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| Special Education Doctoral Degree  Program Handbook 2025-2026 |

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# **A Welcome from the Doctoral Committee Chair**

Congratulations on joining the Doctoral Program in Special Education! Our program has a legacy of excellence in doctoral preparation and has been ranked in the top three Special Education programs in the nation for the past 20+ years. Collectively, we are distinguished through our research activities, the quality of teacher preparation, and the high caliber of our graduate students. We are pleased that you have chosen to join this program and are looking forward to supporting your success and contributions.

Our primary goal of the doctoral program is to prepare you to assume leadership roles in special education. These roles may be in institutions of higher education, private research firms, school districts, or state, county, or federal education agencies.

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

Through this program and its activities, we wish to instill in you the capacity for rigorous scholarship, independent judgment, academic excellence, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Welcome, and I look forward to working with you!

Sara Schmitt, PhD

Co-chair: Gina Biancarosa, PhD

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| **SECTION I: OVERVIEW** |

## **OVERVIEW OF THE DOCTORAL PROGRAM**

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

1. Program Plan: Your program plan is developed with your program advisor and at least two additional faculty members. This plan defines three focus areas that will guide your program and the activities you will complete to master the three areas.
2. Coursework: Required courses will include (a) core content courses (Doctoral Professional Seminars, History of Special Education, and Grant Writing), (b) a research methodology sequence that includes a foundational course and courses in at least 2 research traditions, (c) courses aligned with educational equity and engagement and (d) courses that you and your advisor select to build your three focus areas.
3. Competency Tasks: The competency areas represent major elements of professional job responsibilities, including teaching, research, supervision, scholarly writing, grant writing, and service.
4. Practical Experience: One of the hallmarks of doctoral training in special education at the University of Oregon is access to numerous research and clinical experiences. Doctoral students are encouraged first to sample the array of research and clinical opportunities and then to actively participate in these efforts.
5. Dissertation: Your dissertation is your personal demonstration of scholarship. The dissertation is conducted under the guidance of an advisor (who may or may not be your program advisor), and a committee of three to four other faculty members.

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

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

To this end, it is essential that graduate students and faculty:

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

## **PROFESSIONAL BEHAVIOR**

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

1. Students are expected to meet all the personal and professional criteria that are required to become licensed educational professionals. These criteria are grounded in the Oregon Teacher Standards and Practices Commission (TSPC) standards for professional behavior, ethics, and values. For the initial license, the specific TSPC criteria include:
   1. Is dependable, conscientious, and punctual
   2. Meets work schedule demands
   3. Is aware of the importance of professional appearance and demeanor
   4. Is respectful of cultural patterns and expectations that operate within a school
   5. Collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning
2. Students are expected to display the general personal and managerial skills they will need to function effectively as special education instructors, including the following:
   1. Relates well with students, teachers, supervisors, and other professionals
   2. Behaves ethically and responsibly, both on campus and in the field
   3. Communicates accurately and effectively with various types of individuals and groups
   4. Is consistently prepared for practicum and field study activities
   5. Maintains the confidentiality of school records
   6. Attends required program functions
   7. Completes assignments and other program requirements in a timely fashion
3. Students should refer to the Office of the Dean of Students’ website for a statement of the Student Conduct Code, which applies to all UO students (<https://dos.uoregon.edu/conduct>). Our definition of communication includes verbal, written, and electronic communications. The full text of the University of Oregon’s Student Conduct Code, including procedures for handling student conduct cases, can be found at <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>. Prohibited conduct is broken into four types of misconduct: academic misconduct, substance use misconduct, general misconduct, and discriminatory misconduct (see subcategories in the table below). Full definitions can be found in the Student Conduct Code*.*

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1. Students should refer to the Research Compliance Services’ website (<https://research.uoregon.edu/about/administrative-units/research-integrity/research-compliance-services>) for information on conducting research with human participants at the University of Oregon. Prior to engaging in research, students must complete an online training covering the responsible conduct of research.
2. Use of Generative AI: “Generative artificial intelligence (genAI) can perform many tasks, including quickly generating content. The widespread use of genAI tools raises important considerations for teaching and learning in higher ed” (https://teaching.uoregon.edu/ai). Given the applied and professional nature of our doctoral program, we expect students to complete all assignments, course, and practicum requirements individually, unless otherwise noted in the syllabus or assignment description/guidelines. Graduates of our programs need to be independent, critical thinkers to ensure that we can advocate effectively for the students and families we serve.

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

## **ORGANIZATION OF THE SPECS DEPARTMENT**

The Special Education and Clinical Sciences Department includes four main programs: Applied Behavioral Analysis, Communication Disorders and Sciences, Special Education, and School Psychology. The organizational chart of the following page illustrates the department’s programs and committees.

Also included is a listing of all College of Education (COE) research and outreach units with pertinent contact information.

**A group of women's images of their heads

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| **College of Education Research and Outreach Services** The nationally recognized research and outreach units of the COE provide a comprehensive, research-intensive environment for undergraduate, licensure, master’s, and doctoral students. The research units foster fundamental and applied research that faculty members integrate into the college’s curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies. |
| **Research and Outreach Units** |
| Behavioral Research and Teaching  <https://brtprojects.org/> |
| Center for Equity Promotion  <https://chd.uoregon.edu/> |
| Center for Prevention of Abuse and Neglect  <https://cpan.uoregon.edu/> |
| Center on Teaching and Learning  <https://ctl.uoregon.edu/> |
| Early Childhood CARES  <https://earlychildhoodcares.uoregon.edu/> |
| Educational and Community Supports  <https://ecs.uoregon.edu/> |
| IntoCAREERS  <https://intocareers.org/> |
| Oregon Career Information System  <https://oregoncis.uoregon.edu/Portal.aspx> |
| Prevention Science Institute  <https://psi.uoregon.edu/> |
| Secondary Special Education and Transition Programs  <https://sset.uoregon.edu/> |

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| **SECTION II: ACADEMIC REQUIREMENTS** |

## **CREDIT REQUIREMENTS**

The Special Education Doctoral program requires 81 credits past the master’s degree. The Division of Graduate Studies (DGS) requires at least 27 credits must be completed at the University of Oregon while classified as a doctoral student. During this [residency period](https://graduatestudies.uoregon.edu/academics/policies/doctoral/residency-requirements), the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits per term. Research (SPED 601) may be part of the 9 credits.

There is no formal university transfer of credit process for doctoral students. Each program sets its own policy regarding acceptance of transfer credits and is responsible for tracking how transfer credits fit into departmental degree requirements. Transfer credits can only be used to meet departmental degree requirements; they cannot be used toward the [doctoral residency requirement or the 18 required credits of 603 Dissertation.](https://graduatestudies.uoregon.edu/academics/policies/doctoral/credit-requirement) Graduate students may request to waive credits based on coursework or field experiences completed previously through a process of determining course equivalence. There is no time limit for when previous coursework or field experiences were completed. To be eligible for a waiver of credit, the student must have earned a B- or above or a ‘Pass’ in the course equivalent. The faculty instructor of the course to be waived, or a representative from the Offering Unit who has relevant course content expertise, will determine a course equivalent. Both the previous course title and grade must appear on an institutional transcript.

## **REQUIRED COURSES: FOUNDATIONS**

All Special Education doctoral students must take the following courses:

SPED 607 Doctoral Orientation

*Fall and Winter of first year (1 credit each term)*

These professional seminars offer students the opportunity to (a) orient themselves to the expectations of the doctoral program, (b) receive group advisement on requirements, (c) establish peer and faculty/staff connections, (d) receive instruction and practice on technical writing skills, (e) practice professional presentation skills, (f) engage in discussion on current topics from the field of special education, (g) develop awareness of college faculty and projects, and (h) develop an individualized professional goal statement. In addition, students engage in formal study of the history and development of special education and the process of scientific inquiry.

SPED 622 History of Special Education and Disability

*Fall of first year (3 credits)*

This course provides a historical context for approaching contemporary issues in our understanding and support of individuals with disabilities and their families.

EDUC 612 Social Science and Education Research Design

*Fall of first year (3 credits)*

This course provides an overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design. The course is recommended for students with minimal research familiarity. [This course can be waived based on previous coursework and experience.]

SPED 626 Grant Writing

*Fall of second year (3 credits)*

The purpose of this seminar is to provide the context for advanced graduate students to engage in proposal writing with the intent to secure external funding. The class meetings, lectures, and group discussions to provide a forum for students to learn about, discuss, and engage in the grant procurement process. The class assignments are designed to structure the development of either a prospectus or proposal.

## **REQUIRED COURSES:** **EDUCATIONAL EQUITY & ENGAGEMENT**

All Special Education doctoral students *must* complete a *minimum* of TWO COURSES of graduate-level coursework at the University of Oregon specifically focusing on supporting underserved populations (e.g., emergent bilingual, racially/ethnically minoritized, etc.). One course must have a SPED prefix, such as SPED 515: Diversity in Special Education or SPED 518: Disrupting the School to Prison Pipeline. There are a number of courses—including topical doctoral seminars—offered that can satisfy this requirement both within the COE and across the University. Students will select courses with suggestions and **approval** from their advisors and program committees.

REQUIRED: FACULTY & STUDENT ENGAGEMENT: Faculty and Doctoral Student Lunch & Learns will be offered approximately 2 times each term for a credit if students are interested. The goal of these sessions is to increase opportunities for cross-cohort doctoral students and faculty to meet and engage in learning and discussing important issues. Topics will range from diversity and equity issues as well as timely topics related to research, productivity, and special education. Faculty will work with students in developing and selecting topics and speakers across the year. It is expected that all doctoral students, who have not advanced to candidacy, will attend each session along with all special education doctoral committee faculty. Most Lunch & Learns are recorded, and access can be requested from the SPED Academic Program Coordinator (APC) at [SPED@uoregon.edu](mailto:SPED@uoregon.edu).

## **RECOMMENDED COURSES**

**EDUC 616: Philosophical Foundations of Social Science.** This course examines the philosophical assumptions that underlie various research methodologies in the human and social sciences. It additionally introduces beginning doctoral students to the work of a variety of professors in the College of Education (COE) and is offered each fall.

## **RESEARCH REQUIREMENT**

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

Below are examples of possible combinations of how a student could structure their courses to meet the COE research core requirements (please keep in mind that these are EXAMPLES ONLY). For a full list of EDUC research methodology courses, visit <https://education.uoregon.edu/academics/educ>.

|  |  |  |
| --- | --- | --- |
| **Student A**  Primary: Quantitative  Secondary: Single-Subject | **Student B**  Primary: Qualitative  Secondary: Program Eval | **Student A**  Primary: Single-Subject  Secondary: Qualitative |
| **Quantitative (4 courses)**  1.EDUC 641 Applied Statistics in Education and Human Services I  2.EDUC 643 Applied Statistics in Education and Human Services II  3.EDUC 645 Applied Statistics in Education and Human Services III  4. EDUC 646 Adv. Research Design | **Qualitative (4 courses)**  1.EDUC 630 Qualitative Method I: Interpretivist Inquiry  2.EDUC 632 Qualitative Method II: Postcritical Inquiry  3.EDUC 634 Qualitative Method III: Posthumanist Inquiry  4.EDUC 636 Adv Qual Method: New Materialisms | **Single-Subject (4 courses)**  1.EDUC 650 Single-Subject Research Methods I  2.EDUC 652 Single-Subject Research Methods II  3.EDUC 654 Adv Applied Behavior Analysis  4.EDUC 656 Adv Analysis of Single Case Research |
| **Single-Subject (2 courses)**  1.EDU 650 Single-Subject Research methods I  2.EDUC 652 Single-Subject Research Methods II | **Program Eval (2 courses)**  1.EDUC 620 Program Evaluation I  2.EDUC 621 Program Evaluation II | **Qualitative (2 courses)**  1.EDUC 630 Qualitative Method I: Interpretivist Inquiry  2.EDUC 632 Qualitative Method II: Postcritical Inquiry |

See the table on the following page for a layout of research course offerings, grouped by methodological tradition. This table also includes the term that each course is usually offered. Please note that course offerings are subject to change, so always check with your advisor and the SPED APC when doing course planning.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COE RESEARCH COURSES BY STRAND** | | | | | | | | | |
| Pre-Requisites: EDUC 612 Social Science Research Design (*fall*). This course must be taken before choosing a **primary** (P) research strand (4 courses) and a **secondary** (S) research strand (2 courses) from the list below. Additional research courses are available, but these are the courses identified to meet the COE research requirement. | | | | | | | | | |
| **Quantitative** |  |  | **Single Subject** |  |  | **Qualitative** |  |  | **Program Evaluation (*Secondary Emphasis Only*)** |
|  | P | S |  | P | S |  | P | S |  |
| EDUC 641 Applied Statistics in Education and Human Services I. *(fall)* | X | X | EDUC 650 Single- Subject Research Methods I *(winter)* | X | X | EDUC 630 Qualitative Methodology I: Interpretivist Inquiry *(winter)* | X | X | EDUC 620 Program Evaluation I *(fall, winter)* |
| EDUC 643 Applied Statistics in Education and Human Services II. *(winter)* | X | X | EDUC 652 Single- Subject Research Methods II *(spring, even years)* | X | X | EDUC 632 Qualitative Methodology II Postcritical Inquiry *(spring, even yrs.)* | X | X | EDUC 621 Program Evaluation II *(winter, spring)* |
| EDUC 645/610L: Applied Statistics in Education and Human Services III. *(fall, spring)* | X |  | EDUC 654 Advanced Applied Behavior Analysis *(fall, odd yrs.)* | X |  | EDUC 634 Qualitative Methodology III: Posthumanist Inquiry *(fall, even yrs.)* | X |  |  |
| EDUC 646 Advanced Research Design (*spring, even yrs.*)   * OR -   EDLD 628 Hierarchical Linear Models I (*see EDLD program)*   * OR -   EDLD 633 Structural Equation  Modeling I (*see EDLD program)* | X |  | EDUC 656 Advanced Analysis of Single Case Research *(spring, odd yrs.)* | X |  | EDUC 636: Qualitative Methods: New Materialisms *(winter, odd yrs.)* | X |  |  |
| **P** = Primary research strand courses. **S** = Secondary research strand courses. | | | | | | | | | |

## **PROGRAM PLANNING**

During a student’s first year in the doctoral program, they must establish a program committee and develop a program plan that will be filed by end of spring term in the student’s first year.

*What is the Program Committee?* The program committee (PC) is comprised of at least three core faculty from the COE, each of whom must (a) hold a doctoral degree, (b) engage in research, teaching, and service activities, and (c) regularly participate in activities related to doctoral training in Special Education or a related field. The Chair (typically the student’s advisor) and at least one other member of the PC must be a member of the SPED doctoral committee. A student may choose to include a fourth member who is external to the COE, but this person will have limited roles in assessing quality and completion of competencies for the student. Students may wish to include an extra member on their PC to advise on areas of specialization. Additional members are determined by the student in consultation with the advisor. The formation of the PC precedes the formation of the dissertation committee and membership may or may not be similar.

*What is the role of the PC?* The PC is designed to provide each doctoral student with a structure and process for negotiating and completing their graduate program. The PC is also intended to provide advising to the student throughout their graduate program. Although students should typically go to their advisor first, in some circumstances, other members of the PC may be more suitable to address student needs (e.g., if there is a conflict between the advisor and the student). The PC must approve the student’s graduate program plan, a primary component for completion of the doctoral degree. The PC also evaluates the qualifying paper (Competency Portfolio Task #9) for advancement to candidacy and the completed competency portfolio.

*How and when is the PC formed?* Throughout year one, students should have regular contact with their program advisor to discuss program requirements, tasks, and timelines. During Winter or Spring terms of year one and with the assistance of their advisor, each student has the responsibility of establishing a PC.

*How often does the PC meet with the student?* The PC meets at least twice: when the student presents their program plan toward the end of year one and in winter term of year two. The PC may also be convened to discuss the qualifying paper for advancement to candidacy (mandatory when the qualifying paper attempt receives a score of Major Revision and Resubmission or Fail) or to evaluate and approve the completed competency portfolio.

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

1. A goal statement that reflects the student’s (a) professional ambitions and objectives, (b) three areas of specialization (e.g., functional assessment, secondary transition, behavior support, etc.), and (c) a plan for achieving the proposed objectives and developing the specialization areas.
2. A curriculum vita that summarizes the student’s (a) educational background, (b) professional experiences, and (c) professional activities (e.g., publications, conference presentations, etc.).
3. A list of completed and proposed courses that support the student’s goal statement.
4. A plan for completing the competency portfolio including proposed activities, timelines, and evaluation strategies.

*How is the Program Plan presented and approved?* With their advisor's support, each student develops a program plan and establishes a PC during their first year in the program. At the first PC meeting, the student presents this plan, and the PC evaluates the degree to which the student’s proposed program activities support the achievement of professional goals and development of areas of specialization. The PC provides suggestions for enhancing the program plan, (e.g., suggestions of coursework, research/outreach opportunities, etc.), if appropriate. Upon approval, the PC signs the cover page of the program plan, and the student submits it to the SPED APC for the student’s file (see Attachment A). Students, with the approval of the PC, may modify the program plan at any time. The modified plan is signed and retained in the student file.

The second meeting happens in Winter term of year two of the program. This meeting is more informal than the first meeting. Discussion topics will focus on competencies and grant writing experiences, as well as providing an opportunity for the PC to check-in with the student related to their research interests. Faculty are expected to initiate a conversation regarding the status of the student-advisor relationship and whether that needs to be re-examined.

## **ADVANCEMENT TO CANDIDACY – PURPOSE, PROCESS, AND DOMAINS EVALUATED**

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

The process of advancement to candidacy includes:

1. Providing PhD students with an opportunity to demonstrate their knowledge and expertise in specific areas of study
2. Setting the occasion for PhD students to integrate their knowledge and skills in professional activities related to their scholarship and teaching
3. Evaluating PhD students’ competence in their general and professional knowledge and their capacity to successfully conduct and defend a dissertation

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

1. Competence in Core Coursework Satisfactory\* completion of the following core courses:
   * Doctoral Orientation – Professional Seminars (SPED 607)
   * History of Special Education and Disability (SPED 622)
   * Grant Writing (SPED 626)
   * Two courses related to diversity, equity, and justice, one with a SPED prefix and both approved by advisor
2. Satisfactory\* completion of one course in each of two research traditions (towards the COE core research requirement of six courses across two methodological traditions (see tables on pgs. 13-14).

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

1. Qualifying Paper (Competency Portfolio Task #9)

*What is the Qualifying Paper and how is it evaluated?* The qualifying paper should satisfy the following criteria:

1. Is between 20-40 pages in length (excluding references)
2. Addresses at a minimum the three following dimensions:
   1. Definition and description of the problem/concept/issue
   2. Review and critique of literature
   3. Summary of status of the problem/concept/issue
3. Gains approval of the 3 faculty members on the student’s PC:
   1. The qualifying paper manuscript will be evaluated by faculty in terms of the: (a) scope and adequacy of the literature review; (b) paper implications; (c) quality of writing; and (d) potential contribution to professional literature or field. For each issue described above, PC faculty will each rate the quality of the manuscript as Revise or Pass. PC faculty also provide a written response that can be shared with the student. Please see additional criteria in Attachment B: Qualifying Paper Review Rubric and Qualifying Paper Procedures and Guidelines.

## **MOVING FORWARD WITH THE ADVANCEMENT PROCESS**

When the student has completed all requirements for advancement, they should have their PC members sign off their approval on the form entitled Documentation of Satisfactory Completion of Comprehensive Examination Requirements (Attachment C) and submit to the SPED APC for formal approval. The student, the program advisor, and the SPED APC will all receive an email when approved. The student must be registered for UO credits during the term in which advancement to candidacy occurs.

## **AFTER ADVANCEMENT TO CANDIDACY**

When students advance to candidacy, they are then considered “candidates” and can continue working to complete the remaining components of their Competency Portfolio. Three credits of SPED 603 are considered full-time status following advancement to candidacy, *except for those with* *GE positions*. GEs must maintain 9 credits per term. These credits can be dissertation, research credits, classes, or a combination.

## **COMPETENCY PORTFOLIO**

*What is the Competency Portfolio?* The competency portfolio must be completed by each student and represents an individualized collection of the student’s research, scholarly writing, teaching, and service activities. The specific way each student satisfies each competency is developed by the student and their PC. In general, the specific nature of each competency area program task is based on a consideration of the student’s professional goals and objective. *Any significant deviations from the competency portfolio expectations must be made in writing and approved by the Special Education doctoral committee.*

*What are the required components and content of the Competency Portfolio?*

Specific program tasks and evaluation criteria are distributed across 12 competency areas (see Competency Portfolio Plan and Completion Record on pgs. 26-30).

*Who evaluates the Competency Portfolio, and how is it evaluated?* Each competency area and program task is evaluated by a faculty member who is supervising and/or working with the student. Progress on the competency portfolio is monitored by the student and their program advisor. Completion of the competency portfolio is monitored and evaluated by the student’s PC (a) at the initial Program Planning Committee Meeting and (b) after the portfolio is completed. The portfolio is first evaluated by the student’s advisor before it is approved to send to the rest of the committee. Ideally, the portfolio should be approved before the dissertation proposal meeting. If not, the portfolio must be presented to the committee at least one term before the student plans to graduate. Each program task is evaluated as a pass or revise and is signed by a supervising faculty member only if it meets the competency. A form for documenting satisfactory completion of the competency portfolio can be found in Attachment D.

*How is the Competency Portfolio compiled and submitted?* Your Competency Portfolio is submitted electronically via a Google Site: <https://sites.google.com/d/1bK2RCgDXWBHq40mDhw3l6Bz_R57pGgc7/p/1qT499RDZ> [KUmni-IIqCk5haizPb4T-vFd/edit](https://sites.google.com/d/1bK2RCgDXWBHq40mDhw3l6Bz_R57pGgc7/p/1qT499RDZKUmni-IIqCk5haizPb4T-vFd/edit). You will need to duplicate the site by clicking the three vertical dots next to the Publish button and selecting “Make a copy”. You can then rename and populate the portfolio with your own materials. There is a main page for each competency already created. To see all the pages, you can either click the three horizontal lines in the upper right corner of the Home Page or click “Pages” in the righthand panel.

On each page, you can add more information using the plus button or “edit text” areas below (see yellow arrows below). You can add outside links, upload files, add videos, and more. This is very customizable. For a given competency, you can use a variety of layouts under the Insert tab to the right. Choose the one that best fits your content. To upload your first supporting evidence to the site, upload the file to Google Drive. Next, click the ‘+’ button and then ‘From Drive’ to select your file. We recommend that to upload a document to the site, you save it in your Google Drive, set the file settings for “view but not edit” and then upload to the site.

When submitting the portfolio to the committee, students should include the Competency Portfolio Plan and Completion Record (pp. 56), which is uploaded to the Home Page, and all evaluation materials listed on the Evaluation Materials column (e.g., handouts from lectures, copy of research proposal, copy of grant) under the page for the appropriate Competency.

These instructions are available with screenshots here: <https://sway.cloud.microsoft/FM2Yl8r0LsDrFQTq?ref=Link>. A very brief video tutorial can also be reviewed her: <https://www.youtube.com/watch?v=PNf7WkhC8x0>. You can find additional help directly on Google here: <https://support.google.com/sites#topic=7184580>.

|  |
| --- |
| **SPECIAL EDUCATION DOCTORAL PROGRAM MAPS** |

The following charts illustrate a 3-year and 4-year progression of coursework and evaluation activities in the special education doctoral program. Sample of doctoral program components within a **three-year approach.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | One | | | | Two | | | | Three | | | |
| Term | Fall | Win | Spr | Sum | Fall | Win | Spr | Sum | Fall | Win | Spr | Sum |
| Program Core Coursework^ | SPED 622: History of Spec Ed    SPED 607: Prof Seminar | SPED 607: Prof Seminar |  |  | SPED 626: Grant Writing |  |  |  |  |  |  |  |
| Research Req. | EDUC 612: Soc Sci Res Design    EDUC 641: Applied Statistics in Education and Human Services I |  |  |  |  |  |  |  |  |  |  |  |
|  | Research Methodology Sequence  6 courses total in 2 methodological traditions\*  (courses typically not offered in summer) | | | | | | | | | |  |
| Evaluation Activity |  | Develop Prog. Committee & Plan | | |  | Dissertation Proposal | | | Dissertation Research & Final Defense | | | |
|  |  |  | Qualifying Paper | | Document competency completion | | | | | | |
| Student Status | Unconditional | | | | | Avance to Candidacy\*\* | | | Doctoral Candidate | | | |

\*See further description in “Research Requirement” section.

\*\*Advancing to candidacy occurs after core coursework is completed and qualifying paper is approved.

^Additional coursework is expected to be completed across the years related to the student’s areas of specialization, including a minimum of 2courses in educational equity.

Sample of major doctoral program components within a **four-year** approach.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | One | | | | Two | | | | Three | | | | Four | | | |
| Term | Fall | Win | Spr | Sum | Fall | Win | Spr | Sum | Fall | Win | Spr | Sum | Fall | Win | Spr | Sum |
| Program Core Coursework^ | SPED 622: History of Spec Ed  SPED 607: Prof Seminar | SPED 607: Prof Seminar |  |  | SPED 626: Grant Writing |  |  |  |  |  |  |  |  |  |  |  |
| Research Req. | EDUC 612: Soc Sci Res Design  EDUC 641: Applied Statistics in Education and Human Services I | Research Methodology Sequence 6 courses total in 2 methodological traditions\* (courses typically not offered in summer) | | | | | | | | | | |  |  |  |  |
|  |  |  |  |
| Evaluation Activity |  |  |  | Develop Prog. Committee & Plan | | |  | Dissertation Proposal | | | Dissertation research & Final Defense | | | | | |
|  |  |  |  | Qualifying Paper | | |  |  | Document competency completion | | | | | | |
| Student Status | Unconditional | | | | | Advance to Candidacy\*\* | | | Doctoral Candidate | | | | | | | |

\*See further description in section “Research Requirements”

\*\* Advancing to candidacy occurs after core coursework is completed and qualifying paper is approved.

**^** Additional coursework is expected to be completed across the years related to the student’s areas of specialization, including a minimum of 2 courses in educational equity.

## **POTENTIAL COURSES**

The COE offers a wide range of courses which count towards a doctorate degree in Special Education. Below you will see courses that are regularly taken by Special Education doctoral students, the term each course is offered, and how they meet different program requirements. This is not a comprehensive list and is not provided as a recommendation, just as a list you can discuss with your advisor and program committee to as to what may be of interest to you.

**Key**:

|  |
| --- |
| Required Courses |
| Research Strands |
| ***\*XXX***: Non-program required courses offered every year |
| Approved Equity Engagement Courses (2): See handbook |
| Dissertation (18 credits minimum) |
| Independent studies and research are listed under SPED 601, 605, and 607 headings. |

**Year 1**

**Fall**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| SPED 607 | Doctoral Orientation | 1 |
| SPED 622 | History of Special Education | 3 |
| EDUC 612 | Social Science and Education Research Design | 3 |
| \*EDUC 641 | **Applied Statistics in Education and Human Services I** | 3 |
| EDST 670 | Philosophy of Research | 4 |
| EDUC 616 | **Philosophical Foundations of Social Science** | 4 |
| GRST 624 | **Teaching in United States Universities** | 4 |
| SPED 526 | Behavior & Classroom Management | 4 |
| SPED 660 | Design of Instruction | 4 |

**Winter**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| SPED 607 | Doctoral Orientation | 1 |
| \*EDUC 630 | **Qualitative Methodology I: Interpretivist Inquiry** | 4 |
| \*EDUC 650 | **Single-Subject Research Methods I** | 3 |
| SPED 515 | Diversity in Special Education | 3 |
| SPED 681 | Diverse Families in Early Intervention | 3 |
| EDUC 614 | Educational Statistics | 3 |
| SPED 528 | Law & Special Education | 3 |
| SPED 682 | Assessment and Evaluation in Early Intervention | 3 |

**Spring**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| EDUC 632 (even) | **Qualitative Methodology II: Postcritical Inquiry** | 4 |
| \*EDUC 645/EDUC 610L | Applied Statistics in Education and Human Services I | 3 |
| EDUC 646 (even) | **Advanced Research Design** | 3 |
| EDUC 652 (even) | **Single-Subject Research Methods II** | 3 |
| EDUC 640 | **Applied Statistical Design and Analysis** | 3 |
| GLBL 535 | **Global Perspectives on Disability** | 2 |
| SPED 511 | Found Disability I | 1 |

**Year 2**

**Fall**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| SPED 526 | Grant Writing | 3 |
| SPED 518 | **Disrupting the School to Prison Pipeline** | 3 |
| EDUC 634 (even) | **Qualitative Methodology III: Post Humanist Inquiry** | 4 |
| EDUC 642 (odd) | **Multiple Regression in Educational Research** | 3 |
| EDUC 654 (odd) | **Advanced Applied Behavior Analysis** | 3 |
| PPPM 680 | Managing Nonprofit Organizations | 4 |
| SPED 536 | **Advanced Behavior and Classroom Management** | 3 |
| SPSY 671 | Behavioral Assessment | 4 |

**Winter**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| \*EDUC 620 | **Program Evaluation I** | 3 |
| \*EDUC 630 | **Qualitative Methodology I: Interpretivist Inquiry** | 4 |
| EDUC 636 (odd) | **Advanced Qualitative Methodology: New Materialisms** | 4 |
| \*EDUC 643 | **Applied Statistics in Education and Human Service II** | 3 |
| \*EDLD 628 | Hierarch Linear Modeling I | 3 |
| EDUC 644 | **Applied Multivariate Statistics** | 3 |
| PPPM 581 | Fundraising for Nonprofit Organizations | 4 |
| PREV 634 | Implementation Science | 3 |
| SPED 681 | **Early Intervention for Diverse Families** | 3 |
| SPED 686 | Autism in Early Intervention | 2 or 3 |
| SPSY 651 | **Cognitive-Affective Aspects of Behavior** | 4 or 5 |
| SPSY 662 | Foundations of Clinical Supervision | 3 |

**Spring**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| EDUC 621\* | **Program Evaluation II** | 3 |
| EDUC 632 (even) | **Qualitative Methodology II: Postcritical Inquiry** | 4 |
| \*EDUC 645/EDUC 610L | Applied Statistics in Education and Human Services I | 3 |
| EDUC 646 (even) | **Advanced Research Design** | 3 |
| EDUC 656 (odd) | **Advanced Analysis of Single-Case Research** | 3 |
| EDLD 698 | Professional Writing III | 3 |
| GLBL 535 | **Global Perspectives on Disability** | 2 |
| SPSY 672 | **Intellectual Assessment** | 4 |

**Year 3**

**Fall**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| EDUC 634 (even) | **Qualitative Methodology III: Post Humanist Inquiry** | 4 |
| EDUC 654 (odd) | **Advanced Applied Behavior Analysis** | 3 |
| EDLD 625 | Survey and Questionnaire Design | 3 |
| EDLD 659 | Scholarly Writing | 3 |
| EDST 614 | **Cultural Context of Education** | 4 |

**Winter**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| \*EDUC 620 | **Program Evaluation I** | 3 |
| EDUC 636 (odd) | **Advanced Qualitative Methodology: New Materialisms** | 4 |
| \*EDLD 628 | **Hierarchical Linear Modeling I** | 3 |
| EDLD 633 (odd) | **Structural Equation Modeling I** | 3 |
| SPED 686 | Autism in Early Intervention | 2 or 3 |

**Spring**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| SPED 603 | Dissertation | 3+ |
| \*EDUC 621 | **Program Evaluation II** | 3 |
| EDUC 656 (odd) | **Advanced Analysis of Single-Case Research** | 3 |
| EDLD 629 | **Hierarchical Linear Modeling II** | 3 |

**Year 4+**

**Fall**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| SPED 603 | Dissertation | 3+ |
| EDLD 659 | Scholarly Writing | 3 |
| SPED 680 | **Foundations in Early Childhood and Early Intervention** | 3 |
| SPED 687 | **Early Intervention Methods I** | 3 |

**Winter**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| SPED 603 | Dissertation | 3+ |
| SPED 688 | Early Intervention Methods II | 3 |

**Spring**

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Credits |
| SPED 603 | Dissertation | 3+ |
| SPED 683 | **Curriculum in Early Childhood and Early Intervention** | 3 |
| SPED 689 | **Early Intervention Methods III** | 3 |

## **COMPETENCY PORTFOLIO PLAN AND COMPLETION RECORD (Revised 2023)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Committee Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Competency Area** | **Description and Evaluation Materials (to Include in portfolio)** | **Evidence of Completion** | **Evaluation** |
| 1.Course Lecture | Prepare and present at least two in-person lectures in university courses. Include:   1. Instructional materials 2. Participant evaluations | Instructor of record must observe lecture. Instructor of record evaluates competency for each lecture and documents completion in a letter. | Completed Task description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 2.Course Design | Design or co-design at least one course in area of specialization (e.g., change from live to online). Student must create each of the following:   1. Syllabus 2. Lecture outlines/materials 3. Readings 4. Assignments | Instructor of record will evaluate all products and provide a written report of feedback. Instructor of record evaluates competency. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 3. Supervision | Supervise a student who is completing practicum in area of specialization for at least one term (contact K-12 or EI program coordinator for assignment).   1. Weekly direct observations at least 1 hr. (not including meetings, travel, and preparation) 2. Weekly feedback & training meetings with supervisee away from practicum site 3. Weekly meetings with cooperating practicum supervisor regarding supervisee performance 4. Documentation of supervision events and outcomes 5. Determination of supervisee’s progress toward meeting practicum objectives 6. Recommendation regarding supervisee’s completion of practicum requirements and objectives | Faculty assigned to practicum and cooperating practicum supervisor evaluates competency through evaluation form. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 4. Professional Development | Plan and conduct at least two different professional developments (e.g., in-service trainings; minimum of 1 hour in length) in area of specialization. Report must include:  a. Specification & description of target audience  b. Agenda  c. Objectives  d. Handouts  e. Activity descriptions  f. Participant evaluations | Planning materials must be approved in advance by a faculty member.  Presentations must be observed (in vivo or via recording) by faculty member.  Faculty member evaluates competency. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 5. Consultation | Conduct at least two consultation activities (e.g., individual, family, district, agency) in area of specialization. Report must include:   1. Specification & description of context 2. Statement of consultation problem/goal 3. Consultation plan (e.g., activities, anticipated outcomes) 4. Evaluation procedures 5. Consultation outcomes | Planning materials must be approved in advance by faculty supervisor. Final reports must be approved by faculty supervisor. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 6. Review of Professional Writing | Prepare a minimum of five written reviews, such as: (a) manuscripts submitted for publication, (b) research proposals, (c) published articles/studies, or (d) other professional writing.  a. Summary of paper’s purpose & main points  b. Adequacy of justification for paper  c. Critique of methodology  d. Assessment of adequacy of literature  e. Reliability and validity of conclusions  f. Critique of implications of conclusions | Reviews will be evaluated by faculty member (either via satisfactory course assignment grade or committee chair signature). | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 7. Research Proposal | Design at least two research study proposals prior to dissertation. Proposals must include:  a. Rationale for proposed study  b. Method  c. Analysis/Interpretation  d. Anticipated outcomes | Proposals must be review by faculty member (either via satisfactory course assignment grade or committee chair signature). | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 8. Research | Conduct at least one research study prior to dissertation (alone or assuming major responsibility for planning, executing, and writing up the study). This project can be one of the studies proposed in #7. Include:  a. Completed study manuscript (ready for submission)  b. If not first author, description of role in research | Manuscript must be reviewed by faculty PI or committee chair. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 9. Qualifying Paper | Write a qualifying paper or systematic literature review in an area of specialization (e.g., 25- 40 pages, including tables and references). *The paper’s focus should be a topic other than the dissertation to provide breadth of expertise.* Include APA-formatted manuscript with the following features:  a. Definition & Description of problem/concept/issue  b. Complete review & critique of literature  c. Summary of status of problem/concept/issue  d. Recommendation of future research or direction | Signed qualifying paper evaluation form from all program committee members. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 10. Grant/ Contract Proposal Application | Write and submit a complete external (e.g., foundation) grant/contract application as lead author or assist in the completion and submission of a many different components as part of working with multiple PIs. See section below with more specifics for documenting work. | Guidelines from targeted funding agency must be included in portfolio and followed. Faculty PI signoff required for each section of a major external grant. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 11. University Participation | Participate in at least one activity related to program, department, college, or university operations for at least one term (e.g. Dean’s Student Advisory Board; the Student Diversity Affairs Committee; Masters Committee, etc.). | Attendance of at least 75% of scheduled meetings, and satisfactory completion of assigned activities. Committee chair to review and sign off. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| 12. Personal Professional Development | In consultation with advisor and/or program committee faculty, determine two additional activities to enhance your professional competence in specialization areas. Include a report with the following:  a. Justification for activity  b. Specifications of competencies to be achieved  c. Description of specific tasks  d. List of anticipated products/outcomes  e. Timeline for completion of activities and products  f. Written personal evaluation of activity | Committee chair to review and sign off. | Completed Task Description: |
| Date  Sign \_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |

## **GRANT COMPETENCY**

The student may independently submit for an externally funded grant, following UO guidelines and with approval from their advisor, or they can work with principal investigator(s) (PIs) to complete different grant writing activities. If the student chooses not to submit a grant independently, they can work with one or more PIs to complete this competency. Under the supervision and direction of the PI leading the grant application, the doctoral student will work with the PI to develop and agree upon a written scope of work, including the student’s activities, the type of instruction (e.g., discussion, providing models) and feedback the PI will provide, and a timeline for completion of assigned activities. This scope of work could include (a) locating peer-reviewed literature on assigned topics, methods, measures or updating citations in the grant narrative; (b) assisting with compiling appendices and creating cover pages; (c) review of the RFA; (d) creation and use of a checklist for assessing responsiveness of the grant application to the RFA; (e) building figures and tables; (f) creating a detailed outline of and/or drafting or revising portions of the grant narrative, abstract or other required documents; (g) attending grant writing team meetings; (h) proofreading narrative, references, and other supporting documents for grammar, spelling, punctuation, citation style, and word choice; and (I) setting up project management and sharing tools for the team (e.g., Asana, Dropbox, Slack). Students may complete different portions of the competency with different grant writing teams.

At minimum, the student should document the scope of work, documentation of completion of the activities, and permanent products as relevant and signed off by the respective PI.

## **DISSERTATION**

Following advancement to candidacy, the student initiates a systematic sequence of steps and actions related to their dissertation. First, the candidate, with guidance from the dissertation chair, develops a dissertation proposal. The dissertation chair can be your academic advisor but is not limited to your academic advisor and may or may not include other members of your program committee. Concurrently, the candidate identifies a minimum of four faculty members to serve as members of the Dissertation Committee. The chair and at least one core member (inside member) must be from the Special Education and Clinical Sciences (SPECS) department. The institutional representative (outside member) must be from outside the SPECS department but may be within another department in the COE. Candidates should consult the most recent list of university-approved faculty members (see Faculty Directory in GradWeb) and their chair or advisor in the selection of a committee. Please visit <https://graduatestudies.uoregon.edu/academics/policies/doctoral/graduate-faculty#core-members> for DGS’ most up-to-date guidelines on who is eligible to serve as core members. The dissertation committee supervises a student’s dissertation work, determines the acceptability of the dissertation, and serves as the final examining committee. You can learn more about the dissertation committee policy at <https://graduatestudies.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy>, including who is eligible to serve on the committee. If a faculty member is not already approved to serve on a SPED student’s dissertation committee, the student’s advisor needs to nominate the faculty person (including a vita and rationale as well as why this faculty member is essential for the dissertation) to the chair of the doctoral committee for approval from the doctoral committee. If a simple majority support the nomination, a request will be submitted to DGS for approval.

Once these committee members have been identified and agree to participate, the candidate should complete the *Dissertation Committee Appointment Recommendation to the Division of Graduate Studies* (Attachment E) and submit to the APC. The committee must be approved by DGS no later than six months before the final oral defense of the dissertation and before holding the proposal meeting.

Next, the student is responsible for scheduling a proposal meeting. At this meeting, the student presents the rationale and methodology of the proposed study as developed in the written proposal. The written proposal is typically between 30 and 50 pages (excluding figures, appendices, and references) and contains a literature review, a methods section, proposed design, data analysis procedures, and a purported timeline. Students should clarify expectations for content and length with the dissertation chair.

Students are expected to provide the manuscript to their committee a minimum of two weeks prior to the proposal meeting. Weekends and federally recognized holidays do not count towards this two week minimum. The meeting will be rescheduled if the deadline is not met.

The proposal meeting usually lasts 60 to 90 minutes and is a “working meeting”, attended by only the student and the committee. The student should work with their chair to determine the format and length of the dissertation proposal presentation. Most presentations are between 20 and 40 minutes in duration; the remainder of the time is devoted to discussion between the student and the committee members. It is expected that changes will be recommended during the proposal meeting. It is the policy of the SPECS department that the dissertation chair ensure that recommendations from the proposal meeting 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.

Upon approval of the proposal, the student secures signatures from the committee using the *Dissertation Proposal Approval* form (Attachment F) and is submitted to the APC.

More information regarding the dissertation and other doctoral degree requirements established by DGS can be found at <https://graduatestudies.uoregon.edu/academics/thesis-dissertation>.

## **APPLICATION FOR DEGREE**

Students intending to defend their dissertation must apply for their degree by Friday of Week 2 of the term in which the degree is to be granted. The Application for Advanced Degree can be found on the DGS website under Current Students > Getting Ready to Graduate. Doctoral candidates must be registered for at least 3 credits of SPED 603: Dissertation during their final term (the term the degree is awarded) unless defending in summer term.

## **ORAL DEFENSE OF THE DISSERTATION**

### **Submitting Dissertation Prior to Defense**

UO’s DGS requires students to submit a complete draft of their dissertation to all committee members at least 2 weeks before the scheduled defense. It is the expectation of the SPECS department that the chair will contact (or ask the student to contact) committee members no fewer than 3 days prior to the Defense to see if members have any substantial concerns about the dissertation. The UO Graduate Policy 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 the committee members to develop a plan for moving forward.

### **Conducting the Defense**

A defense is a formal public meeting, so refreshments and a party atmosphere are discouraged. Instructions for the defense process and how to schedule the defense can be found at DGS’ <https://graduatestudies.uoregon.edu/academics/policies/doctoral/oral-defense-procedures/> . It is a SPECS policy that students ask their APC to complete an announcement form a minimum of 1 week in advance of their defense.

Defense meetings are public and open to all and are facilitated by the chair and generally last between 1.5 and 2 hours and include 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 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. It is common that the committee will have feedback that they expect to be incorporated in the final submission to DGS, and it is the chair’s responsibility to take notes and work with the student to ensure feedback is incorporated appropriately.

## **PROGRAM CHECKLIST**

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

|  |  |
| --- | --- |
| **CHECKLIST OF MAJOR TASK DETAILS** | |
| **Task Details** (Academic Term/Year for a 4-year plan) **and Checklist** | **Completion Date** | |
| 1. **Research Methodological Sequence** (F1 - S3)   * Six courses in 2 methodological traditions (4 in 1, 2 in another – quantitative, single subject, qualitative, or program evaluation) |  | |
| 2. **Program Plan** (Spr Yr 1)   * Draft of professional career and goal statement * List of program-related graduate coursework sorted by interest areas |  | |
| 3. **First Program Committee Meeting** (Spr Yr 1)   * Three faculty members in COE in general area of interest * Review of Tentative Program Plan * Review of Competency Portfolio Requirements |  | |
| 1. **Second Program Committee Meeting** (Win Yr 2)  * Discuss grant writing and current research interests |  | |
| 5. **Advancement to Candidacy** (Sp Yr2)   * Core Courses (Pro Sems, History of SPED, Grant Writing, two courses on education equity) * Research Course requirements finished * Qualifying paper approved |  | |
| 6. **Competency Portfolio** (Prior to Dissertation Proposal)   * Student lists proposed activities and products – then works on each task until portfolio is complete * Advisor ensures adequate progress during annual evaluations * Advisor and program committee members sign and date to acknowledge completed activities and products * Documentation submitted to APC |  | |
| 7. **Dissertation Committee** (Win/Spr Yr 3)   * Chair and at least one core member (inside member) must be from SPECS. * Institutional representative (outside member) must be from outside SPECS. |  | |
| 8. **Dissertation Proposal** (Win/Spr Year 3)   * Problem statement, research question, hypothesis, methods, timeline |  | |
| 9. **Dissertation Proposal Approval Meeting** (Win/Spr Year 3)   * Presentation and approval of dissertation proposal |  | |
| 10. **Dissertation Research** (Year 4)   * Approval to conduct research with human subjects (from UO Research Compliance Services) * Regular communications with chair of dissertation committee |  | |
| 11. **Dissertation Defense** (Year 4)   * Presentation and approval of dissertation research |  | |
| Once you have successfully defended your dissertation and the content of your dissertation has been approved by your committee, you must electronically submit your final dissertation to the [ProQuest Electronic Thesis or Dissertation (ETD) Administrator](https://www.etdadmin.com/main/home?siteId=263). **The submission deadline is two (2) weeks after your defense date.** |  | |

## **OTHER DEGREE REQUIREMENTS**

Doctoral Degree Requirements established by DGS

Many of the requirements for earning a Doctor of Philosophy degree at the University of Oregon have been established by DGS. These requirements are explained in detail on the DGS website (<https://graduatestudies.uoregon.edu/>), and are summarized as follows:

**Minimum Coursework Requirement.** The student must complete the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years, beyond the master’s degree. (See pp. 11).

**Residency.** The residency year consists of three consecutive terms of full-time study satisfying doctoral degree requirements and requires a minimum of 9 completed graduate credits per term. Research (SPED 601) may be part of the 9 credits.

**Continuous Enrollment**. DGS regulations require “continuous enrollment” (except for summers) until all program requirements have been completed, unless on-leave status (maximum time of 6 academic terms) has been approved. To remain in compliance with the Continuous Enrollment Policy, the student must be registered for a minimum of 3 graduate credits (9 credits if a GE) each term, excluding summer sessions.

Continuous policy requirements include students not in residence while writing a dissertation but using faculty assistance, university services or facilities such as sending chapters to an advisor by email for feedback. Approval of a request for on-leave status guarantees the student’s right to return to the program in good standing at the end of the requested time of leave. Students who leave a program without approval of on-leave status or who fail to return by the end of the approved leave face two consequences:

1. The student must file a petition for readmission. Departmental approval of the petition is not automatic; the department may deny the request or attach other stipulations to the approval. The petition is available here: <https://graduatestudies.uoregon.edu/sites/default/files/forms1/petition-for-reinstatement.pdf>.
2. Any changes in degree requirements and procedures adopted by DGS or the department during the student’s absence will apply to the readmitted student’s program of studies.

Policies and procedures related to on-leave status can be found on the DGS website <https://graduatestudies.uoregon.edu/academics/policies/general/on-leave-status>/.

**Dissertation Hours.** The student must complete a minimum of 18 credit hours of SPED 603 Dissertation. Dissertation credit is recorded P/N (pass/no pass). Dissertation credits may not be earned until the student is advanced to candidacy.

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

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

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

## **STUDENT EVALUATION PROCEDURES**

The Special Education doctoral committee continuously evaluates student progress and skill development. Monitoring occurs at various levels in terms of frequency and specificity.

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

* Maintaining a GPA of at least 3.0 in graduate courses taken in the degree program
* Earning P’s in all practica and field experiences. (a grade of P must be equal to or better than a B-)
* Making satisfactory progress toward the degree (e.g., completing activities at or earlier than the 4-year plan on p.21).
* No more than 5 credits of incomplete coursework
* Maintaining continuous enrollment unless awarded on-leave status (see Other Degree Requirements, Continuous Enrollment)
* Maintaining a professionalism that is expected of a doctoral student at the University of Oregon
* Obtaining a “pass” on the qualifying paper (see Attachment B)

### **Quarterly Review.**

At a minimum, students should meet at least *quarterly* with their advisor to plan their coursework, review their program plan and competency portfolio, and discuss long-term goals. The content of these meetings is meant to be *consultative* regarding future planning and *evaluative* in terms of student experiences and competencies to date.

These quarterly meetings are to be formative in nature (i.e., evaluation is designed to improve the student’s skills, not a complete summative evaluation).

### **Annual Student Review and Evaluation.**

Each Spring term, the Special Education doctoral committee undertakes a systematic review of each student. Students should submit their updated CV and Competency Portfolio to their Academic Advisor by June 1 annually. Doctoral students in their final year do not need an annual evaluation if they will defend before the start of summer term.

The purpose of the evaluation is to provide feedback on student progress, identify student strengths and weaknesses, and identify remedial activities or procedures that may be considered with students who are not performing up to program expectations. The review focuses on general academic status and progress through coursework, development of professional behaviors, and future plans.

### **Failure to Make Adequate Progress.**

Students determined by DGS (see <https://graduatestudies.uoregon.edu/academics/policies/general/satisfactory-progress> and <https://graduatestudies.uoregon.edu/academics/policies/general/grades-incompletes>) or the Special Education doctoral program committee not to have made adequate progress toward completing their degrees or obtaining necessary professional competencies receive a summative evaluation of Unsatisfactory Progress. Students in this situation are not considered to be in good standing in the program. In such instances, the annual evaluation letter will address the specific concerns noted and identify specific competencies, accomplishments, or other indicators of progress that are necessary to become a student in good standing. Students who receive an unsatisfactory evaluation should meet with their advisor soon after receiving their evaluation letter to discuss the concerns and develop a plan for addressing the concerns.

In most instances, the plan for addressing the concerns that led to the unsatisfactory evaluation is accomplished through the construction of a remediation agreement. The student and the advisor, in consultation with the student’s PC and the chair of the doctoral committee, develop this written agreement to specifically address the concerns of the faculty and/or DGS. Each remediation agreement is specifically designed to reflect the concerns for and needs of an individual student. Faculty concerns about knowledge competencies may be addressed through an agreement to complete additional coursework in specific areas. The student may be asked to address professional competencies such as work completion habits by removing incomplete grades or completing additional assignments within one quarter. Each agreement lists the specific area of concern, the source of the information, the plan to remediate the problem, the evaluation plan, and responsibilities and timelines. Failure to complete activities in the remediation agreement may result in receiving a non-passing grade in a course or referral to the doctoral committee.

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

If termination is recommended, a letter describing the committee’s rationale and documentation for making the decision will be prepared and signed by the department head. The student then would have the option of filing a grievance with the UO over this decision (see *Formal Academic Grievance Procedures*, p. 41).

### **Termination from a Program.**

Students who choose to terminate their participation in a program voluntarily should notify their advisor and the APC. The communication should indicate the term and year the student is leaving the program, the reason for termination, and whether the student plans to return at a later date.

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

Students may be asked to leave a program for a variety of reasons. Examples include but are not limited to lack of progress and unethical conduct.

In addition, failure to follow DGS requirements for continuous enrollment will result in involuntary relinquishment of standing. In this case, reapplication to the program is required for readmittance to be considered. Termination decisions will be supported with evidence. Once a decision is made to terminate a student, a letter must be sent to notify the student of the program’s decision. In this letter, the student should be given the reasons for termination or pending termination. If corrective action is possible, the letter should indicate the nature of that action and the timeline for completing the action(s). If the student decides to withdraw, formal notification should be sent to the program and DGS.

If the student decides to undertake corrective action, they should meet with their advisor and finalize a plan of action with accompanying deadlines. If the student decides to take corrective action but the advisor or program is unwilling to continue the student, the student may appeal to the department head. If the department head denies reinstatement, the student may appeal to the COE Associate Dean for Academic Affairs, pursue mediation, or file a formal grievance.

## **DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES**

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

### **Changing Doctoral Advisors.**

At the time of admission, all students are assigned an initial advisor. If for some reason the student wishes to change advisors they need to: a) let their present advisor know they are switching advisors, b) find a Special Education faculty member on the doctoral committee that agrees to advise them, and c) complete the Change of Advisor form (email sped@uoregon.edu). If students have a concern about switching advisors, they should contact the chair of the doctoral committee or the program director, and they will be happy to assist in facilitating a change/conversation.

### **Mediation and Conflict Resolution.**

Although we sincerely hope that as a member of the COE community students experiences are wholly positive, we realize that while navigating a student career on or off a university campus, students may encounter any number of complicated situations in which they need additional support. Each COE program 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 on that website as well as links to a range of resources.

The Student Conflict Resolution Center is a private, impartial, and off-the-record problem-solving resource for effective communication, collaboration, and conflict navigation. They assist and support individuals, groups, and student organizations through conflict in identifying and exploring options, facilitating conversations and decisions, providing dispute resolution services and appropriate referrals as necessary. Their goal is to facilitate positive change through dialogue and across differences, enhancing student relationships and partnerships. For more information, visit their website: <https://scrc.uoregon.edu/>.

### **Other Resources.**

**Grades.** If the concern pertains to a disputed grade, the student should make every effort to resolve the disagreement with the faculty member who assigned the grade. If this effort is not successful, the student(s) may talk with a member of the Office of Academic Advising (101 Oregon Hall, 541-346-3211) about appropriate petitioning procedures.

**Discrimination.** If any student enrolled at the University of Oregon believes they have been discriminated against on the basis of age, sex, sexual orientation, race or ethnicity, marital status, religion, disability, national origin, veteran status, gender identity, or gender expression, the student may file a report with the UO Bias Education and Response team. Reports are filed on the BRT’s website at <https://dos.uoregon.edu/student-care-team>. GEs are encouraged to pursue employment-related discrimination complaints via the GTFF. Concerns about employment-related discrimination that arise outside the context of the assigned GE duties should be pursued through the student complaint procedures outlined by the Office of Affirmative Action and Equal Opportunity.

## **FORMAL ACADEMIC GRIEVANCE PROCEDURES**

The processes and timelines for initiating and responding to formal academic grievances by students are governed by University of Oregon Policy and are listed in detail on the UO Policy website. If a student wishes to file a grievance, the complete text for this policy is located under “Full Student Grievance Policy and Procedure” at <https://graduatestudies.uoregon.edu/academics/policies/general/academic-grievances>.

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| **SECTION III: STUDENT SUPPORTS** |

All SPED PhD students are admitted with four full years of funding that includes tuition, a stipend, and benefits, including health insurance. Funding support for SPED doctoral students beyond their fourth year varies widely from year-to-year and can take many different forms, depending on what is available within the program, department, and college for that academic year. The four most common sources of funding include being hired as a Graduate Employee (GE), receiving federal leadership grants, receiving federal research grants, and being awarded University of Oregon College of Education (COE) scholarships.

## **Writing Supports.**

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/>). The Division of Graduate Studies (DGS) 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.

### **GE Appointment and Tuition Waiver.**

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

GEs are required to register for and complete a minimum of 9 credit hours per term. GEs pay no tuition on the first 16 credit hours per term if their appointment is equal to or greater than .16 FTE and they complete the assignment at .16 FTE or greater. GEs are assessed non-instructional fees set by the State Board of Higher Education; the University provides the balance as stipulated in the collective bargaining agreement. GEs are responsible for specific major and school fees that may apply. Tuition and fees are subject to change without additional notice. Please contact DGS for exact amounts. GEs at the University of Oregon are represented by a union, the Graduate Teaching Fellows Federation (GTFF). Official membership is at the individual’s option, although payment of monthly dues, or an equivalent, is required under a “fair share” agreement. Levels of appointment and salary levels are subject to the provisions of the Collective Bargaining Agreement between the GTFF and the University of Oregon. More information on being a GE and the GTFF are available here: <https://graduatestudies.uoregon.edu/funding/ge/>

### **GE Health Insurance.**

GEs have access to GE-specific insurance during each term of appointment. The University provides an insurance contribution on behalf of each eligible GE. During Fall, Winter, Spring and Summer terms, for those with GE appointments, the University will contribute 95% of their health insurance premium costs. GEs in each enrollment category will contribute 5% of the quarterly premium for their selected coverage.

During the summer term, students who are not GEs in the summer may be eligible for the GE insurance. Those who are not summer GEs but who hold an appointment in the previous spring term may receive premium coverage subsidized at 85%. Students who have graduated in spring term or have left the University at the end of spring term are not eligible for this benefit.

### **GE Reappointment.**

Reappointments are not automatic, nor are they guaranteed. To be reappointed, Graduate Employees must make satisfactory progress toward their graduate degree and receive a satisfactory annual GE job performance evaluation

### **GE Evaluations.**

A GE’s performance is evaluated annually, where evaluations are done at the end of spring term. The GE’s supervisor will meet with the GE and discuss the assigned responsibilities and the criteria for evaluation of those responsibilities. The GE evaluation form, completed by the supervisor and signed by the GE, will be placed in the student’s GE personnel file maintained by the department’s Coordinator of Finance and Operations. Additionally, DGS completes an audit of GE cumulative GPA and course credits completed each term. GEs found to not have met these requirements will be contacted and may lose eligibility to hold a GE until established expectations are met. GEs are considered by DGS to be students first; therefore, unsatisfactory academic progress as documented by the Special Education doctoral program or DGS will jeopardize employment as a GE.

More information about GE 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>.

### **One Stop Student Resources.**

UO maintains a webpage (<https://onestop.uoregon.edu/>) with links for all major support resources for its students. The site provides information on wellness and recreation, academic supports, technology, and many other areas. It also includes information on financial supports for dealing with crises and basic needs and on community building opportunities.

DGS has numerous professional development opportunities they provide each year: <https://graduatestudies.uoregon.edu/professional-development> as well as funding and employment opportunities: <https://graduatestudies.uoregon.edu/funding>.

### **Office Assignments.**

GEs should receive an email with their office assignments from the COE Dean’s Office (i.e., SPED does not have authority on this). Offices can be located anywhere on the COE campus. The HEDCO Learning Commons has reservable meeting room spaces, and the Knight Library also rents private office space to graduate students on a time limited and first-come, first served basis.

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

### **Student Insurance Coverage.**

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

### **Accommodations and Support Services for Diverse Students.**

The University of Oregon provides several programs and services which are designed to assist students with diverse needs. A complete listing of these programs and related organizations can be found on the DGS page: <https://inclusion.uoregon.edu/>, on the general UO website, and via the Associated Students of the University of Oregon’s interactive page: <https://studentlife.uoregon.edu/clubs>.

Students with disabilities may receive accommodations for their needs from the Accessible Education Center. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinators, their advisor, or the Accessible Education Center <https://aec.uoregon.edu/make-appointment-aec/> for more information.

The COE is pleased to contribute to and support the work of many units on campus that foster diversity, equity, and inclusion. Students may access a diverse array of student support and professional development services. For up-to-date diversity, equity, and inclusion resources across campus, please visit the following:

* College Governance: <https://coedocs.uoregon.edu/policies/>
* UO Division of Equity and Inclusion: <https://inclusion.uoregon.edu/deiunits>
* UO Teaching Engagement Program: <https://teaching.uoregon.edu/>
* UO Division of Graduate Studies: <https://graduatestudies.uoregon.edu/>

### **Accommodation for Religious Observances.**

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

Once a student has registered for a class, the student is expected to identify potential conflicts in the course syllabus and to notify the instructor *by the end of the first week of classes*. The student is also expected to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time. Faculty will give such students an equivalent opportunity to make up the examinations, studies, or other academic work requirements that they may miss.

## **INTERNATIONAL STUDENTS**

### **Support Services.**

The University of Oregon has a large international community. The International Student Association (ISE) is an umbrella organization for students from nations around the world. The ISA works to promote the educational, social, and cultural activities of international students at the university: <https://isa.uoregon.edu/>. Advisors in the International Student Scholars office can be reached at (541) 346-4387. Additional supports are provided by DGS; feel free to search this website: <https://graduatestudies.uoregon.edu/onestop>.

### **Financial Aid.**

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

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

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

### **International Students and COE scholarships.**

Most scholarships are privately funded and come from many donors and may have qualifying conditions such as:

1. Program of study (which degree you are seeking)
2. Level of study (undergraduate, master’s, doctoral)
3. Demonstration of financial need as determined by the UO
4. Residency in the state of Oregon
5. Citizenship or permanent residency status in the U.S.

The Statement of Financial Need for International Students can be found at <https://isss.uoregon.edu/sites/default/files/2024-02/financialresources2024.pdf>.

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| **ATTACHMENTS** |

SPED Forms

A fillable PDF copy of the following forms can be obtained from the Academic Program Coordinator ([sped@uoregon.edu](mailto:sped@uoregon.edu)):

**Attachment A: Doctoral Program Plan**

**Attachment B: Qualifying Paper Review, Procedures, and Guidance**

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

**Attachment D: Documentation of Satisfactory Completion of Competency Portfolio**

COE Forms

## **Attachment E:** [**Dissertation Committee Appointment Recommendation to the Division of Graduate Studies**](https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/4/19302/files/2022/10/DissertationCommAppointmentRecommendation.pdf)

## **Attachment F:** [**Dissertation Proposal Approval**](https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/4/19302/files/2022/10/DissertationProposalApproval.pdf)

**SPECIAL EDUCATION DOCTORAL PROGRAM PLAN Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Year 1: AY ??**

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| **Fall** | | | **Winter** | | | **Spring** | | |
| **Course** | **Instructor** | **Credits** | **Course** | **Instructor** | **Credits** | **Course** | **Instructor** | **Credits** |
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| **Total Credits** | |  | **Total Credits** | |  | **Total Credits** | |  |

**Year 2: AY ??**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall** | | | **Winter** | | | **Spring** | | |
| **Course** | **Instructor** | **Credits** | **Course** | **Instructor** | **Credits** | **Course** | **Instructor** | **Credits** |
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| **Total Credits** | |  | **Total Credits** | |  | **Total Credits** | |  |

**Year 3: AY ??**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall** | | | **Winter** | | | **Spring** | | |
| **Course** | **Instructor** | **Credits** | **Course** | **Instructor** | **Credits** | **Course** | **Instructor** | **Credits** |
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| **Attachment A: Doctoral Program Plan** |

STUDENT SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADVISOR SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Attachment B: Qualifying Paper Rubric** |

University of Oregon

Ph.D. Program in Special Education

**Qualifying Paper Review Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_  Program Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_

Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_  Date due (within 10 UO business days): \_\_\_\_\_\_\_\_\_\_\_\_

**Overall Rating (mark or highlight one)**

**Pass** (all domains rated as pass)

**Pass with minor revisions** (one domain rated as revise or minor clarifying edits in a few domains)

**Major revision and resubmission** (two domains rated as revise and may need more overt development or clarification across domains)

**Fail** (more than two domains rated as revise and significant concerns about conceptual understanding and writing quality)

**Directions for reviewers:**

For each issue described below, rate the quality of the manuscript as Revise or Pass. Additionally, please provide a written response that can be shared with the student.

**A. Scope and adequacy of the literature review**

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

**Rating: Pass** **Revise**

**Comments:**

**B. Rigor of methods or ideas**

(Conducts a high-quality and unique systematic literature review with appropriate methods; examines a “new” concept, idea, practice, or theory in the field; or proposes or addresses a new application, demonstration, or other use of the professional literature and knowledge base; uses design features appropriate to the research questions and tradition.)

**Rating: Pass** **Revise**

**Comments:**

**C. Paper implications**

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

**Rating: Pass**  **Revise**

**Comments:**

**D. Quality of writing**

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

**Rating: Pass**  **Revise**

**Comments:**

University of Oregon

Ph.D. Program in Special Education

**Qualifying Paper**

Procedures & Guidelines

1. The doctoral student proposes a Qualifying Paper idea to their advisor after the program plan has been approved, typically at the end of the first year in the program. Coursework and independent readings may facilitate the development of the paper. The student submits the paper for review by their program committee by the Spring of the second year of the program (see below). If a completed paper is not submitted by week two of spring term of their third year the student is not making adequate progress and will be considered for dismissal from the program (not including approved leave of absence or alternative program plan).

2. The doctoral student independently researches and proposes the topic of the paper to their advisor with supporting materials (e.g., outline, articles, timeline per section) for feedback. Once the advisor approves the topic and direction of the paper, the student will work on the paper checking in regularly with their advisor. For check-ins, students will submit drafts, and the advisor will provide feedback, edits, and clarify next steps.

3. Once the paper is complete, the advisor will review the full document to determine if it is ready for distribution to the program committee.  If the advisor does not feel it is ready for distribution, specific feedback and changes in the timeline will be noted by the advisor. The advisor will determine when the paper is ready to be distributed to the committee, and the advisor will send the paper to the committee members with the rubric for scoring and the due date for review and scoring completion (within 10 UO business days of receipt).

4. Once distributed, each program committee member (including the advisor) within two weeks (10 UO business days) will:

* offer an overall independent judgment of “Fail,” “Major revision and resubmit,” “Pass with minor revisions,” or “Pass” for the paper using the Qualifying Paper Rubric (see document)
* offer suggested edits, revisions, and/or feedback to enhance the quality of the paper
* send their rubric/review to the student’s advisor.

5. The advisor will collect and synthesize the feedback from the committee, which may require talking with members to ensure shared understanding. The advisor will then share the feedback with the student.

a. If all members provided an overall rating of “Pass” or “Pass with minor revisions,” the student has met the competency (a meeting of the committee with the student is not required).

b. If any committee member assigns the paper an overall rating of “Major revision and resubmit” or “Fail,” then the student will be able to revise. The advisor will compose and share a memo summarizing the committee feedback, and the student will have 3 business weeks to revise and resubmit. If a completed paper is not submitted by week two of spring term of their third year, the student is not making adequate progress and will be considered for dismissal from the program (not including approved leave of absence or alternative program plan).

c.  If two or more committee members assign the paper an overall rating of “Fail,” the advisor will compose and share a memo summarizing the committee feedback, and the student will have 3 business weeks to revise and resubmit. Then the advisor will organize a meeting with the student and the program committee where feedback will be shared and discuss next steps. The student may be asked to revise the paper or develop a new proposal for the research paper and the whole process will be repeated in its entirety. A memo will be completed by the advisor that summarizes the feedback and direction for the student including the expected timeline. The student will complete an outline of the paper by the middle of the following term and get approval from their advisor at that point. It is expected that the revised/new paper will be resubmitted within two terms of the initial submission (these dates will be within the memo).

d.  After resubmission, if two or more committee members assign the paper an overall rating of “Fail,” the advisor will share the feedback with the student and the student is now not making adequate progress and will be considered for dismissal from the program (not including approved leave of absence or alternative program plan).

6. All materials (i.e., the submitted student paper(s), memos summarizing meetings, completed rubrics, and recommendations) will be submitted to the SPED Academic Program Coordinator.

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| **Attachment C: Documentation of Comprehensive Exam Requirements** |

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Documentation of Satisfactory Completion of Comprehensive Examination Requirements

Special Education Doctoral Program

Special Education and Clinical Sciences Department

College of Education, University of Oregon (Revised, September 2009)

Date:

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

* 1. Core coursework in Doctoral Pro Seminars, History of Special Ed, Grant Writing Date completed:
  2. One course in each of two research traditions (toward program requirement of 6 courses across two research traditions) Date completed:
  3. Qualifying Paper in area of specialization (Doctoral task#9)

Date completed:

(d) Completion of 2 courses related to equity, diversity and/or social justice, one with a SPED prefix

Courses Complete: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Doctoral Program Advisor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Doctoral Program Committee Member

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Doctoral Program Committee Member

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| **Attachment D: Competency Portfolio** |

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Documentation of Satisfactory Completion of Competency Portfolio

Special Education Doctoral Program Special Education and Clinical Sciences Department

College of Education University of Oregon (Revised, September 2006)

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

* + 1. Competencies have been reviewed by members of the program committee.
    2. Each program competency has been reviewed and approved by a supervising faculty member.
    3. Final approval of the Competency Portfolio.

Doctoral Program Advisor Date

Doctoral Program Committee Member Date

Doctoral Program Committee Member Date