Educational Policy and Leadership Studies, Ph.D.

Educational Leadership

The Doctor of Philosophy program in educational policy and leadership studies with an educational leadership subprogram requires a minimum of 90 s.h. of graduate credit. The program prepares scholarly professionals for leadership positions in a wide range of educational and public sector settings. Students acquire strong backgrounds in leadership, policy, and research. They equip themselves to discover, integrate, and apply knowledge as transformational leaders.

The Ph.D. in educational policy and leadership studies with an educational leadership subprogram requires the following work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Cognate Courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Concentration Area Courses</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Research Courses</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

Students also complete the comprehensive examination and a dissertation, described below.

Many educational leadership courses are offered by distance education; see MyUI for information about courses offered during current semesters.

For more detailed course work information, see Educational Leadership on the Educational Policy and Leadership Studies website.

Research Courses

All educational leadership Ph.D. students must complete either EALL:5150 Introduction to Educational Research or EPLS:6206 Research Process and Design during the first year of their Ph.D. program. They also must complete a minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Students select from courses listed under Ph.D. Research Requirements on the College of Education website.

Comprehensive Examination

Students must satisfactorily complete a written take-home comprehensive examination consisting of three parts. The first part covers a student's major area of study, and the second covers two additional concentration areas. The third is on the student's outside area of study and is prepared by faculty members outside the Department of Educational Policy and Leadership Studies. The written exams are followed by an oral examination.

Dissertation

Students must write a dissertation based on an original research project in an area of educational leadership.

Students must earn 10 s.h. of credit for dissertation research. The doctoral program culminates with a final oral defense of the dissertation. Students must be registered at the University of Iowa during the session in which they graduate.

Admission

Applicants must meet the admission requirements of the Graduate College and of the educational leadership program. They also must satisfy the residency requirement of two full-time (at least 9 s.h.) registrations. Required application materials include transcripts, official Graduate Record Examination (GRE) General Test scores, three letters of recommendation, and a personal statement of career goals. Admission is based on grade-point average and GRE scores, promise for scholarly and professional growth, and recommendations. Complete applications are reviewed as they are received.

Higher Education and Student Affairs

The Doctor of Philosophy program in educational policy and leadership studies with a higher education and student affairs (HESA) subprogram requires a minimum of 90 s.h. of graduate credit. At least 39 s.h. must be earned while registered in the Graduate College at the University of Iowa, and after formal program admission.

The doctoral program prepares individuals to be leaders in student affairs and academic administration, graduate faculty at research universities, leaders in conducting research about college students and higher education, policy analysts in postsecondary institutions and public or private agencies, and teachers and academic leaders at two-year and four-year colleges. The HESA program integrates academic experience with the cocurricular learning experiences of students and studies the outcomes of both.

The Ph.D. in educational policy and leadership studies with a higher education and student affairs subprogram requires the following course work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantive Core Courses</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Research Methods Courses</td>
<td></td>
<td>18-22</td>
</tr>
<tr>
<td>Specialization Area Courses</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Graduate Electives</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>90-94</td>
</tr>
</tbody>
</table>

Substantive Core

The substantive core provides foundational understanding of higher education and general knowledge that all students must master, regardless of their career goals and interests. All courses in the core (18 s.h.) must be completed at the University of Iowa.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPLS:6216</td>
<td>Finance in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6220</td>
<td>History of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6224</td>
<td>Organizational Theory and Administrative Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>
Research Methods
Research methods courses (at least 18 s.h.) assure that students achieve scholarly autonomy and initiative.

Basic Research Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6206</td>
<td>Research Process and Design</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7373</td>
<td>Qualitative Research Design and Methods (or approved substitute)</td>
<td>3</td>
</tr>
</tbody>
</table>

Statistics/Linear Regression
These courses (6-8 s.h.) must be taken in this order.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSQF:6242</td>
<td>Selected Applications of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Advanced/Specialized Research Methods
Students consult with their advisor to choose two courses (at least 6 s.h.) from either list appropriate to their dissertation design and intended learning outcomes.

Qualitative Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is introduction to historical methodology or critical qualitative inquiry)</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7392</td>
<td>Mixed Methods Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7071</td>
<td>Critical Discourse Analysis in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7072</td>
<td>Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7073</td>
<td>Ethnographic Methods, Theories, and Texts</td>
<td>3</td>
</tr>
<tr>
<td>RCE:7444</td>
<td>Qualitative Research in the Multicultural Context</td>
<td>3</td>
</tr>
</tbody>
</table>

Quantitative Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is multilevel modeling)</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6209</td>
<td>Survey Research and Design</td>
<td>3</td>
</tr>
<tr>
<td>POLI:7003</td>
<td>Advanced Methodology</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:6246</td>
<td>Design of Experiments</td>
<td>4</td>
</tr>
<tr>
<td>SOC:7170</td>
<td>Advanced Statistical Modeling of Data</td>
<td>3</td>
</tr>
<tr>
<td>SOC:7180</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

Another comparable research methods course approved by advisor

Specialization Area
The specialization area (18 s.h.) gives students the opportunity to develop expertise in one area. Students consult with their advisor to develop the specialization curriculum.

Graduate Electives
Students choose 24 s.h. of elective graduate course work in consultation with their advisors. A student and their advisor may determine that some of the graduate elective work may be drawn from appropriate previous graduate course work that complements other aspects of the student’s doctoral program.

Comprehensive Examination
The Ph.D. comprehensive examination consists of a question written by the student in consultation with their advisor, and formally approved by the HESA faculty. Students are expected to construct a well-supported argument informed by knowledge of the theory, research, and practice that constitutes the field of higher education based on the substantive core and the student’s specialization. The written examination is followed by an oral examination.

Dissertation
The dissertation is a major research study planned in collaboration with the student’s advisor. Students must write a formal dissertation proposal and submit it for approval, first to their advisor and then to the members of their doctoral committee. Students and their advisors determine when the proposal is complete. Students must earn 12 s.h. of dissertation research credit. The doctoral program culminates with a final oral defense of the dissertation.

Students must be registered at the University of Iowa each fall and spring semester from the semester in which they complete their comprehensive examination through the semester in which they defend their dissertation and graduate.

Admission
Applicants must meet the admission requirements of the Graduate College. Each applicant must submit a personal statement, undergraduate and graduate grade-point averages, undergraduate and graduate transcripts, three letters of recommendation, a résumé or curriculum vita, and scores on the Graduate Record Exam (GRE) General Test. The statement of purpose (one to three pages) should include professional and/or research interests, whether the applicant plans to enroll full- or part-time, and how the applicant’s goals and experiences are consistent with the higher education
and student affairs program's mission and values. Application deadline is December 1 for admission the following fall.

For more information on higher education and student affairs programs, see the Department of Educational Policy and Leadership Studies.

### Schools, Culture, and Society

The Doctor of Philosophy program in educational policy and leadership studies with a schools, culture, and society subprogram requires a minimum of 90 s.h. of graduate credit. The program develops students' ability to analyze the influence of social, historical, and philosophical factors that frame contemporary issues in education.

The Ph.D. in educational policy and leadership studies with a schools, culture, and society subprogram requires the following course work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Common Core Courses</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Disciplinary Foundation Courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Focus Courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Cognate Courses</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Research Tools</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>90</td>
</tr>
</tbody>
</table>

#### Common Core

Students must complete all three courses in the common core (9 s.h.).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5102</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5126</td>
<td>Twentieth-Century Educational Movements</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5130</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Disciplinary Foundation

Students choose one of two disciplinary foundation areas: sociology or history. They complete 12 s.h. in the area by taking three courses offered by the Department of Educational Policy and Leadership Studies (prefix EPLS) and one course offered by the corresponding department in the College of Liberal Arts and Sciences: sociology (prefix SOC) or history (prefix HIST). The following lists provide examples of courses appropriate for the two disciplinary foundation areas.

#### Sociology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5131</td>
<td>Race, Class, and Gender Inequalities in Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5134</td>
<td>Education and the World of Work</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5142</td>
<td>Sociology of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5210</td>
<td>Education and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is sociology of education)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### History

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5123</td>
<td>History of Ethnic/Minority Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is history of education)</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6220</td>
<td>History of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6237</td>
<td>History of the Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6238</td>
<td>Gender and Education in Historical Perspective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Interdisciplinary Focus

Students choose one of two interdisciplinary focus areas: diversity and equity, or policy contexts. They take four courses in that area (total of 12 s.h.) chosen from the corresponding list. At least two of the courses (6 s.h.) must be from outside their disciplinary foundation area (see “Disciplinary Foundation” above).

#### Diversity and Equity

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5123</td>
<td>History of Ethnic/Minority Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5154</td>
<td>Education, Race, and Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5157</td>
<td>Ethics in Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6237</td>
<td>History of the Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6238</td>
<td>Gender and Education in Historical Perspective</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6239</td>
<td>LGBTQ History in Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6275</td>
<td>Diversity and Equity in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

One relevant course from another department, with advisor's approval.

#### Policy Contexts

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5134</td>
<td>Education and the World of Work</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5157</td>
<td>Ethics in Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:5210</td>
<td>Education and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6225</td>
<td>Higher Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6237</td>
<td>History of the Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6270</td>
<td>Policy and Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

One relevant course from another department, with advisor's approval.

#### Cognate Courses

Students must complete at least 27 s.h. of additional graduate-level course work in a field or fields that are relevant to their scholarly and professional goals. Students commonly complete some or all of the 27 s.h. with relevant graduate-level course work from other University of Iowa programs or with approved transfer credit from other institutions. A student's advisor, in consultation with other faculty members in the program, determine which course work to accept.
Research Tools
Students must take at least 18 s.h. in research methods.

Basic Research Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPLS:6206</td>
<td>Research Process and Design</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7373</td>
<td>Qualitative Research Design and Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

With approval, students may substitute a course above for one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL:7070</td>
<td>Introduction to Qualitative Methods in Literacy Research</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7331</td>
<td>Seminar: Educational Psychology I - Current Topics (when topic is qualitative educational research methods)</td>
<td>3</td>
</tr>
<tr>
<td>RCE:7338</td>
<td>Essentials of Qualitative Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

Intermediate Statistics and Linear Regression

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSQF:6242</td>
<td>Selected Applications of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6370</td>
<td>Quantitative Methods for Policy Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced and/or Specialized Research Methods
Students consult with their advisor to choose two courses from either list appropriate to their dissertation design.

Qualitative or Non-Quantitative Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is historical methodology in education or analysis of philosophical argumentation)</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7392</td>
<td>Mixed Methods Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7071</td>
<td>Critical Discourse Analysis in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7072</td>
<td>Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7073</td>
<td>Ethnographic Methods, Theories, and Texts</td>
<td>3</td>
</tr>
<tr>
<td>EDTL:7751</td>
<td>Advanced Qualitative Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6265</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RCE:7444</td>
<td>Qualitative Research in the Multicultural Context</td>
<td>3</td>
</tr>
</tbody>
</table>

Other comparable research methods courses approved by student's advisor and schools, culture, and society program

Quantitative Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is multilevel modeling)</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6209</td>
<td>Survey Research and Design</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6370</td>
<td>Quantitative Methods for Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLI:7003</td>
<td>Advanced Methodology</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:6249</td>
<td>Factor Analysis and Structural Equation Models</td>
<td>3</td>
</tr>
<tr>
<td>SOC:5160</td>
<td>Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC:7170</td>
<td>Advanced Statistical Modeling of Data</td>
<td>3</td>
</tr>
<tr>
<td>SOC:7180</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

Other comparable research methods courses approved by student's advisor and schools, culture, and society program

Students who want to enroll in an advanced/specialized course not listed above, and wish to receive credit toward their program requirements, must obtain prior approval from their advisor and from the schools, culture, and society program.

Comprehensive Examination
The comprehensive examination consists of two take-home exams, each with a maximum of 15 pages. The first exam covers the student's disciplinary foundation (history or sociology), and the second covers the student's interdisciplinary focus area (diversity and equity or policy contexts) and the common core (history or sociology, not including the disciplinary focus).

Dissertation
After completing the comprehensive examination, students write a formal dissertation prospectus and submit it for approval first to their dissertation advisor and then to the members of their dissertation committee. The dissertation prospectus must be formally approved by the dissertation advisor and the dissertation committee before a student may begin dissertation research.

Students must earn 12 s.h. of dissertation research credit. The dissertation process culminates with a final oral defense of the dissertation. Students must register at the University of Iowa each fall and spring semester until the dissertation is successfully defended and the Ph.D. is awarded.

Admission
Applicants must meet the admission requirements of the Graduate College. A personal interview with one or more members of the program's faculty is recommended. Undergraduate and/or graduate emphases in education, sociology, and the humanities (philosophy, history, and so forth) provide good background for graduate study of schools, culture, and society, although other emphases also may be useful. Applicants must submit a personal statement explaining their professional goals, experiences, and research plans; undergraduate and graduate grade-point averages; undergraduate and graduate transcripts; three letters
of recommendation; and scores on the Graduate Record Exam (GRE) General Test. Admission is for fall semester entry. Application deadline is January 15 for admission the following fall.

For more information on schools, culture, and society programs, see the Department of Educational Policy and Leadership Studies.