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UNIVERSITY OF OREGON
College of Education

SPECIAL EDUCATION
DOCTORAL DEGREE
PROGRAM HANDBOOK 2015–16

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Special Education Doctoral Degree Program Handbook 2015-16

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UNIVERSITY OF OREGON
College of Education

Section I
Welcome and Overview

Congratulations on your acceptance into the College of Education, University of Oregon Doctoral Program in Special Education. We welcome you to the college and to the special education program. A primary goal of the doctoral program is to prepare individuals who will assume leadership roles in special education. These roles may be in institutions of higher education, private research firms, school districts, or state, county, or federal education agencies.

The Special Education Program in the College of Education at the University of Oregon has a legacy of excellence in doctoral preparation. The program has been repeatedly ranked in the top three Special Education programs in the nation. Our program distinguishes itself through its faculty's research activities, the quality of teacher preparation, and the high caliber of its graduate students. We are pleased that you have chosen to join this program and are looking forward to supporting your success and contributions.

This handbook includes current policy and practice and is designed to assist you as you progress through your program of study. It is your responsibility to become familiar with the policies and procedures of the University of Oregon Graduate School, the College of Education, and the Special Education Doctoral Program.

A major goal of graduate education at the University of Oregon is to instill in each student the capacity for rigorous scholarship, independent judgment, academic excellence, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work

together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Overview of the Doctoral Program

Your doctoral program is organized around five major activities: (a) Program Plan, (b) Courses, (c) Program Competency Tasks, (d) Practical Experience, and (e) Dissertation.

Program Plan: Your program plan is developed with your program advisor and at least two additional College of Education (COE) faculty members. This plan defines three focus areas that will guide your program, and the activities you will complete to master the three areas.

Courses: Required courses will include (a) three core content courses (Doctoral Professional Seminars; History of Special Education, and Grant Writing), (b) a research methodology sequence that includes 6 courses in at least 2 research traditions plus a course entitled Foundations of Educational Research, and (c) courses that you and your advisor select to build your three focus areas.

Program Competency Tasks: The competency areas represent major elements of professional job responsibilities, including teaching, research, supervision, scholarly writing, and service.

Practical Experience: One of the hallmarks of doctoral training in special education at the University of Oregon is access to numerous research and clinical experiences. Doctoral students are encouraged to first sample the array of research and clinical opportunities, and then actively participate in these efforts.

Dissertation: Your dissertation is your personal demonstration of scholarship. The dissertation is conducted under the guidance of an advisor (who may or may not be your program advisor), and a committee of 3-4 other faculty members. The chair and at least one core member (inside member) must be from the Special Education and Clinical Sciences (SPECS)

department. The institutional representative (outside member) must be from outside the SPECS department.

Doctoral student progress toward educational goals at the University of Oregon is directed and evaluated by a program advisor, a program committee, and a Dissertation Committee. These individuals provide intellectual guidance in support of the scholarly activities of graduate students. The program advisor, Special Education faculty, and committees are also charged with the responsibility of evaluating a graduate student's performance in research, teaching, service, and coursework. You will receive an annual evaluation of your program progress from your program advisor at the end of the spring term each year that you are in the program.

High-quality doctoral preparation depends upon the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and high-quality graduate programs.

To this end, it is essential that graduate students and faculty:
- Conduct themselves in a mature, professional, respectful and civil manner in all interactions;
- Recognize that the Special Education program advisor, faculty and committees are responsible for monitoring the accuracy, validity, and integrity of the student's research. Careful, well-conceived research reflects favorably on the student, the faculty, and the University;
- Exercise the highest integrity in collecting, analyzing, and presenting research data;
- Follow the guidelines of the American Psychological Association with respect to ethical research conduct and determination of authorship for publications and presentations; and
- Take responsibility to inform themselves of regulations and policies governing their graduate studies.

PROFESSIONAL BEHAVIOR

Students must exhibit professional behavior in all courses and field sites, demonstrating their ability to interact appropriately as they work with individuals across varied settings. It is imperative that students are able to communicate professionally, manage workload and time demands effectively, and maintain positive and collaborative relationships with colleagues, instructors, and staff (both at the university and at field sites).

1. Students are expected to meet all the personal and professional criteria that are required to become licensed educational professionals. These criteria are grounded in the Oregon Teacher Standards and Practices Commission (TSPC) standards for professional behavior, ethics and values. For the initial license, the specific TSPC criteria include:

   - Is dependable, conscientious and punctual;
   - Meets work schedule demands;
   - Is aware of the importance of professional appearance and demeanor;
   - Is aware of, and acts in accordance with school policies and practices;
   - Is respectful of cultural patterns and expectations that operate within a school;
   - Collaborates with parents, colleagues and members of the community to provide internal and external assistance to students and their families if needed to promote student learning.

2. Students are expected to display the general personal and managerial skills that they will need to function effectively as special education instructors, including the following:

   - Is able to relate well with students, teachers, supervisors, and other professionals;
   - Behaves ethically and responsibly both on campus and in the field;
   - Communicates accurately and effectively with various types of individuals and groups;
   - Is consistently prepared for practicum and field study activities;
   - Maintains the confidentiality of school records;

- Attends required program functions; and
- Completes assignments and other program requirements in a timely fashion.

3. Students should refer to the Office of the Dean of Students' website for a statement of the Student Conduct Code, which applies to all UO students. (http://conduct.uoregon.edu) Our definition of communication includes verbal, written, and electronic communications.

4. Students should refer to the Research Compliance Services' website (http://orcr.uoregon.edu/) for information on conducting research with human participants at the University of Oregon. Prior to engaging in research, students must complete an online training covering the responsible conduct of research.

ORGANIZATION OF THE SPECIAL EDUCATION & CLINICAL SCIENCES DEPARTMENT

The Special Education and Clinical Sciences Department includes three main programs: School Psychology, Special Education, and Communication Disorders and Sciences. The organizational chart on the following page illustrates the department's programs, and committees. Also included is an organizational chart for all academic programs in the College of Education (COE), as well as a listing of all COE research and outreach units with pertinent contact information.

Special Education & Clinical Sciences Department

Department Head
Christopher Murray

Coordinator of Finance and Operations
Leslie Stephenson

Operations and Travel Coordinator
Kris Galago

Student Services Coordinators – SPED & SPSY
Jamar Bean
Emily Cornell

Student Services Coordinator – CDS
Liz O'Harra

Special Education
Beth Harn
Major Director

School Psychology
Laura Lee McIntyre
Major Director

Communication Disorders & Sciences
McKay Sohlberg
Major Director

Undergraduate Minor
Deborah Olson *

Master's Committee
Beth Harn

Doctoral Committee
Wendy Machalicek

Director of Graduate Studies
Laura Lee McIntyre

Director of Grad Studies
McKay Sohlberg

Director of Undergrad Studies
Karen McLaughlin

Clinic Director
Jennifer Meyer

Licensure Programs:

Early Intervention
Jantina Clifford

K-12
Emma Martin */Lisa Hellemn
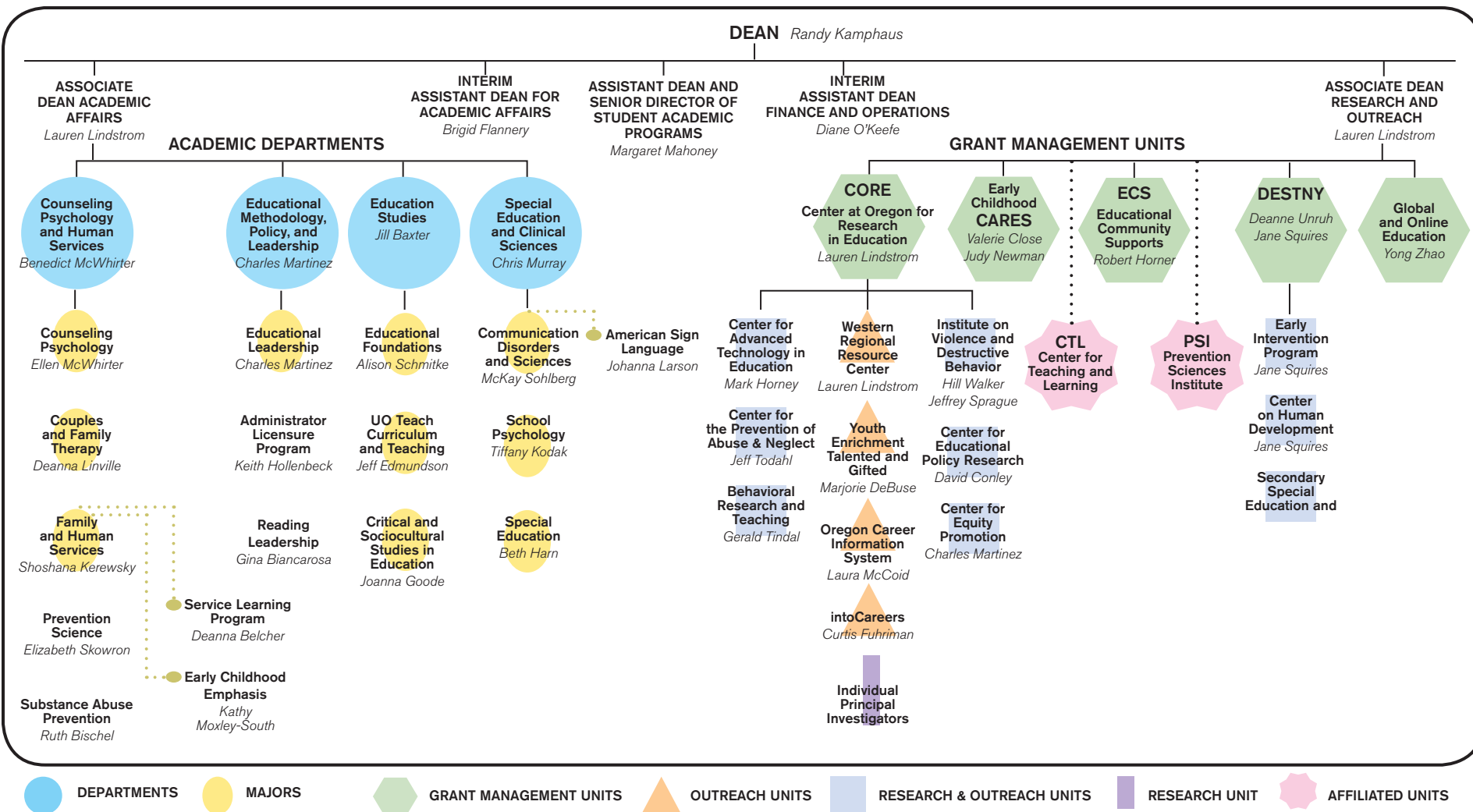
Licensure Program:
School Psychology
Angie Whalen

* Effective January 2016, Elisa Jamgochian will serve as Program Coordinator for the SPED Minor and the SPED K-12 Licensure Program

September 2015

UNIVERSITY OF OREGON   **College of Education**

ACADEMIC DEPARTMENTS AND RESEARCH & OUTREACH UNITS
ORGANIZATIONAL CHART

DEAN   *Randy Kamphaus*

ASSOCIATE DEAN ACADEMIC AFFAIRS
Lauren Lindstrom

INTERIM ASSISTANT DEAN FOR ACADEMIC AFFAIRS
Brigid Flannery

ASSISTANT DEAN AND SENIOR DIRECTOR OF STUDENT ACADEMIC PROGRAMS
Margaret Mahoney

INTERIM ASSISTANT DEAN FINANCE AND OPERATIONS
Diane O'Keefe

ASSOCIATE DEAN RESEARCH AND OUTREACH
Lauren Lindstrom

ACADEMIC DEPARTMENTS

Counseling Psychology and Human Services
Benedict McWhirter

Educational Methodology, Policy, and Leadership
Charles Martinez

Education Studies
Jill Baxter

Special Education and Clinical Sciences
Chris Murray

Counseling Psychology and Human Services (Department)
- **Counseling Psychology** — *Ellen McWhirter*
- **Couples and Family Therapy** — *Deanna Linville*
- **Family and Human Services** — *Shoshana Kerewsky*
- **Prevention Science** — *Elizabeth Skowron*
- **Substance Abuse Prevention** — *Ruth Bischel*

Educational Methodology, Policy, and Leadership
- **Educational Leadership** — *Charles Martinez*
- **Administrator Licensure Program** — *Keith Hollenbeck*
- **Reading Leadership** — *Gina Biancarosa*
- **Service Learning Program** — *Deanna Belcher*
- **Early Childhood Emphasis** — *Kathy Moxley-South*

Education Studies
- **Educational Foundations** — *Alison Schmitke*
- **UO Teach Curriculum and Teaching** — *Jeff Edmundson*
- **Critical and Sociocultural Studies in Education** — *Joanna Goode*

Special Education and Clinical Sciences
- **Communication Disorders and Sciences** — *McKay Sohlberg*
- **American Sign Language** — *Johanna Larson*
- **School Psychology** — *Tiffany Kodak*
- **Special Education** — *Beth Harn*

GRANT MANAGEMENT UNITS

CORE — Center at Oregon for Research in Education
Lauren Lindstrom

Early Childhood CARES
Valerie Close
Judy Newman

ECS — Educational Community Supports
Robert Horner

DESTNY
Deanne Unruh
Jane Squires

Global and Online Education
Yong Zhao

CORE
- **Center for Advanced Technology in Education** — *Mark Horney*
- **Center for the Prevention of Abuse & Neglect** — *Jeff Todahl*
- **Behavioral Research and Teaching** — *Gerald Tindal*
- **Western Regional Resource Center** — *Lauren Lindstrom*
- **Youth Enrichment Talented and Gifted** — *Marjorie DeBuse*
- **Oregon Career Information System** — *Laura McCoid*
- **intoCareers** — *Curtis Fuhriman*
- **Individual Principal Investigators**
- **Institute on Violence and Destructive Behavior** — *Hill Walker*, *Jeffrey Sprague*
- **Center for Educational Policy Research** — *David Conley*
- **Center for Equity Promotion** — *Charles Martinez*

DESTNY
- **Early Intervention Program** — *Jane Squires*
- **Center on Human Development** — *Jane Squires*
- **Secondary Special Education and**

Affiliated Units
- **CTL** — Center for Teaching and Learning
- **PSI** — Prevention Sciences Institute

Legend
- **DEPARTMENTS**
- **MAJORS**
- **GRANT MANAGEMENT UNITS**
- **OUTREACH UNITS**
- **RESEARCH & OUTREACH UNITS**
- **RESEARCH UNIT**
- **AFFILIATED UNITS**

College of Education Research and Outreach Services

The nationally recognized research and outreach units of the College of Education provide a comprehensive, research-intensive environment for undergraduate, licensure, master's, and doctoral students. The research units foster fundamental and applied research that faculty members integrate into the college's curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies.

Research and Outreach Units
Behavioral Research and Teaching www.brtprojects.org
Center for Advanced Technology in Education http://cate.uoregon.edu
Center for Educational Policy Research http://cepr.uoregon.edu
Center for Equity Promotion http://ceqp.uoregon.edu/
Center for Prevention of Abuse and Neglect http://90by30.uoregon.edu/home
Center for Youth Enrichment and Talented and Gifted Education http://uoyetag.uoregon.edu
Center on Teaching and Learning http://ctl.uoregon.edu
Child and Family Center http://cfc.uoregon.edu
Early Childhood CARES http://earlychildhoodcares.uoregon.edu
Educational and Community Supports www.uoecs.org
Institute on Violence and Destructive Behavior http://ivdb.uoregon.edu/
IntoCareers http://intocareers.uoregon.edu
Oregon Career Information System http://oregoncis.uoregon.edu
Prevention Science Institute http://psi.uoregon.edu
Secondary Special Education and Transition Programs http://sset.uoregon.edu
University Center for Excellence in Developmental Disabilities http://ucedd.uoregon.edu

Section II
Academic Requirements

Credit Requirements

The Special Education Doctoral Program requires 135 credits beyond the Bachelor's degree or 90 credits past the Master's degree. (The UO Graduate School requires doctoral students to complete the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years, beyond the bachelor's degree). At least one academic year, the residency year, must be spent in residence on the Eugene campus after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. During this residency year, the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits per term. Research (601) may be part of the 9 credits.

Required Courses

All Special Education doctoral students must take the following courses:

SPED 607 Doctoral Orientation   Fall (1) and Winter (1) These professional seminars offer students the opportunity to (a) orient themselves to the expectations of the doctoral program, (b) receive group advisement on requirements, (c) establish peer and faculty/staff connections, (d) receive instruction and practice on technical writing skills, (e) practice professional presentation skills, (f) engage in discussion on current

topics from the field of special education, (g) develop awareness of college faculty and projects, and (h) develop an individualized professional goal statement. In addition, students engage in formal study of the history and development of special education and the process of scientific inquiry.

SPED 622 History of Special Education and Disability
Fall (3)
This course provides an historical context for approaching contemporary issues in our understanding and support of individuals with disabilities and their families.

SPED 626 Grant Writing Fall (3)
Students should plan to take this course during their second year of study. The purpose of this seminar is to provide the context for the advanced graduate student to engage in proposal writing with the intent to secure external funding. The class meetings, lectures, and group discussions provide a forum for students to learn about, discuss, and engage in the grant procurement process. The class assignments are designed to structure the development of either a prospectus or proposal.

EDUC 610 Foundations of Educational Research
Winter (4)
Examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.

Research Requirement

All entering Ph.D. students must complete a research methodology sequence that includes courses in at least two methodological traditions (i.e., quantitative, qualitative, or single-subject) with at least 4 courses in one tradition and 2 in another. Students also may complete 2 courses in program evaluation as their second methodological tradition. This is a minimum COE requirement. Program advisors should encourage their students to do more if it fits their schedules and goals.

Following are a few examples of possible combinations of how a student could structure his or her courses to

meet the COE research core requirement (please keep in mind that these are EXAMPLES ONLY – consult with your advisor to create a plan that works for you and your future goals in the program):

Student A Primary: Quantitative Secondary: Single-Subject	Student B Primary: Qualitative Secondary: Program Eval	Student C Primary: Single-Subject Secondary: Qualitative
Quantitative (4 courses) 1. EDUC 640 Applied Statistical Design & Analysis 2. EDUC 642 Multiple Regression in Educ Research 3. EDUC 644 Applied Multivariate Statistics 4. EDLD 633 SEM I **Single-Subject (2 courses)** 1. EDUC 650 Single-Subject Research Methods I 2. EDUC 652 Single-Subject Research Methods II	**Qualitative (4 courses)** 1. EDUC 630 Qualitative Methodology I: Interpretivist Inquiry 2. EDUC 632 Qualitative Methodology II: Postcritical Inquiry 3. EDUC 634 Qualitative Methodology III: Posthumanist Inquiry 4. EDUC 636 Advanced Qualitative Methodology: New Materialisms **Program Eval (2 courses)** 1. EDUC 620 Program Eval I 2. EDUC 621 Program Eval II	**Single-Subject (4 courses)** 1. EDUC 650 Single-Subject Research Methods I 2. EDUC 652 Single-Subject Research Methods II 3. EDUC 654 Adv Applied Behavior Analysis 4. EDUC 656 Adv Analysis of Single Case Research **Qualitative (2 courses)** 1. EDUC 630 Qual Methodology I: Interpretivist Inquiry 2. EDUC 632 Qualitative Methodology II: Postcritical Inquiry

See table on the following page for a layout of research course offerings, grouped by methodological tradition/strand. This table also includes the term that each course is usually taught. Please note that course offerings are subject to change, so always check in with your program advisor and the Student Services Coordinator when doing course planning.

COE Research Courses By Strand

Pre-Requisites: EDUC 612 Social Science Research Design *(fall)* and EDUC 614 Educational Statistics *(winter)*. These courses must be taken before choosing a **primary** (P) research strand (4 courses) and a **secondary** (S) research strand (2 courses) from the list below. Additionally, ALL doctoral students must take EDUC Foundations of Educational Research *(winter)*. Additional research courses are available, but these are the courses identified to meet the COE research requirement.

Quantitative	P	S	Single-Subject	P	S	Qualitative	P	S	Program Evaluation *(Secondary Emphasis Only)*
EDUC 640 Applied Statistical Design and Analysis *(spring)*	X	X	EDUC 650 Single-Subject Research Methods I *(winter)*	X	X	EDUC 630 Qualitative Methodology I: Interpretivist Inquiry *(fall)*	X	X	EDUC 620 Program Evaluation I *(winter, odd yrs)*
EDUC 642 Multiple Regression in Educational Research *(fall)*	X	X	EDUC 652 Single-Subject Research Methods II *(spring)*	X	X	EDUC 632 Qualitative Methodology II Postcritical Inquiry *(winter)*	X	X	EDUC 621 Program Evaluation II *(spring, odd yrs)*
EDUC 644 Applied Multivariate Statistics *(winter)* - OR - EDUC 646 Advanced Research Design *(spring)*	X		EDUC 654 Advanced Applied Behavior Analysis *(fall)*	X		EDUC 634 Qualitative Methodology III: Posthumanist Inquiry *(spring, even years)*	X		
			EDUC 656 Advanced Analysis of Single Case Research *(spring, odd yrs)*	X		EDUC 636: Advanced Qualitative Methods: Materialisms *(winter, odd yrs)*	X		
EDLD 628 Hierarchical Linear Models I *(see EDLD program)* - OR - EDLD 633 Structural Equation Modeling I *(see EDLD program)*	X								
P = Primary research strand courses; **S** = Secondary research strand courses									

PROGRAM PLANNING

During a student's first year in the doctoral program, he/she must establish a Program Committee and develop a program plan that will be filed during Spring term.

What is the Program Committee? The Program Committee (PC) is comprised of at least three faculty from the College of Education, each of whom must (a) hold a doctoral degree, (b) engage in research, teaching, and service activities, and (c) regularly participate in activities related to doctoral training in the College of Education including active membership on the Special Education Doctoral Committee. The formation of the PC precedes the formation of the Dissertation Committee. Each committee has a different role.

What is the role of the PC? The PC is designed to provide each doctoral student with a structure and process for negotiating and completing his or her graduate program. The PC also must approve the student's graduate program plan, a primary component for completion of the doctoral degree. The PC also approves and evaluates the Concept Paper (Competency Portfolio Task #9) for advancement to candidacy and the completed Competency Portfolio.

How and when is the PC formed? Throughout Year One, students should have regular contact with their program advisor to discuss program requirements, tasks, and timelines. At the end of Year One and with the assistance of his or her program advisor, each student has the responsibility of establishing a PC.

How often does the PC meet with the student? The PC meets at least once when the student presents his or her program plan toward the end of Year One. The PC may also be convened to discuss the Concept Paper for advancement to candidacy (mandatory when the Concept Paper attempt receives a score of Major Revision and Resubmission or Fail) or to evaluate and approve the completed Competency Portfolio.

What is a program plan? Each student develops a plan that consists of four major components:

1. A goal statement that reflects the student's (a) professional ambitions and objectives, (b) three areas of specialization (e.g., functional assessment, secondary transition, behavior support), and (c) a plan for achieving the proposed objectives and developing the specialization areas.

2. A curriculum vita that summarizes the student's (a) educational background, (b) professional experiences, and (c) professional activities (e.g., publications, conference presentations, workshops and inservices, teaching activities).

3. A list of completed and proposed courses that support the student's goal statement.

4. A plan for completing the Competency Portfolio including proposed activities, timelines and evaluation strategies.

How is the Program Plan presented and approved?
With the assistance of his or her program advisor, each student develops a program plan and establishes a PC during their first year in the program. At the first PC meeting, the student presents this plan and the PC evaluates the degree to which the student's proposed program activities support the achievement of professional goals and development of areas of specialization. The PC provides suggestions for enhancing the program plan, if appropriate. Upon approval, the program plan is signed and retained in the student file (see Attachment A). The student, with the approval of the PC, may modify the program plan at any time. The modified plan is signed and retained in the student file.

ADVANCEMENT TO CANDIDACY – PURPOSE, PROCESS, AND DOMAINS EVALUATED

The purpose of advancement to candidacy is to ensure that doctoral candidates have reached a threshold level of competence in areas of research and content that meets the COE, Graduate School and Department standards and expectations.

The process of advancement to candidacy includes:
1. Providing Ph.D. students with an opportunity to demonstrate their knowledge and expertise in specific areas of study;
2. Setting the occasion for Ph.D. students to integrate their knowledge and skills in professional activities related to their scholarship and teaching;
3. Evaluating Ph.D. students' competence in their general and professional knowledge and their capacity to successfully conduct and defend a dissertation.

Rather than requiring students to sit for a traditional "comprehensive examination" as a condition for advancement, the Special Education doctoral program requires that students complete the three items below to be eligible for advancement:

A. Competence in Core Coursework

Satisfactory* completion of the following core courses:

- Doctoral Orientation – Professional Seminars (SPED 607)
- History of Special Education and Disability (SPED 622)
- Foundations of Educational Research (EDUC 610)
- Grant Writing (SPED 626)

B.   Satisfactory* completion of one course in each of two research traditions (toward the COE core research requirement of six courses across two methodological traditions (see tables on pgs. 11 - 12)

Satisfactory is defined by a grade of B or better or a grade of Pass (P) in all courses.

C.   Concept Paper (Competency Portfolio Task #9)

What is the Purpose of the Concept Paper? The Concept Paper should make a contribution to the professional literature or field and be suitable for submission for publication in a professional source (e.g. peer reviewed journal, chapter in edited book). A

contribution may be made by: (a) examining a "new" concept, idea, practice, or theory in the field; (b) conducting a new or unique review, synthesis, or analysis of the literature; or by (c) proposing or addressing a new application, demonstration, or other use of the professional literature and knowledge base.

How is the Concept Paper evaluated? The concept paper should satisfy the following criteria:

1. Gains approval of the 3 faculty members on the student's PC
   a. The Concept Paper manuscript will be evaluated by faculty in terms of the: (a) scope and adequacy of the literature review; (b) paper implications; (c) quality of writing; and (d) potential contribution to professional literature or field. For each issue described above, PC faculty will each rate the quality of the manuscript as Revise or Pass. PC faculty also provide a written response that can be shared with the student.

   b. In addition, PC faculty will each provide the manuscript an overall score of "Fail"; "Major Revision and Resubmission"; "Pass with Minor Revisions"; or "Pass". The Concept Paper must receive a rating of "Pass with Minor Revisions" or "Pass" from all PC members on the Concept Paper Review Rubric in order to advance (Attachment B).

   c. If any faculty readers assign the paper an overall rating of "Major Revision and Resubmission", then a PC meeting is convened to discuss the evaluation and the student has the opportunity to revise the paper for reconsideration by the PC.

   d. If any faculty readers assign the paper an overall rating of "Fail," then a PC meeting is convened to discuss the evaluation. The student may be asked to revise the paper or develop a new proposal for the concept paper and the whole process will be repeated in its entirety.

e. The final approved Concept Paper and all completed reviews should be delivered to the student services coordinator.

2. Focuses on a topic other than the dissertation to reveal breadth of content or methodological expertise

3. Is between 20-40 pages in length (excluding references)

4. Addresses at a minimum the four following dimensions:

   a. Definition & description of the problem/concept/issue
   b. Review & critique of literature
   c. Summary of status of the problem/concept/issue
   d. Recommendations for future research or direction

Additional guidance for the student and PC are described in Attachment B: Concept Paper Review Rubric and Concept Paper Procedures and Guidelines.

Products developed for previous courses may be used as a basis for the Concept Paper requirement. Please note, however, that the criteria and evaluation of the product for a course may not satisfy the criteria for the concept paper approval and advancement to candidacy.

The expectation is that students will have these three components completed and be eligible for advancement after Fall term of their second year. This allows for students to submit applications for UO and COE graduate student scholarships.

Moving Forward with the Advancement Process

When the student has completed all requirements for advancement, he/she should have their PC members sign off their approval on the form entitled *Documentation of Satisfactory Completion of Comprehensive Examination Requirements*, which can be obtained from the Student Services Coordinator or

from the Attachments section of this handbook (Attachment C).

Once this form is signed and dated, the Student Services Coordinator will then begin the Advancement process in GradWeb. The student and program advisor will both receive email prompts when it is necessary for them to log into GradWeb and provide information during this process. The student, the program advisor, and the Student Services Coordinator will all receive an email when the Graduate School has officially approved the student's advancement to candidacy. <u>The student must be registered for UO credits during the term in which advancement to candidacy occurs</u>.

AFTER ADVANCEMENT TO CANDIDACY

When students advance to candidacy, they are then considered "candidates" and can continue working to complete the remaining components of their Competency Portfolio.

<u>Competency Portfolio</u>
What is the Competency Portfolio? The Competency Portfolio must be completed by each student and represents an individualized collection of the student's research, scholarly writing, teaching, and service activities. The specific manner in which each student satisfies each competency is developed by the student and his or her program committee (PC). In general, the specific nature of each competency area program task is based on a consideration of the student's professional goals and objectives. *Any significant deviations from the competency portfolio expectations must be made in writing and approved by the Special Education Doctoral Committee.*

What are the required components and content of the Competency Portfolio*?* Specific program tasks and evaluation criteria are distributed across 12 competency areas (see Competency Portfolio Plan and Completion Record on pgs 21 -25).

Who evaluates the Competency Portfolio and how is it evaluated? Each competency area and program task is evaluated by a faculty member who is supervising and/or working with the student. Progress

on the Competency Portfolio is monitored by the student and his or her program advisor. Completion of the Competency Portfolio is monitored and evaluated by the student's program committee (a) at the initial Program Planning Committee Meeting and (b) after the portfolio is completed. Each program task is evaluated as a <u>high pass</u>, <u>pass</u>, or <u>revise</u>, and is signed by a supervising faculty member only if a pass or better has been given. A form for documenting satisfactory completion of the Competency Portfolio can be found in Attachment D.

When submitting your portfolio to your committee, students should be sure to include all supporting documents (e.g., handouts from lectures, copy of research proposal, copy of grant) to accompany the Competency Portfolio Plan and Completion Record.

Special Education Doctoral Program Map
(Revised September, 2009)

The following chart illustrates a 3-year progression of coursework and evaluation activities in the special education doctoral program.

Special Education Doctoral Program Map

Year	One				Two				Three			
Term	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
College Research Requirements		Fdns of Educ Research (4) EDUC 610	Research Methodology Sequence 6 courses total in 2 methodological traditions (4 in 1 tradition, 2 in another; or 5 in 1 tradition, 1 in another with approval – quantitative, qualitative, or single-subject)						Dissertation (18)			
Special Education Requirements	Prof Seminar (1) SPED 607 History of SPED (3) SPED 622	Prof Seminar (1) SPED 607			Grant Writing (3) SPED 626							
Evaluation Activity		Estab.Prg. Cmtee and Develop Program Plan	File Prog. Plan			Comp Exam: * Core Coursework * Research Core (1 course in each of 2 traditions) * Concept Paper	Diss. Proposal. & Portfolio Complete		Diss. Research		Diss. Defense	
	Competencies					**ADVANCE TO CANDIDACY**	Obtain funding for dissertation research					
Status	Conditional				Unconditional		Candidate				Graduated	

G. Competency Portfolio Plan and Completion Record
(Revised August 3, 2003)

Student Name_____ Faculty Advisor:_____

Program Committee Members:_____

Competency Area	Program Task Description	Verification Procedures	Evaluation

1. Course Lecture	Prepare & present at least two lectures in undergraduate and/or graduate level courses.
	   a. Written Outline
	   b. Bibliography
	   c. Participant Evaluations
		Faculty member must observe presentation of lecture	Completed Task Description:
			
			Date_____
			Eval. Revise Pass High Pass
			Sign_____
			Comments:

2. Course Preparation	Design or co-design at least one course in area of specialization.
	   a. Syllabus
	   b. Course & lecture outlines
	   c. Readings
	   d. Evaluation procedures
	   e. Handouts
	   f. Participant evaluations
		Faculty member of record for course will evaluate all products & provide feedback.	Completed Task Description:
			
			Date_____
			Eval. Revise Pass High Pass
			Sign_____
			Comments:

3. Supervision	Supervise a student who is completing practicum in area of specialization for one quarter. a. Development of forms for observation & performance monitoring b. Weekly observations at least 1 hr. c. Weekly feedback & training meetings with supervisee away from practicum site d. Weekly meetings with cooperating practicum supervisor regarding supervisee performance e. Documentation of supervision events and outcomes f. Determination of supervisee's progress toward meeting practicum objectives g. Recommendation regarding supervisee's completion of practicum requirements & objectives h. Regular meeting with program faculty	Overall supervision to be conducted by faculty assigned to practicum & cooperating practicum supervisor.	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:
4. Inservice	Plan & conduct at least two different inservice/training programs (minimum of 1 hour in length) in area of specialization a. Specification & description of target audience b. Inservice objectives c. Handouts d. Activity descriptions e. Agenda f. Participant evaluations	Planning materials must be approved in advance by faculty supervisor. Presentations must be observed by faculty supervisor.	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:
5. Consultation	Plan & conduct at least two client consultation activities in area of specialization a. Specification & description of client b. Statement of consultation problem/goal c. Consultation plan (e.g. activities, outcomes) d. Evaluation procedures	Planning materials must be approved in advance by faculty supervisor. Presentations must be observed by faculty supervisor.	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:

6. Review of Professional Writing	Prepare written review of a minimum of five of the following: (a) manuscripts submitted for publication, (b) research proposals, (c) published articles/studies, &/or (d) other professional writing. a. Summary of paper's purpose & main points b. Adequacy of justification for paper c. Critique of methodology d. Assessment of adequacy of literature e. Reliability & validity of conclusions f. Critique of implications of conclusions	Student reviews will be evaluated by faculty.	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:
7. Research Proposal	Design at least two research studies prior to dissertation. a. Rationale for proposed study b. Method c. Analysis/Interpretation d. Possible Outcomes	Proposals must be reviewed by program faculty.	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:
8. Research	Conduct (alone or as part of a research group) at least one research study prior to dissertation by assuming major responsibility for planning, executing, & writing up the study. a. Components of research proposal above b. Prior approval of proposal	Outcome should be an APA style manuscript	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:

9. Concept & Issues Paper	Write a review & analysis of a concept &/or issue in an area of specialization. (20-40 pages) Should be a topic other than the dissertation to provide breadth of expertise. a. Definition & description of problem/concept/issue b. Complete review & critique of literature c. Summary of status of problem/concept/issue d. Recommendation of future research or direction	Paper should be in APA style & suitable for submission for publication. Must be approved by 3 faculty members on students' Program Committee. Should be on a topic other than the dissertation to provide breadth of expertise	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:
10. Grant/ Contract Proposal Application	Write a grant proposal/contract application for funding a personnel preparation, research, or service project. a. Statement of need/problem b. Project objectives c. Anticipated outcome/benefits d. Design e. Plan of operation & timeline of activities f. Detailed budget with explanations g. Adequacy of resources h. Quality of personnel	Guidelines from targeted funding agency should be followed.	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:
11. University Participation	Participate in activity related to program, department, college, and/or university operations for at least one quarter.	Attendance of at least 75% of scheduled meetings, and satisfactory completion of assigned activities.	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:

12. Professional Development	In consultation with faculty advisor and/or program planning committee faculty, determine two additional tasks to enhance your professional competence. a. Justification for task b. Specifications of competencies to be achieved c. Description of specific activities d. List of anticipated products/outcomes e. Timeline for completion of activities & products f. Evaluation plan	Individual contracts to be established with student & faculty member who will supervise the student.	Completed Task Description: Date_____ Eval. Revise Pass High Pass Sign_____ Comments:

DISSERTATION

Following advancement to candidacy, the student initiates a systematic sequence of steps and actions related to his or her dissertation. First, the candidate, with guidance from the dissertation chair, develops a dissertation proposal. Concurrently, the candidate identifies a minimum of four faculty members to serve as members of the Dissertation Committee. The chair and at least one core member (inside member) must be from the Special Education and Clinical Sciences (SPECS) department. The institutional representative (outside member) must be from outside the SPECS department. Candidates should consult the most recent list of approved faculty members (in GradWeb). Once these committee members have been identified, the candidate should complete the following form: *Dissertation Committee Appointment Recommendation to the Graduate School*, available online as a PDF, http://education.uoregon.edu/sites/default/files/bdistcomapprec.pdf (Attachment E). The completed form is submitted to the Special Education Student Services Coordinator for necessary signatures and processing in GradWeb. An email will be sent to the student when the committee is approved. The committee must be approved by the Graduate School **no later than six months before the final oral defense of the dissertation**.

Next, the student is responsible for scheduling a dissertation proposal meeting. At this meeting, the student presents the rationale and methodology of the proposed study. Upon approval of the proposal, the student secures signatures from committee members using the *Dissertation Proposal Approval* form, available online as a PDF, http://education.uoregon.edu/sites/default/files/bdistpropap.pdf (Attachment F). This completed and signed form is submitted to the Special Education Student Services Coordinator.

More information regarding the dissertation and other doctoral degree requirements established by the Graduate School can be found in the following section of this handbook (OTHER DEGREE REQUIREMENTS) or on the Graduate School's website.

APPLICATION FOR DEGREE

Students intending to defend their dissertation must apply for their degree during the first two weeks of the term in which the degree is to be granted. The Application for Advanced Degree can be found on the Grad School's website under Current Students > Getting Ready to Graduate. Doctoral candidates must be registered for at least 3 credits of Dissertation (603) during their final term (the term the degree is awarded).

FINAL ORAL DEFENSE OF THE DISSERTATION

Information about the Application for Final Oral Defense is listed in this handbook under OTHER DEGREE REQUIREMENTS, Dissertation Oral Defense. Additional details can be found on the Graduate School's website.

PROGRAM CHECKLIST

The following table provides a checklist for Major Task Details the student needs to accomplish. Students should work closely with their advisor to make sure they are making adequate progress and completing major tasks in a timely manner.

Checklist of Major Task Details

Task Details (Academic Term/Year) and Checklist	Completion Date
1. **Research Methodological Sequence** (F1 - S1) __ Six courses in 2 methodological traditions (4 in 1, 2 in another – quantitative, single subject, qualitative, or program evaluation) __ Foundations of Educational Research course	
2. **Program Plan** (S1 - F2) __ Draft of professional career and goal statement __ List of program-related graduate course work sorted by interest areas	
3. **First Program Committee Meeting** (S1 - F2) __ Three faculty members in College of Education in general area of interest __ Review of Tentative Program Plan __ Review of Competency Portfolio Requirements	
4. **Advancement to Candidacy** (F2-W2) __ Core Coursework (Pro Sems, History of SPED, Foundations of Educational Research, & Grant Writing) __ Research Courses – At least one course in each of two research traditions __ Issues/Concept paper	
5. **Competency Portfolio** (F1 - S2) __ Student lists proposed activities and products – then works on each task until portfolio is complete __ Committee meets to review and approve the Competency Portfolio __ Advisor and program committee members sign and date to acknowledge completed activities and products __ Documentation submitted to Student Services Coordinator	
6. **Dissertation Committee** (F3 – S3) __ Chair and at least one core member (inside member) must be from the SPECS department. __ Institutional representative (outside member) must be from outside the SPECS department.	
7. **Dissertation Proposal** (F3 – S3) __ Problem statement, research question, hypothesis __ Supporting literature review __ Methodology __ Data analysis __ Expected results __ Timeline for completion	

Task Details (Academic Term/Year) and Checklist continued	Completion Date
8. **Dissertation Committee Proposal Approval Meeting** __ Presentation and approval of dissertation proposal	
9. **Dissertation Research** (F3 - S3) __ Approval to conduct research with human subjects (from UO Research Compliance Services) __ Regular communications with chair of dissertation committee	
10. **Dissertation Defense** (S3) __ Presentation and approval of dissertation research __ Submission of dissertation research for publication	

The following items are submitted to the Graduate School AFTER uploading the final dissertation document and prior to the final graduation deadline:
 	
 • **Thesis/Dissertation Submission Form and Document Approval** (dissertation document will not be reviewed by the Graduate School until they receive both pages of this form)
      o Submission Form (page 1): Provides student contact information and information about the citation/footnote style used in the thesis or dissertation.
      o Document Approval (page 2): Requires original signatures from the student and dissertation chair or co-chairs and advisor (if applicable). The chair or co-chairs must have the approval of ALL committee members to allow the document to be certified.	

OTHER DEGREE REQUIREMENTS

Doctoral Degree Requirements Established by the Graduate School

Many of the requirements for earning a Doctor of Philosophy degree at the University of Oregon have been established by the Graduate School. These requirements are explained in detail on the Graduate School's website (http://gradschool.uoregon.edu), and are summarized briefly as follows:

Minimum coursework requirement. The student must complete the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years, beyond the bachelor's degree. (This is a minimum Grad School requirement – SPED requires 135 credits past the bachelor's degree and 90 credits past the master's degree. See page 9).

Residency. At least one academic year must be spent in residence on the Eugene campus after the student has been classified as an admitted doctoral student. The residency year consists of three consecutive terms of full-time University of Oregon coursework towards the degree, with a minimum of 9 completed graduate credits a term. The year of residency is expected to be the first year after admission as a doctoral student.

Continuous Enrollment. Graduate School regulations require "continuous enrollment" (except for summers) until all of the program requirements have been completed, unless on-leave status (maximum time of 6 academic terms) has been approved. To remain in compliance with the Continuous Enrollment Policy, the student must be registered for a minimum of 3 graduate credits each term, excluding summer sessions. This includes students not in residence while writing a dissertation but using faculty assistance, university services or facilities such as sending chapters to an advisor by email for feedback. Approval of a request for on-leave status guarantees the student's right to return to the program in good standing by the end of the requested time of leave. Students who leave a program without approval of on-leave status or who fail to return by the end of the approved leave face two consequences:

1. The student must file a petition for readmission (Grad School general petition form). Departmental approval of the petition is not automatic; the department may deny the request, or may attach other stipulations to the approval. The petition should be submitted along with the Permission to Re-Register form, which can be found on the Grad School's website: https://gradschool.uoregon.edu/sites/gradschool2.uoregon.edu/files/permission-to-re-reg_Redacted-2.pdf (Attachment G).

2. Any changes in degree requirements and procedures adopted by the Graduate School or the department during the student's absence will apply to the readmitted students' program of studies.

Policies and procedures related to on-leave status can be found on the Grad School's website at this link (under Policies & Procedures): http://gradschool.uoregon.edu/policies-procedures/leave. (Attachment H). The actual forms can be accessed via links from this page or by going to Current Students > Academic Forms on the Grad School's homepage.

Dissertation hours. The student must complete a minimum of 18 credit hours of SPED 603 dissertation credit. Dissertation credit is recorded P/N (pass/no pass). Dissertation credit may not be earned until the student is advanced to doctoral candidacy status. A Pass or No Pass is not recorded and processed until after the dissertation defense. Instead, a student's transcript will reflect an Incomplete grade for all dissertation credits leading up to the term of graduation. Once the dissertation is successfully defended, the manuscript is uploaded to the Graduate School, and all corresponding paperwork is submitted by the student or on the student's behalf, the Graduate School will communicate with the Registrar's Office to change all Incompletes to Passes for dissertation credits.

Dissertation. All doctoral candidates submit a dissertation based on independent and original research that he or she conducts as part of the doctoral program. The dissertation must contribute significantly to knowledge in the field, show mastery of

the subject, be written in acceptable literary style, and conform to the standards outlined in the *University of Oregon Thesis and Dissertation Style and Policy Manual*, which is available from the Graduate School's website. Preparation of the dissertation usually requires the greater part of one academic year.

Research Compliance. Students who engage in research that involves human participants must receive approval of their research procedures from the University's Research Compliance Services office *before* beginning to collect data. More information can be found on the Graduate School's website, as well as the website for the Research Compliance Services office: http://orcr.uoregon.edu

In addition, all students involved with research or conducting their own studies must successfully complete the University's Collaborative IRB Training Initiative (CITI). CITI is a web-based training. Go to https://www.citiprogram.org for more information and to take the CITI.

Dissertation Committee. The dissertation committee includes at least four tenured or tenure-track instructional faculty members with the rank of assistant professor or higher. The chair and at least one core member (inside member) must be from the SPECS department. The institutional representative (outside member) must be from outside the SPECS department. The committee must be approved by the Graduate School Dean **no later than six months before the final oral defense of the dissertation.** See the Graduate School website for further details and guidelines on committee membership.

Dissertation Oral Defense. A formal, public defense of the dissertation must take place on campus at a date set by the committee chair and approved by the Graduate School. The time and place of the defense must be publicly posted. The dissertation committee must be present at the defense.

Oral Defense Application Process: After submitting an Application for Advanced Degree, the student will then complete the online process for obtaining *Confirmation of Agreement to Attend an Oral Defense* (in GradWeb). After all committee members have confirmed their

attendance, the student must contact the Student Services Coordinator to obtain the *Application for Final Oral Defense.* This form must be signed by the Graduate Program Director or Department Head and submitted to the Graduate School at least 3 weeks prior to the date of the oral defense. Details regarding this process can be found at http://gradschool.uoregon.edu/policies-procedures/doctoral/defense (Attachment I & J).

Committee Approval of Dissertation. Approval requires a unanimous vote of the committee.

Submission of Dissertation. Following the committee's final approval of the final draft of the dissertation, the student will submit the dissertation to the Graduate School via the UMI/ProQuest ETD site. The student will also submit a Thesis/Dissertation Document Approval form, with original signatures for the student and committee chair. A Thesis/Dissertation Submission form is also submitted at this time, which provides student contact information and also information about the citation/footnote style used in the dissertation. *At the time of submission, be sure to double-check the Grad School's website for current submission requirements.*

Time Limit. The required on-campus residency, passing of comprehensive examinations (i.e., advancement to candidacy requirements), completing doctoral program tasks, and completion of the doctoral dissertation must all be accomplished within a seven year period. If this period is exceeded, either a second year of residency or a new set of comprehensive exams or both are required.

SUMMARY OF PROCEDURES TOWARDS THE DOCTORAL DEGREE

PROCEDURE	RESPONSIBLE AGENCY	CHRONOLOGY
(1) Admission: Once admitted, the doctoral student has seven years to complete the degree. The doctoral dissertation, the year's residency on the Eugene campus, advancement to candidacy, and completion of the competency portfolio must be accomplished within a seven-year period.	Program and Department	First step
(2) Planned Course Work and Residence: Student's Program Committee, appointed by program or department, approves the course work which must include the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years beyond the bachelor's degree (SPED requires 135 credits past the bachelor's, 90 past the master's), of which at least one academic year must be spent on the Eugene campus. (3 consecutive terms of full-time study, minimum of 9 completed graduate hours per term, involving mainly organized course work – this is defined as the "residency year").	Department, College and Graduate School	After appointment of advisory committee
(3) Continuous Enrollment: Students enrolled in advanced degree programs must attend the University continuously (except summers) until all program requirements are completed (review residency requirement #2), unless "on-leave status" has been approved. Enrollment minimum is 3 credit hours of graduate work per term.	Department, College and Graduate School	Continues during pursuit of degree

(4) On-leave Status: Doctoral students may apply for on-leave status for a maximum of six academic terms.	Department, College and Graduate School	Ongoing throughout program
(5) Advancement to candidacy: Core coursework, research courses, concept/issues paper	Program and/or Department	After the fall term of the 2nd year
(6) Competency Portfolio: Covers 12 competencies in the major discipline	Program Committee	Years One & Two
(7) Appointment of dissertation committee: The student must recruit a dissertation committee. The form used for proposing the dissertation committee can be filled out online. http://education.uoregon.edu/sites/default/files/bdistcomapprec.pdf. The student submits the completed form to the Student Services Coordinator who obtains necessary approval/signatures and processes via GradWeb.	Department proposes Committee, which is appointed by the Dean of the Graduate School.	THE DISSERTATION COMMITTEE <u>MUST BE OFFICIALLY APPROVED AT LEAST SIX MONTHS PRIOR</u> TO THE ORAL DEFENSE.
(8) Dissertation Proposal: All doctoral students must have their dissertation proposal approved by their dissertation committee. The Dissertation Proposal Approval Form can be filled out online. http://education.uoregon.edu/sites/default/files/bdistpropap.pdf. After obtaining signatures from committee members, the student submits the completed/signed form to the Student Services Coordinator.	Dissertation Committee	After advancement to candidacy
(9) Human Subjects Review: Students who engage in research that involves human participants must receive approval of their research procedures from the UO	Research Compliance Services office	After advancement to candidacy

Research Compliance Services office *before* beginning to collect data. More information can be found on the Graduate School's website, as well as the website for the Research Compliance Services office: http://orcr.uoregon.edu In addition, all students involved with research or conducting their own studies must successfully complete the University's Collaborative IRB Training Initiative (CITI). CITI is a web-based training. Go to https://www.citiprogram.org for more information and to take the CITI.		
(10) Application for degree: Candidates ready to defend the dissertation must register for at least 3 credits of Dissertation (603) during their final term (the term the degree is awarded).	Student via Grad School's website: Current Students > Getting Ready to Graduate	First two weeks of the term in which the degree is to be granted.
(11) Defense of dissertation: a) Determine time, place, and date for oral defense. (b) Complete online process for Confirmation of Agreement to Attend the Final Oral Defense for Doctoral Degree (c) After receiving online confirmation from all committee members, contact Student Services Coordinator re: Application for Final Oral Defense. (d) Submit signed Application for Final Oral Defense no less than three weeks prior to date of defense. (e) Public posting of time, date, place, title, candidate's name, and chairperson's name. (f) If a committee member is unable to attend the oral defense,	Student obtains confirmation from committee members via GradWeb. Student Services Coordinator generates Application for Final Oral Defense.	The completion of the doctoral dissertation, the year's residency required to be spent on the Eugene campus, advancement to candidacy, and the completion of the competency portfolio must all be accomplished within a seven-year period. If this period is exceeded, a second year of residency and/or a new set of tasks for advancement to candidacy and the competency portfolio must be completed.

student will have the option to choose Waiver of Attendance as part of online process. THE COMMITTEE CHAIR AND THE INSTITUTIONAL REPRESENTATAIVE (OUTSIDE MEMBER) CANNOT BE IN ABSENTIA.		
(12) Certificate of Completion	Graduate School/Registrar	After approval of dissertation by committee and Graduate School.
(13) Granting Degree	General faculty; certification by Graduate School; Registrar	At end of term in which all degree requirements are satisfied.
(14) Diploma	Registrar	Dated as of Commencement (Spring Term). All other terms, diploma is dated the Sat. after the last day of finals week for that term.

STUDENT EVALUATION PROCEDURES

The Special Education Program continuously evaluates student progress and skill development. This is accomplished at various levels in terms of frequency and specificity.

Students must maintain "good standing" for the duration of their program. Minimal requirements for "good standing" include:

- Maintaining a GPA of 3.0 in graduate courses taken in the degree program.
- Earning P's in all practica and field experiences. (A grade of P must be equal to or better than a B-).
- Making satisfactory progress toward the degree.
- No more than 5 credits of incomplete (excluding dissertation).
- Maintaining continuous enrollment unless awarded on-leave status. (See OTHER DEGREE REQUIREMENTS, Continuous Enrollment).
- Maintaining a professionalism that is expected of a doctoral candidate at the University of Oregon.

Quarterly Review

Students should meet at least *quarterly* with their advisors to plan their coursework, review their program plan and Competency Portfolio, work on professional growth assessment, and discuss long-term goals. The content of these meetings is meant to be *consultative* regarding future planning and *evaluative* in terms of student experiences and competencies to date. These quarterly meetings are to be formative in nature; that is, evaluation is designed to improve the student's skills, not be a complete summative evaluation.

Annual Student Review and Evaluation

Each Spring Term, the Special Education Doctoral Committee undertakes a systematic review of each student. The purpose of the evaluation is to provide feedback on student progress, identify student strengths and weaknesses, and identify remedial activities or procedures that may be considered with

students who are not performing up to program expectations. The review focuses on general academic status and progress through coursework, development of professional behaviors, and future plans. The composition of the review committee includes all members of the Special Education Doctoral Committee.

Failure to Make Adequate Progress

Students determined to not have made adequate progress toward completing their degrees or obtaining necessary professional competencies receive a summative evaluation of <u>Unsatisfactory Progress</u>. Students in this situation are not considered to be in good standing in the program. In such instances, the annual evaluation letter will address the specific concerns noted, and specific competencies, accomplishments, or other indicators of progress that are necessary to become a student in good standing. Students who receive an unsatisfactory evaluation should meet with their advisor soon after receiving their evaluation letter, for the purpose of discussing the concerns and developing a plan for addressing the concerns.

In most instances, the plan for addressing the concerns that led to the unsatisfactory evaluation is accomplished through the construction of a remediation agreement. This agreement is developed in writing by the student and the advisor in consultation with the Chair of the Doctoral Committee to specifically address the concerns of the faculty. Each remediation agreement is specifically designed to reflect the concerns for an individual student. Faculty concerns about knowledge competencies may be addressed through an agreement to take additional coursework in specific areas. Professional competencies such as work completion habits, or assessment skills may be addressed by removing incomplete grades or completing additional assignments within one quarter. Each agreement lists the specific area of concern, the source of the information, the plan to remediate the problem, the evaluation plan and responsibilities and timelines. Failure to complete a remediation agreement may result in receiving a non-passing grade in a course or referral to the Doctoral Committee.

When the program committee has judged that a student either (a) has not made sufficient progress in meeting the requirements of a remediation plan or (b) presents an issue of sufficient magnitude to be considered for termination from the program, that student and issue should be referred to the Doctoral Committee. The Doctoral Committee's responsibility will be to carefully review all of the information on the case and make one of two decisions. The Doctoral Committee may decide to recommend (a) that another remediation plan be developed for the student or (b) to terminate the student from the program.

If termination is recommended a letter describing the committee's rationale and documentation for making the decision will be prepared and signed by the Department Head. The student then would have the option of filing a grievance with the UO over this decision (see *Formal Academic Grievance Procedures*, p. 42).

Termination from a Program

Students who choose to terminate their participation in a program voluntarily should notify their advisor and the Student Services Coordinator. The communication should indicate the term and year the student is leaving the program, the reason for termination and whether or not the student plans to return at a later date.

To be reinstated following voluntary relinquishment of standing, a student must reapply to the program. If the program admits the student, the student must be held to the program standards under which he or she was readmitted.

Students may be asked to leave a program for a variety of reasons. Examples include but are not limited to lack of progress and unethical conduct. In addition, failure to follow Graduate School requirements for continuous enrollment will result in involuntary relinquishment of standing. In this case reapplication to the program is required for readmittance to be considered. Termination decisions will be supported with evidence. Once a

decision is made to terminate a student, a letter must be sent to notify the student of the program's decision. In this letter, the student should be given the reasons for termination or pending termination. If corrective action is possible, the letter should indicate the nature of that action and the timeline for completing the action(s).   If the student decides to withdraw, formal notification should be sent to the program and the Graduate School.

If the student decides to undertake corrective action, he or she should meet with his or her advisor and finalize a plan of action with accompanying deadlines. If the student decides to take corrective action but the advisor or program is unwilling to continue the student, the student may appeal to the Department Head. If the Department Head denies reinstatement, the student may appeal to the Associate Dean for Academic Affairs, pursue mediation or file a formal grievance.

DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES

The faculty and staff of the UO Special Education Program strive to create an environment of trust, respect, and collegiality. It is our hope that when disagreements, disputes, and other concerns occur, that they may be resolved informally to the satisfaction of the parties involved. We also recognize that there may be times when such disagreements, disputes, and concerns cannot be adequately resolved through informal means. The University of Oregon and the College of Education have established procedures that students may follow if they are dissatisfied with decisions of the faculty, course or progress evaluations they have received, interactions with faculty members or other students, and issues related to the policies and climate within the College. There are several established resources and procedures available to students to assist in resolving disputes and concerns. This section includes details on these resources and supports. Graduate students may also consult with the Dean of the Graduate School in trying to achieve an informal solution to their problem.

Mediation and Conflict Resolution

The UO Office of the Dean of Students has a conflict resolution program, an informal, voluntary and confidential process to assist individuals and groups work through conflict, plan for the future, or make decisions. Students have used Conflict Resolution Services (CRS) to help resolve a wide variety of conflicts such as conflicts with friends or roommates, disagreements among students and professors, issues regarding custody and/or divorce, conflicts related to university housing, workplace conflicts, conflict within or among student or workgroups. Specifically, CRS offers mediation and facilitation services, in addition to workshops, classes and coaching related to communication and conflict resolution. For information regarding the conflict resolution program, go to the website at http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx, or call the program at (541) 346-0617.

Other Resources

Grades. If the concern pertains to a disputed grade, the student should make every effort to resolve the disagreement with the faculty member who assigned the grade. If this effort is not successful, the student(s) may talk with a member of the Office of Academic Advising (364 Oregon Hall, (541) 346-3211) about appropriate petitioning procedures.

Discrimination. If any student enrolled at the University of Oregon believes s/he has been discriminated against on the basis of age, sex, sexual orientation, race or ethnicity, marital status, religion, disability, national origin, veteran status, gender identity, or gender expression, the student may file a report with the UO Bias Response Team, who will respond to the action within 24 hours. Reports are filed on the BRT's website at http://bias.uoregon.edu.

Formal Academic Grievance Procedures

The processes and timelines for initiating and responding to formal academic grievances by students are governed by University of Oregon Policy and are listed in detail on the UO Policy website. For more

information on grievance procedures, go to
http://education.uoregon.edu/academics/student-grievance.

A paper copy of these grievance procedures may also
be requested from the program director or department
head. No student shall be penalized or discriminated
against for utilizing this procedure.

*The student should make every effort to resolve the
disagreement with the faculty member with whom they
have the issue. If this effort is not successful, then the
student can proceed with the formal grievance process.*

Following is a condensed version of the formal
graduate student academic grievance procedure:

(a) *Step One*: The graduate student shall file a written
grievance with the department head, department
grievance committee, the college/ school grievance
committee, or the dean, whichever is applicable (*Note: In
the COE, most grievances should be directed to the
Associate Dean for Academic Affairs*):

(A) The student's statement of the grievance shall comply
with the requirements of Section M2)(a);

(B) A University employee who receives a grievance under
this rule, which alleges illegal discrimination against a
student including sexual harassment, shall send a copy
of the grievance to the Assistant to the President for
Legal Affairs and to the Office of Affirmative Action;

(C) The decision rendered at Step One shall be in writing
and shall be provided to the aggrieved and all other
named parties to the grievance within 30 days of the
receipt of the formal grievance.

(b) *Step Two*: If the aggrieved graduate student is
dissatisfied with the decision at Step One, the aggrieved
shall file a written appeal of that decision to the dean of
the school/college, or if the dean made the decision at
Step One, to the Dean of the Graduate School, within 14
days of receipt of the decision made at Step One:

(A) The dean to whom the appeal is addressed may
decide the grievance on the record presented or may
investigate the grievance, appoint a designee to

investigate, or refer the grievance to an appropriate committee or group to investigate;

(B) The decision rendered by the dean to whom the appeal was addressed shall be in writing and shall be provided to the aggrieved and all other named parties to the grievance within 30 days of the receipt of the formal grievance;

(C) If the appeal is to the Dean of the Graduate School, see the procedure set forth in subsection (c) of this section.

(c) *Step Three*: If the graduate student aggrieved is dissatisfied with the decision at Step Two, the aggrieved shall file a written appeal of that decision to the Dean of the Graduate School within 14 days of receipt of the decision at Step Two, but if the Dean of the Graduate School made the decision at Step Two, the aggrieved may proceed to Step Four:

(A) The Dean of the Graduate School or the Dean's designee shall appoint an ad hoc Advisory Committee normally composed of three members selected from the Graduate Council (one student and two faculty members or three faculty members) to investigate the grievance and to make a recommendation to the Dean of the Graduate School, within 15 days of receipt of the decision made at the prior step;

(B) The Dean of the Graduate School shall render a decision, in writing, within 30 days of receipt of the appeal, and provide copies of the decision to all the parties named in the grievance.

(d) *Step Four*: If either party is dissatisfied with the Dean of the Graduate School's decision, an appeal may be made to the Provost by filing a written appeal within 14 days of receiving the decision at Step Three. The Provost may decide the grievance on the record already developed or may investigate further, or designate another to investigate. The Provost shall provide a copy of the decision at this level to all the parties named in the grievance within 45 days of receiving the appeal. The Provost's decision shall be final.

Section III
Student Supports

Funding support for SPED doctoral students varies from year-to-year and can take many different forms, depending on what is available within the program, department, and college for that particular academic year. The 4 most common types of funding include Graduate Teaching Fellowships (GTFs), federal leadership grants, federal research grants and College of Education (COE) scholarships.

GTF Appointment and Tuition Waiver

Doctoral students are eligible to apply for a Graduate Teaching Fellowship. During the selection process, primary consideration is given to the student's potential in the proposed academic graduate degree program and the extent to which the appointment would be beneficial to the student's development in the program. In addition, hiring preference is generally given to students applying for positions within their own department.

Graduate Teaching Fellows (GTFs) are required to register for and complete a minimum of 9 credit hours per term. GTFs pay no tuition on the first 16 credit hours per term if their appointment is equal to or greater than .20 FTE and they complete the assignment at .20 FTE or greater. GTFs are assessed non-instructional fees set by the State Board of Higher Education; the University provides the balance as stipulated in the collective bargaining agreement. GTF's are responsible for specific major and school fees that may apply. Tuition and fees are subject to change without additional notice. Please contact the Graduate School for exact amounts.

GTFs at the University of Oregon are represented by a union, the Graduate Teaching Fellows Federation (GTFF). Official membership is at the individual's option, although payment of monthly dues, or an equivalent, is required under a "fair share" agreement. Levels of appointment and salary levels are subject to the provisions of the Collective Bargaining Agreement between the GTFF and the University of Oregon.

GTF Health Insurance

GTFs have access to GTF-specific insurance during each term of appointment. The University provides an insurance contribution on behalf of each eligible GTF.

During the summer term, students who are not GTF employees in the summer may be eligible for the GTF insurance. Those who are not summer GTFs but who held an appointment in the previous spring term may receive premium coverage subsidized at 80%. Students who have graduated in spring term or have left the University at the end of spring term are not eligible for this benefit.

GTF Reappointment

Reappointments are not automatic, nor are they guaranteed. In order to be reappointed, Graduate Teaching Fellows must make satisfactory progress toward their graduate degree and receive a satisfactory annual GTF job performance evaluation.

GTF Evaluations

A GTF's performance is evaluated at the end of each term he or she holds an appointment, except in the case of full academic year appointments, where evaluations are done at the end of fall and spring terms. The GTF's supervisor will meet with the GTF and discuss the assigned responsibilities and the criteria for evaluation of those responsibilities. The GTF evaluation form, filled in by the supervisor and signed by the GTF will be placed in the student's GTF personnel file that is kept by the program's Operations and Travel Coordinator.

Other Funding Sources

Below is a table which summarizes various funding sources for SPED doctoral students.

	GTF for Academic Program	Leadership Grant	Research Grant	COE Scholarships
Stipend payment (monthly)		X	X	X
Salary payment (monthly)	X			
Tuition	X	X	X	X
Mandatory Student Fees	X	Needs PI approval	Needs PI approval	
Self-Support Course Fees required for the completion of degree	X	Needs PI approval	Needs PI approval	
Health Insurance	X	Needs PI approval	Needs PI approval	
Space	shared office space	in research unit or shared office space	in research unit	
Summer Support	if need exists and funding available	Needs PI approval	Needs PI approval	

Student Insurance Coverage

It is essential for students to understand that they are responsible for providing their own insurance coverage while working in a practicum or field placement assigned by their program. Specifically, the University does not provide students insurance to cover accidental or medical costs. The University also does not offer liability coverage for students placed in non-university sites for field studies or practicum placements. Liability coverage is provided for students in on-campus field placement only if the student is "acting" as an agent of the Oregon Department of Higher Education. Most students do not qualify as university agents and therefore are not protected by university liability coverage.

Accommodations and Support Services for Diverse Students

The University of Oregon provides several programs and services which are designed to assist students with diverse needs. A complete listing of these programs and related organizations can be found in the University of Oregon Catalog (http://catalog.uoregon.edu), on the general UO website, and in the governance offices of the Associated Students of the University of Oregon.

Students with disabilities may receive accommodations for their particular needs from the Accessible Education Center. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinators, their advisor, or the Accessible Education Center for more information.

In the College of Education, the Student Diversity Affairs Committee is a student-run organization devoted to bringing to light issues of diversity for students, faculty, and staff. SDAC works to plan and organize educational opportunities to spread awareness to students, faculty, and staff of ethnic and culturally diverse backgrounds, international students, veterans, non-traditional students, students with disabilities, and the LGBTQ population, among others. SDAC strives to promote the strengths within our diverse student body among programs in the College of Education and in the community.
SDAC's website:
https://education.uoregon.edu/student-academic-services/student-diversity-affairs-committee

For more information regarding diversity in the College of Education, go to http://education.uoregon.edu/student-academic-services/diversity.

Reasonable Accommodation of Student Religious Observance

Reasonable accommodation of religious observances will be honored to the extent they have an impact on class attendance, the scheduling of examinations, and other academic work requirements, including research

activities or practicum experiences and assignments. A student who, because of the observance of a religious holiday, is unable to attend classes on a particular day or days or at a particular time of day, shall be excused from taking examinations, or from engaging in academic work assignments on such days or times.

However, a student who has registered for a class is expected to examine the course syllabus for potential conflicts with religious observances and to notify the instructor by the end of the first week of classes of any conflicts that may require his or her absence (including any required additional preparation/travel time).

The student is also expected to remind the faculty member in advance of the missed class or activity, and to make arrangements in advance (with the faculty member) to make up any missed work or acquisition of in-class material within a reasonable amount of time.

Faculty will give such students an equivalent opportunity to make up the examinations, activity, or other academic work requirements missed because of absences related to the observance of a religious holiday or event.

Office Assignments

There is shared office space on the 3rd floor of the HEDCO Education Building for those SPED students who have a GTF assignment. GTFs should see the department's Coordinator of Finance and Operations for more information on this shared space (availability, access, etc.).

Most SPED doctoral students are affiliated with a research unit (e.g., Secondary Special Education and Transition; Educational and Community Supports; Early Intervention, etc.) and should check first with that research unit regarding available office space.

Office space is limited, so if the research unit does not have space available or if a student is not initially affiliated with a research unit, he/she should contact the department's Coordinator of Finance and Operations to see if alternative space can be assigned or shared.

UNIVERSITY OF OREGON
College of Education
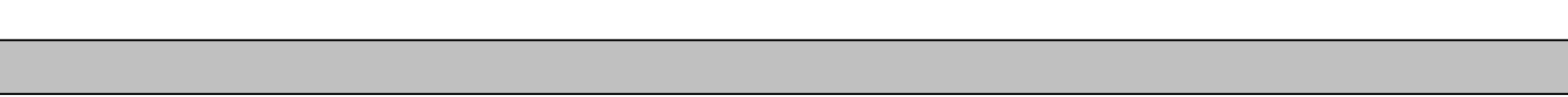
Section IV
International Students

Application

The Special Education Doctoral Program attracts students from around the world. In addition to standard application procedures, international applicants are also responsible for the following:

a. English Language Proficiency Requirement. Students whose native language is not English must supply results of the Test of English as a Foreign Language (TOEFL) as part of the application process. A minimum score of 575 is required by the Special Education Admissions Committee and the Graduate School. For other methods of proving English language proficiency, please visit the Graduate School's website: http://gradschool.uoregon.edu/admissions/non-native-english-speakers

b. Visa Status. Most international students attending the UO hold a student (F-1) visa. International students will receive a Certificate of Eligibility (Form I-20) after admission to the UO. Further information can be found on the Grad School's website or by contacting the International Affairs Office.

c. Financial Verification. U.S. Government regulations require that the UO verify the availability of sufficient financial support for non-immigrant students before a Certificate of Eligibility (Form I-20) can be issued.

International students must submit supporting financial documents.

For more complete information for international applicants, visit the Graduate School's website: http://gradschool.uoregon.edu/international-applicants

Admission

International students should request information from the International Affairs office about Immigration and Naturalization Service regulations and minimum credit requirements. International Affairs can be contacted at 541-346-3206 or http://international.uoregon.edu.

Financial Aid

International students may work on campus during the school year but should not expect to work off campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of their studies. Their dependents are usually not allowed to work. However, if it is necessary for a dependent to work, students should contact International Affairs for assistance.

International students are eligible for the department teaching and research fellowships. Nonnative speakers of English who accept teaching-related Graduate Teaching Fellowships must submit a score for the Test of Spoken English (TSE) or the Speaking Proficiency English Assessment Kit (SPEAK) to the Graduate School. Individuals scoring below 50 on the TSE or the SPEAK test must attend language support classes (at no additional charge to the student) and may be limited in their activities they carry out as Graduate Teaching Fellows.

The TSE is available at many Test of English as a Foreign Language (TOEFL) test sites. If a TSE score is not submitted to the Graduate School before arrival on campus, the student must take the SPEAK test at the University of Oregon before the first term of appointment.

Health Insurance

The University of Oregon requires that all international students and their families be covered by university-approved health and accident insurance. Registration for classes may not be completed until adequate insurance coverage is verified.

Support Services

The University of Oregon has a large international community. The International Student Association (ISA) is an umbrella organization for students from nations around the world. The ISA works to promote the educational, social, and cultural activities of international students at the university. Advisors in the International Affairs office can be reached at 541-346-3206.

UNIVERSITY OF OREGON
College of Education

ATTACHMENTS

LIST OF FORMS

<u>SPED Forms</u>
A hard copy of the following forms can be obtained from the Student Services Coordinator.

- Attachment A: Doctoral Program Plan

- Attachment B: Concept Paper Review, Procedures, and Guidance

- Attachment C: Documentation of Satisfactory Completion of Comprehensive Examination Requirements

- Attachment D: Documentation of Satisfactory Completion of Competency Portfolio

<u>COE Forms</u>
These forms can be filled out on-line at the websites listed below.

- Attachment E: Dissertation Committee Appointment Recommendation to the Graduate School

http://education.uoregon.edu/sites/default/files/bdistcom apprec.pdf

- Attachment F: Dissertation Proposal Approval

http://education.uoregon.edu/sites/default/files/bdistpro pap.pdf

Graduate School Forms
Most forms can be found on the Graduate School's
website and must be filled out on-line:
http://gradschool.uoregon.edu/current-
students/academic-forms

- Attachment G: Permission to Re-Register in the
       Graduate School
https://gradschool.uoregon.edu/sites/gradschool2.uo
regon.edu/files/permission-to-re-reg_Redacted-2.pdf

       Instructions/Information:
 http://gradschool.uoregon.edu/policies-
procedures/reregistration

- Attachment H: Request for On-Leave/In Absentia
       Status
  http://gradschool.uoregon.edu/policies-
procedures/leave

- Attachment I: Application for Advanced Degree
 http://gradschool.uoregon.edu/getting-ready-graduate

- Attachment J: Preparing for Oral Defense
http://gradschool.uoregon.edu/policies-
procedures/doctoral/defense

Application for Oral Defense is in GradWeb:
http://gradweb.uoregon.edu/

- Attachment K: Special Education and Clinical
       Sciences Department Faculty Contact List

- Attachment L: Useful Telephone Numbers and Email
       Addresses

Special Education Doctoral Program Plan

STUDENT NAME:_____

AY 2015-2016

Fall			Winter			Spring		
Course	Instructor	Credits	Course	Instructor	Credits	Course	Instructor	Credits
TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS		

AY 2016-2017

Fall			Winter			Spring		
Course	Instructor	Credits	Course	Instructor	Credits	Course	Instructor	Credits
TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS		

AY 2017-2018

Fall			Winter			Spring		
Course	Instructor	Credits	Course	Instructor	Credits	Course	Instructor	Credits
TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS		

STUDENT SIGNATURE_____ DATE_____

ADVISOR SIGNATURE_____ DATE_____

ATTACHMENT A

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University of Oregon

Ph.D. Program in Special Education

Concept Paper Review Rubric

Student Name: _____ Program Committee Member: _____

Date submitted: _____ Date due (within 3 weeks): _____

Title of manuscript: _____

Overall Rating

Fail   **Major Revision and Resubmission**   **Pass with Minor Revisions**   **Pass**

Directions for reviewers:

For each issue described below, rate the quality of the manuscript as Revise or Pass. Additionally, please provide a written response that can be shared with the student. In your response, evaluate the manuscript in terms of the following issues: (a) scope and adequacy of the literature review; (b) paper implications; (c) quality of writing; and (d) potential contribution to professional literature or field.

A) Scope and adequacy of the literature review

Revise   Pass

(Review provides a rationale for the paper; Defines and describes the problem/concept/issue, acknowledges strengths and shortcomings of empirical research reviewed; provides a balanced review and critique of the literature summarizing a diversity of scholarly findings; conceptual, methodological, or theoretical orientation; effectively summarizes the status of the problem/concept/issue, relies predominantly on primary sources from credible professional outlets)

Comments:

B. Paper implications

(Draws proper conclusions from their review for practice and/or future research; addresses any weaknesses of the review and/or proposed model and situate those findings within the broader literature)

Revise   Pass

Comments:

C. Quality of writing

(Presents ideas in an orderly fashion, including a concise and accurate abstract; adequate headings and smooth transitions; renders ideas in a clear and focused manner, adhering to current APA style guidelines; uses minimal direct quotes and documents source material appropriately)

Revise   Pass

 Comments:

D. Potential contribution to professional literature or field

(Examines a "new" concept, idea, practice, or theory in the field; conducts unique review, synthesis of the literature; or proposes or addresses a new application, demonstration, or other use of the professional literature and knowledge base.)

Revise   Pass

 Comments:

University of Oregon

Ph.D. Program in Special Education

Concept Paper

Procedures and Guidelines

1. The doctoral student proposes a Concept Paper idea to his or her Program Advisor by the end of his or her first year in the program. Coursework and independent readings may facilitate the development of a Concept Paper proposal. The Concept Paper should be submitted by Fall of the student's second year in the program.

2. The doctoral student independently researches and writes the Concept Paper and submits to the Program Advisor for feedback. When the student and the Program Advisor are satisfied with the quality of the Concept Paper, the Program Advisor submits the paper to the other program committee members for independent review.

3. Within three weeks, each program committee member (including the Program Advisor) will offer an overall independent judgment of "Fail", "Major revision and resubmit", "Pass with minor revisions", or "Pass" for the paper using the Concept Paper Rubric. The completed reviews should be delivered to the student's Program Advisor.

4. In some cases, the student's Program Advisor may speak with program committee members to better understand the feedback provided on the Rubric. Following any faculty discussion, faculty completed rubrics will be reviewed by the student and his or her Program Advisor. In order for the student to pass the concept paper competency, each faculty reader must have assigned the paper an overall rating of "Pass" or "Pass with minor revisions".

5. If either of the faculty readers assign the paper an overall rating of "Major revision and resubmit", then the student has the opportunity to revise the paper for reconsideration by the program committee members. A program committee meeting should be convened by the Program Advisor to discuss revisions with the faculty and their Program Advisor. Convening a program committee meeting for papers with a decision of pass with minor revisions is at the discretion of the Program Advisor.

6. If any of the faculty readers assign the paper an overall rating of "Fail," then a program committee meeting should be convened by the Program Advisor to discuss the feedback with the faculty. The student may be asked to revise the paper or develop a new proposal for the concept paper and the whole process will be repeated in its entirety.

7. The final approved Concept Paper and all completed reviews should be delivered electronically to Emily Cornell. Completed Concept Papers and reviews will be kept on file in the department office.

UNIVERSITY OF OREGON
College of Education

Documentation of Satisfactory Completion of Comprehensive Examination Requirements

Special Education Doctoral Program
Special Education and Clinical Sciences Department
College of Education
University of Oregon
(Revised, September 2009)

Date:_____

This document certifies that_____
has satisfied all requirements of the Comprehensive Examination for the Special
Education Doctoral program. My signature below indicates satisfactory
completion of the following:

(a) Core coursework in Doctoral Pro Seminars, History of Special Ed, Philosophy
     of Research, Grant Writing

     Date completed:_____

(b) One course in each of two research traditions (toward program requirement
     of 6 courses across two research traditions)

     Date completed:_____

(c) Concept/issues paper in area of specialization (Doctoral task #9)

     Date completed:_____

_____
Doctoral Program Advisor

_____
Doctoral Program Committee member

_____
Doctoral Program Committee member

UNIVERSITY OF OREGON
College of Education

Documentation of Satisfactory Completion of Competency Portfolio

Special Education Doctoral Program
Special Education and Clinical Sciences Department
College of Education
University of Oregon
(Revised, September 2006)

This document certifies that_____
has satisfied all requirements of the Competency Portfolio for the Special Education
Doctoral program. My signature below indicates satisfactory completion of the
following:

(a) Competencies have been reviewed by members of the program committee.

(b) Each program competency has been reviewed and approved by a supervising faculty
     member.

(c) Final approval of the Competency Portfolio.

_____   _____

Doctoral Program Advisor   Date

_____   _____

Doctoral Program Committee Member   Date

_____   _____

Doctoral Program Committee Member   Date

SPECIAL EDUCATION AND CLINICAL SCIENCES

5261 University of Oregon
Eugene, OR 97403-5261
T (541) 346-5521 **F** (541) 346-0683   http://**education.uoregon.edu/specs**

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

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College of Education • University of Oregon
DISSERTATION COMMITTEE APPOINTMENT
RECOMMENDATION TO THE GRADUATE SCHOOL

The dissertation committee for

student name

candidate for the doctor of ☐ Philosophy/ ☐ Education   degree

in the area of

major

is as follows:

Chairperson (typed)   Area

Member (typed)   Area

Member (typed)   Area

Outside Member (typed)   Area

If Applicable, Fifth Member (typed)   Area

_____   _____
Area Head Signature   Date

_____   _____
Dean of Graduate School Signature   Date

College of Education • University of Oregon
DISSERTATION PROPOSAL APPROVAL

_____ is a candidate

for the doctor of _____

in the area of _____ .

Dissertation Title

[ ]

Dissertation Committee approval

_____	_____
Chairperson (print or type name)	Signature
_____	_____
(print or type name)	Signature
_____	_____
(print or type name)	Signature
_____	_____
(print or type name)	Signature
_____	_____
(print or type name)	Signature
_____	_____
(print or type name)	Signature
_____	_____
(print or type name)	Signature

DATE _____

Permission to Re-Register in the Graduate School
University of Oregon Graduate School
(541) 346-5129

Student Section

Student Number: _____

Student Name: _____ _____ _____
Last First Middle

Current Address: _____
Address City State Zip

Phone Number: _____

E-Mail Address: _____

Term and Year of Return
- ☐ Fall
- ☐ Winter
- ☐ Spring _____
- ☐ Summer _____

Term and Year of Last Enrollment
- ☐ Fall
- ☐ Winter _____
- ☐ Spring _____
- ☐ Summer

List all previous or pending UO graduate degrees: _____ Degree/Date

Other name(s) used previously: _____

Major in which you were last enrolled: _____

Major in which you wish to re-enroll: _____

Check the box below to indicate your immediate objective:

Non-Degree Programs
- ☐ Pre-Master's
- ☐ Post-Master's

Degree Programs
- ☐ Post-Doctorate
- ☐ Post-Baccalaureate Graduate

- ☐ Master's
- ☐ Doctorate

I understand my re-registration is effective only for the term indicated.
If I do not attend this term, I must file another re-registration form for the next term.

Signature: _____ Date: _____

GS 710 - rev 01/13/06   Copies: Graduate School;   Registrar's;   School/Department;   Student

---

Recommendation by School or Department

It is recommended that the student re-enroll/continue in the following student type:

- ☐ (X) Conditional Master
- ☐ (Y) Conditional Doctoral
- ☐ (V) Pre- Master
- ☐ (P) GR-Post Baccalaureate

- ☐ (M) Master (full status)
- ☐ (D) Doctoral (full status)
- ☐ (W) Post- Master
- ☐ (Z) Post-Doctoral

☐ Permission Denied

_____
Major Code
(Use Banner Table)

_____
Department

Signature of School or Department _____ Date

Action by the Graduate School

Recommendation:
- ☐ Approved. Activate for registration.
- ☐ Denied
- ☐ Update Student Type/Class/Major

Dean/Associate Dean of Graduate School _____ Date

Clear Form

Print Form

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GRADUATE SCHOOL

Permission to Re-Register

The Permission to Re-Register form is used to readmit or reinstate a student's graduate status. It will also update the student's graduate classification if there has been a change.

You should use the   romit ci l's'tle te gister form if you are:

- A graduate student returning to the same degree program after breaking the continuous enrollment policy.
  - A graduate student who fails to maintain continuous enrollment or obtain on- leave status is required to file a Pern Re-Register form and a Petition to the Graduate School to petition for reinstatement. See the Cont nuc us Enrollmer for reinstatement petition policy.

- A graduate student with approval to pursue concurrent master's or concurrent master's/doctoral programs.
  - The Permission to Re-Register form must be filed for the next term after receiving the first degree. This is to update and to permit continued enrollment

Note: Review of the Permission to Re-Register form may result in a change of residency status from resident to non-resident. More in is available from the residency officer in the Office of Admissions.

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ATTACHMENT H

GRADUATE SCHOOL

On-Leave Status

- About the Continuous Enrollment Expectation
- Maximum On-Leave Terms
- Time Limit for Program Completion
- Failure to Register for On-Leave Status
- Things to Keep in Mind
- Summer Only Master's Students

About the Continuous Enrollment Expectation and On-Leave Status

Policy Updated Fall 2014

Students enrolled in an advanced degree or graduate certificate program must remain
may enrolled at the University for 3+ credit hours of graduate coursework, with the
exception of summer term, until all program requirements have been completed unless
On-Leave status has been approved.

Students may request On-Leave status for the following reasons:
- The student's serious health/medical condition
- A family emergency (including the health/medical issue of a family member)
- Parenting needs during the 12 months immediately following a child's birth or placement in the home
- Independent research
- Other

Only graduate students in   are eligible for On-Leave status. Departmental approval is required before the
School will consider requests.

While on-leave, students do not register and, as such, are not allowed to make use of university services, faculty or staff
Graduate students must register and pay fees if they will be using university facilities or faculty/staff services during a

The master's on-leave request form is available here.
The doctoral on-leave request form is available within GradWeb

Maximum On-Leave Terms

Doctoral students are eligible for a maximum of six academic terms of On-Leave status, regardless of reason, througho
doctoral degree program.

Master's and certificate-only students are eligible for a maximum of three academic terms of On-Leave status, regardle
reason, throughout the master's degree or certificate program.

Time Limit for Program Completion

The   for program completion is **not extended** for an approved On-Leave request when taken for the following r

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- Family emergencies
- Independent research
- Other

An approved On-Leave request will automatically extend your time limit for program completion by the same number of approved leave (e.g., an approved leave of one term will extend the time limit by one term) only for the following reasons
- The student's serious health/medical condition
- Parenting needs during the 12 months immediately following a child's birth or placement in the home

Failure to Register for On-Leave Status

A student's eligibility to continue in the graduate program will be canceled if the student does not enroll continuously (summers) or obtain approved On-Leave status. Failure to file for On-Leave status could result in Oregon Resident statu: reclassified as Non-Resident.

If the continuous enrollment policy is broken, students seeking to re-enroll are required to apply for Permission to Re-Register and complete a General Petition to the Graduate School providing information about why the policy was bro confirming the department's endorsement of re-enrollment. If approved to re-enroll the student would be subject to the requirements for admission and enrollment limitations that are in effect at that time of re-registration.

Things to Keep in Mind

- **The Deadline to Request On-Leave Status:** The online leave request form must be submitted on or before the last day register for classes in the term for which leave is requested. See links to these under "Master's" and "Doctoral" below.
- **International Students:** You must check with an adviser at the Office of International Affairs to be sure that your visa will remain current while you are On-Leave. This is especially important if you will be leaving the US.

- **Revising your On-Leave Status:** If you decide to return from leave earlier than you had intended, email the Graduate ﹩ gradsch uoregon e to revise your term of return. To extend your leave period, you must submit a new On-leave req form.

Summer Only Master's Students

Master's students who have been approved by their department to pursue the master's degree on a summer-only basis submit a Request for On-Leave for each academic year between summer terms. Summer only master's students must c all degree requirements within the seven-year time limit.

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ATTACHMENT I

GRADUATE SCHOOL

Getting Ready to Graduate

Congratulations! The time has come for you to graduate. The following is a brief discussion of the steps for master's and doctoral students to ensure that they will be ready to graduate on time. If you have specific questions please visit our About Us page to get in touch with the right member of the Graduate School staff.

1. Applying for Your Degree

- Due by 2nd Friday of the term
- Apply online:
  - Doctoral students
  - Masters and certificate students
    - Note: If you are applying to receive a certificate "along the way" to your master's or doctoral degree, select your primary degree major on page 1 of the application.
- Check in with your department to make sure you've met all requirements for your program.
- Master's students should consult the Graduation Checklist for Minimum University Degree Requirements.
- Master's students must be registered for at least 3 graduate credits during the final term (except in certain cas here for details).
- For master's students completing a thesis, the 3 credits must include at least 1 credit of 503 Thesis.
- Doctoral students must be registered for at least 3 dissertation credits during the final term (except in certain cases--click here for details).

2. Plan Ahead!!

Doctoral Students:

- The deadline for receiving your approved application for defense is 3 weeks prior to the defense date. Start the pr GradWeb at least 4-5 weeks before your defense date to ensure submission of an approved application by the 3 w deadline.
- Check with your committee members to make sure no one will be out of town, on sabbatical, etc. on your defense when you might need signatures.

Master's and Doctoral:

- Get to work early on formatting your manuscript - waiting until the last minute to address formatting causes mo
- Contact the editor early! The closer it gets to the end of the term, the longer the wait times.
- Don't be afraid to come see us if you have questions! The Graduate School is open Monday - Friday, 8:00 a.m. to 5

3. Master's Student Requirements

- Research Compliance: required for all students using human or animal subjects
- Language Requirement for Master of Arts:
  - second year proficiency demonstrated within seven year time frame

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- o transcripted language coursework
- o passing score on standardized exam (CLEP), or special exam administered through appropriate langua department
- Complete the following in the term before you plan to graduate:
  - o petition to remove an incomplete over one year old
  - o petition to transfer pre-admission graduate credits
  - o classification must be regular master's
- If completing a thesis, submit final thesis by term deadline
- You must be registered for at least 3 graduate credits (including at least 1 credit of 503 Thesis if completing a th during the final term (except in certain cases--click here for details).
- If completing a thesis, your program must include a total of at least 9 credits of 503 Thesis

4. Graduate Certificate Requirements

- Research Compliance: required for all students using human or animal subjects
- Minimum Graduate School requirement is 24 graduate credits--some certificates may have a higher credit requ
- Complete the following in the term before you plan to receive the certificate:
  - o petition to remove an incomplete over one year old

5. Graduate Specialization Requirements

- Research Compliance: required for all students using human or animal subjects
- Minimum Graduate School requirement is 16 graduate credits--some specializations may have a higher credit requirement
- Complete the following in the term before you plan to receive the certificate:
  - o petition to remove an incomplete over one year old

6. Doctoral Student Requirements

- Research Compliance: required for all doctoral students using human or animal subjects.
- **6 Month Rule:** The Graduate School must have your committee on file for at least 6 months before your final ora date.
- **3 Month Rule:** If your Institutional Representative changes, the new person must be on the approved committee least 3 months before your final oral defense date.
- Apply for Oral Defense no later than 3 weeks prior to your defense date.
- Upload final dissertation by term deadline

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GRADUATE SCHOOL

Oral Defense Procedures

PREPARING FOR THE ORAL DEFENSE

A formal public defense must take place on campus at a date set by the committee chair and approved by the Graduate School.

Tentative approval of the dissertation by the committee is recommended prior to the formal defense. This approval is based on evalu
copies of the final manuscript, which the candidate provides for the dissertation committee at least 3 weeks before the formal defen

Committee members' attendance at the oral defense:

The preferred, best practice is to have all members of the dissertation committee physically present at the final oral defense. In case
this is not possible, the following policies apply:

- The student, the Chairperson, the Advisor (if different from the Chairperson), and at least one Core Member must be p
  present at the final oral defense.
- Other members may, with approval of the committee Chairperson and the department, attend the defense remotely v
  or other videoconferencing technology.
- Any one member (not the Chairperson or the Institutional Representative) may be absent from the defense (i.e., not pl
  present and not videoconferencing in) without a petition. This person must agree to: a) waive his/her right to attend
  defense; b) read the dissertation before the defense, and c) submit any questions directly to the chairperson before tl
  scheduled defense.

The chair of the committee must submit the Certificate of Completion form to the Graduate School within 2 weeks after the defense.
certifies the outcome of the defense.

To apply to defend your dissertation, an approved Application for Final Oral Defense must be submitted to the Graduate School 3 wee
the date of the final oral defense.

Instructions for applying for the final oral defense:

1. Submit to the Graduate School an Application for Advanced Degree in GradWeb. You must apply for the degree i
   GradWeb for the term in which you plan to graduate. Generally, the closing date to make application is the secor
   of the term. Check the Graduate School web site for completion deadlines.
2. Complete the online process for obtaining the Confirmation of Agreement to Attend an Oral Defense found on Gl
   - By entering the Oral Defense module you are indicating your readiness to schedule an oral defense. You shoul
     have obtained provisional agreement from your doctoral committee members that they will be available on th
     specified day and time you wish to hold your defense.
   - Please be sure to allow yourself enough time for the online process of obtaining email confirmations from the
     that you can meet the submission deadline at 3 weeks before the defense date.
   - If one of the committee members is unable to attend (see attendance policy above), you may choose a Waiver
     Attendance as part of the online process. In lieu of this person's signature on the Certificate of Completion, he
     submit an approval letter. Instructions for writing this letter.
   - If any of the committee members will be attending remotely (see attendance policy above), you may choose tl
     attendance option as part of the online process. In lieu of this person's signature on the Certificate of Complel

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he/she must submit an approval letter. Instructions for writing this letter

3. After all of your committee members have electronically confirmed in GradWeb their agreement to attend your o their agreement to waive attendance), the Application for Final Oral Defense for Doctoral Degree must be printed GradWeb by your department's graduate secretary/coordinator and signed by the department head. The approve application must be submitted to the Graduate School no less than 3 weeks before the date of the final oral defi can obtain this form from your department and submit it to the Graduate School or your department can subm directly to the Graduate School).

4. The Graduate School will verify your enrollment. In general, students are required to be registered for a minimun credits of Dissertation (603) during the term the degree is awarded; click here for exceptions.

5. Approximately one week before your defense date, the Graduate School will send a Certificate of Completion to y committee chair. The chair is responsible for obtaining signatures of your committee members and departmen and returning the Certificate of Completion to the Graduate School within 2 weeks after your defense.

6. Please note the following requirements:

- Graduate Students are expected to meet the published deadlines for completion of a degree.
- If you hold your oral defense after the established term deadline, you will be considered an applicant for graduation f term. Registration requirements for the final term will vary depending on when you are able to submit your final diss the Graduate School. Click here for details.
- Defending during the breaks between terms: The Graduate School allows defenses to be held during the break betwee (this is a policy change as of Fall 2011), but some departments may have restrictions on whether students can hold de these times. Please check with your department before scheduling a defense during a break. If you schedule your def during a term break, you will be considered a graduate of the term following the break. Registration requirements for term will vary depending on when you are able to submit your final dissertation to the Graduate School. Click here for
- Remote attendance (Skype, video conference, etc.): The student, the chairperson, the advisor (if different from the chairperson), and at least one core member must be physically present at the final oral defense. Other members approval of the committee chair and the department, attend the defense remotely via Skype or other videoconferenci technology.
- Exact dates differ for each term, but approximately 2 weeks before the end of the term, you must upload an electronic of your completed and approved dissertation for final approval by the Graduate School. See Deadlines for Completion for requirements.
- Counseling Psychology, School Psychology, and Clinical Psychology students: Students in these programs may hold t and obtain approval of the final dissertation before embarking upon the required year-long internship. The final degre awarded once the internship is successfully completed. More details on timing and registration requirements are ava from the Graduate School.

If you have questions about this process, please contact us at gradsch@uoregon.edu

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