

Special Education Master's Program Handbook

2024-2025



University of Oregon College of Education
Special Education & Clinical Sciences

Revised Fall 2024

Special Education Master’s Degree
Program Handbook 2024-25

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<i>This UO Plagiarism Guide for Students web page (http://researchguides.uoregon.edu/citing-plagiarism) is intended as a general primer on plagiarism, presenting definitions, examples, and resources to illustrate key concepts. In the case of differences between information presented here and UO Official Policy, UO Official Policy takes precedence. If you have further questions, please contact your Instructor/GE, Office of the Dean of Students (346-3216), Office of Student Advocacy (346-3722), or a Reference Librarian (346-1818).</i>	26
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Section I | Special Education at the University of Oregon

Welcome

Welcome to the University of Oregon Special Education Master's Degree Program. We look forward to working with you as you enrich your experiences and expertise as a special educator. This program handbook is designed to serve as a "roadmap" as you embark upon your master's degree program. In combination with advising and information included in the University of Oregon catalog and the UO Division of Graduate Studies website at <http://graduatestudies.uoregon.edu/>, this handbook will assist you in planning your coursework, field experiences, and research. It will also make explicit the values, guidelines, policies, and roles of the major, department, college, and Division of Graduate Studies communities of which you will be part during your graduate program. As with any important document, we encourage you to take time to study the contents of the program handbook and to ask questions of your advisor, other faculty members, and staff to ensure that you understand its contents and their implications for your studies in our major. We wish you well on your journey through your graduate studies and success in attaining your professional goals.

Overview of the Special Education Program

The faculty and staff in the Special Education Program at the UO College of Education are committed to making a difference for people with disabilities and their families by increasing their success in schools, workplaces, and community settings. A master's in SPED prepares professionals to work as specialists and consultants in programs that serve individuals with diverse learning needs (e.g., behavioral, academic, social). Graduate studies in special education build capacity through personnel preparation, research, outreach, and dissemination. These efforts are focused on systemic approaches to prevent and reduce the incidence and prevalence of disabilities as well as to provide supports for students with disabilities to successfully participate in schools and communities. Consistently rated among the nation's best graduate programs, UO special education has been ranked third in the U.S. since 2000, according to *U.S. News & World Report*.

Special Education Conceptual Frameworks and Program Emphases

The Special Education program at the University of Oregon is recognized for the role it has played in preparing professionals for careers in the support of individuals with disabilities and their families. Exemplary programs and services in the areas of early intervention, positive behavior supports, instructional design, academic assessment and intervention, transition, and adult services are based on research by nationally and internationally recognized faculty.

Our personnel preparation programs are closely aligned and integrated with ongoing faculty research. Students are afforded opportunities to participate in high quality field experiences and work collaboratively across model systems that support individuals and their families. They must demonstrate proficiency in tasks that reflect the integration of evidence-based practices and role requirements of educators specific to their program area of emphasis. Students graduating from our programs have a strong record of obtaining positions in professional roles that support individuals with disabilities and their families.

The master's program is aligned with developmental levels and needs of diverse individuals and their families across the life span. Master's degree students can specialize in a) Early Intervention; b) school-age individuals K-12 level; or c) a general master's with an individualized interest.

The Early Intervention emphasis provides an interdisciplinary field of specialization focusing on infants, toddlers, preschool children, and young school-age children who are at risk or disabled, and their families. This specialization combines theory, research, and clinical practice from fields such as early childhood education, psychology, communication disorders and sciences, medicine, sociology, and special education. Students in this program are prepared to provide quality services to young children from birth to five years, who have disabilities or are at-risk, and their families. They are also prepared to facilitate inclusion of children in community programs and provide family-guided interventions by assessing and evaluating child/family progress and program effectiveness within a variety of service delivery models, with an emphasis on inclusive settings. Students learn to operate effectively within an interagency, interdisciplinary team approach, and to understand and utilize evidence-based practices to enhance educational services. Graduates fill a variety of roles, including interventionists who deliver services to children and their families, program coordinators or supervisors who manage and direct personnel that deliver direct services, consultants, researchers, and instructors.

The K-12 emphasis prepares professionals to work with children identified as needing special education services in elementary, middle and secondary schools, as well as to assist families and students to identify and achieve their post-school goals, by providing the necessary skills and knowledge to access post-school resources. Students in this program are prepared to provide quality educational services to students with a range of disabilities, including students with learning disabilities, behavior disorders, autism, and developmental disabilities. Students provide academic, behavioral, social, communication, health, physical, and daily living instruction and supports to children and young adults in self-contained, pull-out, and inclusive settings. Students are also prepared to collaborate with families, general educators, specialists, paraprofessionals, and agencies to support students in accessing and making progress in the general education curriculum, as well as deliver and continuously improve effective educational (current and post-school), employment, and community experiences for persons with disabilities.

Faculty research in systems and individualized models of positive behavior supports, instructional design, assessment, and interventions is integrated into coursework with applications in school-based settings. Coursework and fieldwork are highly integrated as students incorporate evidence-based practices in a problem-solving approach incorporating assessment, planning, delivery, and evaluation. Program graduates assume positions working in school or community-based settings, delivering direct or indirect educational services to special education students, or providing consultation services to teachers or special education students.

The general master's with an individualized interest provides students a general program of study within special education that can be tailored to meet their longer-term goals. Students work with their advisors in designing a program of study that maximizes their instructional and research interests and practices within the College of Education as well as the University. Many students complete the master's program as preparation for later doctoral study. Other graduates have created programs within special education emphasizing assessment, post school environments, autism, public policy and advocacy, and legal aspects to schooling and students with disabilities.

Faculty Contacts

Research and instructional faculty members affiliated with the Special Education program advise students, teach coursework, and/or conduct research. See the Special Education website for a complete list of faculty members and areas of specialization. Faculty members who advise students are listed below along with their specializations and research interests.

Faculty	Area of Interest	Faculty	Area of Interest
Lillian Duran lduran@uoregon.edu 363 HEDCO	English Language Learners; Assessment; Early Intervention	Rhonda Nese rnese@uoregon.edu 353 HEDCO	PBIS; Bias in School Discipline; Bullying Prevention; Alternative to Exclusionary Disciplines
Beth Harn bharn@uoregon.edu 346 HEDCO	Instructional Design; Reading, Assessment	Kyle Reardon kreardon@uoregon.edu 215 Clinical Svcs Bldg	Practicum, Secondary and Transition
Deanne Unruh dkunruh@uoregon.edu 212 Clinical Svcs Bldg	Sec SPED/Transition; Adjudicated Youth; Program Evaluation	John Seeley jseeley@uoregon.edu 358 HEDCO	Emotional and Behavioral Disorders; Research Design and Methodology
Elisa Jamgochian ejamgoch@uoregon.edu 362 HEDCO	Universal Design; Teacher Preparation; Assessment	Stephanie Shire sshire@uoregon.edu 373 HEDCO	Autism; Developmental Disabilities; Adaptive Interventions; Local and
Chris Knowles cknowles@uoregon.edu 356 Clinical Svcs Bldg	Equity; SEL; Emotional/Behavioral Disabilities	Sylvia Thompson sthomps5@uoregon.edu 352 HEDCO	English Language Learners; Academic Interventions; Learning Disabilities
Wendy Machalicek wmachali@uoregon.edu 142 Lokey Ed Bldg	Low Incidence Disabilities, Autism, Early Intervention	Sara Schmitt sschmitt@uoregon.edu 343 HEDCO	Self-regulation; preschool
Kent McIntosh kentm@uoregon.edu 141 Lokey Ed Bldg	Positive Behavior Support; Systems Change;	Gounah Choi gounahch@uoregon.edu 350 HEDCO	Family-centered interventions, young children with developmental disabilities
Cengiz Zopluoglu cengiz@uoregon.edu 359 HEDCO	Educational measurement, data science, computational psychometrics	Gina Biancarosa ginab@uoregon.edu 354 HEDCO	MOCCA, DIBELS, Rasch and IRT models
Megan Kunze mkunze@uoregon.edu 220 Rainier Bldg	Early Intervention and Early Childhood Special Education	Charlotte Alverson calverso@uoregon.edu 205 Clinical Svcs Bldg	Secondary Special Education and Transition Program

Administrative/Academic Support Staff

Support staff for the Special Education and Clinical Sciences Department provide valuable assistance to students in a variety of ways. These staff members are listed below, along with their contact information and roles/duties within the department.

Carina Kelson Academic Program Coordinator 340 HEDCO 541-346-1412 sped@uoregon.edu	Academic Support which includes: <ul style="list-style-type: none"> • Student Records • Admissions/Student Recruitment • Liaison w/ Grad School and Registrar's Office (Forms and Procedures) • Pre-Authorization for courses and individualized study credits • SPED Minor
Kayla Grosjean Business Manager 306 HEDCO 541-346-2441 grosjean@uoregon.edu	<ul style="list-style-type: none"> • GE Contracts & Information • Student Payroll • Key Cards/Building Access/Space

Faculty Research

A nationally recognized faculty, and model programs in areas such as Positive Behavior and Intervention Supports, Instructional Design, Reading Success, Assessment, Supporting Dual Language Learners, Early Intervention, and Secondary Transition provide the foundation for graduate studies addressing contemporary problems and issues in the field. Research units, centers, and institutes foster fundamental and applied research, and faculty members integrate their research findings and scholarship into the curriculum. An emphasis on evidence-based practice creates practicum and field-based learning opportunities and practice sites for students and school/ community partners. Some research units closely aligned with special education include:

Center on Teaching and Learning (CTL)

Ben Clarke, Director

(541) 346-3562 | <http://ctl.uoregon.edu/>

The Center on Teaching and Learning conducts, translates, and disseminates research that offers solutions to problems faced by schools. Faculty members seek to advance understanding and use of evidence-based practices to prevent and intercept academic difficulties in school-aged children. One emphasis is the role of curriculum, instruction, and assessment in models of academic reform for schools. Research and outreach include school-based experimental research, model demonstration projects, and large-scale professional development and technical assistance.

Secondary Special Education and Transition Programs (SSET)

Deanne Unruh, Director

(541) 346-3585 | <http://sset.uoregon.edu>

Research, model development, and outreach focuses on practices to help transition-age youth develop knowledge and skills to succeed in their desired adult roles—meaningful employment, completion of postsecondary education, training programs, or living independently in the community. Federal- and state- funded projects support research, development, dissemination, evaluation, and technical assistance. Areas of interest include school-to-work transition programs, self-determination, gender equity, alternative education, adjudicated youth, entry and success in postsecondary settings, standards-based reform, and contextual teaching and learning.

Educational and Community Supports (ECS)

Kent McIntosh, Director

(541) 346-2462 | <http://ecs.uoregon.edu>

Since it was established in 1972, Educational and Community Supports has focused on the development and implementation of practices that result in positive, durable, and scientifically substantiated change in the lives of individuals with disabilities and their families. Federal- and state-funded projects support research, teaching, dissemination, and technical assistance. Research groups affiliated with Educational and Community Supports address positive behavior support, inclusive schools, transition services, and adult services.

Early Intervention Program (EIP)

Stephanie Shire, Director

(541) 346-0807 | <https://pages.uoregon.edu/eip/>

Faculty and staff members, training efforts, and products of the Early Intervention Program have had a major impact on the field of early intervention, early childhood special education, and early childhood education. The program's goal is to expand and improve educational and therapeutic services for infants and young children who are at-risk and/or have identified disabilities, and for their families. Underlying this goal is the assumption that improving and expanding services that help children and their families become independent and productive, benefits not only the individual but society as a whole.

Center on Human Development (CHD)

Chris Murray, Director

(541) 346-3591 | <https://chd.uoregon.edu/>

The Center on Human Development is part of a national network of sixty-one *University Centers of Excellence* (UCE) in Developmental Disabilities. The center's nine units support, assist, and empower people with disabilities and their families in ways that enhance their quality of life. Funds from the annual core grant are administered for these units to support the center's priorities: (1) the interdisciplinary training of professionals; (2) the development of exemplary services and proven models of intervention; (3) technical assistance and dissemination of best practices and knowledge about innovations; (4) applied research and evaluation.

Section II | Master's Degree Program Requirements

Students pursue the master's degree to enhance their skills as special education teachers or consultants, to work in adult service programs for people with disabilities, to fulfill a prerequisite for school administration programs, or to prepare for doctoral training.

M.S., M.A., or M.Ed.

Students may work toward a Master of Science (M.S.), Master of Arts (M.A.), or Master of Education degree (M.Ed.). Most students pursue a **Master of Science (M.S.)** degree, and requirements for this degree option are embedded within the SPED K12 and EI licensure programs. For the **Master of Arts (M.A.)** degree, the candidate must demonstrate proficiency in a foreign language, requiring second year, third term level proficiency in a second language as required for the B.A. degree. Language competence must be demonstrated within the overall seven-year limit for completion of a master's degree. Multilingual students or students whose native language is not English should contact the Special Education program if they are interested in the M.A. option. For the **Master of Education (M.Ed.)** degree, the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching in the U.S. For more information, see the Division of Graduate Studies' Master's Minimum Degree Requirements at <https://graduatestudies.uoregon.edu/academics/completing-degree/masters-minimum-requirements>.

General Requirements

Each master's degree program conforms to the established University of Oregon and College of Education requirements and procedures. To earn a master's degree, students must complete an integrated program and meet the following:

- Minimum of 45 credits in courses approved for graduate credit taken as an admitted master's degree student (51 credits minimum if doing a specialization area);
- Up to 15 graduate-level credits may be officially transferred in through a petition process;
- 24 credits must be in UO graded courses passed with a GPA of 3.0 or better;
- At least 9 credits in 600-level courses must be taken in residence;
- Minimum 30 credits in SPED courses;
- All credits for the degree (including transfer credits) must be completed within seven years.

Students who earn their first master's degree at the UO may receive a second master's in another field by taking at least 30 graduate credits of which at least 24 must be in graded courses taken after official admission to the new major.

Minimal requirements for maintaining good standing within any College of Education program are:

- Maintaining a GPA of 3.0 in graduate courses taken in the degree program;
- Earning C or better in required courses;
- Earning P in all field experiences (**P = B- or better**);
- Making satisfactory progress toward a degree or licensure;
- Maintaining continuous enrollment unless granted on-leave status;
- Having no more than 7 credits of Incompletes at any one time;
- Abiding by the University of Oregon Student Conduct Code.

Required Coursework

All master's degree students in Special Education must take a set of courses that satisfy Division of Graduate Studies requirements. The general framework for a Master's degree in special education includes three components: (a) courses in required core areas, (b) elective courses, and (c) a terminal activity. The specific courses students take to complete a master's degree is determined by student-identified career interests and whether the student has been admitted to both the master's degree and a license/ endorsement program. If a student took an equivalent required course at another institution and wishes to waive a required core course, there is a petition process to do so. If a student's petition is approved, the waived credits will not count toward the current master's degree requirements. See 'Course Waivers' section of this handbook for more information.

Required Coursework Taken as an Undergraduate

If a student took any required master's degree courses as an undergraduate at the University of Oregon, such as SPED 411, they are not required to take the course(s) again at the graduate level to satisfy the Foundations Core Area. If, however, the student took a course at the undergraduate level such as SPED 426 Behavior and Classroom Management, and there are other choices in the core area, they must take another course at the graduate level to satisfy that core area requirement. Courses taken at the undergraduate level that satisfy a required core area should be listed in the space provided on the master's program plan showing the core area requirement has been met, and the student will not need to complete a course waiver form. However, these credits cannot be counted in calculating the master's program credits.

Field Studies Core Requirement

The Special Education program requires all Master's degree students to complete some type of field work aligned with their area of interest and/or focus as part of their program. Licensure students complete this field studies requirement through their required practica for teaching licensure. Students who are not concurrently enrolled in the licensure program can complete this requirement by working with their advisor to identify an appropriate field study experience and developing a field study proposal and contract. This proposal should specify where you will do the experience, what roles and tasks you will be assuming, the hours or schedule you will follow, and any field-based professional(s) who will be overseeing your work. The contract should also specify the evaluation components to verify successful completion of the experience. This may include a time/task log, a synthesis paper of your experience, an evaluation from your field-based supervisor, and/or any other evidence your advisor requires. You may enroll in any number of credits during any term. One credit of field experience equals 40 hours of contact time (does not include transportation to and from the site). Obtain permission from your advisor to enroll in Field Studies credits. Placement in public schools or agencies requires the student to obtain a College of Education ID badge, after receiving a background clearance based on a criminal history check. Follow up with your advisor or the Graduate Program Director regarding current procedures in place at the time you submit fingerprints and go through the background clearance.

Required Core Areas for Master's Degree

Minimum Requirements:

- 45 credits as an officially admitted master's degree student
 - 15 credit hours of previous graduate-level work may be transferred into your program pending instructor and advisor approval
- 9 credit hours of 600 level courses
- 30 graduate hours in special education (SPED) courses
- 24 graded hours in UO courses

Required Coursework Areas: Suggested courses are grouped by emphasis area but students may select from any course on the list or other SPED courses subject to advisor approval. *Terms that the courses are typically offered are in italics.* Please note: It's important to double-check course offerings frequently, as they can vary from year-to-year, depending on enrollment projections and instructor availability.

Foundations . . . Select one course in this area:

- SPED 511 Foundations of Disability I (3) *Fall/Winter/Spring/Summer*
- SPED 680 Foundations in Early Childhood & Early Intervention (3) *Fall*

Behavioral Support . . . Select one course in this area:

- SPED 526 Behavior & Classroom Management (4) *Fall/Winter/Spring*
- SPED 536 Advanced Behavior & Classroom Management (3) *Fall*

Curriculum & Instruction . . . Select two to three courses in this area (depending on emphasis).

- Early Intervention emphasis:
 - SPED 681 EI for Diverse Families (3) *Winter*
 - SPED 682 Assessment & Evaluation (3) *Winter*
 - SPED 683 Curriculum in Early Childhood & EI (3) *Spring*
- K-12 Emphasis **Work with advisor to determine mix of Methods and Transition courses to take for this emphasis.*
 - *Methods Courses**
 - SPED 522 Special Education Math Instruction (4) *Spring*
 - SPED 540 Early Literacy for Diverse Learners (4) *Fall*
 - SPED 541 Intermediate Literacy for Diverse Learners (4) *Winter*
 - SPED 542 Adolescent Literacy for Diverse Learners (4) *Spring*
 - SPED 543 Supporting Students with Low-Incidence Disabilities (4) *Winter*
 - *Transition Courses**
 - SPED 633 Transition Planning & Instruction I (3) *Winter*
 - SPED 634 Transition Planning & Instruction II (3) *Spring*
- Master's Only . . .
 - SPED 620 Assessment in Special Education (3) *Fall*
 - SPED 660 Design of Instruction (4) *Fall*

Legal . . .

- SPED 528 Special Education Law (3) *Winter and Summer*

Multicultural . . .

- SPED 515 Diversity and Special Education (3) *Winter*

Field Studies (for Master's only) . . .

- SPED 606 Field Studies (3) *Fall/Winter/Spring/Summer*
- 606 Unsupervised Prac (3) *Fall/Winter/Spring/Summer*
- 610 Non-licensure Fld Stdy (3) *Fall/Winter/Spring/Summer*

Practicum (for Licensure) . . .

- Practicum for Licensure (EI)
 - SPED 611: Early Intervention Practicum I (3) *Fall*
 - SPED 612: Early Intervention Practicum II (3) *Winter*
 - SPED 625: Final Supervised Field Experience (9) *Spring*
- Practicum for Licensure (K12)
 - SPED 653: Student Teaching I K-12 (3) *Fall*
 - SPED 654: Student Teaching II K-12 (4 credits) *Winter*
 - SPED 655: Student Teaching III K-12 (9 credits) *Spring*

Research . . . Recommended but not required—one of the following:

- EDUC 611 Survey of Educational Research Methods (3) *Fall/Summer*
- EDUC 612 Social Science Research Design (4) *Fall*

Terminal activity selected from one of the following options:

- Early Intervention emphasis only
 - Oral Comprehensive Exam
- Master's only and K12 emphasis
 - Master's Project (3)
 - Thesis (9)
 - Specialization Area (3 graduate courses of at least 9 credits; requires a minimum of 51 total credits).

Terminal Activity

The Master’s degree terminal activity is an opportunity for students to focus on a specific area of interest. There are four options for completing the terminal activity:

1. Master’s Specialization Area
2. Master’s Project
3. Master’s Thesis
4. Oral Comprehensive Exams (EI Option Only)

Because most activities require multiple terms for completion, students need to consider the options for completing the terminal activity at the beginning of their master’s degree program. During quarterly meetings with their advisor, students should identify topics of interest and discuss these, as well as ways to complete the requirement. We strongly recommend that students complete one of the required master’s research courses prior to completing the terminal activity. Students’ advisors can help them select the research course that would be most appropriate for their interests and professional goals.

Master’s Specialization Area. In this option, the student selects a set of courses related specifically to self-identified existing or emerging career interests. A student who elects the specialization area option will work with their academic advisor to select a minimum of 3 courses (minimum of 9 credits) that together create a focused concentration in a content area. Because this option is intended to provide focus on career-related content, field experiences are not permitted within the required minimum 3 courses (9 credits minimum). One exception to this is supervised licensure practicum - students should consult with their advisor for more information.

Examples of specialization areas are outlined below. Possible courses by term for each specialization are also listed in this table. *Note that these specialization areas and courses are examples only.* A student who elects this option will work individually with their advisor to develop a specialization area and related coursework.

****Note:** If a student is enrolled in the K-12 licensure program at the time of completing the master’s degree, the specialization credits are already included in the program.

Sample Area	Fall	Winter	Spring	Summer
Gen Ed – ELL	EDST 638: ELL Pedagogy for the Humanities (4)	EDST 646: ELL Pedagogy for Elem Classrooms (4)		EDST 616: Language, Power and Education (4) LT 629: Found of Language Theory (4)
Gen Ed - Math	EDST 621: Mathematical Concepts (4)	EDST 622: Math Problem Solving Curriculum	SPED 522: SPED Math Instruction	EDST 620: Math and Literacy (4)
Gen Ed - Science	EDST 623: Science Concepts (4)	EDST 624: Science Problem Solving Curriculum		EDST 630: Humanities Curriculum and Cultural Conflict (4)
Gen Ed – Social Studies	EDST 635: Social Studies Concepts (4)	EDST 636: Social Studies Inquiry & Analysis (4)		EDST 630: Humanities Curriculum and Cultural Conflict (4)
Gen Ed - Literacy	EDST 631: Representing Literature to Young People (4)	EDST 632: Eng Students in Writing (4)		EDST 630: Humanities Curriculum and Cultural Conflict (4) -Or – LT 629: Found of Language Theory (4)

Sample Area	Fall	Winter	Spring	Summer
Career Development & Transition		SPED 633: Transition Planning & Instruction I (3)	SPED 634: Transition Planning & Instruction II (3) CPSY 617 Theories of Career Development (3)	
Family Systems	CFT 616: Systems Theory Foundations (3)	CFT 620: Mental Health & Diagnosis (3) CPSY 642: Child and Family Interventions	FHS 583: Prevention of Interpersonal Violence (3)	
Behavior Supports	SPED 536: Advanced Behavior Management (3) EDUC 654: Advanced Applied Behavior Analysis (4)	FHS 582: Prevention of Youth Violence (4)	SPED 532: Intro to Behavior Disorders (3) FHS 583: Prevention of Interpersonal Violence (4)	
Low Incidence Disabilities	CDS 550: Intro to Language Development (4) CDS 560: Developmental Disorders in Communication (4)	CDS 663: Management of Acquired Cognitive Disorders (4) SPED 543 Low-Incidence Disabilities (4)		
Early Intervention	SPED 680 Found in ECh & EI (3)	SPED 681 Family-Guided EI (3)	SPED 683 Curriculum in EC/EI (3)	
Prevention Science	PREV 631 Intro to Prevention Science	CPSY 645 Health Promotion & Equity		

Master's Project. In this option the student completes a research or development project in conjunction with their advisor or another faculty person. The ongoing research activities in the Special Education and Clinical Sciences Department offer many opportunities for students to participate in research and development with faculty support. Alternatively, students can design their own projects. Master's projects do not have to conform to any particular research design but must be substantive and directed toward solving a problem or answering a question related to the student's field of study. Master's projects take many forms. They can employ experimental research designs. However, in some cases, students have chosen to do action research projects of their own design in collaboration with one or more program faculty. In addition to research projects, other types of projects include curricula design, teaching models, inservice programs, or handbooks. Although there is a wide range of topics and formats, all projects should include an introduction, literature review, body, conclusion (implications and recommendations), and ancillary materials (references, tables, figures, and appendices).

In the terms prior to completing the master's project a student should:

1. identify a topic and faculty advisor for the project;
2. select a committee if required by the advisor;
3. develop a written project proposal and obtain approval from the faculty advisor or committee;
4. obtain approval from the University's Human Subjects Review Committee, if necessary. Obtain advisor permission to enroll in SPED 601 Research Master's Project, if engaging in research activities. If not doing research, but working on Master's Project, register for SPED 605 Reading Master's Project.

In the term a student plans to complete the master's project, he or she should:

1. complete the activities for the project;
2. work with advisor and/or committee in drafting and rewriting all sections of the project;
3. write up the final paper in APA format or a format agreed upon by the advisor;
4. register for SPED 605 Reading Master's Project. You must register for a total of 3 Master's Project credits over the course of the project (either Research or Reading).

5. submit the paper to the advisor and/or committee for a final reading. An advisor may ask for a second faculty reader and/or require an oral presentation of the project;
6. obtain final signature approval from the advisor and/or committee; and
7. submit one final copy to the advisor and each committee member, and to the SPED academic coordinator at sped@uoregon.edu.

Advisors/committees work with students to establish agreed upon timelines and due dates for completing project steps. Projects are usually due two weeks prior to the end of the term to allow time for evaluation and approval. *Any time students are working on the Master's project, they may enroll in Master's Project credits (either Reading or Research).* Credit hours should reflect one credit for every 40 hours of work. Students will receive grades of "Pass/No Pass" in SPED 605 Reading Master's Project or SPED 601 Research Master's Project. Students must complete at least 3 credits of Master's Project (either Reading or Research) over the course of the project.

Master's Thesis. This option represents the culmination of student research and scholarly activity in the master's program. The thesis must conform to the professional standards set forth by the Division of Graduate Studies that sets the requirements and timelines for completion. Students may design and carry out their own research project, work with a faculty member or doctoral student in conducting a study, or participate in some aspect of an ongoing study. As this option is much more comprehensive and scholarly than the other two options, it requires a minimum of 9 credits and may be completed over multiple terms. Students must obtain and conform to the Thesis and Dissertation Style and Policy Manual, which is available on the Division of Graduate Studies website: <https://graduatestudies.uoregon.edu/academics/completing-degree/masters-graduation-checklist#thesis>.

Any time students are working on the thesis, they may enroll in thesis credits, or if engaging in research activities, they may enroll in research credits with their advisor's approval. Credit hours should reflect one credit for every 40 hours of work. *The Division of Graduate Studies expects students to enroll in Thesis credits EVERY TERM once they start work on the thesis until they graduate.* Students will receive grades of "Pass/No Pass" in SPED 503: Thesis or SPED 601: Research.

Master's Program Plan

All master's students need to complete a Master's Program Plan (see Attachment A) that is completed with their advisor, signed, and filed with the SPED academic program coordinator (sped@uoregon.edu). This plan is a written agreement between the student and the College which specifies the student's program of study leading to a Master's Degree. You must complete this form with your advisor before the end of your first term of the program (or fall for those starting in summer). You should update any changes to your plan prior to enrollment each term and obtain your advisor's signature on the updated program plan. In the term you apply to graduate, the College of Education/SPED program compares your completed plan to your transcript to determine if you have completed the requirements for your master's degree. An approved plan offers protection to the student and the program. You can obtain a copy of the program plan from the APC.

Transfer of Credits

Up to 15 graduate credits earned may be transferred and counted toward your master's degree program. You may also use credits that were "reserved" for graduate credit while an undergraduate at the University of Oregon as part of the transfer credits. These courses must be relevant to the degree program as a whole; have earned grades of A+, A, A-, B+, B, B-, or Pass; and be courses that have not been used to satisfy the requirements for another degree. These courses must be approved by the department and by the Division of Graduate Studies and may not be used to meet the requirement of 24 graded credits in University of Oregon graduate courses. Transferred credits are not used in computing UO cumulative grade point average. Further information and the Transfer of Credit Request Form can be found at: <https://gradschool.uoregon.edu/academics/policies/masters/transfer-credit>. This form must be turned into the Division of Graduate Studies the term before a student plans to graduate. The Division of Graduate Studies allows master's degree students up to seven years to complete this program. However, if a student elects to transfer credits earned prior to admission, the seven-year timeline begins on the date of the first transferred course.

Please note: If you took courses through the UO Community Education Program, you must officially transfer them into your SPED master's program, using the Division of Graduate Studies form.

Course Waivers

Students may request a waiver of coursework taken within the past seven years, but students may not request a waiver of credit hours. Experience in the field is generally not a basis for waiving coursework. The student must request a waiver prior to enrollment in a course. Only the instructor teaching the course for which the waiver is requested may grant the request. Advisors may not grant coursework waivers.

When requesting a waiver, students are responsible for completing the College of *Education Request for Waiver of Credit* form (please request from the Academic Program Coordinator) and then compile the appropriate documentation of prior applicable coursework. After checking with their advisor, students who wish to waive a course should make an appointment with the course instructor to determine what evidence is needed to support the waiver request. Evidence could include a course syllabus, list of readings, copies or descriptions of tests and quizzes, copies or descriptions of projects and activities, and evidence of performance in the course (transcript). A student must have earned a grade of B- or above or a 'Pass' in the course equivalent. If the course instructor approves and signed the petition, the student then obtains the signature of their advisor and the signature of the SPED Program Director.

Approved forms are added to the student's file and forwarded to the College of Education's Student Records Coordinator upon program completion. If a student's request for a waiver is denied, the student may use the College of Education's appeal process.

Continuous and Part-time Enrollment

Once an individual is admitted to a graduate program and enrolls in classes, the student is officially a graduate student. To maintain graduate status within the program and the Division of Graduate Studies, students must be continuously enrolled. To meet the Division of Graduate Studies' continuous enrollment requirement, you must register for at least 3 graduate credits each term (excluding summer sessions) or be officially on-leave.

Request for On-leave Status

Request for on-leave status is granted to students in good standing for a maximum of three academic terms (excluding summers), after which registration for a minimum of three graduate credits each term is required. More information and the link to request on-leave status is available here:

<https://graduatestudies.uoregon.edu/academics/policies/general/on-leave-status>.

The continuous enrollment rule applies even when students have finished everything except the Master's terminal activity. Sometimes students get jobs before completely finishing their terminal activity. Others select a project or thesis that is intended to be done in conjunction with their job.

Nevertheless, from the point of view of the Division of Graduate Studies, a student must be on-leave if not enrolled for at least three credits per term.

Failure to comply with the continuous enrollment policies results in termination from the Division of Graduate Studies. To re-enroll, a Petition for Re-Instatement must be completed on the Division of Graduate Studies website: graduatestudies@uoregon.edu When ready to re- enter the program, a student should meet with their advisor to plan the individual refresher plan most appropriate to both the program/degree sought and the individual's strengths and needs. Typically, we require students returning after a leave to retake some of the courses (or parts of courses) in curriculum, instruction and classroom management. Part-time students who choose to complete the program over a longer period are subject to this same refresher policy if their program extends beyond two years. Students should always make sure to update/revise their program plan upon return to the program so that it accurately reflects what they have agreed upon with their advisor going forward.

Program Completion

Within two terms prior to completing a master's degree, students must:

- Ensure all transfer credits and change of classification have been processed and approved
- Review Program Plan and be sure it's up to date and filed with the Academic program coordinator

Application for Advanced Degree

At the beginning of the term you plan to finish your program, you must make a formal on-line

Application for an Advanced Degree, available on the Division of Graduate Studies website:

<https://graduatestudies.uoregon.edu/academics/completing-degree/masters-degree-deadlines>. The

application must be made by the end of the second week of classes in the term of graduation. Also, notify the Academic program coordinator and your advisor of your intent to graduate.

Final Term Registration Requirements

Students must register for at least 3 credits during their final term of enrollment.

Time Limit and Residence Requirements

The Division of Graduate Studies requires a minimum of 30 credits applicable to degree requirements to be taken at the Eugene campus over a minimum of two terms (a second master's requires an additional two terms). Students in advanced degree programs must complete all work for a master's degree within seven years, including all transferred credits, thesis, the language requirement for an M.A. and all examinations.

Program Plan Checklist

<input type="checkbox"/>	Has coursework in the following core areas:
	<input type="checkbox"/> Foundations of Disability (1 course)
	<input type="checkbox"/> Behavioral Support (1 course)
	<input type="checkbox"/> Curriculum and Instruction (2-3 courses)
	<input type="checkbox"/> Legal Issues (1 course)
	<input type="checkbox"/> Multicultural (1 course)
	<input type="checkbox"/> Field Studies or Practicum (at least 3 credits)
	<input type="checkbox"/> Research (1 course, optional)
<input type="checkbox"/>	Has 42 credits including courses in Core Areas
<input type="checkbox"/>	Has selected a <i>terminal activity</i> above the 42 credits:
	<input type="checkbox"/> <i>Specialization</i> - 3 graduate level courses (9 or more credits)
	<input type="checkbox"/> <i>Project</i> - 3 or more credits of Reading Master's Project and/or Research Master's Project (Note: If the project involves the collection of data with human participants, the student must enroll in Research credits for the project and submit a human subjects protocol for approval.)
	<input type="checkbox"/> <i>Thesis</i> - 9 or more credits of Thesis
	<input type="checkbox"/> <i>Oral Comprehensive Exams</i> (EI Option only)
<input type="checkbox"/>	Has taken 30 credits at UO
<input type="checkbox"/>	Has transferred no more than 15 graduate credits. (Prior approval needed for credits obtained while enrolled as Post Baccalaureate, Unclassified, Pre-Master's. Must be accompanied by official transcript, unless UO)
<input type="checkbox"/>	Has minimum 9 hours of 600-level coursework at UO.
<input type="checkbox"/>	Has minimum 24 graded credits.
<input type="checkbox"/>	Has minimum 30 credits in SPED major.
<input type="checkbox"/>	Has completed all work within 7 years of beginning coursework (if plan includes transferred courses, the "7-year clock" begins with first course taken or transferred.)
Other Retention Information	
<input type="checkbox"/>	Waivers only waive the requirements but do not count towards the earned credit hours.
<input type="checkbox"/>	All Waivers and Transfers are approved by the Course Instructor of Record, the student's advisor, and the SPED Program Director
<input type="checkbox"/>	Student must be registered for minimum of 3 credits each term (except summers). If not registered for a term, student must be approved for "On Leave" status.
<input type="checkbox"/>	Student must complete and convert "I" to a passing grade within one calendar year or will need to petition.
<input type="checkbox"/>	Student must maintain a "B" average. Not in good standing is below 3.0 GPA or accumulation of more than 5 credits of I, F, N.

Section III | Managing Your Program

Advising

All students are assigned faculty advisors within the Special Education and Clinical Sciences Department. Your advisor can answer questions, help you develop your individualized master's program, and discuss program and career options. You meet once per quarter with your advisor, either in a group or individually, to monitor program progress and plan for subsequent terms. In the advisee-advisor relationship, both student and faculty have responsibilities.

Minimum student responsibilities include:

1. Arranging a meeting with the advisor (and/or program committee) to complete the program plan.
2. Preparing for advising meetings by developing questions and/or documents for review.
3. Following through on assigned tasks.

Minimum advisor responsibilities include:

1. Assisting student in developing a program plan that meets program requirements.
2. Meeting quarterly with students to review program requirements.
3. Reviewing student's performance in courses and field studies and suggesting corrective action if necessary.

Additional meetings with your advisor may be scheduled, as needed. The *purposes* for these meetings may include:

1. Review and revise your plan for completion;
2. Review grades and other evaluative feedback (e.g., supervisor evaluations);
3. Review your activities and accomplishments.

Changing Advisors

You will be assigned an advisor at the time of admission. If for some reason you wish to change advisors, you need to: a) find a faculty in your area of interest who can take another advisee, b) let your present advisor know you are switching advisors, and c) complete the Change of Advisor form available from the academic program coordinator (sped@uoregon.edu).

Conflict Resolution

The mission of the College of Education is to be a "community of leading researchers and practitioners dedicated to transformational scholarship, integrated teaching, and collaborative practice, designed to enhance individual lives and systems within a culture that values diversity and promotes respect and inclusion." Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment.

Within the College of Education, you can contact: Associate Dean for Academic Affairs, Dianna Carrizales-Engelmann dcarriza@uoregon.edu

Outside the College, you can contact:

UO Bias Education and Response Team: 346-3216 or <http://dos.uoregon.edu/bias>

UO Student Conflict Resolution Center: 346-0617 or scrc@uoregon.edu | <http://scrc.uoregon.edu/>

UO Affirmative Action and Equal Opportunity: 346-3123 or <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. 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. If a student wishes to file a grievance, the complete text for this policy from the Office of Investigations and Civil Rights Compliance (OICRC) is located under “Student Grievance Procedures” on the following website: <https://investigations.uoregon.edu/reporting>. Please refer to that site on how to file a report from that website.

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. Students in field placements are strongly advised to purchase their own medical/accident and liability insurance. Professional organizations generally offer students low-cost liability policies. Questions concerning insurance coverage should be directed to the University of Oregon’s Office of Business Affairs.

Student Records

Students have four rights under FERPA and the UO Student Records Policy: the right to inspect and review their record; the right to seek an amendment to their record; the right to restrict disclosure of their Directory Information as defined at UO, and the right to file a complaint. The processes around all of these rights are managed by the Office of the Registrar. More information can be found on the following websites:

University of Oregon Policy Library | <http://policies.uoregon.edu/student-records-1>

UO Registrar’s Office | <https://registrar.uoregon.edu/privacy>

A file is created for each person applying to the College of Education in the appropriate program office. Once a student is admitted, student files are kept with the Academic Program Coordinator (340 HEDCO). Advisors also receive basic information on each of their advisees. Only program faculty members and their staff who have legitimate need to access student files have the authorization to do so. At the completion of either the master’s degree or licensure program, whichever happens first, the file will be transferred to the Office of Student Academic Services.

Reasonable Accommodation of Student Religious Observance

Reasonable accommodation of religious observances will be made in regard to admissions, class attendance, and the scheduling of examinations and other academic work requirements. A student who is unable because of the observance of a religious holiday to attend classes on a particular day or days or at a particular time of day shall be excused from taking any examination or any study or other academic work assignments on such days or times. Once a student has registered for a class, the

student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time. Faculty will give such students an equivalent opportunity to make up the examinations, study, or other academic work requirements that they missed due to such absences.

Accommodations and Support Services for Students

The University of Oregon provides a number of programs designed to help students with diverse needs. The Office of the Dean of Students offers assistance to adult learners who have been away from college for a number of years. The Center for Multicultural Academic Excellence provides a supportive, caring environment for people of color. The Lyllye Reynolds-Parker Black Cultural Center is a welcoming and supportive space that helps Black students harness the resources necessary to navigate their social, cultural, and academic experience. In addition to these offices, there is a range of student organizations on campus, including groups for veterans, LGBTQ students, and students that are also parents. A complete listing of these organizations can be found in the UO Office of Student Life. Resources, supports, and more information can be found here: <http://studentlife.uoregon.edu>.

Campus Resources to Promote Student Success

Many student issues are handled through various campus organizations and programs. The following resources may be of help to you in locating additional information:

<p><u>Accessible Education Center</u> - Facilitates access and full inclusion of students with disabilities into the university environment through proactive advising and direct services, instructor notification, effective collaborations/ consultations, technology access, and the fostering of systemic campus change.</p>	<p>360 Oregon Hall 541-346-1155 https://aec.uoregon.edu/</p>
<p><u>Affirmative Action & Equal Opportunity</u> - Addresses issues, concerns and complaints regarding discrimination and harassment as well as reasonable workplace accommodations for applicants and employees. They serve students, faculty, staff and university guests.</p>	<p>677 E. 12th Ave., Ste 452 541-346-3123 http://investigations.uoregon.edu/</p>
<p><u>Black Cultural Center</u> - The Lyllye Reynolds-Parker Black Cultural Center is the engine for Black students' academic success at the University of Oregon. The BCC is a welcoming and supportive space that helps Black students harness the resources necessary to navigate their social, cultural, and academic experience. By investing in the success of Black students, the BCC enhances the cultural and social development of the entire University of Oregon community.</p>	<p>1870 East 15th Avenue 541-346-6330 https://dos.uoregon.edu/bcc</p>
<p><u>Career Center</u> - Provides career and job search services and resources to UO students and alumni, including assistance with resume writing and interviewing. Their mission is to help students develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge students to fulfill their</p>	<p>220 Hendricks Hall 541-346-3235 https://career.uoregon.edu/</p>
<p>potential. We look forward to serving as your advocate as you pursue an inspired and fulfilling future.</p>	

<p><u>Center for Multicultural Academic Excellence (CMAE)</u> - A place where students are empowered, engaged and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. Their mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond, including tutoring in math, science, and writing, as well as a textbook lending library, and space for studying and drop-in computer use.</p>	<p>135 Oregon Hall 541-346-3479 https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae</p>
<p><u>Counseling Center</u> - Offers confidential individual and group mental health counseling, developmental programs, and workshops. Student fees cover most services offered through this office. Crisis line available after hours.</p>	<p>University Health Center, 2nd Floor 541-346-3227 https://counseling.uoregon.edu/</p>
<p><u>Division of Student Life</u> – The central repository for all of the supports available to students while at the university.</p>	<p>Oregon Hall 541-346-3216 http://studentlife.uoregon.edu</p>
<p><u>Division of Graduate Studies</u> - Provides services specific to graduate students, including processing of requests for registration, on-leave status, SPEAK policies, and student petitions. Also provides information on a variety of funding opportunities (scholarships, awards, and fellowships) and offers workshops on a variety of topics pertinent to the graduate student experience. This office administers clearance of all masters or doctoral degree applications and theses and dissertations. The Division of Graduate Studies also facilitates graduate student grievances.</p>	<p>170 Susan Campbell Hall 541-346-5129 https://graduatestudies.uoregon.edu/</p>
<p><u>Health Center</u> - Provides basic medical, dental, nursing care, women’s health care, sports injuries treatment, physical therapy, laboratory, X-ray, pharmacy, health education, and other services, including urgent care coverage. University Health Center Nurse Advice Line is available after hours.</p>	<p>University Health Center, 1st Floor 541-346-2770 https://health.uoregon.edu/</p>
<p><u>Division of Global Engagement</u> - Assists international students with issues related to cultural adjustment, government regulations, immigration matters, finances, taxes, housing, employment, and other issues.</p>	<p>300 Oregon Hall 541-346-3206 https://international.uoregon.edu/</p>
<p><u>Lesbian, Gay, Bisexual, and Transgender Education Support Services</u> - Develops and provides educational services related to homophobia, heterosexism, and gender bias; assists student organizations and academic units in bringing speakers to campus for education programs; serves as a referral source for and provides support to members of the LGBTQIA+ community.</p>	<p>380 Oregon Hall 541-346-6105 https://dos.uoregon.edu/lgbt</p>
<p><u>Office of Investigations and Civil Rights Compliance</u> - Addresses issues, concerns and complaints regarding discrimination and harassment as well as reasonable workplace accommodations for applicants and employees. They serve students, faculty, staff, and university guests.</p>	<p>677 E. 12th Ave., Ste 452 541-346-3123 http://investigations.uoregon.edu</p>
<p><u>Testing Center</u> - Offers placement examinations, credit testing, and coordinates most national testing programs. Some fees apply for testing. This is an official ETS computer-based test site, offering the GRE, GMAT, TOEFL, and PPST/PRAXIS exams.</p>	<p>University Health Center, Room 270 541-346-3230 https://testing.uoregon.edu/</p>
<p><u>Tutoring and Learning Center (TLC)</u> - Offers classes, workshops, and advising on issues related to effective study. Free drop-in tutoring in math and writing labs, as well as many other university subjects.</p>	<p>Knight Library, 4th Floor 541-346-3226 https://engage.uoregon.edu/</p>
<p><u>Veteran Affairs (Unit within Registrar’s Office)</u> - Helps eligible student veterans, reservists, and dependents obtain educational benefits in compliance with the procedures and regulations of the United States Department of Veterans’ Affairs (VA). Students may contact the Veterans Coordinator for assistance. Their website also provides contact information for other on-campus resources for veterans, including the Student Veterans Center and the Veterans and Family Student Association.</p>	<p>244 Oregon Hall 541-346-3119 https://registrar.uoregon.edu/veterans-benefits</p>

Work-Life Resources - Dedicated to helping individuals and departments effectively manage personal, family, and community life with work and educational responsibilities.

677 E. 12th Ave., Ste. 400
541-346-3159

<https://hr.uoregon.edu/work-life-resources>

Section IV | Student Conduct and Retention Policies

Professionalism

Students must exhibit professional behaviors 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). More specifically, the program draws on three areas to define these professional standards:

1. Students are expected to meet all the personal and professional criteria that are required to become professional teachers. These criteria are grounded in the Teacher Standards and Practices Commission (TSPC) standards for professional behavior, ethics and values. For the initial teaching license, these are:
 - 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, professors, 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 classes, practicum and field study activities;
 - Maintains the confidentiality of school records and student/family information;
 - Attends required program functions;
 - Completes assignments and other program requirements in a timely fashion.
3. Students are also expected to adhere to the UO Student Conduct Code (<https://dos.uoregon.edu/code-procedures>).

Technology Etiquette Guidelines

As an educator, you have a professional image to uphold in how you conduct yourself in the use of any electronic media or technology (e.g., school district website, Facebook, X/Twitter, text messaging, cell phone use, etc.). Instances of misconduct, engaging in inappropriate dialogue about schools and/or students or posting pictures and videos of individuals engaging in inappropriate activity online can result in serious repercussions including termination from the SPED program. Any videos taken in a field/school placement must be obtained with necessary permissions and cannot be posted on a non-password protected website. Guidelines for use of technology are as follows:

Educational & Social Networks

1. If using an educational network at your practicum site, find out what the district and school policies are and comply with them.
2. Do not post/send photos or videos of students without written parent or guardian permission.

3. Do not accept students as “friends” on personal social networking sites (e.g., Facebook, Twitter, TikTok, etc.).
4. Decline any student-initiated “friend” request and discourage online “friendships” with students.
5. Remember, “friends” have the ability to download and share your information with others.
6. Never discuss students, teachers, or staff or criticize school policies or personnel.
7. Post or send only what you want the world to see. Once you post something, it may be available even after you have taken it down.

As an educator, you are expected to use appropriate language and demonstrate a professional demeanor in all written communication with classroom teachers, parents, students, and university faculty and supervisors. This includes all written (email and text messaging) and verbal communication, including phone conversations. Guidelines for the use of email, text messaging, as well as use of cell phones at your practicum site are as follows:

Email & Text Messaging

1. Think three times: before you write, after you write and before you send your message. Carefully compose all responses.
2. Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar or punctuation conveys a lack of professionalism. Use the spell-check feature that accompanies your email program.
3. Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
4. Get your most important points across quickly.
5. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
6. Avoid flaming or the expression of extreme emotion or opinion in an email message. You will alienate your reader, possibly causing ill feelings.

Cell Phone & Text Messages While in Campus Classes and Field/Practicum Placements

1. Turn your cell phone off. If you need to have your cell phone on, set it to vibrate.
2. Let your cell phone calls go to voice mail.
3. Refrain from checking and responding to voice and text messages while at your practicum site.
4. Use of your cell phone should be reserved for important calls and messages only, and only during a “down time” (i.e., break, recess).
5. If you need to make a phone call, wait until you have a break and then find a private place to make the call.
6. Do not use text messaging to communicate with students.

Student Conduct Code

All students are subject to the regulations stipulated in the UO Student Conduct Code. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University. *The full text of the University of Oregon’s Student Conduct Code, including procedures for handling student conduct cases, can be found at <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code> . Prohibited conduct is broken into four types of misconduct: academic misconduct, substance use misconduct, general misconduct, and discriminatory misconduct (see subcategories in the table below). Full definitions can be found in the Student Conduct Code.*

ACADEMIC MISCONDUCT	SUBSTANCE USE MISCONDUCT	GENERAL MISCONDUCT	DISCRIMINATORY MISCONDUCT
Assisting in the commission Cheating Fabrication Multiple submissions Plagiarism Unauthorized recording/use	Alcohol Cannabis Other controlled substances Smoking and tobacco	Attempts/threats/inciting Damage/destruction Disruptive behavior Failure to comply Falsification Gambling Harassment Physical contact Public urination or defecation Retaliation/obstruction Safety hazard Theft Threatening behavior Unauthorized access/use Unwanted contact Misuse of computing resources Violation of law Violation of university policy Weapons	Violation of discrimination policy Sexual misconduct Sexual exploitation

Within these regulations it clearly specifies that the UO Campus and all UO affiliated activities (e.g., games, gatherings, etc.) are completely smoke free (including vaping and marijuana). Additionally, the regulations indicate that it is a violation to go to class or a University sponsored event under the influence of alcohol, marijuana, or illegal substances. Please familiarize yourself with these to maintain a safe and respectful campus community.

Plagiarism

UO Plagiarism Guide for Students

This UO Plagiarism Guide for Students web page (<http://researchguides.uoregon.edu/citing-plagiarism>) is intended as a general primer on plagiarism, presenting definitions, examples, and resources to illustrate key concepts. In the case of differences between information presented here and UO Official Policy, UO Official Policy takes precedence. If you have further questions, please contact your Instructor/GE, Office of the Dean of Students (346-3216), Office of Student Advocacy (346-3722), or a Reference Librarian (346-1818).

What is Plagiarism?

The following is quoted from the University of Oregon Policy on Academic Dishonesty: “Plagiarism is

the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

How to Avoid Plagiarizing

When directly quoting another author, the writer must:

- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation using an in-text citation [e.g., (p. 276)]; the format of an in-text citation varies by citation style
- Introduce the quotation with a 'signal phrase' (whether you are required to use a signal phrase or not varies by citation style).

A list of references with full citation information is also required at the end of the paper. For more information on humanities or social sciences citation manuals contact the Knight Library Reference Desk (346-1818 or libref@uoregon.edu). This page is also an excellent library resource:

<https://researchguides.uoregon.edu/citing-plagiarism>

Using/buying another writer's paper

It should go without saying, but it is academically dishonest to submit a paper/ project that someone else wrote (unless you are working on a group project). The paper/project should be your own work.

Use of Generative AI

"Generative artificial intelligence (GenAI) systems are digital tools that generate content based on prompts provided by users. Given a user prompt, a GenAI tool uses algorithms to learn patterns from existing data sets (such as internet databases) and then produces new content - often in a matter of seconds" (<https://teaching.uoregon.edu/teaching-and-generative-ai>). Given the applied and professional nature of our licensure/doctoral program, we expect students to complete all assignments, course and practicum requirements individually, unless otherwise noted in the syllabus or assignment description/guidelines. Graduates of our programs need to be independent, critical thinkers to ensure that we can advocate effectively of the students and families we serve.

Students may use GenAI tools only with **explicit** instructor permission for certain tasks or on certain assignments. Instructors will clearly indicate when you can use GenAI and provide clear guidelines for which GenAI tools are allowed and in what ways you can use them. Instructors will also indicate how you will document your use of GenAI. In accordance with UO policy, if an instructor believes you have submitted work created in whole or in part by GenAI tools used without permission, they may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. The bottom line is, unless permission has been given, you should not use GenAI in this program. If in doubt, ask! (Adapted from: <https://teaching.uoregon.edu/teaching-and-generative-ai#policies>)

Academic Honesty in Online Courses

Many courses in the special education program are delivered completely online or have a significant and meaningful portion delivered online.

Within these type of courses/experiences students agree to the following:

- Rely solely on their own work in connection with all assessments, problems, homework and assignments (unless collaboration is expressly permitted);
- Acknowledge any and all external sources used in their work;
- Refrain from any activity that would dishonestly or fraudulently improve their results or disadvantage others in the course;
- Maintain only one user account and not let anyone else use their username and/or password;
- Do not access or attempt to access any other user's account or misrepresent or attempt to misrepresent their identity while using the course site.

These guidelines are not intended to prohibit discussion of course material. While users must submit work that is their own, students should feel free to discuss lectures or other course material with others either in-person or online.

Grades

Per Division of Graduate Studies requirements, a student must take at least 24 graded credits.

GPA Requirements

Students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in all graduate courses taken in the degree program. Grades of D+ or lower in graduate courses are not accepted for graduate credit but are computed in the GPA. The grade of N (no pass) is neither accepted for graduate credit nor computed in the GPA. A GPA below 3.0 at any time during a graduate student's studies or the accumulation of more than five credits of (excluding thesis or research) I, N, or F grades — regardless of GPA — is considered unsatisfactory. The Department, after consultation with the Dean of the Division of Graduate Studies, may drop the student from the Division of Graduate Studies, thus terminating the degree program.

For students that are also in licensure programs, **courses that are required for licensure** (i.e., Early Intervention, K-12) must be completed with a grade of B- or better. If not, students may need to repeat the course or complete additional efforts to demonstrate mastery of essential licensure content skills and knowledge.

Grading Procedures

The faculty recognizes the intra- and inter-individual differences of people. None of us can be exceptional, acceptable, or satisfactory in all things. Therefore, grading procedures should be regarded as a method of evaluation of each person's performance against a standard. The grades and general standards are as follows:

- The grade of "A" means exceptional work of the quality performed by some graduate students
- The grade of "B" means fully acceptable work for graduate students.
- The grade of "C" means satisfactory work in which the instructor's requirements were met.
Note: The Division of Graduate Studies requires a B average for obtaining a Master's degree. The B average could consist of half "C"s and half "A"s for graded hours. "C" grades can apply toward licensure. The department may require a B for scholarship/tuition waivers.

- A “P” (pass) grade at the master’s level requires a “B-” or better. A “C” grade results in a “NP” when a class is taken P/NP.
- An “I” (Incomplete) is a student-initiated, instructor-granted mark. A mark of “I” may be reported only when the quality of work is satisfactory, but a minor essential requirement of the course has not been completed for reasons acceptable to the instructor.

Instructors agree that grades will be assigned based on an evaluation of individual student performance as measured against requirements and objectives stated in the course syllabus. We explicitly recognize that professional and clinical experience and judgment are a necessary and legitimate element in evaluation and grading of student performance. Individual instructors must retain the freedom to consider student participation, attitudes, attendance and any other factors reasonably related to evaluation of overall student performance. Not all factors can or should be quantified.

In many courses, currently enrolled doctoral students may be completing a supervised college teaching experience under the direction of the instructor of record (i.e., course instructor). Doctoral students may assist in the delivery of course content, initial marking of assignments, and assignment development to assist in their development as a teacher of adult learners. The course instructor is solely responsible for the course including the planning, development of assignments, scoring of grades on specific assignments as well as for the overall course. If students in a course have any concerns about the doctoral student’s role in the course, they must inform the course instructor for accommodations to be made. If a student is concurrently taking any courses with the doctoral student in question, they should let the instructor know so arrangements can be made so the doctoral student is not involved in reviewing any assignments.

Grading for Field Studies

You must successfully complete field studies as evaluated by cooperating professionals and University supervisors. If you fail to meet field experience agreements in terms of completing program tasks and/or demonstrating programming and instructional competence, your performance in the program will be considered unsatisfactory.

Incompletes

Students need to complete coursework in a timely fashion. In order to stay in good standing, students may not have more than seven credits of Incomplete at any point in time. When students have not completed all of their work by the end of the quarter, they may request an Incomplete from their instructors. By requesting an Incomplete, the student is indicating that they plan to complete the course requirements or content on a modified timeline. Faculty and students should develop an agreement which outlines the requirements and deadlines for completing the work. The student must initiate the [Incomplete Grade Request Form](#) through the Office of the Registrar. No instructor is required to issue an Incomplete grade, however, they may do so if the student has been active in the course, they are able to complete the remaining requirements without attending additional classes, and there were unexpected issues that occurred after the last day to drop a class.

The deadline to submit a request for an Incomplete to the Office of the Registrar is 5 p.m. Friday of Finals Week.

The University policy for graduate students is that an Incomplete must be converted to a passing grade within one calendar year of the assignment of the Incomplete. If a grade has not been converted from

an “I” within one calendar year, the student must petition the Division of Graduate Studies for permission to change the grade. Forms are available from the Grad School’s website. A student who at any time has more than 7 credits of Incomplete will be considered not in “good standing” and procedures for student remediation will be initiated.

Review and Remediation

Minimal requirements for maintaining good standing within any program in the College of Education are:

- Maintaining a GPA of 3.0 in graduate courses taken in the degree program;
- Earning C or better in required courses;
- Earning P in all field experiences (P = B- or better);
- Making satisfactory progress toward a degree or licensure;
- Maintaining continuous enrollment unless awarded on-leave status;
- Having no more than 7 credits of Incompletes at any one time;
- Abiding by the University of Oregon Student Conduct Code (including student behavior), as well as the stated program expectations related to professionalism.

A student is considered “not in good standing” if they do not meet one or more of these criteria. Students are reviewed both quarterly and annually.

Quarterly Review

Once a term, the student and their advisor will discuss the next term’s course work and field studies and review student progress. Specifically, the advisor will review grades, progress in program requirements, and other evaluative feedback (e.g., written supervisor’s evaluations) the student has received for the term. These sessions are designed to help the student improve skills and remediate areas of weakness. If an advisor feels that the student’s progress is unsatisfactory, a special meeting may be called with other program faculty. Faculty at this meeting may move forward and request that a formal student status review be conducted.

Student Status Review

At least once a year (or at faculty request), degree granting programs undertake a systematic review of part-time and full-time student progress. The purpose of the review is to provide feedback on student progress, identify student strengths and weaknesses, and identify activities or procedures to improve student success and performance. The review will focus on progress in completing the developed program plan (i.e., course work, field studies, etc.), professional expectations, and meeting requirements for being in good standing. If concerns are identified, the student will receive written notification from the Director of Graduate Studies or the Department Head indicating the concern. Once a student receives notice of inadequate progress, the student must meet with their advisor and then the Director of Graduate Studies within 30 days of the letter. At that point, the student and program faculty will develop a remediation action plan to address the concerns, provide corrective action with a timeline as well as criteria indicating successful resolution. If both the faculty and student agree with the remediation plan, both parties sign the document and it is placed in the student’s file. If the student does not agree with the problem description, the student may file a grievance. The remediation action plan will be monitored at least quarterly until successfully resolved.

Termination from the Program

There are two ways that a student can be terminated from the SPED Master's program - either by voluntarily relinquishing their standing with the Division of Graduate Studies or when remediation efforts are not successful. Below are the procedures for implementing these options for students in the Department of Special Education and Clinical Sciences.

Voluntary Relinquishment of Standing. Students who choose to voluntarily terminate their participation in a program should notify the Director of Graduate Studies and the academic program coordinator. This communication should indicate the term and year the student is leaving the program, the reason for termination, and whether or not he or she plans to return at a later date.

The academic program coordinator will keep this letter on file for at least five years and be prepared to develop a report of student attrition for the College of Education evaluation reports. To be reinstated following voluntary relinquishment of standing, the student must reapply to the program. If the program readmits the student, they will be held to the program standards under which they are readmitted.

Involuntary Relinquishment of Standing. In situations where remediation efforts have not been successful, students may be counseled about alternative options and/or terminated from the program. Students may be asked to leave a program for a variety of reasons. Examples include but are not limited to behavioral problems, academic factors, or legal/ethical factors. In addition, failure to follow Division of Graduate Studies requirements for continuous enrollment will result in involuntary relinquishment of standing. In the latter case, reapplication to the program is required for readmittance to be considered. A decision to terminate will be made by the Master's Committee and forwarded to the Department Head for approval. A certified letter from the Department Head will be sent to the student notifying them of the termination decision. In this letter, the student will be given the reasons for termination and description of how the student can access University and College due process procedures. Copies will be sent through the Department's academic program coordinator to the Director of Student Academic Services who will forward it to the appropriate University offices.

Attachments

**UO COLLEGE OF EDUCATION
Special Education Master's Only
Program Plan**

Student ID: _____ Name: _____

YEAR 1				
Term	Year	Course	Day/Time	Credits

Total: Credits

YEAR 2				
Term	Year	Course	Day/Time	Credits

Total: Credits

Minimum Requirements:

- 45 credits as an officially admitted master's degree student
 - 9 credit hours of 600 level courses
 - 30 graduate hours in special education (SPED) courses
 - 24 graded hours in UO courses
-
- Required Coursework (see handbook for expectations in Foundations, Behavior Support, Instruction, Legal, Multicultural, etc.)
 - Field Studies (3 credits, minimum)
 - Terminal Activity: Project, Thesis, or Specialization Area:

Candidate Signature _____

Date _____

Program Coordinator Signature _____

Date _____

Master's Program Plan Addendum

Master's Required Courses Taken at the UO as an Undergraduate

List required Master's courses taken as an undergraduate at a 400 level. You DO NOT need to take these courses again at the 500 level but these credits are not counted in your total number of required Master's credits. By listing the courses below, you do not need to petition to waive these courses.

Term/Year	Course Title/Number	Credits	Instructor	Required/ Elective	Grade

Waived Courses

List the courses that you plan to petition to waive. See 'Course Waiver' section of the handbook for more information.

Term/Year	Course Title/Number	Credits	Instructor	Required/ Elective	Grade

Transfer Credits

List the credits you are transferring into your master's program plan. You will need to file a Request for Transfer of Graduate Credit for each of the courses listed. You may transfer in 15 quarter hours of credit.

Term/Year	Course Title/Number	Credits	Instructor	Required/ Elective	Grade