**Advising Philosophy**
Special Education MA Program

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| **Program Policy:** | Each student is assigned a tenure-track faculty advisor upon entrance to the program based on interests relative to core faculty fit and availability. This permits students to benefit from professors' research expertise as students design, conduct and write-up research projects. Students are expected to familiarize themselves with faculty research (particularly their advisor's research). |
| **Research Group Meetings:** | Students are strongly encouraged to attend if/when their advisors has weekly research group meetings. This will facilitate preparation for thesis projects and allow engagement in research projects. |
| **Advisor Role:** | <ul><li>Monitors student's progress toward degree (along with DGS and DGS Administrative Assistant)</li><li>Supervises student's research activities</li><li>Evaluates professional development</li><li>Recommends areas for improvement or supplemental learning</li><li>Provides academic advising</li><li>Serves as primary contact between students and program</li><li>Provides notice of foreseeable challenges</li><li>Gives constructive feedback on students' written work</li><li>Provides honest letters of recommendations with sufficient notice (>1 month)</li><li>Provides mentoring, feedback, and assistance in development and initial execution of seeking post-degree professional positions</li></ul> |
| **Advisor Communication:** | Email, in-person meetings, and google hangout meetings |
| **Advisor Meeting Frequency:** | Students are expected to meet individually with their advisors at least once per semester outside of the research group and research lab meetings. |
| **Advisor Availability:** | Academic year (fall and spring semesters). Specific arrangements can be made to communicate regarding students' research milestones over the summer months but such availability is on a case-by-case basis and not required. |
| **Student Expectations for Advisor Meetings:** | <ul><li>This is your time – plan and bring an agenda (and any other documentation for review) that will drive the meeting</li><li>Take notes during the meeting</li><li>Be prepared – if you do not have an agenda, reschedule the meeting</li></ul> |
| **Advisee Expectations** | <ul><li>Consult with your advisor before deviating from recommended course schedule and planned milestone timelines</li><li>Inform your advisor when additional supports are needed (e.g., referral for mental health services, writing consultation, disability resource center etc.)</li><li>Engage in intensive self-study of empirical, theoretical, and conceptual literature (esp. peer reviewed publications) related to your identified area of interest</li><li>Take intellectual leadership on required research projects (identify topics, research questions, methods and analyses)</li><li>Students should anticipate completing multiple drafts (5-10 iterations) of his or her thesis prior to the scheduling of a defense meeting.</li><li>Students should permit 2 weeks for each draft review.</li></ul> |

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| | • Students will obtain advisor approval for presentation, publications, and any extracurricular, volunteer or paid activities that are in any way related to their program of study while enrolled in the program. |
| **Advocacy** | Students are responsible to request interpreters as needed to all advising and lab meetings. If students have any concerns about the quality of interpreters or other accommodations provided in their coursework or meetings, they should communicate this with both their advisor and their access consultant at the DRC. |
| **Authorship** | • Students are expected to contribute to advisor-led research projects. Authorship will be granted according to APA guidelines.<br>• Students are expected to be lead authors on their master's projects.<br>• Primary advisors are expected to receive authorship (likely second author) on students' master's projects. |
| **Co-Advising:** | On rare occasions, students may request co-advising by another member of the university with graduate advisory status when the area of interest is closely matched with expertise outside the program faculty. In these cases the co-advisor will serve on examining committees and consult on students' research projects, but the primary advising will be the core program tenure-track faculty member. |