Educational Methodology, Policy, and Leadership

Gerald Tindal, 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 developing and implementing effective practices in education and social system 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 education system administrators, principals and superintendents, instructors and researchers in higher education and nonprofit settings, specialists in intervention development, implementation, and evaluation, and researchers in evaluation, management, leadership, and educational policy.

License Programs

Administrator License Preparation

541-346-2447
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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 preliminary and professional licenses for administrators and superintendents.

Preliminary Administrator License

The preliminary administrator licensure program prepares students for building and district administration. The preliminary 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, 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.

Professional Administrator License

This program prepares students for continuing building and program administration—preprimary through grade 12—and for school district office assignments, including superintendent positions. Students who complete the UO preliminary administrator licensure preparation program are automatically admitted to the professional administrator program upon completion of a professional administrator license application. Application can be made to the program if the applicant completed a preliminary administrator program at another institution. Applicants to the continuing program must

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

Faculty

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

Michael D. Bullis, Sommerville-Knight Professor (adolescent transition to adult roles, employment programs, decision-making). BPE, 1973, MS, 1978, Purdue; PhD, 1983, Oregon. (1995)

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

Nancy Golden, professor of practice (leadership, equity, public policy). BS, 1973, Denver; MS, 1974, PhD, 1987, Oregon. (2015)

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

David Liebowitz, assistant professor (education policy analysis, educational inequity, school leadership). BA, 1999, Columbia; EdM, 2008, 2011, EdD, 2015, Harvard. (2018)

Kathleen M. Scalise, professor (quantitative measurement and assessment, instructional technology, computer-adaptive instructional materials). BA, 1982, MA, 2004, PhD, 2004, California, Berkeley. (2005)

Joanna Smith, senior 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)

Emily Tanner-Smith, associate professor (applied research methodology, meta-analysis, substance use and addiction). BS, 2003, Belmont; MA, 2007, PhD, 2009, Vanderbilt. (2017)

Gerald Tindal, Castle-McIntosh-Knight Professor of Education (measurement and assessment, disabilities, program evaluation). BA, 1975, PhD, 1982, Minnesota. (1984)

Ilana Umansky, assistant professor (education policy analysis, quasi-experimental methods and longitudinal data analysis, English learners and immigration). BA, 1998, Wesleyan; MEd, 2003, Harvard; MA, 2012, PhD, 2014, Stanford. (2014)

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

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)

David T. Conley, professor emeritus. BA, 1972, California, Berkeley; MA, 1983, PhD, 1986, Colorado, Boulder. (1989)

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.

Minor in Leadership and Administrative Skills

The minor in leadership and administrative skills (LEADS) allows students to major in any subject offered at the university while also minoring in leadership, providing them with a breadth of interdisciplinary options. Students gain mastery in leading and managing within social systems, preparing undergraduates to address the leadership challenges and opportunities found in their lives and careers. They learn the skills necessary to be proactive, effectively reframing debates, reorganizing coalitions, building center-out alliances, understanding and incorporating minority positions and beliefs into leadership perspectives, and collaborating for effective decision-making within constituencies.

The requirements for the minor consist of 12 core credits and 12 elective credits.

Minor Requirements

Code	Title	Credits
Choose four from the following: [1]		12
EDLD 211	Exploring Leadership	
EDLD 311	Equity Leadership and Social Change	
EDLD 312	Effective Leadership Decision-Making	
EDLD 313	Program Evaluation for Future Leaders	
EDLD 411	Examining Leadership Effectiveness	
EDLD 412	Leading Change in Organizations	
Elective courses [2]		12

1. Courses in the program will be offered at 3 credits beginning in fall 2018. When the minor was launched in winter 2018, courses were 4 credits, not 3. Students who enrolled in the LEADS minor in 2018 and have concerns about this change should email their questions to empl@uoregon.edu.
2. An extensive list of acceptable elective courses for the LEADS minor may be found online (https://education.uoregon.edu/edl/undergraduate/minor).

Application and Admission

Before applying to the minor program, students must be enrolled in or have already completed the first required core course, Exploring Leadership (EDLD 211), with a letter grade of at least B– or P. Students who are experiencing difficulty enrolling in the course due to scheduling may seek permission from the program advisor to waive this requirement; requests should be emailed to empl@uoregon.edu.

To declare the minor, students must complete the UO LEADS Minor Registration Form (https://oregon.qualtrics.com/jfe/form/SV_9v6lzup4ziE3q9D). Submissions are reviewed for admission to the minor at the beginning of each term.

Students interested in the minor may schedule advising appointments to discuss whether the program is appropriate for their goals and to plan a course of study by emailing empl@uoregon.edu.

- **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), and doctor of education (DEd) degrees with a major in educational leadership. In addition, a doctor of philosophy (PhD) degree is offered with a major in quantitative research methods in education.

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.

The master's degrees in educational leadership focus on two areas of emphasis. Students select one of these areas when entering the degree program:

- **Quantitative Research Methods in Education.** Prepares those pursuing careers in educational research.
- **Policy and Leadership.** For those pursuing careers such as program coordinators or college advisors in central school administration, student support services, or staff and community relations.

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 program for the doctor of education (DEd) in educational leadership, 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. The program for the doctor of philosophy (PhD) in quantitative research methods in education 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.

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. This degree option may be completed concurrently with the administrator licensure program.

Doctoral Degree Requirements

A minimum of 81 graduate credits are required for the doctor of education (DEd) degree program; the doctor of philosophy (PhD) requires a minimum of 108 graduate credits. In both programs, at least 81 credits must be earned after admission to the program; 18 of these 81 credits are earned in Dissertation (EDLD 603). PhD students may request to transfer up to 21 graduate-level credits. The remaining required credits include courses in research methodology and electives.

Course Type	PhD Credits	DEd Credits
Methods	18	21
Advanced quantitative research methods	24	0
Learning community	24	0
Interdisciplinary	24	0
Seminars and institutes	0	6
Writing and communication	0	15
Content, policy, leadership, equity	0	21
Dissertation	18	18
Total Minimum Credits	108	81

For the PhD, a 21-credit maximum of transfer credit is allowed.

Residency

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.

Graduate Specialization in Quantitative Research Methods

The graduate specialization in quantitative research methods is designed primarily for doctoral students who have chosen quantitative methods as their primary research tradition in the College of Education. Doctoral students in other colleges and programs may be eligible but should confirm with the sponsoring department, the Department of Educational Methodology, Policy, and Leadership. The specialization is a rigorous training program in advanced quantitative research methods designed to prepare PhD students, with a competitive focus on quantitative research methods, for research and scholarship careers in education and the social sciences. Students take a minimum of 20 credits (five 4-credit courses) from among the department's advanced quantitative methods course offerings, building critical expertise in quantitative methodology including applied educational statistics and research design. The course requirements include a two-course sequence in at least one advanced quantitative method and three additional quantitative methods courses.

Courses

EDLD 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Topics include 21st-Century Leadership, Peer Mentoring.

EDLD 211. Exploring Leadership. 3 Credits.
Understanding the context of leadership for the common good and for change in educational and social systems; establishing basic skill-building in project management fundamentals to promote effective leadership.

EDLD 311. Equity Leadership and Social Change. 3 Credits.
Provides foundational exposure to current scholarship and practice in approaches that promote equity and inclusion within professional educational and social service settings.

EDLD 312. Effective Leadership Decision-Making. 3 Credits.
Introduces basic concepts of evidence-based decision-making. Addresses theoretical frameworks for decision-making, statistical applications, common decision-making errors, and ways to involve diverse individuals and groups in making decisions.
Prereq: EDLD 211.

EDLD 313. Program Evaluation for Future Leaders. 3 Credits.
Introduction to evaluation theory and evaluation research design; potential uses and limitations of program evaluation in the public and private sector through study, discussion, and application of course materials.
Prereq: EDLD 211.

EDLD 401. Research: [Topic]. 1-18 Credits.
Repeatable

EDLD 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

EDLD 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

EDLD 407. Seminar: [Topic]. 1-4 Credits.
Repeatable. Topics include Human Services, Peer Health Education.

EDLD 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

EDLD 409. Practicum: [Topic]. 1-12 Credits.
Repeatable. Topics include Advanced Peer Support, International Educational Leadership.

EDLD 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

EDLD 411. Examining Leadership Effectiveness. 3 Credits.
The purpose of this course is to instruct students in the LEADS minor on practices of professional development in the leadership process, including how to apply best practices in teaching and learning to teams and organizations.This course is part of the LEADS (Leadership +Administrative Skills) minor for undergraduate students, but may be taken by any UO undergraduate student. While other LEADS courses require first completing EDLD 211, this course does not require EDLD 211 as a prerequisite.

EDLD 412. Leading Change in Organizations. 3 Credits.
Development of skills for leading change within an organization: planning, managing, enacting, surviving, and evaluating personal and organizational change.
Prereq: EDLD 211.

EDLD 503. Thesis. 1-16 Credits.
Repeatable.

EDLD 507. Seminar: [Topic]. 1-4 Credits.
Repeatable. Topics include Human Services, Peer Health Education.

EDLD 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

EDLD 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

EDLD 601. Research: [Topic]. 1-16 Credits.
Repeatable.

EDLD 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

EDLD 603. Dissertation. 1-16 Credits.
Repeatable.

EDLD 604. Internship: [Topic]. 1-12 Credits.
Repeatable.

EDLD 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

EDLD 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

EDLD 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

EDLD 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

EDLD 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

EDLD 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EDLD 623. Cultural Adaptation of Evidence-Based Practices. 3 Credits.
This course is designed to provide an advanced foundation in models and methods for the cultural adaptation of evidenced-based prevention and treatment practices in school, community, and family settings.

EDLD 624. Leading for Equity. 3 Credits.
This course is designed to provide advanced exposure to current research and practice in leading for equity and inclusion within professional educational settings and a strong conceptual foundation in leadership.

EDLD 625. Survey and Questionnaire Design. 3 Credits.
Students gain practical experience in the collection and analysis of social science information through the design of surveys and questionnaires.

EDLD 626. Social-Cultural Foundations of Education. 4 Credits.
Examines education in US society from sociological, cultural, and structural perspectives with a focus on inequity and the intersecting roles of race, language, class, gender, and ability-disability.

EDLD 628. Hierarchical Linear Models I. 3 Credits.
Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and the use and interpretation of HLM statistical software. Sequence with EDLD 629.
Prereq: EDUC 642.

EDLD 629. Hierarchical Linear Models II. 3 Credits.
This course will include advanced topics in multilevel modeling and hierarchical data structures, including longitudinal and categorical data analysis, estimation methods, missing data and multiple imputation, and the use and interpretation of different HLM statistical software packages, including HLM, R, and Mplus. Sequence with EDLD 628.
Prereq: EDLD 628.

EDLD 631. Meeting the Needs of English Learners. 3 Credits.
Reviews historical and current approaches to meeting the needs of English learners in the US. Focuses on federal, state, and local policies supporting acquisition of English.

EDLD 632. Educational Policy Analysis. 3 Credits.
The purpose of this course is to introduce graduate students to the craft of education policy analysis.

EDLD 633. Structural Equation Modeling I. 3 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; EDUC 644 recommended.

EDLD 634. Structural Equation Modeling II. 3 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.

EDLD 638. Advanced School Law. 3 Credits.
Overview of legal issues in school board–superintendent relations, media relations, personnel evaluation practices, student and employee rights, collective bargaining, contract management, and official complaints.

EDLD 643. Evidence-Based Decision Making. 3 Credits.
Introduces basic concepts of evidence-based decision-making.

EDLD 644. Learning Organization. 3 Credits.
Four theories of organizational learning are explored: structural frame, human resource, political, and symbolic.

EDLD 647. 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.

EDLD 648. Professional Issues in Education II. 2 Credits.
This course focuses on (a) the varied threats to validity in applied education research and (b) the elements of a cogent written argument as applied to academic education research.
Prereq: EDLD 647.

EDLD 650. Advanced Seminar Educational Research Methods. 3 Credits.
Examines special issues in the use and application of educational statistics and research design in a discussion-seminar format.
Prereq: EDUC 612, EDUC 614, EDUC 640.

EDLD 659. Scholarly Writing. 3 Credits.
Develops proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

EDLD 661. 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.

EDLD 663. Measurement & Assessment: Research. 3 Credits.
Covers applied knowledge in measurement and assessment with an emphasis on use of measures for research purposes.

EDLD 667. Advanced Measurement Assessment. 3 Credits.
Advanced foundation in educational measurement and assessment; emphasis on scale development and psychometric evaluation techniques. Introduction to methodological approaches to develop and evaluate scales designed for educational and applied research settings.
Prereq: EDLD 560 or equivalent.

EDLD 675. 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.

EDLD 677. PhD Research Seminar. 3 Credits.
The primary purpose of this course is to induct doctoral students into the practice of educational research and provide them a base for a career as a faculty member at an institution of higher education or a member of a research institute.

EDLD 678. PhD Teaching Seminar. 3 Credits.
Facilitates the development of skills that make for successful teaching and the preparation of a teaching statement for submission with job applications. Repeatable twice for a maximum of 9 credits.

EDLD 683. State and Local Policy Development in Education. 3 Credits.
This course introduces students to the education policy process at the state and local levels. The course is designed for students who seek to become more sophisticated in their ability to read critically about, understand, and interpret the policy process.

EDLD 684. Master's Project Proposal. 1 Credit.
Clarifying research topics and identifying data sources and interpretation for the master's project under the guidance of faculty advisor.

EDLD 685. Master's Project. 1-6 Credits.
Culminating activity for students seeking a master's degree. Working under the guidance of assigned faculty advisor to complete the master's project.

EDLD 692. Research Writing. 3 Credits.
Provides structure and guidance to complete the methods section of a dissertation proposal. The nature and scope of the dissertation methods will be determined by a range of factors, including the advisor’s guidance, the data to be used, and the scope of the study.

EDLD 694. Dissertation Preparation. 3 Credits.
This course is designed to support students in preparing their a dissertation using the APA guidelines for publications in education/social sciences, the standards for measurement systems used in dissertations, and the standard four chapter format: introduction, methods, results, conclusions. Sequence with EDLD 699.
Prereq: EDLD 699.

EDLD 696. Professional Writing I: Foundations in Professional Writing. 3 Credits.
Covers foundational knowledge of the American Psychological Association’s (APA) writing style as well as how to synthesize research for academic purposes.

EDLD 697. Professional Writing II: Organization. 3 Credits.
Explores the types of writing required of the three doctor of education (DEd) dissertation options: scholarly article, policy analysis, and grant proposal.
Prereq: EDLD 696.

EDLD 698. Professional Writing III: Literature Review. 3 Credits.
Students write a review of research manuscripts on a professional topic and continue to learn the nuances of APA writing style.
Prereq: EDLD 697.

EDLD 699. Dissertation Methods Apprenticeship. 3 Credits.
Provides doctoral students in the DEd program a structured opportunity to complete their dissertation proposal and a PowerPoint presentation on their respective proposals.

EDLD 708. Workshop: [Topic]. 1-16 Credits.
Repeatable.

EDLD 709. Practicum: [Topic]. 1-16 Credits.
Repeatable.

EDLD 710. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.