



UNIVERSITY OF
OREGON

College of Education

SPECIAL EDUCATION
DOCTORAL DEGREE

PROGRAM HANDBOOK 2020-21

education.uoregon.edu/sped



Special Education Doctoral Degree Program Handbook 2020-21

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A Welcome from the Doctoral Committee Chair

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

Our primary goal of the doctoral program is to prepare you to assume leadership roles in special education.

These roles may be in institutions of higher education, private research firms, school districts, or state, county, or federal education agencies.

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

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

Welcome, and I look forward to working with you!

Kent McIntosh, PhD

Philip H. Knight Chair of Special Education Chair, Special Education Doctoral Committee

SECTION I: OVERVIEW

OVERVIEW OF THE DOCTORAL PROGRAM

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

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

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

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

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

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

PROFESSIONAL BEHAVIOR

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

1. Students are expected to meet all the personal and professional criteria that are required to become licensed educational professionals. These criteria are grounded in the Oregon Teacher Standards and Practices Commission (TSPC) standards for professional behavior, ethics, and values. For the initial license, the specific TSPC criteria include:
 - a. Is dependable, conscientious, and punctual
 - b. Meets work schedule demands
 - c. Is aware of the importance of professional appearance and demeanor
 - d. Is aware of, and acts in accordance with school policies and practices
 - e. Is respectful of cultural patterns and expectations that operate within a school
 - f. 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:
 - a. Relates well with students, teachers, supervisors, and other professionals
 - b. Behaves ethically and responsibly both on campus and in the field
 - c. Communicates accurately and effectively with various types of individuals and groups
 - d. Is consistently prepared for practicum and field study activities
 - e. Maintains the confidentiality of school records
 - f. Attends required program functions
 - g. Completes assignments and other program requirements in a timely fashion

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

4. Students should refer to the Research Compliance Services' website (<http://orcr.uoregon.edu>) for information on conducting research with human participants at the University of Oregon. Prior to engaging in research, students must complete an online training covering the responsible conduct of research.

ORGANIZATION OF THE SPECS DEPARTMENT

The Special Education and Clinical Sciences Department includes three main programs: School Psychology, Special Education, and Communication Disorders and Sciences. The organizational chart on the following page illustrates the department's programs and committees.

Also included is an organizational chart for all academic programs in the College of Education (COE), as well as a listing of all COE research and outreach units with pertinent contact information.



COLLEGE OF EDUCATION DEAN

Randy Kamphaus

ASSOCIATE DEAN FOR RESEARCH

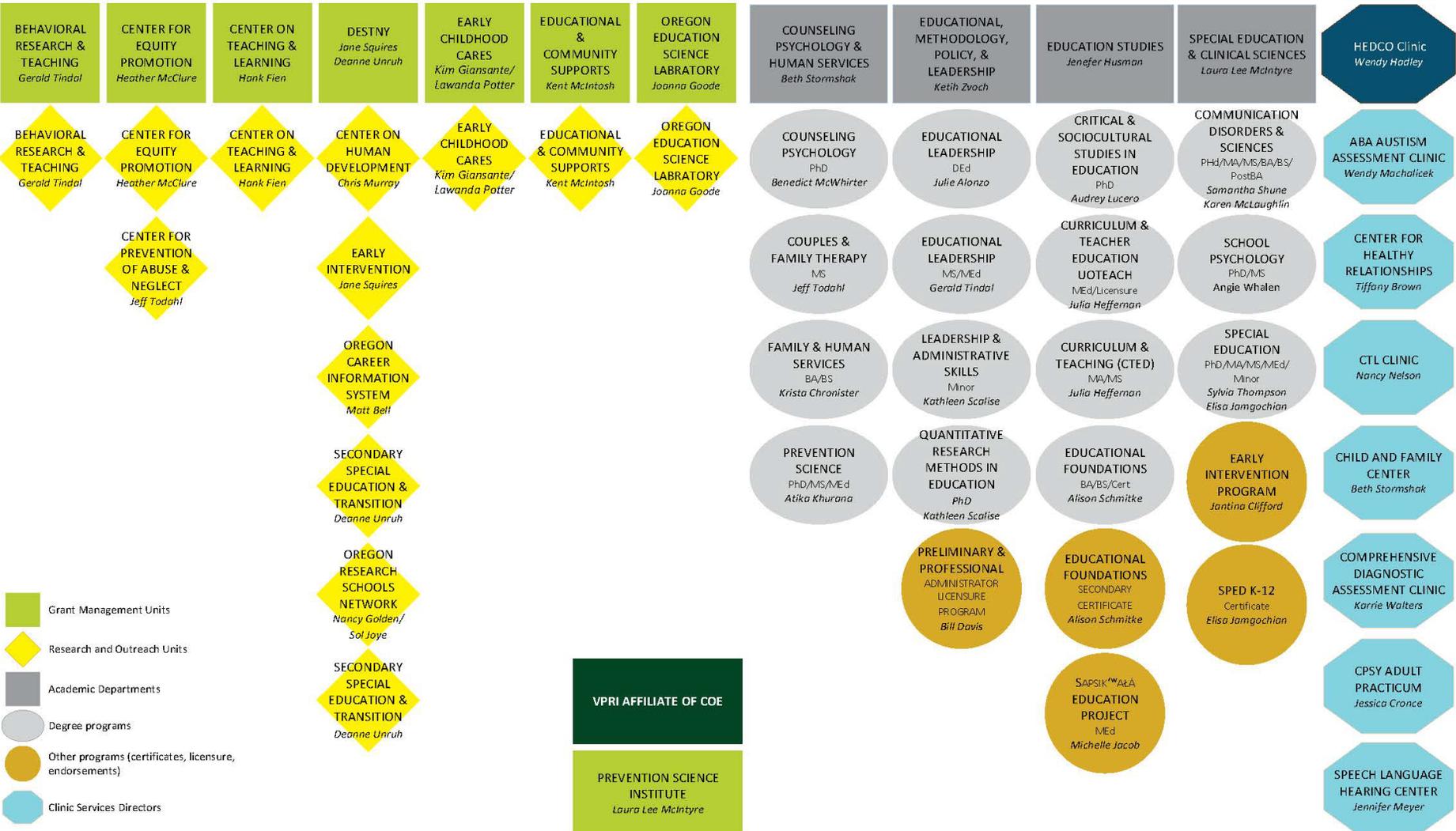
Emily Tanner-Smith

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

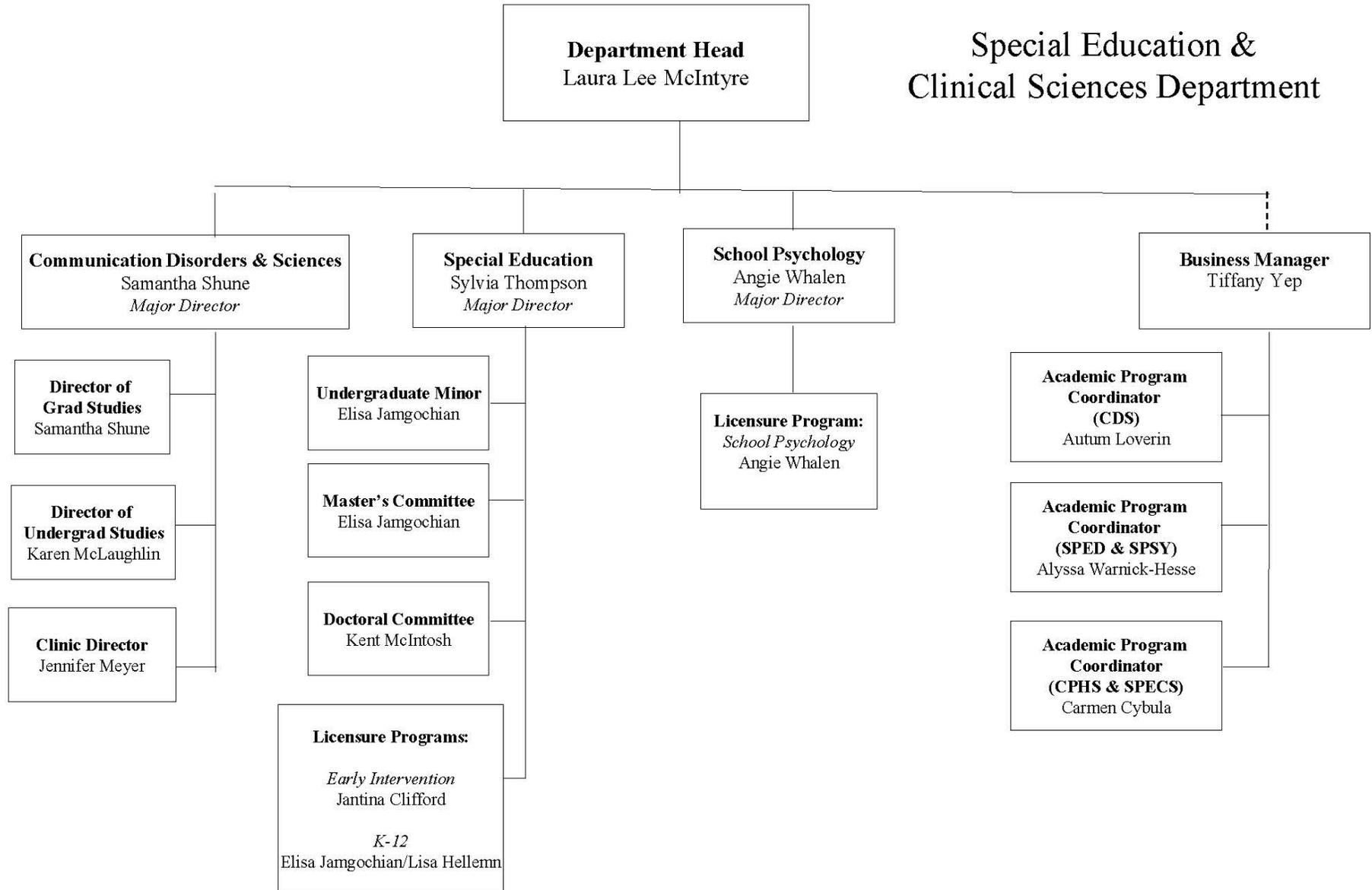
Lillian Duran

RESEARCH

ACADEMIC



Special Education & Clinical Sciences Department



College of Education Research and Outreach Services

The nationally recognized research and outreach units of the College of Education provide a comprehensive, research-intensive environment for undergraduate, licensure, master's, and doctoral students. The research units foster fundamental and applied research that faculty members integrate into the college's curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies.

Research and Outreach Units

Behavioral Research and Teaching

www.brtprojects.org

Center for Equity Promotion

<http://ceqp.uoregon.edu>

Center for the Prevention of Abuse and Neglect

<http://goby30.com>

Center on Human Development

<http://chd.uoregon.edu>

Center on Teaching and Learning

<http://ctl.uoregon.edu>

Child and Family Center

<http://cfc.uoregon.edu>

Early Childhood CARES

<http://earlychildhoodcares.uoregon.edu>

Educational and Community Supports

<http://ecs.uoregon.edu>

Institute on Violence and Destructive Behavior

<http://ivdb.uoregon.edu/aboutus.html>

Oregon Career Information System

<http://oregoncis.uoregon.edu>

Prevention Science Institute

<http://psi.uoregon.edu>

Secondary Special Education and Transition Programs

<http://pages.uoregon.edu/sset>

University Center for Excellence in Developmental Disabilities

<https://chd.uoregon.edu/>

SECTION II: ACADEMIC REQUIREMENTS

CREDIT REQUIREMENTS

The Special Education Doctoral Program requires 135 credits beyond the bachelor's degree or 90 credits past the master's degree. (The UO Graduate School requires doctoral students to complete the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years, beyond the bachelor's degree). At least one academic year, the residency year, must be spent in residence on the Eugene campus after the student has been classified as a conditionally or an unconditionally admitted student in a doctoral program. During this residency year, the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements. The residency year consists of three consecutive terms of full-time study, with a minimum of 9 completed graduate credits per term. Research (SPED 601) may be part of the 9 credits.

REQUIRED COURSES

All Special Education doctoral students must take the following courses:

SPED 607 Doctoral Orientation

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

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

SPED 622 History of Special Education and Disability

Fall of first year (3 credits)

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

EDUC 616 Philosophical Foundations of Social Sciences

Fall of first year (4 credits)

This course examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.

SPED 626 Grant Writing Fall (3)

Fall of second year (3 credits)

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

RESEARCH REQUIREMENT

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

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

<p align="center"><u>Student A</u> Primary: Quantitative Secondary: Single-Subject</p>	<p align="center"><u>Student B</u> Primary: Qualitative Secondary: Program Eval</p>	<p align="center"><u>Student C</u> Primary: Single-Subject Secondary: Qualitative</p>
<p align="center">Quantitative (4 courses)</p> <p>1. EDUC 640 Applied Stat Design & Analysis</p> <p>2. EDUC 642 Multiple Regression in Educ Research</p> <p>3. EDUC 644 Applied Multivariate Statistics</p> <p>4. EDLD 633 SEM I</p>	<p align="center">Qualitative (4 courses)</p> <p>1. EDUC 630 Qual Method I: Interpretivist Inquiry</p> <p>2. EDUC 632 Qual Method II: Postcritical Inquiry</p> <p>3. EDUC 634 Qual Method III: Posthumanist Inquiry</p> <p>4. EDUC 636 Adv Qual Method: New Materialisms</p>	<p align="center">Single-Subject (4 courses)</p> <p>1. EDUC 650 Single-Subject Research Methods I</p> <p>2. EDUC 652 Single-Subject Research Methods II</p> <p>3. EDUC 654 Adv Applied Behavior Analysis</p> <p>4. EDUC 656 Adv Analysis of Single Case Research</p>
<p align="center">Single-Subject (2 courses)</p> <p>1. EDUC 650 Single-Subject Research Methods I</p> <p>2. EDUC 652 Single-Subject Research Methods II</p>	<p align="center">Program Eval (2 courses)</p> <p>1. EDUC 620 Program Eval I</p> <p>2. EDUC 621 Program Eval II</p>	<p align="center">Qualitative (2 courses)</p> <p>1. EDUC 630 Qual Method I: Interpretivist Inquiry</p> <p>2. EDUC 632 Qual Method II: Postcritical Inquiry</p>

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

COE Research Courses by Strand

Pre-Requisites: EDUC 612 Social Science Research Design (*fall*) and EDUC 614 Educational Statistics (*winter*). These courses must be taken before choosing a **primary** (P) research strand (4 courses) and a **secondary** (S) research strand (2 courses) from the list below.

Additionally, ALL doctoral students must take EDUC 616 Philosophical Foundations of Educational Research (*fall*). Additional research courses are available, but these are the courses identified to meet the COE research requirement.

Quantitative			Single-Subject			Qualitative			Program Evaluation <i>(Secondary Emphasis)</i>
	P	S		P	S		P	S	
EDUC 640 Applied Statistical Design and Analysis (<i>spring</i>)	X	X	EDUC 650 Single- Subject Research Methods I (<i>winter</i>)	X	X	EDUC 630 Qualitative Methodology I: Interpretivist Inquiry (<i>winter</i>)	X	X	EDUC 620 Program Evaluation I (<i>winter, odd yrs.</i>)
EDUC 642 Multiple Regression in Educational Research (<i>fall</i>)	X	X	EDUC 652 Single- Subject Research Methods II (<i>spring</i>)	X	X	EDUC 632 Qualitative Methodology II Postcritical Inquiry (<i>spring</i>)	X	X	EDUC 621 Program Evaluation II (<i>spring, odd yrs.</i>)
EDUC 644 Applied Multivariate Statistics (<i>winter</i>) - OR - EDUC 646 Advanced Research Design (<i>spring</i>)	X		EDUC 654 Advanced Applied Behavior Analysis (<i>fall, odd yrs.</i>)	X		EDUC 634 Qualitative Methodology III: Posthumanist Inquiry (<i>fall, even years</i>)	X		
			EDUC 656 Advanced Analysis of Single Case Research (<i>spring, odd yrs.</i>)	X		EDUC 636: Qualitative Methods: New Materialisms (<i>winter, odd yrs.</i>)	X		
EDLD 628 Hierarchical Linear Models I (<i>see EDLD program</i>) - OR - EDLD 633 Structural Equation Modeling I (<i>see EDLD program</i>)	X								

P = Primary research strand courses; **S** = Secondary research strand courses

PROGRAM PLANNING

During a student's first year in the doctoral program, they must establish a Program Committee and develop a program plan that will be filed during spring or summer term of the first year or fall term of the second year.

What is the Program Committee? The Program Committee (PC) is comprised of at least three core faculty from the College of Education, each of whom must (a) hold a doctoral degree, (b) engage in research, teaching, and service activities, and (c) regularly participate in activities related to doctoral training in Special Education or a related field. The Chair (typically the student's advisor) and at least one other member of the PC must be a member of the SPED Doctoral Committee. A student may choose to include a fourth member who is external to the COE, but this person will have limited roles in assessing quality and completion of competencies for the student. Students may wish to include an extra member on their program committee to advise on areas of specialization. Additional members are determined by the student in consultation with the Chair. The formation of the PC precedes the formation of the Dissertation Committee.

What is the role of the PC? The PC is designed to provide each doctoral student with a structure and process for negotiating and completing their graduate program. The PC also must approve the student's graduate program plan, a primary component for completion of the doctoral degree. The PC also evaluates the Concept Paper (Competency Portfolio Task #9) for advancement to candidacy and the completed Competency Portfolio.

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

How often does the PC meet with the student? The PC meets at least once: when the student presents their program plan toward the end of Year One. The PC may also be convened to discuss the Concept Paper for advancement to candidacy (mandatory when the Concept Paper attempt receives a score of Major Revision and Resubmission or Fail) or to evaluate and approve the completed Competency Portfolio.

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

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

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

ADVANCEMENT TO CANDIDACY – PURPOSE, PROCESS, AND DOMAINS EVALUATED

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

The process of advancement to candidacy includes:

1. Providing Ph.D. students with an opportunity to demonstrate their knowledge and expertise in specific areas of study

2. Setting the occasion for Ph.D. students to integrate their knowledge and skills in professional activities related to their scholarship and teaching
3. Evaluating Ph.D. students' competence in their general and professional knowledge and their capacity to successfully conduct and defend a dissertation

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

- A. Competence in Core Coursework Satisfactory* completion of the following core courses:
 - Doctoral Orientation – Professional Seminars (SPED 607)
 - History of Special Education and Disability (SPED 622)
 - Philosophical Foundations of Educational Research (EDUC 616)
 - Grant Writing (SPED 626)
- B. Satisfactory* completion of one course in each of two research traditions (toward the COE core research requirement of six courses across two methodological traditions (see tables on pgs. 11-12)
** Satisfactory is defined by a grade of B or better or a grade of Pass (P) in all courses.*
- C. Concept Paper (Competency Portfolio Task #9)

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

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

1. Gains approval of the 3 faculty members on the student's PC
 - a. The Concept Paper manuscript will be evaluated by faculty in terms of the:
(a) scope and adequacy of the literature review; (b) paper implications; (c) quality of writing; and (d) potential contribution to professional literature

or field. For each issue described above, PC faculty will each rate the quality of the manuscript as Revise or Pass. PC faculty also provide a written response that can be shared with the student.

- b. In addition, PC faculty will each provide the manuscript an overall score of “Fail”; “Major Revision and Resubmission”; “Pass with Minor Revisions”; or “Pass”. The Concept Paper must receive a rating of “Pass with Minor Revisions” or “Pass” from all PC members on the Concept Paper Review Rubric to advance (Attachment B).
 - c. If any faculty readers assign the paper an overall rating of “Major Revision and Resubmission”, then a PC meeting is convened to discuss the evaluation and the student has the opportunity to revise the paper for reconsideration by the PC.
 - d. If any faculty readers assign the paper an overall rating of “Fail,” then a PC meeting is convened to discuss the evaluation. The student may be asked to revise the paper or develop a new proposal for the concept paper and the whole process will be repeated in its entirety.
 - e. The final approved Concept Paper and all completed reviews should be delivered to the Academic Program Coordinator.
2. Focuses on a topic other than the dissertation to reveal breadth of content or methodological expertise
 3. Is between 20-40 pages in length (excluding references)
 4. Addresses at a minimum the four following dimensions:
 - a. Definition & description of the problem/concept/issue
 - b. Review & critique of literature
 - c. Summary of status of the problem/concept/issue
 - d. Recommendations for future research or direction

Additional guidance for the student and PC is described in Attachment B: Concept Paper Review Rubric and Concept Paper Procedures and Guidelines.

Products developed for previous courses may be used as a basis for the Concept Paper requirement. Please note, however, that the criteria and evaluation of the product for a

course may not satisfy the criteria for the Concept Paper approval and advancement to candidacy.

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

MOVING FORWARD WITH THE ADVANCEMENT PROCESS

When the student has completed all requirements for advancement, they should have their PC members sign off their approval on the form entitled Documentation of Satisfactory Completion of Comprehensive Examination Requirements, which can be obtained from the Academic Program Coordinator or from the Attachments section of this handbook (Attachment C).

Once this form is signed and dated, the Academic Program Coordinator will then begin the Advancement process in GradWeb. The student and program advisor will both receive email prompts when it is necessary for them to log into GradWeb and provide information during this process. The student, the program advisor, and the Academic Program Coordinator will all receive an email when the Graduate School has officially approved the student's advancement to candidacy. The student must be registered for UO credits during the term in which advancement to candidacy occurs.

AFTER ADVANCEMENT TO CANDIDACY

When students advance to candidacy, they are then considered "candidates" and can continue working to complete the remaining components of their Competency Portfolio. Three credits is considered full- time status following advancement to candidacy.

Competency Portfolio

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

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

Specific program tasks and evaluation criteria are distributed across 12 competency areas (see Competency Portfolio Plan and Completion Record on pp. 21-25).

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

When submitting the portfolio to the committee, students should include the Competency Portfolio Plan and Completion Record (pp. 21-25) and all evaluation materials listed on the Evaluation Materials column (e.g., handouts from lectures, copy of research proposal, copy of grant)

SPECIAL EDUCATION DOCTORAL PROGRAM MAPS

(Revised September 2017)

The following charts illustrate a 3-year and 4-year progression of coursework and evaluation activities in the special education doctoral program.

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

Year	One				Two				Three			
Term	Fall	Win	Spr	Sum	Fall	Win	Spr	Sum	Fall	Win	Spr	Sum
Program Core Coursework[^]	SPED 622: History of Spec Ed SPED 607: Prof Seminar	SPED 607: Prof Seminar			SPED 626: Grant Writing							
Research Req.	EDUC 616: Philos Found of Social Sciences											
		Research Methodology Sequence 6 courses total in 2 methodological traditions* (courses typically not offered in summer)										
Evaluation Activity		Develop Prog. Committee & Plan				Dissertation Proposal			Dissertation Research & Final Defense			
				Concept Paper		Document competency completion						
Student Status	Conditional				Unconditional				Doctoral Candidate			
						Advance to Candidacy**						

*See further description in “Research Requirement” section.

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

[^]Additional coursework is expected to be completed across the years related to the student’s areas of specialization.

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

Year	One				Two				Three				Four			
Term	Fall	Win	Spr	Sum	Fall	Win	Spr	Sum	Fall	Win	Spr	Sum	Fall	Win	Spr	Sum
Program Core Coursework ^	SPED 622: History of Spec Ed	SPED 607: Prof Seminar			SPED 626: Grant Writing											
Research Req.	EDUC 616: Phil of Ed Research	Research Methodology Sequence 6 courses total in 2 methodological traditions* (courses typically not taken in summer)														
Evaluation Activity			Develop Prog. Committee & Plan			Dissertation Proposal			Dissertation Research & Final Defense							
			Concept Paper				Document competency completion									
Student Status	Conditional				Unconditional				Doctoral Candidate							
					Advance to Candidacy**											

*See further description in section “Research Requirements”

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

^Additional coursework is expected to be completed across the years related to the student’s areas of specialization.

Competency Portfolio Plan and Completion Record

(Revised 2018)

Student Name: _____

Faculty Advisor: _____

Program Committee Members: _____

Competency Area	Description and Evaluation Materials (to Include in Portfolio)	Evidence of Completion	Evaluation
1. Course Lecture	Prepare and present at least two in-person lectures in university courses. Include: <ul style="list-style-type: none"> a. Instructional materials b. Participant evaluations c. Letter of observation from instructor of record 	Instructor of record must observe lecture. Instructor of record evaluates competency for each lecture.	Completed Task Description: Date _____ Sign _____ Comments:
2. Course Design	Design or co-design at least one course in area of specialization (e.g., change from live to online). Student must create each of the following: <ul style="list-style-type: none"> a. Syllabus b. Lecture outlines/materials c. Readings d. Assignments e. Grading/evaluation procedures 	Instructor of record will evaluate all products and provide a written report of feedback. Instructor of record evaluates competency.	Completed Task Description: Date _____ Sign _____ Comments:

3. Supervision	<p>Supervise a student who is completing practicum in area of specialization for at least one term (contact K-12 or EI program coordinator for assignment).</p> <ol style="list-style-type: none"> Weekly direct observations at least 1 hr. (not including meetings, travel, and preparation) Weekly feedback & training meetings with supervisee away from practicum site Weekly meetings with cooperating practicum supervisor regarding supervisee performance Documentation of supervision events and outcomes Determination of supervisee's progress toward meeting practicum objectives Recommendation regarding supervisee's completion of practicum requirements and objectives Regular meeting with program faculty 	Faculty assigned to practicum and cooperating practicum supervisor evaluates competency through evaluation form.	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>
4. Professional Development	<p>Plan and conduct at least two different professional developments (e.g., inservices, trainings; minimum of 1 hour in length) in area of specialization. Report must include:</p> <ol style="list-style-type: none"> Specification & description of target audience Agenda Objectives Handouts Activity descriptions Participant evaluations 	<p>Planning materials must be approved in advance by a faculty member.</p> <p>Presentations must be observed (in vivo or via recording) by faculty member.</p> <p>Faculty member evaluates competency.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>
5. Consultation	<p>Conduct at least two consultation activities (e.g., individual, family, district, agency) in area of specialization. Report must include:</p> <ol style="list-style-type: none"> Specification & description of context Statement of consultation problem/goal Consultation plan (e.g., activities, anticipated outcomes) Evaluation procedures Consultation outcomes 	<p>Planning materials must be approved in advance by faculty supervisor.</p> <p>Final reports must be approved by faculty supervisor.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>

<p>6. Review of Professional Writing</p>	<p>Prepare a minimum of five written reviews, such as: (a) manuscripts submitted for publication, (b) research proposals, (c) published articles/studies, or (d) other professional writing.</p> <ol style="list-style-type: none"> Summary of paper's purpose & main points Adequacy of justification for paper Critique of methodology Assessment of adequacy of literature Reliability and validity of conclusions Critique of implications of conclusions 	<p>Reviews will be evaluated by faculty member (either via satisfactory course assignment grade or committee chair signature).</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>
<p>7. Research Proposal</p>	<p>Design at least two research study proposals prior to dissertation. Proposals must include:</p> <ol style="list-style-type: none"> Rationale for proposed study Method Analysis/Interpretation Anticipated Outcomes 	<p>Proposals must be reviewed by faculty member (either via satisfactory course assignment grade or committee chair signature).</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>
<p>8. Research</p>	<p>Conduct at least one research study prior to dissertation (alone or assuming major responsibility for planning, executing, and writing up the study). This project can be one of the studies proposed in #7. Include:</p> <ol style="list-style-type: none"> Completed study manuscript (ready for submission) If not first author, description of role in research 	<p>Manuscript must be reviewed by faculty PI or committee chair.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>

9. Concept or Review Paper	<p>Write a concept paper or systematic literature review in an area of specialization (e.g., 25-40 pages, including tables and references). <i>The paper's focus should be a topic other than the dissertation to provide breadth of expertise.</i> Include APA-formatted manuscript with the following features:</p> <ol style="list-style-type: none"> Definition & description of problem/concept/issue Complete review & critique of literature Summary of status of problem/concept/issue Recommendation of future research or direction 	Signed concept paper evaluation form from all program committee members.	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>
10. Grant/ Contract Proposal Application	<p>Write and submit a complete external (e.g., foundation) grant/contract application as lead author or assist in the completion and submission of a major external grant application (e.g., > \$50,000). Final assignments from SPED 626 (Grant Writing) do not alone meet the criteria for this competency. Each of the following sections must be completed (may be completed across multiple applications):</p> <ol style="list-style-type: none"> Statement of need/problem Theory of change Project objectives Design Plan of operation & timeline of activities 	Guidelines from targeted funding agency must be included in portfolio and followed. Faculty PI signoff required for each section of a major external grant.	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>
11. University Participation	Participate in at least one activity related to program, department, college, or university operations for at least one term.	Attendance of at least 75% of scheduled meetings, and satisfactory completion of assigned activities. Committee chair to review and sign off.	<p>Completed Task Description:</p> <hr/> <p>Date _____</p> <p>Sign _____</p> <p>Comments:</p>

<p>12. Personal Professional Development</p>	<p>In consultation with advisor and/or program committee faculty, determine two additional activities to enhance your professional competence in specialization areas. Include a report with the following:</p> <ul style="list-style-type: none"> a. Justification for activity b. Specifications of competencies to be achieved c. Description of specific tasks d. List of anticipated products/outcomes e. Timeline for completion of activities and products f. Written personal evaluation of activity 	<p>Committee chair to review and sign off.</p>	<p>Completed Task Description:</p> <hr/> <p>Date_____</p> <p>Sign_____</p> <p>Comments:</p>
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DISSERTATION

Following advancement to candidacy, the student initiates a systematic sequence of steps and actions related to his or her dissertation. First, the candidate, with guidance from the dissertation chair, develops a dissertation proposal. Concurrently, the candidate identifies a minimum of four faculty members to serve as members of the Dissertation Committee. The chair and at least one core member (inside member) must be from the Special Education and Clinical Sciences (SPECS) department. The institutional representative (outside member) must be from outside the SPECS department but may be within another department in the COE. Candidates should consult the most recent list of University-approved faculty members (see Faculty Directory in GradWeb) and their Chair or Advisor in the selection of a committee. (General guidelines regarding faculty eligibility can be found here:

<https://gradschool.uoregon.edu/committee-policy>) Once these committee members have been identified and agree to participate, the candidate should complete the following form: *Dissertation Committee Appointment Recommendation to the Graduate School*, available online as a PDF, <https://coedocs.uoregon.edu/download/attachments/32145413/DissertationCommAppointmentRecommendation.pdf?version=1&modificationDate=1498774820201&api=v2> (or Attachment E in this handbook). The completed form is submitted to the Special Education Academic Program Coordinator for necessary signatures and processing in GradWeb. An email will be sent to the student when the committee is approved. The committee must be approved by the Graduate School **no later than six months before the final oral defense of the dissertation and prior to holding the proposal meeting.**

Next, the student is responsible for scheduling a dissertation proposal meeting. At this meeting, the student presents the rationale and methodology of the proposed study as developed in the written proposal. The written dissertation proposal is typically between 30 and 50 pages (excluding figures, appendices, and references) and contains a Literature Review and a Method section, proposed design, and data analysis procedures. Unless otherwise indicated, the Committee will expect the Method to contain a full and complete plan. Some will also expect it to have a complete and exhaustive Literature Review. Students should clarify expectations for content and length with the Dissertation Chair.

The proposal meeting usually lasts 45 to 90 minutes and is a “working meeting,” attended by only the student and the committee. The student should work with his or her Chair to determine the format and length of the dissertation proposal presentation. Most presentations are between 20 and 40 minutes in duration; the remainder of the time is devoted to discussion between the student and committee members. It is expected that changes will be recommended during the proposal meeting. It is the policy of the SPECS department that the Dissertation Chair will ensure that recommendations from the proposal meeting are documented and sent to all committee members within one week following the

proposal meeting. The Chair may ask a student to generate a checklist or memo summarizing the changes that the Chair will approve before asking the student to disseminate to the committee.

Upon approval of the proposal, the student secures signatures from committee members using the *Dissertation Proposal Approval* form, available online as a PDF: <https://coedocs.uoregon.edu/download/attachments/32145413/DissertationProposalApproval.pdf?version=1&modificationDate=1498774871582&api=v2> (or Attachment F). This completed and signed form is submitted to the Special Education Academic Program Coordinator.

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

APPLICATION FOR DEGREE

Students intending to defend their dissertation must apply for their degree during the first two weeks of the term in which the degree is to be granted. The Application for Advanced Degree can be found on the Grad School's website under Current Students > Getting Ready to Graduate. Doctoral candidates must be registered for at least 3 credits of Dissertation (603) during their final term (the term the degree is awarded).

FINAL ORAL DEFENSE OF THE DISSERTATION

Submitting Dissertation Prior to Defense

The UO Graduate School requires that students must submit a complete draft of their dissertation to all committee members a minimum of 3 weeks before the scheduled defense. It is the expectation of the SPECS Department that the Chair will contact (or ask the student to contact) committee members no less than 3 days prior to the Defense to see if members have any substantial concerns about the dissertation. The UO Graduate Policy states that the Chair should cancel the defense if, after reading the manuscript, anyone on the committee believes that the dissertation defense is indefensible and that the defense should not go forward. Should this occur, the student and his or her Chair should meet with committee members to develop a plan for moving forward.

Conducting the Final Defense

A defense is a formal public meeting, so refreshments and a party atmosphere is discouraged. Instructions for the defense process and how to schedule the defense can be found on the Grad School's website. (Direct link: <https://gradschool.uoregon.edu/policies-procedures/doctoral/defense>). It is a SPECS policy that students ask their Academic Program Coordinator to complete an announcement form a minimum of 1 week in advance of their defense.

Defense meetings are facilitated by the Chair and generally last between 1.5 and 2 hours and include a student presentation, a period for questions, and time for the Dissertation Committee to deliberate. Audience members (non-committee members) may be invited to ask questions following committee questions at the discretion of the Chair. During the committee deliberation, the student and audience members are excused from the room. The student may be asked back in to receive feedback from the committee regarding their defense and any follow-up expectations. It is common that the committee will have feedback that they expect to be incorporated in the final submission to the Graduate School, and it is the Chair's responsibility to take notes and work with the student to ensure feedback is incorporated appropriately.

PROGRAM CHECKLIST

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

CHECKLIST OF MAJOR TASK DETAILS

Task Details (Academic Term/Year for a 4-year plan) and Checklist	Completion Date
<p>1. Research Methodological Sequence (F1 - S3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Six courses in 2 methodological traditions (4 in 1, 2 in another – quantitative, single subject, qualitative, or program evaluation) <input type="checkbox"/> Philosophical Foundations of Educational Research course 	
<p>2. Program Plan (S1 - F2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft of professional career and goal statement <input type="checkbox"/> List of program-related graduate coursework sorted by interest areas 	
<p>3. First Program Committee Meeting (S1 - F2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Three faculty members in College of Education in general area of interest <input type="checkbox"/> Review of Tentative Program Plan <input type="checkbox"/> Review of Competency Portfolio Requirements 	
<p>4. Advancement to Candidacy (F2 - S2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Core Courses (Pro Sems, History of SPED, Philosophical Foundations of Educational Research, Grant Writing) <input type="checkbox"/> Research Courses – At least one course in each of two research traditions <input type="checkbox"/> Issues/Concept paper 	
<p>5. Competency Portfolio (F1 - S3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student lists proposed activities and products – then works on each task until portfolio is complete <input type="checkbox"/> Committee meets to review and approve the Competency Portfolio <input type="checkbox"/> Advisor and program committee members sign and date to acknowledge completed activities and products <input type="checkbox"/> Documentation submitted to Academic Program Coordinator 	
<p>6. Dissertation Committee (S2 - S3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chair and at least one core member (inside member) must be from the SPECS department. <input type="checkbox"/> Institutional representative (outside member) must be from outside the SPECS department. 	

<p>7. Dissertation Proposal (S2 - S3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem statement, research question, hypothesis <input type="checkbox"/> Supporting literature review <input type="checkbox"/> Methodology <input type="checkbox"/> Data analysis <input type="checkbox"/> Expected results <input type="checkbox"/> Timeline for completion 	
<p>8. Dissertation Committee Proposal Approval Meeting (S2 - S3) Presentation and approval of dissertation proposal</p>	
<p>9. Dissertation Research (F3 - S4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approval to conduct research with human subjects (from UO Research Compliance Services) <input type="checkbox"/> Regular communications with chair of dissertation committee 	
<p>10. Dissertation Defense (S4)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation and approval of dissertation research <input type="checkbox"/> Submission of dissertation research for publication 	
<p>The following items are submitted to the Graduate School AFTER OR DURING uploading the final dissertation document and prior to the final graduation deadline: (more information available here https://gradschool.uoregon.edu/academics/thesis-dissertation/etd-submission)</p> <ul style="list-style-type: none"> • Thesis/Dissertation Submission Form and Document Approval (dissertation document will not be reviewed by the Graduate School until they receive both pages of this form). The completed and signed forms can be uploaded to the ProQuest site during ETD submission (as an Administrative Document) or can be submitted hardcopy to the Graduate School by 5:00 pm on the deadline day. <ul style="list-style-type: none"> ○ Submission Form (page 1): Provides student contact information and information about the citation/footnote style used in the thesis or dissertation. ○ Document Approval (page 2): Requires original signatures from the student and dissertation chair or co-chairs and advisor (if applicable). The chair or co-chairs must have the approval of ALL committee members to allow the document to be certified. 	

OTHER DEGREE REQUIREMENTS

Doctoral Degree Requirements Established by the Graduate School

Many of the requirements for earning a Doctor of Philosophy degree at the University of Oregon have been established by the Graduate School. These requirements are explained in detail on the Graduate School's website (<http://gradschool.uoregon.edu>), and are summarized briefly as follows:

Minimum Coursework Requirement. The student must complete the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years, beyond the bachelor's degree. (This is a minimum Grad School requirement – SPED requires 135 credits past the bachelor's degree and 90 credits past the master's degree. See p. 11).

Residency. At least one academic year must be spent in residence on the Eugene campus after the student has been classified as an admitted doctoral student. The residency year consists of three consecutive terms of full-time University of Oregon coursework towards the degree, with a minimum of 9 completed graduate credits per term. The year of residency is expected to be the first year after admission as a doctoral student.

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

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

1. The student must file a petition for readmission. Departmental approval of the petition is not automatic; the department may deny the request or attach other stipulations to

the approval. The petition is available here: <https://gradschool.uoregon.edu/sites/gradschool1.uoregon.edu/files/forms1/petition-for-reinstatement.pdf>

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

Policies and procedures related to on-leave status can be found on the Grad School's website at this link: <https://gradschool.uoregon.edu/academics/policies/general/on-leave-status>. The on-leave request forms are also available via this link.

Dissertation Hours. The student must complete a minimum of 18 credit hours of SPED 603 Dissertation. Dissertation credit is recorded P/N (pass/no pass).

Dissertation credit may not be earned until the student is advanced to doctoral candidacy status. An Incomplete is recorded for all dissertation credits leading up to the term of graduation. Once the dissertation is successfully defended, the manuscript is uploaded to the Graduate School, and all corresponding paperwork is submitted by the student or on the student's behalf, the Graduate School will communicate with the Registrar's Office to change all Incompletes to Passes for dissertation credits.

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

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

In addition, all students involved with research or conducting their own studies must successfully complete the University's Collaborative IRB Training Initiative (CITI). CITI is a

web-based training. Go to <https://www.citiprogram.org> for more information and to complete CITI training.

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

SUMMARY OF PROCEDURES TOWARDS THE DOCTORAL DEGREE

PROCEDURE	RESPONSIBLE AGENCY	CHRONOLOGY
<p>(1) Admission: Once admitted, the doctoral student has seven years to complete the degree. The doctoral dissertation, the year’s residency on the Eugene campus, advancement to candidacy, and completion of the competency portfolio must be accomplished within a seven-year period.</p>	Program and Department	First step
<p>(2) Planned Coursework and Residence: Student’s Program Committee, appointed by program or department, approves the coursework which must include the equivalent of at least 81 quarter credits of graduate-level work over the course of 3 years beyond the bachelor’s degree (SPED requires 135 credits past the bachelor’s, 90 past the master’s), of which at least one academic year must be spent on the Eugene campus. (3 consecutive terms of full-time study, minimum of 9 completed graduate hours per term, involving mainly organized coursework – this is defined as the “residency year”).</p>	Department, College and Graduate School	After appointment of Program Committee
<p>(3) Continuous Enrollment: Students enrolled in advanced degree programs must attend the University continuously (except summers) until all program requirements are completed (review residency requirement #2), unless “on-leave status” has been approved. Enrollment minimum is 3 credit hours of graduate work per term.</p>	Department, College and Graduate School	Ongoing throughout program
<p>(4) On-leave Status: Doctoral students may apply for on-leave status for a maximum of six academic terms.</p>	Department, College and Graduate School	Ongoing throughout program
<p>(5) Advancement to candidacy: Core coursework, research courses, concept/issues paper</p>	Program and/or Department	After the fall term of the second year

<p>(6) Competency Portfolio: Covers 12 competencies in the major discipline</p>	<p>Program Committee</p>	<p>First and second year</p>
<p>(7) Appointment of dissertation committee: The student must recruit a dissertation committee. The form (Attachment E in this handbook) used for proposing the dissertation committee can be filled out online: https://coedocs.uoregon.edu/download/attachments/32145413/DissertationCommAppointmentRecommendation.pdf?version=1&modificationDate=1498774820201&api=v2 The student submits the completed form to the Academic Program Coordinator who obtains necessary approval/signatures and processes via GradWeb.</p>	<p>Department proposes Committee, which is appointed by the Dean of the Graduate School.</p>	<p>THE DISSERTATION COMMITTEE <u>MUST BE OFFICIALLY APPROVED BY THE GRADUATE SCHOOL AT LEAST SIX MONTHS PRIOR TO THE ORAL DEFENSE.</u></p>
<p>(8) Dissertation Proposal: All doctoral students must have their dissertation proposal approved by their dissertation committee. The Dissertation Proposal Approval Form (Attachment F in this handbook) can be filled out online: https://coedocs.uoregon.edu/download/attachments/32145413/DissertationProposalApproval.pdf?version=1&modificationDate=1498774871582&api=v2 After obtaining signatures from committee members, the student submits the completed/signed form to the Academic Program Coordinator.</p>	<p>Dissertation Committee</p>	<p>After advancement to candidacy</p>

<p>(9) Human Subjects Review: Students who engage in research that involves human participants must receive approval of their research procedures from the UO Research Compliance Services office <i>before</i> beginning to collect data. More information can be found on the Graduate School’s website, as well as the website for the Research Compliance Services office: https://research.uoregon.edu/</p> <p>In addition, all students involved with research or conducting their own studies must successfully complete the University’s Collaborative IRB Training Initiative (CITI). CITI is a web- based training. Go to https://www.citiprogram.org for more information and to take the CITI.</p>	<p>Research Compliance Services office</p>	<p>After advancement to candidacy</p>
<p>(10) Application for degree: Candidates ready to defend the dissertation must register for at least 3 credits of Dissertation (603) during their final term (the term the degree is awarded).</p>	<p>Student via Grad School’s website: https://gradschool.uoregon.edu/academics/completing-degree/doctoral-graduation-checklist</p>	<p>First two weeks of the term in which the degree is to be granted.</p>
<p>(11) Defense of dissertation:</p> <p>(a) Determine time, place, and date for oral defense.</p> <p>(b) Complete online process for Confirmation of Agreement to Attend the Final Oral Defense for Doctoral Degree</p> <p>(c) After receiving online confirmation from all committee members, contact Academic Program Coordinator re: Application for Final Oral Defense.</p> <p>(d) Submit signed Application for Final Oral Defense no less than three weeks prior to date of defense.</p>	<p>Information and instructions here: https://gradschool.uoregon.edu/academics/policies/doctoral/oral-defense-procedures</p> <p>Student obtains confirmation from committee members via GradWeb.</p>	<p>The completion of the doctoral dissertation, the year’s residency required to be spent on the Eugene campus, advancement to candidacy, and the completion of the competency portfolio must all be accomplished within a seven-year period. If this period is exceeded, a second year of residency and/or a</p>

<p>(e) Public posting of time, date, place, title, candidate's name, and chairperson's name.</p> <p>(f) If a committee member is unable to attend the oral defense, student will have the option to choose Waiver of Attendance as part of online process. THE COMMITTEE CHAIR AND THE INSTITUTIONAL REPRESENTATIVE (OUTSIDE MEMBER) CANNOT BE IN ABSENTIA.</p>	<p>Academic Program Coordinator generates Application for Final Oral Defense.</p>	<p>new set of tasks for advancement to candidacy and the competency portfolio must be completed.</p>
<p>(12) Certificate of Completion</p>	<p>Graduate School/Registrar</p>	<p>After approval of dissertation by committee and Graduate School.</p>
<p>(13) Granting Degree</p>	<p>General faculty; certification by Graduate School; Registrar</p>	<p>At end of term in which all degree requirements are satisfied.</p>
<p>(14) Diploma</p>	<p>Registrar</p>	<p>Dated as of Commencement (Spring Term). All other terms, diploma is dated the Sat. after the last day of finals week for that term.</p>

STUDENT EVALUATION PROCEDURES

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

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

- Maintaining a GPA of at least 3.0 in graduate courses taken in the degree program
- Earning Ps in all practica and field experiences. (a grade of P must be equal to or better than a B-)
- Making satisfactory progress toward the degree (i.e., completing activities at or earlier than the 4-year plan on p. 20)
- No more than 5 credits of incomplete coursework (excluding dissertation)
- Maintaining continuous enrollment unless awarded on-leave status (see OTHER DEGREE REQUIREMENTS, Continuous Enrollment)
- Maintaining a professionalism that is expected of a doctoral student at the University of Oregon

Quarterly Review

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

Annual Student Review and Evaluation

Each Spring Term, the Special Education Doctoral Committee undertakes a systematic review of each student. The purpose of the evaluation is to provide feedback on student progress, identify student strengths and weaknesses, and identify remedial activities or procedures that may be considered with students who are not performing up to program expectations. The review focuses on general academic status and progress through coursework, development of professional behaviors, and future plans. The composition of the review committee includes all members of the Special Education Doctoral Committee.

Failure to Make Adequate Progress

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

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

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

If termination is recommended a letter describing the committee's rationale and documentation for making the decision will be prepared and signed by the Department Head. The student then would have the option of filing a grievance with the UO over this decision (see *Formal Academic Grievance Procedures*, p. 42).

Termination from a Program

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

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

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

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

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

DISPUTE RESOLUTION AND GRIEVANCE PROCEDURES

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

Mediation and Conflict Resolution

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

Other Resources

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

Discrimination. If any student enrolled at the University of Oregon believes they have been discriminated against on the basis of age, sex, sexual orientation, race or ethnicity, marital status, religion, disability, national origin, veteran status, gender identity, or gender expression, the student may file a report with the UO Bias Education and Response Team. Reports are filed on the BRT's website at <http://dos.uoregon.edu/bias>. GEs are encouraged to

pursue employment-related discrimination complaints via the GTFF. Concerns about employment-related discrimination that arise outside the context of the assigned GE duties should be pursued through the student complaint procedures outlined by the Office of Affirmative Action and Equal Opportunity.

FORMAL ACADEMIC GRIEVANCE PROCEDURES

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

A paper copy of these grievance procedures may also be requested from the program director or department head. No student shall be penalized or discriminated against for utilizing this procedure.

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

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

- A. *Step One*: The graduate student shall file a written grievance with the department head, department grievance committee, the college/ school grievance committee, or the dean, whichever is applicable
 - a. The student's statement of the grievance shall comply with the requirements of Section M2)(a).
 - b. A University employee who receives a grievance under this rule, which alleges illegal discrimination against a student including sexual harassment, shall send a copy of the grievance to the Assistant to the President for Legal Affairs and to the Office of Affirmative Action.

- c. The decision rendered at Step One shall be in writing and shall be provided to the aggrieved and all other named parties to the grievance within 30 days of the receipt of the formal grievance.
 - B. Step Two: If the aggrieved graduate student is dissatisfied with the decision at Step One, the aggrieved shall file a written appeal of that decision to the dean of the school/college, or if the dean made the decision at Step One, to the Dean of the Graduate School, within 14 days of receipt of the decision made at Step One:
 - a. The dean to whom the appeal is addressed may decide the grievance on the record presented or may investigate the grievance, appoint a designee to investigate, or refer the grievance to an appropriate committee or group to investigate.
 - b. The decision rendered by the dean to whom the appeal was addressed shall be in writing and shall be provided to the aggrieved and all other named parties to the grievance within 30 days of the receipt of the formal grievance.
 - c. If the appeal is to the Dean of the Graduate School, see the procedure set forth in subsection (c) of this section.
 - C. Step Three: If the graduate student aggrieved is dissatisfied with the decision at Step Two, the aggrieved shall file a written appeal of that decision to the Dean of the Graduate School within 14 days of receipt of the decision at Step Two, but if the Dean of the Graduate School made the decision at Step Two, the aggrieved may proceed to Step Four:
 - a. The Dean of the Graduate School or the Dean's designee shall appoint an ad hoc Advisory Committee normally composed of three members selected from the Graduate Council (one student and two faculty members or three faculty members) to investigate the grievance and to make a recommendation to the Dean of the Graduate School, within 15 days of receipt of the decision made at the prior step;
 - b. The Dean of the Graduate School shall render a decision, in writing, within 30 days of receipt of the appeal, and provide copies of the decision to all the parties named in the grievance.

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

SECTION III: STUDENT SUPPORTS

Funding support for SPED doctoral students varies from year-to-year and can take many different forms, depending on what is available within the program, department, and college for that academic year. The four most common types of funding include being hired as a Graduate Employee (GE; previously called a Graduate Teaching Fellow or GTF), receiving federal leadership grants, receiving federal research grants and being awarded College of Education (COE) scholarships.

GE Appointment and Tuition Waiver

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

GEs are required to register for and complete a minimum of 9 credit hours per term. GEs pay no tuition on the first 16 credit hours per term if their appointment is equal to or greater than .20 FTE and they complete the assignment at .20 FTE or greater. GEs are assessed non-instructional fees set by the State Board of Higher Education; the University provides the balance as stipulated in the collective bargaining agreement. GEs are responsible for specific major and school fees that may apply. Tuition and fees are subject to change without additional notice. Please contact the Graduate School for exact amounts. GEs at the University of Oregon are represented by a union, the Graduate Teaching Fellows Federation (GTFF). Official membership is at the individual's option, although payment of monthly dues, or an equivalent, is required under a "fair share" agreement. Levels of appointment and salary levels are subject to the provisions of the Collective Bargaining Agreement between the GTFF and the University of Oregon.

GE Health Insurance

GEs have access to GE-specific insurance during each term of appointment. The University provides an insurance contribution on behalf of each eligible GE.

During the summer term, students who are not GEs in the summer may be eligible for the GE insurance.

Those who are not summer GEs but who held an appointment in the previous spring term may receive premium coverage subsidized at 80%. Students who have graduated in spring term or have left the University at the end of spring term are not eligible for this benefit.

GE Reappointment

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

GE Evaluations

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

Other Funding Sources

Below is a table that summarizes various funding sources for SPED doctoral students.

	GE for Academic Program	Leadership Grant	Research Grant	COE Scholarships
Stipend payment (monthly)		X	X	X
Salary payment (monthly)	X			
Tuition	X	X	X	X
Mandatory Student Fees	X	Needs PI approval	Needs PI approval	
Self-Support Course Fees required for the completion of degree	X	Needs PI approval	Needs PI approval	
Health Insurance	X	Needs PI approval	Needs PI approval	
Space	shared office space	in research unit or shared office space	in research unit	
Summer Support	if need exists and funding available	Needs PI approval	Needs PI approval	

Office Assignments

There is shared office space on the 3rd floor of the HEDCO Education Building for SPED students with a GE assignment. GEs should see the department's Coordinator of Finance and Operations for more information on this shared space (e.g., availability, access). The Knight Library also rents private office space to graduate students on a time limited and first-come, first-serve basis.

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

Office space is limited, so if the research unit does not have space available or if a student is not initially affiliated with a research unit, they should contact the department's Coordinator of Finance and Operations to see if alternative space can be assigned or shared.

Student Insurance Coverage

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

Accommodations and Support Services for Diverse Students

The University of Oregon provides several programs and services which are designed to assist students with diverse needs. A complete listing of these programs and related organizations can be found on the Graduate School's page <https://gradschool.uoregon.edu/diversity>, on the general UO website, and via the Associated Students of the University of Oregon's interactive OrgSync program (<https://uoregon.orgsync.com>).

Students with disabilities may receive accommodations for their needs from the Accessible Education Center. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinators, their advisor, or the Accessible Education Center for more information.

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

- College Governance - <https://coedocs.uoregon.edu/display/governance/COE+Governance+and+Policies>

- UO Division on Equity and Inclusion - <https://inclusion.uoregon.edu/deiunits>
- UO Teaching Engagement Program - <https://tep.uoregon.edu>
- UO Graduate School - <https://gradschool.uoregon.edu>

Accommodation for Religious Observances

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

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

INTERNATIONAL STUDENTS

Financial Aid

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

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

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

Health Insurance

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

Support Services

The University of Oregon has a large international community. The International Student Association (ISA) is an umbrella organization for students from nations around the world. The ISA works to promote the educational, social, and cultural activities of international students at the university: <http://isa.uoregon.edu>

Advisors in the International Affairs office can be reached at 541-346-4387.

The Graduate School also has information about international graduate student supports at <https://gradschool.uoregon.edu/international>.

ATTACHMENTS

LIST OF FORMS

SPED Forms

A hard copy of the following forms can be obtained from the Academic Program Coordinator:

- Attachment A: Doctoral Program Plan
- Attachment B: Concept Paper Review, Procedures, and Guidance
- Attachment C: Documentation of Satisfactory Completion of Comprehensive Examination Requirements
- Attachment D: Documentation of Satisfactory Completion of Competency Portfolio

COE Forms

- Attachment E: Dissertation Committee Appointment Recommendation to the Graduate School
- Attachment F: Dissertation Proposal Approval
- Attachment G: Graduate Teaching Fellow Instructional Feedback

AY 2020-21

Fall			Winter			Spring		
Course	Instructor	Credits	Course	Instructor	Credits	Course	Instructor	Credits
TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS		

AY 2021-22

Fall			Winter			Spring		
Course	Instructor	Credits	Course	Instructor	Credits	Course	Instructor	Credits
TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS		

AY 2022-23

Fall			Winter			Spring		
Course	Instructor	Credits	Course	Instructor	Credits	Course	Instructor	Credits
TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS		

STUDENT SIGNATURE _____ DATE _____

ADVISOR SIGNATURE _____ DATE _____

ATTACHMENT A

University of Oregon
Ph.D. Program in Special Education
Concept Paper Review Rubric

ATTACHMENT B

Student Name: _____

Program Committee Member: _____

Date submitted: _____ Date due (within 3 weeks): _____

Title of manuscript: _____

Overall Rating

Fail Major Revision and Resubmission Pass with Minor Revisions Pass

Directions for reviewers:

For each issue described below, rate the quality of the manuscript as Revise or Pass. Additionally, please provide a written response that can be shared with the student. In your response, evaluate the manuscript in terms of the following issues: (a) scope and adequacy of the literature review; (b) paper implications; (c) quality of writing; and (d) potential contribution to professional literature or field.

A) Scope and adequacy of the literature review

Revise Pass

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

Comments:

B. Paper implications

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

Revise **Pass**

Comments:

C. Quality of writing

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

Revise **Pass**

Comments:

D. Potential contribution to professional literature or field

(Examines a “new” concept, idea, practice, or theory in the field; conducts unique review, synthesis of the literature; or proposes or addresses a new application, demonstration, or other use of the professional literature and knowledge base.)

Revise **Pass**

Comments:

University of Oregon

Ph.D. Program in Special Education

Concept Paper

Procedures and Guidelines

1. The doctoral student proposes a Concept Paper idea to his or her Program Advisor by the end of his or her first year in the program. Coursework and independent readings may facilitate the development of a Concept Paper proposal. The Concept Paper should be submitted by fall of the student's second year in the program.
2. The doctoral student independently researches and writes the Concept Paper and submits to the Program Advisor for feedback. When the student and the Program Advisor are satisfied with the quality of the Concept Paper, the Program Advisor submits the paper to the other program committee members for independent review.
3. Within three weeks, each program committee member (including the Program Advisor) will offer an overall independent judgment of "Fail", "Major revision and resubmit", "Pass with minor revisions", or "Pass" for the paper using the Concept Paper Rubric. The completed reviews should be delivered to the student's Program Advisor.
4. In some cases, the student's Program Advisor may speak with program committee members to better understand the feedback provided on the Rubric. Following any faculty discussion, faculty completed rubrics will be reviewed by the student and his or her Program Advisor. For the student to pass the concept paper competency, each faculty reader must have assigned the paper an overall rating of "Pass" or "Pass with minor revisions".
5. If either of the faculty readers assign the paper an overall rating of "Major revision and resubmit", then the student has the opportunity to revise the paper for reconsideration by the program committee members. A program committee meeting should be convened by the Program Advisor to discuss revisions with the faculty and their Program Advisor. Convening a program committee meeting for papers with a decision of pass with minor revisions is at the discretion of the Program Advisor.
6. If any of the faculty readers assign the paper an overall rating of "Fail," then a program committee meeting should be convened by the Program Advisor to discuss the feedback with the faculty. The student may be asked to revise the paper or develop a new proposal for the concept paper and the whole process will be repeated in its entirety.
7. The final approved Concept Paper and all completed reviews should be delivered electronically to the Academic Program Coordinator. Completed Concept Papers and reviews will be kept on file in the department office.



Documentation of Satisfactory Completion of Comprehensive Examination Requirements

Special Education Doctoral Program Special
Education and Clinical Sciences Department

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

Date: _____

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

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

Date completed: _____

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

Date completed: _____

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

Date completed: _____

Doctoral Program Advisor

Doctoral Program Committee Member

Doctoral Program Committee Member

SPECIAL EDUCATION AND CLINICAL SCIENCES

5261 University of Oregon Eugene
T (541) 346 - 5521 F (541) 346 - 0683 <http://education.uoregon.edu/specs>

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act



Documentation of Satisfactory Completion of Competency Portfolio

Special Education Doctoral Program Special Education and Clinical Sciences Department

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

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

- (a) Competencies have been reviewed by members of the program committee.
- (b) Each program competency has been reviewed and approved by a supervising faculty member.
- (c) Final approval of the Competency Portfolio.

Doctoral Program Advisor

Date

Doctoral Program Committee Member

Date

Doctoral Program Committee Member

Date

SPECIAL EDUCATION AND CLINICAL SCIENCES

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DISSERTATION COMMITTEE APPOINTMENT RECOMMENDATION TO THE GRADUATE SCHOOL

The dissertation committee for

student name

candidate for the doctor of

Philosophy/

Education

degree

in the area of

major

is as follows:

Chairperson (typed)

Area

Member (typed)

Area

Member (typed)

Area

Outside Member (typed)

Area

If Applicable, Fifth Member (typed)

Area

Area Head Signature

Date

Dean of Graduate School Signature

Date



DISSERTATION PROPOSAL APPROVAL

[] is a candidate
for the doctor of []
in the area of []

Dissertation Title

[]

Dissertation Committee approval

[]	_____
Chairperson (print or type name)	Signature
[]	_____
(print or type name)	Signature
[]	_____
(print or type name)	Signature
[]	_____
(print or type name)	Signature
[]	_____
(print or type name)	Signature
[]	_____
(print or type name)	Signature

DATE []

ATTACHMENT G

GRADUATE TEACHING FELLOW INSTRUCTIONAL FEEDBACK

Please take a few minutes to give the GTF some feedback on her/his teaching. Your comments will be very helpful.

5 – Exceptionally Good

4 – Good

3 – Average

2 – Below Average

1 – Unsatisfactory

Instructor’s coverage of the material	5	4	3	2	1
--	----------	----------	----------	----------	----------

Instructor’s examples and illustrations	5	4	3	2	1
--	----------	----------	----------	----------	----------

Instructor’s response to student comments and questions	5	4	3	2	1
--	----------	----------	----------	----------	----------

Instructor’s overall teaching	5	4	3	2	1
--------------------------------------	----------	----------	----------	----------	----------

What could the instructor improve in the future?

Any other comments?