

Doctorate of Education [D.Ed.] in Educational Leadership

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Program Description



Student Information

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



UNIVERSITY OF OREGON

Educational Methodology, Policy, and Leadership (EMPL)
Doctorate of Education (D.Ed.) Program Manual

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D.Ed. Program Manual, 2020

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Department of Educational Methodology, Policy, and Leadership

See: <http://education.uoregon.edu/empl>

The Department of Educational Methodology, Policy, and Leadership (EMPL) is one of several departments within the College of Education at the University of Oregon. EMPL offers two doctoral degree programs; the Doctorate of Education (D.Ed.) program and the Doctor of Philosophy (Ph.D.) program. Both the D.Ed. and the Ph.D. programs lead to degrees in educational leadership. The knowledge bases supporting the D.Ed. and the Ph.D. are different because understanding and affecting the processes of change require different perspectives and skills. To allow for this differential focus and provide a rich learning environment, students from both degree paths take some courses together.



The **Ph.D.** program develops expertise in educational **research** and is intended for individuals who wish to pursue careers as researchers in various types of educational organizations or as professors of education with a specialization in research. *This document does not provide information about the Ph.D. program*; however, a detailed description of the program and application information can be found in the Ph.D. Program Manual.



The **D.Ed.** program develops expertise in professional **practice** and is intended for individuals who wish to pursue careers as administrators, staff developers, curriculum specialists, or professors of education. Detailed program description and application information follows in this document.

Educational Methodology, Policy, and Leadership is committed to ensuring that graduates of both programs acquire at least three fundamental abilities: (a) technical knowledge of systems operations, (b) conceptual perspectives for interpretation, and (c) human interactions for implementation. EMPL is positioned in its programmatic offerings and faculty expertise to lead the change process through new areas of inquiry and field-based practice.



Program Description

Program Description - Doctorate of Education (D.Ed.)

The goal of Educational Methodology, Policy, and Leadership is to develop effective, highly-regarded, and influential leaders in educational practice, policy, and scholarship. The Doctorate of Education (D.Ed.) program focuses on the processes by which educational outcomes and systems change are measured and how Pre-K-12 educational improvement can be diagnosed, prescribed, and managed.

The purpose of the Doctorate of Education (D.Ed.) degree in Educational Leadership (EDLD) offered by the department of Educational Methodology, Policy, and Leadership (EMPL) is to provide practicing educational professionals with an advanced graduate degree that emphasizes leadership development, oral and written communication, and understanding of educational assessment and research. The D.Ed. is the highest degree offered to those interested in developing **practice-oriented** expertise. The program's curriculum content, sequence, and proficiency requirements are tailored to develop advanced leadership capabilities that enable individuals to lead school districts and buildings in making decisions and implementing programs grounded in evidenced-based practices. The program's mission is to develop translational and transformational education leaders who are equipped to apply data-driven evidence to promote equitable outcomes and address opportunity gaps for students, schools, and education systems by working to:

- Raise the most pressing problems of practice in the service of ensuring equitable outcomes and eliminating disparities for students
- Identify, analyze, and synthesize all relevant sources of evidence in making decisions that serve the best interests of students and school.
- Communicate and integrate the best available research evidence with knowledge and expertise of professional educators in the field aligned with specific community needs and assets
- Take targeted, evidence-based actions that change systems to better meet the needs of all students

Attainment of these goals allows leaders to address contemporary educational and societal challenges effectively and efficiently by learning both content and analytical skills. EMPL endorses a systems-level organizational theory of education and implementation of objective research and evaluation methods to both understand and affect that system. The DEd provides value-added skills and perspectives for educational leaders (principals and superintendents) as well as researchers and consultants working with local and state educational agencies. Finally, the DEd is designed to consider the consequential validity of translating findings into practice while concurrently considering policy, leadership, and equity.

The D.Ed. program is designed to address the growing need of education professionals to acquire the knowledge and skills necessary to lead school systems in today's data-driven, change-oriented environment. The D.Ed. program follows current recommendations from the University Council for Educational Administration, the Carnegie Foundation for the Advancement of Teaching, and the Education Schools Project¹ to craft a degree that is

¹ Young, M. D. (2006, Summer). From the Director: The M.Ed., Ed.D., and Ph.D. in Educational Leadership. *UCEA Review*, 6-9; Shulman, L. S., Golde, C. M., Bueschel, A. C., Garabedian, K. J. (2006, April). Levine, A. (2005, March). *Educating school leaders. Executive summary*. Retrieved December 3, 2006 from <http://www.edschools.org/pdf/Final313.pdf>. For a discussion of the Carnegie Initiative on the Doctorate see: Reclaiming Education's Doctorates: A critique and a proposal. *Educational Researcher*, 35(3), 25-32.

distinctly different from the Ph.D. in how educational research is used and studied, and also in specific degree requirements. The orientation of this degree program is toward problems of practice. The degree is designed for working professionals who can initiate reforms in current educational settings. This degree can be aligned with an administrative license program, anchoring its content to case-based problems in the field.

The program is organized around a set of competencies presented in a sequential curriculum that enables students to build the knowledge, skills, and expertise necessary to complete the dissertation successfully and to function as effective educational leaders. The program fully integrates high-quality educational research and effective research methodologies applicable to the field of practice. Upon completion of their doctoral program coursework, graduates can employ critical theoretical frameworks, appropriate methodological approaches, and reflective analysis at an expert level.

The remainder of this document provides details of the D.Ed. degree program offered by EMPL, including required coursework, portfolio competency requirements, and the dissertation process.

Program Design

The D.Ed. program acknowledges the competing priorities faced daily by practicing Pre-K-12 professional educators. Therefore, the D.Ed. program is organized around a cohort model designed to create a culture of community for sustaining students' continuous progress toward degree completion. The program provides course delivery in a structure that is friendly to both family and job. The program utilizes the classroom and the workplace to both enhance and practice course content.

Program Emphases

The D.Ed. program focuses on several dimensions of leadership in Pre-K-12 educational systems: (a) measurement and analysis of educational outcomes to enact accountability, (b) examination of policies that guide programs, (c) creation of organizational structures and functions to facilitate change. The goal is to develop leaders who can apply in practice methodological and analytical skills to improve educational performance.

The EMPL department has five intellectual foundations upon which both of the doctoral degree programs are based:

1. Educational Research Methods
2. Learning Accountability and Educational Outcomes
3. Measurement and Instrument Development
4. Policy and Organizations
5. Leadership Development

These foundations broadly encompass faculty research and teaching expertise to provide graduate students a rigorous and relevant educational experience through coursework and dissertation requirements.

Program Structure

Learning Communities – Cohort Model

The D.Ed. program uses a cohort model in which students take a prescribed set of courses in an intentionally sequential order. The cohort structure provides students a forum for exploring and developing a dissertation topic, a process that begins in the first academic term of the program through the professional writing course and continues through the final term in which a dissertation is completed. In the intervening terms, the dissertation topic is continually refined and enhanced, both conceptually and methodologically.

The cohort model provides students with two critical elements throughout their doctoral program: a group for social support and diversity of experiences and perspectives that enhance the study of problems of practice. The social group supports collective and self-directed learning for studying problems of practice. Most courses employ a modified form of problem-based learning to engage students. Rather than bringing structured problems to students, faculty guide students in thinking through problems that students themselves bring from the field. The cohort structure creates a learning community in which students become adept at solving problems of practice within a context where they contribute to the solutions and receive feedback on their contributions from peer cohort members. Throughout their coursework, students present and report their work, as well as provide and receive feedback from other students and faculty.

Learning Experience

The EMPL Department's focus is assessment, methodology, policy, and leadership. D.Ed. students take core courses as an entire cohort in a prescribed sequence. The program signature is student skill development in research design, measurement, development, and rigorous data analysis. Students gain skills in systems understanding to allow them to properly frame problems as well as develop appropriate analysis and interpretations.

The D.Ed. experience is designed to cultivate high-level skills, knowledge, and habits of mind, in turn challenging students to develop their intellectual capabilities fully. The program incorporates collaboration, rigorous intellectual challenge, and a high-quality, supportive learning environment to elevate the effectiveness and engagement of professional practice.

EMPL faculty members are directly connected to schools, school districts, and state education agencies both in Oregon and across the nation. Program participants have access to this network for research and apprenticeship opportunities. Faculty involvement in educational leadership and educational research links student learning to curriculum directly connected to educational best practices.

Hybrid Education

EMPL's D.Ed. utilizes a hybrid education model to reach practicing professionals throughout the state of Oregon and beyond. Courses are scheduled in the late afternoons/evenings and occasionally on weekends. Online tools and instructional pedagogy are used to enable students to participate and interact with instructors and fellow students. The department may also utilize multi-day summer institutes to bring students together to complete certain aspects of their learning.

Hybrid education also requires that students participate in a manner that is different from participation in a traditional classroom. For example, instructors may use a mix of synchronous and asynchronous class time, posting videos to watch outside of class and utilizing class time for problem solving and discussion. Lectures are often punctuated with activities that specifically engage students in different geographic locations. This model enables students to take an active role in their learning and to experience engagement across boundaries that usually limit instruction delivered in traditional formats.

A systematic process has been developed for organizing courses into one of four delivery systems differing in their synchronicity:

Micro-Lessons Punctuated (MLP)

Fully synchronous (100% live w/ instructor; up to 20% instructional time guided field study). LESSON PLANS: Series of 10-30 minute, full group mini-lessons by instructor live, punctuated after mini-lesson by live small group activities.

Flipped Classroom (FC)

Half synchronous and half asynchronous; asynchronous takes place first to inform NEXT in-class. LESSON PLANS: Flip video/podcasts at less than 10 minutes each; use EMPL sequential accountability method; instructor live @ synchronous, no break.

Pre-Main-Post (PMP)

One third synchronous SMALL main group repeats live with two thirds asynchronous INDIVIDUAL pre-post prep modules. LESSON PLANS: Static purposive main groups @ 4 students each w/instructor present continuously each group, so single groups & repeat.

Case Study Design

Fully asynchronous (100% instructor prepared cases ONLY; up to 20% synchronous OK as prep). LESSON PLANS: INDIVIDUAL guided activities (not blog) on set robust applied cases; instructor (not GE) provides per case individual feedback.

The program primarily serves students who work in different districts throughout the state as well as outside of the state of Oregon and have varying roles and responsibilities. This exposure to different professionals who work at schools and districts that vary in demographics, location, and external influences allows for more robust learning while building a diverse and extensive professional network.

General Requirements

Overview of General Requirements – D.Ed. Program 2020 admits

Subject to Change

Total credits required by Grad School & EMPL	81, including 18 dissertation credits
Transferable Credits	None
EDLD 603 Dissertation credits minimum	18 credits after advancement to candidacy
Minimum overall GPA to remain “in good standing”	3.0
Time limit for program completion	Five years
Continuous enrollment minimum graduate credits per term	Students must be registered for a minimum of three credits each term, except summer. Students must be registered for at least three credits the term that they graduate.
UO Residency Requirement	Three consecutive full-time (>= nine-credit) terms
Post-Bac Requirement	81 quarter credits of graduate-level work beyond the baccalaureate degree, over the course of at least 3 calendar years
Advancement to Candidacy after coursework is complete	Via Portfolio of Competencies & related materials accepted & signed off by advisor on Planned Program. (See Portfolio of Competencies section below for details).
Dissertation and Defense	See Grad School website and “Dissertation & Defense Process Checklist” on EMPL website for details.
Planned Program signed by advisor & student	First draft by the end of first year of study; updated at the time of advancement to candidacy; then updated again at time of application to graduate.

Policies, Procedures, and Deadlines

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

University of Oregon: www.uoregon.edu

Registrar: registrar.uoregon.edu

Graduate School: gradschool.uoregon.edu

College of Education: education.uoregon.edu

EMPL Department: <http://education.uoregon.edu/empl>

Advising

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

- Guiding students through applicable department, college, and graduate school policies and requirements
- Completing and processing required forms for which the advisor is responsible
- Monitoring student progress toward degree completion
- Acting as or assisting student in acquiring an appropriate dissertation committee chair

Each student will be assigned a faculty advisor upon entry into the department. Faculty recommends advisor assignments based on congruence of the applicant's major professional interests with the faculty. Every effort is made to align student interests to faculty expertise as advisors are assigned. Due to faculty research, sabbaticals, and advising loads, an exact match for every student is not possible.

Faculty advisors work with the student to support the completion of degree requirements. The faculty advisor serves as a facilitator to help the student accomplish his or her goals. While students are ultimately responsible for knowing and fulfilling degree requirements, the advisor and departmental staff monitor students' progress toward completing the program and process necessary paperwork for degree completion. 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.

Coursework

The D.Ed. program has a structured sequence of coursework designed for completion in three years. To ensure that students have the opportunity to complete all required portfolio competencies, **course substitutions are strictly discouraged and considered only on an individual basis.** If a student takes a leave of absence, the student will be required to take the missed course or course sequence during the first year of reinstatement.

Course Sequence

Year 1 in the D.Ed. program focuses on foundational knowledge to scaffold future coursework. Year 1 solidifies student thinking and experience in data, methodology, applications, and interpretations along with understanding policy and organizational leadership. By the end of Year 1, students will understand better the contextual factors that relate to a variety of outcomes for students, teachers, families, classrooms, schools, districts, and the state.

Year 2 of the D.Ed. program emphasizes acquisition, application, transfer, integration, and use of the students' accumulating research knowledge. During Year 2 of the D.Ed. program, students will develop skills to improve schools and school systems through the application of data.

The combined emphasis in the first two years on methodology, writing, and content (policy, leadership, and equity) provides the broad basis for conducting specifically targeted research that is defined in association with CoE faculty in conjunction with field settings. These broad areas ensure that research serves the dual purpose of making a scholarly contribution to an empirical basis for change and is anchored to successful applications of practices that are inclusive. Between Years 2 and 3, students advance to candidacy, formal designation by the graduate school signifying that all coursework and portfolio competencies have been completed.

Year 3 is designed to complete a high-quality dissertation, drawing from skills and knowledge mastered throughout the first two program years. During Year 3, students enroll in *EDLD 603 Dissertation*. Students are expected to complete their dissertation by the end of spring term of Year 3. Dissertation credits are earned by working one-on-one with one's dissertation chair. The completion of the process includes a dissertation defense to the student's committee. These defenses are scheduled on campus and are open to the public. **Students may extend completion of the dissertation beyond the third year as needed.**

The following course sequence may change, but credit hours and term load will remain the same.

Course Sequence

YEAR 1 – 31 Credits

Theme	Summer (4)	Fall (9)	Winter (9)	Spring (9)
Methods	EDUC 611 Survey of Educational Research Methods (3)	EDLD 663 Measurement in Research (3)	EDUC 614 Educational Statistics (3)	EDUC 640 Applied Statistical Design & Analysis (3)
Writing	EDLD 647 Pro Issues I (1)	EDLD 696 Pro Writing I: Foundations in Professional Writing (3)	EDLD 697 Pro Writing II: Organization (3)	EDLD 698 Pro Writing III: Literature Review (3)*
Content		EDLD 632 Education Policy Analysis* (3)	EDLD 624 – Leading for Equity (3)*	EDLD 608 Workshop: Special Topics on Leadership (3)*
Thematic Product		*Policy Brief	*Equity Stance	*Literature Synthesis

YEAR 2 – 29 credits

Theme	Summer (2)	Fall (9)	Winter (9)	Spring (9)
Methods		EDLD 625 Survey and Questionnaire Design (3)	EDLD 610 Program Evaluation (3)	EDUC 609 Practicum: Program Evaluation (3)
Writing	EDLD 648 Pro Issues II (2)*	EDLD 643 Evidence- based Decision Making (3)	EDLD 692 Res Writing: Methods (3)*	EDLD 699 Dissertation Apprenticeship (3)*
Content		EDLD 638 Advanced School Law (3)	EDLD 644 Learning Organization (3)	EDLD 631 Ed Policy for Multilingual Students (3)
Thematic Product	*Conference presentation		*Study design	*Dissertation proposal

YEAR 3 – 21 credits

Summer (0)	Fall (9)	Winter (6)	Spring (6)
	EDLD 694 Dissertation Proposal Preparation (3)		
	EDLD 603 Dissertation (6)	EDLD 603 Dissertation (6)	EDLD 603 Dissertation (6)

Courses

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

EMPL Course Syllabi

Sample syllabi from previous terms are available online for reference at:

<https://education.uoregon.edu/educational-methodology-policy-and-leadership/edld-syllabi>

UO Class Schedule

<http://classes.uoregon.edu/>

Graded Courses Policy

Many EDLD courses are open to students outside of the department who need to take these courses on a P/NP basis, so some courses are set up as OPTIONAL grading. **EMPL STUDENTS MUST BE SURE TO CHANGE THIS GRADING OPTION TO <GRADED> WHEN REGISTERING FOR COURSES.**

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

All research and writing courses **MUST** be taken GRADED, including:

- EDUC 611 Survey of Educational Research Methods
- EDUC 614 Educational Statistics
- EDLD 560 Measurement & Assessment I
- EDLD 692 Res Writing: Methods
- EDLD 696 Professional Writing I: Foundations
- EDLD 697 Professional Writing II: Organization
- EDLD 698 Professional Writing III: Synthesis
- EDLD 699 Dissertation Methods Apprenticeship

All courses that contribute to a student's Portfolio of Competencies **MUST** be taken GRADED:

- EDLD 632 Educational Policy Analysis
- EDLD 624 Leading for Equity
- EDLD 698 Pro Writing III
- EDLD 648 Professional Issues II
- EDLD 692 Research Writing: Methods
- EDLD 699 Dissertation Methods Apprenticeship

At least 12 additional credits from other courses **MUST** be taken GRADED.

Planned Program

The D.Ed. program follows a prescribed course of study. Fillable planned program templates are available on the EMPL website and will be sent to students when they begin their coursework. The Planned Program is pre-filled with coursework required. Any changes or updates to this Planned Program during the student's coursework must be reflected in the Planned Program. Upon program completion, the final version of the Planned Program must match the student's final transcript exactly.

Portfolio of Competencies

Competency Domains

The D.Ed. is organized around five general competencies, integrated as a function of coursework completion. Competency domains focus on the fundamentals needed to interpret and develop evidence-based programs, apply and evaluate effective interventions in schools, lead and manage educational systems, understand and analyze policy, and communicate with critical stakeholders.

1. Evidence-Based Programs

- Read and critically consume research to inform practice, decisions, and policy
- Gather and apply empirical evidence to problems of practice
- Understand how to conduct/supervise field-based research

2. Teaching, Learning, & Assessment

- Knowledge and understanding of classroom and large-scale assessment
- Knowledge and understanding of teaching and learning issues in schools
- Application of program planning and development

3. Equity Initiatives

- Knowledge and understanding of sociological underpinnings of inequity
- Knowledge of culturally relevant practices and their applicability to diverse school settings
- Understanding of approaches to better serve students and families from diverse backgrounds

4. Policy Development & Implementation

- Knowledge and understanding of the policy process, from adoption to implementation
- Knowledge and understanding of school law and ethics
- Knowledge and understanding of national, state, and local policy issues

5. Communication

- Effective oral and written communication with diverse stakeholders
- Knowledge and understanding of organizational identity
- Knowledge and understanding of strategic communication

Portfolio Items

Throughout their coursework, doctoral students acquire foundational knowledge and skills necessary for designing and conducting their dissertations. In the D.Ed. program, students use a collection of evidence assembled in a portfolio to meet the graduate school requirements to advance to candidacy. The contents of the portfolio are generated from class assignments to demonstrate student knowledge and skill in each of the program competency domains.

1. Fall of Year 1: Policy Brief
2. Winter of Year 1: Equity Stance
3. Spring of Year 1: Literature Synthesis
4. Summer of Year 2: Conference Presentation
5. Winter of Year 2: Study Design
6. Spring of Year 2: Dissertation Proposal
7. Curriculum Vitae Update

1. Policy Brief – Three courses are taken in the fall of Year 1 (EDLD 663 Measurement in Research, EDLD 696 Professional Writing I, and EDLD 632 Education Policy Analysis). Students will develop the skills in these three courses to create an integrated competency product, a Policy Brief which describes and critiques a policy relevant to the student's dissertation topic that is part of a local or state education agency. In EDLD 663, they will learn the skills to create a measure and evaluate measurement research, skills that will be used in the evaluation of their selected policy. EDLD 696 focuses on APA style and mechanics, which will be utilized in the creation of the policy brief, employing APA style for headings, in-text citations, and the reference list as well as APA writing conventions appropriate for academic social science writing. EDLD 632 teaches students to analyze a policy with a traditional alternatives-criteria matrix, which enables them to forecast likely outcomes of different policy options. Taken together, these three courses will result in a policy brief that will eventually feed into the student's dissertation by providing background on the policy context for the dissertation study topic. Further, this terms' integrated thematic project will equip students to engage in one of Oregon's professional conferences, OSBA or COSA as an attendee with the emerging analytic skills to address current policy topics in the state.

2. Equity Stance – Three courses are taken in the winter of Year 1 (EDUC 614 Educational Statistics, EDLD 697 Professional Writing II, and EDLD 624 Leading for Equity). Students will develop the skills in these three courses to create an integrated competency product, a written Equity Stance. In the Equity Stance, students will identify a topic or program for which inequities exist, documenting the inequity using descriptive statistics, and then articulate their rationale for selecting this particular topic as well as suggestions for further studying the topic and/or implementing a program to reduce the inequities. In EDLD 614, students will learn fundamental statistical skills to analyze quantitative data, skills that will be used to bolster the rationale for the equity issue(s) identified by the student. EDLD 697 focuses on organizing empirical information from peer-reviewed journals to support a case argument related to the equity issue(s) identified. EDLD 624 teaches students to examine problems of practice from an equity stance, which will contribute to students' ability to articulate their suggestions for further studying the topic and/or implementing a program to reduce the inequities. Taken together, these three courses will result in a written equity stance that will eventually feed into the student's dissertation by providing background on the topic, an equity lens through which to view the need for the study, and the research base from which to build.

3. Literature Synthesis – Three courses are taken in the spring of Year 1 (EDUC 640 Applied Statistical Design and Analysis, EDLD 698 Professional Writing III, and EDLD 608 Workshop: Special Topics on Leadership). Students will develop the skills in these three courses to create an integrated competency product, a Literature Synthesis. In EDLD 640, students will further develop the statistical skills to critique the study methods found in the prior research on their topic (research collected in winter term in EDLD 697). EDLD 698 focuses on synthesizing the prior research on the student’s selected dissertation topic and EDLD 608 deepens students’ ability to examine problems of practice from an equity stance, building insights into how education problems of practice can serve all students, inclusive of English Learners. Taken together, these three courses will result in the student’s literature review that will feed directly into the student’s dissertation proposal as well as Chapter 1 of the final dissertation.

4. Conference Presentation – A course taken in the summer of Year 2 (EDLD 648 Professional Issues II) will guide students into writing a proposal to present at a regional or national conference of their choice. For this competency, students will integrate knowledge and skills from the first year’s courses into an individual or group proposal which they will submit to a regional or national conference.

5. Study Design – Three courses are taken in the winter of Year 2 (EDUC 620 Program Evaluation I, EDLD 692 Research Writing, and EDLD 644 Learning Organization). Students will develop the skills in these three courses to create an integrated competency product, a Study Design document. In EDUC 620, students will outline a plan for how to conduct a program evaluation within an educational setting (they will actually conduct the evaluation in EDLD 609 Practicum: Program Evaluation in spring term). EDLD 692 walks the students through each element of the methods section of the dissertation proposal (which will become Chapter 2 of the dissertation in year 3) and EDLD 644 teaches students to examine change through an organizational lens, which will feed into the implications section of the dissertation proposal and eventually become part of Chapter 4 of the dissertation.

6. Dissertation Proposal – Three courses are taken in the spring of Year 2 (EDUC 609 Practicum: Program Evaluation, EDLD 699 Dissertation Methods Apprenticeship, and EDLD 631 Ed Policy for Multilingual Students). Students will develop the skills in these three courses to create the final integrated competency product, a Dissertation Proposal, which builds on the thematic products produced in the previous five terms as well as the courses taken this term. In EDUC 609, students will conduct a program evaluation within an educational setting to gain experience presenting study findings (a skill which will be needed in year 3 when they present their study results in Chapter 3 of the dissertation). EDLD 631 provides a foundation for students to understand how study findings have implications for other contexts (which will become part of Chapter 4 of the dissertation in year 3) and EDLD 699 consolidates the two years of coursework into a final dissertation proposal that includes an introduction and synthesis of literature (Chapter 1) and methods section (Chapter 2).

7. Curriculum Vitae Update – After all coursework is completed, D.Ed. students update their professional Curriculum Vitae and submit it, along with an updated Planned Program (signed by their advisor), showing that they have successfully completed all required pre-advancement coursework, along with their request for Advancement to Candidacy.

Submission of Portfolio Items

At the end of each relevant term, students email an electronic copy of the individual evidences to the EMPL Department's Student Services Coordinator. Failure to submit documents in a timely manner can result in a delay in progress toward advancement to candidacy. The advisory committee reserves the right to conduct a secondary review of the portfolio. This review may require the student to revise one or more products or submit additional evidentiary products before advancement to candidacy is granted.

Portfolio Competency documents should be named using the following naming convention, exactly.

- LastName_Competency_PolicyBrief
- LastName_Competency_EquityStance
- LastName_Competency_LitSynthesis
- LastName_Competency_ConfPresentation
- LastName_Competency_StudyDesign
- LastName_Competency_DissertationProposal
- LastName_Competency_CVUpdate

Preparation for Advancement to Candidacy

Students are advanced to candidacy at the end of Year 2 but continue to take the 3-credit Dissertation Preparation course in the fall of Year 3 while they hold their dissertation proposal meeting and begin data collection and/or analysis. They concurrently enroll for 6 credits of dissertation (EDLD 603) in each quarter of Year 3, defending their dissertations in the spring of Year 3. Advancing to Candidacy is the official transition of status within the Graduate School. This transition grants students approval to begin work on the dissertation phase of their program.

Official advancement to candidacy is contingent upon:

- Successful completion of all required coursework and credits with a cumulative GPA of 3.0 or higher with no outstanding "incompletes."
- Submission of electronic copies of all portfolio items.
- Submission of an updated Planned Program signed by the student and advisor. This final version must match the current transcript exactly.

The Graduate School notifies students via email when they advance to candidacy officially. Included in this Graduate School email is a link to a report that shows the official status of the student's advancement. This report also provides several critical items of information regarding the student's progress towards completion of required residency and full-time credit requirements, plus deadlines for completion of the program. Students are responsible to monitor this information closely. Students should realize that failure to complete these important actions could result in delays in either dissertation defense or graduation.

Advancement to Candidacy

After advancing to candidacy, students move to an individualized program in which they:

1. establish a committee
2. propose a dissertation topic
3. develop a plan of action
4. conduct research
5. write dissertation
6. defend their dissertation

Dissertation

Dissertation policies and procedures are subject to change. See website for most current information:

See: **Graduate School Thesis and Dissertation Overview:**

<http://gradschool.uoregon.edu/thesis-dissertation?page=thesisDissertationResources>

See: **EMPL Department Website for the Dissertation Resources:**

<https://education.uoregon.edu/educational-methodology-policy-and-leadership/dissertation-resources>

EDLD 603 Dissertation. After advancement to candidacy is officially granted, students must enroll for at least three credits of EDLD 603 Dissertation each term (summers optional). A total of at least 18 credits of EDLD 603 Dissertation must be completed before graduating. Students must be enrolled for at least three credits of dissertation during the term in which they defend their dissertation. Transcripts will indicate grades of “Incomplete” on these credits until the successful completion of the dissertation defense, at which time incomplete grades will automatically be changed by the Graduate School to “Pass” grades.

The D.Ed. dissertation emphasizes applied research with a focus on regional or local problems of practice within educational settings. Both the degree program and dissertation process focus on specialized practitioner skills with an emphasis on applications in schools and related educational working environments.

Dissertation selection and declaration process

Educational Methodology, Policy, and Leadership has shifted away from the traditional dissertation model and towards an outcome that is more aligned with the actual practices of educational leaders. To fulfill the dissertation requirement for the D.Ed. program, students will work individually or in teams to select a topic of study and outline the specific research questions and methodological approaches they will use to conduct their dissertation.

Before the start of Year 2, students meet with their advisor to discuss their selection. Upon advisor’s approval, the student drafts a Memorandum of Understanding (“MOU”), reflecting the dissertation topic and option that was approved. Next, the student obtains his or her advisor’s signature and submits the MOU to the Student Services Coordinator, who places the MOU in the student’s official program file.

Dissertation Process

A Modified Manuscript Model dissertation will be required of all students similar to a traditional scholarly article with four chapters: Introduction, Methods, Results, and Discussion. The

dissertation provides a rationale and a defined methodology, as well as the identification of an existing extant data set in association with a COE research center, individual faculty member, or school district or a description of a plan to collect data. Dissertation support is provided through the fall with a dissertation preparation course. Students can associate with a COE research center or individual faculty on critical components of the dissertation, having an emphasis on methodology in assessment, program evaluation, and impact analysis. This association provides and reflects:

- Clear connection between faculty research, teaching, and advising
- Association of NTTF research center faculty with departments
- Improved contingencies for advising DEd students
- Research reflecting the strength of the research being conducted in COE research centers and individual faculty
- Dissertation using either extant data sets or approved methodologies

Dissertation Proposal

Please see ***EMPL Department Website for the Dissertation Proposal Approval form***

A dissertation proposal contains two sections:

1) Introduction and Literature Synthesis

The literature synthesis is the beginning of the proposal. Students revise their review of relevant literature conducted in Professional Writing III, organizing it in such a way that it is clear to the reader how the different pieces of literature fit together and frame the student's dissertation. The proposal needs to articulate *why* the dissertation is important and should be completed. Students concentrate on weaving the literature into a coherent structure that can act as a conceptual framework for the dissertation, helping guide the student through the process of structuring the problem and interpreting findings. The literature cited must be of sufficient depth and breadth, and must include high-quality, empirical work.

2) Study Methods

Students develop the methods section so it is clear to a reader unfamiliar with the study *what* is to be done. Students should specify the research design and intended methods so it is clear *how* the study is to be conducted and the data analyzed. Students should thoroughly describe the proposed study methods, as well as the participants, setting, sampling plan, data collection instruments and/or extant data sets available, and the plan for analyzing the data. Students should explain how they plan to control for internal and external validity, as well as potential problems with data analysis. This section must include a timeline for completion of the dissertation.

Students craft the dissertation proposal during the Professional Writing sequence in Year 1 and Research Writing during Year 2 and create and practice a proposal presentation during Dissertation Apprenticeship in Spring of Year 2. During this time, students work with their advisor to form their dissertation committee.

Once approved by their committee chair, students conduct a meeting of all members of the committee to present their proposal, and obtain their signatures on the *Dissertation Prospectus and Proposal Approval* form (See: <https://education.uoregon.edu/educational-methodology->

[policy-and-leadership/dissertation-resources](#)). Students submit a copy of this signed form to the department Students Services Coordinator directly after the meeting.

Once approved, the proposal becomes a compact between the student and the committee, outlining the specific steps the student has committed to follow and the conceptual lens through which the student has viewed the study. When committee members sign off on the proposal, they agree that the dissertation design is ready to implement, and that the student will not be asked to perform any more or any less to satisfy degree completion.

The actual dissertation oral defenses will be scheduled to take place on a set day or days where multiple students will present their defenses in a format resembling an educational conference. Defenses will be clustered into topical areas, with students presenting their findings individually, fielding questions from their committees and others in attendance. The EMPL D.Ed. Dissertation Conference will provide doctoral candidates with the opportunity to showcase their work and share it publicly with colleagues.

Research

The goal of the D.Ed. program is to develop leaders capable of designing and implementing effective and accountable programs. In the course of study, candidates address various issues in leadership practices, learning systems, and policy development and implementation. Students take courses focusing on content essential for educational leadership and complementary research methods that teach key analytical tools. Students are encouraged to formulate a problem of practice in which they are interested, that is relevant to their current (or future) position, and for which faculty have expertise, experience, and interest.

Research skills emphasized in the program are the keystone for students to complete a high-quality executive dissertation. Students first learn about research designs that can be implemented in the field through a specific set of methods: (a) action research, (b) survey methodologies, (c) case studies, (d) policy analyses, and (e) program evaluation (non-experimental methodologies). Students then become proficient with measurement systems that allow them to describe and scale behavior for individuals or groups. Finally, students become familiar with basic analytic and statistical skills. In this process, the acquired knowledge and skills are used to formulate problems and complete dissertations that are realistic and practical. Students are encouraged to use data sets from their schools or districts or to collaborate with their peers in the program to analyze common data sets. In some cases, students may use data provided by EMPL faculty or UO research units.

All theses and dissertations must be formatted to conform to the UO Graduate School's on-line *Style and Policy Manual for Theses and Dissertation*.

Dissertation Committee Approval

Within 30 days after official advancement to candidacy by the Graduate School, students must submit a Committee and Proposal Approval form to the department. This form provides the proposed title of the dissertation, a very brief description of the project, a roster of names of people who are qualified and who have agreed to serve on their dissertation committee, and whether or not Human Subjects Research will be involved. (See *EMPL Forms on the department website under STUDENT RESOURCES – DISSERTATION RESOURCES*:

<https://education.uoregon.edu/educational-methodology-policy-and-leadership/dissertation-resources> .

Qualifications and requirements for who can serve in given roles on any given committee are very specific. Carefully review the policies for the establishment of a committee on the Graduate School's website at: <http://gradschool.uoregon.edu/committee-policy> .

Students email this form with signatures and role titles to the Student Services Coordinator, who will submit it to the Graduate School for consideration of approval.

The Graduate School automatically sends an email to each prospective committee member, notifying them of this assignment and confirming their agreement to serve. Until the Graduate School has emailed official approval of the committee to the student and department, the committee is not official. Students MAY NOT conduct research until this process is complete. Once approved, the dissertation committee Chair becomes the official "Academic Advisor" for the remainder of the student's studies.

Committees must be established and chairs remain constant for at least six months before a student can defend a dissertation.

Preparing and Defending the Dissertation

In addition to the required components of the selected dissertation option, the Graduate School has several additional documents that must be included with the dissertation. Please refer to the Graduate School Style and Policy Manual for Theses and Dissertations (<http://gradschool.uoregon.edu/policies-procedures/doctoral>) 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, formatting, timing, and methodology of submission. Students are expected to graduate during the term of your oral defense. ***It is critical that students identify and track timelines and deadlines carefully.*** For current detailed instructions, please see the Graduate School's website using the link above.

Oral Defense

Oral defense of a dissertation is the final component of the degree, in which the student presents the dissertation to the committee.

At least one term before students intend to hold their Final Oral Defense and graduate, they must:

- Review their unofficial transcript to ensure they have met all residency and full-time requirements, and check for any unresolved incompletes (except EDLD 603 Dissertation)
- Update their Planned Program to ensure that the contents of both documents exactly match and that all requirements will have been met before defending
- Check the Graduate School's Calendar of Deadlines (<http://gradschool.uoregon.edu/node/263>) to establish the deadlines for the final milestone tasks.

- Students will work with the D.Ed. program director to identify the date on which they will present their oral defense, after which they are responsible for submitting the following applications by the given deadlines:
 - Application for Degree (graduation)
 - Application for Final Oral Defense

In response to the Application for Final Oral Defense, the Graduate School sends an official email to each committee member asking him or her to confirm his or her planned attendance.

- After ALL members have logged into GradWeb and confirmed their attendance, an automatic email enables the department to generate an approval of the Application for Final Oral Defense (this form must be signed by the Department Head).
- When this is signed, a copy of this form is placed in the student's file, an email is sent to the student notifying him or her that and the original is now available to them for the required submission with the final abstracts to the Graduate School.

This step must be completed in time for the student to deliver it, along with the final abstracts to the Graduate School, AT LEAST THREE WEEKS BEFORE THE FINAL ORAL DEFENSE.

We recommend that students use this remaining three-week timeframe time to

- Order their regalia for spring graduation, using the instructions on the College of Education website, at: education.uoregon.edu
- Submit the final copy of the final signed planned program and transcript to the department's Student Services Coordinator
- Confirm reservations for their meeting room, and equipment they have ordered with the D.Ed. program director.
- Remind committee members and guests of the time, date, and location (including directions and parking information)

A few days before the defense, the Graduate School sends a Certificate of Completion form to the Committee Chair with instructions to bring it to the Final Oral Defense meeting. At the conclusion of the defense, the committee meets privately to discuss the result and uses this form for each committee member to confirm by signature whether or not the committee agrees that the defense was successful. If all committee members agree and sign off, the Chair delivers this form to the department's Student Services Coordinator so that he or she can insert a copy into the student's file and send the original to the Graduate School.

Completion

Students submit any required final revisions of their dissertations to the Graduate School by uploading them via the internet using the instructions and deadlines listed on the Graduate School's Calendar of Deadlines <http://gradschool.uoregon.edu/node/263> .

Graduation and Commencement

The schedule and instructions for participating in University and/or College of Education Commencement Exercises are posted during spring term on the College of Education's website, at: <http://education.uoregon.edu>.

On-Leave or Withdrawal from the Program

Taking a leave of absence, or completely withdrawing from the program can have serious long-term consequences if specific steps are not followed in a timely manner. Please contact the department's Student Services Coordinator for complete instructions the term **BEFORE** you intend to either take time off or completely withdraw from the program.