Master of Science (M. S.) in Educational Leadership

Educational Methodology, Policy, and Leadership

Program Description

Application Instructions

Student Information

UNIVERSITY OF OREGON
The Educational Leadership (EDLD) Faculty and Staff welcome students to the Department, College of Education (COE) and University of Oregon (UO). Although every effort is made to ensure the accuracy of the information in this manual, the University of Oregon and the Oregon State Board of Higher Education have the right to make changes at any time without prior notice.

In some situations, the Dean of the College of Education, the Department Head of Educational Leadership, or the Department may have reason to temporarily suspend or abridge a given Policy Statement in the interests of the College of Education, the Department, the University of Oregon, or in extraordinary circumstances not anticipated when the policy was written. The Department, the College of Education, and the University of Oregon cannot be held legally liable for statements or revisions in the Student Manuals.

Application Instructions, Program Description, and New Student Information for Master’s Program

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Students are responsible for informing themselves regarding individual Department and Graduate School policies and procedures.

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Educational Leadership Programs

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

Program Description – Master of Science (M.S.)

Master of Science (M.S.) degrees in Educational Leadership (EDLD) focus on the development, implementation, and generation of improved outcomes in the organization and management of K-12 education. Educational leadership does not have a higher education specialization. The degree is intended for individuals who wish to pursue careers in student support services, staff and community relations, as program coordinators or associate program coordinators or for those who seek college advisor positions.

Educational Leadership (EDLD) is committed to ensuring that graduates acquire at least three fundamental abilities: (a) Technical knowledge of systems operations, (b) Conceptual perspectives for interpretation, and (c) Human interaction for implementation. Educational Leadership is positioned in its program offerings and faculty expertise to lead the change process through new areas of inquiry and field-based practice.

The goal of EDLD is to develop effective, highly regarded, and influential leaders in educational practice, policy, and scholarship. Students pursuing the Master of Science degree in Educational Leadership have different goals. Some students wish to obtain a MS degree to advance their career or return to the work force, while other students wish to explore the possibility of continuing on to a doctoral degree. Each student’s program of study is designed by the student in consultation with their advisor to meet the student’s personal goal.

Residency, Grades/GPA, & Credit Hour Requirements

See: Oregon General Residency Requirements
http://admissions.uoregon.edu/apply/resid.htm
See: Graduate School - Enrollment and Residency Policies Information
http://gradschool.uoregon.edu/?page=residencyEnrollmentRequirements

Graduate Residency

Each graduate degree at the University of Oregon has a residency requirement, which must be fulfilled by every graduate student in order to complete a 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 and fellow students. Residency requirements provide significant advantages to graduate students because it enhances the quality of the academic experience.
For example, the student’s competency is enhanced by close familiarity with the university's libraries, computing resources, specialized collections, and research shop resources. Additional experience is gained by attending and participating in both formal and informal seminars, colloquia, and discussions led by specialists who visit campus. Furthermore, fluency in the lexicon of the discipline is enhanced by frequent and close association with faculty members and other students.

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

**Master's Enrollment Requirements**

For a master's degree, the Graduate School requires a minimum of 45 credits of which 30 credits (applicable to degree requirements) need to be taken on the Eugene campus during at least two terms of study. These terms of study must be as full-time student status (9 credits). Even if this is a second master's degree, it requires a minimum of two terms of full-time study on the Eugene campus. The EDLD department requires a total of 51 credits (the Grad school requirement of 45 and an additional 6 credits). Individual schools or departments across the university may have additional residence requirements.

Students enrolled in an advanced degree program must attend the university continuously, except for summers, until all program requirements have been completed, unless on-leave status (maximum of three academic terms) has been approved. During the term in which the degree is received, the graduate student **must** register for at least 3 graduate credits. For more information see Course Registration Requirements and Limits, Continuous Enrollment, Graduate Residency, and On-Leave Status under General Requirements and Policies.

**Learning Experience and Learning Communities**

EDLD 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. 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.”

Students participate in presentations in their coursework and in a variety of situations to practice communicating with other people and larger audiences. Opportunities allow students to hear and participate in scholarly discourse with fellow emerging scholars in related areas. As part of a community of learners, students have opportunities to share approaches and seek solutions to various issues in their field. The pedagogy of a research university includes seeing examples of research in related fields and extrapolating ways of thinking, philosophies. It also includes understanding the analysis the contexts of research, methodological reasoning, and tools of analysis design and interpretation.
Overview of Master of Science

The remainder of this document provides details of the MS degree program offered in Educational Leadership including faculty areas of emphasis, required coursework, and the terminal project process.

Program Emphases

The program focuses on several dimensions of research leadership in Pre-K-16 educational systems including: (a) development of policies that 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 of the MS program is to develop researchers and scholars who can apply theoretical frameworks, methodological approaches, and analytical skills to improve educational performance.

Policy and Organizations, Methodological Approaches, and Measurement and Assessment are the three key strengths of this department. These areas broadly encompass faculty research / teaching interests and provide graduate students relevant educational experiences through course and other program requirements.

Faculty Research Interests and Areas of Expertise

Prospective and current students are encouraged to understand faculty areas of expertise so they may participate in research and join in scholarship opportunities as they become available. 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)
- 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)
- Universal design for assessment and instruction, large-scale and classroom-based assessment, curriculum-assessment alignment, and teacher/ administrator preparation and use of data for decision-making (Leanne Ketterlin Geller)
• 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**

The MS experience is designed to cultivate state-of-the-art skills, knowledge, and habits of mind, which challenge 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 process and goals. The program includes collaboration and teaming, rigorous intellectual challenge, and a high-quality, supportive learning environment oriented to elevating professional practice.

**Cognitive Apprenticeship Model**

Because the focus of Educational Leadership is on policies and organizations as well as decision-making, outcomes, and accountability, the coursework includes a significant methodological emphasis. One of the signatures of the program is that students develop skills in research design, measurement development, and data analysis. The cognitive apprenticeship model is set within research-based learning and provides students with a mental model to frame problems using appropriate analyses and interpretations.

The cognitive apprenticeship model requires active engagement by students, who assume a facilitative role by working in teams. This requires both flexibility and a willing to assume a range of roles during their coursework, as students will sometimes take the lead, and on other occasions support others who take a leadership role.
Distributed Education

Most master’s courses are scheduled in the late afternoons/evenings and occasionally on weekends. This accommodates the schedule of students who continue to work while completing their degree. Master’s students are expected to be full-time students and to prioritize their schedules to attend classes and participate in research as necessary for successful progress to degree.

In joint classes with the D.Ed. program, EDLD employs videoconference technology to create opportunities for students in distance D.Ed. cohorts to interact with others throughout the state without having to devote a significant amount of time to travel. Educational Leadership has a strong distance learning model, one that is more advanced than more programs in the country. This approach adds diversity to the student groups and encourages constructive solutions by exposing students to real-life problems. This learning model also brings Master’s students into direct contact with numerous skilled and often highly experienced educators working across the state. Furthermore, this model affords access to current issues and important research opportunities in the field.

Distributed Education also requires students to participate in a manner that is different from ways in which student participate in a traditional classroom. For example, instructors need to actively and explicitly engage students from both the far end (where instruction is received on a large-screen 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 at one end or the other 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 yourselves 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), 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 as possible 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 are expected to:

- Make sure all materials for students to read prior to class are posted on Blackboard (or sent out via email) at least the Friday before the class session is to happen. Distance cohorts, especially, depend on having the weekend to complete their doctoral assignments / readings. If instructors wait until the week in which their class session is to take place, it is unlikely that students can complete the work prior to class.
- Check in with their sites (local as well as distance) 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.
- Be 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.

Advising

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

- Orienting the student to the Department of Educational Leadership;
- Assisting students in program planning;
- Ensuring that applicable department, college, and graduate school policies and requirements are presented, discussed, and adhered to;
- Completing and processing required forms for which the advisor is responsible;
- Monitoring the student’s progress toward degree completion;
- Guiding the student in the terminal project for the degree program; and

A faculty advisor will be assigned to each student upon entry into the Department. Faculty recommend advisor assignments based on congruence of the applicant’s major professional interests with the faculty. Students should clearly specify major areas of interest in their application materials to facilitate appropriate match of student to faculty member. Once admitted into the program, the graduate student may request in writing to change advisors by completing the “Change of Advisor” forms.

Faculty advisors work with the student to support the completion of degree requirements. The faculty advisor serves as a facilitator to help the student accomplish his or her goals. While students are ultimately responsible for knowing and fulfilling degree requirements, the advisor along with Department staff will monitor the student’s progress toward completing the program and process necessary paperwork for degree completion. In addition, the advisor will help facilitate student up to and through the completion of the terminal project. It is the student’s responsibility to contact the advisor for advising appointments, or to engage with the advisor during his or her office hours.
Application Instructions - Admissions

Deadline for applications is February 1 for admission the following fall term and July 1 for the following Spring Term. This section explains the different admissions processes for the EDLD Department, Graduate School, and University of Oregon Admissions Office.

Overview: Finding the Right Fit

Personal Goal Statement is a key document in the application process. In it, the applicant describes his or her purpose in pursuing an advanced degree in education. The statement should discuss any personal skills and experiences that led to the applicant’s decision to pursue a Master’s degree. Keep in mind, that the goal statement should reflect how the student’s work, experience, and goals are directly related to both the process and completion of the degree. You may mention to which currently faculty members your goals and interests are most aligned.

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

Students are admitted to the College of Education Educational Leadership degrees on a competitive basis. All degree programs have restricted enrollment; therefore, not all students who meet the minimum requirements are admitted.

Program Prerequisites:
Minimum GPA from most recent degree: 3.00

Deadline

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

July 1 Fall Term admission
February 1 Spring Term admission

For full consideration, applications must be RECEIVED and COMPLETED (including letters of recommendation and transcripts) by 5:00 PM on the deadline date. If the deadline falls on a weekend, the deadline is the previous Friday. It is strongly recommended that you begin your admission application process at least three months prior to the deadline. Compiling letters of recommendation and requesting and receiving transcripts can take several months, 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 Academic Secretary when his or her file 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 must re-apply (includes paying the application fee) for 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: EDLD Department Admissions Procedures
http://education.uoregon.edu/field.htm?id=78
See: Admissions Office
http://www.uoregon.edu/prospective.shtml
The purpose of admission policies and procedures is to select qualified applicants for a master’s degree program in Educational Leadership. Admissions are guided by a commitment to affirmative action.

The core faculty of EDLD 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 strongly suggest likelihood for successful completion of graduate study.
- The applicant has demonstrated a record of successful performance related to his or her present goals and interests, or has shown a clear premise for a new direction in his or her professional research interests.
- The applicant’s interests and needs can be satisfied within Educational Leadership’s existing resources.

Over the course of approximately one month, the Admissions and Awards Committee reviews the complete application files. Students will be notified by email when applications are complete, so please provide an accurate and current email address. This usually occurs around the third week of March. The Academic Secretary is not a member of the Admissions and Awards Committee. This person keep admission files and can answer or redirect your questions appropriately, but does not participate in admission decisions.

Admission Application Checklist

To the EDLD Department Office, submit:
- EDLD Departmental Admission Application
- Graduate School Admission Application (currently $50 non-refundable)
- Official Transcripts¹ (Minimum GPA 3.0; a UO transcript can be printed from Duck Web and submitted)
- Three (3) Letters of Reference² (on-line form)
- Personal goal statement
- Résumé/Curriculum Vita³
- Writing sample⁴

International Students must also submit:
- Certificate of graduation
- TOEFL⁵ or IELTS⁶ scores (Departmental Policy)

¹ 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.
² LETTERS OF REFERENCE: From individuals who have had previous opportunities to supervise or evaluate the candidate’s work are the best candidates to write these letters.
³ RÉSUMÉ: See discussion above.
⁴ WRITING SAMPLE: 5-8 pages long. See discussion above.
⁵ TOEFL: Minimum scores of 575 on the paper-based test, 233 on the computer-based test, or 88 on the internet-based.
⁶ IELTS: Minimum overall band score of 7.0 or better.
Mail Department Application Materials to:
  Angela Pèllerin
  Educational Leadership
  5267 University of Oregon (mailing address)
  Eugene OR 97403-5267

To the UO Office of Admissions Office, submit:
  Official transcripts (see footnote 4 below – this is in addition to the one sent to the department, above)

International Students must also submit:
  Financial Verification Form
  I-20 form
  Visa Matters
  Certificate of graduation
  TOEFL or IELTS scores (Departmental Policy. See notes 11 and 12 below)

Send UO Admissions Office Materials to:
  UO Office of Admissions
  1217 University of Oregon
  Eugene OR 97403-1217

*Winter, Spring, Fall term applicants for the EDLD in Canada program DO NOT need to submit the financial statement and bank statement to the UO Admissions Office as part of the application process, but will need to submit the paperwork at least six weeks prior to summer term.

Admission files from applicants that are incomplete, denied admission or withdrawn are only kept for one (1) academic year.

International Students

See: Grad School Information for International Students
http://gradschool.uoregon.edu/?page=international
See: Office of International Programs
http://oip.uoregon.edu/
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
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) 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 EDLD 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 (computer-based 173-233), the student must take an additional English proficiency test. If the test score indicates that additional training is necessary, the student must enroll in special AEI classes. Please refer to the Academic English Institute Program for details.

International students accepted to the program may be asked at the discretion of their advisor to continue in additional English language skill-building while enrolled in the doctoral program. This may be specified for oral or written English language fluency, or both.

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.

**Frequently Asked Questions About Admissions**

See: Graduate School Admissions FAQs
http://gradschool.uoregon.edu/?page=admissions
Student Information - New Student Information
See: Resources for New Graduate Students
http://gradschool.uoregon.edu/?page=gradStudentResources

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 ("95") number. Students will also receive "Duck ID" information about 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 have and use their Duck ID in order to use the Blackboard online course management system which instructors use extensively with their courses. Please contact the computing center for your free e-mail account: http://cc.uoregon.edu/

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.

Graduate Teaching Fellowships & Funding

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/estimator.php
See: COE Available GTF Positions
http://education.uoregon.edu/feature.htm?id=272

Graduate Teaching Fellowship (GTF) 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.
Applicants 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.

**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 online at the COE website listed above.

**Educational Leadership/Administration Scholarships**

1. Ken A. Erickson Memorial Scholarship
2. Paul B. Jacobson Memorial Scholarship

**COE Scholarships for Eligible EDLD 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

**Earning a Master’s Degree at the University of Oregon**

Master's degree candidates must fulfill the requirements of the Graduate School and the additional requirements set by the College of Education and Education Leadership.

The following outline lists minimum Graduate School requirements for master's degrees. Specific departmental requirements must also be met before the student is awarded a master's degree. Credit requirements listed below must be met with graduate credits.
Graduate School Requirements for Master’s Degree

Total credit minimum .................................................. 45 credits

Minimum credits in major ........................................... 30 credits

Minimum credits in residence ..................................... 30 credits

Minimum graded credits taken in residence ................. 24 credits

Minimum 600-level credits in residence ....................... 9 credits

Minimum thesis credits ................................................. 9 credits

Minimum GPA .............................................................. 3.00

Language requirement ................................................. M.A. only

Time limit for program completion ............................... 7 years

Registration and continuous enrollment ....................... 3 credits per term

Plus additional requirements as specified by school or department*

*EDLD requires 6 additional credits to add up to a total of 51 credits.

Total Credit Minimum

To earn a master's degree, students must complete an integrated program of study through either a departmental discipline or a program of interdisciplinary studies totaling no fewer than 51 graduate credits.

Some departments require more than 45 credits. The credits must be taken after admission to the master's degree program (conditional or unconditional) or approved by petition (See Transfer Credit below).

Minimum Credits in Major

A minimum of 30 credits in the major are required for a master's degree with a departmental major. Students pursuing interdisciplinary master's degrees may have different requirements.
Minimum Credits in Residence

For a master's degree, the Graduate School requires that a minimum of 30 credits (applicable to degree requirements) be taken on the Eugene campus during at least two terms of study. Individual schools or departments may have additional residence requirements.

Minimum Graded Credits Taken in Residence

Twenty-four of the total credits required must be University of Oregon graded credits.

Minimum 600-Level Credits in Residence

At least 9 credits in courses numbered 600-699 must be taken in residence.

Minimum Thesis Credits

The school or department specifies whether a terminal project is mandatory or optional. For the thesis option, a minimum of 36 credits of course work and a minimum of 9 credits of Terminal Project (503) is required. Credits for terminal project are pass/no pass.

Minimum GPA

Graduate students must maintain at least a 3.00 grade point average (GPA) in all graduate courses taken with graded option. See Policies and Procedures. Departments may require a higher minimum GPA.

Time Limit for Program Completion

All requirements for the master's degree must be completed within a seven-year time period. The seven-year time will begin with the term of admission to the master's program. For example: a master's student admitted in Fall 2002 will have a completion deadline of Summer 2009.

The beginning date of the seven-year time period will be adjusted to an earlier date to include any graduate credits, approved for transfer into the program, that were taken before the date of admission. For example: a master's student admitted for Fall 2002 who has approved transfer credits taken at a previous university in Fall 2000 will have a completion deadline of Summer 2007.

The language requirement for the Master of Arts, whether you choose a course or an exam, must be completed within the seven-year time limit.
Continuous Enrollment and Residency

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

Unless On-leave or In Absentia status has been approved (maximum 3 terms, not including summer), 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 taking only comprehensives, or final examinations or 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 advisor by mail or email for criticism must register for a minimum of 3 graduate credits per term. Registration should be for 3 credits in terminal project.

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. When re-registration is approved, a master's candidate must register for 3 credits for each term he or she has stopped out. If the accumulated credits total more than 16, the student may be required to enroll in more than one term of increased registration.

Graduate Residency (review)

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.

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

Master's students may request to transfer a maximum of 15 graduate credits into their master's degree program. A Request for Transfer of Graduate Credit form must be submitted no later than the end of the term prior to completion of the degree. In addition, the following conditions must be met:

The grade(s) earned must be A+, A, A-, B+, B, or P;

The course(s) must be relevant to the degree program as a whole; and

The student's home department and the Graduate School must approve the transfer.

Transferring Graduate Credit FROM the University of Oregon

A maximum of 15 graduate credits earned at the University of Oregon while classified as a post-baccalaureate graduate student, Pre-Master, or Post-Master, or taken through CEP or Summer Session may be considered for transfer, dependent upon school or department endorsement and Graduate School approval. This falls within the 15 credit maximum transfer. Transfer credit from the University of Oregon will be counted toward the requirement of 24 credits in UO graded graduate courses.

Transferring Graduate Credit TO the University of Oregon

Graduate credit earned while enrolled in another accredited graduate school may be counted toward the master's degree, provided the courses meet the above described conditions and were not used to satisfy the requirements for an awarded degree. This falls within the 15 credit maximum transfer. Transfer credit from another institution WILL NOT count toward the requirement of 24 credits in UO graded graduate courses, nor will they be used in calculating the cumulative grade point average.

Incomplete Policy

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

If a student receives an incomplete grade that grade must be changed to a grade within one academic year. To remain on active status, 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 determine the student's continuous enrollment status in this case. The Graduate School will determine 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.
On-Leave or In-Absentia Status

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

Unless On-Leave or In Absentia status has been granted (and there is a maximum of 3 academic year terms), it is graduate school policy that students enrolled in an advanced degree or graduate certificate program must remain continuously enrolled at the University (with the exception of summer term) until all of the program requirements have been completed. In every term in which you are making use of University services/facilities, you must be enrolled for 3+ credit hours of graduate coursework.

Failure to Register for On-Leave or In-Absentia Status: A student who does not remain continuously enrolled at the University (except for summers) and fails to register for On-Leave or In Absentia status, will have a change in status. Graduate School active status will be canceled in this instance. A student with inactive status who wishes to return to their former graduate program, is required to apply for Permission to Re-Register in the Graduate School and is subject to the requirements for admission and enrollment limitations that are in effect at that time. You should also be aware that official On-Leave or In-Absentia status maintains your Oregon Resident Status, as well. Failure to file the On-Leave or In Absentia form could result in your Oregon Resident Status being reclassified to Non-Resident.

Revised On-Leave or In Absentia forms: If you decide to return from leave earlier or later than you had intended, you must submit a new form revising your request for On-Leave or In Absentia status through your department.

International Students: You must check with an adviser at the Office of International Programs (OIP) to be sure that your visa status will remain current while you are in On-Leave or In Absentia status. This is especially important if you will be leaving the USA.

Deadline: Leave request forms must be submitted on or before the last day to register for classes in the term for which leave is requested.

Departmental approval is required before the Graduate School can review the request for leave.

Master’s students are permitted to take up to three academic terms of approved On-Leave status during the course of study for the degree. During terms of On-leave, master’s students do not register, and so 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 or staff services during any term.

Graduate students interrupting a study program for one or more terms, excluding summer session, must submit a request for On-leave Status to the Graduate School by the last registration day in the term for which leave is being requested. Only master's students in good standing are considered eligible.

M.S. Program Manual v.2 - Fall 2008
On-leave status is granted for a specified time period which may not exceed three academic terms, excluding summer session. Master's students who have been approved by their department to pursue the master's degree on a summer-only basis must submit a Request for On-leave/In Absentia Status form for each academic year between summer sessions. These summer students must complete all degree requirements within the seven-year time limit. On-leave status does not extend the student's seven year

**Withdrawing from the Program**

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

Students who need to withdraw from the EDLD 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.
Program Expectations & Requirements

Course Sequence 2008-09

Subject to Change

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Terminal Project

Master’s degree students must complete a literature synthesis paper or a research project. In exceptional circumstances a specialty project may be done. The student selects a topic in consultation with his or her advisor. The advisor and one other faculty member read and grade the terminal project. To receive departmental acceptance, the project must be judged acceptable by both faculty readers. Students must take Master Project credits for each term they are working on their master project. The terminal project is presented to the department. It is not acknowledged on the student’s transcript or submitted to the Knight Library. Students need to contact their advisor in order to establish deadline dates for submitting their final terminal project. Terminal projects examples can be found on the website.

Terminal Project Guidelines

Introduction

Master’s students in Educational Leadership are required to complete a terminal project as part of their degree requirements. The project should focus on a specific and important topic, question, or need in the area of educational leadership. Terminal projects are typically either research studies or literature synthesis papers although in exceptional circumstances a student may complete a special project. Students work closely with their advisor to complete this project.

I. Definitions

Research Studies

Research studies are evidence-based and require data collection. Students collect the data for their study (e.g. interviews, observations, surveys, document analysis). Students may also use data that already exists (extant data). Examples of extant data are state or provincial test results or district demographic data. It is common for students to collect data in the school or district in which they are employed. Data collection requires approval by the Office for the Protection of Human Subjects. Students are encouraged to perform a research study because doing so allows them to (a) apply the skills and knowledge gained from UO coursework, and (b) contribute realistic solutions to problems occurring in their own practice or the school in which they work. Students are encouraged to view samples of high-quality research study papers on our website. http://education.uoregon.edu/feature.htm?id=1539.

Research studies include the following sections:

A. Research Problem: What are you studying and why? Your research problem can be stated in the form of a general or specific question, a statement, or an assertion (hypothesis).

B. Review of the Literature: Who has done research on this topic before? How have they done it? What have they learned? Is this an emerging issue (or is there good reason no one else has studied it)? Additionally, what gaps exist in past and current literature? The literature
review also alerts you to issues and problems you may not have considered. Usually you will cite 15-30 empirical sources in this section.

C. Research Methods: This section deals with the ‘when, where, who, and how’ of your research. Specifically, how have you turned your research problem or question into a coherent research strategy? Your literature synthesis comes in handy here. How have others researched this problem? In what ways is your research question not addressed in past and current literature and why might that be the case?

D. Findings: In this section, you present the specifics of what you found, using text as well as tables, quotations from interviews, charts, etc. If your study uses a qualitative methodology, you may also include your interpretations in this section. If your study uses a quantitative methodology, you should not include interpretations in this section, only the specific numerical results you found.

E. Conclusions/Implications/Recommendations

Literature Synthesis Papers

Synthesis papers are a compilation of past and current empirical (research) literature organized around a specific theme. They resemble long, sophisticated term papers. In Educational Leadership, we expect synthesis papers to be well-organized syntheses of the research literature, and not just a comprehensive review of journal articles. Synthesis papers should emphasize research that appears in refereed journals primarily, turning to secondary sources such as books by recognized authorities in the field more rarely. Please note, if little or no empirical work has been published about a topic, it is likely not an appropriate topic for your literature synthesis. Appropriate models for organizing literature syntheses are found in the journal Review of Educational Research, one of the official journals of the American Educational Research Association. Synthesis papers often use charts or other graphics to organize and present summaries of the literature. In general, synthesis papers should also reflect elements of the Educational Leadership curriculum. It is appropriate for students to incorporate readings from UO courses into the synthesis.

NOTE: Pay close and careful attention to the synthesis aspect of this paper. A synthesis is not simply a review of literature, but a blending of information to support a thesis or framework that guides the entire paper. Students are encouraged to view samples of high quality literature synthesis papers on our website. http://education.uoregon.edu/feature.htm?id=1539

Special Projects

Many students complete a special project to satisfy their terminal project requirement. Generally these projects are tools that other educators can use in their capacity as teachers, specialists, or administrators. Recent examples include a web-based Career Planning Curriculum and a Handbook for Transition Services for Students with Disabilities. Projects are typically accompanied by a brief paper that provides an explanation of the project and supplies academic content that might not be necessary in a product intended for practitioner use. Students must gain approval for special projects from their advisor prior to beginning work on them. Students are encouraged to view samples of high quality special project papers on our website. http://education.uoregon.edu/feature.htm?id=1539
II. Process for Completing the Project

Proposal
Students should complete a project proposal, usually a 3-5 page document that explains the research project, why it is important, and the project plan. The proposal must be presented to the student’s advisor for approval during the term prior to starting the terminal project.

Following procedures applies ONLY to Research Studies Protection of Human Subjects Review. If the student plans to collect data from individuals (eg., educators, parents, children), the study must go through the Human Subject Review process in the Office of the Protection of Human Subjects. In addition to the university’s protocol process, approval to collect data within a specific school or school district may require approval from the school and the school district in which the study will take place. The student must complete the application form provided by the University of Oregon Office for Protection of Human Subjects available at http://uoregon.edu/~humansub/. The advisor will review and approve your Human Subjects application. Depending on the research methods employed, the review process takes from 1-4 weeks (review of research involving children takes longer than research involving adults). You may not collect data until your Human Subjects application has been fully approved.

Conducting the Research Project
Data Collection and Analysis: Once approval of the project proposal is obtained, the student may then collect data or other information. Depending on the project, this can involve various forms of data collection and other activities required for a Research Study, or may simply involve continuing to locate, read and synthesize empirical literature for a Synthesis Paper.

Completing the Project Paper
Refer to the Terminal Project Syllabus for the timeline requirements for completing the final paper. NOTE: deadlines for paper completion are the same each term; therefore, no dates are provided in the syllabus.

III. Format of Terminal Projects

Terminal projects should be submitted via email in PDF format.

Final Master's Degree projects must be professional products: clearly organized and written, free of spelling and typographical errors, fully and consistently referenced, and cleanly printed. University of Oregon regulations do not require that research studies, synthesis papers, and special projects follow the same specific style manual format requirements as theses or dissertations. The format must be consistent, and students are strongly encouraged to use the College of Education APA Style, latest Edition. APA Handbooks may be purchased at the UO Bookstore and on line. Examples of APA reference format are attached to the end of this document.

Students can also utilize APA guidelines found at these website links:
University of Wisconsin Writing Center:
The following webpages are useful:
http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796
http://www.wooster.edu/psychology/apa-crib.html

There are also websites that allow you to download (for a price) an MSWord- based template that actually helps you format your work in APA style:
For PC: www.perrla.com
For Mac: http://www.refpt.net/index.htm

Important Note: Recently, electronic word-processing has substantially increased faculty expectations for student work. Because the new word processing programs do such a good job of spotting potential typographical and grammatical errors, error-free papers are expected

The following components are required as part of your final paper:

1. Title page should include the title of the synthesis paper/research study, your name, the date, your advisor's name, and a notation that the paper is in partial fulfillment of the Master's of Science degree at the University of Oregon.

2. Table of contents should be properly formatted in APA style.

3. Format paper using double-spaces, with one inch margins, except for long quotations which are left and right indented .5 inches. Do not use additional space between double-spaced paragraphs.

4. Readable font should be used, such as, Times, Palatino, New York, Geneva, Helvetica, or Century Schoolbook. Please use 12 point font.

5. Headings and sub-headings should be used thoughtfully—don’t overuse headings. Too many headings distract the reader, while too few headings may cause the reader to get lost. One heading break every 3-4 pages is a general rule. See APA style manual for guidance about headings and sub-headings.

6. Paragraphs should be balanced, and should include a minimum of 3 sentences. Note that one paragraph rarely comprises an entire page.

7. Graphic Displays follow the general rules for paragraphs and headings. Don’t use too many tables, charts, and illustrations. Sometimes information in small tables can be conveyed in words, e.g., "40% of the respondents..." Refer to the APA manual for guidelines and formats for tables, charts and other illustrations.

8. Length of terminal projects final paper. There are no standard guidelines for the length of a terminal project paper. Project papers are rarely under 30 or over 50 pages. A literature synthesis paper should include approximately 20 citations.

9. Page numbers and running heads are required on all drafts of the paper. Example of a proper running head: HEAPES: LEADERSHIP AND CHANGE.Margins should be one (1) inch on both sides. Page numbers should be located in the upper right corner only.

10. Write clearly and concisely. All papers must be reviewed by 2 readers before submission to the secondary reader for the university. The student’s advisor is the primary reader for the university. Follow the time line set forth in the Terminal Project Syllabus. Each student’s paper...
will be read by one content reader (an expert on the topic of your paper) and one grammar reader (a copy-editor to check for spelling and grammatical errors).

11. References are used to inform readers (a) that an idea has been borrowed from another source, (b) that previous writing supports assertions made, and (c) about where to locate additional details for a source. In all cases, you should provide enough information in your reference citations that the reader should be able to go directly from your manuscript to the original source in the library or elsewhere. The following are common mistakes. Direct quotations must include the specific page where the quote appeared, along with the author name and publication date (Alonzo, 2007, p. 33). If you are paraphrasing a source, rather than quoting it directly, you do not provide the page number. A parenthetical in-text reference is part of the sentence to which it refers, so the period should be after the “end-parenthesis.”

IV. Important University Rules

To receive your degree, you must also satisfy the following requirements. It is up to you to make sure they are completed.

1. Remain enrolled for at least 3 credits in the term you graduate (completing an incomplete but not being registered for 3 other “new” credits does not count as being registered).

2. Submit graduation application by the 2nd week of the term you expect to graduate. The application is available at http://gradschool.uoregon.edu/?page=graduation.

3. Submit an updated planned program. It is important the program submitted matches your actual transcripts.

4. Submit the Transfer of Graduate Credit form for all courses (including those from the University of Oregon) taken prior to Admission to the Master’s Program. This form must be completed the term prior to graduation.

5. Clear all incompletes (except for incompletes associated with your terminal project) the term prior to graduation.

6. Complete Terminal Project.

Applying for Graduation

Students are required to apply for their advanced degree no later than the 2nd week of the term the degree is to be awarded. See Application for Advanced Degree

Office for Protection of Human Subjects

See:  http://www.uoregon.edu/~humansub/

Students may have to submit to a Human subjects Review through the university if their research project requires gathering data using human subjects. This review is a protective measure that is designed to ensure that all of the research conducted by students at
the UO is sound and ethical and that no questions of ligality are raised. Students should talk to their advisor to determine if they need to complete a Human Subjects Review. Once approved by their advisor, students send the protocol application to Human Subjects.

# 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](http://gradschool.uoregon.edu/?page=deadlines)

- **Registrar’s General Academic Calendar**
  [http://registrar.uoregon.edu/common/cals/acadmcal.htm](http://registrar.uoregon.edu/common/cals/acadmcal.htm)

- **Registrar’s Registration Priority Calendar**
  [http://registrar.uoregon.edu/common/cals/regprioritysched_detail.php](http://registrar.uoregon.edu/common/cals/regprioritysched_detail.php)

- **Registrar’s Academic Dates & Deadlines**
  [http://registrar.uoregon.eud/common/cals/calchooser.htm](http://registrar.uoregon.eud/common/cals/calchooser.htm)

- **College of Education – Calendar of Events**
  [http://education.uoregon.edu/event.htm?target_field=78](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](http://education.uoregon.edu/path.htm?setpath=10&setsubpath=1)

- **EDLD Department Deadlines (See individual programs)**
  [http://education.uoregon.edu/field.htm?id=78](http://education.uoregon.edu/field.htm?id=78)