Doctorate of Philosophy [PhD] in Educational Leadership

Fall 2015

College of Education
Department of Educational Methodology, Policy, and Leadership
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Application Instructions, Program Description, and New Student Information for Doctoral Programs
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Educational Methodology, Policy, and Leadership PhD 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 (DEd) program and the Doctorate of Philosophy (PhD) program. This manual describes the PhD program.

The PhD 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 research or leadership positions in state and local education agencies, research and policy organizations, or the federal government. Detailed program description, application information, and student information follows.

The goals of the PhD program are as follows:

1. Prepare individuals to advance and apply rigorous research methods to evaluate and improve policy and practice in educational and social settings;

2. Develop knowledge and skills in the application, interpretation, and dissemination of research essential to promoting success and equity in access and outcomes in education; and

3. Foster professional outcomes for students including abilities to conduct and communicate research effectively, positively impact educational and social policy and practice, and serve in a variety of professional roles in academic institutions or applied institutional settings.
Program Description - Doctorate of Philosophy (PhD)

The purpose of the Doctorate of Philosophy (PhD) in EMPL is to develop researchers, scholars, and policy leaders who engage in traditions of inquiry that create knowledge and understanding that is founded in empirical evidence. The focus is on (1) understanding causal and complex relationships within applied educational, social, and institutional settings, and (2) the evidenced-based application of knowledge to inform policy and practice in educational and social settings.

The strong methodological focus of the EMPL PhD program provides individuals with the research tools, skills, and abilities needed to design, implement, and interpret rigorous research designs to investigate meaningful questions in educational and social policy and practice. The methodological foundation supports EMPL’s policy and leadership coursework where students gain (1) an informed understanding of the strengths and challenges in the US education system and the tools to analyze the effects of local, state, and federal policies, and (2) a sharpened lens on creating and sustaining meaningful change and greater equity in education and social systems.

The PhD program is intended to assist individuals who wish to:

1. Pursue careers in faculty positions at institutions of higher education;
2. Conduct research within varied organizations and institutions in education and the social sciences;
3. Hold leadership positions in state and local education agencies, policy and research organizations, or federal and international governments.

The UO College of Education (COE) is a network of inclusive learning communities and offers numerous opportunities to experience a diverse array of research, both within and outside EMPL’s affiliated research and outreach organizations. Doctoral candidates study with internationally recognized faculty and practicing professionals to develop their skills and abilities and to generate new knowledge. The PhD is the highest degree offered to those interested in developing academic and research expertise.
Program Design

Cognitive Apprenticeship

The PhD program is organized around a cognitive apprenticeship model anchored to a program of research with a clear line of inquiry. Within and between strand areas, the PhD 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 strand 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 Strands

All PhD students take a set of core courses, which include courses in methodology, policy, and leadership. In addition, students choose a strand area and take additional courses in that area. Each PhD student ultimately selects one of two strands:

1. Educational systems, Policy, and Leadership
2. Quantitative Research Methods

These strand 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 strand 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. PhD 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 Hybrid Education), with off-campus non-PhD students (i.e., DEd students, Master’s students, licensure 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 PhD 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 that 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 connected directly 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 a brief outline of current core faculty areas of interest and expertise, but the EMPL website offers the most up-to-date information:
- **Gina Biancarosa**: Adolescent literacy; measurement of reading processes; reading comprehension difficulties; literacy coaching; and quantitative analysis methods, including hierarchical linear and growth modeling.

- **Mike Bullis**: Special education and rehabilitation; adolescents with disabilities or high risk behaviors; school-to-work transition; social skills and problem solving; higher education leadership.

- **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.

- **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.

- **Jo Smith**: Education policy; education reform; education governance and decision-making rights; organizational and systems change; and qualitative methods.

- **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.

- **Ilana Umansky**: Immigrant and English learner students; language classification in schools; tracking and educational stratification; equity; sociology of education; and quantitative methods, including hazard models and quasi-experimental methods

- **Mark Van Ryzin**: Adolescent development; parenting and the family system; peer selection and influence; prevention science; and innovative statistical methods.

- **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. Some of 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. [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, Zvoch]

- **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]

- **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 [Stevens, Tindal]

### Advising

Students and faculty are responsible for being familiar with the **COE Advising Policy** (https://education.uoregon.edu/academics/student-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 Methodology, Policy, and 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 PhD 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 PhD students will be involved in individualized research advising for the dissertation. Many PhD 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 recommends 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 (follow link on this page: https://education.uoregon.edu/sites/default/files/coe-changeofadvisorform.pdf) and contacting Angela Burham (burham@uoregon.edu).

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 PhD 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.

Hybrid Education

EMPL utilizes a hybrid education model in many courses to reach practicing professionals throughout the state of Oregon. Courses are scheduled in the late afternoons and occasionally on weekends. Online tools and instructional pedagogy are used to enable students to participate and interact with instructors and fellow students. Tools include videoconference, webinar, and other technologies that create opportunities for students in distance learning DEd 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 PhD 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.

Hybrid education also requires that students participate in a manner that is different from participation in a traditional classroom. For example, instructors may use a mix of synchronous and asynchronous class time, posting videos to watch outside of class and utilizing class time for problem solving and discussion. Lectures are often punctuated with activities that specifically engage students in different part of the state. This model enables students to take an active role in their learning and to experience engagement across boundaries that usually limit instruction delivered in traditional formats. The program serves students who work in different districts throughout the state and have varying roles and responsibilities. This exposure to different professionals who work at schools and districts that vary in demographics, location, and external influences, allow for more robust learning while building a diverse and extensive professional network.

Hybrid 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 hybrid 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/)
- Silverlight (http://www.microsoft.com/silverlight/)

EMPL hybrid education courses also often make extensive use of a variety of tools, including web-conferencing tools like Adobe Connect, Webex, and BlueJeans, as well as learner...
management systems like Canvas and Obaverse. 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. Always check your syllabus to see what tools are required.
Policies, Procedures, and Deadlines

Students are expected to familiarize themselves with all University of Oregon, Graduate School, College of Education, and EMPL policies, procedures, and deadlines. For current information, please visit their websites.

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

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 PhD degree is composed of three broad activities: (1) coursework, (2) a comprehensive academic portfolio and advancement to candidacy, 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 PhD program is designed to include a shared core of courses for all PhD students and additional advanced coursework targeting one of the two strands. The two strands are:

1. Educational Systems, Policy, and Leadership;
2. Quantitative Research Methods.

2. Comprehensive Portfolio of Demonstrated Competencies and Advancement to Candidacy

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, PhD 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, PhD 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, PhD 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, PhD 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 strand, 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 two strands. 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.

*Figure 1. Overview of Credits by Course Types*
A. Required Core Doctoral Coursework (57 credits)

Core course requirements for all EMPL PhD 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 PhD 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>EDUC 610 Foundations of Education Research</td>
<td>First year</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 strand</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 or 2 in secondary strand</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 Scholarly 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 Advanced Measurement &amp; Assessment (pre-requisites: EDLD 560 Measurement &amp; Assessment, EDLD 663 Measurement in Research or equivalent)</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 PhD College of Education Methodological Requirements, PhD 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 methods;
- Qualitative methods;
- Single subject methods.

Program evaluation is available as an option for satisfying the secondary tradition only. Table 2 lists the courses available as of Fall 2015. To satisfy the COE methodological requirements you must choose 4 (or 5) courses from one column, which represents your primary tradition, and 2 (or 1) courses from a second column, which serves as your secondary tradition. Advisors will encourage their students to do more if it fits schedules and goals.
### Table 2. Methods Courses in the College of Education

#### EDUC CORE METHODS COURSES

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
<th>Single Subject</th>
<th>Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUC 640</strong> Applied Statistical Design and Analysis (pre-reqs: EDUC 612 and 614)</td>
<td><strong>EDUC 630</strong> Qualitative Methodology I: Interpretivist Inquiry</td>
<td><strong>EDUC 650</strong> Single Subject Research Methods I (pre-req: EDUC 614)</td>
<td><strong>EDUC 620</strong> Program Evaluation I (pre-req: EDUC 640)</td>
</tr>
<tr>
<td><strong>EDUC 642</strong> Multiple Regression in Education Research (pre-req: EDUC 640)</td>
<td><strong>EDUC 632</strong> Qualitative Methodology II: Post-critical Inquiry</td>
<td><strong>EDUC 652</strong> Single Subject Research Methods II</td>
<td><strong>EDUC 621</strong> Program Evaluation II</td>
</tr>
<tr>
<td><strong>EDUC 644</strong> Applied Multivariate Statistics (pre-req: EDUC 640)</td>
<td><strong>EDUC 634</strong> Qualitative Methodology III: Post-humanist Inquiry</td>
<td><strong>EDUC 654</strong> Advanced Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>EDUC 646</strong> Advanced Research Design in Education (pre-req: EDUC 640)</td>
<td><strong>EDUC 636</strong> Advanced Qualitative Methodology: New Materialisms</td>
<td><strong>EDUC 656</strong> Advanced Analysis of Single-case Research</td>
<td></td>
</tr>
</tbody>
</table>

#### ELECTIVES ACROSS DEPARTMENTS

| EDLD 625 Survey & Questionnaire Design and Analysis | EDST 673 Advanced Qualitative Methodology: Arts-based Approaches | EDST 610 In-Depth Interviewing |
| EDLD 628 Hierarchical Linear Models 1 | EDST 601 Educational Ethnography History and Practice |
| EDLD 629 Hierarchical Linear Models II | EDST 610 Educational Ethnography History and Practice |
| EDLD 650 Advanced Seminar Educational Research Methods | | |
| EDLD 633 Structural Equation Modeling I | | |
| EDLD 634 Structural Equation Modeling II | | |
| EDLD 661 Item Response Theory I | | |
| EDLD 662 Item Response Theory II | | |
| EDLD 670 Analysis of Discrete and Categorical Data | | |
| EDLD 610 Advanced Program Evaluation | | |
B. Required Strand (12 credits)

Students will also select a strand from which they will take a minimum of three (3) courses or 12 credits. Strands and their related courses are shown in Table 3. The strands are designed to provide students with an opportunity to extend their theoretical understanding and apply advanced theory and methods within a substantive focal area. Each student should choose one of the two strands and take an additional three courses (or more) to fulfill the strand requirement. Students will plan specific coursework with a faculty advisor.

All courses within the strand area are required to be graded.

*Table 3 - Strand areas and their related courses (choose three within one strand).*

<table>
<thead>
<tr>
<th>Strand area</th>
<th>Course</th>
<th>Timing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Research Methods</td>
<td>EDLD 625 Survey &amp; Questionnaire Design and Analysis</td>
<td>Offered every 2-3 years</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 628 Hierarchical Linear Modeling I</td>
<td>Offered every 1-2 years</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 629 Hierarchical Linear Modeling II</td>
<td>Offered every 2 years</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>EDUC 644 Multivariate Statistics</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 646 Advanced Research Design</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></td>
<td>EDLD 670 Analysis of Discrete and Categorical Data</td>
<td>Offered every 2 years</td>
<td>4</td>
</tr>
<tr>
<td>Educational Systems, Policy, and</td>
<td>EDLD 510 Comparative Education</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td>Leadership</td>
<td>EDLD 510 Leading for Equity</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 610 Social &amp; Cultural Foundations of Education</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 610 Cultural Adaptation of Evidence Based Practices</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 610 Evidence-based Decision-making</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EDLD 613 Reading Research</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 618 Data-based Decision Making in Literacy</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 622 Leading Change</td>
<td>Offered annually</td>
<td>4</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 656 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 657 Information Technology for Curriculum Design</td>
<td>Offered annually</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDLD 683 State and Local Policy Development</td>
<td>Offered annually</td>
<td>4</td>
</tr>
</tbody>
</table>

*Note: If a student selects Methodological Approaches as his/her strand, three (3) courses are required in addition to the College of Education Methodology Requirement.*
C. Required Applied Experiences (8-12 credits)
In addition to content and methods courses, EMPL PhD students are expected to take 8 to 12 credits of research (EDLD 601), supervised college teaching (EDLD 602), and/or internship(s) in educational leadership (EDLD 604). Students should consult with their advisors to plan when to take these credits and how to distribute them. Choices are ideally guided by future career plans.

For instance, a student planning a career in academia may want to split the credits evenly between research and teaching. In contrast, a student planning a career in research alone may wish to take only research credits. As a final example, a student planning a career in policy advocacy may want to split these credits between research and internships.

D. Other Requirements
1. Cognate courses taken outside of the College of Education (12 credits). Students in the PhD 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 (24-28 credits). Elective credits can be transferred with advisor approval. Courses may be taken Pass/No Pass or graded.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A COE Core</td>
<td>4</td>
</tr>
<tr>
<td>A Core Methods</td>
<td>24</td>
</tr>
<tr>
<td>A EMPL Core</td>
<td>29</td>
</tr>
<tr>
<td>B Strand Area</td>
<td>12</td>
</tr>
<tr>
<td>C Applied Experiences</td>
<td>8-12</td>
</tr>
<tr>
<td>D Cognate outside College</td>
<td>12</td>
</tr>
<tr>
<td>D Dissertation</td>
<td>18</td>
</tr>
<tr>
<td>D Elective/Transfer</td>
<td>24-28</td>
</tr>
<tr>
<td><strong>Total Required Units</strong></td>
<td><strong>135</strong></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 the EMPL website ([https://education.uoregon.edu/program/educational-leadership-phd](https://education.uoregon.edu/program/educational-leadership-phd)) for the Planned Program Form*

Each student must complete a planned program form in consultation with their advisor by the completion of their first term 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 Student Services Coordinator 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. Always keep an electronic copy of your planned program. The planned program is reviewed formally upon advancement to candidacy and again in preparation for graduation.

**Required Course Waiver Policy**

Required PhD 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 waiver form and 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](http://education.uoregon.edu/educational-methodology-policy-and-leadership/edld-syllabi)*
Credit Transfer Policy
When students are admitted to the PhD program in Educational Methodology, Policy, and Leadership, they are allowed to transfer a maximum of 24 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 EMPL degree.
- The courses were completed within the last 15 years before applying to EMPL.

Students are to submit a list of these courses on the planned program 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. To convert semester credits into quarter hours, these credits will be multiplied by 1.5. Transfer credits may only be transferred as electives for purposes of meeting the total credits required for the degree (135 for this program); they may not be used for waiving required courses in the degree programs.

How many credits (and which courses) can be brought into the PhD program?
A total of 24 transfer credits can be brought into the Doctorate of Philosophy (PhD) program using PhD 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.

For further details on application procedures see https://education.uoregon.edu/phd-educational-leadership/phd-application-instructions
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., PhD students from the Special Education and Clinical Sciences Department wanting to transfer to the PhD program in EMPL). The applicant should submit all materials required for admissions no later than one year after program admission. 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 Graduate Student Services Coordinator
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 Graduate Student Services Coordinator, 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.
Competency Domains and Advancement to Candidacy

The college-wide purpose of advancement to candidacy includes:

A. Providing PhD students with an opportunity to demonstrate their knowledge and expertise in specific areas of study.
B. Setting the occasion for PhD students to integrate their knowledge and skills in professional activities related to their scholarship and teaching.
C. Evaluating PhD 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 PhD 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.

See the EMPL website (https://education.uoregon.edu/program/educational-leadership-phd) for the PhD Portfolio Product Completion Record Form.

The portfolio products are depicted in Figure 2. Although all the products support the three areas below to some degree, the first-year portfolio products are especially intended to address the professional standards domain below, and the advanced portfolio products 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
Figure 2. Competency tasks

<table>
<thead>
<tr>
<th>Y1+ Required</th>
<th>Y2+ Choose 1</th>
<th>Y2+ Choose 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature review</strong>&lt;br&gt;Critically review the professional literature and synthesize empirical research within a topical area.&lt;br&gt;Review by instructor in Scholarly Writing course (Fall term).</td>
<td><strong>Research manuscript</strong>&lt;br&gt;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.&lt;br&gt;a. Prior approval of proposal&lt;br&gt;b. Components (rationale, method, analysis, outcomes)&lt;br&gt;c. Submission of manuscript (need not be accepted)&lt;br&gt;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.</td>
<td><strong>Course syllabus</strong>&lt;br&gt;Design or co-design at least one course in area of specialization, with syllabus based on COE template and including:&lt;br&gt;a. Table showing outline of Course &amp; Lecture topics&lt;br&gt;b. Specify Readings&lt;br&gt;c. Specify Course Activities&lt;br&gt;d. Specify Evaluation Procedures&lt;br&gt;Completed with approval of instructor in Advanced Pro-seminar.</td>
</tr>
<tr>
<td><strong>Journal article</strong>&lt;br&gt;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)&lt;br&gt;a. Summary of paper’s purpose &amp; main points&lt;br&gt;b. Adequacy of justification for paper&lt;br&gt;c. Critique of methodology&lt;br&gt;d. Assessment of adequacy of literature&lt;br&gt;e. Reliability of validity of conclusions&lt;br&gt;f. Critique of implications of conclusions&lt;br&gt;Review by instructor in First-Year Pro-seminar (Winter term) according to a defined rubric.</td>
<td><strong>Conference presentation</strong>&lt;br&gt;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)&lt;br&gt;a. Prior approval of presentation&lt;br&gt;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 Pro-seminar.</td>
<td><strong>Technical report</strong>&lt;br&gt;Complete (alone or as part of a research group) a technical report for an approved client of a research of policy project.&lt;br&gt;a. Prior approval by advisor for context of the report.&lt;br&gt;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)&lt;br&gt;c. Submission of report to client&lt;br&gt;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 Pro-seminar.</td>
</tr>
<tr>
<td><strong>Mock job talk</strong>&lt;br&gt;Respond to a job advertisement in professional field of interest including a mock cover letter (need not be submitted) and mock job talk.&lt;br&gt;Completed with approval of instructor in Advanced Pro-seminar.</td>
<td><strong>Grant proposal</strong>&lt;br&gt;Write a grant proposal/contract application for funding a project, in conjunction with an EMPL faculty member.&lt;br&gt;a. Statement of need/problem&lt;br&gt;b. Project objectives&lt;br&gt;c. Anticipated outcome/benefits&lt;br&gt;d. Design&lt;br&gt;e. Plan of operation &amp; timeline of activities&lt;br&gt;f. Detailed budget with explanations&lt;br&gt;g. Adequacy of resources&lt;br&gt;h. Quality of personnel&lt;br&gt;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 Pro-seminar. Grant should be submitted (need not be funded).</td>
<td></td>
</tr>
</tbody>
</table>
Competency Description & Documentation

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. 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 details and timing of each competency product is summarized in Figure 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 EMPL faculty member responsible for evaluating the product. It is the responsibility of the student to submit the graded product and a PhD Portfolio Product Completion Record Form (https://education.uoregon.edu/program/educational-leadership-phd) to their advisor, who then submits the product and signed form to the EMPL Student Services Coordinator (Angela Burham, Burham@uoregon.edu).

The student’s advisor 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. Check with your advisor to see whether electronic or paper copies are preferred. In all communications, it must be clear which exact competency a file is intended to fulfill.

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 and faculty advisors are responsible for submitting the portfolio product and Completion Record form within 30 days of receiving the product from the student. Product grades may not be synonymous with the assigned course grade.

Advancement to Candidacy

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, and (3) a completed portfolio with all the competency products.
Dissertation

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.

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

The dissertation process has many phases, detailed in the following sections and in Figure 3.

A. Forming the Committee

A four-member committee, which must include a UO faculty member outside the EMPL department (i.e., a different department in COE or a UO department outside the COE), monitors the process for conducting a primary investigation for the dissertation. Adjunct faculty (with at least affiliated program status) may be allowed to serve on the committee. Students should check with the EMPL Student Services Coordinator on questions of committee eligibility.

Students should establish a committee within 30 days after advancement to candidacy and email the names and positions of your committee to the Student Services Coordinator. The student’s advisor must be consulted before committee invitations are made and copied on correspondence.
Figure 3. The Dissertation Process

**Forming the Committee**
- Within 30 days after advancement to candidacy establish the committee
- Invite four faculty members to serve on the committee
- One faculty member must be from outside of the EMPL department
- Share committee membership with the Student Services Coordinator

**Proposal**
- Complete the proposal
- Gain advisor approval to schedule meeting
- Schedule the proposal meeting with the committee
- Apply for IRB Research Compliance
  - before proposal approval if using extant data
  - after proposal approval if collecting new data

**Conducting the Dissertation**
- Student or advisor sends committee memo summarizing any adjustments to the proposal
- Complete data collection and analysis
- Write the results
- Consult with the Graduate School Thesis Editor to review formatting

**Defending the Dissertation**
- Cannot occur sooner than 6 months from advancement to candidacy
- Email updated and signed Planned Program to Student Services Coordinator (Angela Burham) with note indicating "ready to complete"
- Apply for degree online no later than Friday of Week 2 of intended term of graduation
- Obtain provisional agreement on defense date with committee
- Apply for Final Oral Defense with the Graduate School at least 3 weeks prior to defense (4 weeks recommended to give committee members time to respond)
- Submit certificate of completion form to graduate school within 2 weeks after the defense
- Submit completed dissertation approximately 2 weeks before the end of the term
- Always check the Graduate School's deadline calendar online for exact dates: timing varies slightly from term to term and year to year
B. Proposal

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

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
c) Other sections as required by the chairperson

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.

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

C. Conducting and Defending the Dissertation

Upon successful completion of the Proposal in Phase 1, the student should be done with the majority of the first two sections of the dissertation, but may need to revise based on results. Only three new sections remain to be written; the Abstract, the Results, and the Discussion. Keep in mind, however, that the Graduate School has several additional pages that must be included. Upon approval from the student’s advisor, the student should look to schedule the defense meeting more than 3 weeks out in order to give the committee the required 3 weeks to read the proposal. Delivering the dissertation to the committee less than 3 weeks before the defense may result in cancellation and delay of the final oral defense.

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, when the student’s advisor has approved the final draft. It is critical that students identify and track timelines and deadlines.
Note that each term has its own “last day to hold Final Oral Defense”. The last day to file an application to defend is about 3 weeks before and the last day to upload the completed and approved dissertation and associated forms is generally two weeks later. The last day to apply for a degree online is Friday of Week 2 of a term. See the Graduate School website for further details and exact dates: http://gradschool.uoregon.edu/deadlines-doctoral.

Based on these deadlines, in order to graduate in a particular term, the student’s advisor must have their completed dissertation by Monday of Week 2 of the term in which they intend to graduate in order to determine whether they are well poised to graduate that term. This deadline is not flexible because once the Graduate School process is set in motion it is exceedingly difficult to stop. If the student cannot make the deadline, it is possible to complete the defense process in a term, but have the degree conferred in the following term. In such cases, it is possible to petition to have tuition waived for that final term. See the Graduate School website for further details on final term registration requirements: http://gradschool.uoregon.edu/final-term-registration.

**Dissertation Content Details**

All dissertations must be formatted to conform to the University's Thesis and Dissertation Style, found at the following link: http://gradschool.uoregon.edu/thesis-dissertation. Students should be sure to review the manual on the Graduate School website to structure the different sections.

The dissertation is informed by theory and makes a substantial and significant contribution to the research literature on the problem selected for investigation. In either case, the usual PhD dissertation is written in either chapter or journal style and contains four sections:

1. Introduction and Literature Review
2. Methods
3. Results
4. Discussion

**Writing the proposal**

The dissertation proposal forms the basis of the dissertation project planning with the student’s committee. The audience for the proposal is potential Dissertation Committee members. The proposal usually represents at least the first two sections of the dissertation, which are usually composed of the *Introduction*, *Literature Review*, and the *Methodology* sections. The proposal should be written in APA article format and include the proposed research question(s) and explicit detail on all research methods that will be used to address the research question(s). If possible, sample measures should be included in the appendices. For example, if you have created or are using surveys, include the complete survey in an appendix.

Drafting the proposal should include a cycle of editing and revising between the student and the dissertation chairperson until the student is given approval to distribute the draft to the committee. Once the advisor has approved the proposal, students should schedule a proposal meeting with committee members approximately more than 3 weeks away from the planned proposal meeting date to allow committee members sufficient time to read the proposal. In the
proposal meeting the committee will offer feedback that may include adjustments to the planned study. After adjustments are made and the committee approves the proposal, students may move on to the data collection and analysis phase. Below are specific guidelines for writing each component of the proposal.

**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 and motivate and justify the purpose of the dissertation
- Study purpose and research questions

**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 sections go to committee or chair, data collection and analysis periods, and proposed or projected date of defense.
Completing the dissertation
Upon successful completion of the Proposal the student should be done with the majority of the first two sections of the dissertation, but may need to revise based on results. Three sections remain, including the Abstract, the Results, and the Discussion, which must be written in APA article format. Use the guidelines below to revise sections one and two after the proposal meeting and begin the remaining sections. Students must also comply with additional Graduate School documents, found here: http://gradschool.uoregon.edu/etd.

Introduction and Literature Review
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).

Methodology
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.

Results
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.

Discussion
In the Discussion 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. Clearly describe the limitations to the study. Discuss the implications of the findings for educational research and practice.