Doctorate of Education [D.Ed.]
in Educational Leadership

Literacy Leadership 2015

College of Education
Department of Educational Methodology, Policy, and Leadership

UNIVERSITY OF OREGON
Educational Methodology, Policy, and Leadership (EMPL)  
Doctorate of Education (D.Ed.) Program Manual

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The Department of Educational Methodology, Policy, and Leadership (EMPL) is one of several departments within the College of Education at the University of Oregon. EMPL offers two doctoral degree programs; the Doctorate of Education (D.Ed.) program and the Doctorate of Philosophy (Ph.D.) program. Both the D.Ed. and the Ph.D. programs lead to degrees in educational leadership. The knowledge bases supporting the D.Ed. and the Ph.D. are different because understanding and affecting the processes of change require different perspectives and skills. To allow for this differential focus and provide a rich learning environment, students from both degree paths take some courses together.

The **Ph.D.** program develops expertise in educational research and is intended for individuals who wish to pursue careers as researchers in various types of educational organizations or as professors of education with a specialization in research. *This document does not provide information about the Ph.D. program*; however, a detailed description of the program and application information can be found in the Ph.D. Program Manual.

The **D.Ed.** program develops expertise in professional practice and is intended for individuals who wish to pursue careers as administrators, staff developers, curriculum specialists, or professors of education. Detailed program description and application information follows in this document.

Educational Methodology, Policy, and Leadership is committed to ensuring that graduates of both programs acquire at least three fundamental abilities: (a) technical knowledge of systems operations, (b) conceptual perspectives for interpretation, and (c) human interactions for implementation. EMPL is positioned in its programmatic offerings and faculty expertise to lead the change process through new areas of inquiry and field-based practice.

**Concentration Areas**

- Policy Leadership
- Equity Leadership
- Literacy Leadership
Program Description - Doctorate of Education (D.Ed.)

The goal of Educational Methodology, Policy, and Leadership is to develop effective, highly-regarded, and influential leaders in educational practice, policy, and scholarship. The Doctorate of Education (D.Ed.) program focuses on the processes by which educational outcomes and systems change are measured and how Pre-K-12 educational improvement can be diagnosed, prescribed, and managed.

The purpose of the Doctorate of Education (D.Ed.) degree in Educational Leadership (EDLD) offered by the department of Educational Methodology, Policy, and Leadership (EMPL) is to provide practicing educational professionals with an advanced graduate degree that emphasizes leadership development, oral and written communication, and understanding of educational assessment and research. The D.Ed. 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. The D.Ed. provides meaningful learning opportunities and experiences that enable graduates to:

- Improve student learning performance and progress
- Improve effectiveness of professional practice
- Enhance school building / district capacity and capabilities
- Cultivate and sustain professional communities of practice
- Advance professional knowledge and analytical expertise

The remainder of this document provides details of the D.Ed. degree program offered by EMPL, including required coursework, portfolio competency requirements, and the dissertation process.

The D.Ed. program is designed to address the growing need of education professionals to acquire the knowledge and skills necessary to lead school systems in today’s data-driven, change-oriented environment. The D.Ed. program follows current recommendations from the University Council for Educational Administration, the Carnegie Foundation for the Advancement of Teaching, and the Education Schools Project\(^1\) to craft a degree that is distinctly different from the 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 aligned with an administrative license program, anchoring its content to case-based problems in the field.

The 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

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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.

Program Design
The D.Ed. program acknowledges the competing priorities faced daily by practicing Pre-K-12 professional educators. Therefore, the D.Ed. 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. The program utilizes the classroom and the workplace to both enhance and practice course content.

Program Emphases
The D.Ed. program focuses on several dimensions of leadership in Pre-K-12 educational systems: (a) measurement and analysis of educational outcomes to enact accountability, (b) examination of policies that guide programs, (c) creation of organizational structures and functions to facilitate change. The goal is to develop leaders who can apply in practice methodological and analytical skills to improve educational performance.

The D.Ed. has five intellectual foundations upon which both of the doctoral degree programs are based:

1. Educational Research Methods
2. Learning Accountability and Educational Outcomes
3. Measurement and Instrument Development
4. Policy and Organizations
5. Leadership Development

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

- **Policy Leadership** – The Policy Leadership concentration is for D.Ed. students interested in leading schools and districts, or working at state and federal agencies. This concentration emphasizes an understanding of (a) policy development, (b) policy standards and accountability systems, (c) educational reform, (d) evidence-based research practices, (3) leadership skills, argumentation, and organizational systems-thinking for change, and (f) educational outcomes analysis and actions. Coursework, advising, and dissertations in this concentration areas are offered through the lens of educational practitioners who lead effective change for enhanced student outcomes.

- **Equity Leadership** – D.Ed. students engaged in the Equity Leadership concentration will develop the critical scholarly and applied skills needed to promote inclusive excellence in education and social systems and to ensure equity in terms of policies and practices. Grounded in social justice and social ecological perspectives, the concentration provides the foundation in leadership practices and community, family, and school interventions that advance equity in terms of access, student outcomes, and institutional culture.

- **Literacy Leadership** – D.Ed. students interested in leading schools, districts, and even states with a specific focus on improving literacy outcomes in K-12 should enroll in the Literacy Leadership concentration. This concentration supports an understanding of the politics, policies, and practical realities associated with improving language and literacy outcomes for all students. Students will gain behavioral, cognitive, linguistic, social-psychological, and cultural perspectives on research, assessment, instruction, and data-based decision-making practices in literacy, as well as applied experiences working with struggling readers to ground your learning.
Program Structure

Learning Communities – Cohort Model
The D.Ed. 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 through the professional writing course 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 provide and receive feedback from other students and faculty.

Learning Experience
The E.M.P.L. Department’s focus is assessment, methodology, policy, and leadership. D.Ed. students take core courses as an entire cohort, and then take courses aligned with their concentration. The program signature is student skill development in research design, measurement, development, and rigorous data analysis. Students gain skills in systems understanding to allow them to properly frame problems as well as develop appropriate analysis and interpretations.

The D.Ed. 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.

EMPL 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.

Hybrid Education
EMPL’s D.Ed. utilizes a hybrid education model to reach practicing professionals throughout the state of Oregon. Courses are scheduled in the late afternoons and occasionally on weekends. Online tools and instructional pedagogy is used to enable students to participate and interact with instructors and fellow students. The department may also utilize multi-day summer institutes to bring students together to complete certain aspects of their learning.
Hybrid education also 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 problem solving and discussion. Lectures are often punctuated with activities that specifically engage students in different part of the state. 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 and have varying roles and responsibilities. This exposure to different professionals who work at schools and districts that vary in demographics, location, and external influences, allow for more robust learning while building a diverse and extensive professional network.
# General Requirements

## Overview of General Requirements – D.Ed. Program 2015 admits

*Subject to Change*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total credits required by Grad School &amp; EMPL</strong></td>
<td>144 (at least 95) earned after admission to EMPL’s D.Ed. program</td>
</tr>
<tr>
<td><strong>Transferable Credits</strong></td>
<td>Up to 48 credits from prior related master’s degree from other accredited university, which were completed within 15 years of application to this program. All credits require departmental approval.</td>
</tr>
<tr>
<td><strong>EDLD 603 Dissertation credits minimum</strong></td>
<td>18 credits after advancement to candidacy</td>
</tr>
<tr>
<td><strong>Minimum over all GPA to remain “in good standing”</strong></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Time limit for program completion</strong></td>
<td>Five years</td>
</tr>
<tr>
<td><strong>Continuous enrollment minimum graduate credits per term</strong></td>
<td>Students must be registered for a minimum of three credits each term, except summer. Students <strong>must</strong> be registered for at least three credits the term that they graduate.</td>
</tr>
<tr>
<td><strong>UO Residency Requirement</strong></td>
<td>Three <strong>consecutive</strong> full-time (&gt;= nine-credit) terms</td>
</tr>
<tr>
<td><strong>Post-Bac Full-Time Requirement</strong></td>
<td>Nine Full-time terms (credit for three terms MAY be able to be applied from a related M.S. degree or coursework from another university)</td>
</tr>
<tr>
<td><strong>Advancement to Candidacy after coursework is complete</strong></td>
<td>Via Portfolio of Competencies &amp; related materials accepted &amp; signed off by advisor on Planned Program. (See Portfolio of Competencies section below for details).</td>
</tr>
<tr>
<td><strong>Dissertation and Defense</strong></td>
<td>See Grad School website and “Dissertation &amp; Defense Process Checklist” on EMPL website for details.</td>
</tr>
<tr>
<td><strong>Planned Program signed by advisor &amp; student</strong></td>
<td>First draft by the end of first year of study; updated at the time of advancement to candidacy; then updated again at time of application to graduate.</td>
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</tbody>
</table>
Policies, Procedures, and Deadlines
Students are expected to familiarize themselves with all University of Oregon, Graduate School, College of Education, and EMPL policies, procedures, and deadlines. For current information, please visit their websites.

University of Oregon: www.uoregon.edu
Registrar: registrar.uoregon.edu
Graduate School: gradschool.uoregon.edu
College of Education: education.uoregon.edu
EMPL Department: http://education.uoregon.edu/empl

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

- Guiding students through applicable department, college, and graduate school 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 department. 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 assist students in determining appropriate dissertation committee members.

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 his or her goals. While students are ultimately responsible for knowing and fulfilling degree requirements, the advisor and departmental 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 his or her office hours.

Coursework
The D.Ed. 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 a leave of absence, the student will be required to take the missed course or course sequence during the first year of reinstatement.
Course Sequence

Year 1 in the D.Ed. 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 have mastered foundational methodological skills required to conduct a high-quality research study. By the end of the first year, students should have a well-defined topic for their dissertation.

Year 2 of the D.Ed. program emphasizes acquisition, application, transfer, integration, and use of the students’ accumulating research knowledge. During Year 2 of the D.Ed. program, students gain content area expertise in their selected concentration, refine their focus on a specific problem of practice, and conduct a detailed literature review and research design plan. Students select from one of the three dissertation options at this time. The EDLD 607 Research Writing course sequence targets more focused and in-depth preparation on the methods as part of the dissertation study. In addition, this course is used to monitor and ensure portfolio completion, advance students to candidacy, and ensure completion of the dissertation proposal.

During the summer after the second year, students enroll in an EDLD 610 Dissertation Methods Apprenticeship. This course is designed for students to complete their formal dissertation proposal and present it to their committee.

Between Years 2 and 3, students advance to candidacy, formal designation by the graduate school signifying that all coursework and portfolio competencies have been completed.

Year 3 is designed to complete a high-quality dissertation, drawing from skills and knowledge mastered throughout the first two program years. During Year 3, students enroll in EDLD 603 Dissertation. Students are expected to either substantially advance or 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 and are more similar to a seminar than to traditional coursework. The completion of the process includes a dissertation defense to the student’s committee. These defenses are scheduled on campus and are open to the public. Students may extend completion of the dissertation beyond the third year as needed.

The following course sequence may change, but credit hours and term load will remain the same.
# LITERACY LEADERSHIP CONCENTRATION

## Course Sequence

### YEAR 1 – (36 Credits)

<table>
<thead>
<tr>
<th>Summer (9)</th>
<th>Fall (9)</th>
<th>Winter (9)</th>
<th>Spring (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 607 Executive Leadership Institute (3)</td>
<td>EDLD 560 Measurement and Assessment (2)</td>
<td>EDUC 614 Educational Statistics (4)</td>
<td>EDLD 607 D.Ed. LL/Equity/Policy Seminar (1)</td>
</tr>
<tr>
<td>EDUC 612 Soc. Sci. Research Design (4)</td>
<td>EDLD 663 Measurement in Research (2)</td>
<td>EDLD 648 Prof. Issues in Ed II: Survey of Research Design &amp; Validity (1)</td>
<td>EDLD 621 Equity &amp; Achievement (3)</td>
</tr>
<tr>
<td></td>
<td>EDLD 683 State &amp; Local Policy (4)</td>
<td></td>
<td>EDLD 649 Prof. Issues in Ed III: Res/Grant/Policy Critique/Analysis (1)</td>
</tr>
</tbody>
</table>

### YEAR 2 – (35 credits)

<table>
<thead>
<tr>
<th>Summer (8)</th>
<th>Fall (9)</th>
<th>Winter (9)</th>
<th>Spring (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 610 Professional Writing II: Organization (2)</td>
<td>EDLD 607 Research Writing I: Scholarly Questions (1)</td>
<td>EDLD 607 Research Writing II: RQs to Methods (1)</td>
<td>EDLD 607 Research Writing III: Interpretation (2)</td>
</tr>
<tr>
<td>EDLD 613 Reading Research (4)</td>
<td>EDLD 625 Survey and Questionnaire Design (4)</td>
<td>EDLD 610 Data-based Decision Making (2)</td>
<td>EDLD 607 Sem D.Ed. Doc of Ed (1)</td>
</tr>
<tr>
<td>EDLD 638 Advanced School Law 1 (2)</td>
<td>EDLD 610 Meeting Needs of English Learners (2)</td>
<td>EDLD 610 Professional Writing III: Synthesis (2)</td>
<td>EDLD 610 School Systems Reform (2)</td>
</tr>
<tr>
<td></td>
<td>EDLD 665 Assessment in Literacy (2)</td>
<td>EDLD 612 Reading Inventions (4)</td>
<td>EDLD 618 Data-based Decision Making in Literacy (4)</td>
</tr>
</tbody>
</table>

### YEAR 3 – (25 credits)

<table>
<thead>
<tr>
<th>Summer (3)</th>
<th>Fall (10)</th>
<th>Winter (6)</th>
<th>Spring (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 610 Dissertation Methods Apprenticeship (3)</td>
<td>EDLD 603 Dissertation (6)</td>
<td>EDLD 603 Dissertation (6)</td>
<td>EDLD 603 Dissertation (6)</td>
</tr>
<tr>
<td>EDLD 610 Literacy for Learning (4)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Courses
Course numbers, descriptions, credits, and outcomes are subject to change.

EMPL Course Syllabi
Sample syllabi from previous terms are available online for reference at:
https://education.uoregon.edu/educational-methodology-policy-and-leadership/edld-syllabi

UO Course Catalog
http://uocatalog.uoregon.edu/education/education

UO Class Schedule
http://classes.uoregon.edu/

Graded Courses Policy

Many EDLD courses are open to students outside of the department who need to take these courses on a P/NP basis, some courses are set up as OPTIONAL grading. EMPL STUDENTS MUST BE SURE TO CHANGE THIS GRADING OPTION TO <GRADED> WHEN REGISTERING FOR COURSES.

The following courses must be taken GRADED (no P/N option):

All research and writing courses MUST be taken GRADED, including:
- EDLD 607 Research Writing I, II, and III
- EDUC 612 Social Science Research Design
- EDUC 614 Educational Statistics
- EDLD 560 Measurement & Assessment I
- EDLD 610 Dissertation Methods Apprenticeship
- EDLD 610 Professional Writing I: Foundations
- EDLD 610 Professional Writing II: Organization
- EDLD 610 Professional Writing III: Synthesis

All courses that contribute to a student’s Portfolio of Competencies MUST be taken GRADED, including:
- EDLD 621 Equity and Achievement
- EDLD 644 Learning Organizations
- EDLD 610 Professional Writing III: Synthesis
- EDLD 683 State & Local Policy Development
- EDLD 610 Data-based Decision-making

*Exception: EDLD 647-648-649 Professional Issues in Ed I, II, III (These courses are only offered P/NP)

At least 12 additional credits from other courses MUST be taken GRADED.
- All courses in CONCENTRATION AREAS must be taken GRADED.
Planned Program
The D.Ed. program follows a prescribed course of study. Fillable planned program templates are available on the EMPL website and will be sent to students when they begin their coursework. The Planned Program is filled with coursework required by concentration. When requested, students fill in the graduate courses they wish to transfer. Any changes or updates 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.

Transfer of Graduate Credits
Up to 48 graduate credits may be transferred into the program. These credits cannot be used to replace any course during the first two years of the program. Credits must be from courses which were completed within 15 years of application to this program.

All transfer credits must meet the following criteria and then be approved by EMPL faculty:

- The institutions are accredited.
- Courses are taken as graded, rather than pass/no pass.
- The credits represent graduate (not undergraduate) credits taken as part of a graduate program and reflect passing grades of B- or higher.
- The courses reflect content that is relevant to the Educational Methodology, Policy, and Leadership degree.
- Practicum, research, reading and conference, Master’s thesis, field experience, or supervision credits will NOT count as transfer credits.
- Educational content courses outside of EMPL (e.g., special education or speech language) are acceptable.
- Non-educational courses with some relevance to education (e.g. psychology or linguistics) are acceptable.
- Non-educational courses with minimal relevance to education are not acceptable.

Students include a list of these courses in a table on their Planned Program, listing the following: (a) term, (b) year, (c) course title, (d) number of credits, and (e) grade earned. Proposed transfer credits from multiple schools should be grouped by like-institution. The total number of proposed transfer credits across all institutions should then be presented at the bottom. To convert semester credits into quarter hours, multiply by 1.5. Transfer credits may only be transferred for purposes of meeting the total credits required for the degree (144 for doctoral programs).
Portfolio of Competencies

Competency Domains
The D.Ed. 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
   - Translate research into practice, decisions, and policy
   - Gather and apply empirical evidence in practice
   - Understand how to conduct / supervise field based research

2. Teaching, Learning, & Assessment
   - Knowledge and understanding of classroom and large scale assessment
   - Knowledge and understanding of teaching and learning issues in schools
   - Application of program planning and development

3. Management & Organization
   - Knowledge and understanding of leadership systems and methods
   - Knowledge and understanding to manage educational organizations

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 diversity issues
   - Knowledge and understanding of organizational identity
   - Knowledge and understanding of strategic communication

Portfolio Items
Throughout their coursework, doctoral students acquire foundational knowledge and skills necessary for designing and conducting their dissertations. In the D.Ed. program, students use a collection of evidence assembled in a portfolio to meet the graduate school 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.

Competencies from Year 1: Research Foundations Applied to Practice
During the first year, students learn about measurement and research methodologies that relate to their potential areas of interest. The research sequence introduces and develops
specific methodological skills. The Professional Issues in Education course sequence offers opportunities for students to apply the knowledge and skills to a problem of practice.

- **Research Poster Presentation from EDLD 649 Professional Issues in Education III.** Students will develop the technical skills necessary to evaluate research, understand research designs, consider measurement options, and select analytical tools. Students use these foundational research methods to analyze their area of interest from a methodological perspective: identifying variables to control and study, selecting measures to use to document performance or progress, and utilizing analytical tools to make inferences. In Professional Issues in Education III, students create an electronic poster to present to the cohort to fulfill this requirement. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_RschPoster.doc)

- **Equity Scan from EDLD 621 Equity & Achievement.** The degree program emphasizes validity, which necessarily focuses on decision-making. A critical issue within validity is the consequences (both intended and unintended) that result from interventions and outcomes. In the equity scan, validity is considered from two perspectives: (a) the constructs being studied, and (b) the educational policies being addressed. As part of an equity scan, students submit a paper that considers organizational variables and analyses of policies as well as viewpoints of critical stakeholders. The equity scan presents a conceptual analysis of social and organizational variables. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_EquityScan.doc)

- **Policy Analysis Paper from EDLD 683 State and Local Policy.** During EDLD 683 State and Local Policy, students complete a policy analysis paper that views policy as the result of a complex intermix of forces and values and represents this complexity in a cogent fashion. This paper identifies the values underlying the policy and suggests possible values conflicts and contradictions. It shows evidence of knowledge of key policy actors and their role in the policy’s development and passage, and contains a cogent narrative of the history of the policy, including evidence of consultation with one or more key policy players. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_PolAnalysis.doc)

### Competencies from Year 2: The Practice of Research Foundations

The second year of the program introduces students to ways of thinking that help them understand problems of practice within a broader context. These include sociological frameworks, policy systems, and organizational considerations of teaching and learning, diversity perspectives, and leadership. Students also take an advanced research and writing sequence that helps them further develop the skills they need to complete their dissertation successfully.

- **Literature Review Paper from EDLD 610 Professional Writing III: Synthesis.** This is the final course in a sequence of three courses designed to prepare students to engage in scholarly writing. In this course, students critically review and synthesize the prior research within their selected dissertation topic. The paper is submitted to the
comprehensive academic portfolio as evidence of research and writing skill and is used in creating the dissertation proposal.
(Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_ProfWrite.doc)

- **School Improvement Plan with Communication Strategy from EDLD 610 Data-based Decision-Making.** Students are expected to develop a plan for school improvement that includes a strategic communication goal. This goal must benefit the target audiences by creating a beneficial exchange. The strategic communication plan evidences a planning process that helps program managers know where to start, how to proceed through a logical program-design process, and what types of questions to ask and answer at each of the organizing stages of exchange, segmentation, and persuasion. Students submit their communication plan of five cyclical and iterative action research steps: assess, plan, develop and pretest, deliver and monitor, and revise. The last step revises their plan based on their deeper understanding of the problem and audience, which requires adjustments and rethinking. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_CommPlan.doc)

- **Organizational Audit from EDLD 644 Learning Organizations.** The organizational audit is designed to require the student to acquire the declarative and procedural knowledge to conduct a situated conditional analysis of an organizational unit. This analysis requires students to integrate organizational theory, system processes, and organization design principles, structural configurations, and communication. Students are required to obtain access to an organizational unit in order to conduct their audit, prepare an audit report, and present their report in class.
(Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_OrgAudit.doc)

- **Updated Professional Résumé / Curriculum Vita.** By the spring term of their second year, students will have accumulated significant real-world and academic experience. Students are asked to update their résumé / CV and submit it to the department.
(Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_CV.doc)

**Submission of Portfolio Items**

At the end of each relevant term, students email an electronic copy of the individual evidences to the EMPL Department’s Student Services Coordinator. Failure to submit documents in a timely manner can result in a delay in progress toward advancement to candidacy. 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.
Preparation for Advancement to Candidacy

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

Official advancement to candidacy is contingent upon the student:
- 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 and include all pre-requirements and transfer credits.

The Graduate School notifies students via email when they advance to candidacy officially. Included in this Graduate School 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 full-time credit requirements, plus deadlines for completion of the program. Students are responsible to monitor this information closely. Students should realize that failure to complete these important actions could result in delays in either dissertation defense or graduation.
Advancement to Candidacy

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

1. establish a committee
2. propose a dissertation topic
3. develop a plan of action
4. conduct research
5. write dissertation
6. defend their dissertation

Dissertation

Dissertation policies and procedures are subject to change. See website for most current information:

See: Graduate School Thesis and Dissertation Overview:

See: EMPL Department Website for the Dissertation Resources:
https://education.uoregon.edu/educational-methodology-policy-and-leadership/dissertation-resources

EDLD 603 Dissertation. After advancement to candidacy is officially granted, students must enroll for at least three credits of EDLD 603 Dissertation each term (summers optional). A total of at least 18 credits of EDLD 603 Dissertation must be completed before graduating. Students must be enrolled for at least three credits of dissertation during the term of their dissertation. Transcripts will indicate grades of “Incomplete” on these credits until the successful completion of the dissertation defense, at which time incomplete grades will automatically be changed by the Graduate School to “Pass” grades.

The D.Ed. 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.

Dissertation selection and declaration process

Educational Methodology, Policy, and 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 D.Ed. program, students will select one of three dissertation options at the end of Year 1: Scholarly Article, Grant Proposal, or Policy Analysis. The different dimensions of these options are detailed below.

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 his or her advisor’s signature and then submits the MOU to the Student Services Coordinator, who places the MOU in the student’s official program file.
Dissertation Options
All dissertation options have certain elements in common. A comparison of the three options is provided below.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Scholarly Article</th>
<th>Grant Proposal</th>
<th>Policy Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Data</strong></td>
<td>Original or existing data collected and interpreted</td>
<td>Original or existing data to be collected and reported or (when appropriate) preliminary pilot data</td>
<td>Original or existing data collected and interpreted</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Researchers publishing in a journal</td>
<td>Funding agencies private and public</td>
<td>LEAs, SEAs, and Professional Organizations</td>
</tr>
<tr>
<td><strong>Outline of Dissertation</strong></td>
<td>Introduction and Lit Synth Methods Results Discussion</td>
<td>Introduction and Specific Aims Significance Preliminary Studies Project Design Evaluation Dissemination Plan Budget/Resources</td>
<td>Introduction and Policy Context Methods Results Discussions and Policy Implications</td>
</tr>
<tr>
<td><strong>Argument Discourse Narrative</strong></td>
<td>Empirical-operational: What was done and with what threats to validity?</td>
<td>What will be done with connectivity to previous or current practices to move the field forward?</td>
<td>Policy – analytical: What do the findings suggest about ways to improve the policy or its implementation?</td>
</tr>
</tbody>
</table>

Scholarly Article
Scholarly articles are a major means of disseminating research findings. Most journals publishing empirical articles target researchers as their readership, and many top-tier research journals, especially those that are the product of professional associations, also have companion titles that target education professionals and practitioners as a means of conveying research more rapidly into practice. For example, Reading Research Quarterly is the top-tier title of the International Reading Association, which also publishes The Reading Teacher and Journal of Adolescent and Adult Literacy, which are aimed more at reading professionals. Similarly, ASCD (formerly the Association for Supervision and Curriculum Development) maintains International Journal of Education Policy and Leadership, which is aimed more squarely at researchers, and Educational Leadership, which is aimed more at practitioners. D.Ed. candidates undertaking a new, empirical study should think carefully about their audience, and thus type of journal, best suited to their study.

A dissertation designed as a scholarly article has a similar structure as the traditional dissertation, but has a more concise and targeted fashion. The article option is intended for the reporting of original empirical research, both quantitative and qualitative, in such a manner that could be submitted to a scholarly journal in an appropriate field. As such, the article is expected to comply not only with the American Psychological Association Publication Manual (2009), but also with American Educational Research Association “Standards for Reporting on Empirical Social Science Research” (2006). What primarily distinguishes the article dissertation option from other dissertation options for D.Ed. candidates is the assumption that the audience is comprised of scholars, researchers, and other doctoral-level readers.
Grant Proposal
The ability to compete for grant funds is an essential skill for educational leaders. In applied settings, grant proposals are written for a variety of reasons, including seeking funds to support program development, delivery, or large-scale dissemination; research projects designed to better understand the pathways towards negative and positive educational outcomes for students, schools, and educational systems; and research to evaluate the effectiveness of a particular intervention, policy, or practice in schools. Preparation of competitive grant applications requires the ability to: (1) synthesize empirical research with an eye towards its relevance in applied settings, (2) identify gaps in extant knowledge or practice and turn these gaps into addressable aims, (3) prospectively design and plan for research or intervention to address gaps, (4) evaluate outcomes and program effects using valid metrics and measures, and (5) complete a budget template.

Policy Analysis
A dissertation designed as a policy analysis focuses on the examination of a state or local policy regarding some aspect of public or private education. The focus of the policy analysis will vary based on the stage of the policy process of the chosen policy. As such, the policy analysis dissertation might examine the role of key policy actors and provide an examination of how the issue got on the policy agenda, including an examination of the major forces operating to move the policy onto the policy agenda. It might provide the historical and legal context for the policy and describe and explain the roles of each level of government in terms of power and control in relation to a specific policy’s development and/or implementation. The policy analysis dissertation may describe the costs and benefits of a policy, along with unintended consequences and implementation challenges. It may describe implementation challenges with reference to concepts from the literature review. It may also propose comprehensive criteria for measuring the success of the policy, and/or discuss the effect of a policy on future regulations and implications for future practice.

The policy analysis is expected to comply not only with the American Psychological Association Publication Manual (2009), but also with any concomitant American Educational Research Association special interest group (SIG) that has a policymaking agenda. The analysis option is intended for the reporting of original research, both quantitative and qualitative, in a manner that it could be submitted to a public or private policy agency in an appropriate field. What primarily distinguishes the policy analysis dissertation option from other dissertation options for D.Ed. candidates is that we assume the audience is comprised of policy-level readers that are consumers of policy analysis with policy-making agendas.

Dissertation Process
Students choose a problem of practice in their first year (as part of the spring term Professional Issues III course). An important feature of the topic is specificity: Students must propose to study a topic that is sufficiently narrow so that the literature review can be bounded and the outcomes interpreted. The dissertation focus should be on a current, field-based problem of policy or practice, and is designed to effect change rather than merely identify the cause or explain a change. The dissertation is designed to be practice grounded, focusing on problems situated in a real context having relevance for a variety of stakeholders. Practical implications are critical.
Dissertation Proposal

Please see EMPL Department Website for the Dissertation Proposal Approval form

A dissertation proposal contains two sections:

1) **Introduction and Literature Review**
   The literature synthesis is the beginning of the proposal. Students revise their review of relevant literature conducted in Professional Writing 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 Methodology**
   Students develop the methodology section so it is clear to a reader unfamiliar with the study *what* is to be done. 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 methodology, as well as the participants, sampling plan (how people or measures are developed and drawn from a universe of possible people or items), and the setting used for the study. Students should explain how they plan to control for reliability and validity of interpretations, as well as potential problems with data analysis. This section must include a timeline for completion of the dissertation.

Students create the dissertation proposal during Research Writing I, II, III during Year 2 and create and practice a proposal presentation during Dissertation Apprenticeship. 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: https://education.uoregon.edu/educational-methodology-policy-and-leadership/dissertation-resources). Students submit a copy of this signed form to the department Students Services 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**

The goal of the D.Ed. program is to develop leaders capable of designing and implementing effective 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 executive 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 may be provided with existing or institution-sponsored data sets. In some cases, students may use data sets from their schools or districts, or data provided by their faculty advisors.

The sequences serve to integrate the students’ programs of research by addressing research methods and writing skills simultaneously.

All theses and dissertations must be formatted to conform to the UO Graduate School’s on-line Style and Policy Manual for Theses and Dissertation.

Dissertation Committee Approval

Within 30 days after official advancement to candidacy by the Graduate School, students must submit a Committee and Proposal Approval form to the department. This form provides the proposed title of the dissertation, a very brief description of the project, a roster of names of people who are qualified and who have agreed to serve on their dissertation committee, and whether or not Human Subjects Research will be involved. (See EMPL Forms on the department website under STUDENT RESOURCES – DISSERTATION RESOURCES: https://education.uoregon.edu/educational-methodology-policy-and-leadership/dissertation-resources .

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 Graduate School’s website at: http://gradschool.uoregon.edu/committee-policy .

Students may email this form with signatures and role titles to the Student Services Coordinator, who will submit it to the Graduate School for consideration of approval.

The Graduate School automatically sends an email to each prospective committee member, notifying them of this assignment and confirming their agreement to serve. Until the Graduate School has emailed official approval of the committee to the student and department, the committee is not official. Students MAY NOT conduct research until this process is complete. Once approved, the dissertation committee Chair 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.
Preparing and Defending the Dissertation

In addition to the required components of the selected dissertation option, the Graduate School has several additional documents that must be included with the dissertation. Please refer to the Graduate School Style and Policy Manual for Theses and Dissertations (http://gradschool.uoregon.edu/policies-procedures/doctoral) for detailed information about components required in all University of Oregon dissertations.

The abstract is written for the Graduate School, and they have very specific requirements about its length, content, formatting, timing, and methodology of submission. Students are expected to graduate during the term of your oral defense. **It is critical that students identify and track timelines and deadlines carefully.** For current detailed instructions, please see the Graduate School’s website using the link above.

Oral Defense

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

*At least* one term before the student intends to hold the student’s Final Oral Defense and graduate, he or she needs to:

- Review his or her unofficial transcript to ensure they have met all residency and full-time requirements, and check for any unresolved incompletes (except EDLD 603 Dissertation)
- Update his or her Planned Program to ensure that the contents of both documents exactly match and that all requirements will have been met before defending
- Check the Graduate School’s Calendar of Deadlines (http://gradschool.uoregon.edu/node/263) to establish the deadlines for the final milestone tasks, including the last possible date for possible defense in the coming term. Students use this date to then:
  - Communicate with his or her committee about possible dates for the defense
  - Make reservations for the room, and communicate the date and time to all committee members

- Students return to the Graduate School’s Calendar of Deadlines and submit the following applications by the given deadlines:
  - Application for Degree (graduation)
  - Application for Final Oral Defense

In response to the Application for Final Oral Defense, the Graduate School sends an official email to each committee member asking him or her to confirm his or her planned attendance.

- After ALL members have logged into GradWeb and confirmed their attendance, an automatic email enables the department to generate an approval of the Application for Final Oral Defense (this form must be signed by the Department Head).
- When this is signed, a copy of this form is placed in the student’s file, an email is sent to the student notifying him or her that and the original is now available to them for the required submission with the final abstracts to the Graduate School.
This step must be completed in time for the student to deliver it, along with the final abstracts to the Graduate School, AT LEAST THREE WEEKS BEFORE THE FINAL ORAL DEFENSE.

We recommend that students use this remaining three-week timeframe time to
  o Order their regalia for spring graduation, using the instructions on the College of Education website, at: education.uoregon.edu
  o Submit the final copy of the final signed planned program and transcript to the department’s Student Services Coordinator
  o Confirm reservations for their meeting room, and equipment they have ordered
  o Remind committee members and guests of the time, date, and location (including directions and parking information)

A few days before the defense, the Graduate School sends a Certificate of Completion form to the Committee Chair with instructions to bring it to the Final Oral Defense meeting. At the conclusion of the defense, the committee meets privately to discuss the result and uses this form for each committee member to confirm by signature whether or not the student agrees that the defense was successful. If all committee members agree and sign off, the Chair delivers this form to the department’s Student Services Coordinator so that he or she can insert a copy into the student’s file, and send the original to the Graduate School.

Completion
Students submit any required final revisions of their dissertations to the Graduate School by uploading them via the internet using the instructions and deadlines listed on the Graduate School’s Calendar of Deadlines http://gradschool.uoregon.edu/node/263 .

Graduation and Commencement
The schedule and instructions for participating in University and/or College of Education Commencement Exercises are posted during spring term on the College of Education’s website, at: http://education.uoregon.edu.

On-Leave 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. Please contact the department’s Student Services Coordinator for complete instructions the term BEFORE you intend to either take time off or completely withdraw from the program.