competence, bilingual services, biomedical concerns, family-centered services, the role of special educational services in a medical agency, early intervention policies, risk and resilience, behavior disorders in young children, peer social relationships, caregiver-child interaction, and developmental issues and interventions associated with a specific area of development (language, social, cognitive, motor).

Communicative Disorders

The Communicative Disorders (speech-language pathology and audiology) program incorporates information in basic communication processes, use of speech, language, and hearing with emphasis in anatomic and physiologic bases, physical bases and processes involved in the production and perception of speech and in hearing, and linguistic, psycholinguistic, and sociolinguistic variables. Competencies in speech-language pathology include mastery of information pertaining to speech and language disorders with emphasis on various types of disorders of communication. Competencies in audiology include mastery of information concerned with auditory disorders as well as assessment of auditory disorders and their effect upon communication.

Foundation Courses

- CD 701 Language Differences and Disorders in Children
CD 702 Seminar: Advanced Audiology 1
CD 705 Seminar in Problems of Stuttering
CD 706 Counseling in Communicative Disorders
CD 707 Advanced Seminar in Language Disorders in Children

Sample Areas of Specialization or Emphasis

Nonbiased assessment of language disorders in children
Use of amplifying systems for preschool children presenting bilateral

hearing loss

Deaf/Hard of Hearing (Deaf/HH)

Joint Doctoral students who have a deaf/hard of hearing focus usually enter with a background in deaf education, audiology, and/or speech-language pathology. Graduates have assumed a variety of roles, including faculty in Special Education departments, program administrators, a speech and hearing clinic supervisor, a community college assistive technology specialist, and a school of education dean.

Foundation Courses

There are no specific foundation courses in this area. Students are expected to work with their San Francisco State University advisor to identify appropriate coursework.

There are ASL classes available for students who wish to learn sign language or improve their signing skills.

Sample Areas of Emphasis within Deaf/HH

The following is a representative list of specialization areas that have been selected by doctoral students with a Deaf/HH focus:

- Impact of deafness on psychosocial development
- Public policy related to Deafness
- Application of technology to the education of sensory impaired
- Code switching by Deaf/HH
- Language and communication assessment of minority Deaf/HH
- Social and cultural influences in education of Deaf/HH
- Public health issues related to rehabilitation of Deaf/HH
- Qualitative research methods in rehabilitation of Deaf/HH

Mild/Moderate Disabilities

The Mild/Moderate Disabilities program addresses the many and varied complex needs of individuals with behavioral, cognitive and socio-emotional differences, including individuals with learning disabilities, mild and moderate mental retardation, serious emotional disturbance, behavior disorders, and attention deficit hyperactivity disorder. The program prepares graduate students for roles as teachers, educational

therapists, behavioral consultants, and consultants to schools and programs designed to address the needs of individuals with mild and moderate disabilities.

Foundation Courses

- SPED 770: An Introduction to Mild / Moderate Disabilities.
- SPED 793: Atypical Cognitive and Language Development
- SPED 772: Methods I: Assessment, Curriculum and Instruction for Mild/Moderate Disabilities
- SPED 775: Methods II: Assessment, Curriculum and Instruction for Mild/Moderate Disabilities
- SPED 774: Classroom Management in Special Education
- SPED 778: Methods III: Assessment, Curriculum and Instruction for Mild/Moderate Disabilities (Reading)

Sample Areas of Specialization or Emphasis within the Mild/Moderate Disabilities area

Current Issues in atypical behavior and social skills acquisition in students with mild and moderate disabilities
The neuropsychology of learning disabilities
Current issues in service delivery for students with mental retardation and mild to moderate disabilities.
Reading disabilities and dyslexia
Cognitive and linguistic bases of early childhood autism, Asperger's Syndrome and related pervasive development disorders.
Mathematical learning disabilities and dyscalculia.
Collaboration, consultation, and the least restrictive environment:
Research and service delivery issues.

Moderate/Severe Disabilities

The knowledge base of the Moderate/Severe Disabilities program utilizes at its foundation the assumption that all individuals in our society have the right to full participation in the least restrictive environment and that the purpose of education is to facilitate successful participation and assist individual students to increase their competence in these environments. The provision of educational services within general education settings is supported by federal legislation, research outcomes, and state and national educational reform activities. The focus of the Moderate/Severe Disabilities Program is the development of instructional, interpersonal, and management skills necessary for successful school collaboration efforts to enable students with severe disabilities to have rich, integrated school and community learning

experiences, and to make successful transitions from school to independent adult living. Doctoral level study in this area includes the opportunity to participate in research activities, pursue individual research areas of interest, and engage in teaching, policy development, and program implementation opportunities.

Foundation Courses

All joint doctoral students who select to study in the area of Moderate/ Severe Disabilities must have extensive related coursework and practicum experience in integrated or inclusive educational settings. For students who identify, in consultation with their advisor, areas of coursework or experience that are lacking, selection from the following courses is recommended:

- SPED 745 Environmental Design for Students with Moderate/Severe Disabilities
- SPED 773 Methods of Assessment & Instruction for Students with Moderate/Severe Disabilities
- SPED 787 Advanced Assessment and Instructional Design
- SPED 789 Advanced Environmental Design

Areas of Specialization or Emphasis in Moderate/Severe Disabilities Area

Joint doctoral students select specialization areas that reflect a broad, interdisciplinary range of interests that might include, for example, inclusive educational practices, development of communicative competence, peer relationships and friendships, positive behavioral supports, school-family partnerships, multicultural education, integrated school-based services, and research and program evaluation methodologies.

Physical Disabilities

The provision of services to students with physical disabilities has been changing over the last decade due to federal legislation and policy and research recommendations. Students with physical disabilities are increasingly included in their neighborhood schools with the support of appropriate personnel. Due to the severity of their disabilities, many students with physical disabilities have limited or no functional speech. In addition, they are significantly at-risk for academic failure and difficulties

in social learning. These limitations can be minimized by the provision of augmentative and alternative communication (AAC) systems and other assistive technology (AT) devices which may be used to increase the students' communication repertoires and access to classroom curriculum. Provision of services to students with physical disabilities requires a family/student centered and multidisciplinary approach. Doctoral level study in this focus area offers the opportunity to pursue research, policy and program implementation training and career opportunities.

Foundation Courses

All students admitted to study in the area of Physical Disabilities must have had related course work and experience working with students with special needs. The following foundation courses are available for students who need to increase their disability-specific expertise or for students from other areas of interest who wish to take some courses in physical disabilities:

- SPED 715 Technology in Special Education
- SPED 743 Issues in Augmentative and Alternative Communication
- SPED 746 Teaching Individuals with Physical Impairments
- SPED 747 Management of Students with Physical Disabilities
- SPED 748 Preparing Students for Optimal Independent Living.

Areas of Specialization or Emphasis within the Physical Disabilities Area

Students in the Physical Disabilities area can pursue a wide range of specialization in areas related to the education of students with physical disabilities. Opportunities are provided for students to pursue interdisciplinary topics. The following is a list of specialization areas that can be selected by doctoral students with emphasis in Physical Disabilities:

- Augmentative and alternative communication
- Assistive Technology
- Multicultural issues
- Independent living/quality of life
- Service delivery models

Visual Impairment

The program in Visual Impairment has developed a knowledge base that addresses the following issues:

1. Learners with visual impairments benefit from educational experiences that take into account their unique learning needs requiring the acquisition of knowledge and skills in alternative ways including tactile, visual, and auditory.

2. Students with visual impairments are a heterogeneous population, requiring the availability of a wide range of curricular and placement options in order to foster participation in the home, school, and community in ways that meet the particular needs of individual learners.

3. Competencies to instruct learners with visual impairments must address individual needs across a broad age range (birth to 22 years), a variety of visual conditions (mild visual impairment to total blindness), address cultural and linguistic diversity, as well as learners who have visual impairments and multiple disabilities.

4. Methods to promote academic and learning skills, social interaction skills, recreation and leisure skills, use of assistive technology, basic orientation and mobility, independent living and self-advocacy skills, career education including transition, and optimization of visual functioning must be addressed in programs for learners with visual impairments.

5. An 'individual differences' approach to developmental issues related to visual impairment must be stressed looking at both learner characteristics and environmental circumstances in order to develop appropriate instructional strategies

6. Families and social networks have a profound impact on the social-emotional development of learners with visual impairments across the age ranges which must be taken into account in any educational program.

Doctoral level study in this area offers the opportunity to pursue research, teaching, policy, and program implementation training and career opportunities.

Foundation Courses

All joint doctoral students who choose to study in the area of Visual Impairment usually enter with a background in visual impairment including extensive coursework and experience. The following foundation courses are available for students who need to increase their disability-specific expertise:

- SPED 749 Medical, Educational, and Rehabilitative Implications of Visual Impairment
- SPED 750 Assessment and Instruction for Learners with Visual Impairments I
- SPED 751 Assessment and Instruction for Learners with Visual Impairments II
- SPED 752 Issues in Visual Impairment
- SPED 757 Visual Impairments: Special Populations

There are also courses available for students who wish to learn communication skills for learners with visual impairments.

Orientation and Mobility

The ability to travel safely and independently in the environment is essential both for employment and for successful integration of people with visual impairments in the community. Orientation and Mobility instruction provides people of all ages who are visually impaired with the skills needed for independent travel. This includes instruction in the areas of sensorimotor functioning; concept development; and skills of independent travel in indoor, residential, and urban environments. Orientation and mobility services are generally integrated with other special education or rehabilitation services and are provided in the following service systems: public schools, state and private rehabilitation agencies, Veteran's Administration rehabilitation facilities, and private contracting. Doctoral level study in this area includes the opportunity to participate in research activities; pursue individual research areas of interest; and engage in teaching, policy development, and program implementation opportunities.

Foundation Courses

Joint doctoral students who select to study in the area of Orientation and Mobility must have extensive related coursework and experience working with children or adults who have visual impairments. For students who identify, in consultation with their advisor, areas of coursework or experience that are lacking, selection from among the following courses is recommended:

- SPED 749 Medical, Educational, and Rehabilitative Implications of Visual Impairment
- SPED 755 Basic Orientation & Mobility for Learners with Visual Impairments
- SPED 757 Visual Impairments: Special Populations
- SPED 792 Methods in Orientation and Mobility: II

PROGRAM STAGES

First Year Evaluation

The first year evaluation takes place at the beginning of the student's Fall semester in the doctoral program. The purpose of the first year evaluation is to give students feedback regarding their progress during the first two semesters in the program and to give students who are having academic difficulties the opportunity to correct any academic deficiencies. The faculty in Cognition & Development and Special Education, in conjunction with the Joint Doctoral Program Co-Directors, review the student's performance in the program and makes appropriate recommendations.

Procedure

Maintain regular contact with your faculty advisor on the SFSU and UCB campus.

Arrange with your faculty advisor to discuss your academic progress early in the second semester.

UCB will issue First Year Review instructions and forms to 2nd semester students. Each student will submit copies of their papers to their advisors by mid-spring semester. The UCB and SFSU faculty advisors will review each student's work and make recommendations in time for the Fall semester review.

The papers can be those used to fulfill course requirements during the year or they can be original work prepared for the first year review. They must be scholarly and represent the quality of work completed during the first year. Rules of format and grammar as specified in the 6th edition of the *American Psychological Association (APA) Manual* should be followed.

To complete the process, copies of faculty review evaluation forms regarding the student's first year review evaluation will be filed in the Joint Doctoral Program offices at SFSU and UCB.

The UCB Graduate School of Education *Handbook for Advanced Degree Students* provides information on each of the stages listed below. The instructions noted here are *supplementary* to Berkeley's Graduate School of Education *Handbook for Advanced Degree Students*. Students in the Joint Doctoral Program should use forms designed for the Joint Doctoral Program and *not* those used by Graduate School of Education doctoral degree students. Special Education forms are available in the Student Academic Services Office, 1600 Tolman Hall or as downloadable PDF's at gse.berkeley.edu

Outline of

By the end of the first year of study, the three areas of specialization or

Program

emphasis related to the fields of study must be decided upon with the assistance of the student's advisors and faculty coordinator. A prospective list of courses to be taken should be compiled including program core courses and electives. By the end of your fourth semester, you need to file the Outline of Program form on which you list the courses you have taken and any remaining to be taken in preparation for the doctorate.

Procedure

Obtain an Outline of Program form from the Student Academic Services Office on the UCB campus.

Complete both sides of the form in consultation with your faculty advisor.

Obtain the approval signature of your faculty counselors at both SFSU and UCB.

File form with the Graduate Assistant in the Student Academic Services Office.

When the Outline of Program is approved by the Head Graduate Advisor, a copy will be placed in your file folder in the Student Academic Services Office. Additional forms you may need are described in *The Handbook for Advanced Degree Students*, Graduate School of Education, UCB.

Prequalifying Review

In this step you will bring together your graduate education—course work, research, directed studies—into a coherent whole. You will be expected to relate what you have learned to issues of concern in your areas of specialization, and to be able to defend positions on these varying issues. Preparation for the Prequalifying Review, the necessary step that precedes admission to the Qualifying Examination, requires completion of **three** scholarly position papers and a dissertation prospectus. One paper should involve the review, synthesis, and analysis of issues in your areas of specialization, and the second should involve a report of an empirical pilot study. The third paper can be either. The dissertation prospectus is submitted as a separate document and constitutes a preliminary version of the dissertation proposal. It is approximately five to ten pages in length and is a statement of preliminary work (pilot studies, prior research findings, research goals, hypotheses and methodology) as well as the theories, strategies, and analyses that will be used in the dissertation research. The position papers should be scholarly and contain the following information:

1. Clear, concise specification of the issues or problems with sharp distinctions drawn among competing points of view.
2. Application of the relevant and/or competing theories and further elaboration of the issue or problem.
3. Review of empirical findings supporting one or more theories relating to the issue or problem including a critique of methodological approaches.

4. Statement of position arrived at by the student with respect to the issue or problem including a rationale for the position taken.
5. Each position paper will be read and approved by one Academic Senate faculty member of the GSE and a second faculty reader from SFSU, selected in conjunction with the student's advisors. A total of at least three different faculty members must be represented among the readers of the two papers.

Procedure

Obtain a Report on Pre-qualifying Review form from the UCB Student Academic Services Office.

Your faculty advisors on both campuses will review your preparation and completed work and your advisors and the UCB and SFSU Co-Directors will sign the Report on Pre-qualifying Review form, indicating approval of the pre-requisite position papers.

Your faculty advisor needs to indicate his or her approval of your dissertation prospectus by signing his or her name under the Prospectus Title that you list on the Report on Pre-qualifying Review form.

The SFSU Joint Doctoral Program administrative assistant attaches copies of individual position paper sign off sheets to the Pre-qualifying Review form.

The completed form is filed by the UCB Joint Doctoral program administrative assistant with the Graduate Assistant in the Student Academic Services Office.

When you have completed the Pre-qualifying Review and required course work listed on your Outline of Program, you are ready to apply to take the Qualifying Examination. In the semester in which you take your Qualifying Examination you must have completed, or be enrolled in, the last of the courses listed on your Outline of Program.

Qualifying Examination (Orals)

The Qualifying Examination represents the means of evaluating and certifying the adequacy and appropriateness of your preparation for the doctorate. This is an oral examination of two or three hours duration. The purpose of the Qualifying Examination is 1) to test eligibility of the student for admission to candidacy for the degree of Doctor of Education or Doctor of Philosophy in Education; and 2) to evaluate the student's ability to complete a satisfactory doctoral dissertation. Before taking the Qualifying Examination, students must successfully complete the Prequalifying Review (i.e., position papers and a dissertation prospectus) and all required course work. The topics delineated for the qualifying examination should clearly define the **three** areas

of specialization or emphasis described on the Outline of Program and listed on the Qualifying Examination Application Form.

**Appointment
of Committee**

The Qualifying Examination Committee is comprised of four faculty members.

At UCB there is one member from the Graduate School of Education and one outside member. From SFSU there is one member from the Department of Special Education and one member from Special Education or another department on that campus. Members of the Qualifying Examining Committee, which must be approved by the Head Graduate Advisor at UCB as well as the Dean of the Graduate Division on both campuses, are nominated by the student in consultation with the faculty counselors. The chairperson of the committee may be from either campus. For additional information regarding the composition of the committee see the section on "Appointment of Committee" in the Graduate School of Education (UCB) *Handbook for Advanced Degree Students*.

Procedure

Review the Outline of Program to be certain it is accurate and current.

After all prerequisites (i.e., Prequalifying Examination and course work) have been satisfied, complete the Qualifying Examination Application in consultation with your faculty counselor, and obtain the approval signature of the faculty member who will serve as the "professor in charge of research" (usually the faculty advisor). Contact the proposed committee members to set a date and time for the examination. Notify the program administrative assistant and he or she will reserve a room and send a reminder notice to your committee members.

At least one month in advance of the Qualifying Examination, submit the application for the Qualifying Examination to the Graduate Assistant in 1603 Tolman Hall (UCB).

When the Qualifying Examination Application is approved by the Head Graduate Adviser, it will be forwarded to the Dean of the Graduate Division (UCB) for approval. Once approved by the Graduate Division Dean, a Notice of Admission to the Qualifying Examination will be forwarded to the student and the Head Graduate Adviser.

After passing the Qualifying Examination, the student will advance to candidacy and submit a dissertation proposal. For additional information, see

Advancement to Candidacy

the section on “Advancement to Candidacy” in the UCB School of Education *Handbook for Advanced Degree Students*.

The dissertation committee is normally composed of three members, two of whom must be from UC Berkeley. Faculty members from both campuses can co-chair the dissertation. The Committee Chair from UCB should be a UC Berkeley academic senate faculty member from the School of Education and the outside member should be an academic senate faculty member from a department other than Education at UCB. The student nominates the committee members, which must be approved by the head Graduate Advisor at UCB as well as by the Dean of the Graduate Division on BOTH campuses. For additional information, see the “Advancement to Candidacy” and “Graduate Division Regulations for Faculty Membership on Committees” sections in the *Handbook for Advanced Graduate Degree Students*.

Procedure

1. Complete the Application for Doctoral Candidacy Form as well as a one to three page statement outlining your proposed research and demonstrating the appropriateness of the proposed dissertation committee members.
2. Human Subjects Protocol – If you will be conducting research using human subjects, you are required to take the online Collaborative IRB Training Initiative (CITI) course (citiprogram.org/default.asp) and submit a copy of the CITI Course Completion Record with the candidacy application. For more information, contact the Committee for the Protection of Human Subjects at: cphs.berkeley.edu
3. Obtain the approval signature of the proposed dissertation chair on the Application for Candidacy and the one to three page statement. It is possible to have “co-chairs,” and the Graduate Division has recently allowed them to be counted as two members of your committee.
4. Submit the above materials, and the application fee in the form of a \$90 check, made payable to “U.C. Regents,” with the Graduate Assistant in the Student Academic Services Office.

When the Application for Candidacy is approved by the Head Graduate Adviser, it will be forwarded to the Dean of the Graduate Division for approval. Once approved by the Graduate Division Dean, a Notice of Advancement to Candidacy will be forwarded to you, the members of your dissertation committee, and the Graduate Assistant. Once Advanced to Candidacy, the UCB Graduate Division gives students a total of five years in

**Dean's
Normative
Time
Fellowship**

candidacy beyond the Qualifying Exam in which to complete their dissertations. At the end of this time (ten semesters), if a dissertation is not filed with the Graduate Division, candidacy is subject to lapsing and eventual termination.

The Dean's Normative Time Fellowship (DNTF) is an effort of the Graduate Division, begun in 2001, to help students make timely progress in completing their doctoral degree requirements once they advance to candidacy.

Calculating Normative Time

The "clock" for calculating normative time starts as soon as you enroll in any graduate program at UC Berkeley. The time counted includes semesters used to complete a master's degree. Even if you add a doctoral degree on to a program that ends in a master's or a credential, any course work used toward a credential or a master's degree will be counted in the calculation of normative time.

Eligibility Criteria For Normative Time Fellowship

- To receive the full DNTF you need to file the application for Advancement to Doctoral Candidacy in Grad Division by the end of your 7th semester.
- Up to two semesters of withdrawal for documented non-academic reasons (such as health or parental leave) will not count in calculating a student's eligibility, provided a withdrawal form was filed. If no withdrawal form was filed, these semesters will count as accrued time.
- Eligibility is based on the date of filing the Advancement Form in the Graduate Division, not the date of the Qualifying Examination.
- Students must not hold any university employment during the semester (s) they receive the DNTF.
- Students must be in good academic standing with a minimum 3.0 GPA.

Time of Advancement and Amount of Stipend

Doctoral students who advance to candidacy by the end of the seventh Semester are eligible for two semesters of support - \$16,000 plus fees. Fees will include non-resident tuition for international students.

Students who advance to candidacy in the eighth semester are eligible for one semester of support - \$8,000 plus fees (and non-resident tuition for international students). Please note that the **one** semester of the Dean's Normative Time Fellowship option is being eliminated. This is effective with the Fall 2008 cohort (per Graduate Division 8/28/09).

**Dissertation
Proposal
and
Proposal
Review
Meeting**

A dissertation proposal constitutes a methodical plan and systematic procedure to be followed in writing the dissertation. Secondly, it demonstrates the student's scholastic competence in his or her area of study. An approved proposal serves as an agreement between the student and his or her committee.

Procedures

The steps for the Proposal Review are now as follows:

1. Prepare your dissertation proposal. This should be a document of about 20 pages, plus a title page and an abstract. Guidelines for the proposal are available from the Student Academic Services Office, as is the "Application for Dissertation Proposal Review" form.
2. Circulate your proposal to your dissertation committee, giving each member an opportunity to read your proposal carefully. Each committee member will need to sign the Proposal Review Application form (please note that the UC Berkeley and SFSU Co-Directors also need to sign the form), signifying that the research is effectively designed, is workable, and is appropriate for the degree goal.

When each member of your dissertation committee has had an opportunity to review your proposal, you can schedule the Proposal Review meeting. Your area assistant will help you in securing a room for this meeting.

At least five days before your Proposal Review meeting you need to bring a copy of your proposal (including title page and abstract) to the Graduate Assistant in the Student Academic Services Office (Room 1603) along with the signed Application for Proposal Review form. The form will then be signed by the Head Graduate Adviser.

3. At the time of your Proposal Review meeting, your file, containing the Proposal Review form and the proposal that was brought to the Student Services Office, will be made available to your committee. It is essential that all members of your dissertation committee attend the meeting and sign the "Report of Proposal Review" on the reverse of the Proposal Review Form. Your committee members can use this form to include their comments and revisions to your proposal based on this meeting.

4. When the Proposal Review meeting has concluded, your file should be returned, with the completed form, to the Graduate Assistant in the Student Academic Services Office. The completion of your Proposal Review will be noted on the permanent record card in your file. You may keep the copy of your proposal.

Additional information, including specific information regarding the format and style for writing the dissertation, can be found in the sections on the “Proposal Review Process” and “Proposal Format” in the UCB School of Education *Handbook for Advanced Degree Students* and in the guide entitled *The Dissertation Prospectus and Proposal*, available in the UCB Education Student Academic Services Office. The web address for these publications is [http://www.grad.berkeley.edu/grad/publications/ GUIDELINES/](http://www.grad.berkeley.edu/grad/publications/GUIDELINES/).

Human and/or Animal Subjects

If human or animal subjects or data collected from human or animal subjects are to be used in your research, you are required to submit a protocol to the UCB Committee for Protection of Human Subjects or the Animal Use and Care Committee prior to beginning your research. Guidelines for writing a protocol, as well as a list of Committee meeting dates, are available on the CPHS: website <http://cphs.berkeley.edu> and the Animal Use and Care website: <http://www.acuc.berkeley.edu/>.

For assistance and guidelines you can call, email or visit the CPHS office in person. The office is located in the PowerBar Building at 2150 Shattuck Ave., Suite 313. Their phone number is: 642-7461 (M-F, 8:00am – 5:00pm) and their email is: ophs@berkeley.edu. Please check their website for current in-person and drop off hours.

Report on Progress in Candidacy

The Graduate Division requires all doctoral degree candidates to meet with the chair of their dissertation committee and one other committee member once each academic year to discuss progress being made on the dissertation and outline plans for completing the degree. Please refer to the UCB Graduate School of Education *Handbook for Advanced Degree Students* for procedures.

Filing the Dissertation

Upon completion of the dissertation, the original and one copy are filed with the Graduate Division Office in Sproul Hall at Berkeley. A signed copy is filed with the Graduate Office at San Francisco State *and* the Graduate School of Education Student Academic Services Office at Berkeley.

Diplomas

Approximately four months after your graduation date, you may obtain your diploma in person at the Office of the Registrar, 120 Sproul Hall, or you may request to have it mailed to you. Go to their website:

<http://registrar.berkeley.edu/Records/diplomas.html> and click on the “Diploma Request Form,” then follow the instructions to have it mailed to you.

For more detailed information, see the following sections in the UCB School of Education *Handbook for Advanced Graduate Degrees*: “Human and/or Animal Subjects Protocol,” “Report on Progress in Candidacy,” “Dissertation,” “Diplomas,” and “Transcripts.”