



UNIVERSITY OF OREGON

**Department of Special Education
and Clinical Sciences
College of Education**

**COMMUNICATION
DISORDERS & SCIENCES**

Doctoral Program Handbook

2024-2025

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Welcome & Overview

Congratulations on being accepted into the University of Oregon Doctoral Program in Communication Disorders & Sciences (CDS). Welcome to the College of Education (COE), the Special Education and Clinical Sciences (SPECS) Department, and the CDS program. A primary goal of this doctoral program is to prepare individuals to assume academic and leadership roles in Communication Disorders and Sciences. These roles may be in institutions of higher education and research and practice agencies.

This handbook reflects current policy and practice and is designed to assist students progressing through their program of study. We also recognize that each student's journey through the program will reflect their unique needs and previous experiences. As such, the timelines and activities in this handbook may be adjusted with approval from individual Advisors. In addition to program requirements, it is the responsibility of each student to also become familiar with the policies and procedures of both the University of Oregon Division of Graduate Studies and the SPECS Department.

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 which encourage freedom of inquiry, demonstrate personal and professional integrity, and foster inclusion and mutual respect for all persons.

Doctoral Program Overview

Our on-campus doctoral program is organized around seven major activities: (a) Courses, (b) Scholarly Papers and Research Activities, (c) Classroom and Clinical Teaching, (d) Service, (e) Cultural Responsivity, (f) Doctoral Portfolio, and (g) Dissertation. These activities are described in this handbook. Once a student has completed all items in areas (a)-(e), as determined by the Doctoral Advisor and the Program Committee, the student will be ready to present the Doctoral Portfolio (f). Following successful completion of the Doctoral Portfolio, students will Advance to Candidacy and begin their Dissertation Process (g). The Portfolio and Dissertation processes are also described in this handbook.

Each student will develop a Program Plan with their Doctoral Advisor during the first year to help schedule and define these activities. The Program Plan defines areas of specialization and collateral study and the associated activities the student will complete to achieve scholarship in these areas.

Program Committee

Year 1: During the first year, the student will work closely with the Advisor to draft the Program Plan. Typically, during their first year, students complete their Comprehensive Paper and begin courses in their areas of specialization and research disciplines. By the end of the first year, in consultation with the Advisor, the student will form a Program Committee (PC) that consists of a minimum of three UO tenure track faculty members including the Advisor and two other CDS faculty. In some cases, students may opt to add or substitute a UO faculty member outside of CDS as part of the Program Committee. The primary role of the PC

is to ensure that students are making adequate progress in their doctoral program. At the completion of the first year, the Advisor will consult with the student and complete a progress report. Please see Appendix for *Annual Doctoral Program Progress Review* form.

Year 2: At the end of Year 2, students will present their progress and summarize their activities in a 45-60 minute meeting with their PC. Prior to the meeting, the student is required to share an updated CV and program plan (see appendix) with the PC at least 1 week prior to the scheduled meeting. For the meeting, the student should prepare to present an update on progress in each of the annual doctoral program progress review categories: (a) coursework: completed courses and future plans for any additional coursework (b) scholarly activity and research: describe comprehensive paper, grant writing, manuscript submission etc. and future plans (c) teaching: outline teaching experience and remaining pedagogy development goals and plans (d) cultural responsiveness: reflect on progress to date and future plans, and (e) service: list activities completed to date and future planned activities. Following the meeting, the Advisor, in consultation with the PC, will complete the *Annual Doctoral Program Progress Review*.

Year 3: The PC meeting with students' doctoral progress updates will occur again at Year 3 with most students preparing to complete their Doctoral Portfolio at this time.

Lack of Progress

In the unlikely scenario that a student is not making adequate progress in the doctoral program, deficiencies will be discussed with the Advisor in Year 1 and the Program Committee in Years 2-4. Performance and recommendations will be documented on the *Annual Doctoral Program Progress Review*. Steps to remediate the situation will be specified and will include completion timelines. If a student does not follow the steps or adhere to the timelines, the Advisor has the authority to discontinue the student's program. All students must also adhere to the University of Oregon Division of Graduate Studies grade point average and conduct requirements in order to remain in the program. Because students are matched to doctoral advisors based on areas of scholarship, students will generally not be allowed to switch advisors. Exceptions may be made in instances where an advisor is not able to fulfill duties (e.g., illness) or a student's scholarship focus changes to another advisor's area.

Professional Conduct

All students are responsible for reviewing the American Speech-Language-Hearing Association Code of Ethics (<http://www.asha.org/code-of-ethics/>) and must be thoroughly familiar with its contents. A violation of the Code of Ethics is considered very serious. Students are also required to comply with the University of Oregon's "Student Conduct Code" found in the class schedule and online at <http://studentlife.uoregon.edu/conduct/>.

Professional Conduct Assumptions and Guidelines of the CDS Program:

- The students, faculty, and staff in the CDS Program will promote cooperation rather than competition.
- The students, faculty, and staff in the CDS Program will strive to encourage others.

- The students, faculty, and staff in the CDS Program will recognize and respect that all individuals have different needs, talents, and areas for growth. However, all students enrolled in the program have met the qualifications for the program.
- The students, faculty, and staff in the CDS Program will seek to make communication respectful.
- The students, faculty, and staff in the CDS Program will resolve to handle conflict in ways that lead to trust and cooperation and will attempt to resolve conflict in a mutually acceptable manner.
- The students, faculty, and staff in the CDS Program will resolve to support each other's growth by sensitively drawing attention to subtle inappropriate behavior that originates in discrimination, and to challenge each other's attitudes in a spirit of growth.
- It is considered inappropriate, and in some situations even unethical, to circulate unsubstantiated, negative remarks regarding graduate students and faculty. Concerns regarding the professional practice of colleagues should first be broached with the colleague in question. It is the responsibility of students who hear unsubstantiated remarks to notify the speaker that such statements are inappropriate and that rumor spreading is harmful to the learning environment.
- Respect the confidentiality of colleagues by protecting both professional (e.g., grades) and personal information shared within the context of this program. Individuals will refrain from disclosing or discussing information about students or faculty without their knowledge or permission.
- Students will adhere to the ethical conduct of research guidelines.
- Students will adhere to professional and ethical conduct when acting as classroom or clinical instructors.

Coursework and Credit Requirements

Most CDS doctoral students have a master's degree in Communication Disorders and Sciences or a closely related field as well as their ASHA Certificate of Clinical Competence. Based on research interests and faculty expertise as well as funding availability, students with additional academic, research, and/or clinical backgrounds may be an appropriate fit for the CDS PhD program as based on discussions with the potential faculty advisor.

Required Doctoral Coursework

The doctoral program plan will be determined in consultation with and approved by the student's Doctoral Advisor. A total of 81-quarter hours of doctoral study are required beyond the master's degree. These are summarized below. Further detail will be provided in subsequent sections. *Note: The requirements listed below are considered the minimum requirements for graduation. However, the doctoral training experience is, by nature, individualized to meet the long-term goals of each student. Students should therefore expect that there will be additional training activities suggested and/or required to meet individualized training needs, which will be determined in consultation with the Doctoral Advisor and/or program committee.*

- A minimum of 6 courses must be taken in research methodologies, split between **two** areas of emphasis selected from quantitative, qualitative, single subject courses, and program evaluation. One selected area of emphasis **must be** quantitative methodology.
- At least 5 credit hours must be taken in mentored classroom instruction and/or supervision outside of the bounds of graduate employment commitments (if applicable) as well as EBP capstone project mentorship (CDS 605).
- A minimum of 21 credit hours must be taken in the student's **primary area of specialization**, as determined through discussion with the student's Doctoral Advisor (e.g., cognitive rehabilitation, child language, swallowing).
- At least 9 credit hours will be required from a **collateral area or minor area of specialization** (e.g., professional development, early intervention).
- A grant writing course must be completed (SPED 626 or equivalent).
- At least 6 credit hours of Pre-Dissertation research are required.
- At least 18 credit hours of Dissertation research (CDS 603) are required.

Primary Area of Specialization

Considerable freedom exists for doctoral students to influence the nature of their program of study. Through the completion of complementary courses across multiple academic departments, students will deepen their knowledge and skills within a primary area of specialization. Students in the same area of specialization do not necessarily take the identical set of courses or readings. Rather, the development of a student's plan should be individually driven, for example, by personal research objectives and overarching theoretical frameworks. Selected areas of specialization should parallel the strengths of the CDS Doctoral Advisors.

Collateral or Minor Area of Specialization

Like the primary area, a collateral area is defined as a combination of courses based on a substantive commonality that may involve courses in more than one academic department. However, the collateral area, because it requires fewer credits, will not be as extensive a focus as the area of specialization.

Research Methods Requirement

The core graduate education research methodology (EDUC) courses serve all graduate students in the COE and provide core content in methodology and statistics to both master's and doctoral levels students. The sequence begins with a broad overview of research methodologies; students who are pursuing a PhD take EDUC 612 (Social Science and Education Research Design). The course description for EDUC 612 is as follows: "Overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design." If it is determined based on review of the student's transcripts from their master's and bachelor's programs that this prerequisite has not been met or the advisor and student determine that a refresher on the content is valuable to the student's trajectory, the student will be required to complete EDUC 612.

All College of Education (COE) doctoral students must take a minimum of 6 courses post-master's in research methodology, beyond EDUC 612. Students must take at least 4 courses in a primary methodology, with remaining courses taken in a secondary methodology for the total of 6 methods courses. There are four possible areas of emphasis: quantitative, qualitative, single-subject, and program evaluation. All CDS students **must** select quantitative as one area of emphasis. Any overlapping coursework with the Data Specialization can be used to count as coursework in areas of emphasis as appropriate (note that generally data specialization courses are quantitative in nature). Students may, and frequently do, elect to take additional courses (beyond the 6 required) across the areas of emphasis. The following is a list of typical courses offered in each emphasis area and their descriptions. Descriptions and objectives of all EDUC courses are available on the COE Curriculum Resources page. The terms in which classes are offered may change, so it is important to look ahead at projected course offerings.

- **Quantitative:** (Note: Quantitative courses are generally offered every year unless otherwise noted. The course sequence within the method is generally linear, with each higher-numbered course having a lower-numbered course as a prerequisite.)
 - EDUC 641 (fall term) Applied Statistics in Education and Human Services I
 - EDUC 643 (winter term) Applied Statistics in Education and Human Services II
 - EDUC 645 (spring term) Applied Statistics in Education and Human Services III (*Offered as EDUC 610L App Stats HS III in Spring 2024*)
 - EDUC 646 (fall term, even years) Advanced Research Design

- **Qualitative:** (Note: Not all courses in the qualitative sequence are offered each year. Please consult the EDUC 3-year workbook for the most up-to-date information.)
 - EDUC 630 (winter term) Qualitative Methods I: Interpretivist Inquiry
 - EDUC 632 (spring term, even years) Qualitative Methods II: Post Critical Inquiry
 - EDUC 634 (fall term, even years) Qualitative Methods III: Post Humanist Inquiry
 - EDUC 636 (winter term, odd years) Advanced Qualitative Methods: New Materialisms

- **Single-Subject** (Note: Not all courses in the single-subject sequence are offered each year. Please consult the EDUC 3-year workbook for the most up-to-date information. These courses may have additional recommended prerequisites. Please consult the course catalog for more information.)
 - EDUC 650 (winter term) Single-Subject Research Methods I
 - EDUC 652 (spring term, even years) Single-Subject Research Methods II
 - EDUC 654 (fall term, odd years) Advanced Applied Behavior Analysis
 - EDUC 656 (spring term, odd years) Advanced Analysis of Single-Case Research

- **Program Evaluation** (Note: Not all courses in the program evaluation sequence are offered each year. Please consult the EDUC 3-year workbook for the most up-to-date information.)
 - EDUC 620 (winter term, odd years) Program Evaluation I
 - EDUC 621 (spring term, odd years) Program Evaluation II

Students may find additional research methods and methods-related courses, particularly quantitative, available through UO's Educational Leadership (EDLD) course offerings. Courses may not be offered every year, and students are encouraged to consult the course catalog and class schedule for the most current listings. These courses may include:

- EDLD 625 Survey and Questionnaire Design
- EDLD 628 Hierarchical Linear Models I
- EDLD 629 Hierarchical Linear Models II
- EDLD 633 Structural Equation Modeling I
- EDLD 634 Structural Equation Modeling II
- EDLD 661 Item Response Theory I
- EDLD 610 – Recent offerings have included: Advanced Measurement and Assessment; Introduction to Interviewing Techniques

In addition, all CDS doctoral students will be required to take SPED 626 – Grant Writing (or an equivalent course as determined by the Advisor) during their program. This course is typically offered in fall.

Classroom Instruction/Supervision/EBP Mentorship Requirement

Students must complete at least 5 credit hours of CDS 605, as outlined below, including *at least* one Classroom Instruction and/or Supervision experiences and one EBP Mentorship in addition to providing two guest lectures across the program. It is expected that most students will likely engage in more regular teaching or supervision, dependent on their funding, interests, and training needs. Exceptions to the 605 enrollment/registration requirement may be made in light of a student's previous teaching and/or supervision experience and will be made based on mentorship needed.

Classroom Instruction involves lecturing and designing or co-teaching and co-designing a specific course, under the mentorship of a faculty member (i.e., beyond the activities of guest lecturing, grading for another faculty member's course, and/or leading a discussion section). The student's Classroom Instruction is supervised by the student's Doctoral Advisor or another faculty member as designated by the Advisor. Typically, students will register for 1 credit of CDS 605 *before* the term they teach to prepare the course materials and engage in any relevant training determined in discussion with the faculty teaching mentor.

Students will also generally register for 1 credit of CDS 605 for the term that the class is scheduled to reflect ongoing teaching mentorship while the course is underway.

Supervision involves overseeing clinical practica experience(s) of master's students in the Communication Disorders and Sciences program. The student's Supervision is carried out under the direction of the CDS Director of Clinical Education. Typically, students will register for 1 credit of CDS 605 *before* the term they first supervise and during the term of supervision to reflect ongoing mentorship during the experience.

EBP Mentorship involves overseeing an EBP Capstone Project completion of master's students in the Communication Disorders and Sciences Program. The student's EBP Supervision is generally carried out under the direction of their primary Doctoral Advisor. Additional experiences may be required or offered as determined by the student's Doctoral Advisor (e.g., related to a student's development and their individual program needs) and/or as tied to Graduate Employee assignments. Oftentimes, doctoral students will shadow a faculty while they mentor an EBP Capstone before the student is assigned EBP Supervision. Students register for 1 credit of CDS 605 for each term of EBP Supervision (typically, fall, winter, and spring though summer supervision may also be beneficial in some cases).

Note that CDS 605 credits provide opportunities for mentorship on teaching. These opportunities will be developed in conversation with the student's Advisor and based on prior experiences with or observations of teaching. CDS 605 credits will not be used to replace or account for labor requirements associated with Graduate Employee (GE) assignments related to supervision or teaching and will be distinct from the duties required by the assignment. Students should refer to the general duties and responsibilities for their assigned GE role here: <https://graduatestudies.uoregon.edu/funding/ge/gdrs>

See the Teaching section of this handbook for additional details.

Pre-Dissertation Research Requirements

At least 6 hours must be completed as part of a Pre-Dissertation Research Project. Doctoral students are required to conduct a research project under the direction of a CDS faculty member prior to beginning the dissertation (this could be the student's Doctoral Advisor or another faculty member in a related area). The pre-dissertation project does not necessarily address the same topics as the dissertation but often does. See the section on Scholarly Papers and Research Activities for further details.

Dissertation Research Requirements

At least 18 hours of dissertation research credits are required (CDS 603). See the Dissertation section of this handbook for details.

Scholarly Papers & Research Activities

Students will complete a series of scholarly papers and research activities as determined in consultation with and approved by the Doctoral Advisor. The student's progress will be reviewed in Year 2 and Year 3 by the Program Committee. It is generally expected that every CDS doctoral student will have completed all of the following prior to Advancement to Candidacy, although exceptions may be made by the Faculty Advisor in consultation with the Program Committee on a case-by-case basis:

- I. Comprehensive paper under the direction of the Doctoral Advisor
- II. Submission of a manuscript for publication
- III. Grant submission
- IV. Submission of at least two proposals to state, national, and international conference(s) and primary presenter of at least one presentation
- V. A pre-dissertation project

Additional research activities may be assigned by the Advisor and Program Committee in the student's annual review. For example, participation in the Advisor's lab activities may be part of the required research assignments. Other example activities may be to respond to a review for resubmission of a research manuscript, give a professional talk, or learn a new technology or research analysis and present it to the lab. In most cases, these activities will support one of the five requirements listed above. Furthermore, students may seek additional research mentorship from faculty who are not their Advisor. Such opportunities should be discussed with the Advisor prior to contacting the faculty member and can be formalized via research or reading credits depending on the preferences of the faculty member.

Comprehensive Paper

The goal of a comprehensive paper is to provide a student with an opportunity to conduct an in-depth literature review and synthesis in the student's primary research area. In most cases, students will begin this paper during the first term of their program and complete it prior to starting Fall term of their second year in the program.

The paper should reflect a high level of scholarship and extend the extant professional literature by integrating, analyzing, or synthesizing existing work in novel ways. The paper may introduce an innovative concept, idea, or theory to the field, present a unique review, synthesis or analysis of the literature, or propose a new application, demonstration or other use of the professional literature and knowledge base. To help refine and support the in-depth literature search involved in the comprehensive paper, students are required to meet with the [College of Education Librarian](#) at least once during the process.

The student and Advisor will map out the scope of the paper and deadlines by the end of the first term of the first year of the student's doctoral program. The Advisor will work with the student in an iterative fashion to apply research and academic writing competencies. The Advisor will determine when the comprehensive paper meets criteria and is complete.

Students arrive to their doctoral studies with varying writing skills. Some students may benefit from additional resources to develop their writing skills, such as accessing the asynchronous UO Online Writing Lab (owl.uoregon.edu) or drop-in peer writing tutoring supported by the Tutoring and Academic Engagement Center (<https://engage.uoregon.edu/tutoring/>). The Division of Graduate Studies also often offers a variety of professional development opportunities and resources related to writing, such as Graduate Writing Circles and Writing Supports (explore more here: <https://graduatestudies.uoregon.edu/professional-development>). The Advisor may also recommend additional support for writing.

Submission of a Manuscript for Publication

The student will work with a research mentor (most often their Advisor) to prepare and submit a manuscript for publication. The student will have participated in the research that is being written up for publication. The Advisor will mentor the student in learning about the target journal (format, impact factor, submission guidelines, etc.) and clearly map out the student's role, expected timelines, and authorship. Generally, the student is expected to be first author on the paper; however, individual student research trajectories may vary, and advisors will determine if a different criterion should be implemented.

Grant Preparation & Submission

Grant writing is a foundational skill for becoming a scholar in the field of Communication Disorders & Sciences. All CDS doctoral students will be required to take the COE grant writing course (SPED 626 or equivalent as determined by the Advisor), which is typically offered in fall term. The method for fulfilling the grant preparation and submission requirement of the CDS doctoral program will largely depend on grant opportunity. Students will want to talk to their Advisors and ancillary program committee mentors about grant writing opportunities in their area of interest.

There are two possible avenues for fulfilling this requirement. First, students may assist faculty who are submitting grants in the student's research area. In this case, a plan can be developed for the student to participate in the preparation and submission of the grant. The student and mentor will define the roles, activities, and timelines involved in the grant preparation, and the mentor will support the student in learning about the target grant mechanism. Second, students may take the lead on submitting their own internal or external grant in their area of study. This could include a dissertation completion grant or a small student research grant. The student will obtain approval from the Advisor and either work with the Advisor or other faculty mentor to write and submit the grant. It is strongly recommended that students subscribe to the [online funding database tool Pivot-RP](#) to identify internal and external funding opportunities that are aligned with their research.

Submission of Presentation Proposals

All CDS doctoral students will be required to have submitted proposals for **a minimum of two** presentations at state, national, and/or international level conferences. These may include poster or oral presentations. Students will obtain approval from the Advisor prior to preparing submissions. To meet criteria for this component, the doctoral student **should be the first author on at least one of these submissions**, taking the lead as the primary presenter for this presentation. Note that presenting at conferences generally requires

registering for and attending these conferences, which can accrue additional cost. Various funding opportunities are available through the Department, College, and University to support presentation at external conferences.

Students are also strongly encouraged to present at internal conferences offered through the Program and the University (e.g., Grad Research Forum). These conferences provide important opportunities for developing presentation skills, for sharing discipline-specific work with a wider audience, and for supporting the valuable research activities that take place across campus. The conferences may also offer an opportunity to practice a specific talk prior to presenting the talk at an external conference.

Pre-Dissertation Project

All students will be the primary researcher on a pre-dissertation project, often designed to inform the direction of their dissertation. In many cases, this may be a pilot study. In some cases, this project may be unrelated to the dissertation but use similar methods and/or address competencies in the student's areas of specialization. Students will work with their doctoral Advisor to define the project, although they may have other faculty research mentors overseeing the project. The pre-dissertation project may also be used to submit a proposal for a conference presentation(s) and/or manuscript for a scholarly journal.

Teaching

Experience in classroom and clinical teaching is fundamental to doctoral students' development as future academics. To demonstrate competency in these areas, the following is required of all CDS doctoral students and generally expected to be completed prior to Advancement to Candidacy:

- I. Prepare and present at least 2 guest lectures in undergraduate and/or graduate level course(s) related to the doctoral student's area of study.
- II. Participate as a Faculty Mentor in the EBP process, mentoring CDS master's students' capstone evidence-based practice projects as assigned by the Advisor and Program Committee.
- II. Design (or co-design) and teach (or co-teach) at least 1 CDS course.
- III. Supervise CDS master's students completing practicum (i.e., clinical teaching) as assigned by the Clinical Director for a minimum of one quarter. (*Note:* If a doctoral student does not have ASHA certification, as required by ASHA to provide clinical supervision, additional teaching/mentoring experiences may be substituted as determined by the Advisor and approved by the Program Committee.)
- IV. Consult with the Teaching Engagement Program (TEP; <http://tep.uoregon.edu/>) and attend at least 1 TEP workshop to help prepare for the above experiences.

Exceptions and alterations to the above-listed requirements may be made in consultation with and with approval from the Advisor and Program Committee.

Note: It is expected that the independent teaching and/or supervision experiences will be assigned within students' Graduate Employee (GE) responsibilities, which is the primary source of funding for PhD students in the CDS program. Assignments for the academic year (fall, winter, spring) are made annually and are generally based on current program and department need and faculty expertise. Students' individual training needs and interests as well as their expertise and qualifications, based on consultations with the students and their advisors, will be considered in making the assignments. As the undergraduate and both graduate (master's, doctoral) CDS programs are residential (on-campus) programs, all GE positions generally involve in-person assignments. Summer GE opportunities may be available, although are not guaranteed. Additional opportunities for Summer funding will be shared as they arise. More information about Graduate Employee positions and responsibilities can be found in the GE contracts and the General Duties and Responsibilities Statements available here: <https://graduatestudies.uoregon.edu/funding/ge/gdrs>

Guest Lectures

Students will prepare and present **at least 2** unique guest lectures. It is expected that most, if not all, of these experiences will occur prior to the student's independent teaching experience (see below). As appropriate, students will create lecture materials (e.g., PowerPoint slides, handouts, in-class activities) and supply the course instructor with these materials for review in advance. The Advisor or a designated faculty member will observe the presentation of the lecture and provide written feedback to the student.

EBP Project Mentorship

In Year 1 (or later, in consultation with their Advisor), students will shadow their Advisor as they mentor CDS master's students to complete their Evidence-Based Practice (EBP) Projects. These required projects culminate students' master's education by demonstrating their ability to understand and apply clinical research. Starting in Year 2 (or later, in consultation with their Advisor), doctoral students will mentor **at least 1 master's student project**. Doctoral students will register for 1 credit of CDS 605 (Reading) in the quarters during which this mentoring occurs, typically fall, winter, and spring quarters, for a total of at least 3 credits of CDS 605 in EBP mentorship. Students should work with the CDS Academic Program Coordinator to title these credits "Read EBP Mentorship". Often, doctoral students will have mentees working on projects related to the doctoral student's own line of research that teaches the mentee about research and a content area that the doctoral student is studying. Projects may also be based in clinic and related to cases the doctoral student is currently supervising.

Independent Teaching

Students are expected to take a lead teaching or independent co-teaching role in **at least 1 CDS course**, which will generally be assigned as part of a student's Graduate Employee responsibilities. This will include designing the syllabus (planning readings, lecture content, activities, evaluation procedures, and handouts) and delivering instruction (lectures, reviewing student performance) in consultation with the Advisor and/or Instructor of Record. These activities are generally supervised by the Doctoral Advisor. Students are encouraged to consult with TEP in preparing for this experience, including attending at least one TEP workshop prior to the Independent Teaching experience and completing a classroom observation during the term of instruction. The Advisor, Instructor of Record, or a designated faculty member will regularly observe class sessions and provide written feedback to the student. It is recommended that students keep a teaching reflection log, describing the positives/strengths of each class session as well as what changes may be appropriate; faculty may review this log regularly and discuss during mentorship meetings. It is advised that students complete a written self-assessment of their teaching performance which can help in developing the teaching statement (see the TEP website for suggested guidelines; <http://tep.uoregon.edu/resources/>). It is expected that most students will have more than one independent teaching experience over the course of their program, generally tied to Graduate Employee assignments.

It is expected that students will register for 1 credit of CDS 605 (Reading) during the term immediately preceding and the term of the Independent Teaching experience. This enrollment will be used for regular meetings with the Advisor, Instructor of Record, or other designated faculty member who will be overseeing the preparation of the course and mentorship of the student during the term of instruction. Students should work with the CDS Academic Program Coordinator to title these credits "Read Teach Mentorship". During the term of instruction, the Advisor, Instructor of Record, or other designated faculty member will be also listed as a non-primary (0% responsibility) instructor on the course and will regularly meet with the student. The frequency, nature, and extent of the meetings and process for feedback during the term before and term of instruction will be determined collaboratively between the student and course Mentor based on the student's prior teaching experience and needs. CDS 605 credits will not be used to replace or account for labor requirements associated with Graduate Employee (GE) assignments related to supervision or teaching and will be distinct from the duties required by the assignment. Exceptions to the 605 enrollment may occur

when a student has previous experience in teaching the assigned course and will be determined on a case-by-case basis.

Clinical Teaching/Supervision

Most students will provide clinical supervision in the CDS program for **at least 1 quarter**. In addition to following ASHA supervision guidelines, the doctoral student will attend relevant faculty meetings discussing supervision issues, attend the Clinical Methods class (prior to the start of fall term), and implement CHARTR in training students. The Director of Clinical Education will make all attempts to best match doctoral students to specialty clinics based on areas of expertise and experience; however, clinical supervision is not always guaranteed in the doctoral student's area of interest. Feedback on the doctoral student's clinical supervision performance will follow the standard protocol for clinical supervisors (i.e., Master's students provide feedback, which is reviewed by the Director of Clinical Education and discussed directly with the supervisor).

It is expected that students will register for 1 credit of CDS 605 (Supervised College Teaching) during the term immediately preceding (if possible) and during the term of their first Supervision experience. Students should work with the CDS Academic Program Coordinator to title these credits "Read Superv Mentorship". This enrollment will be used for regular meetings with the Director of Clinical Education, who will be overseeing the preparation of the supervision (term preceding) and the supervision itself (term of). The frequency, nature, and extent of the meetings and process for feedback will be determined collaboratively between the student and course Mentor. Exceptions to the 605 enrollment may occur when a student has previous experience in university-level supervision and will be determined on a case-by-case basis.

Supervision requires that the doctoral student maintains a current ASHA certificate of clinical competence and a speech-language pathology license from the State of Oregon and meets all ASHA requirements for supervision. If a student does not have ASHA certification, additional teaching/mentoring experiences may be substituted as determined by the Advisor and as approved by the Program Committee.

Graduate Teaching Initiative (optional)

<https://teaching.uoregon.edu/graduate-teaching-initiative>

The Graduate Teaching Initiative (GTI) through TEP offers graduate students the opportunity to participate in a formal program to develop as college teachers. Students may select from two pathways that result in a certificate of completion. Beyond gaining experience teaching, the core certificate requirements include participating in individual- and small-group teaching consultations, drafting a teaching portfolio, observing classes taught by faculty and peers, and attending various workshops and conversations on teaching. The advanced certificate requirements additionally include developing a special project that makes a substantive, original contribution to the UO's community of teaching and learning along with an increased level of involvement in the core certificate requirements. Given the commitment required, students who are interested in pursuing this opportunity should consult with TEP (tep@uoregon.edu) and their advisor early in their program.

Note: The GTI requires at least one term as a "GE with teaching responsibilities". Successful completion of another Independent Teaching experience may also fulfill this requirement. It is the student's responsibility

to carefully document and describe their role in the taught course (e.g., primary instructor, co-instructor, lab instructor) and obtain a note of verification from the associated faculty member (Instructor of Record) upon course completion. This information is essential for TEP to document that the teaching requirement(s) has been met.

Service

Service is an integral part of academic life. Service activities are essential for enhancing professional development, facilitating professional connections, and strengthening one's own scholarship and teaching. To ensure preparation and competitiveness, for future faculty positions, CDS doctoral students are required to contribute to a select number of meaningful service opportunities.

While it is anticipated that many students will exceed these requirements, at a minimum, all CDS students must:

- I. Participate in service activity related to program, department, college, and/or university operations for **at least 1 quarter** (or for the duration of the activity). Examples of these activities include serving on COE or SPECS committees (e.g., the Dean's Student Advisory Board; the Student Diversity Affairs Committee), working on CDS program development, and acting as a student liaison to a faculty group. In select circumstances, relevant community or local professional outreach activities may be completed to fulfill this requirement (e.g., providing trainings to local organizations, facilitating/moderating a support group). Such activity must be specifically relevant to a student's professional interests and goals and must be approved by the Program Committee.
- II. Participate in **at least 1 service activity** at the state and/or national level. Examples of these activities include reviewing journal manuscripts (under direct supervision of a faculty mentor, generally the student's Advisor), participating in an ASHA leadership program (e.g., the Minority Student Leadership Program; <https://www.asha.org/students/mslp-award/>), volunteering for OSHA or ASHA activities (e.g., conference abstract review, planning committee), and/or serving as a student representative on committees for national organizations.
- III. Regularly attend CDS faculty meetings except in the case of a scheduling conflict. Faculty meetings are a primary mode of program communication regarding policies, procedures, and program updates. If a student cannot attend a given meeting, it is expected that they will communicate the absence ahead of time (if possible) with the Program Director, review all meeting minutes and associated notes/handouts, and follow-up with their Advisor on any additional missed information.

Potential service opportunities should be identified and selected in collaboration with the student's Advisor. It is important to balance service with academic and research priorities and ensure that program milestones are being met in a timely fashion. Occasionally students end up devoting too much time to service at the expense of their program progress.

Developing Cultural Responsivity

To prepare doctoral students for a future teaching and/or supervising students from diverse backgrounds and conducting high-quality research that accounts for diversity in the population, the CDS doctoral program emphasizes the importance of cultural responsivity. Cultural responsivity or competence is “loosely defined as the ability to understand, appreciate, and interact with people from cultural belief systems different than one’s own” (DeAngelis, 2015), including differences in race, ethnicity, home language, socioeconomic status, sexual orientation, gender identity, etc. Regardless of personal background, all students are expected to further develop their cultural responsivity over the course of their doctoral program. The development of cultural responsivity is an ongoing process, which includes enhancing knowledge and skills across five interrelated components (Campinha-Bacote, 2002): (1) cultural awareness; (2) cultural knowledge; (3) cultural skill; (4) cultural encounters, and (5) cultural desire. Students are expected to directly engage in efforts towards developing these areas.

At a minimum, students must complete the following in order to demonstrate progress towards enhanced cultural responsivity:

- I. Participate in **at least 1 department-level or university-wide training** related to diversity, equity, and/or inclusion in the classroom or in research. UO’s Division of Equity and Inclusion (<https://inclusion.uoregon.edu/>) and the Teaching Engagement Program (<http://tep.uoregon.edu/>) often have events, workshops, and trainings on this topic. This effort should be documented.
- II. Include meaningful statements in their Doctoral Portfolio that explicitly address how the student is considering cultural and linguistic diversity, equity, and inclusion of diverse populations **in both their research and teaching**.

In research, the diversity among target populations of study may impact study recruitment, design, analysis, interpretation of results, and dissemination. Students must think critically about how their research may address important questions in populations typically underrepresented in research. As we acknowledge that not all research studies undertaken by students will tackle issues of diversity due to the nature of the empirical question or the needs of the design, students must be able to discuss at a minimum how the findings of these studies might apply to diverse populations. *This reflection should be included in the student’s research statement as included in the Doctoral Portfolio.*

In teaching, instructors must be prepared to successfully teach and mentor students who come from a culture or a language background other than their own. Doctoral students must be able to meaningfully discuss how cultural and linguistic diversity may influence teaching identity, philosophy, and practices as well as student learning. It is expected that doctoral students can explain how they plan to be a culturally-responsive instructor in CDS programs at the undergraduate and graduate levels. The student should also describe their cultural responsivity in providing clinical supervision in CDS. *This reflection should be included in the student’s teaching statement in their Doctoral Portfolio.*

The following resources may be helpful to students in understanding more about cultural responsiveness in research, teaching, and delivering CDS curriculums:

- <http://www.nea.org/tools/diversity-toolkit.html>
- <https://inclusion.uoregon.edu/cultural-humility>
- <https://nccc.georgetown.edu/>
- <https://libguides.columbiasc.edu/c.php?g=1289582>
- <https://www.asha.org/practice-portal/professional-issues/cultural-competence/>
- <https://pubs.asha.org/special-collections/crtl>

Doctoral Portfolio

The Doctoral Portfolio is designed to showcase the student's research and teaching accomplishments. It is completed following completion of all coursework and program requirements, typically at the end of Year 3. The Portfolio should be a tool to enhance a student's job candidacy when seeking an academic position. It portrays the synergy between the student's research activities and shows the student's path in developing a particular line(s) of research. The Doctoral Portfolio is equivalent to a comprehensive examination and must be "passed" before the student can advance to candidacy. The student's Program Committee makes this determination. A checklist of the elements required to advance to candidacy is available [here](#) (under "Doctoral Student Resources" in the Faculty Resources folder on InfoCDS).

There are two components to the Doctoral Portfolio: (1) The Written Portfolio and (2) The Oral Presentation. Both of these components are described below. The Written Portfolio is to be submitted to the Program Committee the week before the Oral Presentation is scheduled.

Prerequisites for Presenting the Doctoral Portfolio

While students typically complete and present their Doctoral Portfolio at the end of Year 3, the timing may vary based on the completion of required program competencies and in consultation with their Advisor and Program Committee. Generally, students will have completed/met (a) all of their required coursework; (b) all of their pre-dissertation research requirements; (c) most, if not all, of their teaching competencies; (d) their service expectations; and (e) their expectations for cultural responsiveness, as outlined in the previous sections. This is necessary to ensure a student is prepared to focus on the development and implementation of their dissertation. Potential exceptions may include the submission of a grant (e.g., a student is preparing a dissertation grant that cannot be submitted until they have advanced to candidacy) and independent course instruction (e.g., the timing of the class they will teach is not flexible). In the case of these exceptions, the student should be prepared to present a plan to the committee that outlines how any unmet requirements will be met. Similarly, although it may be possible to take minimal additional elective coursework after advancing to candidacy, it is typically not recommended as the period after candidacy must be focused on dissertation completion. As such, students should generally plan to complete all coursework (required or otherwise) within the pre-dissertation timeline.

Components of the Doctoral Portfolio

The student will work with their Doctoral Advisor to define the required elements of both the Written and Oral parts of the Portfolio.

Written Portfolio Components: One goal of the Written portion is to summarize the student's work to date into a cohesive document that can form the foundation for future job application materials. As such, the Written Portfolio will generally be divided into four parts: (a) research statement, (b) teaching statement, (c) professional CV, and (d) reflection on career trajectory. The elements described below will be required for all student portfolios. However, the Advisor may ask the student to insert additional content as pertinent to the individual student's research goals as appropriate. Sample Doctoral Portfolios are available to currently enrolled students on infoCDS, available here: [Sample Doctoral Portfolios](#).

Research Statement describing the student's line(s) of inquiry. This will include information about research goals and relevant context and background information as well as a description of how the research has advanced the student's research goals or answered research questions. Accomplishments (e.g., publications, presentations) can be used as supporting evidence. The research statement is an opportunity to articulate a framework for the student's research. The student will be describing work to date as well as the trajectory for continued work. *Moreover, the student must address issues of cultural responsiveness in their area of research (see the Cultural Competency section of this handbook).* Typically, the research statement will be 2-4 pages. This can form the basis of a Research Statement for a job application.

Teaching Statement describing the student's teaching philosophy. The teaching philosophy is a self-reflective statement of the student's beliefs, goals, and values related to teaching and learning. It should convey a student's core ideas about being an effective teacher, using specific, concrete examples. For most students, this will integrate classroom teaching, clinical teaching (supervision), and mentorship. *Students must address issues of cultural responsiveness in the description of their teaching (see the Cultural Competency section of this handbook).* Typically, a teaching statement will be between 2-3 pages. The Teaching Engagement Program at UO offers resources for developing this statement. This can form the basis of a Teaching Statement for a job application.

Current curriculum vita. The Written Portfolio will include the student's up-to-date curriculum vita in a format acceptable for academic programs. It is expected that the CV includes a detailed list of all research, teaching, and service activities completed. For the purposes of the Portfolio, students can also provide brief summaries of activities completed that are not described within the Research and Teaching Statements for committee review. Such activities may include secondary research projects or involvement (e.g., roles in the project), grant activities (e.g., status and role that the student played in writing the grant), EBP Project mentoring (e.g., project description), and TEP trainings (e.g., topics). There is no set length for the CV.

Reflection on career trajectory. The purpose of the final component of the Written Portfolio is to ask students to complete a self-reflection on their career trajectory. After articulating their 3- to 5-year goals, students are asked to describe what activities they have engaged in to date to prepare themselves to be successful in achieving those goals and what they will need to do as next steps. Thus, students should be clear about their future vision, building on their previous success, while also identifying opportunities for further development and potential resource needs. Such self-reflection is often critical during the job application process, particularly during interviews.

Oral Presentation Components:

As part of the second step in the Doctoral Portfolio process, the student will give a one hour, formal oral presentation describing their research trajectory to the PC. Unlike the Written Portfolio, the Oral Presentation will have a particular focus on the student's research progress and trajectory. The presentation will be similar to a "job talk" given when interviewing for an academic position. The Oral Presentation will generally take place one week after the submission of the Written Portfolio. The presentation will contain the following in addition to any components requested by the Advisor.

1. **Overview of research goals and research questions**, including background information from the literature to provide context and support the significance and theoretical grounding of the research.
2. **Description of research activities and findings** with integration into a research strand(s) (i.e., areas of specialization)
3. **Future research plans and trajectory** describing how current research fits into a line(s) of inquiry and planned next steps for advancing this trajectory.

The presentation will use appropriate media (professional level slide, video and/or other supporting materials). Each presentation will include a 20-minute Q&A segment with the PC's questions being addressed first. All CDS doctoral students and CDS faculty will be invited.

Evaluation Process of the Doctoral Portfolio

The PC will evaluate the written and oral portions of the Doctoral Portfolio jointly. Following the Oral Presentation, the PC will provide their ratings for the written and oral components as described below. Typically, the PC will meet immediately or shortly following the Oral Presentation to evaluate the written and oral components. The Advisor will compile the PC feedback and present it to the student within three weeks of the Oral Presentation. The student must pass both the written and oral components to successfully meet the requirements of the Doctoral Portfolio.

Written Portfolio Evaluation Process: The doctoral student will provide each member of the student's Program Committee (PC) with an electronic copy of the Written Portfolio **one week** before the Oral Presentation is scheduled. The PC will be asked to rate the Written Portfolio as "exceeds," "meets," "needs more work" or "needs substantial work" and provide narrative comments in the following areas (See Appendix):

1. Evidence suggests the student has a well-defined area(s) of research expertise.
2. Evidence suggests the student has conducted research activities requisite for being able to independently conduct research and publish in the CDS field.
3. Evidence suggests that the student has completed research activities beyond those required by courses and is beginning to contribute to their field beyond university venues.
4. Evidence suggests the student has a well-developed teaching philosophy.
5. Evidence suggests the student has sufficient teaching experience (classroom and supervision) to enter an academic position.
6. Evidence suggests that the student has met cultural responsivity in research and teaching.
7. Evidence suggests the student has ability to self-reflect on long-term goals and identify needs independently.
8. Portfolio is well organized and professionally presented.

Passing ratings for the written component include "exceeds" and "meets". If any member of the PC rates the Written Portfolio as "needs more work" or "needs substantial work", the member will indicate what the student needs to do in order to meet expectations. The student must then revise the Written Portfolio and re-submit it to the Doctoral Advisor for review. If after one resubmission, the student has not addressed the resubmission requirements indicated by the PC, a meeting will be held with the student and the Advisor

and further written expectations will be given in writing. In some cases, the advisor may elect not to advance the student.

Oral Presentation Evaluation Process: Each member of the PC will complete a feedback sheet rating the student's presentation across the following areas on a 1-4 scale (See Appendix):

1. **Overall Content:** Did the student clearly describe areas of interest, research questions, research activities, and future plans?
2. **Research Content:** Were the research activities that were presented of high caliber and show a depth and breadth of scholarship?
3. **Presentation:** Were the organization, clarity, timing and speaking style at a caliber one might expect of an expert speaker in their field?
4. **Ability to field questions:** Did the student show the ability to think on their feet and integrate information and answer questions with clarity?
5. **Use of technology:** Did the student use technology effectively?

The student must receive a minimum mean rating of 2.5 from the PC across all areas to pass the oral component. In cases where a student does not meet competency in any area, the PC will meet and decide on an activity or set of activities that the student must complete in order to meet competency. The Advisor will put these in writing and monitor completion and will ultimately decide when the student has met competency.

Dissertation Proposal Process (Department of Special Education and Clinical Sciences)

The purpose of a dissertation is to demonstrate the ability to (a) conceptualize a research project that contributes to the field, (b) conduct the research study, (c) describe the study in written form, and (d) defend all aspects of the study in an oral defense meeting. The dissertation is conducted once a student has advanced to candidacy. Note: please review the Academic Policies section of this handout which further specifies college and university policies related to the dissertation process.

Timelines

Students should be thinking about potential dissertation topics as they progress through their coursework and research experiences. They should work with their Advisor to select a topic and to recruit committee members. Students should be familiar with the UO Division of Graduate Studies and COE policy on faculty that can serve as Chair/Committee members. <https://graduatestudies.uoregon.edu/academics/policies>

Students are expected to submit the dissertation proposal to committee members at least two weeks before the dissertation proposal meeting. Students are encouraged to check with committee members to be clear on timeline expectations for the submission of the dissertation proposal.

Recruiting Committee Members

The Dissertation committee determines the acceptability of the student's dissertation proposal as well as the acceptability of the dissertation defense (written paper and oral defense). The PhD Dissertation committee consists of a minimum of four faculty members: one Chairperson (i.e., the student's Doctoral Advisor), two members from the department awarding the degree (inside members from SPECS for CDS), and one institutional representative from outside the student's department. Candidates should consult the most recent list of approved faculty members (in GradWeb).

The role of the **Dissertation Chair** is to guide the candidate at all stages of the project including formulating the proposal, carrying out the research, and writing the dissertation. The Chair also monitors the student's progress, to ensure that all committee members have reviewed the dissertation and that substantive objections are resolved prior to the Defense. The role of the **other internal members** is to assure the quality of the research and provide special expertise in areas needed to give a comprehensive appraisal of the project. They provide a broader representation from the faculty of the candidate's major and agree to provide a critical review of the proposal and the final dissertation. The primary role of the **institutional representative, or outside member**, is to represent the Division of Graduate Studies in order to: 1) protect the interest of the University faculty and the student by ensuring that the dissertation meets the highest academic standards; 2) play a "disciplinary" role in terms of maintenance of uniformity in standards of quality across departments; 3) provide assurance that political or other extraneous factors do not enter into the process and that appropriate procedures are followed; and provide the "outside" point of view, sharing expertise with a new perspective or theoretical vantage that might not otherwise be available. The outside members often have an interest in the topic, expertise or a new perspective and agree to provide a critical review of the proposal and the final dissertation. Students should plan ahead in order to identify a committee

member who holds a faculty position “outside” of their department. Suggestions for how to do this include: 1) taking classes in other disciplines outside the student’s department; 2) seeking advice from the Advisor for recommendations; 3) seeking advice from the graduate school or exploring their resources; and 4) getting involved in research projects with faculty from outside the department.

Once the members are selected the student should work with the Academic Program Coordinator (APC) to complete the *Dissertation Committee Appointment Recommendation* form. Once this form is complete and has the department head’s approval, the APC submits the information to the Division of Graduate Studies via GradWeb. The student, committee members, and APC are notified via e-mail once the committee is approved, which must occur no later than 6 months before the student’s expected oral defense date. **The Dissertation Committee must be approved by the Division of Graduate Studies no later than six (6) months before the date the student expects to hold the oral Defense.**

Content and Length of Proposals

Dissertation proposals are typically between 30-50 pages (excluding figures, appendices, and references). The proposal usually contains a Literature Review, a Methods Section, and a section detailing proposed design and data analysis procedures. Unless, otherwise indicated, the Committee will expect the Methods and Data Analyses to contain a full and complete plan. Some will also expect to have a complete and exhaustive Literature Review. Students should clarify expectations for content with the Chair of their Committee.

Proposal Meeting

The committee members will attend a proposal meeting where the student will present the purpose, rationale and methodology of the proposed study. The meeting usually lasts 60-90 minutes. This meeting is a “working meeting” and thus is attended only by the student and the student’s committee. The student should work with their Chair to determine the format and length of the dissertation proposal presentation. Most proposal presentations are between 20 and 40 minutes in duration; the remainder of the time is devoted to discussion between the student and committee members. Refreshments are discouraged as the meeting is part of a formal evaluative process.

Upon approval of the proposal the committee will sign the *Dissertation Proposal Approval* form. This form is submitted to the APC and placed in the student’s file. In some cases, the committee may encourage a written memo outlining revisions to the dissertation proposal as discussed in the proposal meeting prior to finalizing the Dissertation Proposal Approval form (see below). This is at the discretion of the Chair and the committee members. The approval of the dissertation proposal indicates that the student has advanced to candidacy.

Implementing Requested Changes from Proposal Meeting

It is expected that changes will be recommended during the proposal presentation and discussion of the proposal. It is the policy of the SPECS department that the Chair of a Dissertation Committee will ensure that recommendations from the proposal are documented and sent to all committee members **within one week following the proposal meeting**. The Chair may ask a student to generate a checklist or memo summarizing the changes that the Chair will approve before asking the student to disseminate to the committee.

It is important to note that during the conduct of dissertation research, revisions to the research study often are necessary; in such a case the onus is on the student to review revisions with the committee and to document committee approval in a written memorandum distributed to each committee member.

Advising Process

Most Dissertation Chairs (i.e., Doctoral Advisors) will use an iterative advising process with ongoing review and revision of the different sections of the dissertation to assist students in the development of their dissertation. Chairs may have a structured meeting process with set timelines or they may choose to schedule these meetings on an as needed basis. Students should clarify expectations with the Chair.

Dissertation Hours and Registration

After advancement to candidacy, the student must register for a minimum of 18 credit hours of Dissertation (603). The Division of Graduate Studies' [continuous enrollment policy](#) requires that graduate students be registered for at least 3 credits for any term they are using faculty assistance, university services or facilities.

This includes the term in which the degree is awarded, as well as any term in which the student is submitting chapters for feedback, meeting with the committee, holding the final oral defense, etc. During this/these term(s), the student must be enrolled for a minimum of three credits of Dissertation (603); exceptions may be made depending on the timing of the submission of the dissertation.

Dissertation and Final Defense

Submitting Dissertation Prior to Defense

It is the policy of the UO Division of Graduate Studies that students must submit the final draft of their dissertation to all committee members **a minimum of three weeks before the scheduled Defense**.

The student should ask each member whether a written or electronic copy is preferred.

It is the expectation of the SPECS Department that the Chair will contact (or ask the student to contact) committee members **no less than 3 days prior to the Defense** to see if members have any substantial concerns about the dissertation. The UO Division of Graduate Studies states that the Chair should cancel the Defense if, after reading the manuscript, anyone on the committee believes that the dissertation Defense is indefensible and that the Defense should not go forward. Should this occur, the student and their Chair should meet with committee members to develop a plan for moving forward.

Conducting the Final Defense

A Defense is a formal public meeting. Instructions for how to schedule the Defense can be found on the Division of Graduate Studies' website

(<https://graduatestudies.uoregon.edu/academics/policies/doctoral/oral-defense-procedures>). The deadline for submitting an application for an oral Defense (including abstracts) to the UO Division of Graduate Studies is **three weeks prior to the Defense**. The Dissertation Defense cannot be held during school breaks. Students should work with their advisor and APC to send out an announcement **a minimum of one week in advance** of

their Defense. The defense should be held on campus whenever possible, but remote defenses are also allowed in some circumstances (see Division of Graduate Studies policy).

The student will be evaluated by the dissertation committee on the written dissertation and oral Defense. At the meeting, the committee will make a decision about whether the student has passed the Defense. Final Defense meetings are facilitated by the Chair. The Chair typically introduces the student and provides a general timeline and agenda for the meeting. The Chair also will take notes on committee suggestions. The typical Defense is 1.5-2 hours and includes a student presentation, a period for questions and time for the Dissertation Committee to deliberate. Audience members (non-committee members) may be invited to ask questions following committee questions at the discretion of the Chair. During the committee deliberation, the doctoral student and audience members are excused from the room. The student may be asked back in to receive feedback from the committee regarding their Defense and any follow-up expectations. Refreshments are strongly discouraged. It is important to remember that the Dissertation Defense is a formal evaluative process and not a social event or celebration.

Students should again work with the Chair to determine the format and duration of the defense presentation. Presentations typically last between 20 and 40 minutes; be sure the committee is in agreement with the proposed defense presentation.

Incorporating Committee Requested Changes to the Dissertation

The Chair is responsible for ensuring that the student has made all required revisions prior to submitting the dissertation to the Division of Graduate Studies. If a committee member requests substantial revisions, he or she can request that the Chair have the student allow him/her to review the final revised dissertation prior to submission.

Provision of Copies of Proposal and Dissertation

All dissertations must be submitted electronically to the Division of Graduate Studies using ProQuest/UMI's ETD Administrator tool. (see the Division of Graduate Studies website for instructions) Students should provide an electronic copy of their final dissertation to all committee members. Provision of a hard copy is optional.

University Academic Policies

Request for Accommodation

If a student has a documented disability and anticipates needing accommodations, he or she should request that the Counselor for Students with Disabilities at the Accessible Education Center (541-346-3211) send a letter verifying the student's disability. Disabilities may include but are not limited to neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities.

Continuous Enrollment

Unless on-leave status has been approved, a student enrolled in an advanced degree or graduate certificate program must attend the university continuously until all program requirements have been completed. The student must register for 3 graduate credits each term, excluding summer session, to be continuously enrolled.

To receive a graduate degree, a continuously enrolled student must have completed, at the time of graduation, all requirements described in the department and Division of Graduate Studies sections of the catalog in effect when the student was first admitted and enrolled at the University of Oregon. All students must be enrolled for a minimum of 3 credit hours in the term they plan to graduate, excluding summer term. See Division of Graduate Studies policy:

<https://graduatestudies.uoregon.edu/academics/policies/general/continuous-enrollment>

A student who has not maintained continuous enrollment is subject to the requirements described in the department and Division of Graduate Studies sections of the catalog in effect the first term the student was readmitted by the Division of Graduate Studies and reenrolled at the University of Oregon.

On-Leave Status

A graduate student interrupting a study program for one or more terms, excluding summer session, must register for on-leave status to ensure a place in the program upon return. Only graduate students in good standing are eligible.

The Division of Graduate Studies must receive the application by the last registration day in that term, as noted in the schedule of classes. On-leave status is granted for a specified time period that may not exceed three academic terms, excluding summer session. Students with on-leave status need not pay fees. However, students must register and pay fees if they will be using university facilities or faculty or staff services during that term. Students are advised to work with their faculty advisor when considering taking leave. Please refer to the University of Oregon Catalog for additional information.

Grade Requirements

In order to maintain academic standing as a graduate student, all students must meet the requirements specified by the Division of Graduate Studies, the College of Education, and the Communication Disorders and Sciences Doctoral Program.

All Communication Disorders and Sciences doctoral students must maintain at least a 3.0 grade point average (GPA) in graduate courses. Any program-required course with a C+ or lower earned grade must be retaken until a B- or higher grade is earned. Similarly, the grade of N (no pass) is not accepted for graduate credit and those courses must be retaken until a P (pass) is earned.

A GPA below 3.00 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades--regardless of the GPA--is considered unsatisfactory. The Dean of the Division of Graduate Studies, after consultation with the student's home department, may drop the student from the Division of Graduate Studies, thus terminating the student from enrollment in the degree program.

An incomplete (I) may be awarded if the student has completed the majority of coursework as specified in the syllabus, the work turned in is designated B- or above, and the instructor approves the incomplete. Graduate students must convert a graduate course incomplete into a passing grade within one calendar year of the assignment of the incomplete. Students may request more time for the removal of the incomplete by submitting a petition to the Dean of the Division of Graduate Studies.

Advising

The Communication Disorders and Sciences program respects and adheres to the COE Advising Policy. When students are first admitted into the Program, they are assigned to a Doctoral Advisor. The Advisor will work with students to oversee their academic progress and professional development throughout their graduate study.

Outlined below are student and faculty responsibilities for advising:

Minimum student responsibilities include:

- Completing the Program Plan (year 1)
- Preparing for advising meeting by developing questions and/or documents for review
- Initiating an advising meeting fall, winter, and spring terms to review progress
- Following through on assigned tasks

Minimum advisor responsibilities include:

- Assisting students in developing a Program Plan that meets program requirements
- Availability to meet at least once in each of the fall, winter, and spring terms with student to review their progress
- Reviewing student's performance in courses and research activities, suggesting corrective action if necessary

Students are required to meet with their advisor at least once each term. Students are required to contact their Advisor no later than the fifth week of each term to schedule an advising meeting before the term concludes. Fall term meetings may be conducted in a dedicated seminar for the purpose of reviewing student program plans.

Dissertation Reminders

Dissertation Committee Appointment

The following must be completed prior to appointing a dissertation committee: (1) Complete all required competencies of the program, and (2) Advance to candidacy. The Graduate School requests that the dissertation committee be appointed within one month of Advancement. It is strongly recommended that the student appoints the dissertation committee during the same term in which he or she advances to candidacy. The student will meet with the Advisor to solidify the dissertation idea and identify potential committee members.

To create the Dissertation Committee, complete the *Dissertation Committee Creation* form on infoCDS under “Doctoral Student Resources” here [Dissertation Committee Creation Form](#). Turn the completed form in to the APC, who will then submit the information to GradWeb. The committee must include four members: 2 CDS members (at least one core member), one additional CPHS Department Faculty member, and a faculty member outside of the CPHS Department. If the student chooses to appoint two people as co-chairs, they must both be tenure-track faculty. Program Affiliated Faculty can only co-chair dissertation committees, they cannot serve in the capacity of sole advisor/mentor. Review the Dissertation Committee Policies on the Division of Graduate Studies website <http://gradschool.uoregon.edu/policies-procedures/doctoral/committee>.

Dissertation Proposal Approval

The student should consult with the advisor, typically the chair of the dissertation committee, about scheduling a date and time to defend the dissertation proposal. The student should make arrangements with the APC to reserve a room for the defense.

Dissertation Proposal Defense Attendance Policy

The preferred, best practice is to have the student and all members of the dissertation committee physically present at the final oral defense. However, it is permissible for one core member (not the chairperson or the institutional representative) to waive their attendance and submit any questions to the committee chair in advance. It is also permissible for the student and/or one or more committee members to participate remotely, provided certain conditions are met. See Division of Graduate Studies’ Attendance Policy here: <https://graduatestudies.uoregon.edu/academics/policies/doctoral/oral-defense-waiver-attendance>

Enrolling for Dissertation Credit

Students may enroll in dissertation credits after Advancing to Candidacy. All students must complete a minimum of 18 dissertation credits. Students must be sure to comply with continuous enrollment

requirements established by the University. Students making satisfactory progress toward the completion of the dissertation will receive a grade of “Pass” for CDS 603 Dissertation each term.

Research Compliance

If research includes human subjects and requires the human subjects review process, it must be successfully completed before beginning the project. This requirement applies no matter where the research is actually conducted, or who is solicited for participation. This requirement also applies to the use of existing data, both at the University of Oregon or elsewhere, such as the Communication Disorders and Sciences Institute, Oregon Social Learning Center, or Oregon Research Institute. ***The student may not begin any part of their data collection activities or solicitation of research participants until the Committee for the Protection of Human Subjects has approved their proposal. The CPHS is commonly referred to nationwide as the IRB, the Institutional Review Board. CPHS is the UO IRB and these terms are used interchangeably.*** Procedures for approval of human subjects research can be obtained online ([Human Subjects Research](#)) or calling (541) 346-2510. In 2007, new education requirements (called CITI) were added to the research approval process and require completion of a series of on-line education modules on the protection of human subjects in research. Allow time to complete these modules prior to submission of research proposal. Modules are accessed online via the website listed above. Important note: Even if working with a pre-approved dataset, the IRB requires that approval to work with data for master’s and dissertation projects is received. Therefore, always submit a human subjects research request approval even if working with existing datasets.

Please read the following and current information on whether or not IRB approval is needed if using existing data set:

- a. If the student is using an existing data set for a pre-dissertation research project, or dissertation, and the data set contains participant identifying information, the student MUST apply for IRB approval.
- b. If the student is using an existing data set for a pre-dissertation research project, or dissertation, and the data set does NOT contain participant identifying information, the student does NOT have to apply for IRB approval.

An EXCEPTION to point (a) and (b) is:

- c. If the data set is from an agency that requires UO IRB approval to use its data, then the student must ***follow any guidelines*** and apply for IRB approval.

Acceptable Topics and Methods

The dissertation must be an empirical investigation that makes a contribution to the existing knowledge base in a topic area related to the field of Communication Disorders and Sciences. Dissertation research requires the integration of theoretical and empirical knowledge and research skills within the context of the practice of Communication Disorders and Sciences. In its completed form, the dissertation will be judged largely upon the ability of the candidate to: (1) review and make critical use of the theoretical and empirical literature; (2) formulate research questions that emerge logically from existing literature; (3) design an original investigation that generates data that answers the research questions; (4) collect, accurately analyze, present and interpret the data; and (5) present the scientific and practical implications of the research in the context of the current body of knowledge on that topic. Topic areas and research methods must be approved by the

chair and must be in a topic area and use research methods within the general expertise of the chair (the student's Advisor).

SPECS recognizes the rich diversity of methods available to the discipline that facilitates the generation of scientific knowledge. While program faculty members are open to a range of scientific methods, students may only utilize methods: (1) for which they have sufficient training; (2) that can be adequately supervised by the doctoral committee; and (3) for which they have committee approval. Students must work closely with their advisors in the development of the dissertation study.

Format of the Dissertation Document

The Division of Graduate Studies provides information that details University standards and requirements for the final dissertation. The dissertation must contribute significantly to knowledge and show mastery of the literature consistent with the standards outlines in the *University of Oregon Thesis and Dissertation Style and Policy Manual* <https://graduatestudies.uoregon.edu/2016-2021-style-manual>.

The Division of Graduate Studies now accepts dissertation electronically. Graduate students can upload a PDF copy of their dissertation via the secure website hosted by ProQuest/UMI. Dissertations will be entered into the UO Library catalog, but there will no longer be paper copy placed on the shelf; Scholar's Bank will be the official university repository for dissertations.

Students will find the submission instructions and forms on the Division of Graduate Studies' website under Thesis and Dissertation Overview <https://graduatestudies.uoregon.edu/academics/thesis-dissertation/etd-submission>.

The Division of Graduate Studies' Thesis and Dissertation Editor will continue to meet with or correspond with students about Division of Graduate Studies formatting requirements. Students will also have access to assistance data management and software training through [UO Library's Data Services](#). The Division of Graduate Studies has modified pagination and margin requirements to make formatting more in tune with electronic document conversion. The Style Manual for Theses and Dissertations has been updated to reflect these changes. The Division of Graduate Studies approval is required for the *format* of the Dissertation.

Scheduling the Final Oral Defense

Many students find this process confusing. Carefully review the information below and ask the APC for clarification if needed.

See the Division of Graduate Studies' website for the deadlines

(<https://graduatestudies.uoregon.edu/academics/completing-degree/doctoral-degree-deadlines>) and

necessary forms (<https://graduatestudies.uoregon.edu/academics/policies/doctoral/oral-defense-procedures>) associated with the application for degree and final defense. The student may

defend the dissertation in spring term before graduation or any time during the student's final

year. The student should keep in mind that when the committee reviews the dissertation

document, they may require additional changes and that these changes may require the postponement

of the defense date. It is the student's responsibility to allow ample time for the committee to

read the dissertation and for the student to make any necessary changes, and as such, students are required

to turn in their completed dissertation – which, has been approved by the advisor – to the committee

members three (3) weeks prior to the defense date.

Students are asked NOT to provide any food or beverage whatsoever (even water bottles) for committee

members at proposal meetings and dissertation and thesis defenses. Faculty do not expect it, and the power

differential in the student and faculty professional roles may lead to ambiguity, or to a perception of coercion

within this process.

Procedures for Defending

The Division of Graduate Studies website states “Students are required to graduate during the term of their defense.”

1. During FALL TERM, review doctoral policies and procedures, available at the following web site: <https://graduatestudies.uoregon.edu/academics/policies>.
2. Register for the appropriate number of Dissertation (CDS 603) credits based on when the student is planning on defending (see Appendix H for specifics), specifically 3 the term before and of the defense.
3. Check the Division of Graduate Studies’ deadline, and submit an Application for Advanced Degree through GradWeb's "Oral Defense" menu. Check the Division of Graduate Studies website for completion deadlines. Students must complete the Application for Advanced Degree by the deadline during the term they are defending, not the term they are graduating (<https://graduatestudies.uoregon.edu/academics/completing-degree/doctoral-degree-deadlines>).
4. Check the Division of Graduate Studies’ deadline for last possible day to file for final oral defense. Confirm defense date/time/location availability of all committee members approximately four (4) weeks before defense.
5. Contact the APC to reserve a room for the Defense.
6. Once the student has completed the Application for Advanced Degree using GradWeb, he or she will be permitted to complete the online process for obtaining Confirmation of Agreement to Attend an Oral Defense (<https://graduatestudies.uoregon.edu/academics/policies/doctoral/oral-defense-procedures>), also found on GradWeb. Once the student completes the Confirmation of Agreement to Attend Oral Defense, emails are automatically sent to all committee members asking them to confirm attendance. This confirmation also requires that the committee has read the student's dissertation and believes that the document is ready to defend. Once they confirm, the Division of Graduate Studies’ system generates the last required from, the application for Final Oral Defense for Doctoral Degree, as outlined below.
 - a. By entering the Oral Defense module, the student is indicating their readiness to schedule an oral defense. Students should have obtained, at this point, provisional agreement from their doctoral committee members that they will be available on the specified day and time they wish to hold their defense.
 - b. The student should be sure to allow enough time to complete the online process so that the student and their committee members are able to complete all steps required to meet the deadline for submitting the final dissertation document to the Division of Graduate Studies, which is three (3) weeks prior to the scheduled defense.
 - c. If one of the inside committee members is unable to attend the final defense, the student will have the option to choose Waiver of Attendance as a part of the online process. Only one inside member may waive attendance at the defense, never the chair or the outside representative. The faculty waiving their attendance must agree to read the dissertation prior to the defense and submit any questions directly to the chair of the committee. There is a final letter that the student must prepare for the faculty member who waives attendance; see

<https://graduatestudies.uoregon.edu/academics/policies/doctoral/oral-defense-waiver-attendance>.

- d. Once all of the committee members have confirmed that they will attend, the Division of Graduate Studies will send the student a notification email, and the APC will be sent an automatically generated Application for Final Oral Defense for Doctoral Degree form. The APC prints this form, obtains the necessary signatures, and submits it to the Graduate School. The form must be generated and submitted to the Division of Graduate Studies no less than three (3) weeks before the date of the final oral defense. The dissertation title cannot be changed after this point.
- ~~7. After the defense, the student will give the signed Certificate of Completion to the APC (received from the Advisor at the defense). A copy will go in the student's file and the APC will send the original to the Division of Graduate Studies.~~
8. In the same quarter in which the student defends, he or she must upload the completed (with revisions) and approved dissertation by the Final Acceptance Deadline (See Doctoral Degree Deadlines: <https://graduatestudies.uoregon.edu/academics/completing-degree/doctoral-degree-deadlines>). Exact dates differ for each term, but this deadline falls approximately two weeks prior to the end of the term. If the committee requested revisions during the defense (and they almost always do!) then the student must complete the revisions and give the advisor (and sometimes committee members) time to review and approve the revisions before the deadline.
9. Within two weeks after the defense the committee chair logs in to GradWeb to confirm that they have approved the final version of the dissertation on behalf of the committee.
10. Within two weeks after the defense the student uploads dissertation via ProQuest. The Division of Graduate Studies reviews formatting and works with student on any required changes.

Student Grievance

The College of Education professional education programs are designed to offer state-of-the-art knowledge and experience, quality supervision and to be responsive to student concerns and problems. Most problems encountered by students can be adequately addressed through interactions with faculty, staff or supervisors; however, on occasion, students may feel the need for further action. In these cases, students are encouraged to seek a third party to act as a mediator; however, the College of Education also recognizes the right of students to seek remedy for grievances.

A student grievance is described as any disagreement concerning a course, course of study, grades, comprehensive examination, thesis, dissertation defense, GTF employment, or other matter substantively affecting a student's relationship to the College of Education.

Prior to filing a formal grievance, students are urged to consider the following options:

1. Talk with the individual causing the problem or with that person's supervisor.
2. Request mediation through an available campus mediation program.
3. Use the process established within the academic unit within which the complaint arose.

Students who decide to file a grievance should follow the student grievance procedure outlined below.

College of Education Grievance Procedure

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. No student shall be penalized or discriminated against for utilizing this procedure. A grievance must be filed during the term in which the circumstances occurred, or before the end of the next term in which the student registered as a student in a College of Education program and must follow the procedural requirements outlined in OAR 571-03-110 and 115 (<https://blogs.uoregon.edu/coediversityequityinclusion/reporting-current-students/>).

Steps in the procedure are outlined below. They are designed for use by an individual student, or a group of students who join together to submit a collective or class grievance.

Step 1.

The student(s) will attempt to resolve any disagreement or grievance with the faculty or staff member in question. Students are encouraged to discuss their concern with their faculty advisor. If the concern involves the faculty advisor, students may consult with another member of the program faculty and/or appeal to the next logical level of authority. If the concern is not resolved to the student(s)' satisfaction within three academic calendar weeks of initial contact with the faculty or staff member, the student(s) may proceed to Step 2 of this procedure.

Step 2.

The Step 2 appeal will be the next logical level of authority within the area in which the student(s) course or program resides, or in which the faculty or staff member being grieved against holds appointment. This

would be the “major director,” “area head,” or similar title, depending upon the administrative organization of the area. In the event of different interpretations of what constitutes the next appropriate level of administrative review, the Dean of the College of Education will rule on the definition of Step 2 administrators for the particular grievance. Administrators who are party to the grievance will not be part of the review process; in the event of such an occurrence, the grievance will move to the next logical level of review as determined by the Dean of the College of Education.

The student(s) will submit a written statement describing the basis for the grievance, how they have been wronged, and the attempt/s made to date to resolve the grievance with the faculty or staff member. The written statement should be submitted along with available supporting evidence (e.g., a course syllabus, test, term paper) to the designated Step 2 administrator.

The faculty or staff member grieved against will be notified of the grievance within two weeks of the regular academic calendar of its submission to the Step 2 administrator, and will be given a copy of the grievance statement and any supporting evidence. Within three academic calendar weeks of being informed, the faculty or staff member will submit a written statement of facts and any supporting evidence concerning the student(s) grievance to the Step 2 administrator. A copy of this written statement and any supporting evidence will be given to the student(s) within one week of its receipt.

Within three academic calendar weeks of receiving statements and evidence from both parties, the Step 2 administrator shall inform both parties in writing of their decision. The Step 2 administrator may seek additional evidence or consultation during this review period. Step 2 should be completed in four academic calendar weeks, beginning with the day that the student(s) submitted a grievance statement to the Step 2 administrator. With concurrence of both parties of the grievance the time period could be extended.

Step 3.

If the Step 2 administrator sustains the faculty or staff member’s position and the student(s) decides to appeal, the student(s) may request that the grievance decision be reviewed at the next higher level of administrative review in the College of Education. This would most often be the Associate Dean for Academic Programs, but will be defined in terms of the earlier definition of the appropriate Step 2 administrator. The Dean of the College of Education will rule on the appropriate reviewer in the cases of disagreement.

If the Step 2 administrator sustains the student(s)’ position and the faculty or staff member decides to appeal, the faculty or staff person may also request that the grievance decision be reviewed at the next higher level of administrative review in the College of Education. In either event, the appeal must be made within two academic calendar weeks of the Step 2 decision.

Upon receipt of an appeal from either party, the Step 3 administrator shall inform the other party of the appeal. The Step 3 administrator shall subsequently inform both parties in writing of their decision within two academic calendar weeks of receipt of the appeal. The Step 3 administrator may seek additional evidence and/or consultation as deemed appropriate.

Step 3 should be completed within two academic calendar weeks, beginning with the day either the student(s) or faculty/staff member requests a review from the Step 3 administrator.

Step 4.

If the student(s) is dissatisfied with the Step 3 decision, he/she may ask for review by the Dean of the College of Education, if the Dean has not already been included in Step 2 or Step 3 review, and is not a party to the grievance. The Dean may choose to convene a panel to review the grievance, or may seek additional evidence or consultation as the Dean deems appropriate. The Dean may also choose to refer the grievance appeal to an appropriate University grievance committee.

Step 5.

If the student(s) is dissatisfied with the Step 4 decision, he/she may take the grievance to an appropriate University committee (listed below).

Grades

If the grievance pertains to a disputed grade, the student(s) may talk with a member of the Office of Academic Advising and Student Services (164 Oregon Hall, 6-3211) about appropriate petitioning procedures).

Faculty/Staff

If the grievance pertains to some other aspect of faculty or staff responsibilities, the student may contact a member of the Advisory Committee to the Dean of the College of Education. Five faculty members and five students are on the committee. Faculty committee members are listed on the committee website under "our work." Procedures used by the Committee to settle grievances include informal consultation and formal investigation. If the Committee is unable to resolve the complaint or grievance in a manner that is acceptable to the persons concerned, the Committee will prepare a report of its findings and recommendations will be forwarded to the President of the University. <https://blogs.uoregon.edu/coediversityequityinclusion/>

Discrimination

If any student enrolled in the College of Education or in a College of Education course believes he/she has been discriminated against on the basis of age, sex, race, marital status, religion, handicap, or national origin, she/he may contact the appropriate college affirmative action liaison officer, the Dean of the College of Education, or may take the grievance directly to the University Office of Affirmative Action. If students are unsure as to which of the above grievance procedures to use, they may talk with any staff member in the Office of Academic Support and Student Services.

The CDS Bias and Equity Feedback Form is also available to all students in the CDS program to report any concerns about bias, discrimination, equity, and/or inclusion in the CDS program specifically. Please complete this report if you experienced or witnessed a concerning event in which CDS faculty, staff, or another student targeted you, another individual, or a group of people based on their identity characteristics regardless of severity or intention. **Students can choose to report anonymously.** You can access the form from infoCDS or here directly: https://oregon.qualtrics.com/jfe/form/SV_cA1FnPgeVr0i42p. You can also preview the form before submitting [PREVIEW - CDS Bias and Equity Feedback Form.docx](#) and access a list of Frequently Asked Questions [FAQs CDS bias and equity feedback form v6.docx](#).

The purpose of CDS Bias and Equity Feedback Form is to offer a mechanism for students to provide feedback specific to experiences with CDS faculty, staff, and students. Our program will use the information provided to avail students of resources and supports and to guide targets for CDS improvements that foster valuing diversity and inclusivity and create a welcoming learning community for all. Thus, the primary purpose is to use aggregated data to make more systematic and systemic changes to our program and our program culture on a yearly basis. We will be transparent and visible with respect to these changes and will share trends and planned actions for improvement with students at the end of each spring quarter. Internal or external follow-up may occur with a specific member of our community depending on the severity and the nature of the concern and your preferences, although we will not be able to disclose that information to others.

Appendices

Appendix A: Annual Progress Review

ANNUAL DOCTORAL PROGRAM PROGRESS REVIEW: PRIOR TO ADVANCING TO CANDIDACY

STUDENT _____

ADVISOR _____

Program Year _____

PROGRAM COMMITTEE MEMBERS

Anticipated Date for Advancing to Candidacy

PROCESSES

ACTION	YES	NO
Formed Program Committee (if formed in previous year, put in date)		
Drafted Up to Date Program Plan		
Attended Advisor Meetings as Scheduled		
Other:		
Comments:		

COURSEWORK*

COURSEWORK COMPONENTS	PROGRESS RATING (<i>Exceeds, Meets, Below Expectations or N/A</i>)
On track for taking research courses	
On track for taking specialization courses	
On track for taking cognate courses	
Performance in coursework (GPA; quality of work in independent readings and research)	
Comments:	

SCHOLARLY PAPERS AND RESEARCH ACTIVITIES*

ACTIVITIES	PROGRESS RATING (<i>Exceeds, Meets, Below Expectations or N/A</i>)
Comprehensive paper	
Preparation of manuscript for publication	
Grant Submission	
Submission of two presentation proposals	
Pre-dissertation project	
Other:	
Comments:	

CLASSROOM & CLINICAL TEACHING*

ACTIVITIES	PROGRESS RATING (<i>Exceeds, Meets, Below Expectations or N/A</i>)
Two guest lectures	
Design & teach (or co-teach) one CDS course	
Clinical supervision	
Faculty mentor for EBP projects	
Other:	
Comments:	

CULTURAL COMPETENCY*

ACTIVITIES	PROGRESS RATING (<i>Exceeds, Meets, Below Expectations or N/A</i>)
Department-level or university-wide training on diversity, equity and/or inclusion in the classroom or in research	
Address diversity and equity in research	
Address diversity and equity in teaching	
Other:	
Comments:	

SERVICE*

ACTIVITIES	PROGRESS RATING (<i>Exceeds, Meets, Below Expectations or N/A</i>)
UO Service Activity (program, department, university)	
State or national service	
Attend CDS faculty meetings	
Other:	
Comments:	

* Note that for any of the above categories where the progress rating is “below expectations” the Advisor must provide specific narrative explaining rating.

SUMMMARY

Action Item/Goals	Timelines
1.	
2.	
3.	
4.	
5.	
Overall progress summary for the year relative to anticipated date of advancement to candidacy:	

SIGNATURES

I have reviewed my progress with my Advisor

Student

Advisor

Date

Appendix B: Overview of Doctoral Program Plan (sample 4*-year plan)

Academic Year	Fall	Winter	Spring	Summer
Year 1	Draft Program Plan; Coursework; Create Comprehensive Paper Plan	Coursework	Coursework Form a Program Committee; Annual Doctoral Program Progress Review	Complete Comprehensive Paper; <i>Coursework optional</i>
Year 2	Coursework	Coursework	Coursework; Program Committee Meets; Annual Doctoral Program Progress Review	Optional Coursework
Year 3	Optional Coursework → Possible Classroom Teaching (CDS 605) → CDS 601 or 605 (3 Predissertation Credits)	Optional Coursework → Possible Classroom Teaching (CDS 605) → CDS 601 or 605 (3 Predissertation Credits)	Creation of dissertation committee completed; Dissertation Proposal Defense Program Committee Meets Annual Doctoral Program Progress Review ADVANCE TO CANDIDACY	
Year 4	CDS 603 (6 Dissertation Credits)	CDS 603 (6 Dissertation Credits)	CDS 603 (6 Dissertation Credits); DISSERTATION DEFENSE	

Note. This sequence may not be the same for all doctoral students. The student will work with their Doctoral Advisor to determine the most appropriate sequence for meeting the student’s program goals. In addition, activities related to the student’s competency in the areas of scholarly papers and research, classroom and clinical teaching, service, and cultural competency are not listed in the table above as the timeline for completing these activities are expected to be highly variable.

* Completion of the dissertation is anticipated to take between 1 and 2 years.

Appendix C: Doctoral Course Plan Examples

Primary area of specialization: Child language & bilingualism (21 credits); *Secondary area of specialization:* cultural responsiveness and early intervention (9 credits);

Research methods: Primary quantitative emphasis (at least 5 courses), Secondary qualitative Emphasis (at least 2 courses)

*This student did not complete the prerequisite research methods courses in his Master’s program.

Academic Year	Fall	Winter	Spring	Summer
Year 1	<p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 612 (4) – Social Science Research Design <p>Primary area:</p> <ul style="list-style-type: none"> • CDS 605 (3) – Readings in Language Development Theory <p>Secondary area:</p> <ul style="list-style-type: none"> • SPED 680 (3) – Foundations in Early Intervention 	<p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 614 (4) – Educational Statistics <p>Research Methods (qual):</p> <ul style="list-style-type: none"> • EDUC 630 (4) – Qualitative Methods I <p>Secondary area:</p> <ul style="list-style-type: none"> • SPED 681 (3) – Family-guided Early Intervention 	<p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 640 (4) – Applied Statistical Design and Analysis <p>Research Methods (qual):</p> <ul style="list-style-type: none"> • EDUC 632 (4) – Qualitative Methods 2 <p>Primary area:</p> <ul style="list-style-type: none"> • CDS 605 (3) – Readings in Bilingual Language Development • EDST 457 (3) – Equal Opportunity: Diaspora and Immigration 	<p><i>Optional Coursework</i></p> <p>EDLD (1) – Research Writing 1</p>
Year 2	<p>SPED 626 (3) – Grant Writing</p> <p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 642 (4) – Multiple Regression in Educational Research <p>Primary area:</p> <ul style="list-style-type: none"> • LING 444 (4) – Second Language Acquisition 	<p>CDS 605 (3) – Read Teach Mentorship</p> <p>Primary area:</p> <ul style="list-style-type: none"> • CDS 601 (3) – Advanced Readings in Bilingual Language Development 	<p>CDS 605 (3) – Read Teach Mentorship</p> <p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 646 (4) – Advanced Research Design <p>Secondary area:</p> <ul style="list-style-type: none"> • EDLD 623 (4) – Cultural Adaptation of Evidence-Based Practice 	<p><i>Optional Coursework</i></p>

Sample Program Plan Following Year 2

Goal Statement: My goal is to conduct research that improves practices for the assessment and treatment of acquired cognitive and language disorders with a focus on social communication. During my time at University of Oregon, I aim to build a foundation of knowledge of social communication in populations with acquired neurogenic disorders acquired brain injury (ABI) and contribute to the research literature by investigating the reliability and validity of methods used to assess social communication, as well as the efficacy of interventions for social communication following ABI using single-subject research methods.

In the assessment realm, I am concerned with how to measure meaningful changes in everyday communication. My approach to studying assessment is informed by the theory of distributed cognition (Duff, Mutlu, Byom, & Turkstra, 2012), which describes communication as a cognitive activity co-constructed among individuals and between individuals and their environment. Therefore, I recognize the importance of looking at the social behavior of individuals and their communication partners in context. Furthermore, my approach to discourse sampling takes into account the power imbalance often perceived by individuals with communication impairments in interacting with therapists and researchers, and strives to give clients and research participants opportunities to take privileged roles within the communication exchange, as recommended by Togher (2001). One tool that shows promise in facilitating a more equal exchange of discourse is the Mediated Discourse Elicitation Protocol (Hengst & Duff, 2007).

In the treatment realm, I am concerned with studying methods that empower individuals to work towards their social communication goals using approaches that emphasize client autonomy and self-monitoring. Examples of treatment approaches I am interested in studying include self-coaching (Ylvisaker, 2006), video self-modeling, metacognitive strategy training, and group therapy.

My research interests include social communication, discourse elicitation, discourse analysis, motivational interviewing, goal attainment scaling, Goal Management Training, metacognitive strategy training, video self-modeling, and group therapy. My proposed and completed coursework and research activities support my scholarship goals. Ultimately, my career objective is to conduct research and be involved in clinical training at a university with a Communication Disorders & Sciences program.

Academic Coursework

Note: Classes in bold font have been completed/will be completed at the end of Spring term 2019

Research Coursework

Quantitative Research Methods (19 CR)

EDUC 614 Educational Statistics	(4)	Winter 2019
EDUC 640 Applied Statistical Design & Analysis	(4)	Spring 2019
SPED 626 Grant Writing	(3)	Fall 2018
EDUC 642 Multiple Regression	(4)	Fall 2019
EDUC 646 Advanced Research Design	(4)	Spring 2020
EDLD 610 Exploring Data with R	(4)	Spring 2020

Single-Case Design Research Methods (15 CR)

EDUC 650 Single Subject Research Methods I	(4)	Winter 2019
EDUC 652 Single Subject Research Methods II	(4)	Spring 2019
EDUC 654 Advanced Applied Behavior Analysis	(4)	Fall 2019
EDUC 656 Advanced Analysis of Single Case Research	(3)	Spring 2019

Qualitative Research Methods (4 CR)

EDUC 630 Qualitative Methodology I	(4)	Fall 2018
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Specialization Coursework

Specialization: Measurement and Treatment of Social Communication in Acquired Neurogenic Disorders (21 CR)

CDS 601: Lit Review for Comp Paper 1	(2)	Winter 2019
CDS 601: Lit Review for Comp Paper 1	(1)	Spring 2019
CDS 663 Management of Acquired Cognitive Disorders	(4)	Winter 2019
CDS 605: Readings in Measurement of Social Communication for ABI	(3)	Summer 2018
CDS 605: Readings in Intervention for Social Communication for ABI	(3)	Winter 2019
Psych 540 Psycholinguistics	(4)	Fall 2019
LING 532: Pathology of Language	(4)	Winter 2020

Cognate Coursework

Cognate: Cognitive Underpinnings of Discourse (11 CR)

CDS 605 Readings in Cognitive Underpinnings of Discourse	(3)	Fall 2018
PSY 535 Cognition	(4)	Fall 2018
PSY 533 Learning & Memory	(4)	Fall 2018

CDS Supervised Teaching (13 CR)

CDS 605 Syllabus Prep	(3)	Winter 2020
CDS 605 Read Teach Mentorship	(3)	Spring 2020
CDS 605 Read Teach Mentorship	(3)	Spring 2020
CDS 605 Read EBP Mentorship	(1)	Winter 2020
CDS 605 Read EBP Mentorship	(1)	Winter 2020
CDS 605 Read EBP Mentorship	(1)	Spring 2020

Pre-Dissertation Research (11 CR)

CampusReader Trainer Tool Development	(3)	Fall 2018
Research –Design Pilot Study w/IRB	(2)	Winter 2019
Research – Study Design	(3)	Spring 2020
Research – Conduct Pilot Study	(3)	Summer 2020

Appendix D: Program Committee Evaluation of Written Portfolio

STUDENT _____

COMMITTEE MEMBER _____

EVALUATION PARAMETERS

(Circle the appropriate rating and add narrative comments as desired. You may attach additional notes if you prefer.)

1. Evidence suggests the student has a well-defined area(s) of expertise.

Exceeds Meets Needs More Work Needs Substantial Work

2. Evidence suggests the student has conducted research activities requisite for being able to independently conduct research and publish in the CDS field.

Exceeds Meets Needs More Work Needs Substantial Work

3. Evidence suggests that the student has completed research activities beyond those required by courses and is at least beginning to contribute to their field beyond university venues.

Exceeds Meets Needs More Work Needs Substantial Work

4. Evidence suggests the student has a well-developed teaching philosophy.

Exceeds Meets Needs More Work Needs Substantial Work

5. Evidence suggests the student has sufficient teaching experience (classroom and supervision) to enter an academic position.

Exceeds Meets Needs More Work Needs Substantial Work

6. Evidence suggests that the student has met cultural responsivity in research and teaching.

Exceeds Meets Needs More Work Needs Substantial Work

7. Portfolio is well organized and professionally presented

Exceeds

Meets

Needs More Work

Needs Substantial Work

Overall Comments:

Appendix F: Tenure Track Application Supports

SAMPLE INTERVIEW QUESTIONS FOR TENURE TRACK POSITION

1. What draws you to this position?
2. Please describe your current line of research and your future research trajectory including potential methods of funding.
3. Describe your particular methodological expertise.
4. What types of collaborations might enhance your research at this university?
5. What types of supports and resources would you need to be able to carry out your planned research trajectory?
6. How do you feel you could best contribute to teaching in our undergraduate and graduate CDS program?
7. Can you describe how you integrate clinical practice into your classroom teaching?
8. How might you assist with helping us meet our equity and diversity goals for both student/faculty recruitment and retention?
9. Questions for us?

SAMPLE TENURE TRACK FACULTY ANNUAL EVALUATION AREAS

- I. Teaching and Advising
 - a. Courses taught (credits, number of students, student evaluation metrics)
 - b. Practicum supervision (students, type of supervision, student evaluation metrics)
 - c. Student mentoring (project types, mentoring role, status of project)
 - d. Student advising (number, role, student status)
- II. Research and Scholarly Activity
 - a. Publications (referred, book chapters, non-refereed)
 - b. Presentations
 - c. Grant activity
- III. Service and Professional Activity
 - a. Professional recognitions (awards, certification)
 - b. University internal service (program, college, university)
 - c. External service (state, national, international)
 - d. Service to the profession (journal reviews, conference chair)
- IV. Contributions to Equity and Inclusion (in teaching, service and research)
- V. Professional Goals for Upcoming Year