## SECTION IV – STUDENT CONDUCT AND RETENTION POLICIES

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- Technology Etiquette Guidelines
- Student Conduct Code
- UO Plagiarism Guide for Students

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- Grading Procedures
- Grading for Field Studies
- Incompletes

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- Student Status Review

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

Overview of the Special Education Program

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

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

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

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

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

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

Q: How long can I be in the program?

A: There is a 7-year limit on enrollment into the program starting with the admit term.
Faculty research in system and individualized models of positive behavior supports, instructional design, assessment, and interventions are integrated into coursework with applications in school-based settings. Coursework and fieldwork are highly integrated as students incorporate evidence-based practices in a problem solving approach incorporating assessment, planning, delivery, and evaluation. Program graduates assume positions working in school or community-based settings delivering direct or indirect educational services to special education students or providing consultation services to teachers or special education students.

The general master’s with an individualized interest provides students a general program of study within special education that can be tailored to meet their longer-term goals. Students work with their advisors in designing a program of study that maximizes the instructional and research interests and practices within the College of Education as well as the University. Many students complete the master’s program as preparation for later doctoral study. Additionally, graduates with this degree have a teaching license in special education (from other institutions) and are currently working in the field and want to obtain a master’s degree. Other graduates have created programs within special education emphasizing assessment, post school environments, autism, public policy and advocacy, as well as legal aspects to schooling and students with disabilities.
Faculty Contacts

Faculty and Administrative Support Personnel

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

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Advise</th>
<th>Area of Interest</th>
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<tbody>
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<td>Linda Albi – 346-0813</td>
<td>MA Only</td>
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<td>Rick Albin – 346-2464</td>
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<td>Jantina Clifford – 346-2599</td>
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<td>Valerie Mazzotti – 346-3218</td>
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<td>Christopher Murray – 346-1445</td>
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<td>Dawn Rowe – 346-8412</td>
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Support staff for the Special Education and Clinical Sciences Department provide valuable assistance to students in a variety of ways. These staff members are listed below, along with their contact information and roles/duties within the department.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
<th>Roles/Duties</th>
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<tbody>
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<td>Melissa Finch</td>
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<td>• Admissions&lt;br&gt; • SPED Minor&lt;br&gt; • Course Pre-Authorization&lt;br&gt; • Individualized Study&lt;br&gt; • Practicum ID Badges&lt;br&gt; • Supplies</td>
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<td>Emily Cornell</td>
<td>346-1638 <a href="mailto:ecornell@uoregon.edu">ecornell@uoregon.edu</a></td>
<td>• Student Recruitment&lt;br&gt; • Course Scheduling&lt;br&gt; • Liaison w/ Grad School (Forms and Procedures)&lt;br&gt; • Student Files</td>
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<tr>
<td>Kim Ledbetter</td>
<td>346-2441 <a href="mailto:kimbra@uoregon.edu">kimbra@uoregon.edu</a></td>
<td>• Travel and Reimbursements&lt;br&gt; • GTF Contracts &amp; Information&lt;br&gt; • Accounting and Student Payroll&lt;br&gt; • Parking Permits</td>
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<td>Leslie Stephenson</td>
<td>346-0351 <a href="mailto:lgsull@uoregon.edu">lgsull@uoregon.edu</a></td>
<td>• Fiscal Coordination&lt;br&gt; • Key Cards/Building Access/Space&lt;br&gt; • Unclassified/Classified Contracts</td>
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</table>

Faculty Research

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

**Center on Teaching and Learning (CTL)**
Ed Kame‘enui and Hank Fien, Co-Directors
(541) 346-3562
http://ctl.uoregon.edu/

The Center on Teaching and Learning conducts, translates, and disseminates research that offers solutions to problems faced by schools. Faculty members seek to advance understanding and use of evidence-based practices to prevent and intercept academic difficulties in school-aged children. One emphasis is the role of curriculum, instruction, and assessment in models of academic reform for schools. Research and outreach include school-based experimental research, model demonstration projects, and large-scale professional development and technical assistance.
Secondary Special Education and Transition Programs (SSET)
Deanne Unruh, Director
(541) 346-1424
http://sset.uoregon.edu/

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

Educational and Community Supports (ECS)
Robert H. Horner, Director
(541) 346-2462
http://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, dissemination, and technical assistance. Research groups affiliated with Educational and Community Supports address positive behavior support, inclusive schools, transition, and adult services.

Institute on Violence and Destructive Behavior (IVDB)
Hill M. Walker, Jeffrey R. Sprague, Co-Directors
(541) 346-3592
http://www.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, school dropout, and delinquency. These tools are 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 the competitively awarded federal grants.
Early Intervention Program (EIP)
Jantina Clifford, Director
(541) 346-0807
http://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 and their families become independent and productive benefits not only the individual but society as a whole.

Center on Human Development (CHD)
Jane Squires, Director
(541) 346-3591
http://ucedd.uoregon.edu

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

Master’s Degree in Special Education

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

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

Students may work toward a Master of Education, Master of Arts, or Master of Science degree. For the M.Ed. degree the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching in the U.S. For the M.A. degree the candidate must demonstrate proficiency in a foreign language. The CLEP language exams in French, German, and Spanish can be used to meet the University’s second language proficiency requirement for the Master of Arts degree. The M.A. degree requires second year, third term level of proficiency in a second language as required for the B.A. degree. Language competence must be demonstrated within the overall seven-year limit for completion of a master’s degree. For more information about the CLEP and other ways to demonstrate proficiency, see the Graduate School’s Master’s Degrees Policies and Procedures at http://gradschool.uoregon.edu/policies-procedures/masters.

Students not eligible for an M.A. or M.Ed. degree can work toward an M.S. degree.

General Requirements

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

- Minimum of 45 credits in courses approved for graduate credit taken as an admitted master’s degree student (51 credits minimum if doing a specialization area);
- Up to 15 credits may be officially transferred in through a petition process;
- 24 credits must be in UO graded courses passed with a GPA of 3.0 or better;
- At least 9 credits in 600 level courses must be taken in residence;
- Minimum 30 credits in SPED courses;
- All credits for the degree (including transfer credits) must be completed within seven years.
Students who earn their first master’s degree at the UO may receive a second master’s in another field by taking at least 30 graduate credits of which at least 24 must be in graded courses taken after official admission to the new major.

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

- Maintaining a GPA of 3.0 in graduate courses taken in the degree program;
- Earning C or better in required courses;
- Earning P in all field experiences (P = B- or better);
- Making satisfactory progress toward a degree or licensure;
- Maintaining continuous enrollment unless awarded on-leave status;
- Having no more than 5 credits of incompletes at any one time (excluding thesis or research);
- Abiding by the University of Oregon Student Conduct Code.

Required Coursework

All master’s degree students in Special Education must take a set of courses that satisfy Graduate School requirements. The general framework for a Master’s degree in special education includes three components: (a) courses in required core areas, (b) elective courses, and (c) courses associated with a terminal activity, except Early Intervention. The specific courses students take to complete a master’s degree is determined by student-identified career interests and whether the student has been admitted to both the master’s degree and a license/endorsement program (see Table 1 on pg. 12).

If a student took an equivalent required course at another institution and wishes to waive a required core course, there is a petition process to do so. If a student’s petition is approved, the waived credits will not count toward the current master’s degree requirements.

Required Coursework Taken as an Undergraduate

If a student took any required master’s degree courses as an undergraduate at the University of Oregon, such as SPED 411 and/or SPED 412, he or she is not required to take the course(s) again at the graduate level to satisfy the Foundations Core Area. If however, the student took a course at the undergraduate level such as SPED 426, Behavior and Classroom Management, and there are other choices in the core area, he or she must take another course at the graduate level to satisfy that core area requirement. Courses taken at the undergraduate level that satisfy a required core area should be listed in the space provided on the master’s program plan showing the core area requirement has been met, and the student will not need to complete a course waiver form. However, these credits cannot be counted in calculating the master’s program credits.

Field Studies Core Requirement

The Special Education and Clinical Sciences Department requires all master’s degree students to complete some type of field work aligned with their area of
Requirements

interest and/or focus as part of their master’s program. Licensure students complete this field studies requirement through their required practica for teaching licensure. Students who are not concurrently enrolled in the licensure program can complete this requirement by working with their advisor to identify an appropriate field study experience and developing a field study proposal and contract. This proposal should specify where you will do the experience, what roles and tasks you will be assuming, the hours or schedule you will follow, and any field based professional(s) who will be overseeing your work. The contract should also specify the evaluation components to verify successful completion of the experience. This may include a time/task log, a synthesis paper of your experience, an evaluation from your field based supervisor, and/or any other evidence your advisor requires. You may enroll in any number of credits during any term. One credit of field experience equals 40 hours of contact time (does not include transportation to and from the site). Obtain permission from your advisor to enroll in Field Studies credits.

Placement in public schools or agencies requires the student to obtain a College of Education ID badge, after receiving a background clearance based on a criminal history check. For more information on this policy, go to http://education.uoregon.edu/academics/coe-id-badge.

Q: How and when do I sign up for Field Studies?

A: If you are in a licensure program, your practicum satisfies the field study requirement. If you are not in a licensure program, you should work with your advisor to identify an appropriate field study and term in which you should enroll.
# Table 1
## Required Core Areas for Master’s Degree

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

### Required Coursework Areas:
Suggested courses are grouped by emphasis area but students may select from any course on the list or other SPED courses subject to advisor approval.

#### Foundations
Select two courses in this area:
- **SPED 511** Foundations of Disability I (3) **Fall/Winter/Spring/Summer**
- **SPED 512** Foundations of Disability II (3) **Fall/Spring/Summer**
- **SPED 680** Foundations in Early Childhood & Early Intervention (3) **Fall**

#### Behavioral Support
Select one course in this area:
- **SPED 526** Behavior & Classroom Management (4) **Fall/Winter/Summer**
- **SPED 536** Advanced Behavior & Classroom Management (3) **Fall**

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

- Early Intervention emphasis:
  - **SPED 681** Family-Guided EI (3) **Winter**
  - **SPED 682** Assessment & Evaluation (3) **Winter**
  - **SPED 683** Curriculum ECh & EI (3) **Spring**
- K-12 Emphasis *Work with advisor to determine mix of Methods and Transition courses to take for this emphasis.*
  - **Methods Courses***
    - **SPED 522** Special Education Math Instruction **Spring**
    - **SPED 540** Early Literacy for Diverse Learners **Fall**
    - **SPED 541** Intermediate Literacy for Diverse Learners **Winter**
    - **SPED 542** Adolescent Literacy for Diverse Learners **Spring**
    - **SPED 543** Supporting Students with Low-Incidence Disabilities **Summer**
  - **Transition Courses***
    - **SPED 610** Transition Planning & Instruction I **Winter**
    - **SPED 610** Transition Planning & Instruction II **Spring**
- General Master’s:
  - **SPED 660** Design of Instruction (4) **Fall**
  - **SPED 610** Assessment in Special Education (3) **Fall**

#### Legal
- **SPED 628** Law & Special Education (3) **Winter**

#### Multicultural
- **SPED 510** Diversity in Special Education (3) **Summer**

#### Field Studies
Select one course in this area:
- **SPED 606** Field Studies (3) **Fall/Winter/Spring/Summer**
- **SPED 609** Practicum (3) **Fall/Winter/Spring**

#### Research
Select one course in this area:
- **EDUC 611** Survey of Educational Research Methods (3) **Fall/Winter**
- **EDUC 612** Social Science Research Design (4) **Fall/Summer**

#### Terminal activity
Selected from one of the following options:

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

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

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

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

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

Table 2 (next page) contains several examples of specialization areas. Possible courses by term for each specialization are also listed in this table. Note that these specialization areas and courses are examples only. A student who elects this option will work individually with his/her advisor to develop a specialization area and related coursework.

**Note:** If a student is enrolled in the K-12 endorsement or licensure program at the time of completing the master’s degree, the specialization credits are already included in the program.
<table>
<thead>
<tr>
<th>Sample Area</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Ed ELL</td>
<td>• EDST 614: Cultural Context of Ed (4)</td>
<td>• EDST 616: Language, Power, and Education (4)</td>
<td>• EDST 646: ELL Pedagogy for Elem Classrooms (4)</td>
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<tr>
<td></td>
<td>• LT 629: Found of Language Theory (4)</td>
<td>• EDST 638: ELL Pedagogy for the Humanities (4)</td>
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<tr>
<td>General Ed Math</td>
<td>• EDST 620: Evolution and Math Wars (4)</td>
<td>• EDST 621: Representing Math Concepts (4)</td>
<td>• EDST 622: Math Problem Solving Curriculum</td>
<td></td>
</tr>
<tr>
<td>General Ed Science</td>
<td>• EDST 620: Evolution and Math Wars (4)</td>
<td>• EDST 623: Representing Science Concepts (4)</td>
<td>• EDST 624: Science Problem Solving Curriculum</td>
<td></td>
</tr>
<tr>
<td>General Ed Social Studies</td>
<td>• EDST 630: Humanities Curriculum and Cultural Conflict (4)</td>
<td>• EDST 635: Representing Social Studies Concepts (4)</td>
<td>• EDST 636: Social Studies Inquiry &amp; Analysis (4)</td>
<td></td>
</tr>
<tr>
<td>General Ed Literacy</td>
<td>EDST 630: Humanities Curriculum and Cultural Conflict (4)</td>
<td>• EDST 631: Representing Literature to Young People (4)</td>
<td>• EDST 632: Eng Students in Writing (4)</td>
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<tr>
<td></td>
<td>OR LT 629: Found of Language Theory (4)</td>
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<tr>
<td>Speech Language</td>
<td>• CDS 550: Intro to Language Development (4)</td>
<td>• SPED 610: Transition Planning &amp; Instruction I (3)</td>
<td>• SPED 610: Transition Planning &amp; Instruction II (3)</td>
<td>• CDS 560: Developmental Disorders in Communication (4)</td>
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<td></td>
<td>• CDS 665: Language Disorders in Children (4)</td>
<td></td>
<td>• CPSY 617: Theories of Career Development (3)</td>
<td></td>
</tr>
<tr>
<td>Career Development and Transition</td>
<td>• SPED 510: Child and Adolescent Development (3)</td>
<td>• CFT 620: Mental Health &amp; Diagnosis (3)</td>
<td>• CFSY 642: Child and Family Interventions</td>
<td>• FHS 583: Prevention of Interpersonal Violence (3)</td>
</tr>
<tr>
<td>Family Systems</td>
<td>• CFT 616: Family Theory (3)</td>
<td>• CFT 620: Mental Health &amp; Diagnosis (3)</td>
<td>• CFSY 642: Child and Family Interventions</td>
<td></td>
</tr>
<tr>
<td>Alternative Education</td>
<td>• SPED 536: Advanced Behavior Management (3)</td>
<td>• SPED 532: Intro to Behavior Disorders (3)</td>
<td>• SPED 534: Educating Students with Behavior Disorders (3)</td>
<td></td>
</tr>
<tr>
<td>Behavior Supports</td>
<td>• EDUC 654: Advanced Applied Behavior Analysis (4)</td>
<td>• FHS 562: Prevention of Youth Violence (4)</td>
<td>• FHS 583: Prevention of Interpersonal Violence (4)</td>
<td></td>
</tr>
<tr>
<td>Low Incidence Disabilities</td>
<td>• SPED 543: Supporting Students with Low-Incidence Disabilities (4)</td>
<td>• CDS 550: Intro to Language Development (4)</td>
<td>• CDS 563: Management of Acquired Cognitive Disorders (4)</td>
<td>• CDS 560: Developmental Disorders in Communication (4)</td>
</tr>
<tr>
<td></td>
<td>• CDS 657 Augment Proc Comm Dis (2)</td>
<td></td>
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<td></td>
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<tr>
<td>Early Intervention</td>
<td>• SPED 680 Found in ECh &amp; EI (3)</td>
<td>• SPED 681 Family-Guided EI (3)</td>
<td>• SPED 683 Curriculum in ECh/EI (3)</td>
<td></td>
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</tbody>
</table>

*Note: Specialization areas listed in the table are examples only. Courses listed for specialization areas also are examples only. A student who elects the specialization area option will work individually with his/her advisor to identify a specialization area and related coursework.*
Master’s Project. In this option the student completes a research or development project in conjunction with his/her advisor or another faculty person. The ongoing research activities in the Special Education and Clinical Sciences Department offer many opportunities for students to participate in research and development with faculty support. Alternatively, students can design their own projects. Master’s projects do not have to conform to any particular research design, but must be substantive and directed toward solving a problem or answering a question related to the student’s field of study.

Master’s projects take many forms. They can employ experimental research designs. However, in some cases, students have chosen to do action research projects of their own design in collaboration with one or more program faculty. In addition to research projects, other types of projects include curricula design, teaching models, inservice programs, or handbooks. Although there is a wide range of topics and formats, all projects should include an introduction, literature review, body, conclusion (implications and recommendations), and ancillary materials (references, tables, figures, and appendices).

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

In the term a student plans to complete the master’s project, he or she should:
1. complete the activities for the project;
2. work with advisor and/or committee in drafting and rewriting all sections of the project;
3. write up the final paper in APA format or a format agreed upon by the advisor;
4. Register for SPED 605 Reading Master’s Project. You must register for a total of 3 Master’s Project credits over the course of the project (either Research or Reading).
5. submit the paper to the advisor and/or committee for a final reading. An advisor may ask for a second faculty reader and/or require an oral presentation of the project;
6. obtain final signature approval from the advisor and/or committee; and
7. submit one final copy to the advisor and each committee member.

Advisors/committees work with students to establish agreed upon timelines and due dates for completing project steps. Projects are usually due two weeks prior

Q:
When should I enroll in SPED 605 Reading Master’s Project?

A:
You should enroll in SPED 605 during any term you work on your master’s project. You may enroll in all 3 credits during one term or 1 credit over three terms. Each credit should reflect 40 hours of work on the project. You will receive grades of “I” in SPED 605 until your project is complete, at which time your advisor will change the “I”s to a Pass.
Master’s Thesis

to the end of the term to allow time for evaluation and approval.

*Any time students are working on the master’s project, they may enroll in Master’s Project credits (either Reading or Research).* Credit hours should reflect one credit for every 40 hours of work. Students will receive grades of “Incomplete” in SPED 605 Reading Master’s Project or SPED 601 Research Master’s Project until the final project is submitted and approved. Grades of “Incomplete” for SPED 605 Reading Master’s Project or SPED 601 Research Master’s Project do not jeopardize students’ status in the program, or their eligibility for financial aid. Students must complete at least 3 credits of Master’s Project (either Reading or Research) over the course of the project. (See Q & A on p. 15)

**Master’s Thesis.** This option represents the culmination of student research and scholarly activity in the master’s program. The thesis must conform to the professional standards set forth by the Graduate School. Students may design and carry out their own research project, work with a faculty member or doctoral student in conducting a study, or participate in some aspect of an ongoing study. As this option is much more comprehensive and scholarly than the other two options, it requires a minimum of 9 credits and may be completed over multiple terms.

Students wishing to complete the thesis option should consult with their advisor regarding requirements for a thesis committee.

To complete a master’s thesis, students must follow specific University of Oregon Graduate School requirements that relate to the appearance of the thesis, how the thesis is filed upon completion, and registration requirements. Students must obtain and conform to the *Thesis and Dissertation Style and Policy Manual*, which is available online at [http://gradschool.uoregon.edu/sites/default/files/ETD_Style_Manual_2013_Feb_20.pdf](http://gradschool.uoregon.edu/sites/default/files/ETD_Style_Manual_2013_Feb_20.pdf). The Graduate School establishes timelines each term for completion of a thesis. Students must comply with these deadlines. Visit the Grad School’s website for detailed thesis information and resources.

Prior to completing the Master’s Thesis Option, students need to:

1. identify a topic and faculty advisor for the thesis;
2. select a thesis committee;
3. develop a written project proposal and obtain approval from the committee;
4. obtain approval from the University's Human Subjects Review Committee, if necessary; and,
5. obtain advisor permission to enroll in SPED 601 Research and/or SPED 503 Master’s Thesis.

In the term students complete their thesis, they need to:

1. register for 3 Thesis credits,
2. work with their advisor/committee in drafting and rewriting all sections of the thesis;
3. schedule and complete an oral defense of the thesis, optional per committee;
4. format the thesis according to UO Graduate School specifications and APA requirements;
5. submit the thesis to the committee for final approval;
6. submit the thesis and required forms to the Graduate School for approval (electronic submission procedures and forms available on the Graduate School’s website); and
7. submit a copy of the Graduate School approved thesis to each committee member.

Any time students are working on the thesis, they may enroll in thesis credits, or if engaging in research activities, they may enroll in research credits with their advisor’s approval. Credit hours should reflect one credit for every 40 hours of work. The Graduate School expects students to enroll in Thesis credits EVERY TERM once they start work on the thesis until they graduate. Students will receive grades of “Incomplete” in SPED 503 Thesis until the thesis is approved and submitted. Grades of “Incomplete” for SPED 503 Thesis or SPED 601 Research do not jeopardize students’ status in the program or their eligibility for financial aid.
Conditional Admissions

All students are admitted to the master’s program on a conditional basis, pending completion of a program plan. Some students have additional conditions outlined in their acceptance letter. These may need to be addressed by the end of the first term of enrollment. By the end of the first term of enrollment (or fall, for students beginning summer term), students must have a master’s program plan on file to be fully admitted and in good standing.

Master’s Program Plan

All master’s students are conditionally admitted to the Special Education and Clinical Sciences Department until a Master’s Program Plan (see Attachment A) is completed with their advisor, signed, and filed with the Student Services Coordinator. This plan is a written agreement between the student and the College which specifies the student’s program of study leading to a Master’s Degree. You must complete this form with your advisor before the end of your first term of the program (or fall for those starting in summer). Upon completion of the plan, you and your advisor will keep a copy and you will file a copy with the Student Services Coordinator. You should update any changes to your plan prior to enrollment each term and obtain your advisor’s signature on the updated program plan. The term you apply to graduate, the Office of Student Academic Services compares your completed plan to your transcript to determine if you have completed the requirements for your master’s degree. An approved plan offers protection to the student and the program. It is important that your program plan be kept up to date. A digital copy of the Master’s Program Plan is online: https://education.uoregon.edu/special-education-ma/sped-masters-degree-program-plan.

Tk20

The College of Education has purchased Tk20, a comprehensive data system that provides faculty, staff, and students a rich set of tools to enhance our academic programs and students’ experience. The Tk20 system will allow us to serve students better by providing tools for advising, managing field placements, and using data for ongoing program improvement. For students, the Tk20 system will provide tools to facilitate academic success and professional development, such as:

• Building course and licensure-related products
• Submitting important work and receiving feedback online
• Creating electronic portfolios for sharing work
• Creating and storing records of licensure/certification activities
• Actively participating in advising activities related to program completion and licensure

College of Education students are required to subscribe to the program to access Tk20 in order to complete program activities, program assessments, and/or field experiences. Consult with your program director for information about how and when to sign up and activate your student subscription. The cost to activate your Tk20 student subscription is one-time only, and allows you to access the system as long as you need it, even after graduation.
Transfer of Credits

Up to 15 graduate credits earned may be transferred and counted toward your master’s degree program. You may also use credits that were “reserved” for graduate credit while an undergraduate at the University of Oregon as part of the transfer credits. These courses must be relevant to the degree program as a whole; have earned grades of A+, A, A-, B+, B, B-, or Pass; and be courses that have not been used to satisfy the requirements for another degree. These courses must be approved by the school or department and by the Graduate School and may not be used to meet the requirement of 24 credits in the University of Oregon graded graduate courses. Transferred credits are not used in computing UO cumulative grade point average. The Request for Transfer of Graduate Credit form is available on the Graduate School website’s link to Academic Forms at http://gradschool.uoregon.edu/. This form must be turned in to the Graduate School two terms before a student plans to graduate.

The Graduate School allows master’s degree students up to seven years to complete this program. However, if a student elects to transfer credits earned prior to admission, the seven year timeline begins on the date of the first transferred course.

Course Waivers

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

When requesting a waiver, students are responsible for completing the Petition to Waiver form on the College of Education’s website (https://education.uoregon.edu/sites/default/files/petitionforcoursewaiver.pdf) and provide the instructor with the materials supporting their request. Supporting materials may include transcripts showing course completion, catalog description and/or syllabus, assignments, and any other relevant materials or documentation required by the course instructor. If a waiver is denied, the student may appeal to the advisor; however, the final decision rests with the course instructor.

Q: How do I waive a course?

A: Although you may want to check with your advisor about waiving a course, you need to petition & obtain the approval from the course instructor. If you are unsure who this person is, contact the department for the instructor-of-record. After getting the instructor’s approval, you will then need to obtain approval from your advisor and the major director.
On-Leave Status

Continuous and Part-time Enrollment

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

Request for On-leave Status

Request for on-leave status is granted to students in good standing for a maximum of three academic terms (excluding summers), after which registration for a minimum of three graduate credits each term is required. The online On-Leave request form can be found on the Graduate School website under Current Students > Academic Forms.

The continuous enrollment rule applies even when students have finished everything except the Master’s terminal activity. Sometimes students get jobs before completely finishing their terminal activity. Others select a project or thesis that is intended to be done in conjunction with their job. Nevertheless, from the point of view of the Graduate School, a student must be on-leave if not enrolled for at least three credits.

Failure to comply with the continuous enrollment policies results in termination from the Graduate School. To re-enroll, an online request for Permission to Re-Register must be completed on the Graduate School website. Upon review of the request, the Graduate School may require the student to register and pay for the number of credits equivalent to 3 hours for each term stopped out. If the credits equal more than 16 term hours, the student may be required to enroll in multiple terms of increased registration. If the student feels there are extenuating circumstances for the Graduate School to consider, a petition may be filed to accompany the request to re-enroll.

The program and the Graduate School reserve the right to accept or deny re-enrollment requests. A denial can be based on a review of the graduate record or if the student/faculty ratio is beyond the capacity to adequately meet the needs of the student. Enrollment limitations are subject to available funding, University Administration rulings and the Board of Higher Education. The petitioner may be required to meet the admission policies and degree completion requirements in effect at the time of re-enrollment. Contact the Student Services Coordinator for additional information if needed.

If enrolled in any of the graduate programs a student may be required to take additional field studies and/or retake some courses if absent from the program for a calendar year or more. When ready to re-enter the program, a student should meet with his/her advisor to plan the individual refresher plan most appropriate to both the program/degree sought and the individual’s strengths and needs. Typically, we require students returning after a leave to retake some of the courses (or parts of courses) in curriculum, instruction and classroom management. Part-time students who choose to complete the program over a longer period are subject to this same refresher policy if their program extends over two years. Students should always make sure to update/revise their program plan upon return to the program so that it accurately reflects what they have agreed upon with their advisor going forward.
Program Completion

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

- Ensure all transfer credits and change of classification have been processed and approved
- Review Program Plan and be sure it’s up to date and filed with the Student Services Coordinator

Application for Advanced Degree

At the beginning of the term you plan to finish your program, you must make a formal on-line Application for an Advanced Degree, available on the Graduate School website under Current Students > Getting Ready to Graduate. The application must be made by the end of the second week of classes in the term of graduation. Also, notify the Student Services Coordinator and your advisor of your intent to graduate.

Final Term Registration Requirements

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

Time Limit and Residence Requirements

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

Q:

What do I need to do to make sure I officially graduate?

A:

You must apply for graduation on the Grad School’s website by the second week of the term you plan to finish. You should also let your advisor and the student services coordinator know your plans for completion.

Q:

What if I don’t finish the term I expected? Can I take an incomplete and finish later?

A:

You must be enrolled in 3 credits the term you complete your degree program. That means if you took an incomplete your final term, you will need to enroll in another 3 credits to complete your program.
**Program Plan**

- Has coursework in the following core areas:
  - Foundations of Disability (2 courses)
  - Behavioral Support (1 course)
  - Curriculum and Instruction (2-3 courses)
  - Legal Issues (1 course)
  - Multicultural (1 course)
  - Field Studies or Practicum (at least 3 credits)
  - Research (1 course)

- Has 42 credits including courses in Core Areas

- Has selected a *terminal activity* above the 42 credits:
  - Specialization – 3 graduate level courses (9 or more credits)
  - Project – 3 or more credits of Reading Master’s Project and/or Research Master’s Project (Note: If the project involves the collection of data with human participants, the student must enroll in Research credits for the project and submit a human subjects protocol for approval.)
  - Thesis – 9 or more credits of Thesis
  - Oral Comprehensive Exams (El Option only)

- Has taken 30 credits at UO

- Has transferred no more than 15 graduate credits. (Prior approval needed for credits obtained while enrolled as Post Baccalaureate, Unclassified, Pre-Master’s. Must be accompanied by official transcript, unless UO)

- Has minimum 9 hours of 600-level coursework at UO.

- Has minimum 24 graded credits.

- Has minimum 30 credits in SPED major.

- Has completed all work within 7 years of beginning coursework (if plan includes transferred courses, the “7 year clock” begins with first course taken or transferred.)

**Other Retention Information**

- Waivers only waive the requirements but do not count in the credit hours.

- All Waivers and Transfers are approved by the Course Instructor of Record and the Coordinator of the Licensure Program (licensure classes) or by the Instructor and Director of Graduate Studies/Major Director (master’s classes).

- Student must be registered for minimum of 3 credits each term (except summers). If not registered for a term, student must be approved for “On Leave” status.

- Student must complete and convert “I” to a passing grade within one calendar year or will need to petition.

- Student must maintain a "B" average.
  - Not in good standing is below 3.0 GPA or accumulation of more than 5 credits of I, F, N, Y (Excluding Thesis and Research).
Section III
Managing Your Program

Advising

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

Minimum student responsibilities include:

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

Minimum advisor responsibilities include:

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

Quarterly Meetings

At the end of each term you should have a meeting with your advisor. The purposes for these meetings are to:

1. Review and revise your plan for completion,
2. Review grades and other evaluative feedback (e.g., supervisor evaluations),
3. Review your activities and accomplishments.
To plan for quarterly advising meetings, you should:

1. Schedule the meeting in advance
2. Update your current experiences and accomplishments, and
3. Review your plan for completion.

Changing Advisors

You will be assigned an advisor at the time of admission. If for some reason you wish to change advisors, you need to: a) find a faculty in your area of interest who can take another advisee, b) let your present advisor know you are switching advisors, and c) complete the Change of Advisor form available on the College of Education’s website.

Conflict Resolution

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment.

Within the College of Education, you can contact:
- Associate Dean for Academic Affairs:
  Lauren Lindstrom
  346-1399
  lindstrm@uoregon.edu

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu
- UO Conflict Resolution Services 346-0617 or http://uodos.uoregon.edu/Programs/ConflictResolutionServices.aspx
- UO Affirmative Action and Equal Opportunity 346-3123 or http://aaeo.uoregon.edu/

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/academics/student-grievance).

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

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

(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.
Support for Students

Student Insurance Coverage

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

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

Student Records

University of Oregon Records Policy (571-20-005) states that, “Students who are enrolled in the University generally have the right to inspect those records maintained by the University which directly affect them.”

A file is created for each person applying to the College of Education in the appropriate program office. Once a student is admitted, student files are kept with the Student Services Coordinator (341 HEDCO). Advisors also receive basic information on each of their advisees. Only program faculty members and their staff who have legitimate need to access student files have the authorization to do so.

At the completion of either the master’s degree or licensure program, whichever happens first, the file will be transferred to the Office of Student Academic Services.

Reasonable Accommodation of Student Religious Observance

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

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

The University of Oregon provides a number of programs designed to help students with diverse needs. The Office of the Dean of Students offers assistance to adult learners who have been away from college for a number of years. The Center for Multicultural Academic Excellence provides a supportive, caring environment for people of color. In addition to these offices, there is a range of student organizations on campus. A complete listing of these organizations can be found in the UO Catalog (http://uocatalog.uoregon.edu).

Student Diversity Affairs Committee (SDAC)

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

Accessible Education Center

Students with disabilities may obtain appropriate accommodations for their particular needs from the Accessible Education Center. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinator, their advisor, or the Accessible Education Center in 164 Oregon Hall. See http://aec.uoregon.edu/ for more information.

UO Libraries Resources

The UO Libraries have many resources to help you improve your writing skills; below are five recommended titles to get you started. Search the UO Libraries' Catalog or ask for help at the Knight Library Reference Desk.

KNIGHT LIBRARY PE1408 .H277 1991b
Wide ranging handbook covering scholarly and everyday writing, including grammar, clear and effective sentences, punctuation, and the research and writing process. Includes a glossary and an index.

KNIGHT LIBRARY PE1112 .F64 1992
This handbook covers the gamut of writing skills, issues (from grammar to effective sentences) and the process of writing a research paper. It also has sections on how writing differs among the humanities, social sciences, and sciences; preparing for essay exams; and critical reading, thinking, and argumentation. Includes a glossary and an index.
In addition to standard writing handbook information, the Riverside Handbook has lengthy sections on the writing process and critical reading, thinking, and argumentation.

This handbook covers basic writing principles and has the following special features (paraphrasing from the inside front cover): troubleshooting common problems, example essays that illustrate important concepts, tips to make composing and editing easier, summaries of major points, and a checklist of steps during the writing process. Includes an index, a glossary of terms & usage, and a guide to editorial abbreviations and proofreading symbols.

Another fine writing handbook, it covers all the essentials from basics of grammar and punctuation to all the steps involved in writing a research paper. Includes an index and correction symbols chart.

Student Resources

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

<table>
<thead>
<tr>
<th>Resource</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Academic Advising</td>
<td>364 Oregon Hall</td>
<td>541-346-3211</td>
<td>advising.uoregon.edu</td>
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<tr>
<td>Helps students tap into UO's abundant academic resources.</td>
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<tr>
<td>Accessible Education Center</td>
<td>164 Oregon Hall</td>
<td>541-346-1155</td>
<td>aec.uoregon.edu</td>
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<tr>
<td>Facilitates access and full inclusion of students with disabilities into the university environment through proactive advising and direct services, instructor notification, effective collaborations/consultations, technology access, and the fostering of systemic campus change.</td>
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<tr>
<td>Affirmative Action &amp; Equal Opportunity</td>
<td>677 E. 12th Ave., Ste 452</td>
<td>541-346-3123</td>
<td>aaeo.uoregon.edu</td>
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<td>Provides confidential advice and assistance to students with problems involving discrimination, including sexual harassment.</td>
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<tr>
<td>Career Center</td>
<td>220 Hendricks Hall</td>
<td>541-346-3235</td>
<td>career.uoregon.edu</td>
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<tr>
<td>Assists students in gaining employment. Services include resume and interview workshops, a career library, employer directories, placement files, assessment services, computer resources, internship opportunities, an interview program, and numerous job listings.</td>
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<tr>
<td>Center for Multicultural Academic Excellence (CMAE)</td>
<td>164 &amp; 465 Oregon Hall</td>
<td>541-346-3479</td>
<td>cmae.uoregon.edu</td>
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<tr>
<td>Provides support in helping self-identified students of color to successfully complete their UO education. This office can assist with issues of racial and ethnic diversity, work with the Office of the Dean of Students, and work with the Career Center and Graduate School to facilitate placement opportunities.</td>
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<tr>
<td>Service Description</td>
<td>Location/Contact Information</td>
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<tr>
<td><strong>College of Education (COE) Tutoring Center</strong></td>
<td>130 HEDCO Education Bldg. 541-346-1391 <a href="https://education.uoregon.edu/student-academic-services/tutoring-services">education.uoregon.edu/student-academic-services/tutoring-services</a></td>
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<tr>
<td>FREE tutoring services help COE students integrate effective study and learning strategies to maximize their potential for academic progress. Topical seminars also available. Services are available to all COE students, including both undergraduate and graduate students.</td>
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<tr>
<td><strong>Counseling Center</strong></td>
<td>University Health Center, 2nd Floor 541-346-3227 <a href="https://counseling.uoregon.edu">counseling.uoregon.edu</a></td>
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<tr>
<td>Offers confidential individual and group mental health counseling, developmental programs, and workshops. Free to students. Crisis line available after hours.</td>
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<tr>
<td><strong>Graduate School</strong></td>
<td>Susan Campbell Hall, Ground Floor 541-346-5129 <a href="https://gradschool.uoregon.edu">gradschool.uoregon.edu</a></td>
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<tr>
<td>Provides services specific to graduate students, including processing of requests for registration, on-leave status, SPEAK policies, and student petitions. Also provides workshops and a graduate funding library. This entity administers clearance of all masters or doctoral degree applications and theses and dissertations. The Graduate School also facilitates graduate student grievances.</td>
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<tr>
<td><strong>Health Center</strong></td>
<td>University Health Center, 1st Floor 541-346-2770 <a href="https://healthcenter.uoregon.edu">healthcenter.uoregon.edu</a></td>
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<tr>
<td>Provides basic medical, dental, nursing care, women's health care, sports injuries treatment, physical therapy, laboratory, X-ray, pharmacy, health education, and other services, including urgent care coverage and nurse triage care when the center is closed.</td>
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<td><strong>International Affairs</strong></td>
<td>333 Oregon Hall 541-346-3206 <a href="https://international.uoregon.edu">international.uoregon.edu</a></td>
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<tr>
<td>Assists international students with issues related to cultural adjustment, government regulations, immigration matters, finances, taxes, housing, employment, and other issues.</td>
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<tr>
<td><strong>Lesbian, Gay, Bisexual, and Transgender Educational Support Services</strong></td>
<td>164 Oregon Hall 541-346-1134 <a href="https://lgbt.uoregon.edu">lgbt.uoregon.edu</a></td>
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<td>Develops and provides educational services related to homophobia and heterosexism; assists student organizations and academic units in bringing speakers to campus for education programs; serves as a referral source for and provides support to members of the lesbian, gay, bisexual, and transgender community.</td>
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<tr>
<td><strong>Teaching and Learning Center (TLC)</strong></td>
<td>68 Prince Lucien Campbell (PLC) 541-346-3226 <a href="https://tlc.uoregon.edu">tlc.uoregon.edu</a></td>
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<tr>
<td>Offers classes, workshops, and advising on issues related to effective study. Free drop-in tutoring in math and writing labs, as well as many other university subjects.</td>
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<tr>
<td><strong>Testing Center</strong></td>
<td>University Health Center, Room 270 541-346-3230 <a href="https://testing.uoregon.edu">testing.uoregon.edu</a></td>
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<td>Offers placement examinations, credit testing, and coordinates most national community testing programs. Some fees apply for testing. This is an official ETS computer-based test site, offering the GRE, GMAT, TOEFL, and PPST/PRAXIS examinations.</td>
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<tr>
<td><strong>Veteran Affairs (Unit within Registrar's Office)</strong></td>
<td>215 Oregon Hall 541-346-3119 <a href="https://registrar.uoregon.edu/veterans">registrar.uoregon.edu/veterans</a></td>
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<tr>
<td>Helps eligible student veterans, reservists, and dependents obtain educational benefits, including Vocational Rehabilitation and Tutorial Assistance in accordance to VA procedures and regulations.</td>
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<tr>
<td><strong>Work-Life Resources</strong></td>
<td>677 E. 12th Ave., Ste. 400 541-346-2962 <a href="https://hr.uoregon.edu/worklife">hr.uoregon.edu/worklife</a></td>
<td></td>
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<tr>
<td>Dedicated to helping individuals and departments effectively manage personal, family, and community life with work and educational responsibilities.</td>
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Section IV
Student Conduct and Retention Policies

Professionalism

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

1. Students are expected to meet all the personal and professional criteria that are required to become professional teachers. These criteria are grounded in the Teacher Standard and Practices Commission (TSPC) standards for professional behavior, ethics and values. For the initial teaching license, these are:
   • Is dependable, conscientious and punctual;
   • Meets work schedule demands;
   • Is aware of the importance of professional appearance and demeanor;
   • Is aware of, and acts in accordance with, school policies and practices;
   • Is respectful of cultural patterns and expectations that operate within a school;
   • Collaborates with parents, colleagues and members of the community to provide internal and external assistance to students and their families if needed to promote student learning.

2. Students are expected to display the general personal and managerial skills that they will need to function effectively as special education instructors, including the following:
   • Is able to relate well with students, teachers, professors, supervisors, and other professionals;
   • Behaves ethically and responsibly both on campus and in the field;
   • Communicates accurately and effectively with various types of individuals and groups;
Technology

- Is consistently prepared for classes, practicum and field study activities;
- Maintains the confidentiality of school records and student/family information;
- Attends required program functions;
- Completes assignments and other program requirements in a timely fashion.

3. Students are also expected to adhere to the Student Conduct Code (see pages 33-34).

Technology Etiquette Guidelines

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

Educational & Social Networks
1. If using an educational network at your practicum site, find out what the district and school policies are and comply with them.
2. Do not post/send photos or videos of students without written parent or guardian permission.
3. Do not accept students as “friends” on personal social networking sites (e.g., Facebook, Twitter, etc.).
4. Decline any student-initiated “friend” request and discourage online “friendships” with students.
5. Remember, “friends” have the ability to download and share your information with others.
6. Never discuss students, teachers, or staff or criticize school policies or personnel.
7. Post or send only what you want the world to see. Once you post something, it may be available even after you have taken it down.

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

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

Remember email responses are permanent. To reduce email communication problems:
• Resist the temptation to “fire off” a response.
• Read the original message again. You may have misinterpreted the message.
• Draft a response and let it cool off for a time before sending it.
• Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.

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

Student Conduct Code

All students are subject to the regulations stipulated in the UO Student Conduct Code (see http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode.aspx). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.
Student Conduct Code

All University of Oregon students are expected to know and follow the University of Oregon’s Student Conduct Code. The student conduct code applies to individual students and student groups, and extends to any University owned or controlled property, or University-sponsored events. In some circumstances, student conduct code jurisdiction also extends to off-campus behavior. Students may be separately for their behavior in criminal or civil proceedings regardless of whether their behavior violates the student conduct code.

Examples of student conduct code violations include:

1. Academic Misconduct: The act of cheating, fabrication, and plagiarism. Examples: looking at another person’s exam, making up lab results, and failing to cite sources in a paper.
2. Alcohol-under 21: Those under the age of 21 may not possess, consume, or furnish alcohol to those under 21. Possession of alcohol includes possession by consumption. Example: Appearing intoxicated at a University basketball game.
3. Alcohol-21 or older: Those age 21 or older may not consume alcohol on University property or activities except when authorized by the University. They also may not furnish alcohol to those under 21. Example: Drinking a beer at an EMU student group office when it has not been approved by University administration.
4. Computer Use: Violating the University’s Acceptable Use of Computer Resources policy (http://is.uoregon.edu/cio/acceptable_use.shtml), which includes commercial or illegal use of computer resources and violation of copyright law. Example: Your computer has BitTorrent, a peer-to-peer file sharing program, and it uploads or downloads copyrighted material, even if this is done without your intent or knowledge.
5. Disorderly Conduct: Unreasonable noise or conduct that results in unreasonable annoyance. Example: Yelling while walking through campus at 2 a.m.
6. Disrupting University: Engaging in behavior that disrupts University function. Example: Going to class under the influence of alcohol or other drugs.
7. Drug Distribution: Selling or distributing an illegal drug or legal drug without a prescription. Example: Giving a friend a joint at no charge, or more likely than not selling marijuana, as evidenced by the possession of a drug, a scale, plastic bags, etc.
8. Drug Possession/Use: Possessing or using an illegal drug like marijuana or legal medication without a prescription. Example: More likely than not to be smoking marijuana in a residence hall room, evidenced by the smell of marijuana, an open window, a fan blowing, and a towel under the door.
9. Failure to Comply: Failure to comply with the reasonable directions of public officials. Examples: Failing to stop when a Department of Public Safety officer asks you to stop or violating the terms of a University contract, such as the University Housing residence hall contract.
10. False Information: Intentionally furnishing false information to a University official. Example: Telling a Department of Public Safety officer one is older than 21 when actually under 21.
11. Fire Equipment and Hazard: Tampering with fire-fighting equipment, turning in a false alarm, or engaging in conduct that constitutes a significant fire hazard. Example: Discharging a fire extinguisher when there is no fire.
12. Harassment: Unreasonable insults, gestures, or abusive words directed to another person that may reasonably cause emotional distress. Example: Sending an e-mail to a professor using curse words.
13. Hazing: Initiation rites involving any intentional action that a reasonable person would foresee as causing mental or physical discomfort or embarrassment.
14. Lewd or Indecent Conduct: Exposing one’s self to others or trying to see and/or record others in private acts. Examples: Urinating in public or taking photos of a person undressing in a bathroom.
15. Physical Contact: Physical contact that endangers, threatens, or harms the health or safety of any person, or behavior that causes a reasonable person to fear such contact. Example: Shaking your fist and yelling that you are going to hurt another student.
16. Property Use: Damage, destruction, theft, or unauthorized entry or use of University property. Examples: Taking chairs from the EMU or being in Gerlinger Hall when it has been closed to the public.
17. Sexual Misconduct: Any contact of a sexual nature without explicit consent for each form of sexual activity. Examples: Touching the genitalia of a person who is intoxicated and unable to give clear permission.
18. University Documents (and other related property): Forgery, alteration, or unauthorized use of University documents, records, keys, student identification, keycards, or services. Example: Using another student’s ID to enter a football game.
19. Unwanted Contact: Repeated or persistent contact or attempts to contact another person when the contacting person knows or should know that the contact is unwanted by other persons. Example: Asking others to contact a person for you when the person has asked you not to contact him/her anymore.
20. Weapons: Possession, use, or threatened use of a weapon, ammunition, or any object or substance used as a weapon. A concealed weapons permit does not constitute authorization. Example: Shooting a toy gun on campus.

The full text of the University of Oregon’s Student Conduct Code, including procedures for handling student conduct cases, is contained in Oregon Administrative Rules 571-021-0100 – 571-021-0250. The student conduct code is also available online at http://conduct.uoregon.edu
UO Plagiarism Guide for Students

An introductory note...

“If you steal from one author, it’s plagiarism; if you steal from many, it’s research.”
Wilson Mizner, U.S. playwright (1876-1933)
Source: The Oxford dictionary of quotations edited by Angela Partington.

Misconceptions about plagiarism abound, as you can see from the tongue-in-cheek quotation above, but it is a serious matter in academia and the professional world. Penalties for plagiarising can include receiving an ‘F’ for the class, academic probation, expulsion, or even degrees being withdrawn, among other consequences. In the professional world, legal suits and professional humiliation have ensued.

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

What is Plagiarism?

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

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

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.”

How to Avoid Plagiarising

When directly quoting another author, the writer must:

- Accurately quote the original author’s words.
- Enclose the quotation within quotation marks.
- Follow quotation using an in-text citation [e.g., (p. 276)], the format of
an in-text citation varies by citation style.

- Introduce the quotation with a ‘signal phrase’ (whether you are required to use a signal phrase or not varies by citation style).

A list of references with full citation information is also required at the end of the paper. For more information on humanities or social sciences citation manuals contact the Knight Library Reference Desk (346-1818 or email), or for the sciences, contact the Science Library Reference Desk (346-2661 or email).

When paraphrasing another author, the writer must:

- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author’s idea.
- Paraphrasing or summarizing doesn’t mean just changing a couple of words from the original work.
- Acknowledge the source through in-text citations immediately following the paraphrase.

Using/buying another writer’s paper

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

What is Common Knowledge (or, do I have to cite every little detail in my paper)?

Maxine Hairston and John Ruszkiewicz define common knowledge as, “…[the] facts, dates, events, information, and concepts that belong generally to an educated public. No individual owns the facts about history, physics, social behavior, geography, current events, popular culture, and so on.”


Therefore, common knowledge does not need to be cited - the difficulty is knowing when something is, in fact, widely known. An added twist is that each discipline has its own common knowledge, e.g. psychologists will be familiar with the work of Jean Piaget so you do not need to establish who he was. If you are not sure whether or not something is common knowledge, ask your instructor/GTF.

Tips on quoting:

These tips were originally published on the Hamilton Writing Center webpage by Sharon Williams.

- Select carefully. Quotations should give weight to your argument. In general, do not select quotations which only repeat points you have already made.
- Be sure to integrate all ideas from other sources into your own discussion. Introduce direct quotations with your own words. After quoting, explain the significance of quotations.
- Avoid quoting more than is needed. Most of the time, brief quotations suffice.
- Use direct quotations only when the author’s wording is necessary or particularly effective. Some disciplines discourage direct quotations. Check with your professor.
- If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as “as is quoted in....”
- End citation alone is not sufficient for direct quotations; place all direct
Grades

quotations within quotation marks. Be sure to copy quotations exactly as they appear.

• To avoid any unintentional failure to cite sources, include all citation information on notecards and in your first draft.

Citation Style Guides

The UO Libraries have developed a quick guide to APA & MLA citation style formats, as well as citing electronic resources. The examples cover the most widely used citation formats, e.g. journal articles, books, newspaper articles, and government documents. The guide also includes information on finding the full APA and MLA handbooks in the Library in addition to other citation style manuals if you need more.

Grades

Per Graduate School requirements, a student must take at least 24 graded credits.

GPA Requirements

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

Grading Procedures

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

• The grade of “A” means exceptional work of the quality performed by some graduate students
• The grade of “B” means fully acceptable work for graduate students.
• The grade of “C” means satisfactory work in which the instructor’s requirements were met. Note: The Graduate School requires a B average for obtaining a Master’s degree. The B average could consist of half “C”s and half “A”s for graded hours. C grades can apply toward licensure. The department may require a B for scholarship/tuition waivers.
• A “P” (pass) grade at the master’s level requires a “B-” or better. A “C” grade results in a “NP” when a class is taken P/NP.
• An "I" (incomplete) is an instructor-initiated mark. A mark of “I” may be reported only when the quality of work is satisfactory but a minor essential requirement of the course has not been completed for reasons acceptable to the instructor.

Q:

What if I don’t earn an “A” or “B” in a course? Will I still earn the credits?

A:

Although you are required to maintain a cumulative GPA of 3.0 to be in good standing, grades of “C” will count toward your master’s degree. Grades below “C” will not count (although they will be computed in your GPA). You may retake any course in which you earned a grade below “C,” but both courses will remain on your transcript.
A “Y” is an instructor initiated mark. A mark of “Y” may be reported when there is insufficient evidence of performance for the instructor to evaluate.

Instructors agree that grades will be assigned based on an evaluation of individual student performance as measured against requirements and objectives stated in the course syllabus.

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

Once a student has registered for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time.

Faculty will give such students an equivalent opportunity to make up the examinations, study, or other academic work requirements that they missed due to such absences.

We explicitly recognize that professional and clinical experience and judgment are a necessary and legitimate element in evaluation and grading of student performance. Individual instructors must retain the freedom to consider student participation, attitudes, attendance and any other factors reasonably related to evaluation of overall student performance. Not all factors can or should be quantified.

Grading for Field Studies

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

Incompletes

Students need to complete coursework in a timely fashion. In order to stay in good standing, students may not have more than five credits of incomplete at any point in time. (Note: Research and thesis credits remain as incomplete until the project/thesis is complete and are not considered for purposes of this policy). If a student anticipates receiving an incomplete other than in research or thesis credits, he or she should meet with the instructor, complete the Incomplete Course form and give a copy to the advisor.

The University policy for graduate students is that an incomplete must be converted to a passing grade within one calendar year of the assignment of the incomplete. If a grade has not been converted from an “I” within one calendar year, the student must petition the Graduate School for permission to change the grade. Forms are available from the Grad School's website.
A student who at any time has more than 5 credits of Incomplete other than thesis or research will be considered not in “good standing” and procedures for student remediation will be initiated.

Review and Remediation

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

- Maintaining a GPA of 3.0 in graduate courses taken in the degree program;
- Earning C or better in required courses;
- Earning P in all field experiences (P = B- or better);
- Making satisfactory progress toward a degree or licensure;
- Maintaining continuous enrollment unless awarded on-leave status;
- Having no more than 5 credits of incompletes at any one time (excluding thesis or research);
- Abiding by the University of Oregon Student Conduct Code (including student behavior), as well as the stated program expectations related to professionalism.

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

Quarterly Review

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

Student Status Review

At least once a year (or at faculty request), degree granting programs undertake a systematic review of part-time and full-time student progress. The purpose of the review is to provide feedback on student progress, identify student strengths and weaknesses, and identify activities or procedures to improve student success and performance. The review will focus on progress in completing the developed program plan (i.e., course work, field studies, etc.), professional expectations, and meeting requirements for being in good standing.

If concerns are identified, the student will receive written notification from the Director of Graduate Studies or the Department Head indicating the concern. Once a student receives notice of inadequate progress, the student must meet with their advisor and then the Director of Graduate Studies within 30 days of the letter. At that point, the student and program faculty will develop a remediation action plan to address the concerns, provide corrective action with a timeline as
well as criteria indicating successful resolution. If both the faculty and student agree with the remediation plan, both parties sign the document and it is placed in the student’s file. If the student does not agree with the problem description, the student may file a grievance. The remediation action plan will be monitored at least quarterly until successfully resolved.

Termination from the Program

The College of Education has a policy regarding termination of students from programs. Below are the procedures for implementing this policy for students in the Special Education and Clinical Sciences Department.

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

The Student Services Coordinator will keep this letter on file for at least five years and be prepared to develop a report of student attrition for the College of Education evaluation reports. The student should also complete and sign the “Relinquishment of Graduate School Standing” form (GS780), if relevant.

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

Involuntary Relinquishment of Standing. In situations where remediation efforts have not been successful, students may be counseled about alternative options and/or terminated from the program. Students may be asked to leave a program for a variety of reasons. Examples include but are not limited to behavioral problems, academic factors, or legal/ethical factors. In addition, failure to follow Graduate School requirements for continuous enrollment will result in involuntary relinquishment of standing. In the latter case, reapplication to the program is required for readmittance to be considered.

A decision to terminate will be made by the Master’s Committee and forwarded to the Department Head for approval. A certified letter from the Department Head will be sent to the student notifying him or her of the termination decision. In this letter, the student will be given the reasons for termination and description of how the student can access University and College due process procedures. Copies will be sent through the Department’s Student Services Coordinator to the Director of Student Academic Services who will forward it to the appropriate University offices.
SPECIAL EDUCATION
MASTER’S PROGRAM PLAN

Name_______________________________________ Date of filing program______________________

M.A._____ M.S._____ M.Ed._____ Major___________________________________________________

Advisor’s Name_________________________________________________________________________

Program Committee (if applicable)________________________________________________________
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Date of Expected Completion____________________________________________________________

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MASTER’S PROGRAM PLAN ADDENDUM

MASTER’S REQUIRED COURSES TAKEN AT THE UO AS AN UNDERGRADUATE

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

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<th>Term/Year</th>
<th>Course Title/Number</th>
<th>Credits</th>
<th>Instructor</th>
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TRANSFER CREDITS

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

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<th>Term/Year</th>
<th>Course Title/Number</th>
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SPECIALIZATION AREA

List the courses from your master’s program plan that you are using for a specialization area. This must be 3 graduate courses of at least 9 credits (no field experience) and demonstrate a specialization agreed upon with your advisor. If using this terminal activity option, your master’s program must be a minimum of 51 credits total.

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