Doctorate of Philosophy [Ph.D.] in Educational Leadership

Fall 2012

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

UNIVERSITY OF OREGON
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Application Instructions, Program Description, and New Student Information for Doctoral Programs
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Educational Methodology, Policy, and Leadership
Ph.D. Program

See: PhD Overview
http://education.uoregon.edu/program/educational-leadership-phd

The Department of Educational Methodology, Policy, and Leadership (EMPL) is one of four departments within the College of Education (COE) at the University of Oregon (UO). EMPL offers two doctoral degree programs; the Doctorate of Education (D.Ed.) program and the Doctorate of Philosophy (Ph.D.) program. The Ph.D. program develops expertise in educational research and is intended for those who wish to pursue careers in faculty positions at institutions of higher education as well as leadership positions in state and local education agencies, policy organizations, or the federal government. Detailed program description, application information, and student information follows.

EMPL is committed to ensure that doctoral graduates acquire at least three fundamental abilities:

1. Technical knowledge of systems operations,
2. Conceptual perspectives for interpretation, and
3. Human interactions for implementation.

Educational Methodology, Policy, & Leadership is positioned in its program offerings and faculty expertise to lead the change process through new areas of inquiry and field-based practice.
Program Description -
Doctorate of Philosophy (Ph.D.)

Philosophy means "love of knowledge" and, in simplest terms, philosophy is the attempt to understand the world around us. The purpose of the Doctorate of Philosophy (Ph.D.) is to develop researchers, scholars and policy leaders who engage in traditions of inquiry that create understanding with empirical support. The focus is on understanding causal and complex relationships within educational settings. Research is intended to promote leadership and drive changes in practice.

The strong methodological focus of the program provides individuals with the research tools needed to design, implement, and interpret complex research designs to investigate meaningful problems. The goals of the Ph.D. program are to:

1. Prepare highly qualified researchers to work within varied organizations in education;
2. Prepare leaders to assume roles within organizations; and
3. Prepare educational stakeholders well versed in the issues of measurement and assessment, policy analyses, and leadership.

The Ph.D. program is designed to address the growing need for research and scholarship in today’s data-driven, change-oriented environment. The focus is on evidence-based practices for decision-making. The UO College of Education (COE) is a network of inclusive learning communities and offers numerous opportunities for a diverse array of research, both within and outside EMPL. Doctoral candidates study with internationally recognized faculty and practicing professionals in the field to generate new knowledge. The Ph.D. is the highest degree offered to those interested in developing research-oriented expertise.
Program Design

Cognitive Apprenticeship

The Ph.D. program is organized around a cognitive apprenticeship model anchored to a program of research with a clear line of inquiry. Within and between emphasis areas, the Ph.D. program uses cognitive apprenticeship to bring students into close contact with settings of active research.

In cognitive apprenticeship, students are expected to work closely with faculty members and other scholars on a variety of class-based and field projects to engage in first-hand research practice, with a focus on the production of original research. The cognitive apprenticeship model requires active engagement by students, who must at times assume a facilitative role when working in teams on research projects. 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. Within the cognitive apprenticeship model, and its emphasis on research-based learning, students refine in a systematic manner the ways in which to frame a problem and develop appropriate analyses and interpretations.

Program Core and Emphases

All Ph.D. students take a set of core courses, which include courses in methodology, policy, and leadership. In addition, students choose an emphasis area and take additional courses in that area. Each Ph.D. student ultimately selects one of the following three emphases:

1. Policy and Leadership
2. Methodological Approaches
3. Measurement and Assessment

These emphasis areas broadly encompass faculty research and teaching and provide graduate students a rigorous and relevant educational experience through course and practicum experiences and requirements.

Together the core and emphasis areas enable students to build the knowledge, skills, and expertise necessary to complete the dissertation successfully and to function as effective researchers and scholars. The program fully integrates promising educational research and effective research methodologies. Students are also expected to incorporate interdisciplinary principles into their thinking and are encouraged to consider evidence-based practice and leadership among their research contexts. 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. The goal is to develop researchers and scholars who can apply theoretical frameworks, methodological approaches and analytical skills to improve educational performance.

Learning Experience & Learning Communities

One group or cohort of students is admitted in the fall of each academic year. Students take a prescribed set of core courses sequenced to support research practice. The first year and advanced pro-seminars are designed to create a culture and community for advising/mentoring and for sustaining students' continuous progress toward degree completion. Pro-seminars
bring students together as learning communities in a forum for shared reflection and mentorship.

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.

Most doctoral courses are scheduled in the late afternoons/evenings and occasionally on weekends. Ph.D. 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.

The program provides on-campus, online, and hybrid course delivery (see section on Distributed Education), with off-campus non-Ph.D. students (e.g., D.Ed. students) also participating in some courses. The program utilizes both classroom and research opportunities to both enhance and practice course content. The academic experience can be demanding at times, and success requires careful time management.

The Ph.D. experience is designed to cultivate state-of-the-art research 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.

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.”

Students should expect to present on their research work in a variety of situations as practice for communicating with other people and larger audiences, and also to hear and participate in scholarly discourse with their fellow emerging scholars working in related areas. Students will also have the opportunity to share approaches and seek solutions as a community of learners. The pedagogy of a research university includes seeing examples of research in related fields and extrapolating ways of thinking, philosophies and contexts of research, methodological reasoning, and tools of analysis and interpretation. A community of learners also helps students stay connected to their programs and gauge their progress in achieving degree goals.

**Faculty Research Interests & 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. 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 dissertation section, 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:

- **Gina Biancarosa**: Adolescent literacy; measurement of reading processes; literacy coaching; and quantitative analysis methods including hierarchical linear and growth modeling.

- **David Conley**: High school-to-college transition; standards-based education; systemic school reform; educational governance; adequacy funding models; content validity studies; and defining and measuring college and career readiness.

- **Nancy Heapes**: Leadership behaviors and models; organizational culture; effective teaming; developing best practices in leadership performance outcomes; and experiential education.

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

- **Akihito Kamata**: Development and implementation of item-level test data analysis methodology; item response theory; multilevel modeling; and differential item functioning.

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

- **Charles Martinez**: Educational equity; healthy adjustment of families and children in response to stress; and cultural contexts of families and education.

- **Kathleen Scalise**: Dynamically delivered content in e-learning; instructional technology; computer adaptive testing; instructional design, equity studies of opportunity and access; and dynamic assessment.

- **Joe Stevens**: Educational assessment, measurement, and test validity; statistical modeling of educational outcomes; and accountability systems.

- **Gerald Tindal**: Curriculum based measurement; secondary content knowledge and assessment systems; and inclusion of students with disabilities in large-scale testing and accountability.

- **Yong Zhao**: Global education; computer gaming and education; computer-assisted language learning; diffusion of innovation; and designing schools in the context of globalization and the digital revolution.

- **Keith Zvoch**: Quantitative research design; program evaluation; large-scale secondary data analysis; multilevel growth models; and school accountability.
Faculty members in EMPL are actively involved in many of the Research and Outreach Centers affiliated with the UO College of Education. These are listed below, along with specific affiliated faculty and web URLs.

- **Behavioral Research and Teaching** (BRT; http://www.brtprojects.org/): Projects at BRT concentrate on access to learning so that appropriate and accurate information can be collected from all students to improve decision-making. [Kamata, Tindal]
- **Center for Assessment, Statistics, and Evaluation** (CASE; http://pages.uoregon.edu/caseorg/): CASE provides technical support for statistical analysis and research design using a variety of models and software, assists researchers and practitioners in assessment and measurement issues generally around instrument development and specifically on e-assessments, and serve as a contract unit to provide program evaluations and technical support for state and local educational agencies throughout Oregon as well as departments within the university. [Biancarosa, Kamata, Stevens, Zvoch]
- **Center for Educational Policy Research** (CEPR; http://cepr.uoregon.edu/): CEPR strives to increase the number of Oregon high school students that enter credit-bearing courses at postsecondary institutions with no need for remediation. [Conley]
- **Center for Equity Promotion** (CEQP; http://ceqp.uoregon.edu/): CEQP is dedicated to working with communities to better understand and support the positive development of children and families, particularly those who are underserved by education, health, and social service systems. [Martinez]
- **Center on Teaching and Learning** (CTL; http://ctl.uoregon.edu/): CTL is a community of scholars whose mission is to conduct, translate, and disseminate research that focuses on the solutions and resolutions to serious but practical problems in school systems, including classrooms, schools, special education settings, and school districts. [Biancarosa, Kame‘enui]
- **Global and Online Education** (http://globaleducation.uoregon.edu/): Global education develops and offers online academic courses, programs, and professional development and organizes global education exchanges and networks. [Zhao]
- **National Center on Assessment and Accountability for Special Education** (NCAASE; http://www.ncaase.com/): The purpose of the NCAASE is to develop and test various approaches for measuring the achievement growth of students with and without disabilities [Biancarosa, Stevens, Tindal, Zvoch]

**Advising**

Advising is viewed as an important professional responsibility of faculty and staff members 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
- Serving as an advisor to the student in his or her relationships with other faculty or units in the university when needed.
To best support students in accomplishing their goals, the Department incorporates a two-tiered advising model for students pursuing the Doctorate of Philosophy degree. In the first tier, students receive general program and small group advising through several department courses including Professional Issues in Education (Year 1) and in the Advanced Pro-seminar (Year 2 or later depending on schedule of offerings). During these course experiences, students will receive general instruction on policies and procedures, guidance on completing advancement to candidacy activities, and assistance in writing a dissertation proposal.

As part of this process, administrative staff assist in tracking each student’s progress toward the degree, including portfolio development and completion and program and graduate school requirements. Each Ph.D. student participates in a programmatic annual review that updates progress towards the degree, planned program development, submission of an updated and current CV, submission of updated transcripts showing course grades of 3.0 or better, and notices to the advisor if issues arise. If students fail the programmatic review, enrollment in classes can be blocked or other action taken until issues are addressed.

In the second tier, students receive individualized advising from a selected faculty member in their program of research. All Ph.D. students will be involved in individualized research advising for the dissertation. Many Ph.D. students also participate on ongoing research projects in a variety of contexts in and outside the Department, and may receive research advising from faculty and other scholars in the contexts of these research activities.

Faculty Advising: A faculty advisor will be assigned to each student upon entry into the Department. The department head makes advisor assignments at the time of the recommendation for admission based on recommendations from the faculty. Faculty recommend advisor assignments based on congruence of the applicant’s major professional interests with the faculty. Once admitted into the program, the graduate student may request in writing to change advisors by completing the Change of Advisor form.

Faculty advisors will 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. 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 ideas leading to thesis proposal and/or dissertation. 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, at the preference of the advisor.

As students begin to define their program by taking advanced courses, the role of their advisor begins to become more important. Initially, students take courses and submit entries into their portfolio through the Professional Issues in Education course sequence. By the beginning of the second year, however, students need to not only actively manage their portfolios but also initiate contact with their advisor to ensure proper completion of program requirements as well as direct their line of inquiry in a manner that is consistent with their advisor’s expertise and methodological approach. An approved program plan signed by the advisor should be on file for every Ph.D. student by the end of his or her first year of studies. The Planned Program Form is available from the Department and a sample form is listed in APPENDIX A.
Distributed Education

EMPL employs videoconference, webinar, and other technologies to create opportunities for students in distributed learning D.Ed. cohorts and licensure programs to interact with others 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. It also brings Ph.D. students into direct contact with numerous skilled and often highly experienced working educational leaders throughout the state, who have active knowledge of problems of practice. This can afford access to reflection on some of the most current and important research opportunities in the field today.

Distributed education courses vary in their structure. Many of the courses are offered in a synchronized manner through the use of live videoconferencing with remote sites. Others utilize a hybrid format combining live videoconferencing and/or live webinar with asynchronous content (i.e., independent coverage of online content). To insure a successful learning experience, it is critical that students review course syllabi very carefully.

Downloading the following free software products will help you to be prepared for distributed education courses.

- Adobe Flash (http://get.adobe.com/flashplayer/)
- Adobe Reader (http://get.adobe.com/reader/)
- Open Office, a free word processing and productivity suite (http://www.openoffice.org/download/)
- Quicktime (http://www.apple.com/quicktime/download/)
- Real Player (http://www.real.com/realplayer/search/test)
- Silverlight (http://www.microsoft.com/silverlight/)

EMPL distributed education courses also often make extensive use of a variety of tools, including web-conferencing tools like WebEx, iLinc, and BigBlueButton, as well as learner management systems like Blackboard and Ziptrain. These tools will operate with no cost to students. Courses that require use of these and other more specific tools will indicate this on their syllabi and/or during the first class meeting.

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 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.
Graduate School Policies & Procedures

Students must comply with Graduate School Policies and Procedures, including those regarding residency, continuous enrollment, and grade requirements.

In brief, these requirements are:

- **Residency**: 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.

- **Continuous Enrollment**: To remain in compliance with the Continuous Enrollment Policy, graduate students must be registered for a minimum of 3 graduate credits each term.

- **Grades**: 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 or N (no pass) are not accepted for graduate credit but are computed in the GPA.

Students are responsible for being fully familiar with Graduate School policies and procedures. Please see the Graduate School website for more details.

See: Academic Policies & Procedures
http://gradschool.uoregon.edu/policies-procedures
Program Expectations & Requirements

Students are allowed seven years to complete their doctorate degree. The Ph.D. degree is composed of three broad activities: (1) coursework, (2) a comprehensive academic portfolio, and (3) a proposal and dissertation.

1. Coursework

A minimum of 135 graduate credits is required to graduate from the UO. 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 prior related Master's degree and can be used as partial fulfillment of the residency requirement.

The Ph.D. program is designed to include a shared core of courses for all Ph.D. students and additional advanced coursework targeting one of the three available emphasis areas. The three emphasis areas are:

1. Policy and Leadership
2. Methodological Approaches
3. Measurement and Assessment

2. Comprehensive Portfolio of Demonstrated Competencies

Students will also develop a comprehensive portfolio that documents and collects evidence of their mastery of key competencies as they move through the program. As part of the first several years of study, Ph.D. students compile evidence for a 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. The portfolio requirements are described in more detail in the Competency Description and Documentation section.

3. Proposal and Dissertation

Upon successful completion of coursework and the comprehensive portfolio of demonstrated competencies, Ph.D. students advance to candidacy, form a dissertation committee, and begin work on an applied research project that will become the dissertation. Doctoral candidates submit a proposal that outlines their proposed dissertation research. To advance to the dissertation phase, Ph.D. students must:

- Satisfactorily complete all required coursework in their planned program of study with at least a 3.0 GPA;
- 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 proposal;
- Complete residency requirements of three contiguous terms of full time enrollment.

The dissertation topic must align with the interests and expertise of the program faculty so that the advisor can successfully guide the student on its design and implementation. Students are
encouraged to formulate a problem of research in which they are interested, that is relevant to their current (or future) position, and for which faculty have expertise, experience, and interest. 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, utilizing qualitative, quantitative, or single subject methods.

Sequence of Study

In the course of study, Ph.D. 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 research in leadership, organizations and policy, and complementary research methods that teach key analytical tools. Students are encouraged to formulate a problem of research 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 support students in the completion of a high quality dissertation. The College of Education has Methodological Requirements that serve to cross-train students in at least two of three research traditions available in the College (quantitative, qualitative, single subject). Students select one tradition for their primary emphasis, in which a minimum of four doctoral-level courses will be completed, and another tradition for their secondary focus, in which a minimum of two doctoral-level courses will be completed. On recommendation of their advisor, some students may be allowed to complete five courses in one tradition, and single course in the secondary tradition. Students should talk to their advisor for further details.

In addition, EMPL requires doctoral students to take a series of core courses focusing on content essential for educational research in leadership, organizations and policy, and complementary research methods that teach key analytical tools. Students take additional courses in one of three emphasis areas. Finally, all doctoral students take the Learning Community courses, which include professional writing and pro-seminar courses, which serve the students’ program by addressing substantive topics, research methods, and communication/writing skills simultaneously.
I. Required Core Doctoral Coursework (57 credits)

Core course requirements for all EMPL Ph.D. are summarized in Table 1. Note that the timing of courses can be subject to change based on student demand and faculty availability. Also, courses with a 610 number are experimental courses, which may change course number and/or name in the future.

**All core courses are required to be graded.** If a student receives a grade of C+ or lower in a required course, the course must be retaken prior to Advancement to Candidacy. In the event that a student has taken a required core course prior to being admitted to the Ph.D. program, he or she may petition to waive the core course requirement. In the event that the course waiver is approved, the student will be required to take the next course from the corresponding area.

**Table 1 – Core doctoral coursework requirements.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
<th>Timing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE Core Courses</td>
<td>EDST 670 Philosophy of Research</td>
<td>First year: winter term</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>6 methods courses:</td>
<td>Generally begins in first year of study and can extend through a third year depending on course availability</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>4 or 5 in primary emphasis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 or 2 in secondary emphasis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMPL Core Learning Community Courses</td>
<td>EDLD 647-649 Professional Issues in Education (First year pro-seminar)</td>
<td>First year: 1 credit per term</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDLD 659 Professional Writing</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 610 Advanced Pro-seminar (Dissertation preparation)</td>
<td>Offered every other year</td>
<td>3</td>
</tr>
<tr>
<td>EMPL Core Content Courses</td>
<td>EDLD 610 Measurement &amp; Assessment II <em>(pre-requisite: EDLD 610 Measurement &amp; Assessment I or equivalent)</em></td>
<td>Offered every 2-3 years</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 621 Equity and Achievement</td>
<td>Offered annually</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDLD 632 Educational Policy Analysis</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 641 Standards and Accountability Systems</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 644 Learning Organizations</td>
<td>Offered annually</td>
<td>4</td>
</tr>
</tbody>
</table>

**NOTE:** Course numbers, titles, and credits are subject to change. See course descriptions for prerequisites.

**College of Education Methodological Requirements Explained**

To satisfy the Ph.D. College of Education Methodological Requirements, Ph.D. students must complete a research methodology sequence that includes courses in at least two of the
methodological traditions with usually four courses in one primary tradition and two in another secondary tradition. With advisor consent, a student may plan to complete five courses in one primary tradition and one in a secondary tradition. The three possible primary traditions are quantitative, qualitative, or single subject. Program evaluation is available as an option for satisfying the secondary tradition only. Suggestions for some approaches to satisfy the methodological requirements are listed in Table 2. Advisors will encourage their students to do more if it fits schedules and goals.

Table 2 - Suggestions for approaches to satisfy the College Methodological Requirement.

**A 4/2 Quantitative Sequence**

**Four Quantitative Courses**
- Course 1: EDUC 640 Applied Statistical Design and Analysis *(prerequisite: EDUC 614 Educational Statistics, or equivalent with instructor approval)*
- Course 2: EDUC 642 Multiple Regression in Education Research
- Course 3: Either EDUC 646 Advanced Research Design in Education or EDUC 644 Applied Multivariate Statistics
- Course 4: Elective from the Quantitative Sequence, such as EDLD 610 Survey & Questionnaire Design and Analysis, EDLD 628 HLM 1, EDLD 633 SEM I, or the other Course 3 above not yet taken by student.

**Two Qualitative Courses**
- Course 1: EDUC 630 Qualitative Methodology I
- Course 2: EDUC 634 Qualitative Methodology II, or if approved by advisor an elective such as EDST 610 In-Depth Interviewing and EDST 610 Educational Ethnography History and Practice.

**A 4/2 Qualitative Sequence**

**Four Qualitative Courses**
- Course 1: EDUC 630 Qualitative Methodology I
- Course 2: EDUC 634 Qualitative Methodology II
- Courses 3 and 4: Electives such as EDST 673 Qualitative Methodology, EDST 610 In-Depth Interviewing, and EDST 610 Educational Ethnography History and Practice with advisor approval. Other possible courses such as Ethnography in other departments may also be approved.

**Two Quantitative Courses**
- Course 1: EDUC 640 Applied Statistical Design and Analysis *(prerequisite: EDUC 614 Educational Statistics, or equivalent with instructor approval)*
- Course 2: Elective such as EDUC 642 Multiple Regression, EDLD 610 Survey & Questionnaire Design and Analysis, or EDUC 646 Advanced Research Design

**NOTE:** Many other course sequences are possible.
II. Required Emphasis Area (12 credits)
Students will also select an emphasis area from which they will take a minimum of three (3) courses or 12 credits. Emphasis areas and related courses are shown in Table 3. The emphases available are designed to provide students with an opportunity to extend their theoretical understanding and practical application of advanced theory and methods within a substantive focal area. Each student should choose one of the three emphases and take an additional three courses (or more) to fulfill the emphasis requirement. Students will plan specific coursework with a faculty advisor. All courses within the emphasis area are required to be graded.

Note: If a student selects Methodological Approaches as his/her emphasis, three (3) courses are required in addition to the College of Education Methodology Requirement.

Table 3 - Emphasis areas and their related courses (choose three within one area).

<table>
<thead>
<tr>
<th>Emphasis area</th>
<th>Course</th>
<th>Timing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMPL Measurement &amp; Assessment</td>
<td>EDLD 610 Analysis of Discrete and Categorical Data</td>
<td>Offered every 2 years</td>
<td>4</td>
</tr>
<tr>
<td>Emphasis</td>
<td>EDLD 610 Survey &amp; Questionnaire Design and Analysis</td>
<td>Offered every 2-3 years</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 661 Item Response Theory I</td>
<td>Offered every 2 years</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 662 Item Response Theory II</td>
<td>Offered every 2 years</td>
<td>4</td>
</tr>
<tr>
<td>EMPL Methodological</td>
<td>EDLD 628 Hierarchical Linear Modeling I</td>
<td>Offered every 1-2 years (offered fall 2012 as EDLD 610)</td>
<td>4</td>
</tr>
<tr>
<td>Approaches Emphasis</td>
<td>EDLD 629 Hierarchical Linear Modeling II</td>
<td>Offered every 2 years (offered fall 2012 as EDLD 610)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 633 Structural Equation Modeling I</td>
<td>Offered every 1-2 years</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 634 Structural Equation Modeling II</td>
<td>Offered every 2 years</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 610 Analysis of Discrete and Categorical Data</td>
<td>Offered every 2 years</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 644 Multivariate Statistics Design</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 646 Advanced Research Development</td>
<td>Offered every 2-3 years</td>
<td>4</td>
</tr>
<tr>
<td>EMPL Policy and Leadership</td>
<td>EDLD 610 Information Technology for Curriculum Design</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td>Emphasis</td>
<td>EDLD 610 Technology Foundations</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 655 Analysis of Teaching and Learning</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 683 State and Local Policy Development</td>
<td>Offered annually (not offered 2012-2013)</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE: Course numbers, titles, and credits are subject to change. Courses with a 610 number are experimental courses, which may change in the future.
III. Other Requirements

1. Cognate courses taken outside of the College of Education (12 credits). Students in the Ph.D. program take a minimum of 12 credits in a disciplinary or interdisciplinary cognate field outside the College of Education. These credits can be transferred with advisor approval. Cognate courses are required to be graded.

2. Dissertation Credits (taken after Advancement to Candidacy, 18 credits). Dissertation credits are taken with the advisor after advancement to candidacy and while the student is working on dissertation research, analysis and writing.

3. Elective Credits (36 credits). Elective credits can be transferred with advisor approval. Courses may be taken Pass/No Pass or graded.

Summary Credit Table:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>33</td>
</tr>
<tr>
<td>Core Methods</td>
<td>24</td>
</tr>
<tr>
<td>Emphasis Area</td>
<td>12</td>
</tr>
<tr>
<td>Cognate outside College</td>
<td>12</td>
</tr>
<tr>
<td>Dissertation</td>
<td>18</td>
</tr>
<tr>
<td>Total Required</td>
<td>99</td>
</tr>
<tr>
<td>Elective</td>
<td>36</td>
</tr>
<tr>
<td>Total Units</td>
<td>135</td>
</tr>
</tbody>
</table>

To complete the coursework requirements for the doctoral degree, the student must earn at least a B- for all graduate-level courses taken for a grade at the University, and maintain a 3.0 GPA at all times. Coursework graded at C+ or lower will not count toward program requirements. A grade point average of less than 3.0 at any time during the student’s enrollment or the accumulation of more than five hours of “N” or “F” grades is considered unsatisfactory and may result in the student being dropped from the doctoral program. The Program Review Committee can drop a student from the program if he or she is not making satisfactory progress.

Planned Program Form

See: APPENDIX A for a sample Planned Program Form

Each student must complete a planned program form in consultation with their advisor by the completion of their first year of doctoral studies. The planned program form is available online. After students complete the form, sign it, and obtain their advisor’s signature, the student submits the form to the EMPL Graduate Academic Secretary for filing in the student file. Having a signed and current planned program on file is necessary for students to successfully pass their administrative review each year from the second year forward.
Required Course Waiver Policy

Required Ph.D. courses may not be waived with transfer credits unless (i) the student has completed with a grade of B or higher a doctoral-level course judged by the instructor of record for the course as equivalent for covering the same knowledge and skills, and (ii) the student has approval from their advisor. In order to obtain a decision on whether a course requested for waiver is comparable, the student requesting the waiver must submit the syllabus for the course he or she has completed to the EMPL instructor of record for the required course. This decision of equivalency is not made by the advisor but by the course instructor for the course to be waived, who may approve or decline the waiver depending on his or her determination of equivalence after comparing syllabi for the two courses. If the waiver is approved, the equivalent syllabus signed by the course instructor of record must be placed in the student’s file, the student must submit transcripts showing credit in the course with a grade of B or higher, and the student must complete an updated planned program form signed by his or her advisor.

EMPL Course Descriptions

Course numbers, descriptions, credits, and outcomes are subject to change.
See: Sample Course Syllabi
http://education.uoregon.edu/educational-methodology-policy-and-leadership/edld-syllabi

Competency Domains

See APPENDIX B for the EMPL Competency Plan & Completion Record

The college-wide purpose of advancement to candidacy includes:

1. Providing Ph.D. students with an opportunity to demonstrate their knowledge and expertise in specific areas of study.
2. Setting the occasion for Ph.D. students to integrate their knowledge and skills in professional activities related to their scholarship and teaching.
3. Evaluating Ph.D. students’ competence in their general and professional knowledge and their capacity to successfully conduct and defend a dissertation.

Common Domains to be evaluated:

1. Professional standards
2. Scholarly communication
3. Educational inquiry

Throughout their coursework, doctoral students acquire foundational knowledge and skills necessary for designing and conducting their dissertation. In the Ph.D. program, students use a collection of evidence assembled in a portfolio to meet the requirements for the comprehensive portfolio of competencies. The contents of the portfolio are generated from class assignments and other activities to demonstrate knowledge and skill.

The portfolio products are listed in the EMPL Competency Plan & Completion Record (See APPENDIX B) in Tables B-1 and B-2. Although all the products support the three areas below to some degree, the first-year portfolio products (Table B-1) are especially intended to address the professional standards domain below, and the advanced portfolio products (Table B-2) are
intended to offer students opportunity for extensive practice in the scholarly communication and educational inquiry domains.

1. Professional Standards
   - Read and critically analyze and consume research
   - Translate research into practice, decisions, policy
   - Understand and employ professional standards for equity, fairness, treatment of human subjects, and principled leadership in research and practice.

2. Scholarly Communication
   - Effective oral and written communication with diverse stakeholders, including ability to share research findings
   - Knowledge and understanding of diversity issues
   - Knowledge and understanding of organizational identity
   - Knowledge and understanding of strategic communication

3. Educational Inquiry
   - Gather and apply empirical evidence in practice
   - Understand how to conduct/supervise field based research
   - Employ conceptual frameworks and methodological approaches appropriate for the line of inquiry

Competency Description & Documentation

After completing all portfolio requirements and advancing to candidacy, students propose a dissertation, conduct their research, and defend their dissertation. This last phase usually takes at least four terms, in which students need to be continuously enrolled.

One of the key competencies underlying the entire program is reading and understanding research. In addition, the program develops the competency domains 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 used to meet comprehensive exam requirements. Tables B-1 and B-2 describe evidence for the comprehensive exam and how it is to be evaluated during the first several years of the program. The student’s plan for completing their portfolio is marked on the table and included as part of their Planned Program Form. As students complete evidence for their portfolios, they are responsible for obtaining approval signatures and for submission of the completed work product to their files, as described below in portfolio management.

Pro-seminars and Internships

The approach by which each competency product is completed and evaluated shows in Tables B-1 and B-2. *Some products are completed in the pro-seminar courses.* For other products, students may have the option of establishing a quarter-long internship in teaching or research with their advisor, to offer the student focused apprenticeship mentoring. Students participating in this option for fulfilling some of their competency requirements must have approval of their advisor and prepare a contract with the advisor on what activities and final competency products will be completed. Reading, research, field or other independent study credits should be taken with the advisor for the term of the internship.
Portfolio Management
Upon completion of each evidence product, students must submit an electronic copy of the product to the Student Services Coordinator (Angela Pellerin, Pellerin@uoregon.edu). Files should use the following naming convention to insure they are credited appropriately:
LASTNAME_FIRSTINITIAL_COMPETENCYPRODUCT.xxx
For example, a student named Amalia Rodriguez who is submitting her Literature Review Paper would title her document: rodriguez_a_litreview.doc.

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.

Completion of Portfolio
Advancement to candidacy is contingent upon the student satisfactorily completing all required coursework reflecting a grade point average of 3.0 and submitting: (1) an updated résumé/CV, (2) updated and signed Planned Program Form (APPENDIX A), (3) a completed portfolio with all the competency products, and (4) the EMPL Competency Portfolio Plan and Completion Record (APPENDIX D) signed by the student and advisor. Additional copies of these forms are available online and from the EMPL Graduate Academic Secretary. 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.

Dissertation

The dissertation is informed by theory and makes a substantial and significant contribution to the research literature on the problem selected for investigation. The usual Ph.D. dissertation contains four chapters:
1. Introduction, Conceptual Framework, Literature Synthesis and Research Questions
2. Methods
3. Results
4. Discussion, Conclusion and Implications (Other options are acceptable if the chair feels they are warranted, e.g. five-chapter dissertation)

A four-member committee, which must include a UO faculty member outside the College of Education, monitors the process for conducting a primary investigation for the dissertation. Affiliated adjunct faculty (with at least affiliated program status) may be allowed to serve on the committee. Students should check with the EMPL Graduate Academic Secretary on questions of committee eligibility.

Overview
By the time of advancement to candidacy or soon after, students should complete their dissertation proposal planning and submit a proposal, which is comprised of:
a) Introduction and literature review
b) Proposed methodology

After forming a committee and receiving approval of the proposal draft by their advisor, students can 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.

Forms and helpful links regarding the dissertation process in EMPL can be found at https://education.uoregon.edu/educational-methodology-policy-and-leadership/dissertation-resources. For an overview of the EMPL dissertation process from start to finish, follow the link to the Dissertation Checklist. You should also visit the Graduate School Thesis and Dissertation Overview and Writing and Submitting the Dissertation webpages, which include links to:

- Research Ethics and Compliance Information,
- Thesis Editor Information, and

Phase 1: Proposal

See: Proposal examples: 1 | 2 | 3 | 4 | 5

The dissertation proposal forms the basis of dissertation project planning with the student’s committee. It becomes the first two chapters of the actual dissertation, which are usually composed of the Introduction and Literature Review and the Methodology chapters. The proposal should include the proposed research question(s) and an outline of research methods used to address the question(s). The audience for the proposal is potential Dissertation Committee members.

Once approved, these two chapters (the proposal) become 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. Thus, the proposal should be viewed as a significant milestone in the student’s journey towards his or her doctorate. Once the proposal is completed and approved, the student is half-way through the completion of the dissertation.

All dissertations must be formatted to conform to the University's Thesis and Dissertation Style and Policy Manual. Students should be sure to review the manual on the Graduate School website to structure the different sections.

1) Introduction and Literature Review

To complete the literature synthesis, students conduct a 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. 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.
Components of the Introduction and Literature Review Section
- State the problems and research questions that will form the basis for research
- Summarize guiding principles and key points from the literature related to the problem. Highlight critical issues from the literature related to the context for the problem
- Summarize seminal articles that can be used to orient the research focus
- Highlight the literature that will be used to document the problem and selected research focus

2) Methodology Section
To complete the methodology section the student describes a methodology for conducting the research and provides a rationale for using the selected methodology. Students should highlight advantages and disadvantages for using this approach. Following this, the constructs and variables need to be identified explicitly. Students must operationalize each variable of interest, so it is clear to a reader unfamiliar with the study how each variable is measured. In addition, students should thoroughly describe the methodology (quantitative, qualitative, or mixed method), participants, sampling plan, and setting used for the study. Students should specify the research design and intended methods of analysis in reasonable detail as well as complete descriptions of the types of data they plan to gather and analyze. Students should also explain how they plan to control for reliability and validity and potential problems with data analysis. This section must include a timeline for completion of the dissertation.

Components of the Methodological Section
- Propose specific measure(s) to be used to conduct the research. Consider specific issues in establishing and/or evaluating reliability and validity.
- Describe the type of data that will be collected in the research
- Propose a strategy for analyzing the data
- Include a timeline for the analysis. The timeline should delineate major milestones to be accomplished, chronologically, month-by-month. It should also 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.

Phase 2: Completing the Dissertation
Upon successful completion of the Proposal in Phase 1, the student should be done with the majority of the first two chapters of the dissertation. Only three new sections remain to be written; the Abstract, the Results, and the Conclusions and Implications. Keep in mind, however, that the Graduate School has several additional pages that must be included.

Please refer to the University's Thesis and Dissertation Style and Policy Manual for detailed information about components required in all University of Oregon dissertations. Students should be sure to review the manual on the Graduate School website to structure the different sections.

The Abstract is written for the Graduate School, and they have very specific requirements about its length, content, and formatting.
Note that an Application for Final Oral Defense must be submitted to the Graduate School no later than three (3) weeks prior to defense. It is critical that students identify and track timelines and deadlines.

Chapter 1
Before going on, the student should update the Introduction, Conceptual Framework, Literature Review and Research Questions to reflect any changes requested by the committee. Include any relevant articles published since the proposal was accepted and any additional literature that was sought out to help understand findings that were anticipated (remember, unless you have mentioned an idea in the literature review, it cannot be discussed in the conclusion).

Chapter 2
Then, add any additional information you now have for your Methodology section. For instance, you may be able to describe the methods you used for data analysis in more detail once you have completed your analyses.

Chapter 3
In the Results section of the dissertation, report—but do not interpret—all the findings. Check the Graduate School Dissertation Style guide for information about formatting tables and be sure to explain the results fully. If you completed a qualitative study, be sure to include a sufficient description to convey the findings adequately. Qualitative findings, for instance, are sometimes grouped into 3-5 emergent themes from coded data, which become the subheadings in the Results section.

Chapter 4
In the Conclusion/Discussion/Implications section, explain the findings. Interpret the results and their significance. Discuss any problems that arose during the study that might have influenced the findings. Link the findings back to the literature synthesis and discuss the ways in which the results add to knowledge of the topic studied. Discuss the implications of the findings for educational research and practice.
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 Ph.D. program?*

A total of 51 transfer credits can be brought into the Doctorate of Philosophy (Ph.D.) program using Ph.D. 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; and
- Courses were taken within the last two years.

Program Transfer Policy

This policy is designed to address College of Education students seeking a lateral transfer of degree program into the Department of Educational Methodology, Policy, and Leadership (e.g., Ph.D. students from the Special Education and Clinical Sciences (SPECS) Department wanting to transfer to the Ph.D. program in EMPL). The applicant should submit all materials required for admissions. Some of the materials may be transferred from the originating department such as letters of recommendation, writing sample, and test scores; however, the most updated materials are encouraged.

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 College of Education departments provided they meet the following criteria:

1. The student’s interests are aligned with faculty members’ and a faculty member has committed to serve as the student’s advisor.
2. The student’s purpose statement describes a professional rationale for the proposed program transfer
3. The 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. The 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 file to Academic Secretary
4. Student’s file is reviewed by a committee consisting of the department Chairperson, 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 with assistance from Academic Secretary, if necessary

If 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 outside the College of Education must be applicable to Educational Leadership. For instance, a course in statistics from a different college must be related to the program. See the course section for how credits are approved to waive courses.

All degree requirements must be satisfied within the seven year deadline. If a student is admitted in summer 2006, their seven year deadline is Spring 2013--unless they are transferring in coursework--then their seven year deadline would be backed up to accommodate the transferred coursework.

Example: 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. More information about this can be found at http://gradschool.uoregon.edu/?page=doctoralDegreeProcedures.
Additional 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") 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 as a password 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: https://it.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. Registration is completed through DuckWeb: 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 & Funding

See: Funding & Awards
http://gradschool.uoregon.edu/funding-awards

See: Tuition and Estimated Cost of Attendance
http://registrar.uoregon.edu/costs

See: COE Available GTF Positions
https://education.uoregon.edu/student-academic-services/how-become-gtf

See: UO Available GTF Positions
http://gradschool.uoregon.edu/gtf-openings

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 apply for GTF positions can be found on both the COE and Graduate School websites.
Scholarships
See: Scholarship Opportunities
https://education.uoregon.edu/prospective-students/scholarships

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. Please also note that the Graduate School also sponsors many fellowships and awards and offers information on external fellowships and awards as well; this information can be found on the Graduate School Funding & Awards webpage.

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.

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 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/policies-procedures/leave

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 to apply 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
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 times 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 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. International Students: Must check with an advisor 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.

Withdrawning from the Program

See: UO Academic Advising Office
http://darkwing.uoregon.edu/~aass/
See: EMPL Department Withdrawal Form
https://education.uoregon.edu/sites/default/files/program_withdrawal_form.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.

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 Doctoral Degree Deadlines (http://gradschool.uoregon.edu/deadlines-doctoral)
- Registrar’s Calendars (http://registrar.uoregon.edu/calendars)
- UO Class Schedule (http://classes.uoregon.edu/)
- EMPL Graduation Information (https://education.uoregon.edu/educational-methodology-policy-and-leadership/graduation-information)
APPENDIX A
Ph.D. Planned Program Form

Within the first year of study, students must meet with their advisor and plan a program. The final planned program, signed by the advisor and the student, should be submitted to the Graduate Academic Secretary by the end of the first year. Students can find the real Planned Program Form online on the Ph.D. Overview webpage.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Advisor Name</th>
<th>Emphasis</th>
<th>Term/Year Admit</th>
</tr>
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Student Signature | Date | Advisor Approval Signature | Approval Date |
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Course Planning

<table>
<thead>
<tr>
<th>EMPL and COE Core Courses - 33 credits</th>
<th>Courses Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Title</td>
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</tr>
<tr>
<td>EDLD 610</td>
<td>Measurement &amp; Assessment II</td>
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<tr>
<td>EDLD 621</td>
<td>Equity &amp; Achievement</td>
</tr>
<tr>
<td>EDLD 632</td>
<td>Educational Policy Analysis</td>
</tr>
<tr>
<td>EDLD 641</td>
<td>Standards &amp; Accountability Systems</td>
</tr>
<tr>
<td>EDLD 644</td>
<td>Learning Organizations</td>
</tr>
<tr>
<td>EDLD 649</td>
<td>Professional Issues III</td>
</tr>
<tr>
<td>EDLD 650</td>
<td>Professional Issues II</td>
</tr>
<tr>
<td>EDLD 670</td>
<td>Advanced Pro-seminar</td>
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<tr>
<td>TOTAL</td>
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</table>

COE Core Methodological Courses - 24 credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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TOTAL
### EML Emphasis Courses - 12 credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
<th>Grade Option</th>
<th>Term</th>
<th>Year</th>
<th>Course Taken At</th>
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**TOTAL**

### Cognate Courses (Outside COE) - 12 credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
<th>Grade Option</th>
<th>Term</th>
<th>Year</th>
<th>Course Taken At</th>
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**TOTAL**

### Dissertation - 18 credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
<th>Grade Option</th>
<th>Term</th>
<th>Year</th>
<th>Course Taken At</th>
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**TOTAL**

### Elective Credits - 36 credits

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
<th>Grade Option</th>
<th>Term</th>
<th>Year</th>
<th>Course Taken At</th>
<th>Instructor</th>
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**TOTAL**
### Additional Graduate Transfer Courses

*not entered above*

(51 maximum approved graduate transfer credits)

*(add any transfer credits listed in other tables on line indicated and include in total)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits Taken</th>
<th>Grade</th>
<th>Year</th>
<th>Course Taken At</th>
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Credits for courses *counted in tables above*

### TOTAL

### Program Change

Course changes require approval of program advisor. Provide the information listed above about the course being added and the course being dropped. On the approved planned program cross out the course being dropped from the program.

#### Courses Added

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Credits Taken</th>
<th>Grade</th>
<th>Grade Option</th>
<th>Term</th>
<th>Year</th>
<th>Course Taken At</th>
<th>Instructor</th>
<th>Transfer</th>
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</table>

#### Courses Dropped

|               |          |          |          |          |          |          |          |
|               |          |          |          |          |          |          |          |
|               |          |          |          |          |          |          |          |
|               |          |          |          |          |          |          |          |
|               |          |          |          |          |          |          |          |
|               |          |          |          |          |          |          |          |
|               |          |          |          |          |          |          |          |

### Summary

<p>| | | | | | | | |</p>
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<tbody>
<tr>
<td>Residency</td>
<td>3 consecutive terms of full-time study (minimum 9 credits for 3 consecutive terms)</td>
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</tr>
<tr>
<td>Post-Bac*</td>
<td>Three years of full-time graduate level academic work beyond the baccalaureate degree completed by the defense</td>
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</tr>
<tr>
<td>33 credits</td>
<td>Core Non-Methodological Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>24 credits</td>
<td>Core Methodological Courses</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12 credits</td>
<td>Emphasis</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12 credits</td>
<td>Cognate Outside College</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18 credits</td>
<td>Dissertation</td>
<td></td>
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<tr>
<td>36 credits</td>
<td>Elective/Transfer credits</td>
<td></td>
<td></td>
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<tr>
<td>135 credits</td>
<td>Total Credits</td>
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</tbody>
</table>
# APPENDIX B

## EMPL Competency Portfolio Plan & Completion Record

**Student Name:** ____________________________________________

**Faculty Advisor:** ___________________________________________

Upon completion of each evidence product, students must submit an electronic copy of the product to the Graduate Academic Secretary (Angela Pellerin, Pellerin@uoregon.edu). Files should use the following naming convention to insure they are credited appropriately: `LASTNAME_FIRSTINITIAL_COMPETENCYPRODUCT.xxx`. For example, a student named Amalia Rodriguez who is submitting her Literature Review Paper would title her document: `rodriguez_a_litreview.doc`.

### Table B-1. Required competency products for all first-year Ph.D. students.

<table>
<thead>
<tr>
<th>Competency Product</th>
<th>Option</th>
<th>Task Description</th>
<th>Evaluation Procedure</th>
<th>Check-off</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literature Review Paper</td>
<td>Required</td>
<td>Critically review the professional literature and synthesize empirical research within a topical area.</td>
<td>Review by instructor in Professional Writing course (Fall term).</td>
<td>Date________________ Eval. Sign-off __________________________ Comments:</td>
</tr>
</tbody>
</table>

| 2. Journal Article Reviews | Required | Prepare a written review of two peer-reviewed journal articles, one each in the methodology of the student’s primary and secondary methodological traditions (see COE methodological requirements)  
  a. Summary of paper’s purpose & main points  
  b. Adequacy of justification for paper  
  c. Critique of methodology  
  d. Assessment of adequacy of literature  
  e. Reliability & validity of conclusions  
  f. Critique of implications of conclusions | Review by instructor in First-Year Pro-seminar (Winter term) according to a defined rubric. | Date________________ Eval. Sign-off __________________________ Comments: |

Three additional competency products must be completed by Ph.D. students in their second year of study or later, prior to advancement to candidacy (see Table B-2). Students in consultation with their advisor select one product from the A option in the table below and one from the B option. All students must also complete the required mock job activity.

### Table B-2. Required advanced competency products for Ph.D. students.

<table>
<thead>
<tr>
<th>Competency Product</th>
<th>Option</th>
<th>Task Description</th>
<th>Evaluation Procedure</th>
<th>Check-off</th>
</tr>
</thead>
</table>
| 3. Research Manuscript Submission | A      | Participate in (alone or as part of a research group) at least one research study prior to dissertation by assuming co-author level responsibility for helping plan, execute and write up the study.  
  a. Prior approval of proposal  
  b. Components (rationale, method, analysis, outcomes)  
  c. Submission of manuscript (need not be accepted) | Outcome should be an APA style manuscript submitted to a journal, approved or co-authored by advisor or another EMPL faculty member, or completed in Advanced Pro-seminar. | Date________________ Eval. Sign-off __________________________ Comments: |
<table>
<thead>
<tr>
<th>Competency Product</th>
<th>Option</th>
<th>Task Description</th>
<th>Evaluation Procedure</th>
<th>Check-off</th>
</tr>
</thead>
</table>
| 4. Conference Presentation Submission | A      | Participate in (alone or as part of a research group) at least one research study prior to dissertation by assuming author or co-author level responsibility for planning, executing and submitting a conference presentation submission for an approved conference (see approved list).  
   a. Prior approval of presentation submission  
   b. Components appropriate for call for papers for the conference  
   c. Submission of proposal by the presentation submission deadline (need not be accepted) | Outcome should be a conference presentation proposal submitted for a conference, approved or co-authored by advisor or another EMPL faculty member, or completed in Advanced Seminar. | Date____________  
   Eval. Sign-off  
   Comments: |
| 5. Course Syllabus | B      | Design or co-design at least one course in area of specialization, with syllabus based on COE template and including:  
   a. Table showing outline of Course & Lecture topics  
   b. Specify Readings  
   c. Specify Course Activities  
   d. Specify Evaluation procedures | Completed with approval of instructor in Advanced Seminar. | Date____________  
   Eval. Sign-off  
   Comments: |
| 6. Technical Report | B      | Complete (alone or as part of a research group) a technical report for an approved client of a research or policy project.  
   a. Prior approval by advisor for context of the report  
   b. Components necessary to the targeted conditions of the technical report (such as rationale, method, analysis, outcomes, or other report sections in compliance with funding agency or other client)  
   c. Submission of report to client | Outcome should be an APA style report submitted to an actual client, approved or co-authored by advisor or another EMPL faculty member, or completed with approval of instructor in Advanced Seminar. Grant should be submitted (need not be funded). | Date____________  
   Eval. Sign-off  
   Comments: |
| 7. Grant/Contract Proposal Application | B      | Write a grant proposal/contract application for funding a project, in conjunction with an EMPL faculty member.  
   a. Statement of need/problem  
   b. Project objectives  
   c. Anticipated outcome/benefits  
   d. Design  
   e. Plan of operation & timeline of activities  
   f. Detailed budget with explanations  
   g. Adequacy of resources  
   h. Quality of personnel | Guidelines from targeted funding agency should be followed, and proposal should be approved by or co-authored with advisor or another EMPL faculty member, or completed with approval of instructor in Advanced Seminar. | Date____________  
   Eval. Sign-off  
   Comments: |
| 8. Job Ad Response and Mock Job Talk | Required | Respond to a job advertisement in professional field of interest including a mock cover letter (need not be submitted) and mock job talk. | Completed with approval of instructor in Advanced Seminar. | Date____________  
   Eval. Sign-off  
   Comments: |
APPENDIX C

Dissertation & 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.

- Proposal reviewed and approved by chair; copies to committee.

- Proposal approved by committee. Review Checklist to Plan 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:
    - Human Subjects packet
    - Original Proposal Approval Form (signed by committee)
    - 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, email ResearchCompliance@uoregon.edu. 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 proposal. Use the Graduate 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>
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<tbody>
<tr>
<td>Fall</td>
<td>November</td>
</tr>
<tr>
<td>Winter</td>
<td>February</td>
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<tr>
<td>Spring</td>
<td>May</td>
</tr>
<tr>
<td>Summer</td>
<td>August</td>
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</tbody>
</table>

Bookmark and make use of Grad School’s Thesis & Dissertation Overview, which includes links to writing resources.

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

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

- **Apply via GradWeb** 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
  - Registered for a minimum of three (3) credits of Dissertation (603) during the term prior to and the term of oral defense and graduation
  - Doctoral committee has been established for at least six months
  - Doctoral committee is correct and any earlier revisions are reflected in GradWeb
  - No incompletes (excluding dissertation credits) on the transcript. Incompletes cannot 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 102G or 102K Lokey: EMPL Conference Rooms
    Contact Mara Kanbergs at 541-346-5011 or mkanberg@uoregon.edu
  o CEPR Conference Room - Suite 203, Contact Rachel Poetzl at 541-346-6600 or Rachel_poetzl@epiconline.org

□ Submit Confirmation to Attend via Grad Web, so that committee members can finalize confirmation on-line at least 5 weeks before defense.
  o Only one INSIDE member may waive attendance at the defense, never the chair(s) or the outside member. See committee WAIVER of attendance instructions.
  o 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 EMPL 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 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

□ 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 Duck Store, (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!!!