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Application Instructions, Program Description, and New Student Information for Doctoral Programs

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Educational Methodology, Policy, and Leadership Programs

See: EMPL Programs
http://education.uoregon.edu/edld

The Department of Educational Methodology, Policy, and Leadership (EMPL) is one of four 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 a degree with a major in educational leadership. To understand and affect the processes of change requires different perspectives and skills. Therefore, the knowledge base supporting the D.Ed. and the Ph.D. are different. To allow differential focus, students take some common courses but apply them in different contexts.

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 specializing in the preparation of educators. Detailed program description and application information follows.

Educational Methodology, Policy, and Leadership is committed to ensure that graduates 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.
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) 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 buildings and districts 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 in EDLD, including faculty areas of emphasis, required coursework, comprehensive examination portfolio requirements and procedures, and the dissertation process. Prospective students are encouraged to review the information on admissions and application instructions at the end of this document.

The Doctorate of Education 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 distinctly different from the Ph.D., both in how educational research is used and studied and in specific degree requirements. The D.Ed. program is a self-support program and does not accept vouchers.

The D.Ed. degree emphasizes the development of expertise in professional practice and is intended for individuals who wish to pursue careers as administrators, staff developers, curriculum specialists, or professors of education specializing in the preparation of educators. 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 degree program uses courses and field-experiences to provide students the latest research and practice in educational leadership.

The program is organized around a set of competencies presented in a sequenced 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 promising 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 to complete their chosen dissertation project.

Program Design
The D.Ed. program is designed to acknowledge the competing priorities faced daily by practicing Pre-K-16 professional educators. The program is organized around a cohort model designed to create a culture of community for advising/mentoring and sustaining students’ continuous progress toward degree completion. The program provides concurrent on-campus and off-campus course delivery in a structure that is both family and job-friendly, one that adapts to the realities of working educational professionals. The program utilizes the classroom and the workplace to both enhance and practice course content. With this in mind, the academic experience can be demanding at times, and success requires careful time management.

Program Emphases
The D.Ed. program focuses on several dimensions of leadership in Pre-K-16 educational systems: (a) development of policies to guide programs, (b) creation of organizational structures and functions to facilitate change, and (c) measurement and analysis of educational outcomes to enact accountability. 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. Policy and Organizations
2. Leadership Development
3. Learning Accountability and Educational Outcomes
4. Educational Research Methods
5. Measurement and Instrument Development

These foundations broadly encompass faculty research and teaching and provide graduate students a rigorous and relevant educational experience through course and practicum experiences and requirements.
Learning Communities
The D.Ed. program uses a cohort model in which students take a prescribed set of courses sequenced to facilitate completion of a dissertation. 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 eighth and final term in which a dissertation is completed. In the intervening terms, the dissertation topic is continually refined and enhanced, both conceptually and methodologically.

In addition to being cohort-based, the D.Ed. utilizes distributed education to reach practicing professionals throughout the state of Oregon. Courses are scheduled in the late afternoons / evenings and occasionally on weekends. Video-conferencing allows distant students to telecommute to campus via a remote videoconference facility while students in Eugene meet at a videoconference facility on campus. Specific instructional pedagogy is used to ensure far end students participate and interact with instructors and fellow students. In addition, instructors travel periodically to the site outside of Eugene to teach and advise students.

Learning Experience
The D.Ed. experience is designed to cultivate state-of-the-art skills, knowledge, and habits of mind, challenging students to develop their intellectual capabilities fully. The program actively promotes a unity of purpose among program participants and faculty which results in collective ownership and shared understanding of program purposes and goals. The program includes collaboration and teaming, rigorous intellectual challenge, and a high-quality, supportive learning environment oriented to elevating the effectiveness and accountability of professional practice.

EMPL faculty members are directly connected with schools, school districts, and state education agencies in Oregon and throughout the nation. Program participants have access to this network for research and apprenticeship opportunities. A high level of faculty involvement within the field of Educational Leadership and Educational Research links the learning experience to curriculum that directly connects students to the “best practice of leadership.”

Faculty Research Interests and Areas of Expertise
Prospective and current students are encouraged to understand faculty areas of expertise so they may receive appropriate advice as they complete their dissertations. As described in the program application section at the end of this document, students need to align their doctoral studies with departmental faculty from the very beginning of the program. And as described in the prospectus and proposal, students need to work with faculty advisors as part of their doctoral committee so that their research is well conducted and their dissertation well supported. Below is an outline of current core faculty areas of interest and expertise:

- High school-college transition, standards-based education, systemic school reform, educational governance, adequacy funding models, and content validity studies (David Conley)
• Leadership behaviors and models, organizational culture, effective teaming, developing best practices in leadership performance outcomes, experiential education (*Nancy Heapes*)

• Assessment and accommodations for students with disabilities in large-scale testing programs; curriculum-based measurement and formative evaluation; instructional design (*Keith Hollenbeck*)

• Development and implementation of item-level test data analysis methodology, item response theory, multi-level modeling, differential item functioning. (*Akihito Kamata*)

• Literacy and reading as well as curriculum development, design, and delivery; instructional design and interventions for struggling readers (*Edward J. Kame‘enui*)

• Development, implementation, and evaluation of policies; organizational systems, educational reforms, change, and improvement (*Martin Kaufman*)

• Educational leadership, organizational development, and systems evaluation (*Phil McCullum*)

• Dynamically delivered content in e-learning, instructional technology, computer adaptive testing, instructional design, equity studies of opportunity and access (*Kathleen Scalise*)

• Educational assessment, measurement, and test validity, statistical modeling of educational outcomes and accountability systems (*Joe Stevens*)

• The role of education in nation-building, national and cultural approaches to knowledge and society, cross national comparative education, and sociology of education in countries in the developing world (*Surendra Subramani*)

• Large-scale assessment and its relation to accountability; curriculum based measurement; secondary content knowledge; and testing accommodations (*Gerald Tindal*)

• Item response theory for calibration of performance assessments and estimation of optimal cut scores on clinical assessments (*Paul Yovanoff*)

• Quantitative Research Design, program evaluation, large scale secondary data analysis, multilevel growth models, school accountability (*Keith Zvoch*)

**Program Structure**

**Cohort Model**
Two groups or cohorts of students are admitted each academic year. The local group is comprised of students from the southern Willamette Valley who are expected to attend classes on campus. A Distributed Education group consists of students who reside or are employed in
the Portland-Beaverton metropolitan area. Each year, students submit applications by March 1 and are notified in March if they are among the 10-15 students admitted annually.

The program uses a cohort model because it has two critical elements: (1) its use of a social group for support and (2) its suitability for studying problems of practice. The social group supports collective and self-directed learning for studying these problems of practice. A modified form of problem-based learning is used within the cohort. Rather than bringing structured problems to students, the 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 in a context where they both contribute to the solutions and receive feedback on their contributions from peer cohort members.

Cohort members learn how to be better social learners and how to accept and act upon constructive feedback. All students take a Professional Issues in Education course sequence during year one and an Advanced Professional Research Writing course in year two, where they learn to present and report their work as well as receive feedback from students and faculty.

Because the focus is on policies and organizations as well as decision-making, outcomes and accountability, the coursework also includes a significant methodological emphasis. One of the signatures of the program is that students develop skills in research design, measurement development, and rigorous data analysis. Because the cohort model, with its emphasis on problem-based learning, students refine in a systematic manner the ways in which to frame a problem and develop appropriate analyses and interpretations.

The cohort model requires active engagement by students, who must at times assume a facilitative role when working with their peers or providing them feedback. They must be flexible and willing to assume a range of roles within the group, sometimes taking the lead, and on other occasions supporting others as they take a leadership role.

**Distributed Education**

The program employs videoconference technology extensively to create opportunities for students to interact with their peers throughout the state without having to devote a significant amount of time to travel. This approach has the advantage of diversifying the students and encouraging the finding of constructive solutions to the problems of practice that emerge in schools that vary in size and composition.

Distributed education also requires that students participate in a manner that is different from how they would participate in a traditional classroom. For example, instructors need to actively and explicitly engage students from both the far end (where instruction is received through a monitor) and the near end (where the instructor is located). Students need to learn the names of and engage with other students in the class at both ends. Lectures are likely to be punctuated with activities that specifically engage students at the far end. Presentations and interactions use cues that enable students (and instructors) to ask questions and participate in discussions. Finally, technical problems may occasionally crop up that require students to self-
organize until the problem is resolved. In the end, this model requires students to take an active role in helping assist the delivery of instruction and self-monitoring their involvement.

Distributed Education Course Expectations
Because many of the courses are offered in a live-telecast Distributed Education format, different teaching and interaction models may be necessary. As such, these guidelines are offered for teaching and communicating.

Structure of the Class
- Instructors make every effort to interact with all students equally.
- Class is structured to allow students to discuss and reflect on course content in small groups specific to the location as well as large groups involving all students.

Student Expectations
Students are expected to:
- Arrive on time. A distributed education format puts more strain on keeping the content and process of a class synchronized.
- Arrange themselves within view of the camera. Students should seat themselves so the instructor and the other classmates can see each other on screen – this helps the instructor know when students have questions or comments to add during class.
- Self organize. Students are a cohort and will work together to manage the class. They should not be afraid to tell the instructors of their needs. If something is not working well, students should email or call the instructor immediately. This program is all about student learning.
- Participate actively in class. It is encouraged that students ask questions of other cohort members viewed on screen, and whenever possible, refer to people by name.
- Turn off cell phones. If there is a legitimate emergency (health crisis, child care issue, bomb threat), students should let the instructor know in advance that they may need to take a call. If there is not an emergency, put all cell phone/PDA devices away before class begins and do not use them for the duration.
- Stay focused on the task at hand. When group activities are assigned (discussions, ‘group writes’, peer feedback, etc.), students should NOT waste precious class time by gossiping, discussing plans for the weekend, etc.
- Stay positive during class communications. Remember that everyone is entitled to his/her own opinion and that the maintenance of a respectful, supportive academic environment is the responsibility of all members of the class.
- Use Blackboard. The Communications screen on Blackboard can be used (outside of class time) to send emails, articles, ideas and/or examples that relate to class. This tool can be used to help students make the class a powerful learning environment by thinking about – and then acting on – ways to extend the learning beyond the classroom.
- Avoid tempting distractions. This is especially important when instructors are broadcasting from a site where the students are not located. Students are expected to NOT answer their cell phones, send text messages, or use email except during official breaks. Doing any of these things distracts other students in the group and degrades the learning environment for everyone in the class.
- Behave respectfully. If students are not sure if a particular behavior is appropriate, they can ask themselves, “If the instructor were right here with me in class, would I do/say
this?” If the answer is, “no, probably not,” then they should refrain from that behavior even when the instructor is not physically present.

Faculty Expectations
Faculty is expected to:
- Make sure all materials for students to read prior to class are made available in books or reading packets to be purchased, or are posted on Blackboard or sent via email if copyright allows before the class session is to happen.
- Check in with their sites (local as well as Distributed) at the start of class before beginning a lecture or activity: Make sure everyone can hear and that the cameras are set up appropriately to allow students across sites to participate fully.
- Engage in student learning. Instructors are typically available during break as well as immediately following class for assignment-specific questions from individuals at both sites.
- Make themselves available for students. Office hours need to be posted and can be conducted in person as well as over the telephone to facilitate communication for off-site students.

Program Requirements & Expectations

Credit Hour Requirements
A minimum of 135 graduate credits is required to graduate. Grades must be B- or better (Pass, when course is taken Pass/No Pass). An overall grade point average of at least 3.0 must be maintained throughout the program. Of the 135 credits, at least 84 must be earned after admission to the program. At least 18 of those 84 credits must be EDLD 603 Dissertation. Up to 51 graduate credits may be transferred in but cannot be used to replace the required courses of the first two years. These credits may be accepted from a related prior Master's degree and can be used as partial fulfillment of the residency requirement. Students are allowed seven years to complete their doctorate degree.

The D.Ed. degree is composed of three broad activities: (1) coursework, (2) a comprehensive academic portfolio, and (3) a prospectus and dissertation.

1. Coursework
The D.Ed. program has a structured sequence of coursework designed to be completed in three years. Students take courses as part of a cohort model, developing a comprehensive portfolio that documents and collects evidence of their mastery of key competencies as they move through the program. Upon successful completion of coursework and the portfolio, the student is advanced to candidacy, forms a dissertation committee, and begins work on an applied research project that will become the dissertation.

2. Comprehensive Academic Portfolio
As part of the first two years of study, D.Ed. students compile evidence for an academic portfolio that demonstrates they have successfully mastered the competencies required to advance to the dissertation phase. This portfolio meets the graduate school’s requirements for a comprehensive examination. In general, evidence will include key course assignments
specifically designed to document mastery of foundational concepts and other evidence of mastery of skills and knowledge gained in a specialized interest area. Such evidence might include:

- Papers analyzing the impact of educational policy within the context of historical, social, economic and political forces
- Proposals for how to address a complex management issue that situates the problem and its proposed solution within an appropriate literature base and conceptual framework
- Evaluations of published studies that utilize different research methodologies
- Literature reviews tied to the student’s dissertation topic
- Presentations documenting effective communication skills
- Analytic reflections on design, measurement, and analysis-interpretation

3. Prospectus and Dissertation

The following conditions are required before a student can move to the prospectus-proposal phase of their program.

- Satisfactorily complete all required coursework (reflecting a grade point average of 3.0 or better) in their planned program of study;
- Satisfactorily complete a portfolio of evidence indicating that they have mastered the competencies necessary for the dissertation phase;
- Receive approval from their advisor for their research prospectus;
- Complete residency requirements of three contiguous terms of full time enrollment.

Assuming all four requirements are satisfied, D.Ed. students may then submit a prospectus that outlines their proposed dissertation research. From here on, all credits are taken as dissertation. The prospectus is a 10-15 page paper written in two chapters. The first chapter provides a brief literature synthesis that locates the major concepts and previous research in the area being studied. The second chapter provides a clear description of the research methods being proposed (design of the study as well as description of the setting, subjects, interventions, measures, procedures, and data analysis techniques).

Because most D.Ed. students pursue this degree option to advance their careers within their current employment setting, it is entirely permissible that the dissertation research is conducted in their current place of employment or in a related educational setting with the goal of addressing an issue of interest to their employing organization. The focus of the dissertation should be on a policy or practice problem that is field-based and related to current issues. The dissertation topic must also align with the interests and expertise of the program faculty so that the advisor can successfully guide the student on its design and implementation. Through a sequence of courses in research foundations, students are taught a range of research methods that enable them to complete a high quality dissertation on a problem of practice, utilizing qualitative methods, quantitative methods, or a combination of the two.

Sequence of Study

The D.Ed. program is conceived as a three-year program of study consisting of coursework during the first two years and dissertation work during the third.
Year 1 in the D.Ed. program is focused on acquiring the foundational knowledge that will scaffold future choice-making, decision-making and action-taking. Students have the opportunity to integrate academic learning with the experience of leadership and management.

Year 2 of the D.Ed. program emphasizes acquisition, application, transfer, integration and use of the students’ accumulating research knowledge and field-based experience. Embedded throughout their program are scholarship inquiry, school change and improvement, and mastery of core and specialized knowledge related to learning.

Year 3 is designed to complete a dissertation on a topic that reflects understanding of research design, measurement, and analysis within an organizational context, with the goal of bringing about change and improvement. Students are allowed to extend completion of the dissertation beyond the third year.

Special courses scheduled through the first two years are structured to be a venue for tutoring and mentoring of candidates, and to guide them to demonstrate academic and practice-oriented problem-based learning. The courses draw upon concurrent coursework, integrating skills sets and producing documents that are used to show progression in understanding and mastery of content knowledge and analytic methodologies.

Each term, students complete a series of increasingly complex assignments that are collected in an electronic portfolio that reflects the students’ emerging expertise in the focal area of study. At the end of the first year, students should have a well-defined area within which they can focus their dissertation. In the second year, students enroll in an advanced research and writing course in which they explore how their knowledge and skills might be used to investigate problems of interest within their educational work settings. Students complete the dissertation prospectus during the second year. The third year begins with development of the proposal, which leads to the dissertation itself. Students conduct their dissertation research with faculty support in areas of faculty expertise and interest that intersect with problems of practice relevant to the student and the student’s work setting.

Research Process
The goal of this program is to develop leaders capable of designing and implementing effective and accountable programs. In the course of study, D.Ed. candidates address various issues in leadership practices, management processes, 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 sufficient 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 and comfortable 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 existing or institution-sponsored data sets or databases wherever possible.

The Foundations of Educational Research and Professional Issues in Education sequences serve to integrate the students’ program of research by addressing research methods and writing skills simultaneously.

**Competency Domains**

The D.Ed. is organized around five general competencies integrated so that, as a function of completing coursework, students also accumulate the evidence necessary to pass their comprehensive examination. These competency domains focus on the fundamentals needed to interpret and develop evidence-based programs, apply and evaluate effective interventions in schools at all levels, lead and manage educational systems, understand and analyze policy, and finally communicate with critical stakeholders. Throughout their coursework, doctoral students acquire foundational knowledge and skills necessary for designing and conducting their dissertation. In the D.Ed. program, students use a collection of evidence assembled in a portfolio to meet the requirements for the comprehensive examination. The contents of the portfolio are generated from class assignments and other activities to demonstrate student knowledge and skill in each of the program competency areas.

1. **Evidence-Based Programs**
   - Read and critically consume research
   - Translate research into practice, decisions, 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
   - Personnel management

4. **Policy Development & Implementation**
   - Policy development, governance, and implementation
   - Knowledge and understanding of school law and ethics
   - Knowledge and understanding of national, state, 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
Graduate School Policies & Procedures
See: Academic Policies & Procedures
http://gradschool.uoregon.edu/?page=policiesProcedures

Residency
See: Oregon General Residency Requirements
http://admissions.uoregon.edu/apply/resid.htm
See: Doctoral Residency & Credit Requirements
http://gradschool.uoregon.edu/?page=residencyEnrollmentRequirements

Doctoral students must successfully complete at least three (3) years of full-time graduate-level work beyond the baccalaureate degree, of which at least one academic year (the first year) must be spent in residence on the Eugene campus. This year of residency will occur after the student has been officially admitted to the EMPL program. During this year of residency, the student is expected to make progress toward the degree by completing course credits and satisfying doctoral degree requirements.

The residency year must include three (3) consecutive terms of full-time study, with a minimum of nine (9) successfully completed EDLD graduate credits hours per term.

A candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the university campus as long as the student has been officially awarded the master's degree, the doctoral degree program immediately follows the master's degree program, and both the master's and the doctoral degrees are in the same discipline.

Each graduate degree at the University of Oregon has a residency requirement, which must be fulfilled by every graduate student who completes that degree. The residency requirement allows graduate students to concentrate exclusively on course work or research; to acquire knowledge, skills, and insights necessary for attaining the degree; and to find opportunities to work closely with faculty members and students. Residency provides significant and tangible advantages to graduate students because it enhances the quality of the academic experience. For example, competence in the field is enhanced by close familiarity with the university's libraries, computing resources, specialized collections, and other unique facilities; valuable experience is gained by attending and participating in formal and informal seminars, colloquia, and discussions led by specialists who visit campus; fluency in the specialized language and vocabulary of the discipline is enhanced by frequent and close association with faculty members and other students in the same field; and thesis or dissertation research is facilitated by frequent interaction with the adviser and dissertation committee members.

Academic programs in which the majority of course work is delivered away from the Eugene campus or by distributed-education technology must obtain prior written approval for waiver of the residency requirement from the Dean of the Graduate School. Waiver of the residency

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2 Only courses for which the student earns a grade of B- or better (or Pass if taken P/NP) will qualify. Incompletes do not qualify.
3 EDLD 601 Research credits may be applied towards these 9 credits.
requirement is dependent on the program’s plans for satisfying the spirit of the residency requirement in the absence of full-time study on the Eugene campus.

Students can choose to use summer session as a residency term. If not used as a residency term, summer session has no effect on the consecutive-term requirement (i.e., spring and fall terms are considered to be consecutive terms). The first residency term must begin no later than one calendar year after the term in which the student was admitted to begin his or her studies.

### Continuous Enrollment

See: [Grad School Continuous Enrollment Policy](http://gradschool.uoregon.edu/?page=residencyEnrollmentRequirements)

Unless [On-leave or In-Absentia Status](See: [Grad School Continuous Enrollment Policy](http://gradschool.uoregon.edu/?page=residencyEnrollmentRequirements)) has been approved (maximum 3 academic-year terms), graduate students enrolled in an advanced degree or graduate certificate program are required to be continuously enrolled, excluding summer session, until all requirements have been completed.

To remain in compliance with the Continuous Enrollment Policy, graduate students must be registered for a minimum of 3 graduate credits each term. This includes students who are presenting recitals or terminal projects. Also, students not in residence while writing a thesis, dissertation or project, but using faculty assistance, university services or facilities such as sending chapters to an adviser by mail or email for criticism must register for a minimum of 3 graduate credits per term. Registration should be for dissertation credits.

A graduate student who fails to maintain continuous enrollment or obtain On-Leave or In-Absentia status is required to file a Permission to Re-Register form and petition for reinstatement. The petition is reviewed by the student's major department and the Graduate School. This procedure is equivalent to a new admission and the petitioner may be required to meet departmental admission policies and degree completion requirements that are in effect on the date of re-enrollment. Doctoral candidates must register for a new year of residency--three consecutive terms of at least 9 graduate credits in each term.

### Grade Requirements

See: [Graduate School Grades and Incompletes](http://gradschool.uoregon.edu/?page=gradesIncompletes)

Graduate students must maintain at least a 3.00 grade point average (GPA) in graduate courses taken in the degree program. Grades of D+ or lower for graduate courses are not accepted for graduate credit but are computed in the GPA. Similarly, the grade of N (no pass) is not accepted for graduate credit. A grade of pass (P) must be equal to or better than a B-.

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

See: Graduate School Grades and Incompletes
http://gradschool.uoregon.edu/?page=gradesIncompletes

If a student receives an incomplete grade and has not successfully completed three credits in a particular academic term, he or she must successfully remove any incompletes within one academic year while maintaining enrollment with at least three new credits in successive terms during the year. To remain active, students must enroll for at least three (3) graduate-level credits each term (excluding summer).

Students may request an extension of up to three terms. The Department Head and the student’s advisor will decide on the student’s continuous enrollment status in this case. The Graduate School will decide on whether the student may still receive credit for any classes. Failure to complete the credits in the approved time-frame can result in a review of the student’s academic standing by the Department Head and the student’s advisor.
Course Sequence – D.Ed. Program 2009-10

Subject to Change

The D.Ed. program is conceived as a three-year program of study with coursework dominating the first two years and the dissertation work comprising the third.

### YEAR 1 – (31 Credits)

<table>
<thead>
<tr>
<th>Fall (9)</th>
<th>Winter (9)</th>
<th>Spring (9)</th>
<th>Summer (4)</th>
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<tbody>
<tr>
<td>659 Professional Writing (4)</td>
<td>610 Intro to Measurement and Assessment (4)</td>
<td>610 Equity &amp; Achievement (3)</td>
<td>607 Executive Leadership Inst. (4)</td>
</tr>
<tr>
<td>610 Foundations of Ed Research I (4)**</td>
<td>610 Foundations of Ed Research II (4)</td>
<td>610 Foundations of Ed Research III (4) (five methodologies)</td>
<td>-or - 620 Educational Leadership (4)</td>
</tr>
<tr>
<td>647 Prof. Issues I (1)</td>
<td>648 Prof. Issues II (1)</td>
<td>649 Prof. Issues III (1)</td>
<td>550 Data &amp; Info Retrieval (1)</td>
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<td>**610 Includes Intro to SPSS (1)</td>
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### YEAR 2 – (31 credits)

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<tbody>
<tr>
<td>683 State &amp; Local Policy (4)</td>
<td>655 Analysis of Teaching-Learning (4)</td>
<td>610 Dissertation Methods Apprenticeship (4)</td>
<td></td>
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<tr>
<td>607 Advanced Research Writing I (1)</td>
<td>607 Advanced Research Writing II (1)</td>
<td>607 Advanced Research Writing III (1)</td>
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### YEAR 3 – (22 credits)

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<th>Summer</th>
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<tbody>
<tr>
<td>603 Dissertation* (9) w/Campus Workshop</td>
<td>603 Dissertation (3) w/Campus Workshop</td>
<td>603 Dissertation (6) w/Campus Workshop</td>
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<tr>
<td>638 Advanced School Law (4)</td>
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4 As part of the required dissertation credit hours, 2 units each term in the third year will consist of on-campus workshops supporting dissertation progress to degree.
Course Descriptions

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

See: EMPL Course Syllabi
http://education.uoregon.edu/feature.htm?id=499

Schedules of courses are available on-line. Hard copies of EMPL department projections for courses can be obtained in the EMPL office, but are subject to change. Sample syllabi from previous terms are available on-line for reference.

603 Dissertation with Campus Workshop (2 credits – Must be taken GRADED)
This course meets on campus during two Saturdays each term and includes an additional follow-up session each term for feedback and review of progress (time and location of final session to be determined). Students work in class on dissertation research and writing with supervision and consultation from instructor(s)/committee. The course provides situated teaching and learning for completing dissertation research within a cohort model. Skill development is enhanced within a professional learning community. All final work, however, is completed independently.

607 Executive Leadership Institute (4 credits)
This five-day institute is for both seasoned and novice administrators who are ready to reflect on the quality of their work and re-commit to exceptional leadership practice and successful organizations. In the course, students make connections between outcomes and expectation, identify an adaptive challenge in their own organization, examine organizations as living systems, master dialogue skills, learn how to empower others in their organization, examine various ways to interpret information and situations, and develop new ways of leading.

607 Advanced Research Writing I, II, and III (1 credit each term – 3 credits total – Must be taken GRADED)
This second year sequence allows students to further develop their dissertation topics and provides depth (which is not possible in Foundations of Educational Research) so students can integrate sound methodological principles for conducting their research. The seminars serve as a follow-up to both the Professional Writing course and all three Research Foundations courses. Critical content addresses advanced issues in writing: analyzing the publication process and outlets, framing a literature review to incorporate theoretical perspectives and empirical support, providing procedural and statistical evidence to support interpretations, and following both APA and UO graduate school styles in completing a dissertation.

610 Foundations of Educational Research I, II, and III (4 credits each term-12 credits total. Must be taken GRADED)
The three-term sequence prepares students to conduct original research as part of their dissertation. The competencies emphasized in the three term research sequence pivot around the central theme of 'evidence-based' inquiry and practice. Throughout the year, research perspectives and technical communication skills are emphasized.

The first term cultivates competencies related to the design of inquiry. Important research concepts include variables and measurement in the context of explicit investigative arguments.

__________________________________________________________
5 Culminates in an entry for the portfolio: Research Poster Presentation
Perspectives on classic ideas of internal and external validity are developed through discussion about the relative strengths and weaknesses of various investigative designs. A rigorous analysis of ‘validity’ examples occurs throughout the first term.

In the second term, all term-one concepts are extended and reinforced in very specific research contexts. Data are provided with the requirement that summaries and graphic displays be used for appropriate presentation. Technical communication skills (written and oral) are emphasized. The second term culminates in an in-depth study (research poster presentation) of operational educational research designs, methods and conclusions drawn from a data collection process.

The third and final term in this sequence expands and extends the conceptual knowledge base and research skill application. Term three requires application of research principles, with a distinct focus on the D.Ed. dissertation proposal preparation. Small-scale exercises in design and implementation are routinely practiced. The exercises cultivate presentation skills (written and oral) appropriate for different audiences (conference, staff, etc.).

610 Introduction to Measurement & Assessment (4 credits – Must be taken GRADED)
Classical and modern approaches to measurement and assessment are applied to educational and/or psychological problems, with a decision-making focus. The course includes a survey of the major types of assessments in use in education and psychology, such as achievement tests, aptitude tests, alternative assessments, attitude scaling, and personality assessments. Other topics that are introduced include issues of measurement and scaling, reliability and validity, test evaluation, ethics and standards, test development and analysis, and finally test fairness.

610 Leadership and Transformation for Quality Programs (4 credits)
This course covers managing, changing and facilitating quality educational programs. Students learn to judge and manage programmatic implementations, including evaluative methods and judging evidence. Objectives include analyzing needs, learning to perceive and judge possible interventions, and discovering effective solutions to implement interventions. The substantive focus is on leadership and transformation in schools and other educational settings. Specific goals focus on (a) school change/improvement, (b) management and policy development, (c) transforming teaching, (d) instructional reform and change, (e) dispute and conflict resolution, and (e) program evaluation.

610 Equity and Achievement (3 credits - Must be taken GRADED)
This course provides a broad exposure to issues of diversity for professionals preparing for work in school and clinical settings. This course presents students with a framework to facilitate increased understanding of others and self around issues of identity, culture, ethnicity, sexual orientation, gender, social class, disability, and other diversity issues. It also covers content related to integrating diversity in classrooms to promote understanding and value differences.

610 Dissertation Methods Apprenticeship (4 credits – Must be taken GRADED)
In this course, students work in groups to advance the methodological work for their dissertation. Students meet in three Saturday workshops on the University of Oregon Eugene

6 Culminates in an entry for the portfolio: Equity Scan
campus in addition to a follow-up session for feedback and review of methods progress (time and location of final session to be determined). During the course, students using similar methodological approaches work hands-on to conceptualize and begin implementation of their dissertation study design and methods. In an apprenticeship approach with the instructor, students work to achieve additional understanding and a firm foundation in their choice of one of the five methodological techniques for the D.Ed. dissertation. Students are expected to share work products from the course with their advisors and to make progress on the methods section of their dissertation proposal.

610 Information Technology for Curriculum Design (4 credits)
This course addresses integration of educational technology into the classroom. Participants will explore and evaluate some best practices on how, when, and why technology might be infused into education. Scaffolded hands-on experiences and modeling of technology will help teachers, educational leaders and other interested participants to select and use appropriate technologies in the instructional setting. Topics to be covered include pedagogical grammar, instructional design, media and formats, devices, telecommunications and social interactivity. Each student also will study technology integration strategies in one of the following six content areas of his or her choice: language arts/foreign languages, mathematics/science, social studies, art/music, physical education/health, special education.

620 Educational Leadership (4 credits)
The course is designed to address the theoretical, cultural, political, and advanced professional development of educational leadership. Increasingly, leadership is practiced less hierarchically, less individually, and more relationally. Leadership is increasingly more a distributed organizational responsibility with shared accountability for establishing vision, affecting system change and improvement, identifying and positioning organizations with values, strengthening a culture of professionalism, building community, establishing internal/external constituent relationships, fostering organizational coherence through connections and communication, as well as acquiring and sustaining value-added expertise critical to organizational performance and results. The course requires a field based study experience addressing school building/school district improvement planning and evaluation.

638 Advanced School Law (4 credits)
This course provides a fundamental knowledge of legal and professional issues related to board/superintendent relations, media relations, human resources and evaluation practices, student rights, employee rights, collective bargaining, contract management, and TSPC and OCR complaints. Intended to meet the requirements of Oregon Administrative Rules 584-017-0260, 584-017-0261, 584-017-0270 and 584-017-0290 in partial fulfillment of the requirements needed for a continuing administrator or initial superintendent’s license.

641 Standards & Accountability Systems (4 credits)
This course examines two different aspects of standards: (a) the various processes for setting standards, and (b) the ways in which they relate to accountability systems. It explores current standards setting methods and accountability systems at national, state, and local levels as well as how these methods and systems can be improved. Issues addressed include theoretical and philosophical dimensions of standards setting and accountability, standards setting policy, standard setting methods, alignment of standards and assessments, characteristics and designs of standards and assessment systems.
644 Learning Organizations (4 credits - Must be taken GRADED)\textsuperscript{7}

The growing complexity of organizational science and theory is evidenced in the challenges facing public and private sector organizations. The focus of the course is organizational learning and performance: processes, systemic functions, culture, structure, leveraging and use of information systems to inform decision-making. The course requires a field-based study applying course content to conduct an organizational audit and prepare a report.

647, 648, 649 Professional Issues in Education I, II and III (1 credit each term – 3 credits total)

This first year sequence is used to acquaint doctoral students with information about the program and the technical requirements that need to be satisfied for matriculation; an equally important focus is developing an area of research for a possible dissertation by introducing graduate students to the faculty research and scholarship underlying their coursework. The seminars are designed to induct graduate students into a professional school culture, strengthen and expand their reading habits, develop an understanding of learning science, and provide practice opportunities to support students in their mastery of research designs, data analysis and interpretation, and communication of results.

655 Analysis of Teaching and Learning (4 credits - Must be taken GRADED)\textsuperscript{8}

This course introduces students to the uses of theories of instruction and theories of learning as lenses for standards-based school site planning of instruction. Students examine recent empirical research on what is known about the teaching and learning process within a standards-based planning cycle. A four-part cycle for standards-based planning and evaluation frames the course: Standards-Assessment-Instruction-Analysis.

659 Professional Writing (4 credits – Must be taken GRADED)\textsuperscript{9}

This course provides a structured opportunity for students to actively (a) adopt APA writing style, (b) learn literature research techniques and synthesis strategies, and (c) develop a topic that can potentially turn into a dissertation. Emphasis of the course is on understanding and applying the elements of writing discourse and style that are appropriate for professional educational contexts. Students refine their writing skills and hone their abilities to critically evaluate written work through extensive reading and synthesis of educational research. Students develop proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

683 State & Local Policy Development (4 credits - Must be taken GRADED)\textsuperscript{10}

In this course, students analyze the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Students become familiar with the policy development process, particularly at the state level and examine the values and mechanisms that underlie the policy process in a federal democratic system like the United States. They consider the new role of the state in policy formulation and implementation and the implications for local school districts and school buildings. Students utilize current policy issues in Oregon to illustrate the education policy process, and finally, they develop policy analysis skills that have the capacity to influence the process.

\textsuperscript{7} Culminates in an entry for the portfolio: Organizational Audit
\textsuperscript{8} Culminates in an entry for the portfolio: School Improvement Plan w/Communication Strategy
\textsuperscript{9} Culminates in an entry for the portfolio: Literature Review Paper
\textsuperscript{10} Culminates in an entry for the portfolio: Policy Analysis Paper
Competency Description and Documentation

Please see APPENDIX A for the Portfolio Evidence Cover Document Checklist

One of the key competencies underlying the entire program is reading and understanding research. In addition, the program develops the five core competency areas described in the previous section. These core competencies are integrated into most of the courses, and student mastery of these competencies is demonstrated by the documents contained in the portfolio that is used to meet comprehensive exam requirements. The following sections describe how evidence for the comprehensive exam is typically assembled and submitted during the first two years of the program.

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 Foundations of Educational Research sequence introduces and develops specific methodological skills, and the Professional Issues in Education sequence offers opportunities for students to apply the knowledge and skills to a problem of practice.

Literature Review Paper. Students begin their doctoral studies by taking the Professional Writing course, which focuses on technical writing and use of the American Psychological Association (APA) style guide. In this course, students write a paper that is designed to help them focus their doctoral studies. In this initial paper, students critically review the professional literature and synthesize empirical research within a topical area. The paper is submitted to the comprehensive academic portfolio as evidence of research and writing skill. (Submit to Graduate Academic Secretary as filename: LASTNAME_F_ProfWrite.doc)

Research Poster Presentation. By the second term, students 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. The final product of winter term is a poster session presented to the cohort and the faculty. (Submit to Graduate Academic Secretary as filename: LASTNAME_F_RschPoster.doc)

Equity Scan. The 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 must 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. (Submit to Graduate Academic Secretary as filename: LASTNAME_F_EquityScan.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 which helps them further develop the skills they need to successfully complete their dissertation.

Policy Analysis Paper. A major thread of the doctoral program is the ability to review research studies to determine the strengths and weaknesses of research designs, the sensitivity and appropriateness of measurement systems, the rationale for selection of analytical tools, the validity of conclusions reached, and the overall credibility of the report. The abilities are developed in the research foundations and core content classes through readings, lectures, and discussions. In all courses, students have frequent opportunities to prepare assignments and make presentations in which they critique studies, reports, and policy recommendations based on research. These assignments can also contribute to the comprehensive exam portfolio to demonstrate specific competencies. (Submit to Graduate Academic Secretary as filename: LASTNAME_F_PolAnalysis.doc)

Organizational Audit. 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 requires the student to integrate organizational theory, system processes, and organization design principles, structural configurations and communication. The 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. (Submit to Graduate Academic Secretary as filename: LASTNAME_F_OrgAudit.doc)

School Improvement Plan with Communication Strategy. The student is 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, and requires adjustments and rethinking. (Submit to Graduate Academic Secretary as filename: LASTNAME_F_CommPlan.doc)

Evidence to be Submitted to a Portfolio

Students are expected to complete a comprehensive exam portfolio and satisfactorily complete all required coursework reflecting a grade point average of 3.0 or above in the spring of Year 2 in order to advance to candidacy. The portfolio consists of papers completed as assignments for specific classes (see table below). Students are required to prepare two additional elements of the portfolio including:
1. Portfolio Evidence Cover Document Checklist (see **APPENDIX A**)
2. An updated professional curriculum vita

<table>
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<tr>
<th>Evidence (and related class)</th>
<th>File Name</th>
<th>Deadline</th>
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<tr>
<td>Literature Review Paper <em>(Professional Writing)</em></td>
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<td>Research Poster Presentation <em>(Found of Ed Research II)</em></td>
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<tr>
<td>Equity Scan <em>(Equity and Achievement)</em></td>
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<td>Organizational Audit <em>(Learning Organizations)</em></td>
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<td>Winter – Year 2</td>
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<tr>
<td>School Improvement Plan w/Communication Strategy <em>(Analysis of Teaching and Learning)</em></td>
<td>LASTNAME_F_CommPlan.doc</td>
<td>Winter – Year 2</td>
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</table>

**Procedures for Portfolio Completion**

Upon completion of each evidence product, students must submit an electronic copy of the evidence to the EMPL Graduate Academic Secretary. Students will have until the end of the term to submit the requisite product(s). The failure to submit in a timely manner may result in a hold being placed on registration and delay progress toward candidacy. Course instructors will be responsible for appending associated product grades. Product grades may not be synonymous with the assigned course grade.

To ensure that students have the opportunity to complete all required evidences, **no course substitutions will be allowed**. 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.

**Development and Review of Study Plan** – End of Year 1 (Spring Term)

In the spring of Year 1, students are required to meet with their advisor about their program of study. Because the program is quite fixed in courses but somewhat flexible in topical areas of interest, the student needs to ensure their advisor is informed and supportive of the area of study that the student is pursuing. A copy of this plan, signed by the student and advisor, should be sent to the EMPL Graduate Academic Secretary.

**Completion of Portfolio** – End of Year 2 (Spring Term)

At the end of the second year, students can be advanced to candidacy. However, advancement to candidacy is contingent upon the materials already listed above: an updated résumé/CV; the Portfolio Evidence Cover Document Checklist; satisfactorily completion of all
required coursework reflecting a grade point average of 3.0 or above; and all evidential products. Note also that the student’s advisory committee reserves the right to conduct a secondary review of the portfolio. The review may require the student to revise one or more products or submit additional evidential products before advancement to candidacy is granted.

**Advancing to Candidacy**

After completing all portfolio requirements (above) and advancing to candidacy, students move from a cohort model to an individualized program in which they propose a dissertation, conduct their research, and defend their dissertation. This last phase usually takes at least three terms; throughout which time students need to be continuously enrolled. Once the student has been advanced to candidacy by the Graduate School, they will use the Literature Synthesis and Prospectus (below) as part of the dissertation process. For further information, please refer to the Dissertation section.

**Dissertation**

*Dissertation policies and procedures are subject to change*

See: Graduate School Thesis and Dissertation Manual & Writing Resources
http://gradschool.uoregon.edu/?page=thesisDissertationResources

Please see **APPENDIX B** for the *Dissertation & Defense Process Checklist*
Please see **APPENDIX D** for the *Dissertation Proposal Approval* form

The degree is designed to advance effective policy and practices for individuals in leadership positions and enhance the opportunities available for students, teachers, parents, and other administrators. Students are expected to complete a primary study that involves substantive research that focuses on a policy or practical problem that is field-based and designed to affect change rather than identify the cause or explain change. The dissertation is designed to be practice grounded, focusing on problems situated in a real context having relevance for different stakeholders. Therefore, particular emphasis is given to implications and advancements for the field: the design of policy, the effectiveness of practice, and performance-accountability of systems. Practical implications are critical. **Dissertations must reflect one of the five options available for research methodology:**

1. Policy Analysis
2. Case Study
3. Program Evaluation
4. Survey Research
5. Action Research

**Overview**

By the summer of the second year, students should have advanced to candidacy (e.g., submitted all entries of their portfolio) and completed sufficient work on their literature and proposed methodology that they can submit a prospectus. Given their prior course work in the three major sequences (foundations of research, professional seminars, and advanced research writing series), students should have sufficient documents submitted within these courses that they can integrate and synthesize them into a single document that serves as
their prospectus. NOTE: This integration may take more time beyond the requirements of the Dissertation Apprenticeship.

With completion and approval of a prospectus, students can form a committee and begin to schedule their proposal meeting. Once the proposal is accepted, students are essentially engaged in an independent line of study and need to negotiate their program individually with their advisor.

The purpose of the dissertation in the Doctorate of Education (D.Ed.) program in EDLD is to engage in a problem of practice that is relevant to the student’s professional goals and integrates faculty expertise. The D.Ed. dissertation emphasizes applied research with a focus on regional or local problems. The degree program and dissertation both emphasize the development of specialized practitioner skills with a focus on applications in the schools and related educational working environments. As most students in the D.Ed. program are typically using this degree option to advance their careers in administration and/or policy, it is entirely possible and quite probable that their study is conducted in the context of their current position. Several students may investigate the same problem of practice, but each student is expected to pursue a different avenue of study and conduct his or her own original dissertation project. The following outline presents an overview of what is expected of a dissertation from students earning a D.Ed. in EDLD.

Students choose a problem of practice from a limited list of approved dissertation topics. Students make this selection in their first year (as of the spring Professional Seminar III). Topics are chosen to reflect areas of faculty expertise and interest, which may change from cohort to cohort. Example areas for conducting dissertation research include policy analysis on specific practices, assessment methodologies in schools, mathematics or reading program implementation and evaluation, measurement development and use in monitoring students’ performance or progress, learning and leadership systems. Students are expected to differentiate aspects of the problem of practice to research a unique component. 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.

In Year 1 of the D.Ed. program, students are expected to choose a problem of practice to serve as their dissertation topic. Research design and analytic methods are limited to applications of action research, survey research, case study, policy analyses, and program evaluation (non-experimental methodologies). Students develop skill in these methodologies through the Research Foundations sequence (I in the fall, II in the winter, and III in the spring). Students also formally identify their dissertation topic in EDLD 659 Professional Writing and
the EDLD 649 Professional Issues in Education seminar no later than the spring term. At the end of Year 1, students should have mastered essential methodological skills required to conduct the study and completed a basic literature review examining the topic so that they may continue researching this topic.

In Year 2 of the D.Ed. program, students refine their focus on the problem of practice. Students begin conducting a more detailed literature review and planning a research design. Students work on early dissertation activities in peer groups; however, each student is expected to pursue a different aspect of the problem. The EDLD 607 Advanced Research Writing course includes more focused and in-depth study and preparation on methods to be used in the planned dissertation project. In addition, this course is used to monitor and ensure portfolio completion, advance students to candidacy, and ensure completion of the dissertation prospectus. At least two working sessions are held on Saturdays in Eugene. At the end of the second year, students enroll in a Dissertation Methods Apprenticeship (spring term). This course is designed for students to complete their formal prospectus, present it to the faculty, and begin working with their advisor to compose a dissertation committee and structure their dissertation proposal.

In Year 3 of the D.Ed. program, students enroll in EDLD 603 Dissertation for various credits per term. Students are expected to either substantially advance or complete their dissertation by the end of spring term of Year 3, though considerable flexibility exists. Dissertation units are administered more like a seminar than a traditional independent study, apprenticeship model of the dissertation. The course includes web and e-mail components on research management and implementation and later on dissertation writing. The course also requires that the cohort meet in Eugene for two working sessions per term on Saturdays (~ 6 hours each).

In these sessions students work with peers who share the same problem of practice and/or with faculty who share similar research interests and expertise. In peer groups, students may work collaboratively to examine the literature basis for their problem of practice, determine research methods, collect data, and conduct analyses. However, each student is expected to pursue a different aspect of the problem of practice. As students move into writing of the final draft, work becomes individualized and less a peer group activity.

Phase 1: Prospectus
The purpose of the prospectus is to provide a conceptual overview justifying the student’s dissertation topic and a methodological strategy for conducting it. The prospectus should include the proposed research question(s), sufficient literature justifying this question, and the research methodology to address the question(s). The audience for the prospectus is potential Dissertation Committee members.

The prospectus needs to provide a summary of the literature synthesis (which eventually can be used as the introduction to the dissertation) and the essential components of the methods section: research design, setting, subjects, measures, and proposed data analyses. The following outline presents an overview of what is expected of a dissertation prospectus. Suggested page limits are provided as a general guide; however, page length may vary.
1) **Statement of the Problem of Practice and Literature Basis (5-10 pages)**
   - State the problem of practice that is basis for dissertation research
   - Summarize guiding principles and key points from the literature related to the problem of practice. Highlight critical issues from the literature related to the context for the problem of practice
   - Summarize at least seminal articles that can be used to orient the dissertation research focus
   - Highlight the literature that will be used to document the problem of practice and selected research focus

2) **Methodology (5-10 pages)**
   - Describe a methodology for conducting the research using one of the approved approaches (limited applications of action research, case study, survey research, policy analyses, and program evaluation)
   - Provide a rationale for using the selected methodology. Highlight advantages and disadvantages for using this approach
   - Propose specific measure(s) to be used to conduct the research Consider specific issues in establishing and/or evaluating reliability and validity

3) **Data Analysis Techniques (1-2 pages)**
   - Describe the type of data that will be collected in the research
   - Propose a strategy for analyzing the data

4) **Timeline (1-2 pages)**
   - Delineate major milestones to be accomplished, chronologically, month-by-month
   - List projected dates of committee appointment, proposal approval, IRB Human Subjects Office’s approval, when chapters go to committee or chair, data collection and analysis periods, and proposed or projected date of defense

Two important caveats should be noted about the prospectus. First, the prospectus is not a proposal but is used primarily to further engage faculty to serve on a dissertation committee (inside EMPL and outside members). **Approval by the advisor is needed prior to sending the prospectus to other faculty.** Second, the prospectus needs to be substantially expanded to become a proposal; this students need to complete this work independently during the summer (they need not register for credits to do this work).

The timing of this change (from prospectus to proposal) is important as students need to schedule committees and reviews (e.g. human subjects) early to begin data collection in the fall. Students also need to consider faculty availability, as most are on 9-month contracts, which do not cover summer.

**Phase 2: Proposal**

See: Proposal Examples 1 2 3
http://interact.uoregon.edu/pdf/edll/dissertation/proposal_example1.pdf
http://interact.uoregon.edu/pdf/edll/dissertation/proposal_example2.pdf
http://interact.uoregon.edu/pdf/edll/dissertation/proposal_example3.pdf
Please see **APPENDIX D** for the **Dissertation Proposal Approval** form

The proposal is a formal document that provides a thorough analysis of the literature addressing a problem of practice and a specific methodology for resolving some dimension of it. The proposal reflects a substantial expansion of the prospectus. All theses and dissertations must be formatted to conform to the University's **Style and Policy Manual for Theses and Dissertation**. Students should review the manual on the Graduate School website to structure the proposal.

1) **Introduction and Literature Review**
   To complete the literature synthesis that starts in the prospectus, students conduct a more thorough review of all relevant literature, organizing it in such a way that it is clear to the reader how the different pieces of literature fit together and frame the study. The proposal needs to articulate why the study is to be done. Students concentrate on weaving the literature into a coherent structure that can act as a conceptual framework for the study, helping guide the student through the process of structuring the problem and interpreting the findings. The literature cited must be of sufficient depth and breadth: It must include high-quality empirical work. In the proposal, the constructs and variables need to be identified explicitly.

2) **Methodology**
   Students further develop the methodology by operationalizing the independent and dependent variable so it is clear to a reader unfamiliar with the study what is to be done. Students also need to 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 (quantitative, qualitative, or mixed method), as well as the participants, sampling plan (how people or measures are developed and drawn from a universe of possible people or items), and setting used for the study. Students also 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.

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 theoretical/conceptual lens through which the student has viewed the study. When the committee members sign off on the proposal, they are agreeing that the design outlined is fully ready to implement, and that the student will not be asked to do any more or any less to satisfy degree completion.

**Phase 3: Preparing and Defending the Dissertation**

See: [Manuscript Review of Thesis & Dissertation](http://gradschool.uoregon.edu/?page=manuscriptReviewThesesDissertations)


Upon successful completion of the Prospectus and Proposal in Phases 1 and 2, the student should be done with the majority of the first two chapters of the dissertation. Only three new documents remain to be written: an **Abstract**, the **Results** chapter, and the **Conclusions** chapter. Keep in mind, however, that the Graduate School has several additional pages that
must be included. Please refer to the Graduate School Style and Policy Manual for Theses and Dissertations 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, and formatting. To apply to defend your dissertation, an Application for Final Oral Defense (GradWeb) and five (5) copies, two unsigned and three signed - all on 25% cotton bond paper - of your final abstract (no more than 350 words long) must be submitted to the Graduate School three (3) weeks before the date of the final oral defense. You are expected to graduate during the term of your oral defense. It is critical that students identify and track timelines and deadlines carefully! See the Calendar & Deadlines section near the end of this document.

After students receive an email acknowledging that all faculty members have confirmed their attendance, they need to contact the department to obtain the Application for Final Oral Defense for Doctoral Degree. This form requires the signature of the department head and must be submitted to the Graduate School no less than three weeks before the date of the final oral defense (as a package that also includes five copies of the final abstract, two unsigned and three signed, on cotton bond paper, properly formatted). For more information about Preparing for the Oral Defense, go to the Graduate School Website at http://gradschool.uoregon.edu/?page=doctoralDegreeProcedures#oralDefensePre.

| The D.Ed. Dissertation represents scholarly descriptions and reflections on a problem of practice, not on primary analysis of data. Because the methodological coursework of the program is constrained, it is not possible to provide sufficient time or opportunity for students to learn sophisticated analytical techniques for collecting or rendering data. Rather, the coursework reflects student directed readings and literature that are relevant in a topical area of interest; in addition, sufficient research methodologies are presented for students to understand the basic tenets of scientifically sound research and empirically based conclusions. Therefore, the following considerations should be noted in completing the dissertation, using four chapters to structure the scholarly descriptions and reflections.

Chapter 1 – Literature (and Problem Analysis)
This chapter describes the problem of practice and synthesizes the literature relevant to it. The chapter should be structured with a description of a practice or intervention (at some level of application) that have been previously studied, a rationale for studying problem, a review of previous research (more than a simple summary of previous findings), an analysis of assumptions in the literature and the terminology used, and finally, an analysis of the quality of this research.

Practices and interventions typically are complex, multi-faceted, and based on multiple perspectives that have varying theoretical bases, not all of which are consonant with each other. Often practices are developed with little research basis to vindicate their adoption or have such broad bases that they span entirely different literatures. Students need to describe these practices and interventions by clearly highlighting assumptions, appropriate constructs, and relevant conditions. Students also should consider the level of application when analyzing interventions, whether it is students, teachers, or systems. When using complex practices and interventions, students need to locate the various streams of influence from the literature in which specific practices have been shaped.
Literature in various areas of educational practices need to be publicly available in some form for practitioners to review the history of adoption, the changes of practice over time, the data supporting the practice, and the affect on students, teachers, and administrators. Beginning with a survey of the literature of educational research on the problems of practice, educators need to consider the quality of outlets in which the problem of practice is disseminated. Considerations need to be made that span a wide range of expertise used in vindicating practices, from specific journals that peddle in this process (e.g. Review of Educational Research) to public forums with no vindication whatsoever (e.g. the page ranking system of Google®). In the end, an empirical basis of change must be embraced, and given that all information is not equally strong, robust, or relevant, it is important that the literature for a problem of practice be situated in prior research and that this literature be analyzed for quality.

Chapter 2 – Methodology
The second chapter must present a description of the independent variable or practice, the type of data to be collected, and the research design for conducting the study. The intervention should be descriptive in practice and analytical in assumptions. The data need to consider both what information is to be collected and how it is to be analyzed for its technical quality. The research design should clearly articulate the operational strategies used in collecting all information that documents (describes) the intervention and articulates the data.

Primary data need to be collected and presented but they may include extant data or pilot data (whether of implementation of a specific practice or documentation of its effects). Students may be interested in working on a problem of practice that is part of their current work and the data they have available is limited but practically important. These data may not be definitive in resolving the problem but are primary in current use. Students need to consider the conditions under which data are collected, the scales upon which they are based, and the manner in which data are rendered. When using extant or pilot data, the dissertation needs to address limitations and suggest more technically adequate practices and measures. Issues need to be presented both in understanding the limitations and proposing better alternatives. Students should base their analyses on straightforward techniques for presenting and analyzing data that avoid complex statistical procedures but, nevertheless, provide an effective reduction for displaying patterns and supporting conclusions.

Research procedures are often difficult to control in the environments in which D.Ed. students work. When conducting experimental or quasi-experimental research studies, variables are controlled explicitly (directly manipulated or systematically blocked) to eliminate confounding influences or multiple explanations. In outcomes from this type of research, conclusions are more constrained but more clear. In the DEd program, students are likely to study problems of practice that fail to have such clear manipulations but then they need to address the various threats to the validity of conclusions. The dissertation then becomes situated, with students needing to describe and explain threats to internal validity (explanations of cause–effect relations) and consider the limited external validity of their study, by constraining interpretations to specific populations and procedures. NOTE: Students must use one of the following research methodologies: action research, (b) survey methodologies, (c) case studies (interviews, focus groups, and observations), (d) policy analyses, and (e) program evaluation (non-experimental methodologies).
Chapter 3 – Results
This chapter communicates all outcomes in text, tables, and graphs. The chapter needs to provide an objective analysis of data and present findings only (without interpretation).

Outcomes in a field of study or problem of practice need to incorporate various representations of data. Tables and graphic displays of data need to be used to help the student communicate complex relations and patterns. Although the written word (and technical argument) is still primary, dissertations need to include multiple displays of data to represent analyses of the problem of practice. These representations need to enhance and supplement understanding and lead to clear conclusions. The text, tables, and graphs of all outcomes (documents and presentations) must follow guidelines of professional organizations (e.g. APA), be clear and succinct, and be structured to form a technical argument.

Chapter 4 – Conclusions and Defense
In the Conclusion / Defense section, problems are noted that arose during the study and then the findings are interpreted and qualified (relative to the literature analysis) with implications highlighted for educational leadership.

Conclusions and recommendations need to be made, even without clarity of data (in consistency or quality). Furthermore, local, state, and federal educational agencies cannot provide sufficient regulatory authority for adopting (or avoiding) certain practices. Nevertheless, adoption should be based on data that are more compelling than popular appeal and more substantive than procedural compliance. In the end, problems of practice often provide a unique application that reflects a logical rationale reflecting values of stakeholders and perspectives of satisfying the needs of many, in addition to the data that support the practice. Therefore, it is likely that criteria for adoption of practices need to be considered that go beyond empirical support. Although the high bar of empiricism may serve as a useful heuristic, it often is eclipsed in the hurried rush to judgment that must be made under realities of limited available time and resources. Students should consider criteria for adoption of practices (e.g., see What Works Clearinghouse as a model for making judgments on practice). Students also then need to consider the unintended consequences (both positive and negative) that come to bear when practices are adopted and implicitly serve as the catalyst for (future) problems.

Defense of a dissertation is the final component of the degree, in which the student presents their dissertation to the committee. In the defense, the student describes a problem of practice by clarifying independent variables (the practice itself), justifies the practice in the context of the professional literature (of varying quality), utilizes various dependent variables to document outcomes and display results, organizes and operationalizes a research design to study the practice, and comes to conclusions by considering explicit criteria and perspectives of various stakeholders. The defense should be appropriate to the problem, reflect the capabilities of the student (given the courses that are taken), and be presented to an audience for whom the problem of practice is relevant. Outside members should be present to hear the arguments and provide input into the judgment.

Application Instructions

Please see APPENDIX C for the Admission Application Checklist

Admissions

Practicing professionals who are currently employed in educational programs, either in an administration or teaching position, are encouraged to apply. Students must live in either the Eugene or Portland area for the duration of their program. Deadline for applications is March 1 for admission the following fall term.

Overview: Finding the Right Fit

Interviews are a critical part of the application process. Before applying, applicants should have an interview with two or more members of the core EMPL faculty (primary, full-time appointments) as part of the application process, listing their names and the dates of meetings in the application file\(^\text{11}\). The applicant should search the faculty list to find a match of student-faculty interests and is responsible for making the arrangements for these individual interviews (see the list of program faculty for areas of interest and contact information).

It is preferred that the meeting takes place in-person, but it can also be accomplished by telephone or by webcam if it is not possible to talk in person and if the faculty member agrees to the alternative arrangement. International students may conduct interviews with faculty members via email. Prior to the interview, it is advised that the candidate submit materials that provide the EMPL review team with insights into their background, skills, and goals. Most of these materials are required as part of the application materials (see below) and help provide the faculty a better understanding of the candidate, their experiences, interests, and goals.

The purpose of the student-initiated meeting is to advise and counsel the applicant on the application process, and also for the faculty member to get an initial sense of experience and match to the department faculty research agenda. Of primary concern is the match between the candidate’s experiences and goals and the faculty’s areas of expertise. To obtain the best possible outcome for our students, it is critical that we are careful to align potentially successful working partnerships between EMPL faculty and student (see Faculty Research Interests and Area of Expertise).

Personal Goal Statement is a 2-3 page key document in the application process. In it, the applicant describes his or her purpose in pursuing a doctorate in education. The statement should discuss any personal skills and experiences that help explain the applicant’s aspirations for the highest professional degree in education. Since the Curriculum Vita/Resume lists what the student has already accomplished, it is important that Personal Goal Statement include at least three points:

1. Reflect how the student’s work, experience and goals are directly related to the expertise of EMPL faculty members, with whom they would like to work with most directly, and a list of faculty already interviewed;

\(^\text{11}\) See policy on interview requirements for admission to the program.
2. Incorporate how their goals relate to the faculty member's body of research and teaching;
3. Testify what their future goals are with the program, including what he or she plans to do with his or her degree.

Résumé / Curriculum Vita is carefully reviewed by the admissions committee. Included (beginning with the most recent) should be:

- Education, including degree and institution (with dates of graduation)
- Work experiences in education
- Presentations at conferences or workshops
- Publications, if any
- Organizational affiliations
- Any other relevant professional information

Writing Samples allow faculty to determine an applicant’s skill in writing academic technical arguments that effectively articulate a perspective and demonstrate the ability to provide supportive logic.

Applicants are asked to respond to an article from a professional educational journal related to their area of interest in education. In this analysis, applicants should clearly endorse or refute the article in a manner that displays logic, clarity of thought and writing, and an understanding of the issue(s) anchored to their own perspective.

The writing sample should demonstrate how well the applicant can analyze or synthesize and critically reflect on information. It should also display strong independent thinking as well as excellent writing skills. The writing sample should be about 5-8 pages long.

In addition to the writing sample above, applicants have the option to submit one or more additional samples of scholarly writing (e.g., course papers, articles, or essays).

Application Process

Deadline
See: Registrar’s Academic Calendars
http://registrar.uoregon.edu/
See: EMPL Department Application Deadlines
http://education.uoregon.edu/field.htm?id=78

The admission deadline is March 1st at 5:00 p.m. Pacific Standard Time, each year. Applications must be RECEIVED and COMPLETED (including letters of recommendation and transcripts) by 5:00 PM on the deadline date. If March 1st falls on a weekend, the deadline is the previous Friday. It is strongly recommended that you start your admission application process at least three months prior to the deadline. It is the applicant’s responsibility to ensure that both the Admissions Office and the Department receive ALL materials by the deadline. Applicants will receive an email from the EMPL Graduate Academic Secretary when their admissions file to the department is complete.
After the deadline, late and incomplete applications may be reviewed as second priority until the program is full. Application materials may, upon written request before the application deadline, be held by the department for up to one year. However, applicants will have to re-apply (including paying another application fee) for a future admission term. Other files and related materials will be discarded.

Admissions Procedures
See: Graduate School On-Line Application
http://gradweb.uoregon.edu/online_app/application/guidelines.htm
See: Graduate School’s GradWeb Page
http://gradschool.uoregon.edu/?page=admissions
See: EMPL Department Admissions Procedures
http://education.uoregon.edu/field.htm?id=78
See: Admissions Office
http://www.uoregon.edu/prospective.shtml
See: Graduate School Admissions FAQs
http://gradschool.uoregon.edu/?page=admissions

The purpose of admission policies and procedures is to select qualified applicants for a doctoral degree program in Educational Methodology, Policy, and Leadership. Admissions are guided by a commitment to affirmative action.

The core faculty of EMPL controls admission to graduate study via the Admissions and Awards Committee. An applicant is admitted if the committee decides the following:

- The applicant’s aptitudes and motivation are adequate for successful completion of graduate study.
- The applicant has demonstrated a record of successful performance in professional positions related to his or her present goals and interests.
- The applicant’s interests and needs can be satisfied within EMPL’s existing resources.

Over the course of approximately one month, the Admissions and Awards Committee reviews the complete application files. Once all admission decisions are made, notification is sent to students via e-mail, informing them of their admission status. This is usually around the third week of March. The Graduate Academic Secretary is not a member of the Admissions and Awards Committee; therefore, please do not consult with the Academic Secretary on questions related to the decision of the Admissions and Awards Committee.

Applications who have been admitted previously to the UO Graduate School and registered for credits the term they were admitted may submit a re-registration form INSTEAD of the Graduate Admission Application. It is not necessary to pay the application fee with the re-registration form. Students who submit a second or third Graduate Admission application in order to apply to multiple programs, need to start the application, then contact the Graduate School with a request for a fee waiver. This is with the understanding that the student has already paid the application fee with the first application.

All successful applicants to the D.Ed. program are admitted on a conditional basis. All students must successfully complete the Professional Writing course (EDLD 659) in their first
(fall) term. They also must successfully complete the Foundations of Educational Research sequence (I, II, and III) during the first year. After students have successfully completed these required courses, students meet with their advisor to request a change of classification, via the Graduate School (http://gradschool.uoregon.edu/pdf/changeGraduateMajorGS800.pdf).

**International Students**

See: [Grad School Information for International Students](http://gradschool.uoregon.edu/?page=international)

See: [International Affairs Office](http://international.uoregon.edu/)

See: [American English Institute](http://aei.uoregon.edu/)

In addition to the standard list of required application materials listed above, international students are required to submit:

- Certificate of graduation
- TOEFL scores (*Departmental policy may differ than UO Graduate School Policy*)
- Financial Form
- I-20 Form

The computer-based TOEFL is no longer being accepted. Applicants who lack proficiency in English, but who qualify in all other aspects, may be conditionally admitted pending intensive study at the [American English Institute (AEI)](http://aei.uoregon.edu/) in Eugene. Students should expect to study until they have achieved a TOEFL score of 575 or more, at which time they may be admitted. While attending the AEI, students are not permitted to take regular University of Oregon classes.

International students should submit their materials early to allow time for the EMPL department to evaluate the candidate’s credentials and notify the appropriate office that it does or does not approve the application, and for the Admissions Office to verify that the applicant is qualified for graduate-level studies at the University of Oregon on the basis of academic credentials, English language proficiency, and financial resources.

If a student is admitted to the University of Oregon with a TOEFL score between 500 and 574, the student must take an additional English proficiency test. If the test score or interview process indicates that additional training is necessary, the student must enroll in special AEI classes. Please refer to the [Academic English Institute Program](http://aei.uoregon.edu/) for details.

Nonnative speakers of English who accept GTF awards with teaching related duties must also submit to the Graduate School a score of the Test of Spoken English (TSE) or the SPEAK test. Any additional language support classes that might be a result of this test are offered separately from AEI classes.

International applicants should keep in mind that if admission is granted, it may take some time to obtain a U.S. Visa. Visa applications and information will be sent to international students by the Office of International Programs AFTER admission has been granted.
Planned Program

A planned program, signed by the student and his or her advisor, is due at the end of the first term of the second year of study.

Credit Transfer Policy

When students are admitted to either doctoral degree program in Educational Methodology, Policy, and Leadership, they are allowed to transfer a maximum of 51 credits from other institutions of higher education. The following qualifications must be met to ensure the transfer of these credits is accepted:

- The institutions from which credits are transferred are accredited.
- 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.

Students are to submit a list of these courses in a tabular format listing the following: (a) term, (b) year, (c) course title, (d) number of credits, and (e) grade earned. This list should be organized (grouped) by institution, if credits are proposed for transfer from multiple schools. For each institution, the total number of credits should be presented as well as the total across all institutions. To convert semester credits into quarter hours, these credits will be multiplied by 1.5. Transfer credits may only be transferred for purposes of meeting the total credits required for the degree (135 for doctoral programs); they may not be used for waiving required courses in the degree programs.

How many credits (and which courses) can be brought into the D.Ed. program?

A total of 51 transfer credits can be brought into the Doctorate of Education (D.Ed.) program using D.Ed. required courses as long as...

- All courses are taken as graded.
- For courses used to contribute evidence of competency, the work is equivalent in rigor to that used for portfolio.
- Courses were taken within the last two years.

Graded Courses Policy\textsuperscript{12}

\textit{D.Ed. – Total of 50 credits of 62 total}

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

\begin{itemize}
  \item (course numbers (particularly those with temporary number “610) are subject to change. Prefixes are EDLD)
  \item Policy classification: “Research and Writing Courses”
  \begin{itemize}
      \item 603 Dissertation with Campus Workshop
      \item 607 Advanced Research Writing I, II, and III
  \end{itemize}
\end{itemize}

\textsuperscript{12} Graded requirements are only for students matriculated into the EMPL programs. Students from other departments are allowed to take courses pass/no pass.
- 610 Foundations of Educational Research I, II, and III
- 610 Introduction to Measurement & Assessment
- 610 Dissertation Methods Apprenticeship
- 655 Analysis of Teaching and Learning
- 659 Professional Writing

Policy classification: “Competency Proficiency Portfolio Courses”
- 610 Foundations of Educational Research I, II, and III
- 610 Equity and Achievement
- 644 Learning Organizations
- 655 Analysis of Teaching and Learning
- 659 Professional Writing
- 683 State & Local Policy Development

All research courses, including Professional Writing, Research Foundations I, II, and III, Advanced Research Writing (I, II, and III), and Dissertation Apprenticeship. Total = 23 credits

- All courses that contribute evidence to the competency requirements (portfolio): Equity & Achievement, State & Local Policy, Learning Organizations, and Analysis of Teaching-Learning. Total = 15 credits.

- A minimum of 12 credits from all remaining courses that are not open line (or dissertation): Measurement and Assessment, Educational Leadership, Leadership and Transformation for Quality Programs, Standards and Accountability Systems, and Info Tech for Curriculum Design. Total = 12 of 20 credits.

- No Professional Issues in Education (I, II, and III), Intro to SPSS, or Data & Info Retrieval can be taken graded. Total = 5 credits.

**Advising: Group Advising Model for D.Ed. Program**

**YEAR ONE:**

Fall term:
EDLD 659 Professional Writing students work together to prepare a literature review in one of two primary topical areas provided by the faculty. The group literature review will provide a basis for the final project in this course (independent literature synthesis). The final project will provide the literature review for students’ independent dissertations.

Spring term:
EDLD 610 Foundations of Educational Research III focuses on research designs and methodological approaches that can be used in the D.Ed. dissertation.
YEAR TWO:

In EDLD 607 Advanced Research Writing II, dissertation organizing principles and research questions will be developed by each student, based on common work by the cohort members in one of the two core topic areas. This will be followed at the end of the second year by the EDLD 610 Dissertation Methods Apprenticeship course, with detailed work and training in the methodological approach selected by the student, resulting in a completed dissertation prospectus and advancement to candidacy by the end of spring quarter of year two.

YEAR THREE:

In year three, students will enroll in the third-year dissertation-advising course (EDLD number not available at this time). The two program faculty members serving as the primary advisors for that cohort will teach this course. These two faculty members will also provide primary dissertation advising for all students in the cohort. Additionally, these two faculty members will also serve as the chair and first member on each cohort member’s formal dissertation committee.

Advising Faculty for Cohort 2009-2010

(Beginning Program Fall 2009)
(occurred after advancing to candidacy)

- Dr. Gerald Tindal
- Dr. Paul Yovanoff

Primary Research Topics for Cohort 2009-2010

- Standards-based alignment
- Measurements and/or analysis related to academic success

Program Transfer Policy

This policy is designed to address College of Education students seeking a lateral transfer of degree program into the EMPL Department (e.g., Ph.D. students from the Family and Human Services Department (FHS) wanting to transfer to the Ph.D. program in EMPL). The applicant should submit all materials required for admissions. Some materials may be transferred from the originating department such as writing sample, letters of recommendation, and test scores; however, the most updated materials are encouraged. A Change of Graduate Major/Classification Form from the Graduate School must accompany the application materials. Lateral transfer applications will be accepted at any time throughout the year provided that the student has completed all application procedures and the faculty advisor has convened a committee to review the application.
Students may seek a lateral degree transfer to EMPL from other College of Education departments, provided that they meet the following criteria:

1. Student’s interests are aligned with faculty members’ and a faculty member has committed to serve as the student’s advisor
2. Purpose statement describes a professional rationale for the proposed program transfer
3. Student’s articulated program plan meets all EMPL program requirements
4. All EMPL admissions requirements are satisfied for the selected degree and candidate is competitive for selected program
5. Student is in good standing in his or her current program and the EMPL advancement criteria and terminal degree requirements are satisfied

Procedure:

1. Student obtains commitment from EMPL faculty member to serve as advisor
2. Student documents above criteria
3. Student submits application materials to the Graduate Academic Secretary
4. Student’s file is reviewed by a committee consisting of the department head, proposed faculty advisor, and another faculty member; proposed program plan will be reviewed and credits will be evaluated for alignment with EMPL requirements
5. Student is notified of decision
6. Graduate school paperwork is completed by student

If a student does not satisfy these criteria, the student may formally apply to the EMPL program following the admissions procedures for the selected degree.

**Transfer credits from outside the College of Education** must be applicable to EMPL (e.g. a course in Statistics from a different college must be related to the program).

All degree requirements must be satisfied within the seven year deadline. If a student is admitted in summer 2009, their seven year deadline is spring 2016--unless they are transferring in coursework--then their seven year deadline would be backed up to accommodate the transferred coursework. **NOTE:** Leaves of Absence or In- Absentia do not extend deadlines (see On-Leave or In-Absentia Status section).

Ex: If a student has relevant courses, eligible to be transferred in, that are 4 years old at the time of admission to the master’s program, the student would have 3 years to finish the degree for those courses to count toward the degree.
New Student Information

Getting Started – UO ID #, Access Codes, E-Mail, & Blackboard

Upon being officially admitted, the UO Office of Admissions will send new students a UO ID (“950” or “951”) number. Students will also receive information about obtaining their Duck ID for using their personal UO e-mail and Blackboard accounts, and the Graduate School will forward a Personal Access Code (PAC) which is necessary for registration in DuckWeb.

Please note that students must use their Duck ID (UO e-mail account) in order to use the Blackboard online course management system which instructors use extensively with their courses. Contact the computing center for your free e-mail account: http://cc.uoregon.edu/.

DuckWeb - Registration, Grades, & Transcripts

See: Office of the Registrar
http://registrar.uoregon.edu/

Registration instructions and related links are available at the Registrar’s website. DuckWeb Registration: https://duckweb.uoregon.edu/. Please note that the DuckWeb online registration system is blocked during the month of July and for the first week of August each year. In addition to registration, students can also view their grades, complete course evaluations, and print unofficial copies of their UO transcript.

Graduate Teaching Fellowships (GTF)

See: Funding Resources – GTF
http://gradschool.uoregon.edu/?page=fundingResources
See: Tuition and Estimated Cost of Attendance
http://financialaid.uoregon.edu/Cost.htm
See: Tuition & Fees Estimator
http://registrar.uoregon.edu/common/tuition/tuition_estimator.php
See: COE GTF Positions
http://education.uoregon.edu/feature.htm?id=272

GTF (Graduate Teaching Fellowship) is the term used at the UO for teaching, research, and administrative assistantships. To be eligible to apply for a GTF, students must be a regularly admitted Master’s or Doctoral student; however, preference for all COE positions is given to qualified COE doctoral students. Admission funding, appointments, and reappointments are not automatic, nor are they guaranteed. More information about applying for GTF positions can be found on both the COE and Graduate School websites.
Scholarships

See: Scholarship Opportunities
http://education.uoregon.edu/path.htm?setpath=27&setsubpath=1

Each year the College of Education awards several scholarships ranging from $1,000–$5,000 to support the studies of COE students. In some cases these scholarships may provide awards to multiple recipients. If a student receives a COE scholarship, he or she will be expected to meet the following obligations: Attend the annual spring awards dinner and ceremony; meet with the dean, development officer and scholarship committee as requested; and maintain regular contact with living donors. More Information about scholarships and the application process can be found at the COE website listed above.

EMPL/Administration Scholarships
1. Ken A. Erickson Memorial Scholarship
2. Paul B. Jacobson Memorial Scholarship

COE Scholarships for Eligible EMPL Students
1. Alumni Scholarship Fund
2. Daniels Family Scholarship
3. Faculty Scholarship Fund
4. Silvy Kraus Presidential Fellowship in Education
5. David Moursund Scholarship
6. Thomson Family Scholarship in Education
7. Thomas W. Vollmer Memorial Fund

Change of Degree or Classification

Students admitted on a conditional basis can apply for status change by completing the Graduate School’s Change of Graduate Major or Classification form, having their advisor sign it, and submitting it to the department Graduate Academic Secretary after the requirements are completed.

Students interested in changing their degree program from Ph.D. to D.Ed. must submit a formal letter of request to the Department Head and the student’s advisor giving adequate reasons for the change. Students interested in changing their degree program from a D.Ed. to a Ph.D. must reapply for admission to the department as a Ph.D. applicant, completing all requirements of the Ph.D. application.

A request to change from one program to another will not be considered after the end of the third term of a student's academic work in EMPL.

Students in any licensure or master’s program should understand that, although a conversion to a D.Ed. or Ph.D. program may be approved, it does not necessarily mean that all completed coursework in the old program will be allowed to fill particular requirements in the new program. For example, licensure courses may be counted as transfer courses in D.Ed. programs but not for Ph.D. programs. Some courses taken while enrolled in the D.Ed. program may not fulfill the same categories of completion if the student transfers to the Ph.D. program.
On-Leave or In-Absentia Status

See: On-Leave & In-Absentia Status
http://gradschool.uoregon.edu/?page=onLeaveInAbsentia

To ensure a place upon return, doctoral students interrupting their program of study for one or more terms (excluding summer session) must submit a request for On-leave or In-Absentia Status to the Graduate School by the last registration day in the term for which leave is being requested. Only doctoral students considered to be in good standing with no incompletes are eligible for leave. Departmental approval is required before request for leave can be submitted to the Graduate School. On-leave/In Absentia status is granted for a specified time period which may not exceed three academic terms, excluding summer session. DEd students should be aware that on-leave/In-Absentia will disrupt their cohort course sequence and should contact the Professional Education Program Coordinator.

During terms of approved On-leave and In Absentia status, graduate students do not register and are not allowed to make use of university services, faculty or staff time. Graduate students must register and pay fees if they will be using university facilities or faculty/staff services during any term. Doctoral students may use terms of On-Leave status up to three terms prior to advancement to candidacy. On-leave/In Absentia status does not extend the student's seven year completion deadline.

Once advanced to candidacy, doctoral students who wish to take a leave from school must submit a request for In-Absentia Status. They are eligible for up to three terms of In Absentia status during the dissertation process.

Failure to Register for On-Leave or In-Absentia Status: Students who do not remain continuously enrolled at the University (except for summers) and who fail to register for On-Leave or In Absentia status with the Graduate School will have their standing canceled. In the event that a student later wishes to return to the program, that student would be required to apply for Permission to Re-Register through the Graduate School and would be subject to all requirements for admission and any enrollment limitations that are in effect at that time. Students should also be aware that official On-Leave or In-Absentia status maintains their Oregon Resident Status. Failure to file the On-Leave or In Absentia form could result in a student's Oregon Resident Status being reclassified to Non-Resident.

Revised On-Leave or In Absentia forms: Students who decide to return from leave earlier or later than they had intended must submit a new form revising the request for On-Leave or In Absentia status by the last registration day in the term for which leave is being requested.

International Students: Must check with an adviser at the Office of International Programs (OIP) to be sure that their visa status will remain current while they are in On-Leave or In Absentia status. This is especially important if they intend to leave the USA.
Withdrawing from the Program

See: UO Academic Advising Office
http://darkwing.uoregon.edu/~aass/
See: EMPL Department Withdrawal Form
http://interact.uoregon.edu/pdf/edld/forms/withdraw.pdf

Students who need to withdraw from the EMPL program must work with a UO Academic Advising counselor to withdraw from the University. They must also complete a departmental program withdrawal form and submit it to their advisor. It is strongly recommended that students clear all incompletes or grade changes before withdrawing, in case they wish to resume their studies at a later time.

Calendars and Deadlines

It is critical that students make themselves aware of important dates and deadlines. It is recommended that all students regularly check the following resources for current information:

- **Graduate School Degree Deadlines**
  http://gradschool.uoregon.edu/?page=deadlines

- **Registrar's General Academic Calendar**
  http://registrar.uoregon.edu/common/cals/acadmcal.htm

- **Registrar's Registration Priority Calendar**
  http://registrar.uoregon.edu/common/cals/regprioritiesched_detail.php

- **Registrar's Academic Dates & Deadlines**
  http://registrar.uoregon.eud/common/cals/calchooser.htm

- **College of Education – Calendar of Events**
  http://education.uoregon.edu/event.htm?target_field=78

- **College of Education Scholarship, Awards, and Program Deadlines**
  http://education.uoregon.edu/path.htm?setpath=10&setsubpath=1

- **EMPL Department Deadlines** *(See individual programs)*
  http://education.uoregon.edu/field.htm?id=78
APPENDIX A

Portfolio Evidence Cover Document Checklist
To complete this form, specify the instructor, term-year, and grade for the class in which you completed each document submission to the portfolio.

<table>
<thead>
<tr>
<th>Document Description</th>
<th>Instructor</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review Paper (Professional Writing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Poster Presentation (Found of Ed Research II)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equity Scan (Equity and Achievement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy Analysis Paper (State and Local Policy)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Audit (Learning Organizations)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Improvement Plan w/ Communication Strategy (Analysis of Teaching and Learning)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Evidence:

<table>
<thead>
<tr>
<th>Document Description</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated Professional Curriculum Vita</td>
<td></td>
</tr>
</tbody>
</table>

I certify that I have successfully completed the above courses and have submitted electronic copies of these documents to the EMPL Graduate Academic Secretary as evidence of demonstrated competence as required for Advancement to Candidacy.

Student Name (print): ___________________________________________ UO ID# ______________________

Signature: ___________________________________________ Date: ______________________

Department Head Approval: __________________________________ Date: ______________________
APPENDIX B

Dissertation and Defense Process Checklist
Subject to change

After students have successfully been advanced to candidacy, they need to:

☐ Carefully read and understand the Advancement to Candidacy e-mail notice from the Grad School, paying particular attention to notes pertaining to remaining requirements needed to fulfill residency, enrollment, and completion deadlines.

☐ Send Pre-authorization request to advisor each term.

☐ Clearly understand Graduate School Dissertation Policy.

☐ Submit Committee Proposal to Grad School within 30 days and at least 6 months before defense. See the Grad School’s Doctoral Dissertation Committee Policy. Check Grad Web (see Faculty Directory) to confirm if a faculty member is eligible to serve on a committee, and in what capacity.

☐ Wait at least 6 months after committee has been approved, before defense.

☐ Check transcript to clear any incompletes, review for residency & enrollment.

☐ Prospectus reviewed and approved by chair; copies to committee.

☐ Proposal approved by committee. Review checklist to plan your Proposal Meeting. Submit signed Proposal Approval form, after the meeting, to EMPL Graduate Academic Secretary.

☐ Obtain Human Subjects (IRB) research clearance and copy to EMPL Graduate Academic Secretary. Steps include:

☐ Complete the required CITI human subjects training.
☐ Complete the Human Subjects packet requirements and IRB clearance form
☐ Submit one copy of IRB packet to committee chair for review as follows:
  o Human Subjects packet
  o Original Proposal Approval Form (signed by committee)
  o Required Clearance form (signed by chair & department head)

NOTE: ALL STUDENTS need to submit a required clearance form even if they are not conducting human or animal subject research. If you have any questions about the IRB forms or process, contact Juliana Kyrk in Human Subjects. Send all signed packets directly to Human Subjects.
 Register for at least 3 credits per term, after residency, including total of at least 18 cr of *EDLD 603 Dissertation* after advancement.

 Create a plan, using the sample schedule as a template. Include this with prospectus. Use the Grad School Deadlines for Dissertation Planning to reverse-engineer a reasonable time-line. It is highly recommended that students allow themselves *plenty* of leeway.

For example, the last month to defend for each term is:

<table>
<thead>
<tr>
<th>TERM TO DEFEND</th>
<th>LAST MONTH TO DEFEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>November</td>
</tr>
<tr>
<td>Winter</td>
<td>February</td>
</tr>
<tr>
<td>Spring</td>
<td>May</td>
</tr>
<tr>
<td>Summer</td>
<td>August</td>
</tr>
</tbody>
</table>


 Bookmark and make use of Grad School’s Thesis & Dissertation Writing Resources.

**Preparing to Defend – (3) Three Months Prior to Defending**

 Send advisor a pre-auth form for at least 3 dissertation credits (a total of at least 18 dissertation credits after advancing, by graduation).

 Apply to Graduate School for advanced degree by the deadline. Review the graduation page for commencement details.

 Schedule a meeting or phone conference with your advisor to review final dissertation deadlines. Bring the following materials to the meeting with your advisor:

- Dissertation checklist
- Current Unofficial Transcript from DuckWeb
- Copy of Grad School’s deadline chart

 Review the following with your advisor:

- Minimum 18 dissertation credits by defense term
- Residency requirement met
- 3-year post-bac full-time requirement met
- Doctoral committee has been established for at least six months
- Doctoral committee is correct and any earlier revisions are reflected in GradWeb
- Registered for a minimum of three (3) credits of *Dissertation (EDLD 603)* during the term prior to and the term of oral defense and graduation.
- No incompletes (excluding dissertation credits) on the transcript. Incompletes can not be cleared after graduation. Incompletes over a year old require a Grad School petition along with a department-issued Supplemental Grade Report form (dissertation credits excluded).
- Completed within 7-year limit
☐ Application for Advanced Degree to Grad School by 2nd week of defense term. Students who miss this deadline must register for three additional graduate level credits and apply for an advanced degree the following term.

☐ Set the defense date with committee members. Confirm that members are available the term of the defense. Most faculty members are not on contract summer term. A defense may not be held when the university is not in session (e.g., spring break, Christmas break, week #0 of summer).

☐ Reserve a room for your defense. Suggestions include:
  o Leona Tyler Room, Graduate School, 125 Chapman>Contact the Grad School at (541) 346-5129 or gradsch@uoregon.edu
  o CEPR Conference Room - Suite 203, Contact Lindsay Bradley at lindsay_bradley@epiconline.org or (541) 346-6126

☐ Arrange for any presentation equipment needed for the defense. See COE computer lab or contact the EMPL Administrative Assistant.

☐ Submit Confirmation to Attend via Grad Web, so that committee members can finalize confirmation on-line at least 5 weeks before defense. ^13 Hint: Check GradWeb regularly to confirm that committee members are completing the on-line confirmation form in a timely manner. GradWeb does not advise committee members of deadlines; therefore, it is the student’s responsibility to inform them to ensure that all of the required documents reach the Graduate School by the deadlines listed.

☐ Provide committee members with copies of dissertation at least 3 weeks before defense.

☐ Once all committee members have confirmed, contact the Graduate Academic Secretary to arrange to pick up the Final Confirmation to Attend.

☐ Application for Final Oral Defense (request from Department). Department Head signs. Student picks up and sends Application for Final Oral Defense, Final Confirmation to Attend, and 5 copies of their abstract (3 signed by Committee Chair, 2 unsigned – all on 25% cotton bond paper) and delivers it to Grad School to arrive AT LEAST 3 weeks before defense. Missing this deadline will result in the defense being rescheduled to the following term. Hints:
  o Use the Grad School’s template
  o Use the specific Grad School format and paper guidelines
  o Common Problems
  o Abstract Questions?
  o Send your draft abstracts to Kim Wollters (GS) for review before you print
  o Put the documents in a new file folder - do not staple them together

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^13 Only one INSIDE member may waive attendance at the defense, never the chair(s) or the outside member. See committee WAIVER of attendance instructions.
Shortly before the defense, the Graduate School sends a Certificate of Completion to the Committee Chair. At the conclusion of a successful defense, all committee members sign this form, and it is returned to the department Graduate Academic Secretary, who places a copy in the student’s file, then forwards the original to the Graduate School. The Grad School then advises the Registrar of completion of the defense.

Submit three final dissertation copies to your chair for review and signature, and forward two copies to the Graduate School and one to the department Graduate Academic Secretary, to arrive no later than two weeks before the end of the term of defense. It is the student’s responsibility to run all final copies, get all final signatures, and submit all final paperwork to the graduate school.

The degree certificate is mailed from the University to graduates about eight weeks after the end of the term of completion.

Order graduation regalia - All degree candidates are encouraged to participate, wearing regalia: gown, cap, tassel, and hood for doctoral candidates. Announcements and regalia are available at the Information Center on the main floor of the UO Bookstore, (541) 346-4331. For June commencement, order regalia by early May from the UO Bookstore.

Check the College of Education website for time, date, and location information for commencement ceremonies.

CELEBRATE!!!
APPENDIX C

Admission Application Checklist

To the EMPL Department Office, submit:

- EMPL Departmental Admission Application
- Graduate School Admission Application (http://gradweb.uoregon.edu/online_app/application/guidelines.htm—currently $50 non-refundable)
- Official Transcripts (Minimum GPA 3.0)
- GRE or MAT scores
- Four (4) Letters of Reference
- Personal goal statement w/ Interviews
- Résumé/Curriculum Vita
- Writing sample
- Transfer of Graduate Credit form (see page 38)

International Students must also submit to the EMPL Department:

- Certificate of graduation
- TOEFL or IELTS scores (Departmental Policy)
- If transcripts or certificates are in a language other than English, a certified English translation of all college or university work is required

Mail Department Application Materials to:

Angela Pèllerin, Graduate Academic Secretary
Educational Methodology, Policy, and Leadership
5267 University of Oregon (mailing address)
Eugene OR 97403-5267

To the UO Office of Admissions, also submit:

- Official transcripts (see footnote 4 below – this is in addition to the one sent to the department, above)

International Students must also submit to the UO Office of Admissions:

- Financial Verification Form
- I-20 form
- Visa Matters
- Certificate of graduation
- TOEFL or IELTS scores (Departmental Policy. See notes 12 and 13 below)

Send UO Admissions Office Materials to:

UO Office of Admissions
1217 University of Oregon
Eugene OR 97403-1217

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14 TRANSCRIPTS: Official (sealed) transcript from each college or university attended. The transcript(s) should post the awarding of degree(s) received and clearly state credit hours and final grade point average (Minimum 3.0 from most recent degree). UO graduates can submit transcripts printed from DuckWeb. If transcripts are in a language other than English, a certified English translation of all college or university work is required.

15 GRE: The standard requirement for the GRE is 500+ for verbal, 500+ for quantitative/math, and at least 4.0 for analytical writing – taken within the last 5 years. You may request to have your scores sent directly to Educational Leadership by using the GRE code list. The institution code for the University of Oregon is 4846 and the recommended department code is 3001 (Educational Administration).

16 MAT: Score of 450 or better

17 LETTERS OF REFERENCE: From individuals who have had previous opportunities to supervise or evaluate the candidate’s work.

18 PERSONAL GOAL STATEMENT: 2-3 pages long. Successful applications reflect alignment between potential program of study and the expertise of the EMPL faculty. Included is a list of interviewed faculty. See admissions above.

19 RÉSUMÉ: See discussion above.

20 WRITING SAMPLE: 5-8 pages long. See discussion above.

21 TOEFL: Minimum scores of 585 on the paper-based test.

22 IELTS: Minimum overall band score of 7.0 or better.
APPENDIX D

COLLEGE OF EDUCATION

Dissertation Proposal Approval

_____________________________________________________, a candidate

for the (check one):  □ Ph.D.  □ D.Ed. degree

Dissertation Title: ____________________________________________________________

Dissertation Committee approval:

Chairperson                     Signature            Date

Member                           Signature            Date

Member appointed by Dept        Signature            Date

Outside Member                  Signature            Date

Outside Member                  Signature            Date

Fifth Member                    Signature            Date

Involves Human Subjects Research (circle one):  □ YES  □ NO

If YES, a copy of this approval sheet must accompany the completed Human Subjects Compliance Approval form (GS 910).