



UNIVERSITY OF OREGON

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

**COMMUNICATION
DISORDERS & SCIENCES**

Doctoral Program Handbook

2021-2022

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Welcome & Overview

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

This handbook reflects current policy and practice and is designed to assist students progressing through their program of study. It is the responsibility of each student to become familiar with the policies and procedures of both the University of Oregon Graduate School and the Special Education and Clinical Sciences (SPECS) doctoral program.

A major goal of graduate education at the University of Oregon is to instill in each student the capacity for rigorous scholarship, independent judgment, academic excellence, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships which encourage freedom of inquiry, demonstrate personal and professional integrity, and foster inclusion and mutual respect for all persons.

Doctoral Program Overview

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

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

Program Committee

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

first year, the Advisor will consult with the student and complete a progress report. Please see Appendix for *Annual Doctoral Program Progress Review* form.

Year 2: At the end of Year 2, students will present their progress and summarize their activities in a 30-minute meeting with their PC. The Advisor, in consultation with the PC, will complete the *Annual Doctoral Program Progress Review*.

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

Lack of Progress

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

Professional Conduct

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

Professional Conduct Assumptions and Guidelines of the CDS Program:

- The students, faculty, and staff in the CDS Program will promote cooperation rather than competition.
- The students, faculty, and staff in the CDS Program will strive to encourage others.
- The students, faculty, and staff in the CDS Program will recognize and respect that all individuals have different needs, talents, and areas for growth. However, all students enrolled in the program have met the qualifications for the program.
- The students, faculty, and staff in the CDS Program will seek to make communication respectful.
- The students, faculty, and staff in the CDS Program will resolve to handle conflict in ways that lead to trust and cooperation and will attempt to resolve conflict in a mutually acceptable manner.
- The students, faculty, and staff in the CDS Program will resolve to support each other's growth by sensitively drawing attention to subtle inappropriate behavior that originates in discrimination, and to challenge each other's attitudes in a spirit of growth.

- It is considered inappropriate, and in some situations even unethical, to circulate unsubstantiated, negative remarks regarding graduate students and faculty. Concerns regarding the professional practice of colleagues should first be broached with the colleague in question. It is the responsibility of students who hear unsubstantiated remarks to notify the speaker that such statements are inappropriate and that rumor spreading is harmful to the learning environment.
- Respect the confidentiality of colleagues by protecting both professional (e.g., grades) and personal information shared within the context of this program. Individuals will refrain from disclosing or discussing information about students or faculty without their knowledge or permission.
- Students will adhere to the ethical conduct of research guidelines.
- Students will adhere to professional and ethical conduct when acting as classroom or clinical instructors.

Coursework and Credit Requirements

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

Prerequisite Coursework

Required prerequisite coursework at the master's level is an educational statistics course that included the academic content covered by University of Oregon's EDUC 614 (Educational Statistics). The course description for EDUC 614 is as follows: "Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statistical significance testing, T tests, correlation, Pearson's chi-square test, power, effect size."

The student's Doctoral Advisor will determine if this prerequisite has been met based on review of the student's transcripts from their master's and bachelor's programs. If it is determined that this prerequisite has not been met or the advisor and student determine that a refresher on the content is valuable to the student's trajectory, the student will be required to complete EDUC 614 as well as EDUC 612 (Social Science Research Design), which is a prerequisite to EDUC 614. The course description for EDUC 612 is as follows: "Overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design."

Required Doctoral Coursework

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

- A minimum of 6 courses must be taken in research methodologies, split between **two** areas of emphasis selected from quantitative, qualitative, single subject courses, and program evaluation. One selected area of emphasis **must be** quantitative methodology.
- At least 7 credit hours must be taken in classroom instruction and/or supervision outside of the bounds of graduate employment commitments (if applicable) as well as EBP capstone project mentorship (CDS 602).
- A minimum of 21 credit hours must be taken in the student's **primary area of specialization**, as determined through discussion with the student's Doctoral Advisor (e.g., cognitive rehabilitation, child language, swallowing).
- At least 9 credit hours will be required from a **collateral area or minor area of specialization** (e.g., professional development, early intervention).

- A grant writing course must be completed (SPED 626 or equivalent).
- At least 6 credit hours of Pre-Dissertation research are required.
- At least 18 credit hours of Dissertation research (CDS 603) are required.

Primary Area of Specialization

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

Collateral or Minor Area of Specialization

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

Research Methods Requirement

All College of Education (COE) doctoral students must take a minimum of 6 courses post-master's in research methodology. There are four possible areas of emphasis: quantitative, qualitative, single-subject, and program evaluation. Students can take 5 courses in a major emphasis and 1 in a secondary area, or elect to do a 4 and 2 course emphasis split. All CDS students **must** select quantitative as one area of emphasis. Students may, and frequently do, elect to take additional courses (beyond the 6 required) across the areas of emphasis. The following is a list of typical courses offered in each emphasis area and their descriptions. Descriptions and objectives of all EDUC courses are available on the COE Curriculum Resources page. The terms in which classes are offered may change, so it is important to look ahead at projected course offerings.

- **Quantitative:** (Note: EDUC 612 and 614 are required prerequisites for these courses and are offered fall and winter, respectively. Quantitative courses are generally offered every year unless otherwise noted.)
 - EDUC 640 (spring term) Applied Statistical Design and Analysis – “Factor analysis of variance, planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs.”
 - EDUC 642 (fall term) Multiple Regression in Educational Research – “Application and use of multiple regression in educational research. Topics include bivariate regression, multiple regression with continuous and categorical independent variables.”
 - EDUC 644 (winter term) Applied Multivariate Statistics – “Advanced statistical techniques including covariance analyses, discriminant function analysis, multivariate analysis of variance, principal components analysis, exploratory factor analysis.”
 - EDUC 646 (spring term, even years) Advanced Research Design – “Provides a deeper understanding of educational research with an emphasis on principles of research designs and their use in applied research.”

- **Qualitative:** (Note: Not all courses in the qualitative sequence are offered each year. Please consult the EDUC 3-year workbook for the most up-to-date information.)
 - EDUC 630 (winter term) Qualitative Methods I: Interpretivist Inquiry – “Examines the history of qualitative research in the study of human experience, emphasizing interpretive approaches to qualitative research that retain the regulative ideal of objectivity.”
 - EDUC 632 (spring term, even years) Qualitative Methods II: Post Critical Inquiry - “Explores the epistemic limits of representing human experience, and the political and ethical implications for researchers beginning with Marx.”
 - EDUC 634 (fall term, even years) Qualitative Methods III: Post Humanist Inquiry – “Examines theoretical influences on qualitative research beginning with those associated with the linguistic turn, then critiquing the linguistic turn, and ending with the ontological turn.”
 - EDUC 636 (winter term, odd years) Advanced Qualitative Methods: New Materialisms – “Examines contemporary theoretical explorations prompted by “the new materialisms” and how questions of ontology and materiality produce considerations of agency, data, subjectivity, voice, and analysis.”

- **Single-Subject** (Note: Not all courses in the single-subject sequence are offered each year. Please consult the EDUC 3-year workbook for the most up-to-date information. These courses may have additional recommended prerequisites. Please consult the course catalog for more information.)
 - EDUC 650 (winter term) Single-Subject Research Methods I – “Basic single-subject design strategies and general procedures as well as issues related to conducting and analyzing single-subject research in applied settings.”
 - EDUC 652 (spring term, even years) Single-Subject Research Methods II – “Critical evaluation of single-subject and group-analysis research designs; elaboration on critical topics in single-subject methodology.”
 - EDUC 654 (fall term, odd years) Advanced Applied Behavior Analysis – “Doctoral-level seminar designed to provide skills, practice, and knowledge in advanced methods and theory of applied behavior analysis.”
 - EDUC 656 (spring, odd years) Advanced Analysis of Single-Case Research – “Focuses on application of statistical and meta-analytic strategies for analyzing single-case research.”

- **Program Evaluation** (Note: Not all courses in the program evaluation sequence are offered each year. Please consult the EDUC 3-year workbook for the most up-to-date information.)
 - EDUC 620 (winter term, odd years) Program Evaluation I – “Focuses on small-scale evaluations, particularly in the field of education and human services. Students plan and design an evaluation.”
 - EDUC 621 (spring term, odd years) Program Evaluation II – “Implementation and completion of the evaluation design defined in Program Evaluation I.”

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

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

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

Classroom Instruction/Supervision/EBP Mentorship Requirement

Students must complete at least 7 credit hours in Classroom Instruction and/or Supervision (outside of the bounds of commitments associated with graduate employment if applicable) and EBP Mentorship. Classroom Instruction involves lecturing and designing or co-designing a course with a faculty member. The student's Classroom Instruction is supervised by the student's Doctoral Advisor or another faculty member as designated by the Advisor. Supervision involves overseeing clinical practica experience(s) of the master's students in the Communication Disorders and Sciences program. The student's Supervision is carried out under the direction of the CDS Director of Clinical Education. EBP Mentorship involves overseeing the EBP Capstone Project completion of the master's students in the Communication Disorders and Sciences Program. The student's Supervision is generally carried out under the direction of their primary Doctoral Advisor. See the Teaching section of this handbook for details.

Pre-Dissertation Research Requirements

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

Dissertation Research Requirements

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

Scholarly Papers & Research Activities

Students will complete a series of scholarly papers and research activities as determined in consultation with and approved by the Doctoral Advisor. The student's progress will be reviewed in Year 2 and Year 3 by the Program Committee. Every CDS doctoral student is required to complete the following prior to Advancement to Candidacy (which is reviewed by the student in their doctoral portfolio presentation):

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

Additional research activities may be assigned by the Advisor and Program Committee in the student's annual review. For example, participation in the Advisor's lab activities may be part of the required research assignments. Other example activities may be to respond to a review for resubmission of a research manuscript, give a professional talk, or learn a new technology or research analysis and present it to the lab. In most cases, these activities will support one of the five requirements listed above.

Comprehensive Paper

The goal of a comprehensive paper is to provide a student with an opportunity to conduct an in-depth literature review and synthesis in the student's primary research area. In most cases, students will begin this paper during the first term of their program and complete it prior to Year 2.

The paper should reflect a high level of scholarship and extend the extant professional literature by integrating, analyzing, or synthesizing existing work in novel ways. The paper may introduce an innovative concept, idea, or theory to the field, present a unique review, synthesis or analysis of the literature, or propose a new application, demonstration or other use of the professional literature and knowledge base.

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

Students arrive to their doctoral studies with varying writing skills. Some students may benefit from additional resources to develop their writing skills, such as accessing the UO Online Writing Lab (owl.uoregon.edu). The Advisor may also recommend additional support for writing.

Submission of a Manuscript for Publication

The student will work with a research mentor (most often their Advisor) to prepare and submit a manuscript for publication. The student will have participated in the research that is being written up for publication. The

Advisor will mentor the student in learning about the target journal (format, impact factor, submission guidelines, etc.) and clearly map out the student's role, expected timelines, and authorship. Generally, the student is expected to be first author on the paper; however, individual student research trajectories may vary and advisors will determine if a different criterion should be implemented. The student will document their role and provide a summary of the paper in the Doctoral Portfolio.

Grant Preparation & Submission

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

There are two possible avenues for fulfilling this requirement. First, students may assist faculty who are submitting grants in the student's research area. In this case, a plan can be developed for the student to participate in the preparation and submission of the grant. The student and mentor will define the roles, activities, and timelines involved in the grant preparation, and the mentor will support the student in learning about the target grant mechanism. Second, students may take the lead on submitting their own internal or external grant in their area of study. This could include a dissertation completion grant or a small student research grant. The student will obtain approval from the Advisor and either work with the Advisor or other faculty mentor to write and submit the grant.

Students will provide a written description of the grant (title, agency, amount, and brief description) and their role in the grant submission for inclusion in their Doctoral Portfolio.

Submission of Presentation Proposals

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

Pre-Dissertation Project

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

Teaching

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

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

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

Guest Lectures

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

EBP Project Mentorship

In Year 1, students will shadow their advisors as they mentor CDS master's students to complete their Evidence-Based Practice (EBP) Projects. These required projects culminate students' master's education by demonstrating their ability to understand and apply clinical research. Starting in Year 2 (or later, in consultation with their advisor), doctoral students will mentor at least 1 master's student project. Doctoral students will register for 1 credit of CDS 602 (Supervised College Teaching) in the quarters during which this mentoring occurs, typically winter and spring quarters. Often, doctoral students will have mentees working on projects related to the doctoral student's own line of research that teaches the mentee about research and a content area that the doctoral student is studying. Projects may also be based in clinic and related to cases the doctoral student is currently supervising.

Independent Teaching

Students are expected to take a lead teaching or independent co-teaching role in **at least 1 CDS course**. This will include designing the syllabus (planning readings, lecture content, activities, evaluation procedures, and handouts) and delivering instruction (lectures, reviewing student performance). These activities are supervised by the Doctoral Advisor. Students are encouraged to consult with TEP in preparing for this experience, including completing a classroom observation. The Advisor, Instructor of Record, or a designated faculty member will observe at least one class session and provide written feedback to the student. At the end of the term, students will complete a written self-assessment of their teaching performance to be included in the Written Portfolio (see the TEP website for suggested guidelines; <http://tep.uoregon.edu/resources/>).

It is expected that students will register for CDS 602 (Supervised College Teaching) during the Independent Teaching term of instruction. Students may also register for CDS 602 in the term prior to instruction to allow for sufficient preparation time (“syllabus preparation”).

Clinical Teaching/Supervision

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

Students may register for CDS 602 during the term of clinical supervision if they do not have a Graduate Employee (GE) supervisor position during the term. The number of credits will be determined in consultation with the student’s Advisor.

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

Graduate Teaching Initiative (optional)

http://tep.uoregon.edu/services/grad_initiative/grad_teaching_initiative.html

The Graduate Teaching Initiative (GTI) through TEP offers graduate students the opportunity to participate in a formal program to develop as college teachers. Students may select from two pathways that result in a certificate of completion. Beyond gaining experience teaching, the core certificate requirements include participating in individual- and small-group teaching consultations, drafting a teaching portfolio, observing classes taught by faculty and peers, and attending various workshops and conversations on teaching. The advanced certificate requirements additionally include developing a special project that makes a substantive,

original contribution to the UO's community of teaching and learning along with an increased level of involvement in the core certificate requirements. Given the commitment required, students who are interested in pursuing this opportunity should consult with TEP (tep@uoregon.edu) and their advisor early in their program.

Note: The GTI requires at least one term as a "GE with teaching responsibilities". Successful completion of the Independent Teaching requirement for CDS doctoral students (CDS 602; described above) can fulfill this requirement. It is the student's responsibility to carefully document and describe their role in the taught course (e.g., primary instructor, co-instructor, lab instructor) and obtain a note of verification from the associated faculty member (Instructor of Record) upon course completion. This information is essential for TEP to document that the teaching requirement(s) has been met.

Service

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

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

- I. Participate in service activity related to program, department, college, and/or university operations for **at least 1 quarter** (or for the duration of the activity). Examples of these activities include serving on COE or SPECS committees (e.g., the Dean's Student Advisory Board; the Student Diversity Affairs Committee), working on CDS program development, and acting as a student liaison to a faculty group. In select circumstances, relevant community or local professional outreach activities may be completed to fulfill this requirement (e.g., providing trainings to local organizations, facilitating/moderating a support group). Such activity must be specifically relevant to a student's professional interests and goals and must be approved by the Program Committee.
- II. Participate in **at least 1 service activity** at the state and/or national level. Examples of these activities include reviewing journal manuscripts (under direct supervision of a faculty mentor, generally the student's Advisor), participating in an ASHA leadership program (e.g., the Minority Student Leadership Program; <http://www.asha.org/Students/MSLP-Award/>), volunteering for OSHA or ASHA activities (e.g., conference abstract review), and serving as a student representative on committees for national organizations.
- III. Regularly attend CDS faculty meetings except in the case of a scheduling conflict.

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

Developing Cultural Responsivity

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

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

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

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

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

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

- <https://catalyst.harvard.edu/pdf/diversity/CCR-annotated-bibliography-10-12-10ver2-FINAL.pdf>
- <http://cirrie.buffalo.edu/culture/curriculum/guides/speech.pdf>
- <http://www.nea.org/tools/diversity-toolkit.html>
- <https://inclusion.uoregon.edu/cultural-humility>
- <https://nccc.georgetown.edu/>
- <https://www.asha.org/practice-portal/professional-issues/cultural-competence/>

Doctoral Portfolio

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

There are two components to the Doctoral Portfolio: (1) The Written Portfolio and (2) The Oral Presentation. Both of these components are described below.

Prerequisites for Presenting the Doctoral Portfolio

While students typically complete and present their Doctoral Portfolio at the end of Year 3, the timing may vary based on the completion of required program competencies and in consultation with their Advisor and Program Committee. Generally, students will have completed/met (a) all of their coursework; (b) all of their research requirements; (c) most, if not all, of their teaching competencies; (d) their service expectations; and (e) their expectations for cultural responsiveness, as outlined in the previous sections. This is necessary to ensure a student is prepared to focus on the development and implementation of their dissertation.

Potential exceptions may include the submission of a grant (e.g., a student is preparing a dissertation grant that cannot be submitted until they have advanced to candidacy) and independent course instruction (e.g., the timing of the class they will teach is not flexible). In the case of these exceptions, the student should be prepared to present a plan to the committee that outlines how any unmet requirements will be met.

The Written Portfolio

The student will work with their Doctoral Advisor to define the required elements in the Written Portfolio. The Written Portfolio is divided into two parts: (a) research components, and (b) teaching components. The research components encompass the bulk of the portfolio.

Research Components: The elements listed below will be required for all student portfolios. However, the Advisor may ask the student to insert additional content as pertinent to the individual student's research goals.

1. **Research Statement describing the student's line(s) of inquiry.** This will include information about research goals and relevant context and background information as well as a description of how the research has advanced the student's research goals or answered research questions. Accomplishments (e.g., publications, presentations) can be used as supporting evidence and will be more fully explained in sections below. The research statement is an opportunity to articulate a framework for the student's research. The student will be describing work to date as well as the trajectory for continued work. *Moreover, the student must address issues of cultural responsiveness in*

their area of research (see the Cultural Competency section of this handbook). Typically, the research statement will be 3-5 pages. This can form the basis of a Research Statement for a job application.

2. **Summary of the Comprehensive Paper** (Literature Review). The abstract of the student's comprehensive paper (described under Scholarly Activities section) will be included. The student may elaborate the abstract in order to make the description of the paper more comprehensive and connect it to the research statement.
3. **Summary of any research projects or involvement** that were formative but did not result in published manuscripts or presentations. The student should explain the activities, their role, and how they fit in their research area.
4. **Abstracts of all published papers, papers in submission, and summaries of professional research presentations.** These do not have to be first author publications or presentations; however, the student must be an author on each product. Each abstract or summary will also contain a description of the student's role or work associated with the paper or presentation. Typically, each paper or presentation will be described in 1-2 pages.
5. **Description of any grants** that were written by or with the student and the status and role that the student played in writing the grant.

Teaching Components: The elements listed below will be required for all student portfolios. However, the Advisor may ask the student to insert additional content as pertinent to the individual student's program goals.

1. **Teaching Statement** describing the doctoral student's teaching philosophy. For most students, this will integrate classroom teaching and clinical teaching (supervision). *Students must address issues of cultural responsiveness in the description of their teaching (see the Cultural Competency section of this handbook)*. Typically, a teaching statement will be between 3-4 pages. The Teaching Engagement Program at UO offers resources for developing this statement. This can form the basis of a Teaching Statement for a job application.
2. **Description of any course for which the student took a lead role or was independent in teaching.** These may be courses the student taught as part of a GE assignment or for college teaching credit. TA assignments or guest lectures are not included. The description will include the instructional activities with which the student engaged, such as syllabus development, lecturing, and technology application. The number and level of the students involved in the course(s) should also be described. The description typically will be 1 page and will be followed by the syllabus used in the course(s).
3. **List and brief description of guest lectures given by the student.**
4. **Description of EBP Project Mentoring**, which will be a list of all CDS Master's level EBP projects mentored (titles and names of the Master's students) with a one paragraph preface explaining the EBP project and the mentoring role of the doctoral student.
5. **Description of Clinical Teaching Activities** (i.e., practicum supervision), which will include a description of the specialty clinic(s) and the supervision model (CHARTR) supervised by the doctoral student. It will conclude with a list of the terms supervised, numbers of master's students who participated, and the number and types of clients that were served on the clinical caseload. Any accomplishments reached during these supervisory experiences (e.g., new community connections, development of new training tools) should be included.

6. **List of any Teaching Engagement Program Seminars** or other formal trainings aimed at teaching at the university level attended by the doctoral student with the corresponding dates.

Other Portfolio Elements: The Written Portfolio will include the student's up-to-date curriculum vita in a format acceptable for academic programs as well as the student's program plan. These items will be the last two elements of the written portfolio.

Written Portfolio Evaluation Process: The doctoral student will provide each member of the student's Program Committee (PC) with an electronic copy of the Research Portfolio. Faculty members of the PC will be expected to review the Written Portfolio within two weeks. The PC will be asked to rate the Research Portfolio as "exceeds," "meets," "needs more work" or "needs substantial work" and provide narrative comments in the following areas (See Appendix):

1. Evidence suggests the student has a well-defined area(s) of research expertise.
2. Evidence suggests the student has independently conducted research activities requisite for being able to publish in the CDS field including writing IRB proposals and taking a primary role in data collection, analysis, and writing up findings.
3. Evidence suggests that the student has completed research activities beyond those required by courses and is beginning to contribute to their field beyond university venues.
4. Evidence suggests the student has a well-developed teaching philosophy
5. Evidence suggests the student has sufficient teaching experience (classroom and supervision) to enter an academic position.
6. Portfolio is well organized and professionally presented.
7. Evidence suggests that the student has met cultural responsiveness in research and teaching

The Advisor will compile the PC feedback and present it to the student within three weeks of the student submitting the Written Portfolio. Passing ratings include "exceeds" and "meets". If any member of the PC rates the Written Portfolio as "needs more work" or "needs substantial work", the member will indicate what the student needs to do in order to meet expectation. The student must then revise the Written Portfolio and re-submit it to the Doctoral Advisor for review. If after one resubmission, the student has not addressed the resubmission requirements indicated by the PC, a meeting will be held with the student and the Advisor and further written expectations will be given in writing. In some cases, the advisor may elect not to advance the student.

The Oral Presentation

After the student successfully completes the doctoral portfolio with a passing rating, the student will give a one hour, formal oral presentation describing their research trajectory to the PC. The presentation will be similar to a "job talk" given when interviewing for an academic position. The Oral Presentation will be scheduled within two weeks of "passing" the Written Research Portfolio. The presentation will contain the following in addition to any components requested by the Advisor.

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

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

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

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

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

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

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

Timelines

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

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

Recruiting Committee Members

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

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

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

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

Content and Length of Proposals

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

Proposal Meeting

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

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

Implementing Requested Changes from Proposal Meeting

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

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

Advising Process

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

Dissertation Hours and Registration

After advancement to candidacy, the student must register for a minimum of 18 credit hours of Dissertation (603). The Graduate School's [continuous enrollment policy](#) requires that graduate students be registered for at least 3 credits for any term they are using faculty assistance, university services or facilities. This includes the term in which the degree is awarded, as well as any term in which the student is submitting chapters for feedback, meeting with the committee, holding the final oral defense, etc. During this/these term(s), the student must be enrolled for a minimum of three credits of Dissertation (603); exceptions may be made depending on the timing of the submission of the dissertation.

Dissertation and Final Defense

Submitting Dissertation Prior to Defense

It is the policy of the UO Graduate School that students must submit the final draft of their dissertation to all committee members **a minimum of three weeks before the scheduled Defense**. The student should ask each member whether a written or electronic copy is preferred.

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

Conducting the Final Defense

A Defense is a formal public meeting. Instructions for how to schedule the Defense can be found on the Grad School's website (<http://gradschool.uoregon.edu/policies-procedures/doctoral/defense>). The deadline for submitting an application for an oral Defense (including abstracts) to the UO Graduate School is **three weeks prior to the Defense**. The Dissertation Defense cannot be held during school breaks. It is a SPECS policy that students ask their SSC to fill out the announcement form **a minimum of one week in advance** of their

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

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

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

Incorporating Committee Requested Changes to the Dissertation

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

Provision of Copies of Proposal and Dissertation

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

University Academic Policies

Request for Accommodation

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

Continuous Enrollment

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

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

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

On-Leave Status

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

The Graduate School must receive the application by the last registration day in that term, as noted in the schedule of classes. On-leave status is granted for a specified time period that may not exceed three academic terms, excluding summer session. Students with on-leave status need not pay fees.

However, students must register and pay fees if they will be using university facilities or faculty or staff services during that term. Students are advised to work with their faculty advisor when considering taking leave. Please refer to the University of Oregon Catalog for additional information.

Grade Requirements

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

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

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

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

Advising

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

The COE Academic Policies and Procedures Handbook outlines the following student and faculty responsibilities for advising (available at <https://education.uoregon.edu/governance/academic-policies-and-procedures>):

Minimum student responsibilities include:

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

Minimum advisor responsibilities include:

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

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

Dissertation Reminders

Dissertation Committee Appointment

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

To create the Dissertation Committee, complete the *Dissertation Committee Creation* form on the “Current Students Forms” page of the CDS website here https://education.uoregon.edu/sites/default/files/dissertation_committee.pdf. Turn the completed form in to the SSC, who will then submit the information to GradWeb. The committee must include four members: 2 CDS members (at least one core member), one additional CPHS Department Faculty member, and a faculty member outside of the CPHS Department. If the student chooses to appoint two people as co-chairs, they must both be tenure-track faculty. Program Affiliated Faculty can only co-chair dissertation committees, they cannot serve in the capacity of sole advisor/mentor. Review the Dissertation Committee Policies on the Graduate School website <http://gradschool.uoregon.edu/policies-procedures/doctoral/committee>.

Dissertation Proposal Approval

The student should consult with the advisor, typically the chair of the dissertation committee, about scheduling a date and time to defend the dissertation proposal. Make arrangements with the SSC to reserve a room for the defense, obtain the *Dissertation Proposal Approval* form from the Communication Disorders and Sciences Program website, and have the committee sign the form, signifying that each member has approved the dissertation proposal. Turn in the completed form to the SSC. The student's advisor will need to review multiple drafts of the proposal before it goes to the committee. Keep in mind that faculty are not on contract during the summer. The Dissertation Proposal Approval Form may be obtained here: https://education.uoregon.edu/sites/default/files/dissertation_proposal.pdf

Dissertation Proposal Defense Attendance Policy

The student should attempt to have all committee members attend the proposal defense. If there are extreme scheduling conflicts among the four committee members, the chair and any other 2 members (for a total of 3) **must** be in attendance at the proposal defense. The advisor must approve scheduling the defense without the fourth member. The member not attending must provide a statement stating (s)he has read the document, and provide feedback on the document. Students must consult with their advisor and the Program Director in the case of any other circumstances that prevent the required committee members to be present for the proposal defense.

Enrolling for Dissertation Credit

Students may enroll in dissertation credits after Advancing to Candidacy. All students must complete a minimum of 18 dissertation credits. Students must be sure to comply with continuous enrollment requirements established by the University. Students making satisfactory progress toward the completion of the dissertation will receive a grade of Incomplete for CDS 603 Dissertation each term; the Incompletes are replaced by a grade of Pass only after the Graduate School has awarded the doctoral degree.

Research Compliance

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

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

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

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

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

Acceptable Topics and Methods

The dissertation must be an empirical investigation that makes a contribution to the existing knowledge base in a topic area related to the field of Communication Disorders and Sciences. Dissertation research requires the integration of theoretical and empirical knowledge and research skills within the context of the practice of Communication Disorders and Sciences. In its completed form, the dissertation will be judged largely upon

the ability of the candidate to: (1) review and make critical use of the theoretical and empirical literature; (2) formulate research questions that emerge logically from existing literature; (3) design an original investigation that generates data that answers the research questions; (4) collect, accurately analyze, present and interpret the data; and (5) present the scientific and practical implications of the research in the context of the current body of knowledge on that topic. Topic areas and research methods must be approved by the chair and must be in a topic area and use research methods within the general expertise of the chair (the student's Advisor).

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

Format of the Dissertation Document

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

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

Students will find the submission instructions and forms on the Graduate School's website under Thesis and Dissertation Overview <http://gradschool.uoregon.edu/node/151>.

To ensure faculty approval of the final document, students are required to obtain faculty signatures on the "Thesis/Dissertation Submission Form & Document Approval" form found on the Graduate School's website (<http://gradschool.uoregon.edu/thesis-dissertation/thesis-dissertation-submission>). Signatures must be original (no electronic signatures or faxed forms).

The Graduate School Thesis and Dissertation Editor will continue to meet with or correspond with students about Graduate School formatting requirements. Students will also have access to assistance with technical issues, such as conversion to PDF and other software issues, through UO Library's Center for Media and Educational Technologies (CMET) (<http://libweb.uoregon.edu/cmet/>). The Graduate School has modified pagination and margin requirements to make formatting more in tune with electronic document conversion. The Style Manual for Theses and Dissertations has been updated to reflect these changes. Graduate School approval is required for the *format* of the Dissertation.

Scheduling the Final Oral Defense

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

See the Graduate School's website for the deadlines (<http://gradschool.uoregon.edu/deadlines-doctoral>) and necessary forms (<http://gradschool.uoregon.edu/policies-procedures/doctoral/defense>) associated with the application for degree and final defense. The student may defend the dissertation in spring term before graduation or any time during the student's final year. The student should keep in mind that when the committee reviews the dissertation document they may require additional changes and that these changes may require the postponement of the defense date. It is the student's responsibility to allow ample time for the committee to read the dissertation and for the student to make any necessary changes, and as such students are required to turn in their completed dissertation –which, has been approved by the advisor – to submit their completed dissertation to the committee members three (3) weeks prior to the defense date. The Communication Disorders and Sciences faculty require six (6) weeks to ensure there is adequate time to carefully review the document before agreeing that the student is ready to defend.

Students are asked NOT to provide any food or beverage whatsoever (even water bottles) for committee members at proposal meetings and dissertation and thesis defenses. Faculty do not expect it, and the power differential in the student and faculty professional roles may lead to ambiguity, or to a perception of coercion within this process.

Procedures for Defending

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

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

Application for Final Oral Defense for Doctoral Degree form. The SSC prints this form, obtains the necessary signatures, and submits it to the Graduate School. The form must be generated and submitted to the Graduate School no less than three (3) weeks before the date of the final oral defense. The dissertation title cannot be changed after this point.

7. After the defense, the student will give the signed Certificate of Completion to the SSC (received from the Advisor at the defense). A copy will go in the student's file and the SSC will send the original to the Graduate School.
8. In the same quarter in which the student defends, he or she must upload the completed (with revisions) and approved dissertation by the Final Acceptance Deadline (See Doctoral Degree Deadlines: <http://gradschool.uoregon.edu/deadlines-doctoral>). Exact dates differ for each term, but this deadline falls approximately two weeks prior to the end of the term. If the committee requested revisions during the defense (and they almost always do!) then the student must complete the revisions and give the advisor (and sometimes committee members) time to review and approve the revisions before the deadline.
9. Students must have their Committee Chair (and co-chair if applicable) sign the Thesis/Dissertation Document Approval form for the Graduate School, <https://gradschool.uoregon.edu/sites/default/files/SubmissionDocumentApprovalAug12.pdf>. These must be actual signatures and not electronic signatures by both the student and the faculty. This form states that the committee approves the final dissertation. Please see <http://gradschool.uoregon.edu/thesis-dissertation/thesisdissertation-submission> for more details. The student may leave this form with the SSC at the time of the defense, and she will then date it and send to the Graduate School at the time of final submission. This typically occurs during the summer when faculty are not on contract and may not be in Eugene. It is the student's responsibility to communicate with the advisor regarding review of the final document and signing of the form.

Student Grievance

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

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

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

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

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

College of Education Grievance Procedure

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance, and program retention and completion. No student shall be penalized or discriminated against for utilizing this procedure. A grievance must be filed during the term in which the circumstances occurred, or before the end of the next term in which the student registered as a student in a College of Education program and must follow the procedural requirements outlined in OAR 571-03-110 and 115 (<https://education.uoregon.edu/academics/student-grievance>).

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

Step 1.

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

Step 2.

The Step 2 appeal will be the next logical level of authority within the area in which the student(s) course or program resides, or in which the faculty or staff member being grieved against holds appointment. This would be the “major director,” “area head,” or similar title, depending upon the administrative organization of the area. In the event of different interpretations of what constitutes the next appropriate level of administrative review, the Dean of the College of Education will rule on the definition of Step 2 administrators for the particular grievance. Administrators who are party to the grievance will not be part of the review process; in the event of such an occurrence, the grievance will move to the next logical level of review as determined by the Dean of the College of Education.

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

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

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

Step 3.

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

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

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

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

Step 4.

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

Step 5.

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

Grades

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

Faculty/Staff

If the grievance pertains to some other aspect of faculty or staff responsibilities, the student may contact a member of the Student-Faculty Committee on Grievances. Five faculty members and five students are on the committee. Faculty committee members are listed in the back of the University of Oregon Faculty-Staff telephone directory. Procedures used by the Student-Faculty Grievance Committee to settle grievances include informal consultation and formal investigation. If the Committee is unable to resolve the complaint or grievance in a manner that is acceptable to the persons concerned, the Committee will prepare a report of its findings and recommendations will be forwarded to the President of the University.

Discrimination

If any student enrolled in the College of Education or in a College of Education course believes he/she has been discriminated against on the basis of age, sex, race, marital status, religion, handicap, or national origin, she/he may contact the appropriate college affirmative action liaison officer, the Dean of the College of Education, or may take the grievance directly to the University Office of Affirmative Action.

If students are unsure as to which of the above grievance procedures to use, they may talk with any staff member in the Office of Academic Support and Student Services.

Appendices

Appendix A: Annual Progress Review

ANNUAL DOCTORAL PROGRAM PROGRESS REVIEW:

PRIOR TO ADVANCING TO CANDIDACY

STUDENT _____

ADVISOR _____

Program Year _____

PROGRAM COMMITTEE MEMBERS

Anticipated Date for Advancing to Candidacy

PROCESSES

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

COURSEWORK*

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

SCHOLARLY PAPERS AND RESEARCH ACTIVITIES*

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

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CLASSROOM & CLINICAL TEACHING*

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

CULTURAL COMPETENCY*

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

SERVICE*

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

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

SUMMMARY

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

SIGNATURES

I have reviewed my progress with my Advisor

Student

Advisor

Date

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

Academic Year	Fall	Winter	Spring	Summer
Year 1	Draft Program Plan; Coursework; Create Comprehensive Paper Plan	Coursework	Coursework Form a Program Committee; Annual Doctoral Program Progress Review	Complete Comprehensive Paper; <i>Coursework optional</i>
Year 2	Coursework	Coursework	Coursework; Program Committee Meets; Annual Doctoral Program Progress Review	Optional Coursework
Year 3	Optional Coursework → Possible Classroom Teaching (CDS 602) → CDS 601 or 605 (3 Predissertation Credits)	Optional Coursework → Possible Classroom Teaching (CDS 602) → CDS 601 or 605 (3 Predissertation Credits)	Creation of dissertation committee completed; Dissertation Proposal Defense Program Committee Meets Annual Doctoral Program Progress Review ADVANCE TO CANDIDACY	
Year 4	CDS 603 (6 Dissertation Credits)	CDS 603 (6 Dissertation Credits)	CDS 603 (6 Dissertation Credits); DISSERTATION DEFENSE	

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

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

Appendix C: Doctoral Course Plan Examples

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

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

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

Academic Year	Fall	Winter	Spring	Summer
Year 1	<p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 612 (4) – Social Science Research Design <p>Primary area:</p> <ul style="list-style-type: none"> • CDS 605 (3) – Readings in Language Development Theory <p>Secondary area:</p> <ul style="list-style-type: none"> • SPED 680 (3) – Foundations in Early Intervention 	<p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 614 (4) – Educational Statistics <p>Research Methods (qual):</p> <ul style="list-style-type: none"> • EDUC 630 (4) – Qualitative Methods I <p>Secondary area:</p> <ul style="list-style-type: none"> • SPED 681 (3) – Family-guided Early Intervention 	<p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 640 (4) – Applied Statistical Design and Analysis <p>Research Methods (qual):</p> <ul style="list-style-type: none"> • EDUC 632 (4) – Qualitative Methods 2 <p>Primary area:</p> <ul style="list-style-type: none"> • CDS 605 (3) – Readings in Bilingual Language Development • EDST 457 (3) – Equal Opportunity: Diaspora and Immigration 	<p><i>Optional Coursework</i></p> <p>EDLD (1) – Research Writing 1</p>
Year 2	<p>SPED 626 (3) – Grant Writing</p> <p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 642 (4) – Multiple Regression in Educational Research <p>Primary area:</p> <ul style="list-style-type: none"> • LING 444 (4) – Second Language Acquisition 	<p>CDS 602 (3) – Supervised College Teaching</p> <p>Primary area:</p> <ul style="list-style-type: none"> • CDS 601 (3) – Advanced Readings in Bilingual Language Development 	<p>CDS 602 (3) – Supervised College Teaching</p> <p>Research Methods (quant):</p> <ul style="list-style-type: none"> • EDUC 646 (4) – Advanced Research Design <p>Secondary area:</p> <ul style="list-style-type: none"> • EDLD 623 (4) – Cultural Adaptation of Evidence-Based Practice 	<p><i>Optional Coursework</i></p>

Sample Program Plan Following Year 2

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

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

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

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

Academic Coursework

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

Research Coursework

Quantitative Research Methods (19 CR)

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

Single-Case Design Research Methods (15 CR)

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

Qualitative Research Methods (4 CR)

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

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

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

Cognate Coursework

Cognate: Cognitive Underpinnings of Discourse (11 CR)

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

CDS Supervised Teaching (13 CR)

CDS 602 Syllabus Prep	(3)	Winter 2020
CDS 602 Supervised College Teaching	(3)	Spring 2020
CDS 602 Supervised College Teaching	(3)	Spring 2020
CDS 608 Evidence-Based Practice Project (EBP) - Mentor	(1)	Winter 2020
CDS 608 Evidence-Based Practice Project (EBP) - Mentor	(1)	Winter 2020
CDS 608 Evidence-Based Practice Project (EBP) - Mentor	(1)	Spring 2020

Pre-Dissertation Research (11 CR)

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

Appendix D: Program Committee Evaluation of Written Portfolio

STUDENT _____

COMMITTEE MEMBER _____

EVALUATION PARAMETERS

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

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

Does Not Meet Competency

Meets Competency

Exceeds Competency

2. Evidence suggests the student has independently conducted research activities requisite for being able to publish in the CDS field, including: writing IRB proposals and taking a primary role in data collection, analysis, and writing up findings.

Does Not Meet Competency

Meets Competency

Exceeds Competency

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

Does Not Meet Competency

Meets Competency

Exceeds Competency

4. Evidence suggests that the student has completed teaching activities requisite for obtaining initial competency as a university instructor and has formulated a relevant teaching philosophy.

Does Not Meet Competency

Meets Competency

Exceeds Competency

5. Portfolio is well organized and professionally presented

Does Not Meet Competency

Meets Competency

Exceeds Competency

- Evidence suggests that the student has met cultural responsiveness in research and teaching.

Does Not Meet Competency

Meets Competency

Exceeds Competency

Overall Comments:

Overall Comments:

Appendix F: Tenure Track Application Supports

SAMPLE INTERVIEW QUESTIONS FOR TENURE TRACK POSITION

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

SAMPLE TENURE TRACK FACULTY ANNUAL EVALUATION AREAS

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