

Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

Special Education – Doctoral Program

Learning Goals and Objectives

The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions in school districts and other state educational agencies, and consultation positions in professional education. The depth and breadth of research, teaching service, and preparation at the UO College of Education transcend many program options in special education. The program’s learning outcomes are organized and articulated in the 12 competencies. Each competency is described below as well as how each is evaluated. Students use these competencies to organize their time in the program by creating a program plan that the advisor and program uses for regular evaluation.

Competency Area	Program Task Description	Verification Procedures	Evaluation
1. Course Lecture	Prepare & present at least two lectures in undergraduate and/or graduate level courses. <ul style="list-style-type: none"> a. Written Outline b. Bibliography c. Participant Evaluations 	Faculty member must observe presentation of lecture <i>Feedback form available in Attachments section.</i>	Completed Task Description: Date _____ Eval. Revise _____ Pass High Pass Sign _____ Comments:
2. Course Preparation	Design or co-design at least one course in area of specialization. <ul style="list-style-type: none"> a. Syllabus b. Course & lecture outlines c. Readings d. Evaluation procedures e. Handouts f. Participant evaluations 	Faculty member of record for course will evaluate all products & provide feedback.	Completed Task Description: Date _____ Eval. Revise _____ Pass High Pass Sign _____ Comments:

3. Supervision	<p>Supervise a student who is completing practicum in area of specialization for one quarter.</p> <ol style="list-style-type: none"> Development of forms for observation & performance monitoring Weekly observations at least 1 hr. Weekly feedback & training meetings with supervisee away from practicum site Weekly meetings with cooperating practicum supervisor regarding supervisee performance Documentation of supervision events and outcomes Determination of supervisee's progress toward meeting practicum objectives Recommendation regarding supervisee's completion of practicum requirements & objectives Regular meeting with program faculty 	<p>Overall supervision to be conducted by faculty assigned to practicum & cooperating practicum supervisor.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____ Revise _____ Pass High Pass Sign _____ Comments:</p>
4. Inservice	<p>Plan & conduct at least two different inservice/training programs (minimum of 1 hour in length) in area of specialization</p> <ol style="list-style-type: none"> Specification & description of target audience Inservice objectives Handouts Activity descriptions Agenda Participant evaluations 	<p>Planning materials must be approved in advance by faculty supervisor. Presentations must be observed by faculty supervisor.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____ Revise _____ Pass High Pass Sign _____ Comments:</p>
5. Consultation	<p>Plan & conduct at least two client consultation activities in area of specialization</p> <ol style="list-style-type: none"> Specification & description of client Statement of consultation problem/goal Consultation plan (e.g. activities, outcomes) Evaluation procedures 	<p>Planning materials must be approved in advance by faculty supervisor. Presentations must be observed by faculty supervisor.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____ Revise _____ Pass High Pass Sign _____ Comments:</p>

<p>6. Review of Professional Writing</p>	<p>Prepare written review of a minimum of five of the following: (a) manuscripts submitted for publication, (b) research proposals, (c) published articles/studies, &/or (d) other professional writing.</p> <ol style="list-style-type: none"> Summary of paper's purpose & main points Adequacy of justification for paper Critique of methodology Assessment of adequacy of literature Reliability & validity of conclusions Critique of implications of conclusions 	<p>Student reviews will be evaluated by faculty.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____</p> <p>Revise _____ Pass High Pass</p> <p>Sign _____</p> <p>Comments:</p>
<p>7. Research Proposal</p>	<p>Design at least two research studies prior to dissertation.</p> <ol style="list-style-type: none"> Rationale for proposed study Method Analysis/Interpretation Possible Outcomes 	<p>Proposals must be reviewed by program faculty.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____</p> <p>Revise _____ Pass High Pass</p> <p>Sign _____</p> <p>Comments:</p>
<p>8. Research</p>	<p>Conduct (alone or as part of a research group) at least one research study prior to dissertation by assuming major responsibility for planning, executing, & writing up the study.</p> <ol style="list-style-type: none"> Components of research proposal above Prior approval of proposal 	<p>Outcome should be an APA style manuscript</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____</p> <p>Revise _____ Pass High Pass</p> <p>Sign _____</p> <p>Comments:</p>

<p>9. Concept & Issues Paper</p>	<p>Write a review & analysis of a concept &/or issue in an area of specialization. (20-40 pages) Should be a topic other than the dissertation to provide breadth of expertise.</p> <ol style="list-style-type: none"> Definition & description of problem/concept/issue Complete review & critique of literature Summary of status of problem/concept/issue Recommendation of future research or direction 	<p>Paper should be in APA style & suitable for submission for publication. Must be approved by 3 faculty members on students' Program Committee. Should be on a topic other than the dissertation to provide breadth of expertise</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____ Revise _____ Pass High Pass Sign _____ Comments:</p>
<p>10. Grant/Contract Proposal Application</p>	<p>Write a grant proposal/contract application for funding a personnel preparation, research, or service project. The proposal may be an unsubmitted product associated with a course (SPED 626 Grant Writing) or a submitted proposal including those to private foundations.</p> <ol style="list-style-type: none"> Statement of need/problem Project objectives Anticipated outcome/benefits Design Plan of operation & timeline of activities Detailed budget with explanations Adequacy of resources Quality of personnel 	<p>Guidelines from targeted funding agency should be followed.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____ Revise _____ Pass High Pass Sign _____ Comments:</p>
<p>11. University Participation</p>	<p>Participate in activity related to program, department, college, and/or university operations for at least one quarter.</p>	<p>Attendance of at least 75% of scheduled meetings, and satisfactory completion of assigned activities.</p>	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____ Revise _____ Pass High Pass Sign _____ Comments:</p>

12. Professional Enhancement/Development	<p>In consultation with faculty advisor and/or program planning committee faculty, determine two additional tasks to enhance your professional competence in specialization areas.</p> <ol style="list-style-type: none"> Justification for task Specifications of competencies to be achieved Description of specific activities List of anticipated products/outcomes Timeline for completion of activities & products <p>Evaluation plan</p>	Individual contracts to be established with student & faculty member who will supervise the student.	<p>Completed Task Description:</p> <hr/> <p>Date _____ Eval. _____</p> <p>Revise _____ Pass High Pass</p> <p>Sign _____</p> <p>Comments:</p>
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Assessment Methods

Students propose a plan for meeting each of the competencies listed above to his/her program committee typically by the end of their first year or at the beginning of their second year in the program. The following efforts are also completed more regularly to monitor student progress and review program effectiveness:

- Annual Student Progress Review: Each Spring, the faculty advisor reviews the student’s progress and provides a written **annual evaluation** of their academic standing (exceeds, meets, or not in good standing in meeting both program competencies as well as grades within the established UO Graduate School Guidelines).
- Doctoral Committee: The doctoral program committee (all faculty currently advising students or teaching doctoral-level courses) meets monthly to address program specific issues and review student progress.
- Student Survey: Annually an anonymous survey is completed by students to determine student satisfaction as well as to identify any needed changes in program delivery.
- College of Education Exit Survey: Upon completion of the program, each graduate is requested to complete a College of Education exit survey and feedback returned to the program faculty.
- Ongoing postdoctoral monitoring of job placements and service obligations for doctoral students who have received federal funding for their doctoral training.

Assessment Process

The competencies and learning objectives were reviewed and updated by the doctoral program committee in Spring 2018. The doctoral program committee reviews the competencies and learning objectives on an ongoing basis with a comprehensive review conducted at least every five years.

Status, Outcomes and Results

Our faculty engages in regular (i.e., monthly) meetings during the academic year to discuss a variety of topics related to student performance and program evaluation. Information related to the above learning outcomes and competencies are compiled and discussed throughout the year as needs arise. The competencies and learning objectives are reviewed and updated by a program faculty workgroup at least every five years. Recommended changes and action plans are reviewed and ratified by the special education doctoral committee.

Decisions Plans and Recommendations

As a result of compiling and sharing information about student progress at our faculty meetings, a number of actions may be implemented, based on a review of the data and common themes that emerge. These include but are not limited to (a) changes related to student support, access, and equity; (b) revisions to academic policies and procedures; and (c) changes to course structure (e.g., face-to-face, hybrid, distance education, and online). As described above, a workgroup of special education doctor committee members reviews the competencies and learning objectives at least every five years. Recommended changes and action plans are then reviewed and ratified by the special education doctoral committee. The next comprehensive review will be conducted by Spring 2023.