Early Intervention/Early Childhood Special Education

Doctoral Program Supplemental Handbook

Early Intervention Program
Special Education and Clinical Sciences Department
College of Education
University of Oregon

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Welcome!

The faculty and staff in the Early Intervention Program and the Early Intervention/Early Childhood Special Education (EI/ECSE) Leadership Program welcome you as a doctoral student. We are pleased that you have selected the University of Oregon to pursue your doctoral degree and look forward to working with you throughout your academic career.

The major goal of the Early Intervention Program is to expand and improve educational and therapeutic services for infants and young children who are at risk and disabled and their families. Underlying this goal or purpose is the assumption that improving and expanding services will effect positive change in children and their families that, in turn, will result in their positive contributions to the community and society. Assisting individual children and their families to become independent and productive yields a benefit to the individual, as well as to the greater society. Leadership skills will assist you in conducting teaching research, policy development, and other scholarly activities in EI/ECSE.

This Handbook provides you with key information on the procedures for completing your doctoral program of study. Along with information provided by the Special Education major and the Special Education Doctoral Handbook, and the College of Education, this information will assist you in preparing for various aspects of obtaining your degree and submitting required documents within established guidelines in a timely manner.

The Early Intervention Program website, http://eip.uoregon.edu/index.html, is updated on a regular basis. Information regarding University of Oregon policies, procedures, deadlines, and forms required by the College of Education can be found on the University of Oregon College of Education website at: http://education.uoregon.edu/path.htm?setpath=19. The Special Education area publishes a handbook for SPED doctoral students. We strongly encourage you to regularly check these resources for updated information.

Welcome!

Table of Contents

Introduction to the Early Intervention/Early Childhood Special Education Leadership Program Handbook

Welcome to the Early Intervention/Early Childhood Special Education (EI/ECSE) Leadership Program. This Handbook delineates various components of the program and guides doctoral students in planning their studies. The Handbook is divided into the following sections:

I. *Section one* provides a description of the program rationale that underlies services for at-risk and disabled children ages birth to six and their families. This section also includes a description of the philosophical perspectives underlying EI/ECSE leadership training.

II. *Section two* provides a description of the Early Intervention Program. The EI/ECSE doctoral program is part of the Early Intervention Program (EIP) within the Special Education (SPED) area, in the department of Special Education and Clinical Sciences (SPECS). The EIP has its own philosophy and organizational structure that compliments that of SPED.

III. *Section three* provides a general overview of the program, goals, and training model. The aim of this program is to prepare doctoral students to provide leadership in the area of EI/ECSE. Students who graduate from this program are qualified to serve in the following roles: academic faculty, program developers, policy developers/analysts, applied researchers, and instructors. Other related roles are possible.

IV. *Section four* provides a description of the program procedures and components, student evaluations, and policies. This section of the Handbook contains an overview of program procedures and describes the apprenticeship model. Also, descriptions of the seven program components are given which include course work, field work, leadership qualities, competency areas, professional activities,

comprehensive examination, and dissertation. Evaluation procedures and student policies are also described.

V.   *Section five* provides information pertinent to international doctoral students.

VI.   *Section six* describes the College of Education and Early Intervention Program student policies. This section contains a set of policies that are particularly relevant to students in the EI/ECSE doctoral program.

The Special Education and Clinical Sciences Doctoral Handbook contains essential information. This Handbook includes supplemental information for the EI/ECSE doctoral program. All doctoral students are encouraged to read and become familiar with both handbooks and use them as a resource to plan their graduate programs.

I.   Rationale for Early Intervention/Early Childhood Special Education and Philosophical Perspective Underlying EI/ECSE Leadership Training

Theoretical Framework

The development and delivery of educational, medical, and therapeutic services for young children who are at risk and disabled are supported by two sets of theoretical assumptions: one set for the field of EI/ECSE and a second set for EI/ECSE programs and professional development.

As shown in Figure 1, the two theoretical assumptions underlying the rationale for early intervention include: (1) Genetic, biological, and environmental problems can be overcome or attenuated; and (2) Early experience is critical in shaping children's development (Guralnick 2012; Moffit et al., 2011; Shonkoff & Phillips, 2000; Squires, 2010; Thompson, 2009). Data suggesting the plasticity of the nervous system, the resiliency of the young child, and the influence of the environment on human organisms provide strong support for these theoretical

positions. If programs are conceptually sound and services are delivered by qualified personnel, there is a broad range of empirical support for the effectiveness of early intervention for at-risk and disabled populations of young children and their families (Love et al., 2005; Odom, 2009; Ramey & Ramey, 2004; Reynolds, Ou, & Topitzes, 2004; Reynolds, Temple, White, Ou, & Robertson, 2011; Shore, 2003).

Also shown in Figure 1, three theoretical assumptions underlie EI/ECSE programs and personnel training: (1) Children with developmental problems, and/or who live in poor environments, require specifically designed early experiences to help compensate for genetic, biological or environmental deficits; (2) Trained personnel are necessary to provide essential early experiences to compensate for developmental problems and poor environmental stimulation; and (3) Developmental progress is enhanced in children who participate in EI/ECSE programs.

| Theoretical assumptions underlying rationale for Early Intervention/ Early Childhood Special Education | → | Genetic, biological, and environmental problems or deficits can be overcome or attenuated | → | Early experience is critical in shaping children's development |

Theoretical assumptions underlying development of Early Intervention/Early Childhood Special Education	→	Children with developmental problems and/or who live in poor environments require specially designed early experience to compensate for the genetic, biological, or environmental deficit.
	→	Qualified personnel are necessary to provide essential early experiences to compensate for developmental problems and poor environmental stimulation.
	→	Developmental progress is enhanced in children who participate and whose caregivers participate in Early Intervention/Early Childhood Special Education programs.

Figure 1. Theoretical assumptions underlying the rationale for Early Intervention/Early Childhood Special Education and for EI/ECSE programs and personnel preparation.

Philosophical Perspective Underlying EI/ECSE Leadership Training

The EI/ECSE leadership program described in this handbook is guided by five major philosophical perspectives, including 1) transactional, 2) family systems, 3) developmental, 4) educational, and 5) professional/family, transdisciplinary partnerships.

1. Transactional Perspective

The transactional or interactional perspective is a variation of the ecological model that is focused upon the social responsiveness of the environment and the interactive nature of the child-environment exchange (Sameroff, 2010). The child's growth and development are the sum of the actions to, and reactions from, the environment over time. Consequently, concern must extend to children and their impact on the environment as well as the reverse. In addition to the emphasis on the reciprocal aspects of the interaction between child and environment, the transactional model reinforces attention to the importance of the child's social environment. The child's early exposure to the environment is largely mediated by primary caregivers. This social mediation is of importance and should be a focal point for interventionists interested in facilitating the development of infants and young children who are at risk and disabled.

2. Family Systems Perspective

As the transactional perspective suggests, family involvement is considered fundamental to the success of early intervention with infants and young children. To be effective with infants and young children, personnel must begin to formulate their input based on the larger social context in which the family resides. Many authors have articulated the need to take into account the resources, stresses, values, and desires of family members before developing elaborate intervention plans which families may find unsuitable or even distasteful (Bertelli, Silverman, & Talbot, 2009; Dunst, Trivette, & Hamby, 2006). Intervention efforts with children who are disabled are significantly enhanced when the primary caregiver receives adequate support, and when the parents, in turn, receive adequate community support - whether from extended family members, organizations (e.g., church), or friends (Bruder, 2010).

The transactions that occur between caregivers and children should likewise be placed in the larger context of the family. The family is recognized as the focus of early intervention efforts in order to facilitate child change. The importance of the home environment, the social supports

available to the family, and family characteristics are factors to be studied (Bruder, 2010; Mahoney & Wiggers, 2007). The family's strengths and needs must be carefully considered when implementing early intervention services.

3. Developmental Perspective

Developmental theory provides a general description of typical development during infancy and early childhood, and the application of general developmental theory is enhanced by the skill theory perspective. That is, domains of behavior are a composite of individual skills. Skill acquisition follows a developmental hierarchy that moves from a simple concrete level, to the representation level, to the level of abstraction. A skill sequence develops relatively independently to certain levels at which time coordination between skills, or clusters of skills, occurs. The skills that develop and the speed with which they are acquired are dependent upon the environmental emphasis and input. Developmental theory provides general maps of emerging behavior. These maps are based on data that suggest the typical patterns of development for the young child in the domains of motor, cognitive, social-emotional, and adaptive behavior. Developmental hierarchies should be viewed as composites of sequentially acquired skills that guide most early intervention efforts. Such a framework specifies long-range goals and also suggests intervention sequences. However, skill sequences provide only general guidelines and many children who are disabled will deviate from the typical pattern, as well as show a variation in acquisition rates across skill areas.

4. Educational Behavioral Perspective

Another perspective underlying personnel leadership training is an educational orientation. An educational perspective encourages the interventionist to focus on arranging environmental contingencies in order to produce change in the child and family (Feil et al., 2009; Mashburn et al., 2008). McIntosh, Lucyshyn, Strickland-Cohen, Horner (2015). This perspective requires that education be defined in its broadest sense and does not refer exclusively to programming of skills more traditionally thought of as academic (e.g., reading and writing). Rather, "educational" refers to any functional skill or behavior that can be acquired through some form of environmental manipulation (Bagnato, Neisworth, & Pretti-Frontzcak, 2010; Copple & Bredekamp, 2009).

Thus, most interventions formulated by allied health professionals appropriately fall under this definition of education.

The above definition of education requires that a broad array of domains be considered as potential intervention targets. Working in tandem with an orthopedist and physical therapist to assist a child in learning to properly use a prosthetic device would be considered an educational goal. Similarly, assisting a mother in acquiring more effective parenting strategies would be considered within the purview of education. Even assisting the family in acquiring social services that might indirectly impact on the care of the child would be considered educational, and thus an appropriate target within the present approach.

5. Professional/Family and Transdisciplinary Perspectives

Quality services for infants and children and their families who have a range of needs require the cooperation of parents and professionals from many disciplines and agencies. If children are health impaired, medical or nutritional assistance may be necessary. If the family is neglectful, social service or legal agencies may need to be involved. If the child's development is delayed, educational or therapeutic services may be essential. Increasingly, the children and families being served in EI/ECSE programs have multiple and often chronic needs. To meet these needs, EI/ECSE personnel must have a transdisciplinary perspective that encourages and promotes collaboration and cooperation and a systems-based approach (Bricker, Macy, Squires, & Marks, 2013; Derrington & Lippitt, 2008; Perlman & Fantuzzo, 2010; Robinson & Rosenberg, 2004; Stahmer, Sutton, Fox, & Leslie, 2008; Wulczyn, Barth, Yuan, Harden, & Landsverk, 2006).

II. The Early Intervention Program

Introduction

The need for qualified personnel in early intervention has been emphasized at national and state levels. The leadership training program described in this handbook was developed to respond to the need for highly trained individuals who can provide a broad range of services for infants, toddlers, and preschoolers who are at risk and disabled, and their families. The purpose of this training program is to prepare doctoral level personnel to provide leadership in the field of EI/ECSE. This program graduates leaders who are able to conduct program design and

implementation, policy development and administration, training at institutions of higher education, and applied research and program evaluation. Preparation for these roles is acquired through a cohesive and coordinated set of course work and field experience offered by this training program.

In this section of the handbook, the larger organizational context for the EI/ECSE doctoral training program is described.

Organizational Structure

The College of Education has four academic departments and seven research institutes. The four departments include: Counseling Psychology and Human Services, Education Studies, Special Education and Clinical Sciences, and Educational Methodology, Policy, and Leadership. The Early Intervention Program is located in the Special Education and Clinical Sciences department, in the Special Education area. The research institutes in the College of Education include the Center on Human Development, Institute on Violence and Destructive Behavior, Educational and Community Supports, Center on Teaching and Learning, Behavioral Research and Teaching, Center for Educational Policy Research, Child and Family Center, Secondary Special Education and Transition Programs, and Center for Electronic Studies.

The Early Intervention Program (EIP) is also part of the Center on Human Development (CHD), one of the major university research institutes and the University Center for Excellence in Developmental Disabilities (http://ucedd.uoregon.edu). The Center on Human Development and UCEDD house a number of major research and development projects, which are externally funded and focus on individuals with developmental disabilities and risk populations from infancy to adulthood. The UCEDD provides coordination, program direction, and support for the Center on Human Development in four primary mission areas: (1) interdisciplinary training; (2) model development/exemplary services; (3) technical assistance; and (4) dissemination and outreach.

The Early Intervention Program offers personnel preparation, demonstration, research, and dissemination activities focused on populations of infants, toddlers, and preschool-age children

who are at-risk and disabled, and their families. Early Intervention encompasses an interdisciplinary field of specialization that combines theory, research, and the application of recommended practices from fields such as early childhood, psychology, medicine, sociology, and special education.

Early Intervention Program Faculty

The EI/ECSE Leadership Program is composed of Early Intervention/Early Childhood Special Education core content and related support area content including: Allied health, school psychology, communication sciences and disorders, counseling psychology, special education, educational policy and management, and program development/evaluation. A broad range of faculty from these related areas is available to students in this program. These supporting faculty offer courses, advising, and opportunities for collaboration on demonstration and research projects. The Early Intervention Program faculty includes:

Linda Albi, M.S. (University of Oregon, 1997). Ms. Albi is the Field Experience Coordinator for the Early Intervention Master's program and instructor of graduate level courses. She currently co-teaches the *EI Methods III* and *IV* sequence and co-teaching *Family-Guided Early Intervention*. Her professional interests are personnel preparation and clinical supervision in EI/ECSE. Ms. Albi is also an academic advisor, practicum and student teaching supervisor, and Director of BOOST (Building on Opportunities for Summer Teaching), the EIP summer preschool classroom.

Jantina Clifford, Ph.D. (University of Oregon, 2006). Dr. Clifford is the program coordinator and lecturer in SPED/EI. She currently teaches *Foundations in EC/EI*, *Assessment and Evaluation*, and *Curriculum in EC/EI* graduate level courses in the Early Intervention Master's degree Program. Dr. Clifford has been involved in the development, refinement, and psychometric evaluation of several assessment measures for young children, including the ASQ-3, ASQ:SE-2, SEAM, AEPS, and

the ASQ:Inventory. Dr. Clifford served as an early childhood educator prior to pursuing an academic career in EI/ECSE.

Lillian Durán, Ph.D. in Educational Psychology from the University of Minnesota and is currently an Associate Professor in the Department of Special Education and Clinical Sciences at the University of Oregon. She holds a B.A. in Elementary Education from Antioch College and a M.A. in Education and Human Development from the George Washington University. Her research is focused on improving instructional and assessment practices with preschool-aged dual language learners (DLLs). She is currently a Co-Principal Investigator on an IES Goal 5 measurement grant to develop a Spanish version of the Individual Growth and Development Indicators (S-IGDIs) an early language and literacy general outcome measure for universal screening in preschool. Dr. Durán frequently delivers presentations nationally on the topic of recommended practices in assessment and intervention with young DLLs with and without identified disabilities. Prior to Dr. Durán's work in higher education she worked for 9 years as an early childhood special education teacher both in Prince George's County, Maryland and in rural south central Minnesota.

Wendy Machalicek, Ph.D. (University of Texas at Austin, 2008). Dr. Machalicek has served as Special Education Faculty Coordinator at the Wisconsin Maternal and Child Health Leadership Education in Neurodevelopmental and Related Disabilities Program at the University Center for Excellence in Developmental Disabilities at the University of Wisconsin-Madison; as faculty at the Rehabilitation Psychology and Special Education program at the University of Wisconsin-Madison; and as an investigator at the Eunice Kennedy Shriver Intellectual & Developmental Disabilities Research Center in Madison, WI. She teaches the graduate level course *Autism in Early Intervention* in the Early Intervention Master's Program and is Department Chair.

Lois Pribble, Ph.D. (University of Oregon, 2013). Dr. Pribble worked as an ECSE classroom teacher, Child Find screener, and inclusion consultant before earning her doctorate in EI/ECSE. She currently teaches the *Application of a Linked System I and II* and *EI Methods I & II* sequence of courses and co-teaches *EI Methods III & IV*. She is also co-director of BOOST (Building on Opportunities for Summer Teaching), the EIP summer preschool classroom. In addition to teaching in the EI/ECSE program she teaches in the Family and Human Services (FHS)—Early Childhood Emphasis program. Her interests include early childhood social-emotional development and intervention, personnel preparation, and EI/ECSE curricula development.

Jane Squires, Ph.D. (University of Oregon, 1988). Dr. Squires is the Early Intervention Program Director; Professor in Special Education/Early Intervention, Associate Director of the Center for Excellence in Developmental Disabilities; academic advisor with interests in assessment of infants and young children, including developmental assessments completed by parents/caregivers, curricula for early childhood/special education, screening and monitoring of at-risk children, and personnel preparation in EI/ECSE. Dr. Squires directs the doctoral program and conducts research on early identification of delays, developmental screening, and social-emotional interventions.

Main Support Areas

Special Education and Clinical Sciences (SPECS)

Special Education and Clinical Sciences is the home department for the Early Intervention Program. Faculty and students in the EI/ECSE area work closely with the faculty in the SPECS department. Doctoral students are able to participate in a variety of courses and research seminars that include single-subject research design, research on behavior and conduct disorders, and design of instruction. EI/ECSE is also within the Special Education (SPED) major area.

Child Development and Rehabilitation Center

The Child Development and Rehabilitation Center (CDRC) is located in the Center on Human Development, University of Oregon, directed by Marianne Taylor. CDRC staff includes nurses, social workers, psychologists, communication specialists, motor specialists, and a variety of medical specialists who offer course work, field experience, and advising for EI/ECSE doctoral students. CDRC is the primary state-supported diagnostic and evaluation unit for central and southern Oregon for children and youth with disabilities and thus is a rich resource for students interested in assessment, diagnosis and interdisciplinary teamwork.

School Psychology

Graduate students in the School Psychology program are able to specialize in Early Intervention, and may take EI/ECSE courses and practicum. Conversely, EI/ECSE students can access the School Psychology faculty, courses, and practicum. This collaboration may lead to joint projects benefiting both EI/ECSE and School Psychology students.

Communication Disorders and Sciences

The Communication Disorders and Sciences (CDS) faculty has a history of collaboration with the EI/ECSE area, including a joint personnel preparation program, Training Early Advanced Master's Specialists (TEAMS). Graduate students in the CDS program are encouraged to take courses and practicum in the EI/ECSE area. Interactions and interchanges between CDS and EI/ECSE students in course work and practicum are profitable for both groups and help expand their interdisciplinary perspective.

Counseling Psychology

Liaisons have been forged between the Counseling Psychology faculty and the EI/ECSE program. The increasing need for cooperation and collaboration across professionals and agencies requires that more attention be given to the development of more effective listening, communication, and collaboration skills. Courses and practica experiences offered by the Counseling Psychology faculty are available to EI/ECSE doctoral students.

Educational Methodology, Policy, and Leadership

The area of Educational Methodology, Policy, and Leadership has much to offer EI/ECSE students. Courses and field experience address educational foundations, advanced statistical methodology, operations, and contemporary trends in public education. Sampling from this area provides students with a broadened perspective of public policy and regulations, as well as opportunities to participate with and learn from individuals preparing to enter educational administration.

Education Studies

The licensure and degree programs offered by the Department of Education Studies prepare professionals to use the best of research-based practices to teach children and adult learners. These licensures include Curriculum and Teacher Education, ESOL and reading endorsements, and Critical and Sociocultural Studies in Education.

III. Program Overview, Goals, and Training Model

Program Overview

The primary aim of this interdisciplinary EI/ECSE doctoral training program is to academically and practically prepare professionals to provide leadership in the area of EI/ECSE. This program, part of the Special Education Doctoral Program, offers a non-categorical, competency-based interdisciplinary course of study designed to train academic faculty for institutions of higher education, applied researchers, policy analysts, and program developers capable of leading and advancing the field of EI/ECSE.

Doctoral students acquire competencies and leadership expertise through participation in selected course work and professional activities. Course work includes core courses focused on early intervention / early childhood special education, foundations in special education, statistics, research design / methodology, electives, and dissertation credits.

The field experiences for each doctoral candidate revolve around preparation for the four basic roles of: 1) program developer, 2) applied researcher, 3) instructor, and 4) policy developer and analyst. The program is designed to assure that every doctoral student becomes competent in executing these four roles. However, depending upon a student's background or interest, one role may be emphasized over the others.

This program is individualized for each doctoral candidate in terms of the academic pursuits. For example, rather than structuring a rigid sequence of course work and field experience, each student develops an individual plan for his/her program of studies. Figure 2 shows leadership qualities, competency areas, and professional activities in relationship to training opportunities and leadership roles.

Program Goals

The goal of the EI/ECSE leadership program is to prepare doctoral students to provide leadership in the area of infants and young children who are at-risk and disabled, and their families. Specifically, students are prepared to fulfill the roles of program developers, instructors, applied researchers, and policy analysts.

1. Program Developers, Implementers, and Evaluators

To accomplish this objective, students must successfully complete course work requirements and training activities that prepare them to develop innovative programs, expand existing programs and provide technical assistance to enhance the effectiveness of existing educational and social services.

2. Applied Researchers

Students should be both consumers and producers of quality research. Students are expected to acquire basic design and research skills that will allow them to develop quality research proposals and implement applied research strategies. Students must also develop the skills to critically analyze research data and relate its value and relevance to applied settings. The College of Education sets specific minimum requirements for statistics and research courses.

3. Instructors

If students are to become effective instructors in higher education settings, they need the knowledge and skills to develop high quality courses in EI/ECSE. The preparation and delivery of lectures is considered an important academic skill. Further, students must develop skills to advise and supervise undergraduate and Master's level trainees in field-based practicum settings, as well as communicate effectively with the professionals conducting business in these settings.

4. Policy Developers and Analysts

If students are to assume leadership roles in policy development/analyses, they must gain knowledge and skills in state-of-the-art concepts and procedures for delivering quality services. Of special importance are the skills needed to coordinate multiple agencies involved in educational and social service delivery. In addition, developing skills to manage public agencies during periods of financial austerity is of importance. Finally, doctoral students are expected to develop knowledge and skills that are needed to assist in policy development at the state and local levels to ensure that the mandates of the Individuals with Disabilities Act (IDEA), Child Abuse Prevention Treatment Act (CAPTA), and other legislation are implemented in a positive and effective manner.

Underlying these four roles is the assumption that doctoral students will develop a general knowledge of EI/ECSE, and the necessary scholarly skills that permit gaining thorough knowledge of the fields and areas of related importance as well as critical analytic skills and familiarity with the available literature.

Apprenticeship Model

To meet the goal of this leadership program and to assist students in acquiring the four specific roles of program developer, policy analyst, instructor, and applied researcher, the program faculty employs a general approach to training called an apprenticeship model. The apprenticeship model supports learning in a domain by enabling students to acquire, develop, and use cognitive tools in authentic domain activity. Similarly, craft apprenticeship enables apprentices to acquire

and develop the tools and skills of their craft through authentic work at, and membership in, their trade. We believe the apprenticeship model is appropriate for learning to use a range of communication and social-interaction skills as well as cognitive skills.

An underlying foundational concept of the apprenticeship model is that effective learning occurs as a function of active involvement and participation. This assumption appears particularly important in academic settings where information too frequently is imparted through lecture to the passive student. As with small children, adults appear to acquire new or expanded knowledge and skills that they can subsequently use in an effective manner by actively engaging in the desired behavior rather than being told about the behavior in written or spoken words. However, it is important that the apprentice be given effective models for the behavior and timely feedback and guidance as he or she performs target behaviors.

As used in this leadership program, the apprenticeship model has three important features. First, the apprenticeship model requires that students have the opportunity to engage in a broad array of "authentic" activities. Authentic in this sense refers to actual activities in the real world. To be a competent program developer, the student needs to have been involved in actual program development activities such as developing an annual budget, understanding and putting in place an organizational structure for a program, hiring personnel, and conceiving and executing an evaluation plan. Authentic research skills might include writing a grant proposal, reading and interpreting agency/grant guidelines and regulations, designing a study, and collecting "real" data. The opportunity for students to engage in authentic activities provides them with many chances to acquire the necessary skills and information to fulfill the roles of program developer, policy analyst, instructor, and researcher.

A second feature of the apprenticeship model is that students can observe and work with individuals who meet the standards for successful leadership in the field of EI/ECSE. Providing authentic activities for students is greatly enhanced if successful and competent professionals are also engaged in the activity. For example, working with an experienced

grant writer while engaged in developing a grant application provides the student with an array of opportunities to observe how an experienced and successful professional engages in the process of problem solving and information gathering during the creation of an application. Working with seasoned and effective instructors as they develop their syllabi, order and prepare instructional material, deliver lectures, plan and execute learning activities, and conduct course evaluations can provide similar advantages to the student. A third feature of the apprenticeship model is the feeling of membership in his or her profession that the student develops as he or she engages in the real activities of the profession. The student is not merely practicing or engaging in simulated activities, but rather is involved in the true essence of the field and learning to negotiate those activities that will assure future success as a professional.

The apprenticeship model provides a broad and general framework for students to acquire the program's targeted leadership qualities, competency areas, and professional activities, which are described in detail in the next section of this handbook.

Student Professionalism and Confidentiality

Students are expected to adhere to program professional requirements and professional code of ethics. Students will be asked to complete university assignments within community placements and are obligated to maintain a strict code of confidentiality. Appendix A contains the Division of Early Childhood Code of Ethics statement and the EIP/COE parent consent form for working with children in community programs.

Advanced doctoral students considered full time with 3 credits of dissertation

Effective Fall 2014, doctoral students advanced to candidacy by the Graduate School will be considered as equivalent to full-time enrolled when enrolled in just three credits of Dissertation (603). This is particularly useful for self-paying domestic students who wish to access federal aid (loans) or who have loans in deferment, and for international students whose visa requirements require full-time enrollment. All Graduate Employees (GE) continue to be required to enroll full time (nine graduate credits) toward the degree regardless of advancement.

Leave policy made more flexible

Effective Fall 2014, the "in absentia" status is no longer used. Instead, "on-leave" will be used for all students who take a leave of absence. Master's students are eligible for three terms of leave; doctoral students are eligible for a total of six terms of leave (with no limits set regarding leave before or after advancement). The seven year time to degree requirement continues while a student is on-leave. However, those who take a leave of absence to treat a documented medical condition or to welcome a new child will be granted an extension equivalent to the duration of the leave.

IV. Program Procedures, Components, and Student Evaluation

This section of the handbook contains 1) an overview of program procedures, 2) a description of the seven program components, and 3) student evaluation procedures.

Overview of Program Procedures

Students can generally complete the doctoral program in three to four years. Table 3 displays a suggested EI schedule. EI/SPED Program Plan documents leading to a Doctoral Degree are contained in Appendix B. Special Education (SPED) requirements must also be followed. (SPED is the major area of study for EI/ECSE students within SPECS.) The Special Education Doctoral Degree Program Handbook should be used in tandem with this EI Supplemental Doctoral Handbook. EI/SPED Competency Portfolio Plan and Completion Record are contained in Appendix B.

Once admitted to the EI/ECSE program, students may select an academic advisor from the EI/ECSE and SPED faculty. At a minimum, students meet with their advisor at the end of each term to conduct an evaluation of the student's progress, discuss course work, and determine field-based activities for the following term. It is the responsibility of the student to schedule a meeting with the advisor, which enables them to plan and discuss ongoing as well as future activities. At the end of the second term of the student's first year, the student should have completed a tentative Doctoral Program Plan form and forwarded it to the Special Education Graduate Secretary. A Doctoral Program Plan form can be found in the SPED Doctoral Handbook. The

Program Committee (PC) should be established during the first year and a program plan filed at the end of year one.

Generally, during year one, students begin the basic statistical/tool courses and the EI/ECSE core courses. During year two, advanced course work is taken, and students begin to prepare for comprehensive exams. At the end of year two, students generally complete their written and portfolio examinations. Following satisfactory completion of the comprehensive examination, students may begin their dissertation proposal. Years three and four are focused on completion of the dissertation and holding the oral defense.

Description of Program Components

The EI/ECSE doctoral program has seven components: 1) course work; 2) field work; 3) development of leadership qualities; 4) development of competency areas; 5) professional activities; 6) comprehensive exam concept paper, and 7) dissertation.

1. Course Work

Students are required to complete a minimum of 135 hours of course work beyond the Bachelor's degree including EI and research core courses, field experience, and research hours. Appendix C contains descriptions of EI/ECSE core courses. Incoming doctoral students will take core EI coursework, practicum, and methods during their first year as needed to acquire foundational Early Intervention skills.

College of Education Ph.D. students, including Early Intervention students, are required to complete a research methodology sequence that includes at least 6 research courses: 4 in one tradition and 2 in a second, or 5 in one tradition and 1 in a second with approval. The traditions are: single-subject research, qualitative research, and quantitative research. Students may also complete two courses in Program Evaluation as their second methodological tradition. See SPED Doctoral Handbook for a listing of the courses within each tradition. The research core courses are shown in Table 1. Table 2 contains a suggested EI Doctoral Program activities schedule.

Table 1. COE Research Core Courses

COE Research Courses by Strand									
Pre-Requisites: EDUC 612 Social Science Research Design (*fall*) and EDUC 614 Educational Statistics (*winter*). These courses must be taken before choosing a **primary** (P) research strand (4 courses) and a **secondary** (S) research strand (2 course) from the list below. Additionally, ALL doctoral students must take EDUC Foundations of Educational Research (*winter*). Additional research courses are available, but there are the courses identified to meet the COE research requirement.									
Quantitative			**Single-Subject**			**Qualitative**			**Program Evaluation** (*Secondary Emphasis Only*)
	P	**S**		**P**	**S**		**P**	**S**	
EDUC 640 Applied Statistical Design and Analysis	X	X	EDUC 650 Single-Subject Research Methods I (winter)	X	X	EDUC 630 Qualitative Methodology I: Interpretivist Inquiry (fall)	X	X	EDUC 620 Program Evaluation I (winter, odd years)
EDUC 642 Multiple Regression in Educational Research (fall)	X	X	EDUC 652 Single-Subject Research Methods II (spring)	X	X	EDUC 632 Qualitative Methodology II Postcritical Inquiry	X	X	EDUC 621 Program Evaluation II (spring, odd years)
EDUC 644 Applied Multivariate Statistics (winter) -OR- EDUC 646 Advanced Research Design (spring)	X		EDUC 654 Advanced Applied Behavior Anaysis (fall) -OR- EDUC 656 Advanced Analysis of Single Case Research (spring, odd years)	X		EDUC 634 Qualitative Methodology III: Posthumanist Inquirt (spring, even years)	X		
						EDUC 636: Advanced Qualitative Methods: Materialisms (winter, odd years)	X		
EDLD 628 Hierarchical Linear Models (see EDLD program) -OR- EDLD 633 Structural Equation Modeling I (see EDLD program)	X								
P= Primary research strand courses; **S**= Secondary research strand courses									

Table 2. Suggested EI Schedule

Suggested Early Intervention Doctoral Program Activities Schedule

College Research Requirements	Research Methodology Sequence 6 courses total in 2 methodological traditions (4 in 1 tradition, 2 in another; or 5 in 1 tradition, 1 in another with approval- Quantative, qualitative, or single subject								Dissertation (18)			
SPED/EI requirements	**Doc Seminar SPED 607** **History of SPED SPED 622** **Core EI courses**	**Doc Seminar SPED 607** **Philosoy of Res EDST 670** **Core EI courses**	**Doc Seminar SPED 607** **Core EI courses**	**Doc Seminar SPED 607**	**Grant Writing SPED 626** **Doc Seminar SPED 607**	**Doc Seminar SPED 607**	**Doc Seminar SPED 607**	**Doc Seminar SPED 607**				
Evaluation Activity (suggested)		**Establish program committee & develop program plan**	**File program plan**			**Comp exam:** • **Core coursework** • **Research core (1 course in ea. Of 2 traditions)** • **Concept paper**	**Diss. Proposal & portfolio complete**	**Portfolio review**	**Dissertation research**		**Dissertation defense**	
	Complete program competencies				**Advance to Candidacy**		**Obtain funding for dissertation research**					
Status	**Conditional**				**Unconditional**		**Candidate**				**Graduate**	

*Note: This schedule may be expanded to 3-4 years.

Table 3.

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

In addition to reviewing Table 3, incoming doctoral students may wish to review a sample first quarter schedule. Student course schedules may vary depending on previous coursework; students should communicate with their advisor about individual schedule differences. Initial doctoral courses include:

EDUC 612: Social Science Research and Design (prerequisite for EDUC 614)

EDUC 617: Tests and Measurement

SPED 622: History of Special Education and Disability

SPED 607: Early Intervention Doctoral Seminar

SPED 607: SPED Doctoral Orientation (Fall and Winter Terms)

SPED 626: Grant Writing

EDUC 610: Foundations of Educational Research

Students may also take or sit in on any Early Intervention core coursework, as necessary. We recommend all EI doctoral students take or assist in teaching SPED 680 (Foundations in EI/ECH), SPED

The primary emphasis in qualitative methodology is designed for students who wish to use qualitative research methods in their doctoral dissertation work. Two courses focus on qualitative research methods (i.e., Qualitative Methodology 1 and Qualitative Methodology 2).

Students in the College of Education can choose to earn a D.Ed. (Doctorate of Education) rather than the Ph.D. For students whose career goals include working in educational settings and conducting program evaluation and action research rather than experimental research, a D.Ed may be more appropriate. Fewer advanced statistics courses are required.

The purpose of the academic course work is to assure that students attain knowledge in the 11 program competency areas as well as have opportunities to complete some of the 15 professional activities.**2.**

2. Field Work

Field-based and other training opportunities are variable depending upon the student's prior experience and professional development needs. The purpose of field work activities (e.g., supervision, research, instruction, program and policy development) is to assure that the student attains the program's leadership qualities and competencies as well as successfully completes the professional activities which are described in the next three sections.

The apprenticeship model used by EI faculty depends heavily on actual working experiences with the target populations; therefore field work is of critical importance. Students might be required to enroll in field experience a minimum of 3 credits per term until completion of the comprehensive exam. Evaluation of performance on field work will vary considerably based on level of student expertise and type of field work. In general, students are evaluated by the assigned faculty member/supervisor. Students may customize their field work according to their needs and may also be asked to participate in advisor selected activities.

3. Development of Leadership Qualities

See Appendix C for Leadership Qualities Rating Form

This program focuses on assisting students to develop nine leadership qualities, which include:

- *Evaluates Self Accurately*, objectively evaluating one's own performance across a variety of settings and seeking information about effectiveness from others.

- *Communicates Effectively*, making clear, organized, and logical presentations, responding appropriately to questions/issues, and understanding the pragmatic aspects of communication.

- *Incorporates Feedback*, seeking feedback from a variety of sources, considering feedback, and making adjustments in behavior as appropriate.

- *Shows Initiative*, seeking alternatives; generating solutions to problems; locating resources; going beyond specific requirements; and volunteering for leadership roles.

- *Accepts Responsibility*, carrying through on assigned tasks; assuring tasks are successfully completed; taking on additional responsibilities when necessary; and volunteering to share tasks.

- *Makes Decisions*, using strategies that successfully resolve problems; providing leadership; and decisions that are effective for self and others.

- *Manages Time*, successful completion of tasks and assignments according to set timelines.

- *Problem Solves*, deriving effective solutions to issues, problems, and challenges.

- *Offers Vision*, formulating and presenting solutions or strategies that others adapt and complete.

4. Development of Competency Areas

See SPED Doctoral Handbook for Portfolio Plan and Completion Record.

Figure 2 presents a schema of the relationship between competencies, leadership qualities, and professional activities.

TRAINING OPPORTUNITIES

Course Work   Practica   Research Projects   Dissemination Projects   Instructional Activities   Self-Initiated Projects

LEADERSHIP QUALITIES
· Evaluates Self Accurately
· Communicates Effectively
· Incorporates Feedback
· Shows Initiative
· Accepts Responsibility
· Makes Decisions
· Manages Time
· Solves Problems
· Offers Vision

COMPETENCY AREAS
· Knowledge of Special Education
· Knowledge of EI/ECSE
· Team Collaboration
· Assessment/Evaluation
· Supervision
· Clinical Intervention
· Program Development
· Policy Development/Analysis
· Instruction
· Research/Evaluation
· Writing/Dissemination

PROFESSIONAL ACTIVITIES
· Co-Teaches EI/ECSE Course
· Offers Inservice Training
· Supervises Licensure Students
· Evaluates Work Samples
· Conducts Program Evaluation
· Writes Grant Proposals
· Reviews/Critiques Journal Article
· Writes Journal Article
· Writes Policy Paper
· Conducts a Literature Review
· Completes Course Syllabus
· Conducts Data Analysis
· Participates in Ongoing Research
· Conducts Pilot Research Study
· Participates on Committee

LEADERSHIP ROLES

PROGRAM DEVELOPER   APPLIED RESEARCHER   INSTRUCTOR   POLICY ANALYST
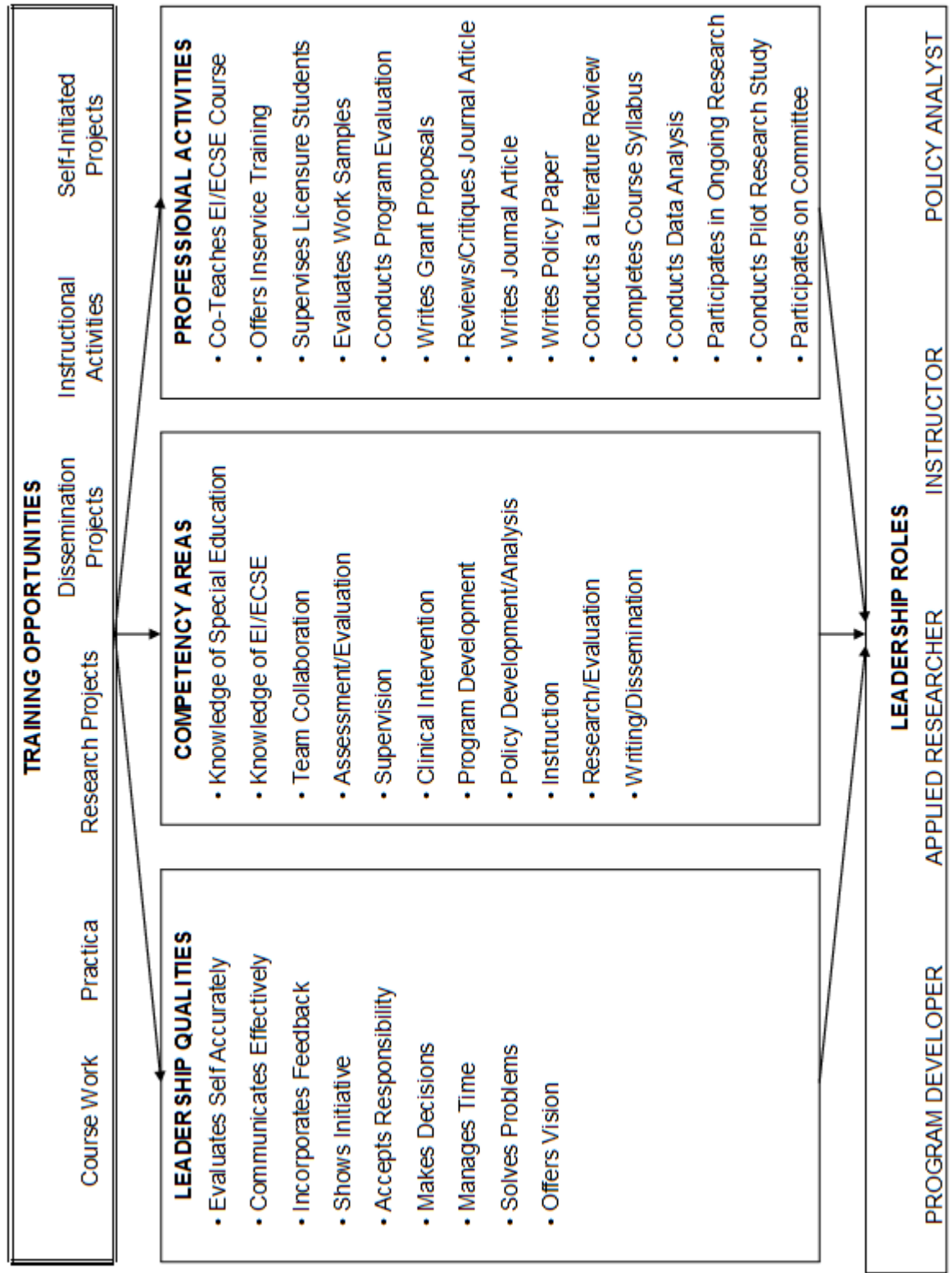
Figure 2. Relationship of program leadership qualities, competency areas, and professional activities to training opportunities and leadership roles.

5. Program Planning

During a student's first year in the doctoral program, he/she must establish a Program Committee and develop a program plan that will be filed during spring term. See the Program Planning Section in the SPED Doctoral Handbook for details on the Program Committee and Program Plan.

What is the Program Committee? The Program Committee (PC) is comprised of at least three faculty from the College of Education, each of whom must (a) hold a doctoral degree, (b) engage in research, teaching, and service activities, and (c) regularly participate in activities related to doctoral training in Special Education. Career non-tenure track faculty (e.g., Clinical Professor of Practice, Research Professor Series, Instructor series, Lecturer series) may serve as a member of the PC if they also have the authorization to chair per graduate school policy and the Special Education Doctoral Committee has approved the faculty for this purpose. The formation of the PC precedes the formation of the Dissertation Committee. Each committee has a different role.

What is the role of the PC? The PC is designed to provide each doctoral student with a structure and process for advisement regarding features of his or her graduate program relative to long-term professional goals. The PC also must approve the student's graduate program plan, a primary component for completion of the doctoral degree. The PC also approves and evaluates the research design and concept and issues components of the Comprehensive Examination.

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

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

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

1. A goal statement that reflects the student's (a) professional ambitions and objectives, (b) three areas of specialization (e.g., functional assessment, secondary transition, behavior support), and (c) a plan for achieving the proposed objectives and developing the specialization areas.
2. A curriculum vita that summarizes the student's (a) educational background, (b) professional experiences, and (c) professional activities (e.g., publications, conference presentations, workshops and in service training, teaching activities).

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

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

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

6. Advancement to Candidacy- Purpose and Domains Evaluated

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

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

A. Competence in Core Coursework

Satisfactory* completion of the following core courses:

- Doctoral Orientation – Professional Seminars (SPED 607)
- History of Special Education and Disability (SPED 622)
- Foundations of Educational Research
  (EDUC 610)
- Grant Writing (SPED 626)

B. Satisfactory* completion of one course in each of two research traditions (toward the COE core research requirement of six courses across two methodological traditions (see tables on pgs. 11 - 12)

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

C. Concept Paper (Competency Portfolio Task #9)

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

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

1. Gains approval of the 3 faculty members on the student's PC
   a. The concept paper manuscript will be evaluated by faculty in terms of the: (a) scope and adequacy of the literature review; (b) paper implications; (c) quality of writing; and (d) potential contribution to professional literature or field. For each issue described above, PC faculty will each rate the quality of the manuscript as Revise or Pass. PC faculty also provide a written response that can be shared with the student.

   b. In addition, PC faculty will each provide the manuscript an overall score of "Fail"; "Major Revision and Resubmission"; "Pass with Minor Revision"; or "Pass". The

Concept Paper must receive a rating of "Pass with Minor Revisions" or "Pass" from all PC members on the Concept Paper Review Rubric in order to advance (Attachment B).

c. If any faculty readers assign the paper an overall rating of "Major Revision and Resubmission", then a PC meeting is convened to discuss the evaluation and the student has the opportunity to revise the paper for reconsideration by the PC.

d. If any faculty readers assign the paper an overall rating of "Fail," then a PC meeting is convened to discuss the evaluation. The student may be asked to revise the paper or develop a new proposal for the concept paper and the whole process will be repeated in its entirety.

e. The final approved Concept Paper and all completed reviews should be delivered to the student services coordinator.

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

3. Is between 20-40 pages in length (excluding references)

4. Addresses at a minimum the four following dimensions:

   a. Definition & description of the problem/concept/issue
   b. Review & critique of literature
   c. Summary of status of the problem/concept/issue
   d. Recommendations for future research or direction

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

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

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

In preparation for advancement to candidacy, each doctoral student will be evaluated on the following domains: professional standards, scholarly communication, and educational inquiry through their completion of comprehensive examinations (competence in core coursework and concept paper).

Moving Forward with the Advancement Process

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

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

After Advancement to Candidacy

When students advance to candidacy, they are then considered "candidates" and can continue working to complete the remaining components of their Competency Portfolio.

Competency Portfolio

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

What are the required components and content of the Competency Portfolio? Specific program tasks and evaluation criteria are distributed across 11 competency areas (see Competency Portfolio Plan and Completion Record).

Who evaluates the Competency Portfolio and how is it evaluated? Each competency area and program task is evaluated by a faculty member who is supervising and/or working with the student. Progress on the Competency Portfolio is monitored by the student and his or her advisor. Completion of the Competency Portfolio is monitored and evaluated by the student's program committee (a) at the initial Program Planning Committee Meeting and (b) just after Comprehensive Examinations are completed. Each program task is evaluated as a high pass, pass, or revise, and is signed by a supervising faculty member only if a pass or better has been given. A form for documenting satisfactory completion of the Competency Portfolio can be found in Attachment D.
When submitting your portfolio to your committee, students should be sure to include all supporting documents (e.g., handouts from lectures, copy of research proposal, copy of grant) to accompany the Competency Portfolio Plan and Completion Record.

7. Dissertation

Following advancement to candidacy, the student initiates a systematic sequence of steps and actions related to his or her dissertation. First, the candidate, with guidance from the dissertation chair, develops a dissertation proposal. Concurrently, the candidate identifies a minimum of four faculty members to serve as members of the Dissertation Committee. The chair and at least one core member (inside member) must be from the Special Education and Clinical Sciences (SPECS) department. The institutional representative (outside member) must be from outside the SPECS department. Candidates should consult the most recent list of approved faculty members (in GradWeb). Once these committee members have been identified, the candidate should complete the following form: *Dissertation Committee Appointment Recommendation to the Graduate School*, available online as a PDF, http://education.uoregon.edu/sites/default/files/bdistcomapprec.pdf (Attachment E). The completed form is submitted to the Special Education Student Services Coordinator for necessary signatures and processing in GradWeb. An email will be sent to the student when the committee is approved. The committee must be approved by the Graduate School **no later than six months before the final oral defense of the dissertation**.

Next, the student is responsible for scheduling a dissertation proposal meeting. At this meeting, the student presents the rationale and methodology of the proposed study. Upon approval of the proposal, the student secures signatures from committee members using the *Dissertation Proposal Approval* form, available online as a PDF, http://education.uoregon.edu/sites/default/files/bdistpropap.pdf (Attachment F). This completed and signed form is submitted to the Special Education Student Services Coordinator.

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

A. Proposal Phase (approximately 1-3 months)
  1) Chairperson review
     a) Present idea to chairperson
     b) Write draft and submit to chairperson
  2) Select Dissertation Committee
     a) The chair and at least one inside member must from SPED major.
     b) One member from outside the student's department.
  3) Revise draft and resubmit
  4) Submit Human Subjects Compliance Protocol (Requires approximately 2-4 weeks).
     a) Submit protocol to Human Subjects Compliance Office
  5) Proposal Committee review (Requires approximately 2-3 weeks)
     a) Submit copy to each member
     b) Meet with each committee member
     c) Hold proposal meeting
B. Dissertation data collection phase (time varies with each project)
C. Data analysis and dissertation writing (time varies with each project)
D. Dissertation completion phase (Time requirement is approximately 2-6 months). Consult the Graduate School website to ensure you meet deadlines for dissertation and oral defense completion.

1) Chairperson review

2) Oral Defense meeting/Committee review

3) File application for degree by deadline

a) Student should apply to graduate by the 2nd Friday of the term.

b) Complete Request to Schedule Oral Defense form

4) Oral defense

See SPED Doctoral Handbook for completion requirements.

V.   International Students

Application

The Early Intervention Doctoral Program attracts students from around the world. International

applicants need to submit the following in addition to the regular application materials:

a. Non-U.S. citizens applying to the University of Oregon need to submit the proper application

forms for international Students. Application forms can be found at:

http://international.uoregon.edu

b.   Proficiency in English is vital to the academic success of international students. Students

whose native language is not English must supply results of the Test of English as a Foreign

Language (TOEFL) as part of the application process. A minimum score of 575 on the paper-

based test or 88 on the internet-based test is required.

Admission

International students should request information from the Office of International Affairs about

immigration and Naturalization Service regulations and minimum credit requirements. The OIP can be

contacted at: 541-346-3206 or online at: http://international.uoregon.edu.

Financial Aid

International students may work on campus during the school year but should not expect to work off

campus. Those who hold student (F-1) visas are expected to have sufficient funds for the period of

their studies. Their dependents are usually not allowed to work. However, if it is necessary for a dependent to work, students should contact the OIP for assistance.

International students are eligible for teaching and research fellowships. Non-native speakers of English who accept teaching-related Graduate Teaching Fellowships (GE) must submit a score for the Test of Spoken English (TSE) or the Speaking Proficiency English Assessment Kit (SPEAK) to the Graduate School. Individuals scoring below 50 on the TSE or 230 on the SPEAK test must attend language support classes (at no additional charge to the student) and may be limited in their activities they carry out as Graduate Teaching Fellows.

Health Insurance

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

Useful links for international students:

1) International Student & Scholar Services
https://international.uoregon.edu/isss

2) International Student Association
http://isa.uoregon.edu/

3) International Student Frequently Asked Questions
http://admissions.uoregon.edu/international/int-faq.html

VI. College of Education and Early Intervention Program

Student Policies

This section contains selected policies promulgated by either the College of Education or the Early Intervention Program of particular relevance to doctoral students. SPED Student Remediation,

Retention, and Dismissal procedures; SPECS Policy on GE Promotions; and the SPECS Student Funding Guidelines can be found at: http://education.uoregon.edu/feature.htm?id=399

Travel Policy to Support Conference Travel

The EI Program encourages its doctoral students to submit papers and posters and to make presentations at local, regional, state, and national professional meetings. To the extent possible, the program would like to offer financial support to students who have papers or presentations accepted at a conference, particularly national conferences. However, financial support for student travel is limited and therefore the following guidelines will be used to allocate travel monies to students:

- Students must have a paper/poster/presentation formally accepted to receive support.
- Students who have been supported for one trip while in the program can make a second request, but will be given low priority.
- Conference should have direct relevance to Early Intervention.
- If there are more requests than money, the money will be divided fairly across students requesting support.
- Students must book economical flights and make cost-effective hotel arrangements.
- The program may be able only to partially support conference travel.

Determining Human Subjects Involvement

The initial determination as to whether a research project should be considered human subjects research should be made by the investigator. Investigators should consult OPHS for advice on this question. Final authority for making this determination rests with the committee for the Protection of Human Subjects/Institutional Review Board (CPHS/IRB) or its designee. The forms must be on file with the Graduate School before the data collection for a project begins. CITI certification is required before conducting all research.

Research Conducted Off Campus or Recruitment Performed Off-Campus

All research with agencies/schools requires written permission of the participating sites. Letters must be on official letterhead or via email from participating agencies/schools indicating their willingness to participate in the research project and that they will "abide and comply with the University of Oregon CPHS/IRB requirements for the protection of human research subjects." Letters must be on file in the

Office for the Protection of Human Subjects before the project is initiated. International research needs

documentation of permission from local authorities and/or research visa.

How to Contact the Office for Protection of Human Subjects**:** most of the information and

applications you need are on the web at: http://humansubjects.uoregon.edu/index.cfm?action=home

Street Address:
677 East 12th Ave, Suite 500
Eugene, OR 97403
Phone: 541-346-2510
Fax: 541-346-5138

Mailing address:
5237 University of Oregon
Eugene, OR 97403-5237**Email address:**
ResearchCompliance@uoregon.edu

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Appendix A

Division for Early Childhood Code of Ethics Statement

Division for Early Childhood
Code of Ethics
Adopted: September 1996
Reaffirmed: August 2009

As members of the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), we recognize that in our professional conduct we are faced with choices that call on us to determine right from wrong. Other choices, however, are not nearly as clear, forcing us to choose between competing priorities and to acknowledge the moral ambiguity of life. The following code of ethics is based on the Division's recognition of the critical role of conscience, not merely in preventing wrong, but in choosing among courses of action in order to act in the best interests of young children with special needs and their families and to support our professional colleagues.

As members of DEC, we acknowledge our responsibility to abide by high standards of performance and ethical conduct and we commit to:

1. We shall demonstrate in our behavior and language respect and appreciation for the unique value and human potential of each child.

2. We shall demonstrate the highest standards of personal integrity, truthfulness, and honesty in all our professional activities in order to inspire the trust and confidence of the children and families and of those with whom we work.

3. We shall strive for the highest level of personal and professional competence by seeking and using new evidence based information to improve our practices while also responding openly to the suggestions of others.

4. We shall serve as advocates for children with disabilities and their families and for the professionals who serve them by supporting both policy and programmatic decisions that enhance the quality of their lives.

5. We shall use individually appropriate assessment strategies including multiple sources of information such as observations, interviews with significant caregivers, formal and informal assessments to determine children's learning styles, strengths, and challenges.

6. We shall build relationships with individual children and families while individualizing the curricula and learning environments to facilitate young children's development and learning.

7. Ensure that programs and services we provide are based on law as well as a current knowledge of and recommended practice in early childhood special education, early intervention, and personnel preparation;

8. We shall honor and respect our responsibilities to colleagues while upholding the dignity and autonomy of colleagues and maintaining collegial interprofessional and intraprofessional relationships.

9. We shall honor and respect the rights, knowledge, and skills of the multidisciplinary colleagues with whom we work recognizing their unique contributions to children, families, and the field of early childhood special education.

10. We shall honor and respect the diverse backgrounds of our colleagues including such diverse characteristics as sexual orientation, race, national origin, religious beliefs, or other affiliations.

11. We shall identify and disclose to the appropriate persons using proper communication channels errors or acts of incompetence that compromise children's and families' safety and well-being when individual attempts to address concerns are unsuccessful.

> *The Division for Early Childhood acknowledges with appreciation the National Association for the Education of Young Children, the American Society for Public Administration, and the Council for Exceptional Children, whose codes of conduct were helpful as we developed our own.*

Appendix B

Early Intervention Core Courses

Early Intervention Core Courses

Research Issues in Early Intervention
SPED 607
Terms: Fall, Winter, Spring, Summer
This doctoral level course meets each term and focuses on a research topic or issue of important to the field of EI/ECSE. Students assist in selecting topics and reading assignments and participate in weekly discussions.

Early Intervention Methods I, II, III, IV
Course Numbers: SPED 687, SPED 688, SPED 689, SPED 690
Terms Fall, Winter, Spring, Summer
The methods courses are an integral component of student' practica experiences. The content of methods courses includes administration of a criterion-referenced assessment for program planning; Individualized Family Service Plan and Individualized Education Plan development; Activity-Based Intervention, and ongoing group and individual progress monitoring. The year-long methods courses are matched with the requirements of the endorsement and applied in the practicum setting for real-life opportunities to learn the content of the courses. In addition, the methods courses provide a forum to discuss and reflect upon practicum experiences.

Application of a Linked System I and II
Course Numbers: SPED 684 and SPED 685
Terms: Fall and Winter
Application of Linked System I & II is a series of courses designed to provide opportunities for students implement activities in their practica placements that will increase their understanding of a linked approach to providing early intervention services. The goal of the two-course sequence is to provide a foundation for the understanding of the components of the linked system, how they influence one another, and how they are implemented within a best practice model for early intervention/early childhood special education. Activities and assignments in both courses head to the completion of one sample of evidence required by Oregon's licensing agency, the Teacher Standards and Practices Commission (TSPC).

Foundations in Early Childhood and Early Intervention
Course Number: SPED 680
Term: Fall
The foundations class presents theories of child development and covers typical and atypical development across behavioral domains. There is an emphasis on observing children and defining their levels of functioning based upon developmental information.

Legal and social history is used as a backdrop for teaching the evolution of early intervention. Practices in early childhood education, early childhood/special education and early intervention and their implication for current practice are discussed. Current practices, including a linked systems approach, are also introduced.

Family-Guided Early Intervention
Course Number: SPED 681

Term: Winter
This course examines the history of parent and family involvement in EI/ECSE programs. Both historical and contemporary issues are identified and discussed. Particular emphasis is placed on including parents as partners in the assessment, intervention and evaluation of their child. Parental perspective is provided by guest lecturers who are parents of children with disabilities.

Assessment and Evaluation in Early Childhood and Early Intervention
Course Number: SPED 682
Term: Winter
Assessment and Evaluation in Early Intervention is designed to investigate the theoretical concepts of assessment and program evaluation in early intervention. Knowledge of assessment instruments, curriculum and instructional strategies, and program evaluation methodologies will be highlighted as well as applications to a variety of integrated intervention settings.

Curriculum in Early Childhood and Early Intervention
Course Number: SPED 683
Term: Spring
The Curriculum in Early Childhood/Early Child Special Education teaches the fundamentals of program planning for individual and groups of children. Popular curricula used in Early Childhood Education and in Early Child/Special Education programs are reviewed and evaluated. Curriculum-based assessment is introduced and frequently used assessments are reviewed. The philosophical focus is the link between philosophy, assessment, intervention and evaluation.

Autism in Early Intervention
Course Number: SPED 607
Term: Winter
The purpose of this seminar is to provide the knowledge and skills necessary to implement recommended, evidence-based practices with young children with autism (under 8 years of age). The seminar will provide information regarding the etiology of autism, diagnostic procedures, current theoretical approaches to autism intervention, and current research on supporting young children with autism and their families in naturalistic settings. An in-depth treatment of evidence based practices in the assessment, intervention, progress monitoring, and collaboration with families of children with autism will be included. The focus of the seminar will be on interventions with research support for young children with autism in naturalistic and inclusive settings.

Appendix C

Early Intervention/Special Education Program Plan Schedule

1. EI/SPED Plan Schedule

Early Intervention/Special Education Program Plan Schedule

(fill in blanks when each course will be taken; fill in grade when completed)

YEARS ONE & TWO

Required Coursework	Instructor	Credits	Grade	Fall _____	Winter _____	Spring _____	Summer _____	Fall _____	Winter _____	Spring _____	Summer _____	Total Credits
SPED 607: Doctoral Seminar		6-12										
SPED 626: Grant Writing		3										3
Research Coursework (beginning doc level)												
EDUC 642: Multiple Regression in Ed Res.		4										4
EDUC 630: Qualitative Methodology I		3										3
EDUC 650: Single-subject Research Methods I		3										3
SPED 607: Research issues in EI		6-12										
EDUC 646: Advanced Research Design		3										
EDUC 614: Educational Statistics		4										4
Research Coursework (advanced doc level)												
EDUC 652: Single Subject Research Methods II		3										3
EDUC 640: Applied Statistical Design and Analysis		4										4
EDUC 644: Multivariate Statistics		4										4
EDST 670: Philosophy of Research		4										4

Early Intervention/Special Education Program Plan Schedule
(fill in blanks that activities will be completed)
YEARS THREE & FOUR

Evaluation Activity	Fall _____	Winter _____	Spring _____	Summer _____	Fall _____	Winter _____	Spring _____	Summer _____
Establish program committee								
Develop program plan •Goal statement •List of course work								
•Complete vita and professional goal statement								
First program committee meeting •Review program plan •Review comp requirements								
File program plan								
Comp exam: •Core coursework •Concept Paper •Research courses								
Comp Portfolio review •Completed activities/products •Proposed activities/products								
Dissertation proposal •Problem statement, research question, hypothesis •Supporting literature review •Methodology •Data analysis •Expected results •Timeline for completion								
Dissertation Committee formed								
Dissertation proposal approval meeting								
Dissertation research								
Dissertation defense								