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

Application Instructions, Program Description, and New Student Information for Master’s Program
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Students are responsible for informing themselves regarding individual Department and Graduate School policies and procedures.

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NOTE: While every effort is made to ensure its accuracy, this document is not an irrevocable contract and changes may occur without notice.
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Program Description – Master of Science (M.S.)

The Department of Educational Methodology, Policy, and Leadership (EMPL) offers a Master of Science (M.S.) degree in Educational Leadership (EDLD) which focuses on the development, implementation, and generation of improved outcomes in the organization, management, and leadership of K-12 education. EMPL does not have a higher education specialization. This degree is intended for individuals who wish to pursue careers in central school administration; student support services; staff and community relations; as program coordinators or associate program coordinators; or, for those who seek college advisor positions.

Educational Methodology, Policy, and Leadership is committed to ensuring that graduates acquire at least three fundamental abilities: (a) Technical knowledge of systems operations, (b) Conceptual perspectives for interpretation, and (c) Human interaction for implementation. Educational Leadership is positioned in its program offerings and faculty expertise to lead the change process through new areas of inquiry and field-based practice.

The goal of EMPL is to develop effective, highly-regarded, and influential leaders in educational practice, policy, and scholarship. Students pursuing the Master of Science degree in Educational Leadership have different goals. Some students wish to obtain a M.S. degree to advance their career or return to the work force, while other students wish to situation themselves to obtain a doctoral degree. Each student’s program of study is designed by his or her advisor to meet the student’s personal goal.

Residency, Grades/GPA, & Credit Hour Requirements

See: Oregon General Residency Requirements
http://admissions.uoregon.edu/apply/residency

See: Graduate School - Enrollment and Residency Policies Information
http://gradschool.uoregon.edu/?page=residencyEnrollmentRequirements
Graduate Residency

Every graduate degree at the University of Oregon has a residency requirement, which must be fulfilled by every graduate student in order to complete a degree. The residency requirement is a Graduate School requirement. This requirement allows graduate students to concentrate exclusively on course work or research; to acquire knowledge, skills, and insights necessary for attaining the degree; and, to find opportunities to work closely with faculty and fellow-students. The residency requirement provides significant advantages to graduate students because it enhances the quality of the academic experience. For example, students’ competency is enhanced by close familiarity with the university's libraries, technology, specialized collections, and research shop resources. Additional experience is gained by attending and participating in both formal and informal seminars, colloquia, and discussions led by specialists who visit campus. Furthermore, frequent and close association with faculty members and other students enhance fluency in the lexicon of the discipline.

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

Master's Enrollment Requirements

For a master's degree, the Graduate School requires a minimum of 45 credits of which 30 credits (applicable to degree requirements) must be taken on the Eugene campus during at least two terms of study. These terms of study must be as full-time student status, which is 9 credits of graduate level courses. Even if this is a second master's degree, it requires a minimum of two terms of full-time study on the Eugene campus. The EMPL department requires a total of 51 credits. Individual schools or departments across the university may have additional residence requirements.

Students enrolled in a graduate degree program must attend the university continuously, except for summers, until all program requirements have been completed. When students are unable to remain continuously enrolled, they must be approved for on-leave status (maximum of three academic terms). During the term in which the degree is received, students must register for at least 3 graduate credits. For more information see General Requirements and Policies.

In addition, students must enroll in all research and writing courses for GRADED option. As per the Graduate School, no more than 12 credits (excluding the Terminal Project credits) can be enrolled as Pass/No Pass. It is the student’s responsibility to track their enrollment credit totals and types.
Learning Experience and Learning Communities

EMPL faculty members are directly connected with schools, school districts, and state education agencies across Oregon and throughout the nation. Program participants have access to this network for research and apprenticeship opportunities. Faculty involvement within the field of educational leadership and educational research link learning experiences to curriculum to directly connect students to the “best practice of leadership.”

Students participate in presentations as part of their coursework to practice communicating with other people and larger audiences. Opportunities allow students to hear and participate in scholarly discourse with other emerging scholars in related areas. As part of a community of learners, students have opportunities to share approaches and seek solutions to various issues within their field. The pedagogy of a research university includes considering examples of research in related fields, as well as extrapolating ways of thinking and formulating personal philosophies. It also includes understanding the analysis of research content, methodological reasoning, and tools of analysis design and interpretation.

Overview of Master of Science

The remainder of this document provides details of the M.S. degree program offered in Educational Methodology, Policy, and Leadership. It included faculty areas of emphasis, required coursework, and the terminal project process.

Program Emphases

The program focuses on several dimensions of research leadership in Pre-K-12 educational systems including: (a) development of policies that guide programs, (b) creation of organizational structures and functions to facilitate change, and (c) measurement and analysis of educational outcomes to enact accountability. The goal of the MS program is to develop researchers and scholars who can apply theoretical frameworks, methodological approaches, and analytical skills to improve educational performance.

Policy and Organizations, Methodological Approaches, and Measurement and Assessment are the three key strengths of this department. These areas broadly encompass faculty research and teaching interests, as well as provide students relevant educational experiences through courses and other program requirements.
Faculty Research Interests and Areas of Expertise

Prospective and current students are encouraged to investigate faculty areas of expertise so they may participate in research and join in scholarship opportunities as they become available. Below is an outline of current core faculty areas of interest and expertise:

- High school-college transition, standards-based education, systemic school reform, educational governance, adequacy funding models, and content validity studies (David Conley)

- Leadership behaviors and models, organizational culture, effective teaming, developing best practices in leadership performance outcomes, experiential education (Nancy Heapes)

- Assessment and accommodations for students with disabilities in large-scale testing programs; curriculum-based measurement and formative evaluation; instructional design (Keith Hollenbeck)

- Development and implementation of item-level test data analysis methodology, item response theory, multilevel modeling, differential item functioning. (Akihito Kamata)

- Literacy and reading as well as curriculum development, design, and delivery; instructional design and interventions for struggling readers (Edward J. Kame’enui)

- Educational leadership, organizational development, and systems evaluation (Phil McCullum)

- Dynamically delivered content in e-learning, instructional technology, computer adaptive testing, instructional design, equity studies of opportunity and access (Kathleen Scalise)

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

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

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

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

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

The M.S. experience is designed to cultivate state-of-the-art skills, knowledge, and habits of mind, those that challenge students to develop their intellectual capabilities fully. The program actively promotes a unity of purpose among program participants and faculty, which results in collective ownership and shared understanding of both program process and goals. The program includes rigorous intellectual challenge, collaboration and teaming, and a high-quality learning environment, all designed to elevate professional practice.

Cognitive Apprenticeship Model

The focus of EMPL is on using data for decision-making, outcomes, and accountability, as well as policies and organizations. EMPL coursework includes a significant methodological emphasis. One of the signatures of the program is that students develop skills in research design, measurement development, and data analysis. The cognitive apprenticeship model is set within research-based learning and provides students with a mental model to frame problems using appropriate analyses and interpretations.

The cognitive apprenticeship model requires active engagement by students, who assume a facilitative role by working in teams. This requires both flexibility and a willingness to assume a range of roles during their coursework, as students will sometimes take the lead, and on other occasions support others who take a leadership role.

Distributed Education

Most master’s courses are scheduled in the late afternoons/evenings and occasionally on weekends. This schedule accommodates students who continue to work while completing their degree. Master’s students are expected to be full-time students and to prioritize their schedules to attend classes and participate in research as necessary for successful progress to degree.

In joint classes with the D.Ed. program, EMPL employs videoconference technology to create opportunities for students in distributed D.Ed. cohorts to interact with others throughout the state without having to devote a significant amount of time to travel. EMPL has a strong distributed-learning model, one that is more advanced than most programs in the country. This approach adds diversity to student groups, exposing students to real-life problems that require real-life solutions. This program does not shy away from the many and complex challenges faced by educators today, but rather embraces these problems and brings them into the curriculum as learning opportunities. This learning model also brings master’s students into direct contact with numerous skilled and often highly experienced professionals working throughout the state. Furthermore, this model affords access to current issues and important research opportunities in the field.

Distributed education also requires students to participate in a manner that is different from ways in which student participate in a traditional classroom. For example, instructors need to actively and explicitly engage students from both the far end (where instruction is received on a large-screen monitor) and the near end (where the instructor is located). Students need to learn the names of and engage with other students in the class at both ends. Lectures are likely to be punctuated with activities that specifically engage students at the far end.
Presentations and interactions use cues that enable students (and instructors) to ask questions and participate in discussions. Finally, technical problems may occasionally occur that require students at one end or the other to self-organize until the problem is resolved. In the end, this model requires students to take an active role in helping assist the delivery of instruction, and to self-monitor their involvement.

**Distributed Education Course Expectations**

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

**Structure of the Class**

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

**Student Expectations**

Students are expected to:

- **Arrive on time.** A distributed education format puts more strain on keeping the content and process of a class synchronized.

- **Arrange yourselves within view of the cameras.** Students should seat themselves so that both the instructor and the other classmates can see each other on screen – this helps the instructor know when students have questions or comments to add during class.

- **Self organize.** Students are a cohort and will work together to manage class sessions. They should not be afraid to inform the instructors of their needs. If something is not working well, students should email or call the instructor immediately. This program is all about student learning.

- **Participate actively in class.** Students are encouraged to ask questions of other cohort members viewed on screen, and whenever possible, refer to people by name.

- **Turn off cell phones.** If there is a legitimate emergency (health crisis, child care issue), students should let the instructor know in advance that they may need to take a call. If there is not an emergency, put all cell phone/PDA devices away before class begins and do not use them for the duration. This excludes EMPLE cell phones.

- **Remain focused and on-task.** When group activities are assigned (discussions, ‘group writes’, peer feedback, etc.), students should not waste precious class time by gossiping, discussing plans for the weekend, etc.

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

- **Use Blackboard or Wikis as assigned.** The Communications screen on Blackboard can be used (outside of class time) to send emails, articles, ideas and/or examples that relate to class. Technology tools can be used to help students contribute to a powerful learning environment by thinking about – and then acting on – ways to extend the learning beyond the classroom.
• **Avoid tempting distractions.** This is especially important when instructors are broadcasting from a site where the students are not located. Students are expected to NOT answer their cell phones, send text messages, or use email except during official breaks. Doing any of these things distracts other students and degrades the learning environment for everyone in the class.

• **Behave respectfully and professionally.** It is easy for students to become complacent once they become comfortable in a certain learning environment. In graduate level courses, faculty expectations are high. Students should remember that behaviors during class sessions could influence faculty responses occurring later in their degree program, such as letter of recommendation or letters supporting scholarly funding.

**Faculty Expectations**

Faculty members are expected to:

• Whenever possible, post all materials for students to read prior to each class session (Blackboard; email; Wiki). This is also true of Keynote/Power Point presentations.

• Distributed cohorts, especially, depend on having the weekend to complete their doctoral assignments / readings. If instructors wait until the week in which their class session occurs, it is unlikely that students can/will complete the work prior to class.

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

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

• Be available for students. Office hours need to be posted in syllabi and on office doors. Appointments can be conducted in person as well as over the telephone or vtel to facilitate communication for off-site students.
Advising

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

- Orienting the student to EMPL
- Assisting students in program planning
- Ensuring that applicable department, college, and graduate school policies and requirements are presented, discussed, and adhered to
- Completing and processing required forms for which the advisor is responsible
- Monitoring student progress toward degree completion
- Guiding students in their terminal project for the degree program

A faculty advisor will be assigned to each student upon entry into the department. Faculty recommends advisor assignments based on congruence of the applicant's major professional interests with the faculty. Once admitted into the program, the graduate student may request in writing to change advisors by completing the “Change of Advisor” forms.

Faculty advisors work with the student to support the completion of degree requirements. The faculty advisor serves as a facilitator to help the student accomplish his or her goals. While students are ultimately responsible for knowing and fulfilling degree requirements, the advisor along with departmental staff will monitor the student’s progress toward completing the program, and process necessary paperwork for degree completion. In addition, the advisor will help facilitate students up to and through the completion of the terminal project. It is the student’s responsibility to contact the advisor for advising appointments, or to engage with the advisor during his or her office hours.
Application Instructions - Admissions

Applications are accepted at any time. Students who wish to begin the program in a specific term should submit completed applications with all support materials at least six months prior to the start of the term in which they wish to begin. This section explains the different admissions processes for the EMPL Department, Graduate School, and University of Oregon Admissions Office.

Overview: Finding the Right Fit

Personal Goal Statement
This is a key document in the application process. This is where applicants describe his or her purpose in pursuing an advanced degree in education. The statement should discuss any personal skills and experiences that led to the applicant’s decision to pursue a Master’s degree. Keep in mind, that the goal statement should reflect how the student’s work, experience, and goals are directly related to both the process and completion of the degree. You may mention to which currently faculty members your goals and interests are most aligned. It is important that this statement be about what you intend to do once you have completed this degree, not about your past experiences—which are found in a resume.

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

Writing Sample
This document allows faculty to determine an applicant’s skill in writing an academic technical argument that effectively articulates a perspective and demonstrate the ability to provide supportive logic. This is a key document in deciding acceptance into the program.

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

The writing sample should demonstrate how well the applicant analyzes or synthesizes research issues. It should also display strong independent thinking, as well as excellent writing skills. The writing sample should be about 5-8 pages long. Submit only one writing sample.
Application Process

Students are admitted into EDLD degree programs within the department of Educational Methodology, Policy, and Leadership on a competitive basis. All degree programs have restricted enrollment; therefore, not all students who meet the minimum requirements are admitted.

Program Prerequisites:
Minimum GPA from most recent degree: 3.00

Deadline

Applications are accepted at any time.

Compiling letters of recommendation and requesting and receiving official transcripts can take several months. It is the applicant’s responsibility to ensure that both the Admissions Office and the Department receive ALL materials. Applicants will receive an email from the Academic Secretary when his or her file is complete.

Application materials may, upon written request before the application deadline, be held by the department for up to one year. However, applicants must re-apply (includes paying the application fee) for future admission term. Other files and related materials will be discarded.

Admissions Procedures

See: Graduate School On-Line Application
http://gradweb.uoregon.edu/online_app/application/guidelines.htm
See: Graduate School’s GradWeb Page
http://gradschool.uoregon.edu/?page=admissions
See: EMPL Department Admissions Procedures
http://education.uoregon.edu/field.htm?id=78
See: Admissions Office
http://www.uoregon.edu/prospective.shtml

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

The core faculty of EMPL control admissions to graduate study via the Admissions and Awards Committee. An applicant is admitted if the committee decides the following:
• The applicant’s aptitudes and motivation strongly suggest likelihood for successful completion of graduate study.
• The applicant has demonstrated a record of successful performance related to his or her present goals and interests, or has shown a clear premise for a new direction in his or her professional research interests.
• The applicant’s interests and needs can be satisfied within EMPL’s existing resources.

Over the course of one to two months, the Admissions and Awards Committee reviews the complete application files. Students are notified by email when applications are complete, so please provide an accurate and current email address. The Academic Secretary is not a member of the Admissions and Awards Committee. This person keeps admission files and can answer or redirect your questions appropriately, but does not participate in admission decisions.
Admission Application Checklist

To the EMPL Department Office, submit:

☐ EMPL Departmental Admission Application
☐ Graduate School Admission Application (currently $50 non-refundable)
☐ Official Transcripts¹ (Minimum GPA 3.0; a UO transcript can be printed from DuckWeb and submitted)
☐ Three (3) Letters of Reference² (on-line form)
☐ Personal goal statement
☐ Résumé/Curriculum Vita³
☐ Writing sample⁴ (submit only one)

International Students must also submit to the department:

☐ Certificate of graduation
☐ TOEFL⁵ or IELTS⁶ scores taken within 2 years

Mail Department Application Materials to:
Angela Pellerin, Academic Secretary - EMPL
5267 University of Oregon (mailing address)
Eugene OR 97403-5267

To the UO Admissions Office, submit:

☐ Official transcripts (this is in addition to the one sent to the department, above)

International Students must also send UO Admissions:

☐ Financial Verification Form*
☐ I-20 form
☐ Visa Matters
☐ If transcripts or certificates are in a language other than English, a certified English translation must be included to both the department and to the Graduate School.

Send UO Admissions Office Materials to:
UO Office of Admissions
1217 University of Oregon
Eugene OR 97403-1217

*Winter, Spring, Fall term applicants for the CANADIAN M.S. program DO NOT need to submit the financial statement and bank statement to the UO Admissions Office as part of the application process, but will need to submit the paperwork at least six weeks prior to summer term.

Admission files that are incomplete, denied admission or withdrawn are only kept for one (1) academic year.

¹ TRANSCRIPTS: Official (sealed) transcript from each college or university attended. The transcript(s) should post the awarding of degree(s) received and clearly state credit hours and final grade point average (Minimum 3.0 from most recent degree). UO graduates can submit transcripts printed from DuckWeb.
² LETTERS OF REFERENCE: From individuals who have had previous opportunities to supervise or evaluate the candidate’s work are the best candidates to write these letters.
³ RÉSUMÉ: See discussion above.
⁴ WRITING SAMPLE: 5-8 pages long. See discussion above.
⁵ TOEFL: Minimum scores of 575 on the paper-based test, 233 on the computer-based test, or 88 on the internet-based.
⁶ IELTS: Minimum overall band score of 7.0 or better.
International Students

- Grad School Information for International Students: http://gradschool.uoregon.edu/?page=international
- Office of International Programs: http://oip.uoregon.edu/
- American English Institute: http://aei.uoregon.edu/

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

- Certificate of graduation
- TOEFL scores taken within 2 years (Departmental policy may differ than UO Graduate School Policy)
- Financial Form
- I-20 Form

Applicants who lack proficiency in English, but who qualify in all other aspects, may be conditionally admitted pending intensive study at the American English Institute (AEI) in Eugene. Students should expect to study until they have achieved a TOEFL score of 575 or more, at which time they may be admitted. While attending the AEI, students are not permitted to take regular University of Oregon classes.

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

If a student is admitted to the University of Oregon with a TOEFL score between 500 and 574 (computer-based 173-233), the student must take an additional English proficiency test. If the test score indicates that additional training is necessary, the student must enroll in special AEI classes. Please refer to the Academic English Institute Program for details.

International students accepted to the program may be asked at the discretion of their advisor to continue in additional English language skill building while enrolled in their graduate program. This may be specified for oral or written English language fluency, or both.

Non-native English speakers who accept GTF awards with teaching related duties must also submit to the Graduate School a score of the Test of Spoken English (TSE) or the SPEAK test. Additional language support classes that may be required are offered separately from AEI classes.

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

Frequently Asked Questions About Admissions
See: Graduate School Admissions FAQs: http://gradschool.uoregon.edu/?page=admissions
Getting Started – UO ID #, Access Codes, E-Mail, & Blackboard

Upon official admittance, the UO Office of Admissions will send new students a UO ID (“95-”) number. Students will also receive “Duck ID” information about using their personal UO e-mail and Blackboard accounts, and the Graduate School will forward a Personal Access Code (PAC) which is necessary for registration in DuckWeb.

Please note that students must have and use their Duck ID in order to use the Blackboard online course management system, used by some instructors. Please contact the computing center for your free e-mail account: http://cc.uoregon.edu/. IMPORTANT: It is critical that you establish, use, and frequently check your UO (*.uoregon.edu) email account. This is THE OFFICIAL COMMUNICATIONS VEHICLE between the University, the Department, the College, and YOU. You will also use it to interact with BlackBoard on-line course management.

Registration, Grades, & Transcripts

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

Registration instructions and related links are available at the Registrar’s website. DuckWeb Registration: https://duckweb.uoregon.edu/. Please note that the DuckWeb online registration system is blocked during the month of July and for the first week of August each year.

Graduate Teaching Fellowships & Funding

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

Graduate Teaching Fellowship (GTF) is the term used at the UO for teaching, research, and administrative assistantships. To be eligible to apply for a GTF, students must be a fully admitted Master’s or Doctoral student. Preference for all COE GTF positions is given to qualified COE doctoral students. Admission funding, appointments, and reappointments are not automatic, nor are they guaranteed. More information about applying for GTF positions can be found on both the COE and Graduate School websites.
Applicants who have been admitted previously to the UO Graduate School and registered for credits the term they were admitted may submit a re-registration form INSTEAD of the Graduate Admission Application. It is not necessary to pay the application fee with the re-registration form.

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

**Scholarships**

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

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

**Educational Leadership/Administration Scholarships**

1. Ken A. Erickson Memorial Scholarship  
2. Paul B. Jacobson Memorial Scholarship

**COE Scholarships for Eligible EMPL Students**

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

**Earning a Master’s Degree at the University of Oregon**

Master’s degree candidates must fulfill all requirements of the Graduate School, as well as all additional requirements set by the College of Education, and the Department of Educational Methodology, Policy, and Leadership.

The following outline lists current minimum Graduate School requirements for master’s degrees. Specific departmental requirements must also be met before students are awarded a master’s degree. Credit requirements listed below must be met with graduate credits.
Graduate School* Requirements for Master’s Degree
(EMPL requirements differ from Graduate School requirements)

Total credit minimum.................................................................45 credits

Minimum credits in major..........................................................30 credits

Minimum credits in residence.....................................................30 credits

Minimum graded credits taken in residence (AFTER admission)...........24 credits

Minimum GPA..............................................................3.00

Time limit for program completion..............................................7 years

Registration and continuous enrollment.....................................3 credits per term

No more than 12 credits total can be taken P/NP (excludes Terminal Project (only offered P/NP)). Plus additional requirements as specified by school or department*

*EMPL DEPARTMENT requires local students to take 6 additional credits to add up to a total of 51 credits.

*EMPL DEPARTMENT requires Canadian-based students to take 3 additional credits to add up to a total of 48 credits.

*EMPL DEPARTMENT requires that ALL research and writing courses must be taken GRADED.

Total Credit Minimum

To earn a Master’s degree, local students must complete an integrated program of study through a departmental discipline totaling no fewer than 51 graduate credits. Canadian-based students must take a minimum of 48 credits.

Minimum Credits in Major

A minimum of 30 credits in the major is required for a master’s degree within a departmental major. Students pursuing interdisciplinary master’s degrees may have different requirements.

Minimum Credits in Residence

For a master’s degree, the Graduate School requires that a minimum of 30 credits (applicable to degree requirements) be taken on the Eugene campus during at least two terms of study. Individual schools or departments may have additional residence requirements.
Minimum Graded Credits Taken in Residence

Twenty-four (24) of the total credits TAKEN AFTER FORMAL ADMISSION must be University of Oregon graded credits. Further, all research and writing courses must be taken on a graded basis. NO MORE THAN 12 total credits can be taken on a P/NP basis (not including Terminal Project credits).

Minimum Thesis Credits

The school or department specifies whether a terminal project is mandatory or optional. EMPL requires a minimum of 4 credits in Terminal Project. Student in EMPL do not complete a thesis, rather they complete a master’s project. Credits for terminal project are pass/no pass.

Minimum GPA

Graduate students must maintain at least a 3.00 grade point average (GPA) in all graduate courses taken with graded option. See Policies and Procedures. Departments may require a higher minimum GPA.

Time Limit for Program Completion

All requirements for the master’s degree must be completed within a (7) seven-year time period. The seven-year time will begin with the term of admission to the master’s program. For example: a master’s student admitted in Fall 2010 will have a completion deadline of Summer 2017.

The beginning date of the seven-year time period will be adjusted to an earlier date to include any graduate credits, approved for transfer into the program, that were taken before the date of admission. For example: a master's student admitted for Fall 2010 who has approved transfer credits taken at a previous university in Fall 2008 will have a completion deadline of Summer 2015.

Continuous Enrollment and Residency

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

Unless On-leave status has been approved (maximum 3 terms, not including summer), Master’s students must be continuously enrolled, excluding summer session, until all requirements have been completed.

To remain in compliance with the Continuous Enrollment Policy, master’s students must be registered for a minimum of 3 graduate credits each term. This includes students who are only enrolled in terminal project credits. Also, students not in residence while writing a thesis, dissertation or project, but using faculty assistance, university services or facilities such as sending chapters to an advisor by mail or email for criticism must register for a minimum of 3 graduate credits per term. Registration should be for 4 credits in Terminal Project.

Master’s students who fail to maintain continuous enrollment or obtain On-Leave status are required to file Permission to Re-Register form and petition for reinstatement. Students’ major
department and the Graduate School review petitions. EMPL reserves the right to refuse petition support when a student does not maintain continuous enrollment. This procedure is equivalent to a new admission and the petitioner may be required to meet departmental admission policies and degree completion requirements that are in effect on the date of re-enrollment. When re-registration is approved, a master’s candidate must register for 3 credits during the term immediately following reinstatement, and for each subsequent term thereafter.

**Graduate Residency** (review)

Every graduate degree at the University of Oregon has a residency requirement, which must be fulfilled by every graduate student who completes a degree. The residency requirement allows graduate students to concentrate exclusively on course work or research; to acquire knowledge, skills, and insights necessary for attaining the degree; and to find opportunities to work closely with faculty members and students. Residency provides significant and tangible advantages to graduate students because it enhances the quality of the academic experience. For example, competence in the field is enhanced by close familiarity with the university's libraries, computing resources, specialized collections, and other unique facilities; valuable experience is gained by attending and participating in formal and informal seminars, colloquia, and discussions led by specialists who visit campus; fluency in the specialized language and vocabulary of the discipline is enhanced by frequent and close association with faculty members and other students in the same field; and thesis or dissertation research is facilitated by frequent interaction with the adviser.

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

**Transfer of Credit**

Master's students may request to transfer a maximum of 15 graduate credits into their master's degree program, using the Graduate School's Transfer of Graduate Credit form. This request must be submitted no later than the end of the term prior to completion of the degree. In addition, the following conditions must be met:

- The grade(s) earned must be A+, A, A-, B+, B, or P;
- The course(s) must be relevant to the degree program as a whole; and
- The student's home department and the Graduate School must approve the transfer.

**Transferring Graduate Credit FROM the University of Oregon**

A maximum of 15 graduate credits earned at the University of Oregon while classified as a post-baccalaureate graduate student, Pre-Master's, or Post-Master's, or taken through Community Education Program (CEP) or Summer Session may be considered for transfer, dependent upon school or department endorsement and Graduate School approval. This falls
within the 15 credit maximum transfer. Transfer credit from the University of Oregon will be counted toward the requirement of 24 credits in UO graded graduate courses.

Transferring Graduate Credit TO the University of Oregon

Graduate credit earned while enrolled in another accredited graduate school may be counted toward the Master’s degree, provided the courses meet the described conditions above and were not used to satisfy the requirements for an awarded degree. This falls within the 15 credit maximum transfer. Transfer credit from another institution WILL NOT count toward the requirement of 24 credits in UO graded graduate courses, nor will they be used in calculating the cumulative grade point average.

Incomplete Policy

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

If a student receives an incomplete grade that grade must be changed to a grade within one academic year. To remain on active status, students must enroll for at least three (3) graduate-level credits each term (excluding summer).

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

On-Leave

See: On-Leave
http://gradschool.uoregon.edu/?page=onLeaveInAbsentia

Unless On-Leave status has been granted (maximum of 3 academic year terms), it is Graduate School policy that students enrolled in a master’s degree program must remain continuously enrolled at the University (with the exception of summer term) until all of the program requirements have been completed. In every term in which students utilize University services/facilities, students must be enrolled for a minimum of 3 credit hours of graduate coursework.

Students who do not remain continuously enrolled at the University (except for summers) or those who fail to receive On-Leave status approval will have a change in status. Graduate School active status will be canceled in this instance. A student with inactive status who wishes to return to their former graduate program, is required to apply for Permission to Re-Register in the Graduate School and is subject to the requirements for admission and enrollment limitations that are in effect at that time. Students should also be aware that official On-Leave status maintains your Oregon Resident Status, as well. Failure to file the On-Leave form could result in your Oregon Resident Status being reclassified to Non-Resident.

Revised On-Leave or In Absentia forms: If you decide to return from leave earlier or later than
you had intended, you must submit a new form revising your request for On-Leave or In-Absentia status through your department.

*International Students:* You must check with an adviser at the Office of International Programs (OIP) to be sure that your visa status will remain current while you are in On-Leave status. This is especially important for students who will be leaving the USA.

*Deadline:* Leave request forms must be submitted on or before the last day to register for classes in the term for which leave is requested.

Departmental approval is required before the Graduate School can review the request for leave.

Master’s students are permitted to take up to three academic terms of approved On-Leave status during the course of study for the degree. During terms of On-leave, Master’s students do not register, and so are not allowed to make use of university services, faculty or staff time. Graduate students must register and pay fees if they will be using university facilities or faculty or staff services during any term.

### Withdrawing from the Program

See: **UO Academic Advising Office**  
http://darkwing.uoregon.edu/~aass/  
See: **EMPL Department Form for Withdrawal**  
http://education.uoregon.edu/feature.htm?id=280

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

Course Sequence 2010-11

Subject to Change – Actual programs to be established by student with advisor approval during the “Planned Program” process.

MASTERS COURSES

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<td>**Master's Project: EDLD</td>
<td>Staff</td>
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*=REQUIRED COURSES.  **=Required, with a total of 4-8 credits.

Note: A total of 51 credits are required for local students. A total of 48 are required for Canada-based students. 4-8 of those credits will be earned in the completion of the terminal project.
Optional Emphasis and Focus Areas in Quantitative Research Methods in Education

The QRME emphasis focuses on building theoretical knowledge and applied skills in research design, statistics, and measurement. The emphasis is designed to prepare individuals who wish to pursue careers in educational research including professional positions in school systems, state government agencies, private testing companies, and regional educational laboratories. The emphasis requires the completion of a minimum of 45 course credits, which prepares individuals who wish to pursue a doctoral degree and/or professional position specializing in quantitative research methods or in a related field, including EMPL’s Ph.D. program.

For degree completion, students must have a minimum of 30 credits in residence, 24 credits in graded courses with a GPA of 3.0 or higher, a minimum of 30 credits on the Eugene campus in at least two terms of study, and a maximum of 15 units of transfer credit. The Certificate of Specialization is a departmental and college credential, and does not appear on the University transcript.

Students who enroll in the QRME emphasis program will choose one of two areas of focus: (1) Research Design and Statistics, or (2) Measurement and Assessment. The two focus areas share a common core of courses in research design, statistics, and measurement. Beyond the core courses, the Research Design and Statistics emphasis focuses on more advanced design and analysis courses, while the Measurement and Assessment emphasis focuses on more advanced psychometric courses.

If you are interested in participating in the QRME emphasis area, please indicate this, along with the focus area, on your department application.
# QRME EMPHASIS CORE COURSES (22 Credits)

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<td>*May also be offered as EDLD 610. If so, select that CRN.</td>
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<td>SPSY</td>
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<td>Statistics I (Intro to Educational Statistics)</td>
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- **FOCUS AREA: RESEARCH DESIGN & STATISTICS COURSES**
  - **REQUIRED COURSES (7 credits):**
    | PREFIX | #  | COURSE TITLE                        | CREDITS |
    |--------|----|-------------------------------------|---------|
    | EDLD   | 610| Multivariate Statistics             | 4       |
    | SPED   | 607| Advanced Research Design            | 3       |
  - **ELECTIVE COURSES (Select at least 8 credits):**
    | PREFIX | #  | COURSE TITLE                        | CREDITS |
    |--------|----|-------------------------------------|---------|
    | EDLD   | 610| Hierarchical Linear Models          | 4       |
    | EDLD   | 610| Structural Equation Modeling        | 4       |
    | EDLD   | 610| Large Scale Databases               | 4       |
    | EDLD   | 670| Analysis of Discrete & Categorical Data | 4   |
  - **OPEN ELECTIVES (Minimum 8 credits):**
    | TBD    | TBD| Student choice with advisor approval | 8       |
  - **TERMINAL PROJECT (Minimum 6 credits):**
    | EDLD   | 685| Terminal Project                    | 6       |

- **FOCUS AREA: MEASUREMENT AND ASSESSMENT**
  - **REQUIRED COURSES (12 credits):**
    | PREFIX | #  | COURSE TITLE                        | CREDITS |
    |--------|----|-------------------------------------|---------|
    | EDLD   | 610| Measurement & Assessment II         | 4       |
    | EDLD   | 661| Item Response Theory I              | 4       |
  - **ELECTIVE COURSES (Select at least 4 credits):**
    | PREFIX | #  | COURSE TITLE                        | CREDITS |
    |--------|----|-------------------------------------|---------|
    | EDLD   | 610| Survey Design & Analysis            | 4       |
    | EDLD   | 662| Item Response Theory II             | 4       |
    | EDLD   | 610| Classroom Assessment                | 4       |
    | EDLD   | 610| Hierarchical Linear Models I        | 4       |
  - **OPEN ELECTIVES (Minimum 7 credits):**
    | TBD    | TBD| Student choice with advisor approval | 7       |
  - **TERMINAL PROJECT (Minimum 6 credits):**
    | EDLD   | 685| Terminal Project                    | 6       |
Terminal Project

Master’s degree students must complete a literature synthesis paper, research project, or special project. Student advisors must approve all types and topics. The advisor and one other faculty member read and grade the terminal project. To receive departmental acceptance, the project must be judged acceptable by both faculty readers. Students must take Master Project credits for each term they work on their terminal project. The terminal project is presented to the department. It is not acknowledged on the student’s transcript or submitted to the Knight Library. Students need to contact their advisor in order to establish deadline dates for submitting their final terminal project. Several excellent terminal projects samples are on the website: [http://education/feature.htm?id=1199&fullformat=yes](http://education/feature.htm?id=1199&fullformat=yes).

Terminal Project Guidelines

Introduction

Master’s students in EMPL are required to complete a terminal project as part of their degree requirements. The project should focus on a specific and important topic, question, or need in the area of educational leadership. Terminal projects are typically either research studies or literature synthesis papers; although in exceptional circumstances a student may complete a special project. Students work closely with their advisor to complete this project.

I. Definitions

Research Studies

Research studies are evidence-based and require data collection. Students collect the data for their study (e.g. interviews, observations, surveys, document analysis). Students may also use data that already exists (extant data). Examples of extant data are state or provincial test results or district demographic data. It is common for students to collect data in the school or district in which they are employed. Data collection requires approval by the Office for the Protection of Human Subjects. Students are encouraged to perform a research study because doing so allows them to (a) apply the skills and knowledge gained from UO coursework, and (b) contribute realistic solutions to problems occurring in their own practice or the school in which they work. Students are encouraged to view samples of high-quality research study papers on our website. [http://education/feature.htm?id=1199&fullformat=yes](http://education/feature.htm?id=1199&fullformat=yes).

Research studies include the following sections:

A. Research Problem: What are you studying and why? Students’ research problem can be stated in the form of a general or specific question, a statement, or an assertion.

B. Review of the Literature: Who has done research on this topic before? How have they done it? What have they learned? Is this an emerging issue (or is there good reason no one else has studied it)? Additionally, what gaps exist in past and current literature? The literature
review also alerts students to issues and problems they may not have considered. Usually students will cite 15-30 empirical sources in this section.

C. Research Methods: This section deals with the ‘when, where, who, and how’ of students’ research. Specifically, how have students turned their research problem or question into a coherent research strategy? The literature synthesis comes in handy here. How have others researched this problem? In what ways is students’ research question not addressed in past and current literature and why might that be the case?

D. Findings: In this section, students present the specifics of what they found, using text as well as tables, quotations from interviews, charts, etc. If a study uses a qualitative methodology, students may also include their interpretations in this section. If a study uses a quantitative methodology, students should not include interpretations in this section, only the specific numerical results found in the study.

E. Conclusions/Implications/Recommendations

Literature Synthesis Papers

Synthesis papers are a compilation of past and current empirical research literature organized around a specific theme. They resemble long, sophisticated term papers. In Educational Leadership, we expect synthesis papers to be well-organized syntheses of the research literature, and not just a comprehensive review of journal articles. Synthesis papers should emphasize research that appears in refereed journals primarily, turning to secondary sources such as books by recognized authorities in the field more rarely. Please note, if little or no empirical work has been published about a topic, it is likely not an appropriate topic for your literature synthesis, but this same issue could be an excellent basis for a special project or research study. Appropriate models for organizing literature syntheses are found in the journal Review of Educational Research, one of the official journals of the American Educational Research Association. Synthesis papers often use charts or other graphics to organize and present summaries of the literature. In general, synthesis papers should also reflect elements of the Educational Leadership curriculum. It is appropriate for students to incorporate readings from UO courses into the synthesis.

NOTE: Pay close and careful attention to the synthesis aspect of this paper. A synthesis is not simply a review of literature, but a blending of information to support a thesis or framework that guides the entire paper. Students are encouraged to view samples of high quality literature synthesis papers on our website. http://education/feature.htm?id=1199&fullformat=yes.

Special Projects

Many students complete a special project to satisfy their terminal project requirement. Generally these projects are tools that other educators can use in their capacity as teachers, specialists, or administrators. Projects include a literature synthesis and a way to situate the project as a solution to a current challenge in education. Students must gain approval for special projects from their advisor prior to beginning work on them. Similar to research studies, a special project requires two terms of Terminal Project credits at 4 credits each. Students are encouraged to view samples of high quality special project papers on our website. http://education/feature.htm?id=1199&fullformat=yes.
II. Process for Completing the Project

Proposal
Students meet with their advisor to explain and discuss the research project. Common discussion points are: why it is important; who will benefit from this project and how; and the overall project plan. The advisor must approve the project at least one term prior to starting the terminal project.

Permission to Gather Data
Special note: the following procedures apply ONLY to research studies and some special projects: Protection of Human Subjects Review. If the student plans to collect data from individuals (e.g., educators, parents, children), the study must be approved via the Human Subject Review process in the Office of the Protection of Human Subjects. In addition to the university’s protocol process, approval to collect data within a specific school or school district will also require written approval from the school and the school district in which the study will take place. The student must complete the application form provided by the University of Oregon Office for Protection of Human Subjects available at http://uoregon.edu/~humansub/. The advisor will review and approve your Human Subjects application. Depending on the research methods employed, the review process takes from 3-6 weeks (review of research involving children takes longer than research involving adults). Sometimes when using existing data from a school or district, the student must go through the Human Subject process. You may not collect any data or request consent to participate until your Human Subjects application has been fully approved.

Conducting the Research Project
Data Collection and Analysis: Once approval of the project is obtained, the student may then collect data or other information. Depending on the project, this can involve various forms of data collection and other activities required for a Research Study, or may simply involve continuing to locate, read and synthesize empirical literature for a Synthesis Paper.

Completing the Project Paper
Refer to the Terminal Project Syllabus and Terminal Project Guidelines for the timeline requirements for completing the final paper. Also refer to the program completion checklist, which includes information on both completing the Terminal Project and graduation requirements and deadlines.

III. Format of Terminal Projects

Terminal projects should be submitted via email in PDF format.

Final Master’s Degree projects must be professional products: utilize APA guidelines, clearly organized and written, free of spelling and typographical errors, fully and consistently referenced, and a clean print copy. University of Oregon regulations do not require that research studies, synthesis papers, and special projects follow the same specific style manual format requirements as theses or dissertations. Examples of APA reference format are attached to the end of this document.

Students can also utilize APA guidelines found at these website links:
University of Wisconsin Writing Center:

The following webpage is useful:
http://www3.wooster.edu/psychology/apa-crib.html

There are also websites that allow you to download (for a price) an MSWord-based template that actually helps you format your work in APA style:
For PC: www.perrla.com
For Mac: http://www.refpt.net/index.htm

Important Note: Recently, electronic word-processing has substantially increased faculty expectations for student work. Because the new word processing programs do such a good job of spotting potential typographical and grammatical errors, error-free papers are expected.

The following components are required as part of your final paper:

1. Title page should include the title of the synthesis paper/research study, your name, the date, your advisor's name, and a notation that the paper is in partial fulfillment of the Master's of Science degree at the University of Oregon.

2. Table of contents should be properly formatted in APA style.

3. Format paper using double-spaces, with one inch margins, except for long quotations which are left and right indented .5 inches. Do not use additional space between double-spaced paragraphs.

4. Readable font should be used, such as, Times, Palatino, New York, Geneva, Helvetica, or Century Schoolbook. Use 12 point font for the body of the text.

5. Headings and sub-headings should be used thoughtfully—don’t overuse headings. Too many headings distract the reader, while too few headings may cause the reader to get lost. One heading break every 3-4 pages is a general rule. See APA style manual for guidance about headings and sub-headings.

6. Paragraphs should be balanced, and should include a minimum of 3 sentences. And understand that one paragraph rarely comprises an entire page.

7. Graphic Displays follow the general rules for paragraphs and headings. Don't use too many tables, charts, and illustrations. Sometimes information in small tables can be conveyed in words, e.g., “40% of the respondents...” Refer to the APA manual for guidelines and formats for tables, charts and other illustrations.

8. Length of terminal projects final paper. There are no standard guidelines for the length of a Terminal Project paper. Project papers are rarely under 30 or over 50 pages. A literature synthesis paper should include approximately 20 citations.

9. Page numbers and running heads are required on all drafts of the paper. Example of a proper running head: HEAPES: LEADERSHIP AND CHANGE. Margins should be one (1) inch on both sides. Page numbers should be located in the upper right corner only.
10. Write clearly and concisely. All papers must be reviewed by 2 readers before submission to the secondary reader for the university. The student’s advisor is the primary reader for the university. Follow the time line set forth in the Terminal Project Syllabus.

11. References are used to inform readers (a) that an idea has been borrowed from another source, (b) that previous writing supports assertions made, and (c) about where to locate additional details for a source. In all cases, you should provide enough information in your reference citations that the reader should be able to go directly from your manuscript to the original source in the library or elsewhere. The following are common mistakes. Direct quotations must include the specific page where the quote appeared, along with the author name and publication date (Alonzo, 2007, p. 33). If you are paraphrasing a source, rather than quoting it directly, you do not provide the page number. A parenthetical in-text reference is part of the sentence to which it refers, so the period should be after the “end-parenthesis.”

IV. Important University Rules

To receive your degree, you must also satisfy the following requirements. It is up to you to make sure they are completed. The Degree Completion checklist will help you stay on track.

1. Remain enrolled for at least 3 credits in the term you graduate (completing an incomplete but not being registered for 3 other “new” credits does not count as being registered).

2. Submit graduation application by the 2nd week of the term you expect to graduate. The application is available at http://gradschool.uoregon.edu/?page=graduation.

3. Submit an updated planned program. It is important the program submitted matches your actual transcripts.

4. Submit the Transfer of Graduate Credit form for all courses (including those from the University of Oregon) taken prior to Admission to the Master’s Program. This form must be completed the term prior to graduation.

5. Clear all incompletes (except for incompletes associated with your terminal project) the term prior to graduation.

6. Complete Terminal Project.

Applying for Graduation

Students are required to apply for their advanced degree no later than the 2nd week of the term the degree is to be awarded. See Application for Advanced Degree
Office for Protection of Human Subjects
See: Human Subjects information  http://www.uoregon.edu/~humansub/

Again, students may be required to submit to a Human subjects Review through the university if their research project requires gathering data using human subjects. This review is a protective measure that is designed to ensure that all of the research conducted by students at the UO is sound and ethical and that no questions of legality are raised.

Calendars and Deadlines

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

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

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

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

- Registrar’s Academic Dates & Deadlines
  http://registrar.uoregon.edu/calendars

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

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

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