

**Doctorate of Philosophy (PhD)
in
Quantitative Research Methods in Education**

University of Oregon College of Education
Department of Education Studies

**Program Manual
2023-24**

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Table of Contents

INTRODUCTION	3
PHD IN QRME PROGRAM PURPOSE AND GOALS	4
PROGRAM DESIGN	5
LEARNING COMMUNITY AND APPLIED COURSES	5
QUANTITATIVE METHODS TRAINING	5
INTERDISCIPLINARY CONCENTRATION	6
APPRENTICESHIP MODEL	6
GENERAL INFORMATION ON THE DEPARTMENT OF EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP	7
INTERDISCIPLINARY LEARNING	7
FACULTY RESEARCH INTERESTS & AREAS OF EXPERTISE	8
AFFILIATED RESEARCH AND OUTREACH CENTERS	8
HYBRID EDUCATION.....	9
POLICIES	10
PROGRAMS, POLICIES, PROCEDURES, AND DEADLINES.....	10
CREDIT TRANSFER POLICY	11
PROGRAM EXPECTATIONS & REQUIREMENTS.....	11
COURSEWORK	12
<i>Planned Program.....</i>	12
<i>QRME Learning Community Courses (24 credits).....</i>	12
<i>COE Core Methods (18 credits).....</i>	14
<i>Advanced Quantitative Methods (24 credits)</i>	15
<i>Interdisciplinary Concentration (24 credits)</i>	15
<i>Dissertation Credits (18 credits minimum).....</i>	16
COMPREHENSIVE PORTFOLIO AND ADVANCEMENT TO CANDIDACY.....	17
<i>Portfolio Management.....</i>	18
PROPOSAL AND DISSERTATION	19
<i>Forming the Committee</i>	21
<i>Proposal.....</i>	21
<i>Writing the proposal</i>	21
<i>Conducting and Defending the Dissertation</i>	23
<i>Dissertation Content Details.....</i>	24
<i>Article-based Dissertation</i>	25
<i>Dissertation Tips from Prior Students.....</i>	25
APPENDIX A. PLANNED PROGRAM TOOLS	26
APPENDIX B. SAMPLING OF INTERDISCIPLINARY CONCENTRATIONS AND RELATED COURSES	27

Introduction

Welcome to the program manual for the Doctor of Philosophy in Quantitative Research Methods in Education (PhD in QRME). This manual contains important information that guides PhD students in the Department of Education Studies (EDST) throughout their doctoral studies. In this manual, you will find information about the purpose and goals of the PhD in QRME program, details about the program's design, and information about the EDST department and faculty. You will also find URLs for important University of Oregon, College of Education, and department policies. The manual also includes an overview and details regarding the PhD coursework, comprehensive portfolio of competencies, and dissertation, all of which represent key milestones in every PhD student's progress.

It is critical for students admitted in a given year to read the manual *for their admission year* thoroughly and even more so to use it as resource repeatedly throughout the course of their studies. If you have questions not answered by the manual, be sure to reach out to EDST personnel for help. Your best resources are your assigned Advisor, the PhD Program Director, the Administrative Program Assistant, and the EDST Department Head. All of these individuals will be more than happy to assist you in your doctoral journey. Good luck!

PhD in QRME Program Purpose and Goals

The University of Oregon's (UO) College of Education (COE) Department of Education Studies (EDST) offers a Doctorate of Philosophy (PhD) in Quantitative Research Methods in Education (QRME). The purpose of the PhD in QRME is to develop researchers, scholars, and policy leaders who engage in traditions of inquiry that create knowledge and understanding that is founded in empirical, largely quantitative, evidence. The focus is on (1) understanding causal and complex relationships within applied educational, social, and institutional settings and (2) the evidenced-based application of knowledge to inform policy and practice in educational and social settings.

This research-intensive doctoral program emphasizes thorough grounding in a variety of quantitative research methods commonly employed in educational research while supporting advanced knowledge and scholarship in an interdisciplinary concentration related to education. The program of study for the interdisciplinary concentration is developed in consultation with a student's program advisor and should represent a coherent but intersectional perspective on an area of education research.

The degree requires 90 credits of post-baccalaureate coursework and an additional 18 dissertation credits. Students are expected to employ advanced quantitative research methods in the pursuit of their dissertation. Graduates will be well trained to gain employment in academia and in local, state, or national research and policy centers and agencies.

The goals of the PhD program are as follows:

- Prepare individuals to advance and apply rigorous research methods to evaluate and improve policy and practice in educational and social settings;
- Develop knowledge and skills in the application, interpretation, and dissemination of research essential to promoting success and equity in access and outcomes in education; and
- Foster professional outcomes for students including abilities to conduct and communicate research effectively, positively impact educational and social policy and practice, and serve in a variety of professional roles in academic institutions or applied institutional settings.

Program Design

The PhD in Quantitative Research Methods in Education is designed to provide a coherent curricular experience that includes both strong methods training and development of interdisciplinary expertise in a well-defined aspect of education, all within a supportive learning community. The program is a full-time commitment and typically includes three years of coursework and one or more years of dissertation work.

As described in the Policies section of this manual, some of the coursework may be waived due to transfer credits, but not all graduate credits earned previously will necessarily transfer (see Policies, Credit Transfer Policy). It is also possible that students may take more or fewer years to complete coursework depending on the number of credits in which they enroll each term.

Learning Community and Applied Courses

To foster collaboration, apprenticing, and structured practice opportunities, PhD students take 24 seminar and writing course credits. The heart of the seminar credits is a repeating research seminar that PhD students take each fall until they advance. Students are welcome and encouraged to continue attending this seminar after advancement as well. The research seminar functions as an induction into the EDST department and into the field of quantitative research in education more broadly. In addition to the research seminar, students also take a teaching seminar and a professional careers seminar to round out their orientation to the field.

Students also take three writing courses, one in each year of coursework. These courses build in complexity and are opportunities for students to hone their professional writing for specific purposes: synthesizing literature, proposing research, and reporting study results. Together these courses provide consistent collegial support for students throughout the coursework years of their doctoral study.

Quantitative Methods Training

PhD students take 18 credits of core methods training and an additional 24 credits of advanced methods training. The core methods represent the basic methods training required of all COE PhD students, and the courses cover quantitative topics through multiple regression and multivariate statistics, as well as advanced research design.

The 24 credits of advanced training are a unique requirement to the PhD in QRME. These credits take students well beyond the core and include subjects like structural equation modeling, hierarchical linear modeling, and item response theory, among others. As a result, students have a thorough grounding in some of the most common advanced analysis methods currently employed in education research.

Interdisciplinary Concentration

PhD students also take 24 credits in an interdisciplinary concentration. The concentration should be related to the student's intended field of inquiry and enable the student to take interdisciplinary perspective on that inquiry. The interdisciplinary concentration may represent a wide range of fields from education policy to education psychology to sociology of education and beyond.

Due to the flexibility of the concentration, it is especially important that careful consideration and consultation with a student's advisor goes into the crafting of the concentration topic and the selection of courses to fulfill this requirement. In addition, students may wish to consult with faculty outside EDST to inform this part of their program of study given that half of the 24 credits need to be taken outside EDST.

Apprenticeship Model

Beyond structured aspects of the PhD in QRME program, induction into EDST, the COE, UO, and the field requires that students work closely with faculty in what essentially constitutes an apprenticeship model. Although each student is assigned a faculty advisor, that faculty member is not a student's only possible connection to faculty at UO. Students are encouraged to meet with other faculty, to attend COE and campus talks, and generally to engage in the broader UO community as opportunities arise. One of the hardest lessons for some PhD students to learn is that students must take the initiative in seeking out connections, opportunities, and supports.

While a student's Advisor, Program Director, and Administrative Program Assistant are eager to assist students, they are not a student's only resource. For example, the COE is home to several well-established research and outreach centers doing exciting work. Engagement with the research and outreach centers can provide rich opportunities to engage with other researchers, diverse research projects, and technical assistance events. In short, in the EDST model, a student is not apprenticed to a single faculty member, but to their field of inquiry, which often requires multiple mentors.

General Information on the Department of Educational Methodology, Policy, and Leadership

EDST is one of three departments within the College of Education (COE) at the University of Oregon (UO). The two other departments are: Counseling Psychology and Human Services (CPHS) and Special Education and Clinical Sciences (SPECS). Across all three departments, there are a total of seven PhD programs.

EDST offers two doctoral degree programs: the PhD in QRME and a PhD in Critical and Sociocultural Studies in Education. This manual describes the PhD in QRME program only. In addition to these doctoral degrees, EDST also offers a Master's in Science in Educational Policy and Leadership.

Interdisciplinary Learning

Students in the PhD in QRME program often take classes with students from other EDST graduate degree programs and other programs in the COE and at UO. These classes are opportunities to strengthen students' abilities to engage with interdisciplinary perspectives. As a result, QRME PhD students will have multiple opportunities to interact and collaborate with students from other PhD programs, which supports the interdisciplinary intent of the PhD in QRME.

QRME students may also consider **concurrently pursuing an additional graduate degree** in another area; either inside of the College of Education, or elsewhere on campus. For more information on pursuing concurrent graduate degrees, please see:

<https://graduatestudies.uoregon.edu/academics/policies/concurrent/pursuing-concurrent-degrees>

PhD students interested in pursuing Administrator licensure are encouraged to explore the programs offered and discuss concurrent enrollment with those who manage that program.

LINK: <https://education.uoregon.edu/edld/licensure>.

Faculty Research Interests & Areas of Expertise

Prospective and current students are encouraged to explore faculty areas of expertise so that they may participate in research and scholarship opportunities. The COE website offers the most up-to-date information of each faculty member's research interests and expertise. Students are encouraged to attend faculty colloquiums and to meet with faculty beyond their assigned Advisor and course instructors, as well as faculty beyond QRME.

As of September 2022, affiliated QRME faculty are as follows. Links to faculty bios and contact information as hot-links of their names:

- [Gina Biancarosa](#), EdD, Professor
- [David Liebowitz](#), EdD, Assistant Professor
- [Kathleen Scalise](#), PhD, Professor
- [Joseph Stevens](#), PhD, Emeritus Professor
- [Gerald Tindal](#), PhD, Emeritus Professor
- [Ilana Umansky](#), PhD, Associate Professor
- [Keith Zvoch](#), PhD, Professor

Affiliated Research and Outreach Centers

Faculty members in EDST are actively involved in many of the Research and Outreach Centers affiliated with the UO College of Education. Many of these are listed below, along with specific affiliated faculty and web URLs, but several others exist. PhD students are encouraged to explore research and outreach centers on the COE website and to inquire directly with the centers and affiliated EDST faculty about involvement opportunities.

- **Behavioral Research and Teaching (BRT;** <http://www.brtprojects.org/>): Julie Alonzo, Daniel Anderson, Joseph Nese, Gerald Tindal
- **Center for Equity Promotion (CEQP;** <http://ceqp.uoregon.edu/>): Heather McClure
- **Center on Teaching and Learning (CTL;** <http://ctl.uoregon.edu/>): Gina Biancarosa.
- **Prevention Science Institute (PSI;** <https://psi.uoregon.edu/>): Mark Van Ryzin

There are a total of 13 COE-affiliated research and outreach centers; more information can be found here: <https://research.uoregon.edu/facilities/centers-institutes-0> .

Hybrid Education

The College of Education utilizes a hybrid education model in courses that serve distance students, who are generally practicing professionals across the state of Oregon. PhD students occasionally take courses that use this hybrid model, but they are not the bulk of the PhD coursework experience.

Hybrid courses are typically scheduled in the late afternoons, during summers, and occasionally on weekends. Online tools and instructional pedagogy are used to enable both distance-based and local students to participate and interact with instructors and fellow students synchronously. Tools include videoconference, webinar, and other technologies that create opportunities to interact with others throughout the state without having to devote a significant amount of time to travel to the UO campus. It also brings PhD students into direct contact with numerous skilled and often highly experienced working educational leaders throughout the state, who have active knowledge of problems of practice.

Hybrid education courses vary in their structure. Many of the courses are offered in a synchronized manner using live videoconferencing with remote sites. Others utilize a hybrid format combining live videoconferencing and/or live webinar with asynchronous content (i.e., independent coverage of online content). Depending on the instructor and course, Eugene area students may participate in synchronous meetings of these courses by attending online or in person on campus. To ensure a successful learning experience, it is critical that students review course syllabi very carefully and pay attention to department and instructor expectations.

Policies

There are a number of policies that shape the student learning experience. These policies span from the classroom to the university level, are subject to change, and students are expected to be aware of these policies and comply with them.

Deadlines are strict in the EDST department, COE, and the UO Division of Graduate Studies. While students can get support from their Academic Advisor and the QRME Administrative Program Assistant, they are expected to self-manage their deadlines and remain aware of current policies.

Because policies and URLs change, it is a good idea to print out the policies as they stand at the time of a student's admission. When in doubt about whether a policy applies to you, check with the QRME Administrative Program Assistant.

Programs, Policies, Procedures, and Deadlines

Students are expected to familiarize themselves with all University of Oregon, Division of Graduate Studies, College of Education, and EDST department and QRME program policies, procedures, and deadlines. Policies and procedures are subject to change. For current information, please visit their websites as well as detailed department policies found on the **QRME Student Resources Blog**: <https://empl.uoregon.edu/> *(Link subject to change)*

- University of Oregon: uoregon.edu
- Registrar: registrar.uoregon.edu
- Division of Graduate Studies: <https://graduatestudies.uoregon.edu/>
- College of Education: education.uoregon.edu
- PhD in QRME Program: education.uoregon.edu/qrme
- EDST QRM Specialization for other MS and PhD Programs: <https://education.uoregon.edu/qrme>
- Educational Data Science Specialization: <https://education.uoregon.edu/epol/specialization-educational-data-science>
- Administrator Licensure Programs: <https://education.uoregon.edu/edld/licensure>
- Research Ethics and Compliance: <https://research.uoregon.edu/about/administrative-units/research-compliance-services>
- Academic Dates and Deadlines: <https://registrar.uoregon.edu/calendars/academic>

Credit Transfer Policy

With advisor approval, up to 21 quarter credits from graduate-level coursework completed within 15 years of application to the program may be requested to be transferred into the program when they align with required coursework. Transfers may reduce the number of credits of required coursework subtotal, and lower the total number of credits taken while in the program, *but credits taken in the program may not fall below the minimum of 81 total credits required by the Division of Graduate Studies to be taken after admission to the program.* Current Division of Graduate Studies policy dictates that Doctoral candidates must complete the equivalent of **at least 81 quarter credits of graduate-level work** beyond the baccalaureate degree, over the course of at least three calendar years.

- Of the 81 credits total, at least 27 credits must be UO credits (see [Doctoral Residency Requirements](#)).
- Of the 81 credits total, at least 18 credits must be in Dissertation (603).

Students will be responsible for ensuring that they meet the Division of Graduate Studies' [full-time residency requirement](#) and the department's coursework and credit requirements each term.

Program Expectations & Requirements

The UO Division of Graduate Studies allows doctoral students up to seven years to complete their degree, although most PhD in QRME students are expected to complete their degree within five years. The PhD in QRME degree is composed of three broad activities: (1) coursework, (2) a comprehensive academic portfolio and advancement to candidacy, and (3) a proposal and dissertation. The structure and requirement for each of these activities is explained below.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4+
Logistics	Residency requirement fulfilled		Competencies completed	Committee formation
	Planned program established	Planned program updated	Planned program completed	Dissertation proposal
	Annual review	Annual review	Annual review	Dissertation defense
			Advancement at end of year	
Credits	Minimum 27 credits completed	Minimum 54 credits completed	Minimum 81 credits completed	Minimum 18 dissertation credits completed

Coursework

The PhD in QRME program requires a total of 108 credits for the degree. Of the 108 credits, at least 90 credits are coursework that must be completed for advancement to candidacy and 18 credits must be EDLD 603 Dissertation credits taken after advancement to candidacy. Some students may take more than 18 dissertation credits.

Transfer of previously completed graduate credits may be allowed (see PhD Credit Transfer Policy) and can reduce the total required number of credits. Up to 21 graduate credits may be transferred in from another degree program (see [Credit Transfer Policy](#) above).

Planned Program

Each student is required to maintain an up-to-date program plan. The Planned Program Form is downloadable from the QRME Student Support Blog website at <https://empl.uoregon.edu/> (link subject to change). Students are expected to establish a Planned Program by the end of the first term of study and email a fully signed copy of it to the QRME Administrative Program Assistant (APA). Planning ahead is critical to meeting programs requirements.

Students are expected to maintain and update this form with the results of their studies at the end of each term, and re-submit it to the APA in the event of any significant approved change, as well as when they prepare to advance to candidacy (if in a doctoral program) and then later, prepare to graduate.

[Appendix A](#) includes two tables that are useful tools when planning your program of study. The first is a table of courses that must be taken at a specific point during your coursework. These are also inserted into the planned program. The second is a table of required courses that are offered on a rotating basis that is generally but not always alternating years. To ensure that students complete required coursework within the typical three years necessitates taking this schedule into account.

The planned program includes several sections. The first section is for transfer credits (see Transfer Credit Policy for which credits may be transferred). The second section is for COE mandated methods courses. The third section is for courses that serve to establish and facilitate the QRME learning community. The fourth section is for QRME advanced methods courses. The fifth section is for interdisciplinary concentration courses. The requirements for each of these sections is detailed below. The planned program ends with several sections related course substitutions, portfolio competencies, and dissertation credits.

QRME Learning Community Courses (24 credits)

The PhD in QRME program involves several courses designed to foster a strong and collegial learning community among its students. These courses provide formalized opportunities for students to develop and refine their skills and identities as scholars and researchers. The courses are listed in the next table.

The cornerstone of the learning community experience is the PhD Research Seminar, which is taken a minimum of three times (each fall during the first three years of study). Students are

welcome and encouraged to continue attending after advancement as well. The Research Seminar gives students the opportunity to become integrated into the research and scholarly life of the College of Education (COE) through frequent encounters with faculty and iterative development of an independent research agenda and statement. It also provides an iterative induction and mentoring experience with faculty besides the student’s advisor.

In addition, students also take a Teaching Seminar and Professional Careers Seminar, typically in their second and third years of study. The Teaching Seminar provides students with an opportunity to develop a teaching statement and a course syllabus, as well as take advantage of a wide array of resources that expose them to a variety of pedagogical approaches employed in post-secondary teaching and learning. The Professional Careers Seminar provides students with an opportunity to explore career options, develop a job talk, refine their curriculum vitae, and hone skills in communicating research results.

Finally, PhD students take three writing courses. Two of these courses are Educational Leadership (EDLD) prefix courses and the other is taken in either the Special Education and Clinical Sciences or Education Studies departments. These courses are ideally taken in sequence and one per each year of coursework.

In their first year of study, PhD students are strongly encouraged to complete EDLD 698 Professional Writing III, which focuses on producing a research synthesis. EDLD 698 is offered annually in the spring. PhD students may also opt to take EDLD 696 and EDLD 697 Professional Writing I and II, which focus on learning APA style and conducting and documenting a systematic literature search, if they feel they would benefit from the courses. EDLD 696 and 697 are offered annually in fall and winter respectively.

Course Number	Course Title (units)	Offered	Year Taken
EDLD 677	PhD Research Seminar (3)	Annually	Year 1
EDLD 677	PhD Research Seminar (3)	Annually	Year 2
EDLD 677	PhD Research Seminar (3)	Annually	Year 3
EDLD 676	Professional Careers Seminar (3)	Every 3 rd year	When offered
EDLD 678	Teaching Seminar (3)	Every 3 rd year	When offered
EDLD 698	Professional Writing III (3)	Annually	Year 1
SPED 626 or EDST 667	Grant Writing (3)	Annually (SPED), Every other year (EDST)	Year 2
EDLD 659	Scholarly Writing (3)	Annually	Year 3

In their second and third years of study, PhD students take courses in grant writing and scholarly writing respectively. The COE offers two COE courses in grant writing: SPED 626 and EDST 610, typically offered in fall and winter terms respectively. Students and their advisors are

encouraged to consult syllabi for these two courses and consider student professional goals in choosing between them. The final writing course is EDLD 659 Scholarly Writing, which is intended to support students in authoring an article suitable for peer review. It is best taken in the third year of study, when students generally have engaged in at least one empirical study for which they can report results.

COE Core Methods (18 credits)

The core methods courses required by the COE provide a strong methodological foundation for all COE doctoral students. All COE doctoral students are required to take 4-5 courses in a primary method and 1-2 courses in a secondary method. Primary methods at the COE include quantitative, qualitative, and single subject research methods; secondary methods can be any of the primary methods or program evaluation. In the PhD in QRME program, quantitative methods are required as the primary method and program evaluation is required as the secondary method. The required courses are listed in the next table.

Students may petition the department to declare an alternative secondary method. Students must discuss a petition with their advisor and write a formal memo requesting the alternative secondary method, which the advisor will bring up for vote with faculty during a department meeting. Alternative secondary methods will not be approved after the fact (i.e., after two courses have been completed).

Course Number	Course Title (credits)	Offered	Prerequisite Courses	Year Taken
EDUC 641 (may be listed as 610)	Applied Statistics in Education and Human Services I (3)	Yearly	EDUC 612 & 614	Year 1
EDUC 643 (may be listed as 610)	Applied Statistics in Education and Human Services II (3)	Yearly	EDUC 640	Year 2
EDUC 645 (may be listed as 610)	Applied Statistics in Education and Human Services III (3)	Yearly	EDUC 640	Year 2
EDUC 646	Advanced Research Design (3)	Every other year	EDUC 640	Year 2
EDUC 620	Program Evaluation I (3)	Every other year		Year 1, 2, or 3
EDUC 621	Program Evaluation II (3)	Every other year	EDUC 620	Year 1, 2, or 3

Note that EDUC 641, the first course in the quantitative core sequence, has a co-requisite course: EDUC 612 Social Science Research Design. Students may be able to waive this prerequisite course based on previous coursework or experience only if they follow the COE Required Course Waiver Policy.

Advanced Quantitative Methods (24 credits)

The required advanced quantitative research methods courses provide students with rigorous training in a range of commonly employed quantitative analysis methods. The year in which any is taken will vary depending on what year a student enters due to the rotating schedule for these courses. Beyond the courses listed in the next table, which total 21 credits, students can take experimental courses (courses which are numbered as “610”) in EDST and advanced methods offered in other COE and UO departments. For example, the Prevention Science program in the COE offers a two-course sequence in meta-analysis. Such courses may be substitute for the courses listed, but students should consult carefully with their Advisor and the PhD Program Director before assuming a given course will be accepted as an adequate substitute.

Course Number	Course Title (units)	Offered	Prerequisite Courses	Year Taken
EDLD 667	Advanced Measurement & Assessment (3)	Every other year	EDLD 663	Year 1 or 2
EDLD 650	Adv. Sem. in Educational Research Methods (3)	Every other year	EDUC 640	Year 2 or 3
EDLD 633	Structural Equation Modeling I (3)	Every other year	EDUC 642	Year 2 or 3
EDLD 634	Structural Equation Modeling II (3)	Every other year	EDLD 633	Year 2 or 3
EDLD 661	Item Response Theory I (3)	Every other year	EDLD 667	Year 2 or 3
EDLD 628	Hierarchical Linear Models I (3)	Every other year	EDUC 642	Year 2 or 3
EDLD 629	Hierarchical Linear Models II (3)	Every other year	EDLD 628	Year 2 or 3

Interdisciplinary Concentration (24 credits)

The interdisciplinary concentration allows students to craft an applied area of study that bridges EDLD-prefix courses with at least one other substantive area outside the College of Education. Half of the required 24 credits should be taken within EDST (EDLD-prefix) and half in departments outside EDST. Beyond this requirement, the credits can be taken in any configuration. For example, four 3-credit courses or three 4-credit courses both satisfy 12 credits worth of coursework. Going over 12 credits in either category is perfectly acceptable, but completing fewer than 12 credits within or outside EDST is not allowed.

Most critical is that all 24 credits should contribute to a coherent plan of study in an interdisciplinary area. The concentration should reflect student interests and engage students

in interdisciplinary perspectives on the topic of inquiry. It should also be developed in close consultation with a student's Advisor.

A fairly comprehensive list of examples of potential courses outside EDST that may be of interest to students drawn from a recent UO Course Catalog is supplied in [APPENDIX B](#). Course offerings within and outside EDST naturally change over time. Thus, it is important to consult the UO Course Catalog annually for current course offerings (<http://uocatalog.uoregon.edu/>). When planning a year or more ahead, it is a good idea to contact the offering department to determine when a course will next be offered.

Dissertation Credits (18 credits minimum)

EDLD 603 Dissertation credits provide the structured space for students to engage in their dissertation work. These credits are taken with the advisor after advancement to candidacy and while the student is working on dissertation research, analysis, and writing. They can be taken in any configuration so long as students are compliant with Division of Graduate Studies policy (minimum 3 credits per term (every fall, winter, and spring. Summer enrollment is optional), minimum 18 credits total; <https://graduatestudies.uoregon.edu/academics/policies>), and as applicable with Graduate Employee guidelines: <https://graduatestudies.uoregon.edu/funding/ge>

Please be aware that if you choose not to enroll in any dissertation credits in a term, you are not allowed to utilize any UO resources, including faculty/staff email contact, in regard to the dissertation. If you do, the Division of Graduate Studies will require you to retroactively enroll in credits for the terms in which you have done so. This policy also applies to summer term.

Comprehensive Portfolio and Advancement to Candidacy

Students will develop and submit a comprehensive portfolio that demonstrates and documents evidence of their mastery of key competencies as they move through the program. As part of the first several years of study, doctoral students compile evidence for a portfolio that demonstrates they have successfully mastered the competencies required to advance to the dissertation phase. This portfolio meets the Division of Graduate Studies' 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 purpose of advancement to candidacy includes:

- A. Providing students with an opportunity to demonstrate their knowledge and expertise in specific areas of study.
- B. Setting the occasion for students to integrate their knowledge and skills in professional activities related to their scholarship and teaching.
- C. Evaluating students' competence in their general and professional knowledge and their capacity to successfully conduct and defend a dissertation.

Domains evaluated include:

1. Professional standards
 - a. Read and critically analyze and consume research
 - b. Translate research into practice, decisions, policy
 - c. Understand and employ professional standards for equity, fairness, treatment of human subjects, and principled leadership in research and practice
2. Scholarly communication
 - a. Effective oral and written communication with diverse stakeholders, including ability to share research findings
 - b. Knowledge and understanding of diversity issues
 - c. Knowledge and understanding of organizational identify
 - d. Knowledge and understanding of strategic communication
3. Educational inquiry
 - a. Gather and apply empirical evidence in practice
 - b. Understand how to conduct/supervise field-based research
 - c. Employ conceptual frameworks and methodological approaches appropriate for the line of inquiry

The next table summarizes the different items PhD students are required to include in their portfolio. The final portfolio will have seven pieces of evidence. Five items are required (journal article review, mock job talk, literature review, updated resume or CV, and updated/signed planned program), and an additional two are selected from the options listed in Groups B and C (i.e., one per group).

From Course #	Course Title		Deliverable Name	Term/Year
GROUP A: ALL ITEMS REQUIRED				
EDLD 676	Professional Careers Seminar	A-1	Journal Article Review	F1
EDLD 676	Professional Careers Seminar	A-2	Mock Job Talk	F1
EDLD 698	Professional Writing III	A-3	Literature Review	S1

GROUP B: CHOOSE ONE				
EDLD 659	Scholarly Writing	B-1	Manuscript Fit for Peer Review	F3
EDLD 677	PhD Research Seminar	B-2	Conference Presentation	F2 or F3

GROUP C: CHOOSE ONE				
SPED 626 or EDST 667	Grant Writing	C-1	Grant Proposal	F2 or W2
EDLD 678	Teaching Seminar	C-2	Course Syllabus	F3
NA	With Advisor's Approval	C-3	Technical Report	W3

GROUP D: ALL ITEMS REQUIRED				
D-1	Updated Résumé or Curriculum Vitae			S3
D-2	Updated Planned Program, showing successful completion of all requirements, and submission of all portfolio elements, signed by you and your Advisor. Attach this Planned Program to an email to the Administrative Program Assistant requesting official advancement to candidacy at least 2 weeks before the beginning of the term during which you wish to be advanced and able to take dissertation credits. OK to leave grades off final term if they will be passing. KEEP THIS PLANNED PROGRAM FILE. You will update it again just before graduating.			S3

Portfolio Management

Upon completion of each evidence product, students must submit an electronic copy of the product to the EDST faculty member responsible for evaluating the product. It is the responsibility of the student to submit the graded product Portfolio Product Completion Record Form to their advisor, who then submits the individual product and signed form to the QRME Administrative Program Assistant by email (Kim Boyd – kboyd3@uoregon.edu). Students

should check for and submit these items at the end of every term, so that products are not lost, and there is no delay in preparing your file for advancement, when that time comes.

The student's advisor conducts a secondary review of the portfolio. Product evaluations are not synonymous with the assigned course product or course final grade. The advisor may require the student to revise one or more course products or submit additional evidential products before advancement to candidacy is granted.

In all communications, it must be clear which exact competency a file is intended to fulfill. Students will have until the end of the term to submit the requisite product(s). The failure to submit in a timely manner may result in a hold being placed on registration and delay progress toward candidacy. Course instructors and faculty advisors are responsible for submitting the portfolio product and Completion Record form within 30 days of receiving the product from the student.

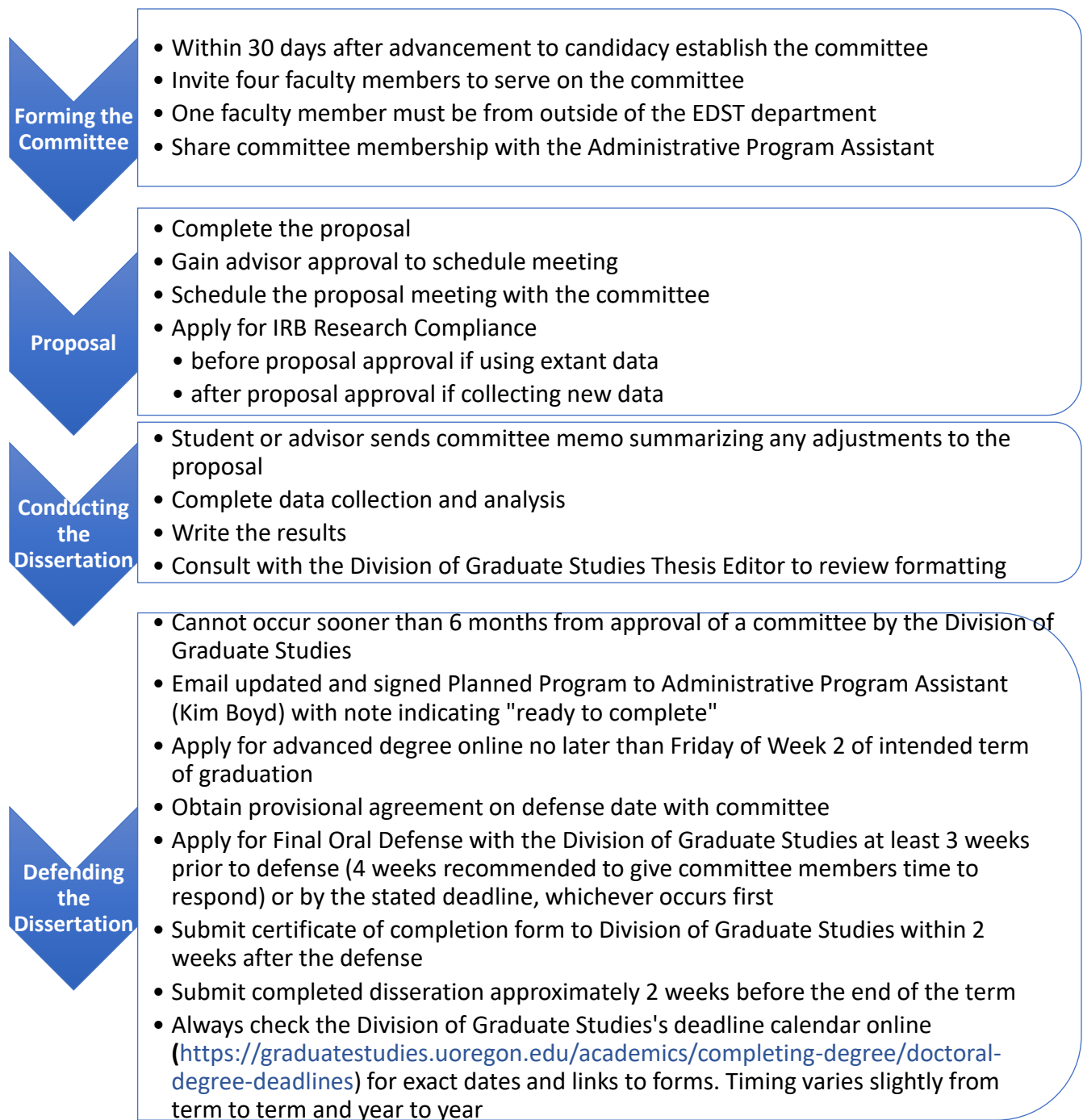
Upon successful completion of coursework and the comprehensive portfolio of demonstrated competencies, doctoral students advance to candidacy, form a dissertation committee, and begin work on an applied research project that will become the dissertation. Doctoral candidates submit a proposal that outlines their proposed dissertation research. To advance to candidacy, doctoral 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;
- Complete residency requirements of three contiguous terms of full-time enrollment.

Proposal and Dissertation

After completing all portfolio requirements and advancing to candidacy, doctoral 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. The dissertation process has many phases, including forming the committee, putting together a proposal, securing IRB approval, detailed in the following sections and in the figure.

Figure. The Dissertation Process



Forming the Committee

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

Students should establish a committee within 30 days after advancement to candidacy and email the names and positions of your committee to the Administrative Program Assistant. The student's advisor must be consulted before committee invitations are made and copied on correspondence.

Proposal

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:

- Introduction and literature review
- Proposed methodology
- Other sections as required by the chairperson

After forming a committee and receiving approval of the proposal draft by their advisor, students can begin to schedule their proposal meeting. Once the proposal is accepted, students are essentially engaged in an independent line of study and need to negotiate their program individually with their advisor. The proposal becomes a compact between the student and the committee, outlining the specific steps the student has committed to follow and the theoretical/conceptual lens through which the student has viewed the study. When the committee members sign off on the proposal, they are agreeing that the design outlined is fully ready to implement, and that the student will not be asked to do any more or any less to satisfy degree completion.

Writing the proposal

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

Drafting the proposal should include a cycle of editing and revising between the student and the dissertation chairperson until the student is given approval to distribute the draft to the committee. Once the advisor has approved the proposal, students should schedule a proposal meeting with committee members approximately more than 3 weeks away from the planned proposal meeting date to allow committee members sufficient time to read the proposal.

In the proposal meeting the committee will offer feedback that may include adjustments to the planned study. After adjustments are made and the committee approves the proposal, students may move on to the data collection and analysis phase. Below are specific guidelines for writing each component of the proposal.

An example of a PhD Proposal would include:

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, and it must include high-quality empirical work. The introduction and literature review are intended to accomplish the following:
 - 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 and highlight critical issues from the literature related to the context for the problem;
 - Summarize classic articles that can be used to orient the research focus;
 - Highlight the literature that will be used to document the problem and selected research focus and motivate and justify the purpose of the dissertation; and
 - Establish the study purpose and research questions.
- Some advisors prefer a single chapter that serves as both the introduction and literature review. Others will require separate chapters.

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
 - a. Propose specific measure(s) to be used to conduct the research. Consider specific issues in establishing and/or evaluating reliability and validity.
 - b. Describe the type of data that will be collected in the research

- c. Propose a strategy for analyzing the data
- d. Include a timeline for the analysis. The timeline should delineate major milestones to be accomplished, chronologically, month-by-month. It should also list projected dates of committee appointment, proposal approval, IRB Human Subjects Office's approval, when sections go to committee or chair, data collection and analysis periods, and proposed or projected date of defense.

IRB: Research Compliance

- Research clearance from the University of Oregon's Office for Responsible Conduct of Research must be obtained before data collection. If you are collecting new data you cannot apply for clearance until your proposal is approved. If you are using extant data you may apply for clearance before your proposal is approved, however revisions to your proposal may result in substantial changes to your variables affecting your IRB Application. In all cases, you should not begin your analyses (other than descriptive analyses) until your committee has approved your proposal.

Conducting and Defending the Dissertation

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

Please refer to the University's Thesis and Dissertation Style and Policy Manual for detailed information about components required in all University of Oregon dissertations. Students should be sure to review the manual on the Division of Graduate Studies website to structure the different sections. The Abstract is written for the Division of Graduate Studies, and they have very specific requirements about its length, content, and formatting.

Note that an Application for Final Oral Defense must be submitted to the Division of Graduate Studies **no later than three (3) weeks prior to defense, when the student's Advisor has approved the final draft. It is critical that students identify and track timelines and deadlines.**

Note that each term has its own "last day to hold Final Oral Defense". The last day to file an application to defend is about 3 weeks before and the last day to upload the completed and approved dissertation and associated forms is generally two weeks later. The last day to apply for a degree online is usually Friday of Week 2 of a term. See the [Division of Graduate Studies Doctoral Degree Completion Deadlines Calendar](#) for further details and exact dates.

Based on these deadlines, in order to graduate in a particular term, the student's Advisor must have their completed dissertation by Monday of Week 2 of the term in which they intend to graduate in order to determine whether they are well poised to graduate that term. This deadline is not flexible because once the Division of Graduate Studies process is set in motion it is exceedingly difficult to stop. If the student cannot make the deadline, it is possible to

complete the defense process in a term, but have the degree conferred in the following term. In such cases, it is sometimes possible to petition to have tuition waived for that final term. See the [Division of Graduate Studies website](#) for further details on final term registration requirements.

Dissertation Content Details

All dissertations must be formatted to conform to the University's Thesis and Dissertation Style, found at the following link: <https://graduatestudies.uoregon.edu/2016-2021-style-manual> . Students should be sure to review the manual on the Division of Graduate Studies website to structure the different sections.

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

- Introduction and Literature Review
- Methods
- Results
- Discussion

Introduction and Literature Review

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

Methodology

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

Results

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

Discussion

In the Discussion section, explain the findings. Interpret the results and their significance. Discuss any problems that arose during the study that might have influenced the findings. Link the findings back to the literature synthesis and discuss the ways in which the results add to

knowledge of the topic studied. Clearly describe the limitations to the study. Discuss the implications of the findings for educational research and practice.

Article-based Dissertation

Students have the option of completing an article-format dissertation. The main difference between the traditional dissertation and an article-based dissertation is in the naming and organization of the middle chapters. Instead of a chapter for the literature review, methodology, and results, the middle chapters of the article-based dissertation are chapters written as stand-alone scholarly works.

An introduction and conclusion come before and after the articles. The introduction establishes the argument for the studies and how they relate to one another. The conclusion summarizes and synthesizes the findings across the studies and relates them back to the larger literature.

An article-based dissertation works best when a student has two or three related but distinct research ideas. The ideas may relate to the same dataset but may also involve more than one data set. The key requirement is that the articles can stand alone and are not overly redundant in research questions, relevant literature, and analyses.

Dissertation Tips from Prior Students

Writing a dissertation can seem like a daunting task, but you've got it! Here are a few tips sourced from the UO faculty experts-

- Buy the APA manual! Your committee will be looking for adherence to APA style, it will save you some revision time.
- Revisit your course materials and assignments! You've learned a lot in your time here. There are many readings, slide decks, and assignments that may help answer questions.
- Find a writing buddy or group! It is helpful to have someone with whom you write weekly (or more often). It keeps you accountable and also some much-needed structure. If possible, finding someone who also is in the dissertation phase can provide additional support in the form of an understanding ear!
- Take advantage of your campus resources! There are Division of Graduate Studies writing workshops, COE writing groups, faculty supports (outside of your committee), writing tutors, and mental health supports that can all help in different ways.
- Remember, you're an expert! When you're presenting, be confident in your knowledge.

Appendix A. Planned Program Tools

Planned Program for fixed course offerings

	Year 1			Year 2			Year 3		
	F	W	S	F	W	S	F	W	S
Learning community	EDLD 677			EDLD 677			EDLD 677		
Writing			EDLD 698	<i>SPED 626</i>	<i>EDST 667</i>		EDLD 659		
Research methods	EDUC 641	EDUC 643	EDUC 645				EDUC 646		
Measurement	(EDUC 612) (EDLD 663)								

Note. Courses listed in parentheses are pre-/co-requisites that students may be able to waive. Students need take only one of the courses in italics.

Rotating required course offerings SAMPLE schedule

	2023-2024			2024-2025			2025-2026		
	F	W	S	F	W	S	F	W	S
Program Evaluation					EDUC 620	EDUC 621			
Research methods		EDLD 633	EDLD 634		EDLD 628	EDLD 629		EDLD 633	EDLD 634
Measurement					EDLD 650		EDLD 667	EDLD 661	
Learning community		EDLD 678		EDLD 676					

Appendix B. Sampling of Interdisciplinary Concentrations and Related Courses

Course number	Course title	Leadership	Policy	Equity in Education	Special Education	Education Psychology	Sociology of Education	Education Law
EDLD 610	Higher Education Leadership	X						
EDLD 610	Higher Education Policy		X					
EDLD 623	Cultural Adaptation of Evidence-Based Practices	X		X	X	X		
EDLD 624	Leading for Equity	X		X	X			
EDLD 626	Social & Cultural Foundations of Education		X	X		X	X	
EDLD 630	Comparative Education		X	X		X	X	
EDLD 631	Education Policy for Multilingual Students		X					
EDLD 632	Education Policy Analysis		X					
EDLD 641	Standards and Accountability Systems	X	X					X
EDLD 642	Survey of US Education Policy		X					
EDLD 644	Learning Organizations	X						
EDLD 683	State and Local Policy		X					X
PPPM 612	Legal Issues in Planning	X						
PPPM 616	Planning Theory and Ethics	X						
PPPM 628	Public Sector Economics		X					
PPPM 629	Public Budget Administration	X						
PPPM 633	Public Management	X						
PPPM 618	Public Sector Theory							
PPPM 637	Public Policy Analysis		X					
MGMT 612	Managing Individuals and Organizations	X						
MGMT 614	Strategic Management	X						
MGMT 615	Leadership	X						
MGMT 623	Negotiation	X						
CRES 614	Negotiation, Bargaining and Persuasion	X	X					X

Course number	Course title	Leadership	Policy	Equity in Education	Special Education	Education Psychology	Sociology of Education	Education Law
CRES 615	Cross-cultural Conflicts in Conflict Resolution	X	X					X
CRES 620	Facilitation	X	X					X
CRES 625	Psychology of Conflict	X	X					X
CRES 631	Managing Conflict in Organizations	X						X
LAW 611	Contracts	X						X
LAW 628	Nonprofit Organizations	X						X
LAW 633	Business Planning	X						X
LAW 640	Children and the Law		X					X
LAW 642	Legislation		X					X
LAW 658	Local Government Law		X					X
EDST 611	The Scholarship of Teaching					X		
EDST 612	Foundations of Teaching and Learning					X		
EDST 616	Language, Power, and Education			X		X		
EDST 650	Teacher Education: Policy and Practice		X					
EDST 660	Urban Schools: History and Politics		X	X				
EDST 661	Sociology: From Reproduction to Resistance			X			X	
EDST 663	Education and Immigration		X	X			X	
SPSY 650	Developmental Psychopathology					X		
SPED 622	History of Special Education and Disability		X	X	X			X
SPED 628	Law and Special Education		X		X			X
SPED 660	Design of Instruction				X			
SPED 680	Foundations in Early Childhood and Early Intervention				X			
SPED 686	Autism in Early Intervention				X			
CPSY 621	Lifespan Developmental Psychology					X		
CPSY 645	Health Promotion and Equity			X		X		
PSY 520	Psychology and the Law					X		X
PSY 533	Learning and Memory					X		

Course number	Course title	Leadership	Policy	Equity in Education	Special Education	Education Psychology	Sociology of Education	Education Law
PSY 536	Human Performance					X		
PSY 538	Perception					X		
PSY 540	Psycholinguistics					X		
PSY 545	Brain Mechanisms of Behavior					X		
PSY 549	Human Neuropsychology					X		
PSY 557	Group Dynamics	X				X		
PSY 558	Decision-Making					X		
PSY 559	Cultural Psychology			X		X		
PSY 568	Motivation and Emotion					X		
PSY 575	Cognitive Development					X		
PSY 576	Language Acquisition					X		
SOC 615	Advanced Sociological Theory						X	
SOC 616	Environment and Resource Issues			X			X	
SOC 644	Race and Ethnicity Issues			X			X	
SOC 656	Issues in Sociology of Gender			X			X	
SOC 664	Political and Economic Sociology Issues		X				X	
ES 552	Race and Ethnicity and the Law			X				X
ES 556	History of Native American Education		X	X				X
ES 560	Race, Culture, Empire		X	X				

Note. Courses, terms offered, and credits are SUBJECT TO CHANGE.