



# Doctorate of Education DEd

## in Educational Leadership

### PROGRAM MANUAL



Program Description



Student Information

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# Doctorate of Education

## DEd in Educational Leadership

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**DEd Program Manual, 2023-24**  
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**PROGRAM WEBSITE**  
**[education.uoregon.edu/edld](https://education.uoregon.edu/edld)**

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## PROGRAM DESCRIPTION

### Doctorate of Education (DEd)

Our goal is to develop effective, highly-regarded, and influential educational leaders who serve with an equity focus. The Doctorate of Education (DEd) program focuses on providing school and district leaders with the knowledge and tools they need. The purpose of the University of Oregon's Doctorate of Education (DEd) degree in Educational Leadership (EDLD) is to provide practicing educational professionals with an advanced graduate degree that emphasizes leadership development, oral and written communication, and understanding of educational research.

The DEd is the highest degree offered to those interested in developing practice-oriented expertise. The program's curriculum content, sequence, and proficiency requirements are tailored to develop advanced leadership capabilities that enable individuals to lead school districts and buildings in making decisions and implementing programs grounded in evidenced-based practices, with a clear equity lens.

The program's mission is to develop education leaders who are equipped to apply data-driven evidence to promote equitable outcomes and address opportunity gaps for students, schools, and education systems by working to:

- Raise the most pressing problems of practice in the service of ensuring equitable outcomes and eliminating disparities for students
- Identify, analyze, and synthesize relevant sources of evidence in making decisions that serve the best interests of students, communities, and their schools.
- Take targeted, evidence-based actions that change systems to better meet the needs of all students

Learning both content and analytical skills allows leaders to address contemporary educational and societal challenges effectively and efficiently. The DEd provides value-added skills and perspectives for educational leaders (principals and superintendents) as well as researchers and consultants working with local and state educational agencies.

The DEd program is designed to address the growing need for education professionals to acquire the knowledge and skills necessary to lead school systems in a data-driven, change-oriented environment. The DEd program follows current recommendations from the University Council for Educational Administration, the Carnegie Foundation for the Advancement of Teaching, and the Education Schools Project<sup>1</sup> to craft a degree that differs distinctly from a Ph.D. in how educational research is used and studied, and also in specific degree requirements. The orientation of this degree program is toward problems of practice. The degree is designed for working professionals who can initiate reforms in current educational settings. This degree can be earned concurrently with Principal or Professional Administrator license, anchoring its content to case-based problems in the field.

<sup>1</sup> Young, M. D. (2006, Summer). From the Director: The M.Ed., Ed.D., and Ph.D. in Educational Leadership. *UCEA Review*, 6-9; Shulman, L. S., Golde, C. M., Bueschel, A. C., Garabedian, K. J. (2006, April). Levine, A. (2005, March). *Educating school leaders. Executive summary*. Retrieved December 3, 2006 from [edschools.org/pdf/Final313.pdf](https://edschools.org/pdf/Final313.pdf). For a discussion of the Carnegie Initiative on the Doctorate see: Reclaiming Education's Doctorates: A critique and a proposal. *Educational Researcher*, 35(3), 25-32.

The DEd program is organized around a set of competencies presented in a sequential curriculum that enables students to build the knowledge, skills, and expertise necessary to complete the dissertation successfully and to function as effective educational leaders. The program fully integrates high-quality educational research and effective research methodologies applicable to the field of practice. Upon completion of their doctoral program coursework, graduates can employ critical theoretical frameworks, appropriate methodological approaches, and reflective analysis at an expert level.

Students who graduate from the University of Oregon with a DEd in Educational Leadership are expected to be critical consumers of research with a clear understanding of systemic barriers to equitable education and a deep commitment to leading for equity. We expect students to gain a solid grounding in qualitative, quantitative, and mixed methods research from a practitioner's perspective, with an emphasis on ways to apply evidence-based practices to school and community settings. DEd students hone their ability to write for varied audiences in a series of writing courses and gain essential content expertise to emerge as highly capable leaders through courses that focus on educational policy, school law, meeting the needs of diverse learners, and organizational leadership. Students draw on all these skills as they complete an original dissertation study focused on a problem of practice.

## Program Design

Acknowledging the competing priorities faced daily by practicing Pre-K-12 professional educators, the DEd program is organized around a cohort model designed to create a culture of community for sustaining students' continuous progress toward degree completion. The program provides course delivery in a structure that is friendly to both family and job, with courses offered in the evenings and on weekends to enable students to continue to work while earning their degree. The program utilizes the classroom and the workplace to both enhance and practice course content.

## Program Emphases

The combined emphasis in the first two years on methodology, writing, and content (policy, leadership, and equity) provides the broad basis for conducting a dissertation study that addresses a problem of practice in the field in year 3 of the program

Educational Leadership has five intellectual foundations upon which our degree programs are based:

- Educational Research Methods
- Leading for Equity
- Learning Accountability and Educational Outcomes
- Policy and Organizations
- Leadership Development

These foundations broadly encompass faculty research and teaching expertise to provide graduate students a rigorous and relevant educational experience through coursework and dissertation requirements.

## Program Structure

### **Learning Communities – Cohort Model**

The DEd program uses a cohort model in which students take a prescribed set of courses in an intentionally sequential order. The cohort structure provides students a forum for exploring and developing a dissertation topic, a process that begins in the first academic term of the program and continues through the final term in which a dissertation is completed. In the intervening terms, the dissertation topic is continually refined and enhanced, both conceptually and methodologically.

The cohort model provides students with two critical elements throughout their doctoral program: a group for social support and diversity of experiences and perspectives that enhance the study of problems of practice. The social group supports collective and self-directed learning for studying problems of practice. Most courses employ a modified form of problem-based learning to engage students. Rather than bringing structured problems to students, faculty guide students in thinking through problems that students themselves bring from the field. The cohort structure creates a learning community in which students become adept at solving problems of practice within a context where they contribute to the solutions and receive feedback on their contributions from peer cohort members. Throughout their coursework, students present and report their work, as well as provide and receive feedback from other students and faculty.

### **Learning Experience**

Our focus is on preparing educational leaders to work together to improve educational outcomes for students with an emphasis on equity. DEd students take core courses as an entire cohort in a prescribed sequence. The program signature is skill development in research, knowledge of education policy and law, and leadership. Students gain skills in systems understanding to allow them to properly frame problems as well as develop appropriate analysis and interpretations.

The DEd experience is designed to cultivate high-level skills, knowledge, and habits of mind, in turn challenging students to develop their intellectual capabilities fully. The program incorporates collaboration, rigorous intellectual challenge, and a high-quality, supportive learning environment to elevate the effectiveness and engagement of professional practice.

Educational Leadership faculty members are directly connected to schools, school districts, and state education agencies both in Oregon and across the nation. Program participants have access to this network for research and apprenticeship opportunities. Faculty involvement in educational leadership and educational research links student learning to curriculum directly connected to educational best practices.

Courses in the DEd program are taught by a combination of career non-tenure track faculty, tenure-track faculty, and pro tem faculty, allowing us to capitalize on the strengths each bring to their classes. All faculty who teach in the DEd program hold terminal degrees and most have in-depth experience conducting research.

## Hybrid Education

Educational Leadership's programs utilize a hybrid education model to reach practicing professionals throughout the state of Oregon and beyond. Courses are scheduled in the late afternoons/evenings and occasionally on weekends. Online tools and instructional pedagogy are used to enable students to participate and interact with instructors and fellow students. The Program may also utilize multi-day summer institutes to bring students together to complete certain aspects of their learning.

Hybrid education requires that students participate in a manner that is different from participation in a traditional classroom. For example, instructors may use a mix of synchronous and asynchronous class time, posting videos to watch outside of class and utilizing class time for group projects and discussion. Lectures are often punctuated with activities that specifically engage students in different geographic locations. This model enables students to take an active role in their learning and to experience engagement across boundaries that usually limit instruction delivered in traditional formats.

The program serves students who work in different districts throughout the state as well as outside of the state of Oregon and have varying roles and responsibilities. This exposure to different professionals who work in schools and districts that vary in demographics, location, and external influences allows for more robust learning while building a diverse and extensive professional network.

## GENERAL REQUIREMENTS - Subject to Change

<a href="#">Total credits required by UO and Program</a>	Doctoral candidates must complete the equivalent of at least 81 quarter credits of graduate-level work beyond the baccalaureate degree, over the course of at least three calendar years. 18 of these credits will be independent study (research & writing) EDLD 603 Dissertation credits.
<a href="#">Transferable Graduate Credits</a>	36 maximum <i>-*subject to approval</i>
<a href="#">EDLD 603 Dissertation credits minimum</a>	18 credits minimum after official advancement to candidacy
<a href="#">Minimum Cumulative GPA to Remain “In Good Standing”</a>	3.0
Time limit for program completion	Five years – Program limit
<a href="#">Continuous enrollment minimum graduate credits per term</a>	All UO graduate students must be registered for a minimum of three (3) credits each FALL, WINTER, and SPRING. Summers are optional in many programs. Please reference your COURSE SEQUENCE. Students <b>must</b> be registered for at least three (3) credits the term that they graduate.
<a href="#">Doctoral Residency Requirement</a>	At least 27 graduate credits toward the degree must be completed at the UO. At least 14 of these credits must be regular coursework; not independent study or dissertation
<a href="#">Advancement to Candidacy after coursework is complete</a>	Official transition from the COURSEWORK phase to the DISSERTATION phase of study. See <i>Advancement to Candidacy</i> and <i>Portfolio of Competency</i> sections below for details. Also: <a href="https://graduatestudies.uoregon.edu/academics/policies/doctoral/advancement-candidacy">graduatestudies.uoregon.edu/academics/policies/doctoral/advancement-candidacy</a>
Dissertation and Defense	See <a href="#">Division of Graduate Studies’ website</a> and “Dissertation & Defense Process Checklist” on the Program’s Student Resources web page.
Planned Program signed by advisor & student	First draft by the end of first term of study; updated whenever substantial changes are made, and at the time of advancement to candidacy; then updated again at time of application to graduate (the end of the term prior to graduation).



## Policies, Procedures, and Deadlines

Students are expected to familiarize themselves with all current University of Oregon, Division of Graduate Studies, College of Education, and Educational Leadership Program policies, procedures, and deadlines. For current information, please visit their websites.

<b>University of Oregon (UO):</b>	<a href="http://www.uoregon.edu">www.uoregon.edu</a>
<b>Registrar:</b>	<a href="http://registrar.uoregon.edu">registrar.uoregon.edu</a>
<b>Division of Graduate Studies (DGS):</b>	<a href="http://graduatestudies.uoregon.edu">graduatestudies.uoregon.edu</a>
<b>College of Education (COE):</b>	<a href="http://education.uoregon.edu">education.uoregon.edu</a>
<b>Educational Leadership (EDLD):</b>	<a href="http://education.uoregon.edu/edld">education.uoregon.edu/edld</a>

## Advising

Advising is an important professional responsibility of faculty in Educational Leadership. Advising focuses on the following critical activities:

- Guiding students through applicable Program, College, and Division of Graduate Studies policies and requirements
- Completing and processing required forms for which the advisor is responsible
- Monitoring student progress toward degree completion
- Acting as or assisting student in acquiring an appropriate dissertation committee chair

Each student will be assigned a faculty advisor upon entry into the Program. Faculty recommends advisor assignments based on congruence of the applicant's major professional interests with the faculty. Every effort is made to align student interests to faculty expertise as advisors are assigned. Due to faculty research, sabbaticals, and advising loads, an exact match for every student is not possible.

Faculty advisors work with the student to support the completion of degree requirements. The faculty advisor serves as a facilitator to help the student accomplish their goals. Although students are ultimately responsible for knowing and fulfilling degree requirements, the advisor and program staff monitor students' progress toward completing the program and process necessary paperwork for degree completion. It is the student's responsibility to contact the advisor for advising appointments or to engage with the advisor during their office hours.

## COURSEWORK

The DEd program has a structured sequence of coursework designed for completion in three years. To ensure that students have the opportunity to complete all required portfolio competencies, **course substitutions are strictly discouraged and considered only on an individual basis.** If a student takes an official leave of absence, the student will be required to take the missed course or course sequence during the first year of reinstatement. Courses are not always taught every year.

### Course Sequence

Year 1 in the DEd program focuses on foundational knowledge to scaffold future coursework. Year 1 solidifies student thinking and experience in data, methodology, applications, and interpretations along with understanding policy and organizational leadership. By the end of Year 1, students will understand better the contextual factors that relate to a variety of outcomes for students, teachers, families, classrooms, schools, districts, and the state.

Year 2 of the DEd program emphasizes acquisition, application, transfer, integration, and use of the students' accumulating research knowledge. During Year 2 of the DEd program, students will develop skills to improve schools and school systems through the application of data.

The combined emphasis in the first two years on methodology, writing, and content (policy, leadership, and equity) provides the broad basis for conducting specifically targeted research that is defined in association with COE faculty in conjunction with field settings. These broad areas ensure that research serves the dual purpose of making a scholarly contribution to an empirical basis for change and is anchored to successful and inclusive applications of practices. Between Years 2 and 3, students advance to candidacy, formal designation by the Division of Graduate Studies signifying that all coursework and portfolio competencies have been completed.

Year 3 is dedicated to completing a high-quality dissertation, drawing on skills and knowledge mastered throughout the first two program years. During Year 3, students enroll in *EDLD 603 Dissertation*. Students are expected to complete their dissertation by the end of spring term of Year 3. Dissertation credits are earned by working one-on-one with one's dissertation chair. The completion of the process includes a dissertation defense to the student's committee. These defenses are normally scheduled on campus, but arrangements to hold them virtually is possible. Dissertation defenses are open to the public. **Students may extend completion of the dissertation beyond the third year as needed.**

The following course sequence map may change, but credit hours and term load will remain the same.

# DED COURSE SEQUENCE

SUMMER 2023 COHORT

81 CR Total - UO Allowable Transfer Credits 36 max.



Courses, Course Numbers, and Timing Subject to Change

Rev date 2 February 2023



## YEAR 1

2023 SUMMER (6 credits)	2023 FALL (9 credits)	2024 WINTER (9 credits)	2024 SPRING (9 credits)
<b>EDUC 611</b> Survey of Educational Research Methods (3)	<b>EDLD 624</b> Leading for Equity (3)	<b>EDUC 614</b> Educational Statistics (3)	<b>EDUC 640</b> Applied Statistical Design & Analysis (3)
<b>EDLD 615</b> Leading Change (3)	<b>EDLD 644</b> Learning Organization (3)	<b>EDUC 615</b> Intro to Qualitative Research (3)	<b>EDLD 643</b> Evidence-Based Decision Making (3)
	<b>EDLD 696</b> Professional Writing I (3)	<b>EDLD 697</b> Professional Writing II (3)	<b>EDLD 698</b> Professional Writing III (3)
<i>PORTFOLIO ITEM TO SUBMIT:</i>	<b>EQUITY STANCE</b>	<b>DATA COLLECTION INSTRUMENT</b>	<b>LITERATURE SYNTHESIS</b>

## YEAR 2

2024 SUMMER (0 credits)	2024 FALL (9 credits)	2025 WINTER (9 credits)	2025 SPRING (9 credits)
	<b>EDUC 620</b> Program Evaluation I (3)	<b>EDUC 621</b> Program Evaluation II (3)	<b>SPED 528</b> Special Education Law (3)
	<b>EDLD 632</b> Educational Policy Analysis (3)	<b>EDLD 627</b> Leaders Serving Special Populations (3)	<b>EDLD 631</b> Ed Policy for Multilingual Students (3)
	<b>EDLD 638</b> Oregon Advanced School Law (3)	<b>EDLD 692</b> Research Writing (3)	<b>EDLD 694</b> Dissertation Preparation (3)
<i>PORTFOLIO ITEM TO SUBMIT:</i>	<b>POLICY BRIEF</b>	<b>METHOD SECTION</b>	<b>PROPOSAL, CV, PLANNED PROGRAM UPDATE</b>
			 <i>Advancement to Candidacy</i> 

## YEAR 3

2025 SUMMER (0 credits)	2025 FALL (9 credits)	2026 WINTER (6 credits)	2025 SPRING (6 credits)
	<b>EDLD 603</b> Dissertation (6)	<b>EDLD 603</b> Dissertation (6)	<b>EDLD 603</b> Dissertation (6)
	<b>EDLD 699</b> Dissertation Methods Apprenticeship (3)		 <i>Defense</i> 
<i>ITEM TO SUBMIT:</i>		<b>PLANNED PROGRAM, APP FOR ADVANCED DEGREE, APP FOR FINAL ORAL DEFENSE</b>	

## Courses

Course numbers, terms offered, descriptions, credits, syllabi, and outcomes are subject to change.

### Course Syllabi

Sample syllabi from previous terms are available online for reference at:

[empl.uoregon.edu/student-resources/empl-syllabi/](http://empl.uoregon.edu/student-resources/empl-syllabi/) (URL subject to change. Check [EDLD Student Resources Webpage: education.uoregon.edu/edld](http://EDLD Student Resources Webpage: education.uoregon.edu/edld) )

### UO Class Schedule

[classes.uoregon.edu/](http://classes.uoregon.edu/)

## Graded Courses Policy

Many Educational Leadership courses are open to students outside of the Program who need to take these courses on a P/NP basis, so some courses are set up as OPTIONAL grading. **STUDENTS ADMITTED IN THIS PROGRAM MUST BE SURE TO CHANGE THIS GRADING OPTION TO <GRADED> WHEN REGISTERING FOR COURSES.**

All research and writing courses **MUST be taken GRADED**, including:

- EDUC 611 Survey of Educational Research Methods
- EDUC 614 Educational Statistics
- EDUC 615 Introduction to Qualitative Research
- EDUC 640 Applied Statistical Design & Analysis
- EDLD 692 Research Writing
- EDLD 696 Professional Writing I
- EDLD 697 Professional Writing II
- EDLD 698 Professional Writing III
- EDLD 699 Dissertation Methods Apprenticeship

All courses that contribute to a student's Portfolio of Competencies **MUST be taken GRADED**, including:

- EDLD 632 Educational Policy Analysis
- EDLD 624 Leading for Equity
- EDLD 697 Pro Writing II
- EDLD 698 Pro Writing III
- EDLD 699 Dissertation Methods Apprenticeship

## PLANNED PROGRAM

The DEd program follows a prescribed course of study. Fillable planned program templates are available on the Program website and will be sent to students when they begin their coursework. The Planned Program form is pre-filled with coursework required. At the end of every term, students fill in the results of the coursework completed that term, and save it in their files. Any approved changes to this Planned Program during the student's coursework must be reflected in the Planned Program. Upon program completion, the final version of the Planned Program must match the student's final transcript exactly. ([See EDLD Student Resources Webpage: education.uoregon.edu/edld](https://education.uoregon.edu/edld) for forms).

**Students must submit a copy of the Planned Program to the Program's Academic Program Coordinator at the following points:**

1. The first draft, signed by the student - **by the end of the first term of study.**
2. Any time a **substantial approved change is made** to the plan (e.g. an authorized substitution or waiver is granted), include evidence of authorization by either including a copy of an email correspondence authorizing the change/substitution, or having your advisor sign this new version of the Planned Program before submitting it to the Program's Academic Program Coordinator).
3. By the **middle of the term BEFORE the student completes their COURSEWORK, and wishes to request ADVANCEMENT TO CANDIDACY** in time for the NEXT term's registration. (OK to submit without the GRADES for this last term of coursework – just fill in the title and number of credits taken for each course and the instructor's surname). This Planned Program must be **SIGNED BY THE STUDENT AND THEIR ADVISOR/CHAIR**. Attach this to an email officially requesting Advancement to Candidacy at the conclusion of the stated term, along with a PDF copy of your unofficial transcript. \*The transcript must EXACTLY match the Planned Program.
4. At the **beginning of the student's FINAL TERM, in preparation for graduation.** (OK to submit without the GRADE for this last term of DISSERTATION CREDITS – just fill in the title and number of credits taken for each course and the supervising instructor's (Chair) surname). This updated Planned Program must be **SIGNED BY BOTH THE STUDENT AND THEIR ADVISOR/CHAIR**. Attach this to an email officially notifying the Academic Program Coordinator of your intention to defend and graduate the following term, along with a PDF copy of your current unofficial transcript (from DuckWeb). \*The transcript must EXACTLY match the Planned Program.

## PORTFOLIO OF COMPETENCIES

### Competency Domains

The DEd is organized around five general competencies, integrated as a function of coursework completion. Competency domains focus on the fundamentals needed to interpret and develop evidence-based programs, apply and evaluate effective interventions in schools, lead and manage educational systems, understand and analyze policy, and communicate with critical stakeholders.

#### 1. Evidence-Based Programs

- Read and critically consume research to inform practice, decisions, and policy
- Gather and apply empirical evidence to problems of practice
- Understand how to conduct/supervise field-based research

#### 2. Leadership

- Knowledge and understanding of theories of leadership
- Knowledge and understanding of methods of leading change initiatives
- Application of leadership theory to school-based practice

#### 3. Equity Initiatives

- Knowledge and understanding of sociological underpinnings of inequity
- Knowledge of culturally relevant practices and their applicability to diverse school settings
- Understanding of approaches to better serve students and families from diverse backgrounds

#### 4. Policy Development & Implementation

- Knowledge and understanding of the policy process, from adoption to implementation
- Knowledge and understanding of school law and ethics
- Knowledge and understanding of national, state, and local policy issues

#### 5. Communication

- Effective oral and written communication with diverse stakeholders
- Knowledge and understanding of organizational identity
- Knowledge and understanding of strategic communication

## Portfolio Evidence Items – Schedule of Submission and File Naming Conventions

Throughout their coursework, doctoral students acquire foundational knowledge and skills necessary for designing and conducting their dissertations. In the DEd program, students use a collection of evidence assembled in a portfolio to meet the Division of Graduate Studies requirements to advance to candidacy. The contents of the portfolio are generated from class assignments to demonstrate student knowledge and skill in each of the program competency domains.

***At the end of each term of coursework***, students email an electronic copy of the individual evidences to the Program’s Academic Program Coordinator, using the FILE NAMING CONVENTIONS listed below, exactly. Failure to submit documents in a timely manner can result in a delay in progress toward Advancement to Candidacy, and thus the ability of the student to register for EDLD 603 Dissertation credits and proceed with their dissertation process. The Advisory Committee reserves the right to conduct a secondary review of the portfolio. This review may require the student to revise one or more products or submit additional evidentiary products before advancement to candidacy is granted.

<b>Portfolio Evidence Items - Schedule of Submission and File Naming Conventions</b>			
<b>Year</b>	<b>Term</b>	<b>Evidence Item</b>	<b>File Naming Convention</b>
1	FALL	<b>Equity Stance</b>	LastName_Competyency_EquityStance
	WINTER	<b>Data Collection Instrument</b>	LastName_Competyency_DataCollectionInstrument
	SPRING	<b>Literature Synthesis</b>	LastName_Competyency_LitSynthesis
2	FALL	<b>Policy Brief</b>	LastName_Competyency_PolicyBrief
	WINTER	<b>Method Section</b>	LastName_Competyency_MethodSection
	SPRING	<b>Dissertation Proposal</b>	LastName_Competyency_DissertationProposal
	SPRING	<b>Curriculum Vitae Update</b>	LastName_Competyency_CVUpdate
	SPRING	<b>Updated Planned Program</b>	LastName_PlannedProgramDATE

## Portfolio Evidence Items – Descriptions and Supporting Courses

**Equity Stance** – Three courses are taken in the fall of Year 1 (EDLD 624 Leading for Equity, EDLD 644 Learning Organization, and EDLD 696 Professional Writing I). Students will develop the skills in these three courses to create an integrated competency product, a written Equity Stance. In the Equity Stance, students will identify a topic or program for which inequities exist, document the inequity, and then articulate their rationale for selecting this particular topic as well as suggestions for further studying the topic and/or implementing a program to reduce the inequities. In EDLD 644, students will learn about ways in which data and continuous improvement models can be used to drive change with a focus on equity. EDLD 696 focuses on organizing empirical information from peer-reviewed journals to support a case argument related to the equity issue(s) identified. EDLD 624 teaches students to examine problems of practice from an equity stance, which will contribute to students' ability to articulate their suggestions for further studying the topic and/or implementing a program to reduce the inequities. Taken together, these three courses will result in a written equity stance that will eventually feed into the student's dissertation by providing background on the topic, an equity lens through which to view the need for the study, and the research base from which to build.

**Data Collection Instrument** – EDUC 615 guides students in the creation and use of a variety of data collection instruments. At the end of this term, students submit a data collection instrument (survey, questionnaire, interview or focus group protocol) that they can use to collect data for their dissertation. These instruments might be field tested as part of the Program Evaluation II course taken in year 2.

**Literature Synthesis** – Three courses are taken in the spring of Year 1 (EDUC 640 Applied Statistical Design and Analysis, EDLD 643 Evidence-Based Decision Making, and EDLD 698 Professional Writing III). Students will develop the skills in these three courses to create an integrated competency product, a Literature Synthesis. In EDLD 640, students will further develop the statistical skills to critique the study methods found in the prior research on their topic (research collected in fall term in EDLD 696). EDLD 698 focuses on synthesizing the prior research on the student's selected dissertation topic and EDLD 640 and 643 deepens students' ability to examine problems of practice from multiple analytic lenses. Taken together, these three courses will result in the student's literature review that will feed directly into the student's dissertation proposal as well as Chapter 1 of the final dissertation.

**Policy Brief** – Three courses are taken in the fall of Year 1 (EDUC 620 Program Evaluation I, EDLD 632 Education Policy Analysis, and EDLD 638 Oregon Advanced School Law). Students will develop the skills in these three courses to create an integrated competency product, a Policy Brief which describes and critiques a policy relevant to the student's dissertation topic that is part of a local or state education agency. In EDUC 620, they will learn the skills to conduct a program evaluation, skills that will be used to better understand their selected policy. EDLD 638 focuses on state and federal laws that impact schools and those who work in them. This course provides students with a deeper understanding of some of the legislative underpinnings of educational policies. EDLD 632 teaches students to analyze a policy with a traditional alternatives-criteria matrix, which enables them to forecast likely outcomes of different policy options. Taken together, these three courses will result in a policy brief that will eventually feed into the student's dissertation by providing background on the policy context for the dissertation study topic. Further, this terms' integrated thematic project will equip students to engage in one of Oregon's professional conferences, OSBA or COSA as an attendee with the emerging analytic skills to address current policy topics in the state.



**Method Section** – During the winter of Year 2, students take two courses (EDUC 621 Program Evaluation II and EDLD 692 Research Writing) that will lead to an integrated competency product, a Methods section suitable for either a program evaluation or their eventual dissertation.

**Dissertation Proposal** – Three courses are taken in the spring of Year 2 (SPED 528 Special Education Law, EDLD 631 Ed Policy for Multilingual Students, and EDLD 694 Dissertation Preparation). Students will develop the skills in these three courses to create the final integrated competency product, a Dissertation Proposal, which builds on the thematic products produced in the previous five terms as well as the courses taken this term. EDLD 631 and SPED 528 provide a foundation for students to consider the special needs of different student populations, a foundation that can deepen their rationale and justification for their specific dissertation topic selection. EDLD 694 consolidates the two years of coursework into a final dissertation proposal that includes an introduction and synthesis of literature (Chapter 1) and methods section (Chapter 2).

**Curriculum Vitae Update** – After all coursework is completed, DEd students update their professional Curriculum Vitae and submit it, along with an **updated Planned Program** (signed by their advisor), showing that they have successfully completed all required pre-advancement coursework, along with their request for Advancement to Candidacy.

## Preparation for Advancement to Candidacy

Students are scheduled to advance to candidacy after completing the majority of their coursework at the end of Year 2 but will take the Dissertation Methods Apprenticeship course in the fall of Year 3 while they hold their dissertation proposal meeting and begin data collection and/or analysis. They concurrently enroll for 6 credits of dissertation (EDLD 603) in each quarter of Year 3, defending their dissertations in the spring of Year 3.

## ADVANCEMENT TO CANDIDACY

Advancing to Candidacy is the official transition of status within the Division of Graduate Studies. This transition grants students the approval necessary to begin work on the dissertation phase of their program.

Official advancement to candidacy is contingent upon:

- Successful completion of all required coursework and credits with a cumulative GPA of 3.0 or higher with no outstanding “incompletes.”
- Submission of electronic copies of all portfolio items.
- Submission of an updated Planned Program signed by the student and advisor. This final version must match the current transcript exactly.

The Division of Graduate Studies (DGS) notifies students via email when they are officially granted advancement to candidacy. Included in this email is a link to a report that shows the official status of the student’s advancement. This report also provides several critical items of information regarding the student’s progress towards completion of required residency and credit requirements, plus deadlines for completion of the program. Students are responsible for monitoring this information closely and notifying the DGS of any discrepancies. Students should realize that failure to complete these important actions could result in delays in either dissertation defense or graduation.

## After Advancement to Candidacy

After advancing to candidacy, students move to an individualized program in which they:

- establish a committee
- propose a dissertation topic
- develop a plan of action
- conduct research
- write their dissertation
- defend their dissertation

## DISSERTATION

*Dissertation policies, procedures, forms, and links are subject to change. See program website for most current information*

**Division of Graduate Studies - Thesis and Dissertation Overview:** [graduatestudies.uoregon.edu/academics/thesis-dissertation](https://graduatestudies.uoregon.edu/academics/thesis-dissertation)

**Educational Leadership Dissertation Resources:** [education.uoregon.edu/edld](https://education.uoregon.edu/edld)

A Modified Manuscript Model dissertation will be required of all students similar to a traditional scholarly article with four chapters: Introduction, Methods, Results, and Discussion. The dissertation provides a rationale and a defined methodology, as well as a description of a plan to collect data or the identification of an existing extant data set in association with a COE research center, individual faculty member, or school district. Dissertation support is provided through the fall with a dissertation preparation course. Students can associate with a COE research center or individual faculty on critical components of the dissertation, having an emphasis on methodology in assessment, program evaluation, and impact analysis. This association provides and reflects:

- Clear connection between faculty research, teaching, and advising
- Association of NTTF research center faculty with Programs
- Improved contingencies for advising DEd students
- Research reflecting the strength of the research being conducted in COE research centers and individual faculty
- Dissertation using either extant data sets or approved methodologies

### Registering for Dissertation Credits

After advancement to candidacy is officially granted, students must enroll for at least three credits of the independent study research and writing credits under the course name and number **EDLD 603 Dissertation** each term (summers optional). A total of at least eighteen (18) credits of EDLD 603 Dissertation must be completed before graduating. Students must be enrolled for at least three (3) credits of dissertation during the term in which they defend their dissertation.

At least two weeks before the beginning of the term in which they wish to register for these dissertation credits, students submit a “[Course Pre-Authorization Form](#)” to their Advisor/Chair; identifying the next term’s new Course Registration Number for that course (see [classes.uoregon.edu](https://classes.uoregon.edu)), the number of credits requested (1 credit = 40 hours of work), and a list of the work and deliverables to be accomplished for those credits. The Advisor/Chair then forwards this form with their approval to Program Staff, who then unlock the ability to register for those credits and notify the student of their ability to register. Delays in submitting this form can result in the student’s additional requirement to [Petition for Late Registration and incur the related fees](#).

## Dissertation Topic Selection and Declaration Process

The DEd dissertation emphasizes applied research with a focus on regional or local problems of practice within educational settings. Both the degree program and dissertation process focus on specialized practitioner skills with an emphasis on applications in schools and related educational working environments.

Educational Leadership has shifted away from the traditional dissertation model and towards an outcome that is more aligned with the actual practices of educational leaders. To fulfill the dissertation requirement for the DEd program, students will work individually or in teams to select a topic of study and outline the specific research questions and methodological approaches they will use to conduct their dissertation.

Before the start of Year 2, students meet with their advisor to discuss their selection. Upon advisor's approval, the student drafts a Memorandum Of Understanding ("MOU"), reflecting the dissertation topic and option that was approved. Next, the student obtains their advisor's signature and submits the MOU to the Academic Program Coordinator, who places the MOU in the student's official program file.

## Committee Establishment

Within 30 days after official advancement to candidacy by the Division of Graduate Studies, students are expected to email a slate of Committee Members who have agreed to serve on their committee, and their assigned positions to the Program's Academic Program Coordinator, so that the slate can be recommended for approval to the Division of Graduate Studies.

Qualifications and requirements for who can serve in given roles on any given committee are very specific. Carefully review the policies for the establishment of a committee on the DGS's website at: <https://graduatestudies.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy>.

The Division of Graduate Studies will email each prospective committee member, notifying them of this assignment and confirming their agreement to serve. Until the DGS has emailed official approval of the committee to the student and Program, the committee is not official. **Students MAY NOT conduct research until this process is complete and their committee is officially approved by the DGS.** Once approved, the Dissertation Committee Chair also becomes the official Academic Advisor for the remainder of the student's studies.

Committees must be established and chairs remain constant for at least six months before a student can defend a dissertation.

## Dissertation Prospectus and Proposal

A dissertation proposal contains two sections:

### 1. Introduction and Literature Synthesis

The literature synthesis is the beginning of the proposal. Students revise their review of relevant literature conducted in Professional Writing I and III, organizing it in such a way that it is clear to the reader how the different pieces of literature fit together and frame the student's dissertation. The proposal needs to articulate *why* the dissertation is important and should be completed. Students concentrate on weaving the literature into a coherent structure that can act as a conceptual framework for the dissertation, helping guide the student through the process of structuring the problem and interpreting findings. The literature cited must be of sufficient depth and breadth, and must include high-quality, empirical work.

### 2. Study Methods

Students develop the methods section so it is clear to a reader unfamiliar with the study *what* is to be done and *why* the particular methodological approach was selected. Students should specify the research design and intended methods so it is clear *how* the study is to be conducted and the data analyzed. Students should thoroughly describe the proposed study methods, as well as the participants, setting, sampling plan, data collection instruments and/or extant data sets available, and the plan for analyzing the data. Students should explain how they plan to control for internal and external validity, as well as potential problems with data analysis. This section must include a timeline for completion of the dissertation.

Students craft the dissertation proposal during the Professional Writing sequence in Year 1 and create and practice a proposal presentation during Dissertation Apprenticeship in Fall of Year 3. During this time, students work with their advisor to form their dissertation committee.

Once approved by their committee chair, students conduct a meeting of all members of the committee to present their proposal, and obtain their signatures on the *Dissertation Prospectus and Proposal Approval* form ([See EDLD Student Resources Webpage](#)). Students submit a copy of this signed form to the Program's Academic Program Coordinator directly after the meeting.

Once approved, the proposal becomes a compact between the student and the committee, outlining the specific steps the student has committed to follow and the conceptual lens through which the student has viewed the study. When committee members sign off on the proposal, they agree that the dissertation design is ready to implement, and that the student will not be asked to perform any more or any less to satisfy degree completion.

## Research and Writing

The goal of the DEd program is to develop leaders capable of designing and implementing effective, equitable, and accountable programs. In the course of study, candidates address various issues in leadership practices, learning systems, and policy development and implementation. Students take courses focusing on content essential for educational leadership and complementary research methods that teach key analytical tools. Students are encouraged to formulate a problem of practice in which they are interested, that is relevant to their current (or future) position, and for which faculty have expertise, experience, and interest.

Research skills emphasized in the program are the keystone for students to complete a high-quality dissertation. Students first learn about research designs that can be implemented in the field through a specific set of methods: (a) action research, (b) survey methodologies, (c) case studies, (d) policy analyses, and (e) program evaluation (non-experimental methodologies). Students then become proficient with measurement systems that allow them to describe and scale behavior for individuals or groups. Finally, students become familiar with basic analytic and statistical skills. In this process, the acquired knowledge and skills are used to formulate problems and complete dissertations that are realistic and practical. Students are encouraged to use data sets from their schools or districts or to collaborate with their peers in the program to analyze common data sets. In some cases, students may use data provided by faculty or UO research units.

All theses and dissertations must be formatted to conform to the UO Division of Graduate Studies' on-line *Style and Policy Manual for EDT (Electronic Thesis or Dissertation)*.

## ORAL DEFENSE

Oral defense of a dissertation is the final component of the degree, in which the student presents the dissertation to the committee.

In addition to the required components of the selected dissertation option, the Division of Graduate Studies has several additional documents that must be included with the dissertation. Please refer to the DGS's Style and Policy Manual for Electronic Thesis and Dissertation (EDT) ([graduatestudies.uoregon.edu/2016-2021-style-manual](https://graduatestudies.uoregon.edu/2016-2021-style-manual)) for detailed information about components required in all University of Oregon dissertations.

*It is critical that students identify and track ALL timelines and deadlines carefully.* For current detailed instructions, please see [the DGS's website](#).

**At least one term before students intend to hold their Final Oral Defense and graduate, they must:**

- Review their unofficial transcript to ensure they have met all requirements, and check for any unresolved incompletes
- Update their Planned Program to ensure that the contents of both documents exactly match and that all requirements will have been met before defending. Send the signed document to the Dissertation Chair to sign, then forward it to the Academic Program Coordinator
- Check the DGS's Calendar of Deadlines ([graduatestudies.uoregon.edu/academics/completing-degree/doctoral-degree-deadlines](https://graduatestudies.uoregon.edu/academics/completing-degree/doctoral-degree-deadlines)) to establish the deadlines for the final milestone tasks
- Students will work with their chair and other committee members to identify the date on which they will present their oral defense, after which they are responsible for submitting the following applications by the given deadlines:
  - [Application for Advanced Degree](#) (graduation) to the Division of Graduate Studies
  - [Application for Final Oral Defense](#) (defense) to the Division of Graduate Studies

In response to the Application for Final Oral Defense, the Division of Graduate Studies will email each committee member asking them to confirm their planned attendance. After ALL members have logged into the system and confirmed their attendance, an automatic email enables the Program to approve of the Application for Final Oral Defense. Please carefully monitor the deadline associated with this. **That deadline the deadline by which ALL COMMITTEE MEMBERS – followed by THE PROGRAM - must confirmed their approval. (NOT to be confused by this being the date by which the student must apply for final oral defense)!** Please allow ample time for these approvals to be processed by your deadline, and stay on top of who has submitted their approval, and who needs extra prompting.

At least three (3) weeks before the defense, students are expected to provide the committee with a full draft of the dissertation.

We recommend that students use this remaining timeframe time to:

- Order their regalia for spring graduation, using the instructions on the College of Education website: [education.uoregon.edu](https://education.uoregon.edu)
- Submit the final copy of the final signed planned program and transcript to the Program's Academic Program Coordinator
- Confirm reservations for their defense meeting room and/or Zoom arrangements, including any necessary equipment and technology.
- Remind committee members and guests of the time, date, and location (including directions and parking information)

A few days before the defense, the Division of Graduate Studies emails all Committee Members with instructions to how and when to log in to confirm their approval of the defense. At the conclusion of the defense, the committee meets privately to discuss the result, then each member logs in and submits this form to confirm by electronic signature whether or not they agree that the defense was successful. All members must log in and certify the results of the defense within two (2) weeks after the defense. It is the student's responsibility to ensure that everyone does this before the deadline.

Students must submit any required final revisions of their dissertation to their Chair in time for the Chair to log in and sign off on final approval to the DGS before the 2-week deadline.

**WITHIN 2 WEEKS AFTER THE DEFENSE:** Students upload the final, committee-chair-approved version of their dissertations to the ProQuest Electronic Thesis or Dissertation (ETD) Administrator. See: [graduatestudies.uoregon.edu/academics/thesis-dissertation/etd-submission](https://graduatestudies.uoregon.edu/academics/thesis-dissertation/etd-submission) .

Upon completion of the Dissertation Approval Process and confirmation that the student has uploaded the final, approved version of their Dissertation to the ProQuest system, the Division of Graduate Studies will begin their audit and approval of both the dissertation and conference of the degree. Diplomas are mailed by the Office of the Registrar 2-3 months following graduation. Students may be able to download an Unofficial (PDF copy of their final transcript, showing the conference of the degree), a couple of weeks before that, by logging into their DuckWeb account.

## GRADUATION & COMMENCEMENT

The schedule and instructions for participating in University and/or College of Education commencement exercises are posted at the beginning of spring term at:

### **General UO Commencement Ceremony & Ordering Regalia**

[commencement.uoregon.edu/](https://commencement.uoregon.edu/) *(This is the event attended primarily by undergraduates)*

### **College of Ed Graduation Ceremony** *(This is the event attended by most graduate students)*

[coe.uoregon.edu/commencement/](https://coe.uoregon.edu/commencement/)

FAQs: [coe.uoregon.edu/commencement/faqs/](https://coe.uoregon.edu/commencement/faqs/)



## STRUGGLING OR NEED EXTRA SUPPORT?

If you are a student experiencing anxiety or other issues of personal, emotional, academic, social, physical, or financial well-being or food-security, and would like guidance to the many support systems offered, PLEASE contact us (including our Academic Program Coordinator). We are happy to listen confidentially and non-judgmentally, and – if you wish – can direct you to resources that are available and want to help you. Everyone needs a little help, every now and then. You are not alone.

Here is a wonderful resource to explore ANY time; so that when/if there comes a time when you (or ANOTHER STUDENT) may benefit from some of the many support services available to UO students, you know where to look, first:

University Health Services Resources' DUCKNEST:  
**health.uoregon.edu/ducknest**

## LEAVE OF ABSENCE or WITHDRAWAL FROM THE PROGRAM

Taking a leave of absence, or completely withdrawing from the program can have serious long-term consequences if specific steps are not followed in a timely manner. After discussing your plans with your official advisor, please contact the Program's Academic Program Coordinator for complete instructions the term BEFORE you intend to either take time off or completely withdraw from the program.

**PLEASE DO NOT under ANY circumstances, simply fail to register or stop attending for a term listed on your course sequence.** Those actions will automatically move your status with the Division of Graduate Studies and the Program to “Not in Good Standing,” and “Away WithOut Leave.” To return after just disappearing or quitting in that manner will cause the student to have to petition for reinstatement to the university and the program, which may or may not be granted.

- For more information about the process of going ON-LEAVE: [graduatestudies.uoregon.edu/academics/policies/general/on-leave-status](https://graduatestudies.uoregon.edu/academics/policies/general/on-leave-status)
- For more information about WITHDRAWING from the Program: [graduatestudies.uoregon.edu/academics/policies/ge/complete-withdrawal](https://graduatestudies.uoregon.edu/academics/policies/ge/complete-withdrawal)