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

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

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

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Educational Methodology, Policy, and Leadership Programs

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

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. Both the D.Ed. and the Ph.D. programs lead to a degree with a major in Educational Leadership (EDLD). To understand and affect the processes of change requires different perspectives and skills. Therefore, the knowledge base supporting the D.Ed. and the Ph.D. are different. To allow differential focus, students take some common courses but apply them in different contexts.

The **D.Ed.** program develops expertise in professional practice and is intended for individuals who wish to pursue careers as administrators, staff developers, curriculum specialists, or professors of education specializing in the preparation of educators. This document does not provide information about the D.Ed. program, however, a detailed description and application information can be found in the D.Ed. Program Manual.

The **Ph.D.** program develops expertise in educational research and is intended for those who wish to pursue careers in faculty positions at institutes 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 graduates acquire at least three fundamental abilities: (a) Technical knowledge of systems operations, (b) Conceptual perspectives for interpretation, and (c) 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:

1. Prepare highly qualified researchers to work within varied organizations in education.
2. Prepare leaders to assume roles within organizations.
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 nationally 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. The program’s curriculum content, sequence, and proficiency requirements are tailored to develop scholarship in three program emphasis areas. The emphasis areas are based on a strong shared core of courses for all Ph.D. students in the program and additional advanced coursework targeting the specific emphasis. Each Ph.D. student ultimately selects one of three emphases.

Program Emphases

The program focuses on several dimensions of research leadership in Pre-K-16 educational systems: (a) development of policies to guide programs, (b) creation of organizational structures and functions to facilitate change, and (c) measurement and analysis of educational outcomes to enact accountability. The goal is to develop researchers and scholars who can apply theoretical frameworks, methodological approaches and analytical skills to improve educational performance.

EMPL has three emphases upon which the Ph.D. degree program is based:

1. Policy and Organizations
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. See the Faculty Research Interests & Areas of Expertise section for further details.

**Program Design**

The Ph.D. program is organized around a cognitive apprenticeship model anchored to a program of research with a clear line of inquiry. 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. Students are expected to incorporate interdisciplinary principles into their thinking and are encouraged to consider evidence-based practice and leadership among their research contexts. The first year and advanced year pro-seminars are designed to create a culture of community for advising/mentoring and for sustaining students’ continuous progress toward degree completion. The program provides on-campus course delivery, with off-campus non-Ph.D. students also participating in some courses. The program utilizes the classroom and other research opportunities to both enhance and practice course content. The academic experience can be demanding at times, and success requires careful time management.

The program is organized around a set of competencies presented in a core curriculum with three targeted emphasis areas. 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. 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.

**Learning Experience & Learning Communities**

Within and between emphasis areas, the Ph.D. program uses cognitive apprenticeship to bring students into close contact with settings of active research. Students take a prescribed set of core courses sequenced to support research practice. Pro-seminars bring students together as learning communities in a forum for shared reflection and mentorship.

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.

The remainder of this document provides details of the Ph.D. degree program offered in EMPL, including faculty areas of emphasis, required coursework, comprehensive examination portfolio requirements and procedures, and the dissertation process. Prospective students are encouraged to review the information on admissions and application instructions in this document.

**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:

- High school-college transition, standards-based education, systemic school reform, educational governance, adequacy funding models, and content validity studies (*David Conley*)
- Leadership behaviors and models, organizational culture, effective teaming, developing best practices in leadership performance outcomes, experiential education (*Nancy Heapes*)
- Assessment and accommodations for students with disabilities in large-scale testing programs; curriculum-based measurement and formative evaluation; instructional design (*Keith Hollenbeck*)
- Development and implementation of item-level test data analysis methodology, item response theory, multilevel modeling, differential item functioning. (*Akihito Kamata*)
- Literacy and reading as well as curriculum development, design, and delivery; instructional design and interventions for struggling readers (*Edward J. Kame’enui*)
- Development, implementation, and evaluation of policies; organizational systems, educational reforms, change, and improvement (*Martin Kaufman*)
- Educational leadership, organizational development, and systems evaluation (*Phil McCullum*)
• Dynamically delivered content in e-learning, instructional technology, computer adaptive testing, instructional design, equity studies of opportunity and access *(Kathleen Scalise)*

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

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

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

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

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

### Program Structure

**Cognitive Apprenticeship Model**

One group or cohort of students is admitted each academic year. Each year, students submit applications by February 1 and are notified in March if they are among the students admitted annually.

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. 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.

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.

**Distributed Education**

Some doctoral courses are scheduled in the late afternoons/evenings and occasionally on weekends. Other courses are offered during the day. 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.
In joint classes with the D.Ed. program, EMPL employs videoconference technology to create opportunities for students in Distributed D.Ed. cohorts 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 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.

**Distributed Education Course Expectations**

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

**Structure of the Class**

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

**Student Expectations**

Students are expected to:

- Arrive on time. A distributed education format puts more strain on keeping the content and process of a class synchronized.
- Arrange themselves within view of the camera. Students should seat themselves so the instructor and the other classmates can see each other on screen – this helps the instructor know when students have questions or comments to add during class.
- Self organize. Students are a cohort and will work together to manage the class. They should not be afraid to tell the instructors of their needs. If something is not working well, students should email or call the instructor immediately. This program is all about student learning.
- Participate actively in class. It is encouraged that students ask questions of other cohort members viewed on screen, and whenever possible, refer to people by name.
• Turn off cell phones. If there is a legitimate emergency (health crisis, child care issue, bomb threat), students should let the instructor know in advance that they may need to take a call. If there is not an emergency, put all cell phone/PDA devices away before class begins and do not use them for the duration.

• Stay focused on the task at hand. When group activities are assigned (discussions, ‘group writes’, peer feedback, etc.), students should NOT waste precious class time by gossiping, discussing plans for the weekend, etc.

• Stay positive during class communications. Remember that everyone is entitled to his/her own opinion and that the maintenance of a respectful, supportive academic environment is the responsibility of all members of the class.

• Use Blackboard. The Communications screen on Blackboard can be used (outside of class time) to send emails, articles, ideas and/or examples that relate to class. This tool can be used to help students make the class a powerful learning environment by thinking about – and then acting on – ways to extend the learning beyond the classroom.

• Avoid tempting distractions. This is especially important when instructors are broadcasting from a site where the students are not located. Students are expected to NOT answer their cell phones, send text messages, or use email except during official breaks. Doing any of these things distracts other students in the group and degrades the learning environment for everyone in the class.

• Behave respectfully. If students are not sure if a particular behavior is appropriate, they can ask themselves, “If the instructor were right here with me in class, would I do/say this?” If the answer is, “no, probably not,” then they should refrain from that behavior even when the instructor is not physically present.

**Faculty Expectations**

Faculty are expected to:

• Make sure all materials for students to read prior to class are made available in books or reading packets to be purchased, or are posted on Blackboard or sent via email if copyright allows before the class session is to happen.

• Check in with their sites (local as well as distant) at the start of class before beginning a lecture or activity: Make sure everyone can hear and that the cameras are set up appropriately to allow students across sites to participate fully.

• Engage in student learning. Instructors are typically available during break as well as immediately following class for assignment-specific questions from individuals at both sites.

• Make themselves available for students. Office hours need to be posted and can be conducted in person as well as over the telephone to facilitate communication for off-site students.

**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 in subsequent years. 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. **Students should clearly specify major areas of interest in their application materials to facilitate appropriate assignment.** Applicants may request in writing the assignment of an advisor with the understanding that the assignment may not be possible. Once admitted into the program, the graduate student may request in writing to change advisors by completing the “Change of Advisor” forms.

After a proposal is completed, 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.

Graduate School Policies & Procedures
See: Academic Policies & Procedures
http://gradschool.uoregon.edu/?page=policiesProcedures

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

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

The residency year must include three (3) consecutive terms of full-time study, with a minimum of nine (9) successfully completed EDLD graduate credits hours per term. A candidate may fulfill the residency requirement during the period in which he or she works toward a master's degree on the university campus as long as the student has been officially awarded the master's degree, the doctoral degree program immediately follows the master's degree program, and both the master's and the doctoral degrees are in the same discipline.

Each graduate degree at the University of Oregon has a residency requirement, which must be fulfilled by every graduate student who completes that degree. The residency requirement allows graduate students to concentrate exclusively on course work or research; to acquire knowledge, skills, and insights necessary for attaining the degree; and to find opportunities to work closely with faculty members and students. Residency provides significant and tangible advantages to graduate students because it enhances the quality of the academic experience. For example, competence in the field is enhanced by close familiarity with the university's

1 Only courses for which the student earns a grade of B- or better (or Pass if taken P/NP) will qualify. Incompletes do not qualify.
2 EDLD 601 Research credits may be applied towards these 9 credits.
libraries, computing resources, specialized collections, and other unique facilities; valuable experience is gained by attending and participating in formal and informal seminars, colloquia, and discussions led by specialists who visit campus; fluency in the specialized language and vocabulary of the discipline is enhanced by frequent and close association with faculty members and other students in the same field; and thesis or dissertation research is facilitated by frequent interaction with the adviser and dissertation committee members.

Academic programs in which the majority of course work is delivered away from the Eugene campus or by distributed education technology must obtain prior written approval for waiver of the residency requirement from the Dean of the Graduate School. Waiver of the residency requirement is dependent on the program’s plans for satisfying the spirit of the residency requirement in the absence of full-time study on the Eugene campus.

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

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

Unless On-leave or In Absentia Status (see Student Information section below) has been approved (maximum 3 academic-year terms), graduate students enrolled in an advanced degree or graduate certificate program are required to be continuously enrolled, excluding summer session, until all requirements have been completed.

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

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

Grade Requirements
See: Graduate School Grades and Incompletes http://gradschool.uoregon.edu/?page=gradesIncompletes
Graduate students must maintain at least a 3.00 grade point average (GPA) in graduate courses taken in the degree program. Grades of D+ or lower for graduate courses are not accepted for graduate credit but are computed in the GPA. Similarly, the grade of N (no pass) is not accepted for graduate credit. A grade of pass (P) must be equal to or better than a B-.

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

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

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

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

Program Expectations & Requirements
Credit Hour Requirements
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. 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
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 Organizations
2. Methodological Approaches
3. Measurement and Assessment

Students will also develop a comprehensive portfolio that documents and collects evidence of their mastery of key competencies as they move through the program. Upon successful completion of coursework and the portfolio, the student is advanced to candidacy, forms a dissertation committee, and begins work on an applied research project that will become the dissertation.

2. Comprehensive Academic Portfolio

As part of the first several years of study, Ph.D. students compile evidence for an academic portfolio that demonstrates they have successfully mastered the competencies required to advance to the dissertation phase. This portfolio meets the graduate school’s requirements for a comprehensive examination. In general, evidence will include key course assignments specifically designed to document mastery of foundational concepts and other evidence of mastery of skills and knowledge gained in a specialized interest area. The portfolio requirements are described in more detail in the Competency Description and Documentation section.

3. Proposal and Dissertation

Upon successful completion of coursework (reflecting a grade point average of 3.0 or better) and the comprehensive examination portfolio, Ph.D. students 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. 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 Methodological Requirements 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.

The Learning Community courses (see listing in Course Sequence section) include professional writing and pro-seminar courses which serve the students' program of research by addressing substantive topics, research methods, and communication/writing skills simultaneously.
Course Sequence – Ph.D. 2009-10

Subject to Change

I. Required Doctoral Coursework (61 credits)

Ph.D. students are required to take a fixed set of core courses. Core courses represent the substantive, methodological, and professional base of the program. Three substantive areas are represented: (1) measurement and assessment, (2) policy studies, and (3) leadership. The substantive core defines the program’s theoretical foundations and provides advanced application of fundamental procedures and practices. The methodological core identifies and discusses key educational research traditions and offers training in research design and analysis. The professional core serves to prepare students for the dissertation and post-degree employment market. Core courses are:

Measurement and Assessment
- EDLD 610: Advanced Measurement and Assessment (requires prerequisites)
- EDLD 610 or 685: Advanced Practicum in Quantitative Methods
- EDLD 610: Validity Theory (requires prerequisites) (*not offered 2009-10)

Policy Studies
- EDLD 632: Educational Policy Analysis
- EDLD 641: Standards and Accountability Systems

Leadership
- EDLD 644: Learning Organizations
- EDLD 610: Equity and Achievement

Learning Community Courses
- EDLD 659: Professional Writing
- EDLD 647/8/9: First-year Pro-seminar: Professional Issues
- EDLD 610: Advanced Pro-seminar: Dissertation Preparation

College of Education Requirements
- EDST 670: Philosophy of Research (required to be taken Winter of first year)
- Methodological Requirements (24 credits)
  - See the section below on Ph.D. COE Methodological Requirements Explained
  - Note that some courses require prerequisites

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.

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, although the primary requirement of four or five courses must still be completed in one of the three core traditions of quantitative, qualitative or single subject. Suggestions for some approaches to satisfy the methodological requirements are listed in Table 1. Additionally, this is a minimum COE requirement for first-year Ph.D. candidates. Advisors will encourage their students to do more if it fits schedules and goals.

Table 1 - Suggestions for some approaches to satisfy the College Methodological Requirement. Note that many other course sequences may be possible.

### Possible Recommendations for the 4/2 Quantitative Sequence

<table>
<thead>
<tr>
<th>Four Quantitative Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all prerequisites for SPSY 619 (prerequisites presume some Master's level courses)</td>
</tr>
<tr>
<td>Course 1: SPSY 619 Statistics in Education II</td>
</tr>
<tr>
<td>Course 2: EDLD 610* Multiple Regression</td>
</tr>
<tr>
<td>Course 3: Either SPED 607* Advanced Research Design or SPSY 620* Multivariate Statistics</td>
</tr>
<tr>
<td>Course 4: Elective from the Quantitative Sequence, such as EDLD 610* Survey &amp; Questionnaire Design and Analysis, EDLD 610* HLM 1, EDLD 610* SEM I, or other Course 3 above not yet taken by student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two Qualitative Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1: EDST 671 Qualitative Methods I: Interpretive Inquiry</td>
</tr>
<tr>
<td>Course 2: EDST 672 Qualitative Methods II: Reflexive Approaches, or if approved by advisor an elective such as EDST 674 Intro In-Depth Interviewing.</td>
</tr>
</tbody>
</table>

### Possible Recommendations for the 4/2 Qualitative Sequence

<table>
<thead>
<tr>
<th>Four Qualitative Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1: EDST 671 Qualitative Methods I: Interpretive Inquiry</td>
</tr>
<tr>
<td>Course 2: EDST 672 Qualitative Methods II: Reflexive Approaches</td>
</tr>
<tr>
<td>Courses 3 and 4: Electives such as EDST 674 Intro In-Depth Interviewing as approved with advisor. Other possible course such as Ethnography in other departments may be approved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two Quantitative Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1: SPSY 619 Statistics in Education II</td>
</tr>
<tr>
<td>Course 2: Elective such as EDLD 610* Multiple Regression, EDLD 610* Survey &amp; Questionnaire Design and Analysis, or SPED 607* Advanced Research Design</td>
</tr>
</tbody>
</table>

*Some courses may transition to EDUC prefixes during 2009-10. Please check with the corresponding departments if course numbers have changed.*

### II. Emphasis Areas (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 2. 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. 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 2 - Emphasis areas and related courses. All courses have EDLD subject code unless otherwise noted or absent.*

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

<table>
<thead>
<tr>
<th>Policy and Organizations</th>
<th>Advanced Research Methods</th>
<th>Measurement and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Communications</td>
<td>Large-scale Databases (610)</td>
<td>Item Response Theory I &amp; II (661/2)</td>
</tr>
<tr>
<td>Analysis of Teaching and Learning (655)</td>
<td>HLM 1 &amp; 2 (610)</td>
<td>Survey and Questionnaire Design and Analysis (610)</td>
</tr>
<tr>
<td>State and Local Policy Development (683)</td>
<td>SEM 1 &amp; 2 (610)</td>
<td>Advanced Practicum in Quantitative Methods (610/685 *tentative)</td>
</tr>
<tr>
<td>Information Technology for Curriculum Design (610)</td>
<td>Advanced Research Design (SPED 607)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multivariate Statistics (SPSY 620)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis of Discrete &amp; Categorical Data (EDLD 610)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Program Evaluation (SPED 607)</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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.

**Summary Credit Table:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>61</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><strong>Total Required</strong></td>
<td>103</td>
</tr>
<tr>
<td>Elective</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total Units</strong></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.
Core Course Descriptions

Course numbers, descriptions, credits, and outcomes are subject to change. See: Sample Course Syllabi http://education.uoregon.edu/feature.htm?id=499

All core courses and emphasis area courses are required to be graded. The UO class schedule is available online at http://classes.uoregon.edu/. Hard copies of projected EMPL courses can be obtained in the EMPL office, but are subject to change. Previous term(s) syllabi with course descriptions are available online for reference for most courses (see link above) and for other departments (see department’s website).

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

610 Validity Theory (4 credits)
The focus of this course will be on validity theory situated in the current conceptualization of validity as defined by the Test Standards (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999). The discussion of validity will be situated in a historical context to provide students with a better understanding of the social framework of decision-making, use, and interpretation of test-scores. A validity argument framework for evaluating the uses and interpretations of assessment results will be presented. Issues of reliability will cover classical test theory and generalizability theory (in general terms).

610 Advanced Measurement and Assessment (4 credits)
This is a Crocker/Algina type course on current topics and issues in measurement, assessment and testing, with a focus on assessments for decisions and policymaking. Topics to include advanced coverage of scaling, standard setting, item and scale analysis, bias and fairness, DIF, equating, and norming. Concepts to be situated in both classical (true score theory) and item response model settings. Test development topics will include construct representation, alignment to curriculum and instruction, and domain and skill sampling. Applications of these topics will be presented in a decision-making context, with a leadership development focus.

610 Advanced Pro-seminar (1 credit each term - 3 credits total)
This pro-seminar serves as an opportunity for small group advising and as acculturation in research and inquiry for more advanced students. The advanced pro-seminar syllabus is carefully planned to include such activities as how to write a job application cover letter, how to present your strengths in interviews, and how to design a job talk including doing research on the hiring institution. Some of the Ph.D. competency evidence products can be completed in pro-seminar courses.
632 Educational Policy Analysis (4 credits)
This course teaches the systematic interpretation and analysis of current educational policy issues using techniques like cost-benefit, competing values, impact, and effects analysis. Course goals include understanding key current educational policy issues, developing an understanding and mastery of research-based techniques for the systematic analysis of complex state and national education policy, and enhancing writing skills, particularly the ability to maintain an impartial stance relative to controversial policy issues.

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

644 Learning Organizations (4 credits)
The growing complexity of organizational science and theory is evidenced in the challenges facing public and private sector organizations. The focus of the course is organizational learning and performance: processes, systemic functions, culture, structure, leveraging and use of information systems to inform decision-making. The course requires a field-based study applying course content to conduct an organizational audit and prepare a report.

647 Professional Issues in Education I, II and III (1 credit each term – 3 credits total)
This first year sequence is used to acquaint doctoral students with information about the program and the technical requirements that need to be satisfied for matriculation; an equally important focus is developing an area of research for a possible dissertation by introducing graduate students to the faculty research and scholarship underlying their coursework. The seminars are designed to induct graduate students into a professional school culture, strengthen and expand their reading habits, develop an understanding of learning science, and provide practice opportunities to support students in their mastery of research designs, data analysis and interpretation, and communication of results.

659 Professional Writing (4 credits)
This course provides a structured opportunity for students to actively (a) adopt APA writing style, (b) learn literature research techniques and synthesis strategies, and (c) develop a topic that can potentially turn into a dissertation. Emphasis of the course is on understanding and applying the elements of writing discourse and style that are appropriate for professional educational contexts. Students refine their writing skills and hone their abilities to critically evaluate written work through extensive reading and synthesis of educational research. Students develop proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

EDST 670 Philosophy of Research (4 credits)
This course examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.
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 examination. 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 3a and 3b. Although all the products support the three areas below to some degree, the first-year portfolio products (Table 3a) are especially intended to address the professional standards domain below, and the advanced portfolio products (Table 3b) 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 3a and 3b 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 3a and 3b. 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 Graduate Academic Secretary. Students will have until the end of the term to submit the requisite product(s). The failure to submit in a timely manner may result in a hold being placed on registration and delay progress toward candidacy. Course instructors will be responsible for appending associated product grades. Product grades may not be synonymous with the assigned course grade.

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.

Phase 1: Proposal

See: Proposal Examples 1 2 3 4 5
http://education.uoregon.edu/feature.htm?id=893

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

See: Manuscript Review of Thesis & Dissertation
http://gradschool.uoregon.edu/?page=manuscriptReviewThesesDissertations
See: Thesis & Dissertation Manual and Writing Resources
http://gradschool.uoregon.edu/?page=thesesDissertationResources

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 Graduate School Dissertation Style and Policy Manual for detailed information about components required in all University of Oregon dissertations.

The Abstract is written for the Graduate School, and they have very specific requirements about its length, content, and formatting. Note that five (5) copies of the abstract (three (3) of which carry original signatures, all printed on special bond paper), along with 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.
Application Instructions –

See: APPENDIX D for the Admission Application Checklist

Admissions

Deadline for applications is February 1 for admission the following fall term. This section explains the different admissions processes and procedures for the EMPL Department, Graduate School, and UO Admissions Office.

Overview: Finding the Right Fit

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

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

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

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

3 See policy on interview requirements for admission to the program.
1. Reflect how the student’s work, experience and goals are directly related to the expertise of EMPL faculty members, with whom they would like to work with most directly, and a list of faculty already interviewed;
2. Incorporate how their goals relate to the faculty member's body of research and teaching;
3. Testify what their future goals are with the program, including what he or she plans to do with a degree in Educational Leadership.

Résumé/Curriculum Vita is carefully reviewed by the admissions committee. Included (beginning with the most recent) should be:
- Education, including degree and institution (with dates of graduation)
- Work experiences in education
- Presentations at conferences or workshops
- Publications, if any
- Organizational affiliations
- Any other relevant professional information

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

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

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

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

Application Process

Deadline

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

The admission deadline is February 1st at 5:00 p.m. Pacific Standard Time, each year. For full consideration, applications must be RECEIVED and COMPLETED (including letters of recommendation and transcripts) by 5:00 PM on the deadline date. If February 1st falls on a weekend, the deadline is the previous Friday. It is strongly recommended that you start your admission application process at least three months prior to the deadline. It is the applicant’s
responsibility to ensure that both the Admissions Office and the Department receive ALL materials by the deadline. Applicants will receive an email from the Academic Secretary when his or her file is complete.

After the deadline, late and incomplete applications may be reviewed as second priority until the program is full. Application materials may, upon written request before the application deadline, be held by the department for up to one year. However, applicants will have to re-apply (including paying another application fee) for a future admission term. Other files and related materials will be discarded.

**Admissions Procedures**

See: Graduate School On-Line Application  
http://gradweb.uoregon.edu/online_app/application/guidelines.htm

See: Graduate School's GradWeb Page  
http://gradschool.uoregon.edu/?page=admissions

See: EMPL Department Admissions Procedures  
http://education.uoregon.edu/field.htm?id=78

See: Admissions Office  
http://www.uoregon.edu/prospective.shtml

See: Graduate School Admissions FAQs  
http://gradschool.uoregon.edu/?page=admissions

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

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

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

Over the course of approximately one month, the Admissions and Awards Committee reviews the complete application files. Students will be notified by email when applications are complete, so applicants should be certain to supply a current email address. Once all admission decisions are made, notification is sent to students via e-mail, informing them of their admission status. This is usually around the third week of March. The Academic Secretary is not a member of the Admissions and Awards Committee. Therefore, please do not consult with the Academic Secretary on questions related to the decision of the Admissions and Awards Committee.

Applicants who have been admitted previously to the UO Graduate School and registered for credits the term they were admitted may submit a re-registration form INSTEAD of the
Graduate Admission Application. It is not necessary to pay the application fee with the re-registration form.

Students who submit a second or third Graduate Admission application in order to apply to multiple programs, need to start the application, then contact the Graduate School with a request for a fee waiver. This is with the understanding that the student has already paid the application fee with the first application.

**All successful applicants to the Ph.D. program are admitted on a conditional basis.** All students must successfully complete the first-year core courses for the Ph.D. After students have successfully completed these required courses, students meet with their advisor to request a change of classification, via the Graduate School.

**International Students**

See: [Grad School Information for International Students](http://gradschool.uoregon.edu/?page=international)  
See: [International Affairs Office](http://international.uoregon.edu/)  
See: [American English Institute](http://aei.uoregon.edu/)

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

- Certificate of graduation  
- TOEFL scores *(Departmental policy may differ than UO Graduate School Policy)*  
- Financial Form  
- I-20 Form  
- If transcripts or certificates are in a language other than English, a certified English translation of all college or university work is required

The computer-based TOEFL is no longer being accepted. Applicants who lack proficiency in English, but who qualify in all other aspects, may be conditionally admitted pending intensive study at the American English Institute (AEI) in Eugene, usually the summer before admission. Students should expect to study until they have achieved a TOEFL score of 585 or more, at which time they may be admitted. While attending the AEI, students are not permitted to take regular University of Oregon classes.

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

If a student is admitted to the University of Oregon with a TOEFL score between 500 and 584, the student must take an additional English proficiency test. If the test score or interview process indicates that additional training is necessary, the student must enroll in special AEI classes. Please refer to the [Academic English Institute Program](http://aei.uoregon.edu/) for details.
Nonnative speakers of English who accept GTF awards with teaching related duties must also submit to the Graduate School a score of the Test of Spoken English (TSE) or the SPEAK test. Any additional language support classes that might be a result of this test are offered separately from AEI classes.

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

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.
- Courses were taken within the last two years.

Graded Courses Policy

Ph.D. Students are required to take some courses on a GRADED basis, only (no P/NP option). Please check with your advisor for current requirements.
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.
New Student Information –

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

Upon being officially admitted, the UO Office of Admissions will send new students a UO ID (“950”) 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: http://cc.uoregon.edu/

DuckWeb - Registration, Grades, & Transcripts

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

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

Graduate Teaching Fellowships & Funding

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

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

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

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

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

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

Change of Degree or Classification

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

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/?page=onLeaveInAbsentia

To ensure a place upon return, doctoral students interrupting their program of study for one or more terms (excluding summer session) must submit a request for On-leave or In-Absentia Status to the Graduate School by the last registration day in the term for which leave is being requested. Only doctoral students considered to be in good standing with no incompletes are eligible 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 session.

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.
Withdrawing from the Program

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

Students who need to withdraw from the EMPL program must work with a UO Academic Advising counselor to withdraw from the University. They must also complete a departmental program withdrawal form and submit it to their advisor.

Calendars and Deadlines

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

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

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

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

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

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

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

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

Ph.D. Sample Planned Program Form

APPLICABLE ONLY FOR STUDENT IN PHD PROGRAM ADMITTED FALL 2008. 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.

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Student Signature  Date  Advisor Approval Signature  Approval Date

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### Cognate Outside College - 12 credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits Hours</th>
<th>Credits Taken</th>
<th>Grade</th>
<th>Grade Option</th>
<th>Term</th>
<th>Yr</th>
<th>Course Taken At</th>
<th>Instructor</th>
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### Dissertation - 18 credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits Hours</th>
<th>Credits Taken</th>
<th>Grade</th>
<th>Grade Option</th>
<th>Term</th>
<th>Yr</th>
<th>Course Taken At</th>
<th>Instructor</th>
<th>Trans-fer?</th>
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### Elective Credits - 32 credits

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits Hours</th>
<th>Credits Taken</th>
<th>Grade</th>
<th>Grade Option</th>
<th>Term</th>
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<th>Course Taken At</th>
<th>Instructor</th>
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</table>
Graduate Transfer Courses *not entered above* (51 maximum approved graduate transfer credits, include any transfer courses listed in the table above)

<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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(courses already counted in categories above) 0

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>Trans-fer?</th>
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</tbody>
</table>

Courses Dropped

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

Summary

<table>
<thead>
<tr>
<th>Residency</th>
<th>3 consecutive terms of full-time study (minimum 9 credits for 3 consecutive terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Bac *</td>
<td>Three years of full-time graduate level academic work beyond the baccalaureate degree completed by the defense</td>
</tr>
<tr>
<td>37 credits</td>
<td>Core Non-Methodological Courses</td>
</tr>
<tr>
<td>24 credits</td>
<td>Core Methodological Courses</td>
</tr>
<tr>
<td>12 credits</td>
<td>Emphasis</td>
</tr>
<tr>
<td>12 credits</td>
<td>Cognate Outside College</td>
</tr>
<tr>
<td>18 credits</td>
<td>Dissertation</td>
</tr>
<tr>
<td>32 credits</td>
<td>Elective/Maximum Transfer credits</td>
</tr>
</tbody>
</table>

| 135 credits    | Total Credits |
APPENDIX B

EMPL Competency Portfolio Plan & Completion Record

Faculty Advisor:________________________________  Student Name____________________________________________________

Program Committee
Members:_____________________________________________________________________________

Table 3a. 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 First-Year Professional Writing course (Fall term).</td>
<td>Date________ Eval. Sign________ Comments:</td>
</tr>
<tr>
<td>2. Journal Article Reviews</td>
<td>Required</td>
<td>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 &amp; main points b. Adequacy of justification for paper c. Critique of methodology d. Assessment of adequacy of literature e. Reliability &amp; validity of conclusions f. Critique of implications of conclusions</td>
<td>Review by instructor in First-Year Proseminar (Winter term) according to a defined rubric.</td>
<td>Date________ Eval. Sign________ Comments:</td>
</tr>
</tbody>
</table>

Table 3b. Three competency products must be completed by Ph.D. students in their second year of study or later, prior to advancement to candidacy. Students in consultation with their advisor select one product from the A option in the table below, one from the B option, and all students must complete the required mock job activity. Products selected must be listed in student’s signed planned program by the end of the first year of studies.

<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>3. Research Manuscript Submission</td>
<td>A</td>
<td>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)</td>
<td>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 Proseminar.</td>
<td>Date________ Eval. Sign________ Comments:</td>
</tr>
<tr>
<td>Competency Product</td>
<td>Option?</td>
<td>Task Description</td>
<td>Evaluation Procedure</td>
<td>Check-off</td>
</tr>
<tr>
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</tbody>
</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 Proseminar. | Date________ Eval. Sign________ 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 Proseminar. | Date________ Eval. Sign________ 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 Proseminar. | Date________ Eval. Sign________ 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 Proseminar. Grant should be submitted (need not be funded). | Date________ Eval. Sign________ 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 Proseminar. | Date________ Eval. Sign________ 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, contact Juliana Kyrk in Human Subjects. Send all signed packets directly to Human Subjects.
- Register for at least 3 credits per term, after residency, including total of at least 18 CR of *EDLD 603 Dissertation* after advancement.

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

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

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


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

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

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

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

- Schedule a meeting or phone conference with your advisor to review final dissertation deadlines. Bring the following materials to the meeting with your advisor:
  - Dissertation checklist
  - Current unofficial transcript from DuckWeb
  - Copy of Grad School's deadline chart

  Review the following with your advisor:
  - Minimum 18 dissertation credits by defense term
  - Residency requirement met
  - 3-year post-bac full-time requirement met
  - 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 can not be cleared after graduation. Incompletes over a year old require a Grad School petition along with a department-issued Supplemental Grade Report form (dissertation credits excluded)
  - Completed within 7-year limit
☐ Application for Advanced Degree to Grad School by 2nd week of defense term. Students who miss this deadline must register for three additional graduate level credits and apply for an advanced degree the following term.

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

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

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

☐ Submit Confirmation to Attend via Grad Web, so that committee members can finalize confirmation on-line at least 5 weeks before defense. 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 template
  o Use the specific Grad School format and paper guidelines
  o Common Problems
  o Abstract Questions?
  o Send your draft abstracts to Kim Wollters (GS) for review before you print
  o Put the documents in a new file folder - do not staple them together

---

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

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

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

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

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

CELEBRATE!!!
APPENDIX D

Admission Application Checklist

To the EMPL Department Office, submit:

- EMPL Departmental Admission Application
- Graduate School Admission Application (currently $50 non-refundable)
- Official Transcripts (Minimum GPA 3.0)
- GRE or MAT scores
- Four (4) Letters of Reference (online form)
- Personal goal statement w/ Interviews
- Résumé/Curriculum Vita
- Writing sample

International Students must also submit to the department:

- Certificate of graduation
- TOEFL or IELTS scores (Departmental Policy)
- If transcripts or certificates are in a language other than English, a certified English translation must be included to both the department and to the Graduate School

Mail Department materials to:
Angela Pèllerin, Graduate Academic Secretary - EMPL
5267 University of Oregon (mailing address)
Eugene OR 97403-5267

To the UO Office of Admissions Office, submit:

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

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

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

Mail UO Office of Admissions materials to:
UO Office of Admissions
1217 University of Oregon
Eugene OR 97403-1217

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1 TRANSCRIPTS: Official (sealed) transcript from each college or university attended. The transcript(s) should post the awarding of degree(s) received and clearly state credit hours and final grade point average (Minimum 3.0 from most recent degree). UO graduates can submit transcripts printed from DuckWeb. If transcripts or certificates are in a language other than English, a certified English translation must be included to both the department and to the Graduate School.

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

7 MAT: Score of 450 or better

8 LETTERS OF REFERENCE: From individuals who have had previous opportunities to supervise or evaluate the candidate’s work are the best candidates to write these letters.

9 PERSONAL GOAL STATEMENT: Successful applications reflect alignment between potential program of study and the expertise of the EMPL faculty. Included is a list of interviewed faculty. See admissions above.

10 RÉSUMÉ: See discussion above.

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

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

13 IELTS: Minimum overall band score of 7.0 or better.