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A: Special Education Doctoral Program Plan
B: Documentation of Satisfactory Completion of Comp Exam Requirements
C: Documentation of Satisfactory Completion of Competency Portfolio
D: Dissertation Committee Appmt. Recommendation to the Grad School
E: Dissertation Proposal Approval
F: Permission to Re-Register in the Graduate School
G: On-Leave & In Absentia Status
H: Research Clearance for Master’s Thesis/Project or Doctoral Dissertation
I: Getting Ready to Graduate
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Section I

Welcome and Overview

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

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

This handbook includes current policy and practice and is designed to assist you as you progress through your program of study. It is your responsibility to become familiar with the policies and procedures of both the University of Oregon Graduate School, the College of Education, and the Special Education doctoral program.
A major goal of graduate education at the University of Oregon is to instill in each student the capacity for rigorous scholarship, independent judgment, academic excellence, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

**Overview of the Doctoral Program**

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

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

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

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

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

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

Doctoral student progress toward educational goals at the University of Oregon is directed and evaluated by an advisor, a 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 charged with the responsibility of evaluating a graduate student’s performance in research, teaching, service, and coursework. You will receive an annual evaluation of your program progress from your advisor at the end of the spring term each year that you are in the program.

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

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

- Conduct themselves in a mature, professional, respectful and civil manner in all interactions;
- Recognize that the Special Education 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;
Professional Behavior

- Exercise the highest integrity in collecting, analyzing, and presenting research data;
- Follow the guidelines of the American Psychological Association with respect to ethical research conduct and determination of authorship for publications and presentations; and
- Take responsibility to inform themselves of regulations and policies governing their graduate studies.

PROFESSIONAL BEHAVIOR

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

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

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

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

- Is able to relate well with students, teachers, supervisors, and other professionals;
- Behaves ethically and responsibly both on campus and in the field;
- Communicates accurately and effectively with various types of individuals and groups;
- Is consistently prepared for practicum and field study activities;
- Maintains the confidentiality of school records;
- Attends required program functions; and
- Completes assignments and other program requirements in a timely fashion.

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

4. Students should refer to the Office for Protection of Human Subjects’ website (http://humansubjects.uoregon.edu/) for information on conducting research with human participants at the University of Oregon.

**ORGANIZATION OF THE SPECIAL EDUCATION & CLINICAL SCIENCES DEPARTMENT**

The Special Education and Clinical Sciences Department includes three main programs: School Psychology, Special Education, and Communication Disorders and Sciences. The organizational chart on the following page illustrates the departments, programs, and committees. Also included is an organizational chart for all academic programs in the College of Education (COE), as well as an excerpt from the UO catalog giving descriptions and contact info for all COE research and outreach units.
ACADEMIC PROGRAMS
ORGANIZATIONAL CHART

DEAN, COLLEGE OF EDUCATION

ASSISTANT DEAN, FINANCE & OPERATIONS
BUSINESS MANAGERS

DIRECTOR OF INFORMATION & INSTRUCTIONAL TECHNOLOGY

DIVERSITY COORDINATOR

ASSISTANT DEAN, ACADEMIC PROGRAMS & STUDENT SERVICES

ASSOCIATE DEAN, ACADEMIC AFFAIRS

ASSISTANT DEAN, OFFICE OF COLLEGE ADVANCEMENT
COMMUNICATIONS DIRECTOR

ASSOCIATE DEAN, RESEARCH & OUTREACH
EDUCATION PROGRAMS SPECIALIST

DEPARTMENTS

COUNSELING PSYCHOLOGY & HUMAN SERVICES

EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP

SPECIAL EDUCATION & CLINICAL SCIENCES

EDUCATION STUDIES

MAJORS

COUNSELING PSYCHOLOGY

EDUCATIONAL LEADERSHIP

COMMUNICATION DISORDERS & SCIENCES

EDUCATIONAL FOUNDATIONS

COUNSELING, FAMILY & HUMAN SERVICES

SCHOOL PSYCHOLOGY

CURRICULUM & TEACHING

FAMILY & HUMAN SERVICES

SPECIAL EDUCATION

CURRICULUM & TEACHER EDUCATION

CRITICAL & SOCIO-CULTURAL STUDIES IN EDUCATION

UNIVERSITY OF OREGON

College of Education

JANUARY 2010
College of Education
Research and Outreach Services
Edward J. Kame'enui, Associate Dean
541-346-1692
230 HEDCO Education Building
The nationally recognized research and outreach units of the College of Education provide a comprehensive, research-intensive environment for undergraduate, licensure, master’s, and doctoral students. The research units foster fundamental and applied research that faculty members integrate into the college’s curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies.

Behavioral Research and Teaching
Gerald Tindal, Director
541-346-3535
175 Lorry I. Lokey Education Building
www.brtprojects.org
Behavioral Research and Teaching combines curriculum-based measurement with effective teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk of failure in school and in the community. Research and professional development activities and projects focus on (1) curriculum-based measurement and large-scale testing; (2) response-to-intervention methods in educating students with disabilities; (3) behavioral and instructional consultation; and (4) systems change and school reform. Opportunities for research and personnel preparation are available for graduate students.

Center for Educational Policy Research
David T. Conley, Director
cmpr.uoregon.edu/index.php
Staff members at the Center for Educational Policy Research help Oregon educators, district administrators, and policymakers promote a seamless transition for students as they move from Oregon high schools to Oregon institutions of higher education. The center develops policy tools and promotes strategies that help organizations understand complex issues, analyze trends, and nurture new policy ideas. The center also designs online tools with staff members at its sister center, the Educational Policy Improvement Center, to help Oregon institutions promote college and career readiness for Oregon students.

Center for Electronic Studying
Lynne Anderson-Inman, Director
541-346-2544
Center for Advanced Technology in Education
205 Rainier Building
ces.uoregon.edu
The Center for Electronic Studying explores and evaluates computer applications that enhance literacy, study skills, and academic performance. The center conducts research projects funded by grants from agencies such as the U.S. Department of Education, the National Endowment for the Humanities, the National Parks Service, and the Oregon Department of Education. The center offers workshops on putting research into practice in Oregon and other states; it also offers research practicum and opportunities for independent study. The center has positions for graduate assistants and work-study students.

Center on Assessment, Statistics, and Evaluation
Joseph Stevens, Director
541-346-8138
230P HEDCO Education Building
www.uoregon.edu/~caseorg
The Center on Assessment, Statistics, and Evaluation seeks to foster and support excellence in research methods and their application in educational and social science research. The center supports faculty members and graduate students throughout the College of Education, the University of Oregon, and the larger community through services to (1) provide technical support for statistical analysis and research design using a variety of models and software; (2) assist researchers and practitioners in assessment and measurement issues, including instrument development; and (3) serve as a research partner to provide program evaluation and technical support for state and local educational agencies throughout Oregon as well as academic units within the university.
Center on Human Development
Jane Squires, Director
541-346-2634
ucedd.uoregon.edu
Housed within the College of Education, the Center on Human Development (CHD) conducts research, technical assistance, interdisciplinary training, and community services activities focused on individuals with disabilities, and individuals who are at risk for disabilities, from birth through adulthood. The University Center for Excellence in Developmental Disabilities performs management and coordination functions for UCD, and together they strive to improve the quality of life for all persons with developmental disabilities and their families.

Center on Teaching and Learning
Edward J. Kame’enui, Director
541-346-1644
Riverfront Research Park, Suite 207
ctl.uoregon.edu
The Center on Teaching and Learning conducts, translates, and disseminates research that offers solutions to problems the schools face every day. Faculty members seek to advance understanding and use of evidence-based practices to prevent and intercept academic difficulties in school-aged children. One emphasis is the role of curriculum, instruction, and assessment in models of academic reform for schools. Research and outreach include school-based experimental research, model demonstration projects, and large-scale professional development and technical assistance.

Child and Family Center
Elizabeth A. Stormshak, Director
541-346-4805
cfc.uoregon.edu
The Child and Family Center staff is dedicated to understanding and promoting mental health and resilience within families in all cultural communities. The institute conducts research on social-emotional development from infancy through adolescence and provides innovative assessment, prevention, and intervention services for children and families.

Child Development and Rehabilitation Center
Robert E. Nickel, M.D., Clinical Director
541-346-3575
Clinical Services Building, First Floor
The Child Development and Rehabilitation Center of the Oregon Health and Science University provides multidisciplinary services for the diagnosis and evaluation of genetic syndromes, developmental disabilities, and neurodevelopmental disorders. Management and coordination of care is provided for a variety of patients including individuals with cerebral palsy, spina bifida, cleft lip and palate, and feeding difficulties. Clinic services are available for children, adolescents, and young adults.

Early Childhood Coordination Agency for Referrals, Evaluations, and Services
Judy Newman and Valerie Taylor Close, Codirectors
541-346-2578
299 E. 18th Ave.
eccares.uoregon.edu
Early Childhood Coordination Agency for Referrals, Evaluations, and Services (EC CARES) provides early intervention and early childhood special education services to eligible, birth-tofive-year-old children in Lane County. These services may include a combination of specially designed instruction in community or specialized preschools, parent education, speech therapy, physical and occupational therapy, vision and hearing services, and consultation for autism or challenging behaviors. Practicum opportunities are available for undergraduate and graduate students who are interested in working with young children.

Early Intervention Research
Jane Squires, Director
541-346-0807
139 Clinical Services Building
eip.uoregon.edu
Faculty and staff members, training efforts, and products of the Early Intervention Program have had a major impact on the field of early intervention, early childhood special education, and early childhood education. The program’s goal is to expand and improve educational and therapeutic services for infants and young children who are at risk and disabled and for their families. Underlying this purpose is the assumption that improving and expanding services that help children become independent and productive benefits not only the individual but society as a whole.
Educational and Community Supports
Robert H. Horner, Director
541-346-2462
1571 Alder St.
www.uoecs.org
Since it was established in 1972, Educational and Community Supports has focused on the development and implementation of practices that result in positive, durable, and scientifically substantiated change in the lives of individuals with disabilities and their families. Federal- and state-funded projects support research, teaching, information dissemination, and technical assistance. Research groups affiliated with Educational and Community Supports address positive behavior support, transition, and adult services.

High School Equivalency Program
Armando I. Bravo, Recruiter
541-346-0881
1685 E. 17th Ave.
hep.uoregon.edu
Federally funded and sponsored by the University of Oregon, the High School Equivalency Program is a multicultural, bilingual, alternative education program for migrant and seasonal farm workers. The program offers services to students with a wide range of academic and language skills and provides instruction in social, academic, and critical-thinking skills necessary to pass the general educational development (GED) test and to be placed in college, job training, or employment. The program office is open weekdays from 8:00 a.m. to 5:00 p.m.

Institute on Violence and Destructive Behavior
Jeffrey R. Sprague and Hill M. Walker, Codirectors
541-346-3592
darkwing.uoregon.edu/~ivdb
The mission of the Institute on Violence and Destructive Behavior is to help schools and social service agencies address violence and destructive behavior in schools and beyond their boundaries. The goal is to ensure safety and facilitate the academic achievement and healthy social development of children and youth. Faculty members conduct original research, provide staff training, disseminate knowledge and best practices, and integrate research findings into College of Education academic courses. They also consult with agencies concerned with public safety and youth violence prevention. The institute has developed evidence-based assessment tools and interventions to address factors associated with violence, dropout frequency, and delinquency, tools used by professionals in schools, mental health facilities, and correctional settings. The institute was approved as a center of excellence by the Oregon State Board of Higher Education in 1995 and receives support for its activities through competitively awarded federal grants.

IntoCareers
Dan Erdmann, Director
541-346-3875
975 High St.
tintocareers.uoregon.edu
IntoCareers develops and supports the Career Information System, which provides content, multimedia, curriculum, and Internet applications that assist people in making informed career choices. IntoCareers licenses its products to state entities such as education agencies, offices of postsecondary education, and departments of labor. These entities create localized versions of the Career Information System to support career development programs in their respective states.

Oregon Career Information System
Cheryl Buhl, Director
541-346-3872
800-495-1266
oregoncis.uoregon.edu
The Oregon Career Information System, a state-based resource, helps Oregonians make career decisions and successful transitions throughout their lives. Established in 1971, it was the first state-based career information delivery system in the nation. Administered by the College of Education, the Oregon Career Information System is a self-supporting, fee-based consortium. It uses the Internet to present comprehensive information about occupations and industries, postsecondary programs and schools, and financial aid, connecting career options to the paths for reaching them. Its software and materials are used in schools, colleges, work-force agencies, and private businesses to support the career development of their students, clients, and employees. The staff provides field leadership and training to professionals involved in career development programs and services. Work-study positions and internships are available for undergraduate and graduate students.
Oregon Writing Project
Lynne Anderson-Inman and Peggy Marconi, Codirectors
541-346-2657 or -2544
200 Rainier Building
owp.uoregon.edu
The Oregon Writing Project is a collaborative effort by Oregon schools, colleges, and private foundations to improve the teaching of writing and literacy at all grade levels throughout the state. In its intensive summer workshops, teachers learn new strategies, improve their own writing, and develop ways to introduce new methods for writing instruction in their schools. During the school year, these teachers share this knowledge with their colleagues and participate in other in-service activities to disseminate what they learned. The Oregon Writing Project is affiliated with the National Writing Project Network at University of California at Berkeley.

Secondary Special Education and Transition Program
Deanne Unruh, Director
541-346-3585
201 Clinical Services Building
sset.uoregon.edu
Secondary Special Education and Transition is a multidisciplinary research unit dedicated to developing further scientific understanding of adolescents and young adults with disabilities and other high-risk behaviors. Faculty members conduct research and outreach activities to develop and implement research-based transition services that assist young people in developing the knowledge and skills to succeed in fulfilling their desired adult roles, including meaningful employment, completion of postsecondary education or training programs, and living independently in the community. Research is conducted in collaboration with schools, service agencies, parents, and youth.

Speech-Language-Hearing Center
Margit Mayr-McGaughey, Director
541-346-0923
HEDCO Education Building
The Speech-Language-Hearing Center, a service, training, and research clinic, provides evaluations, treatment, and consultations for individuals with cognitive-communication disorders. It meets the requirements for state teacher licensure, state professional licensure, and American Speech, Language, and Hearing Association national professional certification. Clinical activities are supervised by certified speech-language pathologists and audiologists. School, community, and medical practicum placements are available to graduate students.

Technical Assistance and Consulting Services
Caroline J. Moore, Director
541-346-5641
1600 Mill Race Drive, Suite 360
tacs.uoregon.edu/tacs
Technical Assistance and Consulting Services (TACS) is an umbrella organization housing the Western Regional Resource Center, the National Post-School Outcomes Center, and SIGnetwork. In addition, TACS independently provides contracted consultation and technical assistance to state education agencies. The Western Regional Resource Center is one of six technical-assistance centers nationwide, funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to serve state special-education agencies in seven western states and six Pacific jurisdictions, helping them meet the challenges of providing high-quality, free, appropriate public education to children with disabilities. The federally funded National Post-School Outcomes Center provides technical assistance to state education agencies in the development and use of data systems designed to improve transition services to youth with disabilities. SIGnetwork (State Improvement Grants Network) serves recipients of OSEP's State Personnel Development Grant, assisting state education agencies and their partners in reforming and improving early-intervention, educational, and transitional service systems, improving results for children with disabilities.

Youth Enrichment and Talented and Gifted Programs and Services
Marjorie DeBuse, Director
541-346-3084
www.uoyouth.org
This outreach unit provides course work in gifted education and field-based practicums at undergraduate and graduate levels; summer, Saturday, and afterschool learning experiences for youth that extend and enhance their K–12 school program; assistance and training for educators, school district personnel, youth service providers, and parents to effectively help students of all ability levels attain their intellectual and academic potential; recognition and support for the social and emotional needs of high-ability students through consultation and referral; and the introduction of precollege youth and their families to the University of Oregon through campus-based activities.
Section II
Academic Requirements

Credit Requirements

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

Required Courses

All Special Education doctoral students must take the following courses:

SPED 607 Doctoral Orientation  Fall (1) and Winter (1)
This professional seminar offers students the opportunity to (a) orient themselves to the expectations of the doctoral program, (b) receive group advisement
on requirements, (c) establish peer and faculty/staff connections, (d) receive instruction and practice on technical writing skills, (e) practice professional presentation skills, (f) engage in discussion on current topics from the field of special education, (g) develop awareness of college faculty and projects, and (h) develop an individualized professional goal statement. In addition, students engage in formal study of the history and development of special education and the process of scientific inquiry.

**SPED 622 History of Special Education and Disability**
*Fall (3)*

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

**SPED 626 Grant Writing**
*Fall (3)*

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

**EDST 670 Philosophy of Research**
*Winter (4)*

Examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.
Research

Research Requirement

All entering Ph.D. students must complete a research methodology sequence that includes courses in at least two methodological traditions (i.e., quantitative, qualitative, or single subject) with at least 4 courses in one tradition and 2 in another. With advisor consent and approval from SPED Major Director, a student may plan to complete 5 courses in one tradition and 1 course in a second tradition. Students also may complete 2 courses in program evaluation as their second methodological tradition. This is a minimum COE requirement. Advisors should encourage their students to do more if it fits their schedules and goals.

See table on the following page for a layout of research course offerings, grouped by methodological tradition/strand.

Following are a few examples of possible combinations of how a student could structure his or her courses to meet the COE research core requirement (please keep in mind that these are EXAMPLES ONLY – consult with your advisor to create a plan that works for you and your future goals in the program):

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary: Quantitative</td>
<td>Primary: Qualitative</td>
<td>Primary: Single-Subject</td>
</tr>
<tr>
<td>Secondary: Single-Subject</td>
<td>Secondary: Program Eval</td>
<td></td>
</tr>
<tr>
<td>Quantitative (4 courses)</td>
<td>Qualitative (4 courses)</td>
<td>Single-Subject (4 courses)</td>
</tr>
<tr>
<td>1. EDUC 640 Applied Statistical Design &amp; Analysis</td>
<td>1. EDUC 630 Qualitative Methodology I: Interpretive Inquiry</td>
<td>1. EDUC 650 Single-Subject Research Methods I</td>
</tr>
<tr>
<td>2. EDUC 642 Multiple Regression in Educ Research</td>
<td>2. EDUC 632 Qualitative Data Analysis &amp; Collection I</td>
<td>2. EDUC 652 Single-Subject Research Methods II</td>
</tr>
<tr>
<td>4. EDLD 633 SEM I</td>
<td>4. EDUC 636 Qualitative Data Analysis &amp; Collection II</td>
<td>4. SPED 610 Adv Analysis of Single Case Research</td>
</tr>
<tr>
<td>Single-Subject (2 courses)</td>
<td>Program Eval (2 courses)</td>
<td>Qualitative (2 courses)</td>
</tr>
<tr>
<td>1. EDUC 650 Single-Subject Research Methods I</td>
<td>1. EDUC 620 Program Eval I</td>
<td>1. EDUC 630 Qual Methodology I: Interpretive Inquiry</td>
</tr>
<tr>
<td>2. EDUC 652 Single-Subject Research Methods II</td>
<td>2. EDUC 621 Program Eval II</td>
<td>2. EDUC 632 Qualitative Data Analysis &amp; Collection I</td>
</tr>
<tr>
<td>Required Courses and Pre-Requisites</td>
<td>Year One</td>
<td>Year Two</td>
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<td>F 11</td>
<td>W 12</td>
<td>Sp 12</td>
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<tr>
<td><strong>EDUC 612</strong> Soc Science Research Design</td>
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<tr>
<td><strong>EDUC 614</strong> Educational Statistics</td>
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<tr>
<td><strong>EDUC 612</strong> Soc Science Research Design</td>
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<td><strong>EDUC 614</strong> Educational Statistics</td>
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<tr>
<th>Single-Subject Research Strand</th>
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<th>SPED 610 Adv Analysis of Single Case Research</th>
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<tr>
<td>EDUC 650 Single-Subject Research Methods I</td>
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<td>EDUC 652 Single-Subject Research Methods II</td>
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<td>EDUC 654 Adv Applied Behavior Analysis</td>
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<td><strong>EDUC 650</strong> Single-Subject Research Methods I</td>
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<tr>
<td><strong>EDUC 652</strong> Single-Subject Research Methods II</td>
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<td></td>
<td>EDUC 654 Adv Applied Behavior Analysis</td>
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</table>

<table>
<thead>
<tr>
<th>Qualitative Research Strand</th>
<th>EDUC 630 Qualitative Methodology I: Interpretive Inquiry</th>
<th>EDUC 632 Qualitative Data Analysis &amp; Collection I</th>
<th>EDUC 634 Qualitative Methodology II: Reflexive Inquiry</th>
<th>EDUC 636 Qualitative Data Analysis &amp; Collection II</th>
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<tbody>
<tr>
<td>EDUC 630 Qualitative Methodology I: Interpretive Inquiry</td>
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<tr>
<td>EDUC 632 Qualitative Data Analysis &amp; Collection I</td>
<td></td>
<td></td>
<td>EDUC 634 Qualitative Methodology II: Reflexive Inquiry</td>
<td></td>
</tr>
<tr>
<td><strong>EDUC 630</strong> Qualitative Methodology I: Interpretive Inquiry</td>
<td></td>
<td></td>
<td>EDUC 634 Qualitative Methodology II: Reflexive Inquiry</td>
<td></td>
</tr>
<tr>
<td><strong>EDUC 632</strong> Qualitative Data Analysis &amp; Collection I</td>
<td></td>
<td></td>
<td>EDUC 634 Qualitative Methodology II: Reflexive Inquiry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Research Strand</th>
<th>EDUC 640 Applied Statistical Design and Analysis</th>
<th>EDUC 642 Multiple Regression in Educational Research</th>
<th>EDUC 644 ** Applied Multivariate Statistics</th>
<th>EDUC 646 Advanced Research Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 640 Applied Statistical Design and Analysis</td>
<td></td>
<td></td>
<td><strong>EDUC 644</strong> Applied Multivariate Statistics</td>
<td><strong>EDUC 646</strong> Advanced Research Design</td>
</tr>
<tr>
<td>EDUC 642 Multiple Regression in Educational Research</td>
<td></td>
<td></td>
<td></td>
<td><strong>EDUC 646</strong> Advanced Research Design</td>
</tr>
<tr>
<td><strong>EDUC 644</strong> ** Applied Multivariate Statistics**</td>
<td></td>
<td></td>
<td></td>
<td><strong>EDUC 646</strong> Advanced Research Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Evaluation Strand (Secondary Emphasis Only)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUC 620 Program Eval I</strong></td>
<td><strong>EDUC 620</strong> Program Eval I</td>
<td><strong>EDUC 621</strong> Program Eval II</td>
<td><strong>EDUC 621</strong> Program Eval II</td>
</tr>
</tbody>
</table>

* For students selecting quantitative as their primary research strand, you must complete a sequence of either SEM 1 & 2 or HLM 1 & 2. Do note that these sequences alternate every other year with SEM 1 & 2 offered in the odd years and HLM 1 & 2 in the even years.

** In the quantitative strand, students have the option of taking either **EDUC 644** or **EDUC 646** and do not have to take both.
Program Committee

PROGRAM PLANNING

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

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

What is the role of the PC? The PC is designed to provide each doctoral student with a structure and process for negotiating and completing his or her graduate program. The PC also must approve the student’s graduate program plan, a primary component for completion of the doctoral degree. The PC also approves and evaluates the concept/issues paper for advancement to candidacy and the completed Competency Portfolio.

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

How often does the PC meet with the student? The PC meets at least three times: once when the student presents his or her program plan toward the end of Year One, once to evaluate the concept paper for advancement to candidacy, and once to evaluate and approve the completed Competency Portfolio.
**Program Plan**

**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, early literacy, secondary transition, behavior support), and (c) a plan for achieving the proposed objectives and developing the specialization areas.

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

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

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

**How is the Program Plan presented and approved?**

With the assistance of his or her program advisor, each student develops a program plan and establishes a PC. At the first PC meeting, the student presents this plan and the PC evaluates the degree to which the student’s proposed program activities support the achievement of professional goals and development of areas of specialization. The PC provides suggestions for enhancing the program plan, if appropriate. Upon approval, the program plan is signed and retained in the student file. (see Attachment A). The program plan may be modified by the student, with the approval of the PC, at any time. The modified plan is signed and retained in the student file.
The purpose of advancement to candidacy is to ensure that doctoral candidates have reached a threshold level of competence in areas of research and content that meet the COE, Graduate School and Department standards and expectations.

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

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

A. Competence in Core Coursework

Satisfactory* completion of the following core courses:

- Doctoral Orientations – Professional Seminar (SPED 607)
- History of Special Education and Disability (SPED 622)
- Philosophy of Research (EDST 670)
- Grant Writing (SPED 626)
B. Satisfactory* completion of one course in each of two research traditions (toward the COE core research requirement of six courses across two methodological traditions (see tables on pgs. 15-16)

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

C. Concept Paper (Competency Portfolio Task #9)

What is the Purpose of the Concept Paper? The concept paper should make a contribution to the professional literature or field and be suitable for submission for publication in a professional source. A contribution may be made by: (a) examining a “new” concept, idea, practice, or theory in the field; (b) conducting a new or unique review, synthesis, or analysis of the literature; or by (c) proposing or addressing a new application, demonstration, or other use of the professional literature and knowledge base.

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

1. Gains approval of 3 faculty members on the student’s PC

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

3. Is between 20-40 pages in length

4. Addresses at a minimum the four following dimensions:
   a. Definition & description of problem/concept/issue
   b. Review & critique of literature
   c. Summary of status of problem/concept/issue
Recommendation for future research or direction

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

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

**Moving Forward with the Advancement Process**

When the student has completed all requirements for advancement, he/she should have their committee members sign off their approval on the form entitled *Documentation of Satisfactory Completion of Comprehensive Examination Requirements*, which can be obtained from the Academic Secretary or from the Attachments section of this handbook (Attachment B).

Once this form is signed and dated, the Academic Secretary will then begin the Advancement process in GradWeb. The student and advisor will both receive e-mail prompts when it is necessary for them to log into GradWeb and provide information during this process. The student, the advisor, and the Academic Secretary will all receive an e-mail when the Graduate School has officially approved the student’s advancement to candidacy. 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.

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 manner in which each student satisfies each competency is developed by the student and his or her program committee. In general, the specific nature of each competency area program task is based on a consideration of the student’s professional goals and objectives. *Any significant deviations from the competency portfolio expectations must be made in writing and approved by the Special Education Doctoral Committee.*

**What are the required components and content of the Competency Portfolio?** Specific program tasks and evaluation criteria are distributed across 12 competency areas (see Competency Portfolio Plan and Completion Record on page 24).

**Who evaluates the Competency Portfolio and how is it evaluated?** Each competency area and program task is evaluated by a faculty member who is supervising and/or working with the student. Progress on the Competency Portfolio is monitored by the student and his or her advisor. Completion of the Competency Portfolio is monitored and evaluated by the student’s program committee (a) at the initial Program Planning Committee Meeting and (b) after the portfolio is completed. Each program task is evaluated as a high pass, pass, or revise, and is signed by a supervising faculty member only if a pass or better has been given. A form for documenting satisfactory completion of the Competency Portfolio can be found in Attachment C.

When submitting your portfolio to your committee, students should be sure to include all supporting documents (e.g., handouts from lectures, copy of research proposal, copy of grant, to accompany the Competency Portfolio Plan and Completion Record).
Special Education Doctoral Program Map  
(Revised September, 2009)

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

**Special Education Doctoral Program Map**

<table>
<thead>
<tr>
<th>Year</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td><strong>College Research Requirements</strong></td>
<td>Philosophy of Research (4) EDST 670</td>
<td>Research Methodology Sequence (6 courses total in 2 methodological traditions (4 in 1 tradition, 2 in another; or 5 in 1 tradition, 1 in another with approval – quantitative, qualitative, or single subject))</td>
<td>Dissertation (18)</td>
</tr>
<tr>
<td></td>
<td>Prof Seminar (1) SPED 607</td>
<td>Prof Seminar (1) SPED 607</td>
<td>Grant Writing (3) SPED 626</td>
</tr>
<tr>
<td><strong>Special Education Requirements</strong></td>
<td>History of SPED (3) SPED 622</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>ADVANCE TO CANDIDACY</td>
<td>Obtain funding for dissertation research</td>
<td></td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Conditional</td>
<td>Unconditional</td>
<td>Candidate</td>
</tr>
</tbody>
</table>
G. Competency Portfolio Plan and Completion Record  
(Revised August 3, 2003)

Student Name_________________________________________ Faculty Advisor:________________________________

Program Committee Members:_____________________________________________________________________________

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Program Task Description</th>
<th>Verification Procedures</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course Lecture</td>
<td>Prepare &amp; present at least two lectures in undergraduate and/or graduate level courses.</td>
<td>Faculty member must observe presentation of lecture</td>
<td>Completed Task Description:</td>
</tr>
<tr>
<td></td>
<td>a. Written Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Participant Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Preparation</td>
<td>Design or co-design at least one course in area of specialization.</td>
<td>Faculty member of record for course will evaluate all products &amp; provide feedback.</td>
<td>Completed Task Description:</td>
</tr>
<tr>
<td></td>
<td>a. Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Course &amp; lecture outlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Evaluation procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Participant evaluations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:  

Date__________________ Eval.  
Sign__________________  
Comments:  


<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Overall</th>
<th>Completed Task Description</th>
</tr>
</thead>
</table>
| 3. Supervision | Supervise a student who is completing practicum in area of specialization for one quarter.  
  a. Development of forms for observation & performance monitoring  
  b. Weekly observations at least 1 hr.  
  c. Weekly feedback & training meetings with supervisee away from practicum site  
  d. Weekly meetings with cooperating practicum supervisor regarding supervisee performance  
  e. Documentation of supervision events and outcomes  
  f. Determination of supervisee’s progress toward meeting practicum objectives  
  g. Recommendation regarding supervisee’s completion of practicum requirements & objectives  
  h. Regular meeting with program faculty | Overall supervision to be conducted by faculty assigned to practicum & cooperating practicum supervisor. | Completed Task Description: 
Date______________  
Eval. Sign______________  
Comments: |
| 4. Inservice | Plan & conduct at least two different inservice/training programs (minimum of 1 hour in length) in area of specialization  
  a. Specification & description of target audience  
  b. Inservice objectives  
  c. Handouts  
  d. Activity descriptions  
  e. Agenda  
  f. Participant evaluations | Planning materials must be approved in advance by faculty supervisor.  
Presentations must be observed by faculty supervisor. | Completed Task Description: 
Date______________  
Eval. Sign______________  
Comments: |
| 5. Consultation | Plan & conduct at least two client consultation activities in area of specialization  
  a. Specification & description of client  
  b. Statement of consultation problem/goal  
  c. Consultation plan (e.g. activities, outcomes)  
  d. Evaluation procedures | Planning materials must be approved in advance by faculty supervisor.  
Presentations must be observed by faculty supervisor. | Completed Task Description: 
Date______________  
Eval. Sign______________  
Comments: |
| 6. Review of Professional Writing | Prepare written review of a minimum of five of the following: (a) manuscripts submitted for publication, (b) research proposals, (c) published articles/studies, &/or (d) other professional writing.  
   a. Summary of paper’s purpose & main points  
   b. Adequacy of justification for paper  
   c. Critique of methodology  
   d. Assessment of adequacy of literature  
   e. Reliability & validity of conclusions  
   f. Critique of implications of conclusions | Student reviews will be evaluated by faculty. | Completed Task Description:  
   Date________________  
   Eval. Sign________________  
   Comments: |
|---|---|---|---|
| 7. Research Proposal | Design at least two research studies prior to dissertation.  
   a. Rationale for proposed study  
   b. Method  
   c. Analysis/Interpretation  
   d. Possible Outcomes | Proposals must be reviewed by program faculty. | Completed Task Description:  
   Date________________  
   Eval. Sign________________  
   Comments: |
| 8. Research | Conduct (alone or as part of a research group) at least one research study prior to dissertation by assuming major responsibility for planning, executing, & writing up the study.  
   a. Components of research proposal above  
   b. Prior approval of proposal | Outcome should be an APA style manuscript | Completed Task Description:  
   Date________________  
   Eval. Sign________________  
   Comments: |
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Details</th>
</tr>
</thead>
</table>
| **9. Concept & Issues Paper** | Write a review & analysis of a concept &/or issue in an area of specialization. (20-40 pages) Should be a topic other than the dissertation to provide breadth of expertise.  
   a. Definition & description of problem/concept/issue  
   b. Complete review & critique of literature  
   c. Summary of status of problem/concept/issue  
   d. Recommendation of future research or direction  
   Paper should be in APA style & suitable for submission for publication. Must be approved by 3 faculty members on students’ Program Committee. Should be on a topic other than the dissertation to provide breadth of expertise. |
| **Completed Task Description:** | Date_________  
   Eval. Sign________________  
   Comments: |
| **10. Grant/Contract Proposal Application** | Write a grant proposal/contract application for funding a personnel preparation, research, or service project.  
   a. Statement of need/problem  
   b. Project objectives  
   c. Anticipated outcome/benefits  
   d. Design  
   e. Plan of operation & timeline of activities  
   f. Detailed budget with explanations  
   g. Adequacy of resources  
   h. Quality of personnel  
   Guidelines from targeted funding agency should be followed. |
| **Completed Task Description:** | Date_________  
   Eval. Sign________________  
   Comments: |
| **11. University Participation** | Participate in activity related to program, department, college, and/or university operations for at least one quarter.  
   Attendance of at least 75% of scheduled meetings, and satisfactory completion of assigned activities. |
| **Completed Task Description:** | Date_________  
   Eval. Sign________________  
   Comments: |
| 12. Professional Development | In consultation with faculty advisor and/or program planning committee faculty, determine two additional tasks to enhance your professional competence.  
   a. Justification for task  
   b. Specifications of competencies to be achieved  
   c. Description of specific activities  
   d. List of anticipated products/outcomes  
   e. Timeline for completion of activities & products  
   f. Evaluation plan | Individual contracts to be established with student & faculty member who will supervise the student. | Completed Task Description:  

Date_______________  
Eval. Sign_______________  
Comments: |
DISCUSSION

Following advancement to candidacy, the student initiates a systematic sequence of steps and actions related to his or her dissertation. First, the candidate, with guidance from the dissertation chair, develops a dissertation proposal. Concurrently, the candidate identifies a minimum of four faculty members to serve as members of the Dissertation Committee. The Chair and at least one inside member must be from the SPED major. The outside member must be from outside the department. Candidates should consult the most recent list of approved faculty members (in GradWeb). Once these committee members have been identified, the candidate should complete the following form: Dissertation Committee Appointment Recommendation to the Graduate School, available online as a PDF, http://interact.uoregon.edu/pdf/sas/BDistComAppRec.pdf (Attachment D). The completed form is submitted to the Special Education Academic Secretary for necessary signatures and processing in GradWeb. An e-mail will be sent to the student when the committee is approved. The committee must be approved by the Graduate School no later than six months before completion of the dissertation.

Next, the student is responsible for scheduling a dissertation proposal meeting. At this meeting, the student presents the rationale and methodology of the proposed study. Upon approval of the proposal, the student secures signatures from committee members using the Dissertation Proposal Approval form, available online as a PDF, http://interact.uoregon.edu/pdf/sas/BDistPropAp.pdf (Attachment E). This completed and signed form is submitted to the Special Education Academic Secretary.

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

APPLICATION FOR DEGREE

Students intending to defend their dissertation must apply for their degree during the first two weeks of the term in which the degree is to be granted. The Application for Advanced Degree can be found on the Grad School’s website under Current Students > Getting Ready to Graduate. Doctoral candidates must be registered for no less than 3 credits of Dissertation (603) the term prior to and during the term of graduation.

FINAL ORAL DEFENSE OF THE DISSERTATION

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

PROGRAM CHECKLIST

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

<table>
<thead>
<tr>
<th>Task Details (Academic Term/Year) and Checklist</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Research Methodological Sequence</strong> (F1 - S1)</td>
<td></td>
</tr>
<tr>
<td>__ Six courses in 2 methodological traditions (4 in 1, 2 in another – quantitative, single subject, qualitative, or program evaluation)</td>
<td></td>
</tr>
<tr>
<td>__ Philosophy of Research course</td>
<td></td>
</tr>
<tr>
<td><strong>2. Program Plan</strong> (S1 - F2)</td>
<td></td>
</tr>
<tr>
<td>__ Draft of professional career and goal statement</td>
<td></td>
</tr>
<tr>
<td>__ List of program-related graduate course work sorted by interest areas</td>
<td></td>
</tr>
<tr>
<td><strong>3. First Program Committee Meeting</strong> (S1 - F2)</td>
<td></td>
</tr>
<tr>
<td>__ Three faculty members in College of Education in general area of interest</td>
<td></td>
</tr>
<tr>
<td>__ Review of Tentative Program Plan</td>
<td></td>
</tr>
<tr>
<td>__ Review of Competency Portfolio Requirements</td>
<td></td>
</tr>
<tr>
<td><strong>4. Advancement to Candidacy</strong> (F2-W2)</td>
<td></td>
</tr>
<tr>
<td>__ Core Coursework (Pro Sem, History of SPED, Philosophy of Research, &amp; Grant Writing)</td>
<td></td>
</tr>
<tr>
<td>__ Research Courses – At least one course in each of two research traditions</td>
<td></td>
</tr>
<tr>
<td>__ Issues/Concept paper</td>
<td></td>
</tr>
<tr>
<td><strong>5. Competency Portfolio</strong> (F1 - S2)</td>
<td></td>
</tr>
<tr>
<td>__ Student lists proposed activities and products – then works on each task until portfolio is complete</td>
<td></td>
</tr>
<tr>
<td>__ Committee meets to review and approve the Competency Portfolio</td>
<td></td>
</tr>
<tr>
<td>__ Advisor and program committee members sign and date to acknowledge completed activities and products</td>
<td></td>
</tr>
<tr>
<td>__ Documentation submitted to Academic Secretary</td>
<td></td>
</tr>
<tr>
<td><strong>6. Dissertation Committee</strong> (F3 – S3)</td>
<td></td>
</tr>
<tr>
<td>__ Three faculty members in College of Education in specific area of interest</td>
<td></td>
</tr>
<tr>
<td>__ One faculty member from outside the Department</td>
<td></td>
</tr>
<tr>
<td><strong>7. Dissertation Proposal</strong> (F3 – S3)</td>
<td></td>
</tr>
<tr>
<td>__ Problem statement, research question, hypothesis</td>
<td></td>
</tr>
<tr>
<td>__ Supporting literature review</td>
<td></td>
</tr>
<tr>
<td>__ Methodology</td>
<td></td>
</tr>
<tr>
<td>__ Data analysis</td>
<td></td>
</tr>
<tr>
<td>__ Expected results</td>
<td></td>
</tr>
<tr>
<td>__ Timeline for completion</td>
<td></td>
</tr>
<tr>
<td>Task Details (Academic Term/Year) and Checklist continued</td>
<td>Completion Date</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>8. Dissertation Committee Proposal Approval Meeting</td>
<td></td>
</tr>
<tr>
<td>__ Presentation and approval of dissertation proposal</td>
<td></td>
</tr>
<tr>
<td>9. Dissertation Research (F3 - S3)</td>
<td></td>
</tr>
<tr>
<td>__ Approval to conduct research with human subjects (from UO Committee for the Protection of Human Subjects)</td>
<td></td>
</tr>
<tr>
<td>__ Regular communications with chair of dissertation committee</td>
<td></td>
</tr>
<tr>
<td>10. Dissertation Defense (S3)</td>
<td></td>
</tr>
<tr>
<td>__ Presentation and approval of dissertation research</td>
<td></td>
</tr>
<tr>
<td>__ Submission of dissertation research for publication</td>
<td></td>
</tr>
</tbody>
</table>
OTHER DEGREE REQUIREMENTS

Doctoral Degree Requirements Established by the Graduate School

Many of the requirements for earning a Doctor of Philosophy degree at the University of Oregon have been established by the Graduate School. These requirements are explained in detail in the Graduate School section of the *University of Oregon Catalog*, and are summarized briefly as follows:

**Minimum coursework requirement.** The student must complete at least three years of full-time graduate-level academic work (defined as a minimum of 9 hours per term) beyond the bachelor’s degree. (This is a minimum Grad School requirement – SPED requires 135 credits past the bachelor’s degree and 90 credits past the master’s degree. See page 13).

**Residency.** At least one academic year must be spent in residence on the Eugene campus after the student has been classified as an admitted doctoral student.

**Continuous Enrollment.** Graduate School regulations require "continuous enrollment" (except for summers) until all of the program requirements have been completed, unless on-leave status (maximum time of 3 academic terms) has been approved. University of Oregon policy states, "Unless on-leave status has been approved, a student enrolled in an advanced degree or graduate certificate program must attend the university continuously until all program requirements have been completed. (Graduate Council, March 10, 1965). To be continuously enrolled, the student must register for 3 graduate credits each term, excluding summer sessions." Approval of a request for on-leave status guarantees the student's right to return to the program in good standing by the end of the requested time of leave. Students who leave a program without approval of on-leave status or who fail to return by the end of the approved year face two consequences:
Continuous Enrollment

1. The student must file a petition for readmission (Grad School general petition form). Departmental approval of the petition is not automatic; the department may deny the request, or may attach other stipulations to the approval. The petition should accompany the Permission to Re-Register form, which can be found on the Grad School’s website:

   http://gradschool.uoregon.edu/sites/default/files/permission-to-re-reg.pdf (Attachment F).

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

Each doctoral student is required to maintain continuous enrollment while completing all requirements for the degree. Three types of registration are available that meet the requirement. They are (1) full-time registration, (2) part-time registration, and (3) on-leave registration.

Doctoral candidates: may apply for a) on-leave for a maximum of three academic terms prior to advancement to candidacy; b) in absentia status for a maximum of three academic terms after advancement to candidacy.

Policies and procedures related to on-leave and in absentia status can be found on the Grad School’s website at this link (under Policies & Procedures):

http://gradschool.uoregon.edu/policies-procedures/leave. (Attachment G). The actual forms can be accessed via links from this page or by going to Current Students > Academic Forms on the Grad School’s homepage.

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

or NP is not recorded and processed until after the dissertation defense.

Dissertation. All doctoral candidates submit a dissertation based on independent and original research that he or she conducts as part of the doctoral program. The dissertation must contribute significantly to knowledge in the field, show mastery of the subject, be written in acceptable literary style, and conform to the standards outlined in the University of Oregon Thesis and Dissertation Style and Policy Manual, which is available from the Graduate School’s website. Preparation of the dissertation usually requires the greater part of one academic year.

Research Compliance. Students who engage in research that involves human participants must receive approval of their research procedures from the Committee for the Protection of Human Subjects (CPHS) before beginning to collect data. Compliance guidelines and forms can be accessed from the Graduate School’s website. http://gradschool.uoregon.edu/policies-procedures/research (Attachment H). The Office for Protection of Human Subjects’ website is http://humansubjects.uoregon.edu.

In addition, all students involved with research or conducting their own studies must complete successfully the University’s Collaborative IRB Training Initiative (CITI). CITI is a web-based training. Go to http://humansubjects.uoregon.edu/citi.cfm

Dissertation Committee. The dissertation committee includes at least four tenured or tenure-track instructional faculty members with the rank of assistant professor or higher. The Chair and at least one inside member must be from the SPED major. The outside member must be from outside the department. The committee must be approved by the Graduate School
Dean **no later than six months before completion of the dissertation.** See the Graduate School website for further details and guidelines on committee membership.

**Dissertation Oral Defense.** A formal, public defense of the dissertation must take place on campus at a date set by the committee chair and approved by the Graduate School. The time and place of the defense must be publicly posted. The dissertation committee must be present at the defense. The defense may not be held during the break between academic terms.

**Oral Defense Application Process:** After submitting an Application for Advanced Degree, the student will then complete the on-line process for obtaining *Confirmation of Agreement to Attend an Oral Defense* (in GradWeb). After all committee members have confirmed their attendance, the student must contact the Academic Secretary to obtain the *Application for Final Oral Defense*. This form must be signed by the Department Head and will be submitted to the Graduate School along with two signed copies of the dissertation abstract. This process must be completed at least 3 weeks prior to the date of the oral defense. Details regarding this process can be found at [http://gradschool.uoregon.edu/policies-procedures/doctoral/defense](http://gradschool.uoregon.edu/policies-procedures/doctoral/defense) (Attachment I & J).

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

**Submission of Dissertation.** Following final approval of the final draft of the dissertation, the student will submit the dissertation to the Graduate School via the UMI/ProQuest ETD. The student will also submit a Dissertation Approval Certification form, with original signatures for the student and committee chair. A Dissertation Submission form is also submitted at this time, which provides student contact information and also information about the citation/footnote style used in the dissertation. *At the time of submission, be sure to double-check the Grad School’s website for current submission requirements.*
Time Limit. The required on-campus residency, passing of comprehensive examinations (i.e., advancement to candidacy requirements), completing doctoral program tasks, and completion of the doctoral dissertation must all be accomplished within a seven year period. If this period is exceeded, either a second year of residency or a new set of comprehensive exams or both are required.

### SUMMARY OF PROCEDURES TOWARDS THE DOCTORAL DEGREE

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>RESPONSIBLE AGENCY</th>
<th>CHRONOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Admission: Once admitted, the doctoral student has seven years to complete the degree. The doctoral dissertation, the year’s residency on the Eugene campus, advancement to candidacy, and completion of the competency portfolio must be accomplished within a seven-year period.</td>
<td>Program and Department</td>
<td>First step</td>
</tr>
<tr>
<td>(2) Planned Course Work and Residence: Student’s Program Committee, appointed by program or department, approves the course work which must include three full-time years of accredited graduate work beyond the bachelor’s degree (SPED requires 135 credits past the bachelor’s, 90 past the master’s), of which at least one academic year must be spent on the Eugene campus. (3 consecutive terms of full-time study, minimum of 9 completed graduate hours per term, involving mainly organized course work – this is defined as the “residency year”)</td>
<td>Department, College and Graduate School</td>
<td>After appointment of advisory committee</td>
</tr>
<tr>
<td>(3) Continuous Enrollment: Students enrolled in advanced degree programs must attend the University continuously (except summers) until all program</td>
<td>Department, College and Graduate School</td>
<td>Continues during pursuit of degree</td>
</tr>
<tr>
<td>Requirement</td>
<td>Department, College and Graduate School</td>
<td>Before or after advancement to candidacy</td>
</tr>
<tr>
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<tr>
<td>(4) On-leave or In Absentia: Doctoral students may apply for on-leave status for a maximum of three academic terms prior to advancement to candidacy. They may apply for in absentia status for a maximum of three academic terms after advancement to candidacy. In absentia status is permitted for a reduced term fee when no work, use of faculty or facilities occurs.</td>
<td>Department, College and Graduate School</td>
<td>Before or after advancement to candidacy.</td>
</tr>
<tr>
<td>(5) Advancement to candidacy: Core coursework, research courses, concept/issues paper</td>
<td>Program and/or Department</td>
<td>After the fall term of the 2nd year</td>
</tr>
<tr>
<td>(6) Competency Portfolio: Covers 12 competencies in the major discipline</td>
<td>Program Committee</td>
<td>Years One &amp; Two</td>
</tr>
<tr>
<td>(7) Appointment of dissertation committee: The student must recruit a dissertation committee. The form used for proposing the dissertation committee can be filled out online. <a href="http://interact.uoregon.edu/pdf/sas/BDistComAppRec.pdf">http://interact.uoregon.edu/pdf/sas/BDistComAppRec.pdf</a> The student submits the completed form to the Academic Secretary who obtains necessary approval/signatures and processes via GradWeb.</td>
<td>Department proposes Committee, which is appointed by the Dean of the Graduate School.</td>
<td>THE DISSERTATION COMMITTEE MUST BE OFFICIALLY APPROVED AT LEAST SIX MONTHS PRIOR TO THE ORAL DEFENSE.</td>
</tr>
<tr>
<td>(8) Dissertation Proposal: All doctoral students must have their dissertation proposal approved by their dissertation committee. The Dissertation Proposal Approval Form can be</td>
<td>Dissertation Committee</td>
<td>After advancement to candidacy</td>
</tr>
</tbody>
</table>

| 9 | **Human Subjects Review:** Students who engage in research that involves human participants must receive approval of their research procedures from the Committee for the Protection of Human Subjects (CPHS) *before* beginning to collect data. Compliance guidelines and forms can be accessed from the Graduate School’s website. [http://gradschool.uoregon.edu/policies-procedures/research](http://gradschool.uoregon.edu/policies-procedures/research) (Attachment H). The Office for Protection of Human Subjects’ website is [http://humansubjects.uoregon.edu/](http://humansubjects.uoregon.edu/)

In addition, all students involved with research or conducting their own studies must complete successfully the University’s Collaborative IRB Training Initiative (CITI). CITI is a web-based training. Go to [http://humansubjects.uoregon.edu/citi.cfm](http://humansubjects.uoregon.edu/citi.cfm)

| 10 | **Application for degree:** Candidates ready to defend the dissertation must register for no less than 3 credits of Dissertation (603) the term prior to and the term of graduation.

<table>
<thead>
<tr>
<th>Human Subjects Office</th>
<th>After advancement to candidacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student via Grad School’s website: Current Students &gt; Getting Ready to Graduate</td>
<td>First two weeks of the term in which the degree is to be granted.</td>
</tr>
</tbody>
</table>
### Defense of dissertation:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Determine time, place, and date for oral defense.</td>
</tr>
<tr>
<td>b)</td>
<td>Complete on-line process for Confirmation of Agreement to Attend the Final Oral Defense for Doctoral Degree.</td>
</tr>
<tr>
<td>c)</td>
<td>After receiving on-line confirmation from all committee members, contact Academic Secretary re: Application for Final Oral Defense.</td>
</tr>
<tr>
<td>d)</td>
<td>Submit signed Application for Final Oral Defense with 2 signed copies of final abstract to Graduate School no less than three weeks prior to date of defense.</td>
</tr>
<tr>
<td>e)</td>
<td>Public posting of time, date, place, title, candidate’s name, and chairperson’s name.</td>
</tr>
<tr>
<td>f)</td>
<td>If a committee member is unable to attend the oral defense, student will have the option to choose Waiver of Attendance as part of on-line process. THE COMMITTEE CHAIR AND THE OUTSIDE MEMBER CANNOT BE IN ABSENTIA. ALSO, A DEFENSE MAY NOT BE HELD WHEN THE UNIVERSITY IS NOT IN SESSION (SPRING BREAK, ZERO WEEK OF SUMMER, ETC.).</td>
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</table>

### Certificate of Completion

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Graduate School/Registrar</td>
</tr>
<tr>
<td></td>
<td>After approval of dissertation by committee and Graduate School.</td>
</tr>
</tbody>
</table>

### Granting Degree

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>General faculty; certification by Graduate School; Registrar</td>
</tr>
<tr>
<td></td>
<td>At end of term in which all degree requirements are satisfied.</td>
</tr>
</tbody>
</table>

### Diploma

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Registrar</td>
</tr>
<tr>
<td></td>
<td>Dated as of Commencement (Spring Term). All other terms, diploma is dated the Sat. after the last day of finals week for that term.</td>
</tr>
</tbody>
</table>
STUDENT EVALUATION PROCEDURES

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

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

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

Quarterly Review

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

Annual Student Review and Evaluation

Each Spring Term, the Special Education Doctoral Committee undertakes a systematic review of each student. The purpose of the evaluation is to provide feedback on student progress, identify student strengths and weaknesses, and identify remedial activities or procedures that may be considered with students who are not performing up to program expectations. The review focuses on
Student Progress

general academic status and progress through coursework including practicum and internship, development of professional behaviors, and future plans. The composition of the review committee includes all members of the Special Education Doctoral Committee.

Failure to Make Adequate Progress

Students determined to not have made adequate progress toward completing their degrees or obtaining necessary professional competencies receive a summative evaluation of 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 specific competencies, accomplishments, or other indicators of progress that are necessary to become a student in good standing. Students who receive an unsatisfactory evaluation should meet with their advisor soon after receiving their evaluation letter, for the purpose of discussing the concerns and developing a plan for addressing the concerns.

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

When the program committee has judged that a student either (a) has not made sufficient progress in meeting the requirements of a remediation plan or (b) presents an issue of sufficient magnitude to
Student Remediation

be considered for termination from the program, that student and issue should be referred to the Doctoral Committee. The Doctoral Committee’s responsibility will be to carefully review all of the information on the case and make one of two decisions. The Doctoral Committee may decide to recommend (a) that another remediation plan be developed for the student or (b) to terminate the student from the program.

If termination is recommended a letter describing the committee’s rationale and documentation for making the decision will be prepared and signed by the Department Head. The student then would have the option of filing a grievance with the UO over this decision (see Formal Academic Grievance Procedures, p. 45).

Termination from a Program

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

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

Students may be asked to leave a program for a variety of reasons. Examples include but are not limited to lack of progress and unethical conduct. In addition, failure to follow Graduate School requirements for continuous enrollment will result in involuntary relinquishment of standing. In this case reapplication to the program is required for readmittance to be considered. Termination decisions will be supported with evidence. Once a decision is made to terminate a student, a letter must be sent to notify the student of the program’s decision. In this letter, the student should be given the reasons for termination or pending termination. If corrective action is possible, the letter should indicate the nature of that action and the timeline for completing the action(s). If the student decides
Dispute Resolution

to withdraw, formal notification should be sent to the program and the Graduate School.

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

DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES

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

Mediation and Conflict Resolution

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

**Other Resources**

**Grades.** If the concern pertains to a disputed grade, the student should make every effort to resolve 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 and Student Services (364 Oregon Hall, 346-3211) about appropriate petitioning procedures.

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

**Formal Academic Grievance Procedures**

The processes and timelines for initiating and responding to formal academic grievances by students are governed by State of Oregon Administrative Regulations (OAR) and are listed in detail in the Oregon University System’s STUDENT GRIEVANCE PROCEDURE OAR-571-03-100. For more information on grievance procedures, go to http://education.uoregon.edu/feature.htm?id=399. From this COE page, there is a link to the OAR’s - the complete text for these procedures is listed under “Student Grievance Procedures.”
A paper copy of these grievance procedures may also be requested from the program director or department head. No student shall be penalized or discriminated against for utilizing this procedure.

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

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

(a) **Step One**: The graduate student shall file a written grievance with the department head, department grievance committee, the college/ school grievance committee, or the dean, whichever is applicable:

(A) The student's statement of the grievance shall comply with the requirements of OAR 571-003-0100(2)(a);

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

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

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

(A) The dean to whom the appeal is addressed may decide the grievance on the record presented or may investigate the grievance, appoint a designee to investigate, or refer the grievance to an appropriate committee or group to investigate;

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

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

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

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

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

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

GTF Appointment and Tuition Waiver

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

Graduate Teaching Fellows are required to register for and complete a minimum of 9 credit hours per term. GTFs pay no tuition on the first 16 credit hours per term if their appointment is equal to or greater than .20 FTE and they complete the assignment at .20 FTE or greater. GTFs are assessed non-instructional fees set by the State Board of Higher Education; the University provides the balance as stipulated in the 2010-2012 collective bargaining agreement. GTF’s are responsible for specific major and school fees that may apply. Tuition and fees are subject to change without additional notice. Please contact the Graduate School for exact amounts.

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

A University of Oregon GTF is required by the GTFF to carry health insurance. Under the new contract, the University provides an insurance contribution on behalf of each eligible GTF who has an appointment for that term. The insurance contribution is paid to the GTFF for those GTFs who elect the GTFF insurance plan. There are no provisions for opting/waiving out of the GTFF insurance plan.

The University contribution for insurance applies only to the terms of the academic year. GTFs are responsible for their own premiums for the summer. However, because premiums are normally due at the beginning of the year, those GTFs with full-year appointments will be advanced the summer premium as an interest-free loan; the repayment will be made by payroll deduction throughout the nine months of the academic year. GTFs who do not have full-year appointments or who require additional coverage for dependents may also receive individualized loans for the difference between the University coverage and their full premium costs. Repayment of these loans is also made through payroll deduction.

GTF Reappointment

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

GTF Evaluations

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

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

**Accommodations and Support Services for Diverse Students**

The University of Oregon provides several programs and services which are designed to assist students with diverse needs. A complete listing of these programs and related organizations can be found in the University of Oregon Undergraduate and Graduate Bulletin, on the general UO website, and in the governance offices of the Associated Students of the University of Oregon.

Students with disabilities may receive accommodations for their particular needs from the Office of Academic Advising. 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 Office of Academic Advising for more information.

In the College of Education, the Ethnic Diversity Affairs Committee (EDAC) is an advisory committee for students of color. Meetings are held on a regular basis and minutes of the meetings are available to any and all COE faculty, staff, and students. The major goal of EDAC is to insure that a variety of cultural and ethnic views are expressed and considered in the broad context of college activities. In addition to regular meetings, EDAC sponsors various social and educational events throughout the academic year. All students, faculty, and staff are encouraged to join EDAC and become involved in its various activities. The EDAC website is at: [http://education.uoregon.edu/edac](http://education.uoregon.edu/edac).
Office Assignments

For more information regarding diversity, visit the College of Education’s website (http://education.uoregon.edu) and click on Diversity.

Reasonable Accommodation of Student Religious Observance

Reasonable accommodation of religious observances will be honored to the extent they have an impact on class attendance, the scheduling of examinations, and other academic work requirements, including research activities or practicum experiences and assignments. A student who, because of the observance of a religious holiday, is unable to attend classes on a particular day or days or at a particular time of day, shall be excused from taking examinations, or from engaging in academic work assignments on such days or times.

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

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

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

Office Assignments

There is shared office space on the 3rd floor of the HEDCO Education Building for those SPED students who have a GTF assignment. GTF’s should see the SPED Business Manager for more information on this shared space (availability, access, etc.).

Most SPED doctoral students are affiliated with a research unit (e.g., Secondary Special Education and Transition; Educational and Community Supports; Early Intervention, etc.) and should check first with that research unit regarding available office space.
Office space is limited, so if the research unit does not have space available or if a student is not initially affiliated with a research unit, he/she should contact the department’s Business Manager to see if alternative space can be assigned or shared.
Section IV
International Students

Application

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

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

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

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

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

Admission

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

Financial Aid

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

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

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

Health Insurance

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

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

LIST OF FORMS

SPED Forms
A hard copy of the following forms can be obtained from the Academic Secretary.

- Attachment A: Doctoral Program Plan
- Attachment B: Documentation of Satisfactory Completion of Comprehensive Examination Requirements
- Attachment C: Documentation of Satisfactory Completion of Competency Portfolio

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

- Attachment D: Dissertation Committee Appointment Recommendation to the Graduate School
  http://interact.uoregon.edu/pdf/sas/BDistComAppRec.pdf
- Attachment E: Dissertation Proposal Approval
Graduate School Forms
Most forms can be found on the Graduate School’s website and must be filled out on-line:
http://gradschool.uoregon.edu/current-students/academic-forms

- Attachment F: Permission to Re-Register in the Graduate School
  http://gradschool.uoregon.edu/sites/default/files/permission-to-re-reg.pdf

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

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

- Attachment H: Research Clearance for Master’s Thesis/Project or Doctoral Dissertation
  http://gradschool.uoregon.edu/sites/default/files/researchClearanceGS910_0.pdf

  Background Info:
  http://gradschool.uoregon.edu/policies-procedures/research

  Filing Instructions:
  http://gradschool.uoregon.edu/policies-procedures/masters/research-clearance-form

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

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

  Application for Oral Defense is in GradWeb:
  http://gradweb.uoregon.edu/
# Special Education Doctoral Program Plan

**AY 2010-2011**

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**TOTAL CREDITS**

**STUDENT SIGNATURE**

**DATE**

**ADVISOR SIGNATURE**

**DATE**

**ATTACHMENT A**
Documentation of Satisfactory Completion of Comprehensive Examination Requirements

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

Date: ________________________________

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

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

Date completed: ________________________________

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

Date completed: ________________________________

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

Date completed: ________________________________

_____________________________________
Doctoral Program Advisor

_____________________________________
Doctoral Program Committee member

_____________________________________
Doctoral Program Committee member
Documentation of Satisfactory Completion of Competency Portfolio

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

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

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

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

(c) Final approval of the Competency Portfolio.

_______________________________________  ___________________
Doctoral Program Advisor     Date

_______________________________________  ___________________
Doctoral Program Committee Member   Date

_______________________________________  ___________________
Doctoral Program Committee Member   Date
ATTACHMENT D

College of Education • University of Oregon

DISSESSATION COMMITTEE APPOINTMENT
RECOMMENDATION TO THE GRADUATE SCHOOL

The dissertation committee for __________________________ student name
candidate for the doctor of □ Philosophy/ □ Education degree
in the area of ________________________ major

is as follows:

__________________________ Area
Chairperson (typed)

__________________________ Area
Member (typed)

__________________________ Area
Member (typed)

__________________________ Area
Outside Member (typed)

__________________________ Area
If Applicable, Fifth Member (typed)

__________________________ Date
Area Head Signature

__________________________ Date
Dean of Graduate School Signature

College of Education
COEGRAD 512
September 1966

67
College of Education • University of Oregon

DISSERTATION PROPOSAL APPROVAL

________________________ is a candidate

for the doctor of __________________________

in the area of __________________________

Dissertation Title


Dissertation Committee approval

Chairperson (print or type name) __________________________ Signature __________________________

(print or type name) __________________________ Signature __________________________

(print or type name) __________________________ Signature __________________________

(print or type name) __________________________ Signature __________________________

(print or type name) __________________________ Signature __________________________

(print or type name) __________________________ Signature __________________________

(print or type name) __________________________ Signature __________________________

(print or type name) __________________________ Signature __________________________

DATE __________________________

College of Education
COEGRAD 510
September 1996
Permission to Re-Register in the Graduate School
University of Oregon Graduate School
(541) 346-5129 125 Chapman Hall

Student Section
Student Number: ___________________________ Student Name: ___________________________ Last: ___________ First: ___________ Middle: ___________
Current Address: ____________________________________________________________ Address: ___________________________ City: ___________ State: ___________ Zip: ___________
Phone Number: ___________________________ E-Mail Address: ___________________________

Term and Year of Return
☐ Fall _______  ☐ Spring _______
☐ Winter _______  ☐ Summer _______

Term and Year of Last Enrollment
☐ Spring _______  ☐ Fall _______
☐ Winter _______  ☐ Summer _______

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

Other name(s) used previously: __________________________________________________

Major in which you were last enrolled: ____________________________________________

Major in which you wish to re-enroll: ____________________________________________

Check the box below to indicate your immediate objective:

Non-Degree Programs
☐ Pre-Master's  ☐ Post-Doctorate
☐ Post-Master's  ☐ Post-Baccalaureate Graduate

Degree Programs
☐ Master's  ☐ Doctorate

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

Signature: ___________________________ Date: ___________________________

Recommendation by School or Department
It is recommended that the student re-enroll/continue in the following student type:

☐ (X) Conditional Master  ☐ (M) Master (full status)
☐ (Y) Conditional Doctoral  ☐ (D) Doctoral (full status)
☐ (V) Pre-Master  ☐ (W) Post-Master
☐ (P) GR-Post Baccalaureate  ☐ (Z) Post-Doctoral

☐ Permission Denied

Department: ___________________________ Major Code: ___________________________
(Use Banner Table)

Signature of School or Department: ___________________________ Date: ___________________________

Action by the Graduate School
Recommendation:
☐ Approved. Activate for registration.
☐ Denied
☐ Update Student Type/Class/Major

Dean/Associate Dean of Graduate School: ___________________________ Date: ___________________________

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

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

You should use the Permission to Re-Register form if you are:

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

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

- A doctoral student who has earned a master’s degree as part of your doctoral program.
  - Students pursuing a doctoral degree who choose to earn a master’s degree along the way must file the Permission to Re-Register form for the next term to continue in good standing in the doctoral program. This informs the Graduate School that the master’s degree was not considered to be a terminal degree.

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

About the Continuous Enrollment Expectation and Going On Leave

"On-Leave" (for master's and pre-advancement doctoral students) and "In Absentia" (for advanced doctoral students) are the terms used for gaining permission to take a leave of absence and not remain continuously enrolled.

Unless On-Leave or In Absentia status has been granted (and there is a maximum of 3 academic year terms), students enrolled in an advanced degree or graduate certificate program must remain continuously enrolled at the University, with the exception of summer term, until all of the program requirements have been completed. In every term in which you are making use of University services/facilities, you must be enrolled for 3+ credit hours of graduate coursework.

Failure to Register for On-Leave or In-Absentia Status

Your Graduate School standing will be canceled if you do not register for On-Leave or In Absentia status and also do not enroll continuously (except for summers). In this event, if you should later wish to return, you would be required to apply for Permission to Re-Register in the Graduate School and would be subject to the requirements for admission and enrollment limitations that are in effect at that time. You should also be aware that official On-Leave or In-Absentia status maintains your Oregon Resident status. Failure to file for On-Leave or In Absentia status could result in your Oregon Resident status being reclassified as Non-Resident.

Things to Keep in Mind

- **The Deadline to Request On-Leave or In Absentia Status**: The online leave request form must be submitted on or before the last day to register for classes in the term for which leave is requested. See links to these under "Master's” and "Doctoral” below.

- **International Students**: You must check with an adviser at the Office of International Programs (OIP) to be sure that your visa status will remain current while you are in On-Leave or In Absentia status. This is especially important if you will be leaving the USA.

- **The Seven Year Deadline to Complete Your Degree**: Neither On-Leave nor In Absentia status will extend the student’s seven year completion deadline.

- **Revising your On-Leave or In Absentia Status**: If you decide to return from leave earlier or later than you had intended, you must submit a new form revising your request for On-Leave or In Absentia status through your department.

**Master's**

Master's students are permitted to take up to three academic terms of approved On-Leave status during the course of study for the degree. During terms of On-leave, master's students do not register, and so are not allowed to make use of university services, faculty
or staff time. Graduate students must register and pay fees if they will be using university facilities or faculty/staff services during any term.

To ensure a place upon return, graduate students interrupting a study program for one or more terms, excluding summer session, must submit a request for On-Leave status to the Graduate School by the last registration day in the term for which leave is being requested. Only master's students considered in good standing are eligible. Departmental approval is required before the Graduate School can review the request for leave. On-Leave status is granted for a specified time period which may not exceed three academic terms, excluding summer session.

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

**Doctoral**

Doctoral students who have not yet advanced to candidacy are eligible for up to three terms of On-Leave status prior to advancement to candidacy.

Once advanced to candidacy, doctoral students must submit a request for In Absentia Status. They are eligible for up to three terms of In Absentia status during the dissertation process.

During terms of approved On-Leave and In Absentia status, graduate students do not register and are not allowed to make use of university services, faculty or staff time. Graduate students must register and pay fees if they will be using university facilities or faculty/staff services during any term.

Like master's students, to ensure a place upon return, doctoral students interrupting their study program for one or more terms, excluding summer session, must submit a request for On-Leave or In Absentia Status to the Graduate School by the last registration day in the term for which leave is being requested. Only doctoral students considered to be in good standing are eligible. Departmental approval is required before the Graduate School can review the request for leave. On-Leave/In Absentia status is granted for a specified time period which may not exceed three academic terms, excluding summer session.
RESEARCH CLEARANCE FOR MASTER’S THESIS/PROJECT OR DOCTORAL DISSERTATION

Fill in this form on-screen. Handwritten forms will not be accepted.

Student Name: ____________________________

Last               First               M.I.

Address: ____________________________

Street               City               State               Zip Code

Student Number: ____________________________

E-Mail: ____________________________

Major: ____________________________

Department: ____________________________

The research clearance form is required to be completed, signed, and on file in the Graduate School, even if your work does not require human or animal subjects. Failure to follow required procedures may result in a recommendation to the Dean of the Graduate that the university not accept your thesis/project, or dissertation.

Requesting clearance for:  
☐ Master’s Thesis  ☐ Master’s Project  ☐ Doctoral Dissertation

Title of thesis/project or dissertation: ____________________________

Title of human subjects project, if different: ____________________________

Student Signature: ____________________________

Date: ____________________________

FACULTY ENDORSEMENT OF RESEARCH

This is to certify that the department approves the research project as identified above.

Advisor Name: ____________________________

Department: ____________________________

Signature: ____________________________

Date: ____________________________

Department Head: ____________________________

Department: ____________________________

Signature: ____________________________

Date: ____________________________

ANIMAL SUBJECTS RESEARCH

☐ Yes  ☐ No This thesis/project or dissertation involves animal subjects research.

If yes, obtain approval of the research protocol from the Institution Animal Care and Use Committee (IACUC) before purchasing or using animals.

Protocol #: ____________________________

Approval Date: ____________________________

Verification of IACUC Approval: ____________________________

IACUC Office Signature: ____________________________

Date: ____________________________

HUMAN SUBJECTS RESEARCH

☐ Yes  ☐ No This thesis/project or dissertation involves human subjects research.

If yes, obtain approval of the research protocol from the Committee for the Protection of Human Subjects (CPHS) before collecting data.

Protocol #: ____________________________

Approval Date: ____________________________

Verification of CPHS Approval: ____________________________

Office for Protection of Human Subjects Signature: ____________________________

Date: ____________________________

GRADUATE SCHOOL APPROVAL

☐ Approved  ☐ Disapproved

Signature of the Dean or Associate Dean of the Graduate School: ____________________________

Date: ____________________________
Research Ethics and Compliance

RESEARCH ETHICS

All students have a responsibility to conduct and report the results of their research in an open and ethical manner. A thesis represents the culmination of years of academic preparation and uniquely expresses a student's training, skills and ideas. A thesis therefore deserves the student's greatest effort and, as with all scholarly work, demands compliance with the highest ethical standards. Ethical misconduct in research is any "fabrication, falsification and plagiarism in proposing, conducting or reporting research or other scholarly activities." Fabricating research findings refers to making up fictional results, while falsifying research results refers to altering, misrepresenting, or selectively reporting findings. Each of these acts violates the integrity of the research process and constitutes a serious breach of accepted ethical standards. Ethical research practice therefore requires that students at all stages of the research process conduct their research in an open and honest manner and make every effort to ensure the accuracy of their findings.

Plagiarism is a form of ethical misconduct in research and consists of the intentional or unintentional "use of the words, ideas, diagrams of publicly available work without appropriately acknowledging the sources of those materials." Thus, any use of the words, phrases, ideas, or work of others in any form without acknowledging the original source constitutes plagiarism and is subject to serious penalty. Students should be aware as well that the ordering of ideas in a discussion, the content of a literature review, and the listing of references at the end of a discussion may reflect the thinking of others. Such contributions must be acknowledged.

Students at the University of Oregon are expected to maintain the highest ethical standards in proposing, conducting and reporting their research in the thesis or dissertation.

GRADUATE STUDENT RESEARCH COMPLIANCE

"Research Compliance" refers to the process by which the University, in accordance with federal law, certifies that research activity is conducted in a legal and ethical way. "Clearance" is the process by which the University proves your compliance.

The Graduate School requires that all graduate students doing a master's thesis/project, or a doctoral dissertation file a Research Clearance form before beginning data collection. This is especially important because many graduate students:

- Collect data by survey or questionnaire;
- Conduct research involving interviews;
- Conduct thesis or dissertation research abroad;
- Conduct research involving live or dead vertebrate animals.

How to file the required Research Clearance for a Master's Thesis/Project or Doctoral Dissertation Form

All graduate students must file this form with the Graduate School before data collection begins.

Those students using human or animal subjects must also receive permission (and a protocol number) from either the Office for Protection of Human Subjects' Committee for the Protection of Human Subjects (346-2510; Riverfront Research Park, Suite 106) or the Office of Veterinary Services and Animal Care's Institutional Animal Care and Use Committee (346-4958). These offices may also be contacted for protocol review schedules, information on the preparation of subjects, and a detailed explanation of procedures. More information on the use of human subjects and research with animals can be found below.

Failure to follow the procedures below may result in a recommendation to the Dean of the Graduate School that the University not accept your thesis, project, or dissertation.
1. Consult with your departmental graduate advisor concerning details of the proposed thesis/project or dissertation and formation of an appropriate committee.

2. If your research involves human subjects (i.e., living person(s) about whom you obtain data through direct interaction/intervention or otherwise acquire personally identifiable information in your research), obtain approval for your research protocol from the Committee for the Protection of Human Subjects before collecting data.

3. Complete and print the Graduate School Research Form. Then obtain the signatures of your advisor and department head on the form. This form must be completed on-screen and then printed for signatures. Handwritten forms will not be accepted.

4. Take the Research Clearance form to the Office for Protection of Human Subjects or the Office of Veterinary Services and Animal Care (OVASC) to obtain the compliance officer's signature, as necessary.

5. Submit the completed Clearance Form to the Graduate School, 125 Chapman Hall. This form must be on-file with the Graduate School before you begin your research project and/or data collection.

Human Subjects

In accordance with the Federal Policy on the Protection of Human Subjects (DHHS Policy 45 CFR Part 46, effective August 19, 1991), the University of Oregon assumes the responsibility for the protection of the rights and welfare of human subjects who participate in research and other activity projects conducted by, or under the supervision of, faculty, staff, or students.

You must have the approval of the Committee for the Protection of Human Subjects/Institutional Review Board (CPHS/IRB) prior to engaging in any research project involving human subjects. Such research may include surveys, questionnaires, focus groups, and interviews as well as other sorts of physical tests or experimentation which involve living persons about whom you obtain data through direct intervention or interaction. Approval applies not only to thesis and dissertation research, but also to research for class projects and internships if there is a possibility that data will be published or maintained for later use. Review committees are unable to give post facto approval.

Surveys, Interviews, and Data Analysis

Surveys, interviews, and data analysis represent a subset of human subjects research. Even if you believe that your survey, interview questions, or use of a data set are perfectly innocent, you must file a protocol with the Office for Protection of Human Subjects. That office will determine whether the project needs minimal review (exempt category) or a full review.

Research Abroad

A research project involving human subjects occurring outside the USA does not eliminate the requirement for full institutional compliance. The University is answerable for your procedures whether here or abroad. Research approvals and appropriate visas from the host country may also be required. These, however, do not substitute for university compliance. Research clearance must be obtained before you begin your travel or initiate research with animal or human subjects.

Research with Animals

If your research involves live or dead vertebrate animals and is not already included in an approved protocol filed by the faculty member with whom you work, you should contact the Institutional Animal Care and Use Committee (IACUC) at the Office of Veterinary Services and Animal Care, 346-4968, to obtain information and guidelines on animal use.

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2Ibid., 8–9.


How to File a Research Clearance Form

The Research Clearance Form (PDF) must be completed on-screen and then printed for signatures. Handwritten forms will not be accepted.

University of Oregon policy requires that students who expect to engage in research involving human or animal subjects receive approval of their research procedures prior to the collection of data. Protocol forms and a detailed explanation of procedures may be obtained from the Office of Protection of Human Subjects (346-2510) or the Office of Veterinary Services and Animal Care (346-4958).

The Research Clearance form must be completed, signed, and on file in the Graduate School before data is collected. Failure to follow the required procedures below may result in a recommendation to the Dean of the Graduate School that the University not accept your thesis, project, or dissertation.

Procedures

1. Consult with your departmental graduate advisor concerning details of the proposed thesis/project or dissertation and formation of an appropriate committee.
2. If your research involves human subjects (i.e., living person(s) about whom you obtain data through direct interaction/intervention or otherwise acquire personally identifiable information in your research), obtain approval for your research protocol from the Committee for the Protection of Human Subjects (CPHS) before collecting data. Guidelines for preparation protocol are available from the Office for the Protection of Human Subjects, Riverfront Research Park, Suite 106 (346-4958).
3. Complete and print the Graduate School Research Form. Then obtain the signatures of your advisor and department head on the form.
4. Take the Research Clearance form to the Office for Protection of Human Subjects or the Office of Veterinary Services and Animal Care (OVSAC) to obtain the compliance officer's signature.
5. Submit the completed Clearance Form to the Graduate School, 125 Chapman Hall. This form must be on file with the Graduate School before you begin your research project and/or data collection.

For information about the protocol review schedules or if you have questions about research clearance, contact the appropriate office.
Getting Ready to Graduate

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

1. Applying for Your Degree
   - Due by 2nd Friday of the term
   - Apply online:
     o doctoral students
     o master's students
   - Check in with your department to make sure you've met all requirements for your program.
   - Master's students must be registered for at least 3 credits during the final term.
   - Doctoral students must be registered for at least 3 dissertation credits during the final term AND the term before.

2. Plan Ahead!!
   **Doctoral Students:**
   - The deadline for submitting your application for defense and 2 copies of your abstract is 3 weeks prior to the defense date. Start the process at least 4-5 weeks before defense date to ensure submission by the 3 week deadline.
   - Check with your committee members to make sure no one will be out of town, on sabbatical, etc. on your defense date OR when you might need signatures.

   **Master's and Doctoral:**
   - Get to work early on formatting your manuscript - waiting until the last minute to address formatting causes more work.
   - Come see the editor early! The closer it gets to the end of the term, the longer the wait times.
   - Don't be afraid to come see us if you have questions! The Graduate School is open Monday - Friday, 8:00 a.m. to noon and 1:00 to 5:00 p.m.

3. Master's Student Requirements
   - Research Clearance Form (instructions): required for all students completing a project, thesis, or dissertation
   - Language Requirement for Master of Arts:
     o second year proficiency demonstrated within seven year time frame
     o transcripted language coursework
     o passing score on standardized exam (CLEP), or special exam administered through appropriate language department
   - Complete the following in the term before you plan to graduate:
     o petition to remove an incomplete over one year old
     o petition to transfer pre-admission graduate credits
     o classification must be regular master's

http://gradschool.uoregon.edu/getting-ready-graduate 9/20/2011
• Submit 2 copies of your abstract, along with the Certificate of Submission, by term deadline
• If completing a thesis, submit final thesis by term deadline

4. Doctoral Student Requirements

• File your Research Clearance Form (instructions)– required for all doctoral students regardless of whether or not you used human or animal subjects.
• 6 Month Rule: The Graduate School must have your committee on file for at least 6 months before your final oral defense date.
• 3 Month Rule: If your outside member changes, the new person must be on the committee for at least 3 months before your final oral defense date.
• Apply for Oral Defense and submit 2 copies of abstract no later than 3 weeks prior to your defense date.
• Upload final dissertation by term deadline.
Oral Defense Procedures

PREPARING FOR THE ORAL DEFENSE

Formal, public defense must take place on campus at a date set by the committee chair and approved by the Graduate School. The defense may not be held during the break between academic terms.

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

The time and place of the defense must be publicly noted. The dissertation committee must be present at the defense, and the chair of the committee must certify to the Graduate School within two weeks following the defense that the defense was held as scheduled.

To apply to defend your dissertation, an Application for Final Oral Defense and two (2) signed copies of your final abstract (no more than 350 words long) must be submitted to the Graduate School three (3) weeks before the date of the final oral defense. You are expected to graduate during the term of your oral defense.

Instructions for applying for final oral defense:

1. Submit to the Graduate School an Application for Advanced Degree. You must apply for the degree in GradWeb for the term in which you plan to receive it. Generally, the closing date to make application is the second Friday of the term. Check the Graduate School web site for completion deadlines.

2. Complete the online process for obtaining Confirmation of Agreement to Attend an Oral Defense found on GRADWEB.
   o By entering the Oral Defense module you are indicating your readiness to schedule an oral defense. You should, at this point, have obtained provisional approval from your doctoral committee members that they will be available on the specified day and time you wish to hold your defense.
   o Please be sure to allow yourself enough time for the online process of obtaining email confirmations from the faculty so that you can meet the three week prior to defense date submission deadline.
   o If one of the inside members is unable to attend, you will have the option to choose Waiver of Attendance as a part of the online process. Only one inside member may waive attendance at the defense, never the chair or the outside representative. The faculty waiving their attendance must agree to read the dissertation prior to the defense and submit any questions directly to the chair of your committee. There is a final letter which you must prepare for the faculty who waives attendance. Instructions for writing this letter.

3. After you receive the email which advises you that all faculty have confirmed their attendance, contact your department to obtain the Application for Final Oral Defense for Doctoral Degree. This form is available from your department and requires the signature of the department head. Submit the application to the Graduate School, no less than three weeks before the date of the final oral defense, in a package that also includes two (2) signed copies of your final abstract.

4. The Graduate School will verify your enrollment in the actual term of the defense. You must be registered for a minimum of three (3) hours of Dissertation (500G) during the term prior to and the term of your oral defense and graduation. You are required to graduate during the term of your defense.

5. Please note the following requirements:

   • Graduate Students are expected to meet the published deadlines for completion of a degree.
   • If you choose to hold your oral defense after the established term deadline, you will be considered an applicant for graduation for the next term. This will mean you will be required to have completed all the above described steps, including registration for the
subsequent term and the Application for Advanced Degree. Please note that the defense may not be held during the breaks between terms.
• Upon submission of your paperwork for the Oral Defense, your abstract and the title of your dissertation have also been accepted
• Remote attendance (skype, videoconference, etc.): Only one inside member may participate remotely, and this is considered a waiver of attendance (see instructions above). The chair and the outside member must be physically present for the final oral defense.
• The Title: Since your title will be input into the U of O student information system, which generates a number of publication points, the title cannot be changed.
• The Abstract: Your abstract has been accepted as part of the requirement for applying to defend your dissertation. Therefore, no changes to content or style will be accepted unless specifically requested by the Graduate School staff or editor.
• Exact dates differ for each term, but approximately two weeks prior to the end of the term, deposit two copies of your completed and approved dissertation for final acceptance by the Graduate School. See: Deadlines for Completion of Degree Requirements. If you have questions about this process, please contact Jered Nagel at jnagel@uoregon.edu
# ATTACHMENT K

## Special Education & Clinical Sciences Faculty

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## Useful Telephone Numbers and E-mail Addresses

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