Educational Methodology, Policy, and Leadership

Charles R. Martinez, Department Head
541-346-5171
102 Lorry I. Lokey Education Building

The curriculum leading to master's and doctoral degrees in the Department of Educational Methodology, Policy, and Leadership focuses on the process for development, implementation, and achievement of results in organizations in K–12 settings.

Programs provide educational leaders, policymakers, and researchers with the skills needed to design and implement strategies that improve practices in educational organizations. Graduates are qualified for a variety of positions such as supervisors; specialists in technology and curriculum; principals and superintendents; administrators at the college level (community colleges, four-year colleges, research universities, and international agencies); consultants with school districts; and researchers in evaluation, management, leadership, and educational policy.

License Programs

Administrator License Preparation

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Oregon requires administrators in public schools (vice principals, principals, assistant superintendents, superintendents, and other designated personnel) to hold administrative licenses. The University of Oregon offers planned programs of study leading to the initial and continuing licenses for administrators and superintendents.

Initial Administrator License

The initial administrator licensure program prepares students for building and program administration and for initial school district superintendent assignments. The initial administrator license may be issued to an applicant who completes the 26-credit program, earned a master's degree from an accredited college or university approved to offer teacher education, and provides documentation of at least three years of successful licensed experience. Admission to the program is limited and is based on the applicant's academic work, recommendations, and professional goals. The program begins in June, and admission decisions are made in early spring. Candidates can earn a master of education (MEd) degree at the UO by taking additional course work and completing a master's project.

Continuing Administrator License

This program prepares students for continuing building and program administration—preprimary through grade twelve—and for school district office assignments, including superintendent positions. Students who complete the UO initial administrator licensure preparation program are automatically admitted to the continuing administrator program upon completion of a continuing administrator license application. Application can be made to the program if the applicant completed an initial administrator program at another institution. Applicants to the continuing program must

- have a master's degree
- hold an Oregon initial administrator license
- submit a completed application

Students in the continuing administrator licensure program, if qualified, can be admitted to the doctor of education (DEd) degree program.

Reading Endorsement

This option is available to those already holding an Oregon teaching license. This program's emphasis is in literacy leadership and is for those who want to work as reading interventionists and serve as local leaders in the development, evaluation, and implementation of data-driven literacy systems.

Endorsement Requirements. Applicants must have a current teaching license, an undergraduate degree, a 3.00 grade point average, and be able to provide three letters of recommendation. Once accepted into the program, students must submit a formal Graduate School application.

Application and Admission. The department follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about admission to graduate study, including certificate and endorsement programs, is available on the College of Education's website.

Faculty

Gina Biancarosa, associate professor (adolescent literacy, struggling readers, advanced statistical methods). BA, 1992, Boston College; EdM, 1999, EdD, 2006, Harvard. (2009)

Michael D. Bullis, Sommerville-Knight Professor of Education (secondary special education, transition, adult services). BPE, 1973, MS, 1978, Purdue; PhD, 1983, Oregon. (1995)

David T. Conley, professor (policy analysis in education, educational leadership, school restructuring). BA, 1972, California, Berkeley; MA, 1983, PhD, 1986, Colorado, Boulder. (1989)

Dave DeGarmo, research associate professor (prevention science methodology, longitudinal analysis, fathers and parenting). BA, 1987, Lock Haven; MS, 1989, PhD, 1993, Akron. (2013).

Nancy Heapes, lecturer (leadership and team practices, leading change, learning organizations). BA, 1979, Adams State; MEd, 1987, PhD, 2007, Oregon. (1998)

Akihito Kamata, professor (psychometrics, quantitative research methods). BEd, 1988, Yamanashi; MS, 1990, Eastern Washington; PhD, 1998, Michigan State. (2009)

Keith Hollenbeck, senior lecturer (administrative leadership, school assessment, curriculum and instruction). BA, 1976, Humboldt State; MS, 1981, PhD, 1996, Oregon. (1996)

Charles R. Martinez, professor (equity and achievement, diversity issues in education, at-risk families). BA, 1991, Pitzer College; MA, 1993, PhD, 1997, California School of Professional Psychology. (1998)

Stan Paine, lecturer (effective school leadership,implementing and sustaining schoolwide change, improving school outcomes). BA, 1971, St. Cloud State; MS, 1973, Southern Illinois; PhD, 1978, Oregon. (1999)

Kathleen M. Scalise, associate professor (electronic learning, instructional technology and assessment, equity studies). BA, 1982, MA, 2004, PhD, 2004, California, Berkeley. (2005)

Kimberly Sherman, instructor (curriculum and assessment, teacher development, special education). BA, 1983, California State, Northridge; MS, 1990, Hawaii, Hilo; PhD, 2007, Oregon. (2008)

Joanna Smith, lecturer (education policy, education reform, qualitative research methods). BA, 1996, Haverford College; graduate diploma in education, 1997, Melbourne; PhD, 2004, Southern California. (2013)

Joseph Stevens, professor (educational and psychological measurement and assessment, statistical and quantitative methods). BA, 1974, MA, 1976, PhD, 1983, Arizona. (2005)

Gerald Tindal, Castle-McIntosh-Knight Professor (systems, assessment program evaluation, applied behavior analysis). BA, 1975, PhD, 1982, Minnesota. (1984)

Mark Van Ryzin, lecturer (social influences on adolescent development). BS, 1991, Wisconsin, Madison; MA, 2006, PhD, 2008, Minnesota, Twin Cities. (2012)

Yong Zhao, Presidential Chair; professor (technology and education, globalization and education, educational policy). BA, 1986, Sichuan International Studies; AM, 1994, PhD, 1996, Illinois, Urbana-Champaign. (2010)

Keith Zvoch, associate professor (quantitative methods, program evaluation, statistical modeling). BS, 1992, Pittsburgh; MA, 1995, PhD, 2001, New Mexico. (2007)

Emeriti

Max G. Abbott, professor emeritus. BS, 1949, MS, 1951, Utah State; PhD, 1960, Chicago. (1966)

Keith A. Acheson, professor emeritus. BS, 1948, MS, 1951, Lewis and Clark; EdD, 1964, Stanford. (1967)

Gerald K. Bogen, professor emeritus. BA, 1959, Western Washington; MS, 1961, DEd, 1963, Oregon. (1961)

C. H. Edson, associate professor emeritus. BA, 1964, California, Berkeley; MA, 1970, Oregon; PhD, 1979, Stanford. (1973)

Robert D. Gilberts, professor emeritus. BS, 1950, Wisconsin State; MS, 1955, PhD, 1961, Wisconsin, Madison. (1970)

Arthur C. Hearn, professor emeritus. AB, 1934, MA, 1937, EdD, 1949, Stanford. (1950)

Martin J. Kaufman, professor emeritus. BA, 1964, MEd, 1965, William and Mary; PhD, 1970, Texas, Austin. (1992)

John E. Lallas, professor emeritus; executive dean emeritus. BA, 1947, Washington (Seattle); BA, 1952, Western Washington; EdD, 1956, Stanford. (1957)

Roy E. Lieuallen, chancellor emeritus, Oregon University System. BS, 1940, Pacific University; MS, 1947, Oregon; EdD, 1955, Stanford. (1961)

Philip K. Piele, professor emeritus. BA, 1957, Washington State; MS, 1963, PhD, 1968, Oregon. (1967)

Richard A. Schmuck, professor emeritus. BA, 1958, MA, 1959, PhD, 1962, Michigan. (1967)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Edward J. Kame'enui, special education and clinical sciences

Surendra Subramani, counseling psychology and human services

- **Doctor of Education**
- **Doctor of Philosophy** (p. 3)

Graduate Studies

The department offers master of arts (MA), master of science (MS), master of education (MEd), doctor of education (DEd), and doctor of philosophy (PhD) degrees with a major in educational leadership.

Master's Degrees

The Department of Educational Methodology, Policy, and Leadership offers the master of arts (MA), master of science (MS), and master of education (MEd) degrees.

During the first term of graduate work, each student plans a program of study with the assistance of the student's advisor.

In collaboration with the UO Academic Extension office, a master's degree program with a specialization in educational leadership is offered in British Columbia.

The master's degrees in educational leadership focus on five major areas of specialization. Students select one of these specializations when entering the degree program:

- **Policy and Leadership.**For those pursuing careerssuch as program coordinators or college advisorsin central school administration, student support services, or staff and community relations.
- **Educational Technology and Virtual Schools.**Builds theoretical knowledge and applied skills in uses of technology within schools and for leadership in technology-based programs and virtual schools.
- **Reading Degree or Endorsement.**For those who want to build a deep knowledge base in literacy development, assessment, and instruction, as well as implementation and leadershipof data-driven literacy systems.
- **Quantitative Research Methods in Education.**Prepares those pursuing careers in educational research.
- **Canada Leadership Degree.**Focuses on leadership in pre-K–12 educational systems: development of educational leaders; creation of organizational structures and functions to facilitate change; classroom assessment techniques and analyses; and professional writing for educators.

Students should consult the **Graduate School** section of this catalog for general university admission and degree requirements.

Doctoral Degrees

The Department of Educational Methodology, Policy, and Leadership offers two doctoral degrees—DEd and PhD. The doctor of education program, which emphasizes the development of expertise in professional practice, is intended for individuals who want careers as administrators, staff developers, curriculum specialists, or positions at state and local offices. DEd students select from multiple concentration areas.The doctor of philosophy degree program emphasizes the development of expertise in educational research and statistical analysis, in educational organizations, in measurement and assessment, or as preparation for becoming a professor of education with a specialization in research.

Both doctoral degree programs attract a diverse group of United States and international students. The programs share several distinctive features:

1. Students add depth and breadth to their program by taking courses in other departments of the College of Education and throughout the university
2. Course content is directly related to research units associated with the Department of Educational Methodology, Policy, and Leadership

The doctoral programs follow the general regulations governing graduate work at the university. Each PhD student plans a program with the guidance of a faculty advisor. In contrast, DEd students complete their program with a cohort and a fixed set of courses. DEd students select and complete one of several dissertation options specific to the program.This degree option may be completed concurrently with the initial administrator licensure program.

The DEd degree program may be completed on the Eugene campus or in Portland, Bend, or Ashland.

Doctoral Degree Requirements

A minimum of 135 graduate credits are required for the doctor of education (DEd) degree program; the doctor of philosophy (PhD) requires a minimum of 184 graduate credits. In both programs, at least 84 credits must be earned after admission to the program; 18 of these 84 credits are earned in Dissertation (603). Students may request to transfer as many as 51 graduate-level credits. The remaining required credits include courses in research methodology and electives.

Research methodology		
Electives		
EDLD603	Dissertation	18
Courses in disciplinary or interdisciplinary cognate field outside the College of Education		12

Residency

Students must complete at least three years of full-time graduate-level academic work beyond the baccalaureate degree. Three consecutive terms of full-time study (graduate credits) must be completed to meet graduate school residency requirements.

Application and Admission

The department follows general university policy in its admission procedures. Students who transfer to the university from other institutions must meet UO entrance requirements. Information about admission to graduate study is available from the department student services coordinator and on the College of Education's website. Information about licensure and degree programs may be obtained from the director of graduate studies.

Courses

EDLD199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Topics include 21st-Century Leadership, Peer Mentoring.

EDLD404. Internship: [Topic]. 1-12 Credits.
Repeatable.

EDLD405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

EDLD407. Seminar: [Topic]. 1-4 Credits.
Repeatable. Topics include Human Services, Peer Health Education.

EDLD408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

EDLD409. Practicum: [Topic]. 1-12 Credits.
Repeatable. Topics include Advanced Peer Support, International Educational Leadership.

EDLD410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

EDLD422. Globalization and Education. 4 Credits.
Examines the implications of globalization on education and educational systems around the world.

EDLD430. Comparative Education. 4 Credits.
Undergraduate-level seminar focusing on major educational issues of concern to scholars in the field of comparative education.

EDLD450. Data and Information Retrieval. 1 Credit.
Presents multimedia information search and organization procedures for use with public libraries, websites, and institutional and governmental clearinghouses.

EDLD460. Measurement and Assessment. 2 Credits.
Covers foundational knowledge in measurement and assessment.

EDLD503. Thesis. 1-16 Credits.
Repeatable.

EDLD507. Seminar: [Topic]. 1-4 Credits.
Repeatable. Topics include Human Services, Peer Health Education.

EDLD508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

EDLD510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

EDLD522. Globalization and Education. 4 Credits.
Examines the implications of globalization on education and educational systems around the world.

EDLD530. Comparative Education. 4 Credits.
Graduate-level seminar focusing on major educational issues of concern to scholars in the field of comparative education.

EDLD550. Data and Information Retrieval. 1 Credit.
Presents multimedia information search and organization procedures for use with public libraries, websites, and institutional and governmental clearinghouses.

EDLD560. Measurement and Assessment. 2 Credits.
Covers foundational knowledge in measurement and assessment.

EDLD601. Research: [Topic]. 1-16 Credits.
Repeatable.

EDLD602. Supervised College Teaching. 1-5 Credits.
Repeatable.

EDLD603. Dissertation. 1-16 Credits.
Repeatable.

EDLD604. Internship: [Topic]. 1-12 Credits.
Repeatable.

EDLD605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

EDLD606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

EDLD607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

EDLD608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

EDLD609. Practicum: [Topic]. 1-16 Credits.
Repeatable. Topics include Administrator Licensure, International Higher Education, Superintendent.

EDLD610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Topics include Advanced Measurement and Assessment, Equity and Achievement, Foundations of Educational Research, Hierarchical Linear Modeling, Master's Research Writing.

EDLD611. Virtual Design and Delivery. 4 Credits.
Examines the specific technology, instructional modalities, and learning environments of virtual schools. Students explore a variety of instructional design models and create learning modules that incorporate best practices.

EDLD612. Reading Interventions. 4 Credits.
Focuses on providing research-based reading interventions to school-age struggling readers. Includes field experience tutoring a child at the Center on Teaching and Learning Reading Clinic on campus.

EDLD613. Reading Research. 4 Credits.
Focuses on the empirical research that serves as the scientific basis for advancing reading pedagogy and practice.

EDLD618. Data-Based Decisions in Literacy. 4 Credits.
Examines data-based decision-making in the context of reading development and instruction from kindergarten through twelfth grade.

EDLD620. Educational Leadership. 4 Credits.
Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision-making, ethics, goal setting, power, and styles of influence.

EDLD621. Equity and Achievement. 3 Credits.
Provides basics of data analysis and interpretations regarding achievement gaps, as well as applications of multiculturally competent practices in educational administrative settings.

EDLD622. Leading Change. 4 Credits.
Examines leadership through a systems-thinking lens. Students experience how adaptive leadership sustains change and why traditional operational change fails in education.

EDLD625. Survey and Questionnaire Design. 4 Credits.
Students gain practical experience in the collection and analysis of social science information through the design of surveys and questionnaires.

EDLD628. Hierarchical Linear Models I. 4 Credits.
Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and two-level models. Sequence with EDLD 629.
Prereq: EDUC 642.

EDLD629. Hierarchical Linear Models II. 4 Credits.
Advanced topics in multilevel modeling and hierarchical data structures including three-level models with random and fixed effects, longitudinal models, and multilevel models. Sequence with EDLD 628. Offered alternate years.
Prereq: EDLD 628.

EDLD630. Comparative Education. 4 Credits.
Survey of higher education in selected developing countries; comparison with American higher education; relation to economic development; major problems.

EDLD632. Educational Policy Analysis. 4 Credits.
Systematic interpretation and analysis of issues in educational policy using techniques such as cost-benefit, competing values, impact, and effects analysis.

EDLD633. Structural Equation Modeling I. 4 Credits.
Theory, application, and interpretation of structural equation modeling techniques. Includes covariance structures, path diagrams, path analysis, model identification, estimation, and testing. Sequence with EDLD 634.
Prereq: EDUC 642.

EDLD634. Structural Equation Modeling II. 4 Credits.
Emphasis on structural and latent variable models, including cross-validation, mean structures, comparing groups and models, latent growth-curve analyses. Sequence with EDLD 633. Offered alternate years.
Prereq: EDLD 633.

EDLD637. Diversity in Education. 3 Credits.
Broad exposure to issues of diversity; framework students can use to facilitate understanding of self and others in school and clinical settings.

EDLD638. Advanced School Law. 4 Credits.
Legal issues in school board--superintendent relations, media relations, personnel evaluation practices, student and employee rights, collective bargaining, contract management, Teacher Standards and Practices Commission and Office of Civil Rights complaints.

EDLD641. Standards and Accountability Systems. 4 Credits.
Rationale for standards and accountability systems. Reviews national, state, and local systems and ways to improve these systems. Associated policy and implementation.

EDLD644. Learning Organization. 4 Credits.
Three facets of learning organization are integrated: structural components, informational systems, and leadership processes.

EDLD646. Action Research. 4 Credits.
Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers.

EDLD647. Professional Issues in Education I. 1 Credit.
Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation.

EDLD648. Professional Issues in Education II. 1 Credit.
Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation.
Prereq: EDLD 647.

EDLD649. Professional Issues in Education III. 1 Credit.
Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation.
Prereq: EDLD 648.

EDLD650. Advanced Seminar Educational Research Methods. 4 Credits.
Examines special issues in the use and application of educational statistics and research design in a discussion-seminar format.
Prereq: EDUC 640.

EDLD655. Analysis of Teaching and Learning. 4 Credits.
Increases understanding of theories of learning and methodologies of teaching through analysis of relationship between teaching and learning.

EDLD656. Technology Foundations. 4 Credits.
Introduces students to computational thinking used in education, preparing them to apply technology foundations in schools.

EDLD657. Information Technology for Curriculum Design. 4 Credits.
Addresses integration of classroom educational technology. Participants explore and evaluate best practices on how, when, and why technology might be introduced into education.

EDLD658. Online Programs for Virtual Schooling. 1-3 Credits.
Students choose an area of focus and select one module to complete per credit hour.

EDLD659. Scholarly Writing. 4 Credits.
Develops proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

EDLD661. Item Response Theory I. 3 Credits.
Theory and application of item response measurement models. Participation outcomes include knowledge of IRT models, terminology, and resources. Emphasis on popular models and underlying assumptions.

EDLD662. Item Response Theory II. 3 Credits.
Application of item response measurement models to current research. Applying theoretical knowledge to practical problems associated with measurement, data structure, and software operation.
Prereq: EDLD 661.

EDLD663. Measurement & Assessment: Research. 2 Credits.
Covers applied knowledge in measurement and assessment with an emphasis on use of measures for research purposes.
Coreq: EDLD 560.

EDLD664. Measurement & Assessment: Online Learning. 2 Credits.
Covers applied knowledge in measurement and assessment with an emphasis on assessment in an online learning context.
Coreq: EDLD 560.

EDLD665. Measurement & Assessment: Literacy. 2 Credits.
Covers applied knowledge in measurement and assessment with emphasis on use of reading, writing, and language assessments for instructional and intervention purposes.
Coreq: EDLD 560.

EDLD670. Analysis of Discrete and Categorical Data. 4 Credits.
Advanced methods for analysis of discrete data. Topics include log-linear, logit, probit, latent class, and mixture models, and other generalized linear models. Offered alternate years.
Prereq: EDUC 642.

EDLD675. School Finance. 3 Credits.
Overview of school finance concepts, Oregon's school financing system, political and legal considerations, taxation, state distribution formulas, school finance reform, the federal role in education.

EDLD681. Program Evaluation for Educational Managers I. 4 Credits.
A comprehensive survey of formative and summative evaluations of educational programs at schools and colleges.

EDLD683. State and Local Policy Development in Education. 4 Credits.
Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels. Developing school district policies and assessing their consequences.

EDLD684. Master's Project Proposal. 1 Credit.
Clarifying research topics and identifying data sources and interpretation for the master's project for initial administrator licensure under the guidance of faculty advisor.

EDLD685. Master's Project. 1-6 Credits.
Culminating activity for students seeking initial administrator licensure master's degree. Working under the guidance of assigned faculty advisor to complete the master's project.

EDLD708. Workshop: [Topic]. 1-16 Credits.
Repeatable.

EDLD709. Practicum: [Topic]. 1-16 Credits.
Repeatable.

EDLD710. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.