Educational Policy and Leadership Studies, Ph.D.

Educational Leadership

The Doctor of Philosophy program in educational policy and leadership studies with a subprogram in educational leadership 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 a subprogram in educational leadership requires the following work.

- **Common Courses**: 12
- **Cognate Courses**: 9
- **Electives**: 29
- **Concentration Area Courses**: 12
- **Research Courses**: 18
- **Dissertation**: 10
- **Total Hours**: 90

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 subprogram in higher education and student affairs requires 90 s.h. of graduate credit. The program prepares faculty and scholar practitioners for leadership positions in student affairs and academic administration and for positions as graduate faculty members, leaders in conducting research about college students and higher education, policy analysts in postsecondary institutions and in public or private agencies, and teachers and academic leaders at two-year and four-year colleges.

The program integrates the academic experience with the cocurricular learning experiences of students and studies the outcomes of both. The curriculum is organized around three core areas: higher education administration and policy; teaching, learning, and the college experience; and diversity, equity, and foundations of higher education. Students take courses in each area and specialize in one.

The higher education administration and policy area studies organizational policy, leadership, and change. It helps administrators develop expertise in planning, evidence-based decision making, and effective leadership and organizational management. Individuals interested in enrollment management and institutional research should find this area appealing.

The teaching, learning, and the college experience area studies college teaching and learning and the ways in which college affects students. It enables educators to become more effective in designing, implementing, and evaluating powerful curricular and cocurricular initiatives. It should appeal to teaching faculty, institutional researchers, faculty development professionals, and leaders of student success initiatives.

The diversity, equity, and foundations of higher education area helps educators prepare to lead social change within their organizations and to facilitate difficult dialogues designed for interpersonal growth and development. It should appeal to chief diversity officers and other administrators called upon to develop curricula around social justice and to individuals interested in the empirical study of diversity in higher education.

To fulfill the Graduate College residency requirement, doctoral students must enroll for a minimum of 9 s.h. in each of two semesters or a minimum of 6 s.h. in each of three semesters.
The Ph.D. in educational policy and leadership studies with a subprogram in higher education and student affairs requires the following course work.

**Substantive Common Core Courses**
- 24 s.h.

**Research Core Courses**
- 17 s.h.

**Specialization Area Courses**
- 12 s.h.

**Graduate Electives**
- 25 s.h.

**Dissertation**
- 12 s.h.

**Total Hours**
- 90 s.h.

### Substantive Common Core
The substantive common 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 (24 s.h.) must be completed at the University of Iowa.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<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:6221</td>
<td>The College Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6224</td>
<td>Organizational Theory and Administrative Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6225</td>
<td>Higher Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6273</td>
<td>The College Student</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6275</td>
<td>Diversity and Equity in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7432</td>
<td>Multicultural Initiatives</td>
<td>3</td>
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### Research Core
The research core (17 s.h.) assures that a student achieves scholarly autonomy and initiative.

#### Basic Research Methods
Both of these are required (6 s.h.):

- **EPLS:6206** Research Process and Design 3
- **EPLS:7373** Qualitative Research Design and Methods (or approved substitute) 3

#### Statistics/Linear Regression
All of these (8 s.h. taken in this order):

- **EPLS:5240** Topics in Education (when topic is data coding and management) 1
- **PSQF:6243** Intermediate Statistical Methods 4
- **EPLS:6370** Quantitative Methods for Policy Analysis 3

### Advanced/Specialized Research Methods
Students should work with their advisor to choose one course (at least 3 s.h.) appropriate to their dissertation design.

#### Qualitative Methods
- **EPLS:5240** Topics in Education (when topic is introduction to historical methodology) 3
- **EPLS:7392** Mixed Methods Research 3

### Quantitative Methods

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
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</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>
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<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>
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### Specialization Area
The specialization area gives students the opportunity to develop expertise in one area. Most students complete the common core before declaring one of the following three specializations: higher education administration and policy; teaching, learning, and the college experience; or diversity, equity, and foundations of higher education. Each specialization has its own course requirements and options.

### Graduate Electives
Students choose 25 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 set of take-home questions with a limited time to respond. Questions are based on the substantive core and a student's concentration. 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 an indication of specialization, 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 program in schools, culture, and society 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 subprogram in schools, culture, and society requires the following course work.

<table>
<thead>
<tr>
<th>Common Core Courses</th>
<th>Disciplinary Foundation Courses</th>
<th>Interdisciplinary Focus Courses</th>
<th>Cognate Courses</th>
<th>Research Tools</th>
<th>Dissertation</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>12</td>
<td>9</td>
<td>28</td>
<td>17</td>
<td>12</td>
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<td>Total Hours</td>
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Common Core

Students must complete all four courses in the common core (12 s.h.).

- EPLS:5102 History of American Education 3
- EPLS:5126 Twentieth-Century Educational Movements 3
- EPLS:5130 Sociology of Education 3
- EPLS:5156 Philosophies of Education 3

Disciplinary Foundation

Students choose one of three disciplinary foundation areas: sociology, history, or philosophy. 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), history (prefix HIST), or philosophy (prefix PHIL). The following lists provide examples of courses appropriate for the three disciplinary foundation areas.

Sociology

- EPLS:5131 Race, Class, and Gender Inequalities in Education 3
- EPLS:5134 Education and the World of Work 3
- EPLS:5142 Sociology of Higher Education 3
- EPLS:5210 Education and Social Change 3
- EPLS:5240 Topics in Education (when topic is sociology of education) arr.

History

- EPLS:5123 History of Ethnic/Minority Education 3
- EPLS:5240 Topics in Education (when topic is history of education) arr.
- EPLS:6220 History of Higher Education 3
- EPLS:6237 History of the Teaching Profession 3
- EPLS:6238 Gender and Education in Historical Perspective 3

Philosophy

- EPLS:5155 Critical Thinking 3
- EPLS:5157 Ethics in Education 3
- EPLS:5158 John Dewey and Education 3
- EPLS:5240 Topics in Education (when topic is philosophy of education) arr.

Interdisciplinary Focus

Students choose one of two interdisciplinary focus areas: diversity and equity, or policy contexts. They take three courses in that area (total of 9 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

- EPLS:5104 Education in the Third World 3
- EPLS:5123 History of Ethnic/Minority Education 3
- EPLS:5154 Education, Race, and Ethnicity 3
- EPLS:5157 Ethics in Education 3
- EPLS:6237 History of the Teaching Profession 3
- EPLS:6238 Gender and Education in Historical Perspective 3
- EPLS:6275 Diversity and Equity in Higher Education 3

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

Policy Contexts

- EPLS:5134 Education and the World of Work 3
- EPLS:5157 Ethics in Education 3
| EPLS:5210 | Education and Social Change | 3 |
| EPLS:6225 | Higher Education Policy | 3 |
| EPLS:6237 | History of the Teaching Profession | 3 |
| EPLS:6270 | Policy and Politics | 3 |

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

**Cognate Courses**

Students must complete at least 28 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 28 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 17 s.h. in research methods.

**Basic Research Methods**

The following two courses are required:

- EPLS:6206 Research Process and Design 3
- EPLS:7373 Qualitative Research Design and Methods 3

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

- EDTL:7070 Introduction to Qualitative Methods in Literacy Research 3
- PSQF:7331 Seminar: Educational Psychology I - Current Topics (when topic is qualitative educational research methods) 3

- RCE:7338 Essentials of Qualitative Inquiry 3

**Intermediate Statistics and Linear Regression**

All students must take the following three courses:

- EPLS:5240 Topics in Education (when topic is data coding and management) 1
- PSQF:6243 Intermediate Statistical Methods 4
- EPLS:6370 Quantitative Methods for Policy Analysis 3

**Advanced and/or Specialized Research Methods**

Students consult with their advisor to choose one course appropriate to their dissertation design from the "Qualitative or Non-Quantitative Courses" list or the "Quantitative Courses" list.

**Qualitative or Non-Quantitative Courses**

| EPLS:5195 | Research in Cross-Cultural Settings | 3 |
| EPLS:5240 | Topics in Education (when topic is historical methodology in education or analysis of philosophical argumentation) | 3 |
| EPLS:7392 | Mixed Methods Research | 3 |
| EDTL:7071 | Critical Discourse Analysis in Educational Research | 3 |
| EDTL:7072 | Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting | 3 |
| EDTL:7073 | Ethnographic Methods, Theories, and Texts | 3 |
| EDTL:7751 | Advanced Qualitative Data Analysis | 3 |
| HIST:7197 | The Art and Craft of Historical Writing | arr. |
| PSQF:6265 | Program Evaluation | 3 |
| RCE:7444 | Qualitative Research in the Multicultural Context | 3 |

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

**Quantitative Courses**

| EPLS:5240 | Topics in Education (when topic is multilevel modeling) | 3 |
| EPLS:6209 | Survey Research and Design | 3 |
| EPLS:6370 | Quantitative Methods for Policy Analysis | 3 |
| POLI:7003 | Advanced Methodology | 4 |
| PSQF:6249 | Factor Analysis and Structural Equation Models | 3 |
| SOC:5160 | Research Design and Methods | 3 |
| SOC:7170 | Advanced Statistical Modeling of Data | 3 |
| SOC:7180 | Structural Equation Modeling | 3 |

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 three take-home exams, each with a maximum of 12 pages. The first exam covers the common core, the second covers the student's interdisciplinary focus area, and the third covers the student's disciplinary foundation area.

**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.