Educational Policy and Leadership Studies

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Graduate degrees: M.A. in educational policy and leadership studies; Ed.S. in educational policy and leadership studies; Ph.D. in educational policy and leadership studies

Faculty: http://www.education.uiowa.edu/epls/people
Web site: http://www.education.uiowa.edu/epls/

The Department of Educational Policy and Leadership Studies offers academic programs that prepare administrators, professional personnel, teachers, and researchers in the fields of educational leadership, higher education and student affairs, and schools, culture, and society. The department also offers joint programs with other College of Education departments and with other University of Iowa colleges.

Graduate Programs of Study
• Master of Arts in educational policy and leadership studies
• Specialist in Education in educational policy and leadership studies
• Doctor of Philosophy in educational policy and leadership studies

The department offers graduate degree programs in three major areas within educational policy and leadership studies:

Educational leadership (offered in the M.A., Ed.S., and Ph.D.), including an interdisciplinary program in school curriculum and assessment policy (offered in the Ed.S.); Higher education and student affairs (offered in the M.A., Ed.S., and Ph.D.); and Schools, culture, and society (offered in the M.A. and Ph.D.).

The areas are described below under "Graduate Study Areas," followed by information about each degree program.

Applicants for admission to University of Iowa graduate degree programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College.

Graduate Study Areas

Educational Leadership
Study in educational leadership prepares individuals for leadership positions. In addition to graduate degree programs, the area includes principal licensure and superintendent endorsement.

Licensure
To be eligible for recommendation by the University of Iowa for licensure in Iowa as a principal or superintendent/area education agency administrator, students must complete the appropriate program. The specific requirements for each program are available from the Department of Educational Policy and Leadership Studies and the Office of Education Services.

Students who hold an M.A. must satisfy all core requirements and must complete at the University of Iowa the minimum semester-hour program for each licensure level they seek. Because each administrative license has specific requirements, candidates are required to plan their programs with their advisors' approval.

Superintendent Endorsement
The superintendent endorsement curriculum is designed to prepare individuals for licensure as a school superintendent (pre-K-12) as well as for other school district leadership positions; for the chief administrator position in Iowa's area education agencies (AEA) as well as other AEA leadership positions; and for leadership positions in state or federal departments of education and related agencies.

The superintendent endorsement requires a total of 30 s.h. of credit.

Higher Education and Student Affairs
Advanced study in higher education and student affairs draws upon diverse perspectives from varied disciplines and professional fields to analyze critical issues and policies and their effects on students, faculty, administrators, staff, and other members of the higher education community. It also explores the complex interactive relationships among institutions of higher education, the external environment, and society at large.

Graduate degree programs in higher education and student affairs prepare professionals and scholar practitioners to serve as administrators, researchers, educators, and analysts in institutions of higher and postsecondary education and in related public and private agencies. The programs provide opportunities for concentrated study in student affairs administration; higher education policy and leadership; teaching, learning, and curriculum; and cultural foundations of higher education.

Schools, Culture, and Society
Schools, culture, and society is an interdisciplinary area that enhances students' ability to analyze the influence of social, historical, and philosophical factors that frame contemporary issues in the formal social enterprise of education.

M.A.: Educational Leadership
The Master of Arts program in educational leadership requires a minimum of 36 s.h. of graduate credit and is
offered without thesis. The program prepares individuals for appointments as school principals and for positions in area education agencies and state departments of education.

**CORE REQUIREMENTS**

With the aid of an advisor, each M.A. student prepares a plan of study that includes the following core requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6201</td>
<td>Foundations of School Administration</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6236</td>
<td>Administration of Students with Special Needs</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6242</td>
<td>Research for Effective School Leaders</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6260</td>
<td>Contemporary Management Strategies for the Pre-K-12 Principal</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6285</td>
<td>School and Community Relationships</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6298</td>
<td>Legal Aspects of School Personnel</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6381</td>
<td>Analysis and Appraisal of Curriculum</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6383</td>
<td>Supervision and Evaluation</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

For Iowa licensure as a principal, students must meet the human relations requirement of the State of Iowa. Students must complete the core requirements listed above and the following required clinical courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6400</td>
<td>Early Childhood Leadership Clinical</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6401</td>
<td>Elementary Leadership Clinical</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6402</td>
<td>Secondary Leadership Clinical</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6403</td>
<td>Special Education Leadership Clinical</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Students earning an M.A. without principal licensure are not required to complete the clinical courses. Instead, they complete a series of electives approved by their advisors.

**COMPREHENSIVE EXAMINATION**

The M.A. comprehensive examination for students earning principal licensure consists of a three-hour examination. Students earning an M.A. without licensure complete a six-hour comprehensive examination consisting of two three-hour written exams. Students must be registered in the Graduate College during their comprehensive examination semester if they plan to graduate at the end of that semester.

**ADMISSION**

Applicants to the M.A. program in educational leadership must meet the admission requirements of the Graduate College. Admission decisions are made through a faculty review process. Factors considered include recommendations, grade-point average, Graduate Record Examination (GRE) General Test scores, an essay demonstrating writing ability, and other evidence of academic ability and professional promise.

**Ed.S.: Educational Leadership**

The Specialist in Education program in educational leadership requires 36 s.h. of graduate credit. The program prepares candidates to be superintendents in Iowa or to hold other district-level leadership positions in K-12 school districts. It also prepares them for appointments as area education agency chief administrators and for jobs in state or federal departments of education.

Students in the Ed.S. program must have an Iowa administration license. They obtain the superintendent endorsement (State of Iowa endorsement 171) upon completing the required Ed.S. course work.

Ed.S. students must complete 26 s.h. of course work. Many educational leadership courses are offered by distance education; see ISIS for information about courses offered during current semesters. They also must complete 10 s.h. of clinical work and must maintain an ePortfolio. The Ed.S. program culminates with the student's presentation of the ePortfolio to his or her committee.

**ADMISSION**

Applicants to the Ed.S. program in educational leadership must meet the admission requirements of the Graduate College and of the educational leadership program. 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.

**Ph.D.: Educational Leadership**

The Doctor of Philosophy program 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. Ph.D. 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 leadership requires the following work.

- **Common courses**
  - 12 s.h.
- **Cognates**
  - 9 s.h.
- **Electives**
  - 29 s.h.
- **Concentration area courses**
  - 12 s.h.
- **Research**
  - 18 s.h.

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

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

**REQUIRED RESEARCH COURSES**

All educational leadership Ph.D. students must complete EALL:5150 Introduction to Educational Research 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 at Ph.D. Research Requirements.

**COMPREHENSIVE EXAMINATION**

Ph.D. students must satisfactorily complete a written take-home comprehensive examination consisting of three parts. The first part covers the 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**  
All 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 to the Ph.D. program in educational leadership 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.  

**Ed.S.: School Curriculum and Assessment Policy**  
The Specialist in Education program in school curriculum and assessment policy requires 36 s.h. of graduate credit beyond the master's degree (required credit may vary depending on the student's academic background, experiences, needs, and interests).  
The interdisciplinary program trains graduate students to become school leaders who know how to use assessment information for accountability purposes and curriculum evaluation. The program offers concentrations in policy, measurement and statistics, and curriculum and draws on course work from across the College of Education. Graduates are qualified to serve as educational leaders in the areas of school policy, assessment, and curriculum at federal, state, and district levels.  
For more information on the educational leadership programs, see Department of Educational Policy and Leadership Studies.  

**M.A.: Higher Education and Student Affairs**  
The Master of Arts program in higher education and student affairs requires a minimum of 40 s.h. of graduate credit. The program prepares graduates for entry-level and midlevel positions in two- and four-year institutions.  
Students choose one of two tracks when they apply to the program: the student affairs track or the higher education policy/administration track. Through these two tracks, the program prepares individuals for positions in advising, programming, administration, assessment, management, and policy in higher education settings.  

**EXAMINATION**  
Students complete a take-home written examination based on the program core and their chosen track.  

**ADMISSION**  
Applicants to the M.A. program in higher education and student affairs must meet the admission requirements of the Graduate College. Admission is based on grade-point average, Graduate Record Exam (GRE) General Test scores, and promise for professional growth. Transcripts, GRE scores, a résumé or curriculum vita, three letters of recommendation, and a statement of educational goals are required. Application deadline is December 15 for admission the following fall. Applicants who are recommended for admission are invited to come to campus on spring Campus Visit Day, during which they interview for assistantships. Full-time M.A. students must be employed at an approved site.  

**Ed.S.: Higher Education and Student Affairs**  
The Specialist in Education program in higher education and student affairs requires 60 s.h. of graduate credit. The program provides advanced graduate study in administration, policy studies, and specializations developed in consultation with an advisor. The Ed.S. also may be awarded upon completion of a joint program of graduate work in higher education and an academic field, or upon completion of a higher education sequence following a master's degree program in a different field. Students must meet the Graduate College residency requirement.  

**REQUIRED COURSES**  
The Ed.S. program of study must include the following;  
- at least 18 s.h. in professional education and related fields;  
- at least 28 s.h. in the student's specialization area;  
- 10 s.h. of electives, all approved by a student's advisor; and  
- 4 s.h. of research credit in EPLS:7395 Educational Specialist Research.  
Depending on the student's career goals, the program may include an appropriate structured and supervised internship, determined in consultation with the advisor.  

**COMPREHENSIVE EXAMINATION**  
A culminating experience is required of all students, the nature of which will be contracted with the advisor. An oral examination of the culminating experience may be required.  

**RELATED FIELD**  
Students majoring in another field who want to complete a related field in higher education and student affairs should consult with a higher education and student affairs faculty member early in their study. Plans of study are developed individually.  

**ADMISSION**  
Applicants to the Ed.S. program in higher education and student affairs must meet the admission requirements of the Graduate College. Admission is based on grade-point average, Graduate Record Exam (GRE) General Test scores, and promise for professional growth. Transcripts, GRE scores, three letters of recommendation, and a statement of educational goals are required.
Ph.D.: Higher Education and Student Affairs

The Doctor of Philosophy program 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.

The 90 s.h. required for the Ph.D. includes a substantive common core (24 s.h.), a research core (18 s.h.); a specialization (12 s.h.); graduate electives, including transfer course work (24 s.h.); and dissertation research (12 s.h.).

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.

SUBSTANTIATIVE 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.

- EPLS:6216 Finance in Higher Education 3 s.h.
- EPLS:6220 History of Higher Education 3 s.h.
- EPLS:6221 The College Curriculum 3 s.h.
- EPLS:6224 Organizational Theory and Administrative Behavior 3 s.h.
- EPLS:6225 Introduction to Public Policymaking 3 s.h.
- EPLS:6273 The College Student 3 s.h.
- EPLS:6275 Diversity and Equity in Higher Education 3 s.h.
- EPLS:7432 Multicultural Initiatives 3 s.h.

RESEARCH CORE

The research core (18 s.h.) assures that the student achieves scholarly autonomy and initiative.

Basic Research Methods (6 s.h.)

This course is required.

- EPLS:6206 Research Process and Design 3 s.h.

One of these:

- EPLS:7373 Qualitative Research Design and Methods (strongly recommended) 3 s.h.
- EDTL:7070 Introduction to Qualitative Methods in Literacy Research 3 s.h.
- PSQF:7331 Seminar: Educational Psychology I—Current Topics (when topic is qualitative educational research methods) 3 s.h.
- RCE:7338 Essentials of Qualitative Inquiry 3 s.h.

Statistics/Linear Regression (9 s.h.)

All of these (taken in this order):

- EPLS:5240 Topics in Education (when topic is data coding and management) 2 s.h.
- PSQF:6243 Intermediate Statistical Methods 4 s.h.
- EPLS:6370 Quantitative Methods for Policy Analysis 3 s.h.

Advanced/Specialized Research Methods (3 s.h.)

Students should work with their advisor to choose one course appropriate to their dissertation design.

Qualitative Methods

- EPLS:5240 Topics in Education (when topic is introduction to historical methodology) 3 s.h.
- EPLS:7392 Mixed Methods Research 3 s.h.
- EDTL:7071 Critical Discourse Analysis in Educational Research 3 s.h.
- EDTL:7072 Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting 3 s.h.
- EDTL:7073 Ethnographic Methods, Theories, and Texts 3 s.h.
- RCE:7444 Qualitative Research in the Multicultural Context 3 s.h.

Another comparable research methods course approved by advisor and higher education and student affairs program

Quantitative Methods

- EPLS:5240 Topics in Education (when topic is multilevel modeling) 3 s.h.
- EPLS:6209 Survey Research and Design 3 s.h.
- POLI:7003 Advanced Methodology 4 s.h.
- PSQF:6246 Design of Experiments 4 s.h.
**SPECIALIZATION AREA**

The specialization 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 24 s.h. of elective graduate course work in consultation with their advisors. A student and his or her 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 to the Ph.D. program in higher education and student affairs must meet the admission requirements of the Graduate College. Each applicant must submit a personal statement explaining his or her professional goals, experiences, and research plans; 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. Application deadline is December 1 for admission the following fall.

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

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 s.h.
- EPLS:5134 Education and the World of Work 2-3 s.h.
- EPLS:5142 Sociology of Higher Education 3 s.h.
- EPLS:5210 Education and Social Change 2-3 s.h.
- EPLS:5240 Topics in Education (when topic is sociology of education) arr.

History

- EPLS:5123 History of Ethnic/Minority Education 2-3 s.h.
- EPLS:5240 Topics in Education (when topic is history of education) arr.
- EPLS:6220 History of Higher Education 3 s.h.
- EPLS:6237 History of the Teaching Profession 3 s.h.
- EPLS:6238 Gender and Education in Historical Perspective 3 s.h.

Philosophy

- EPLS:5155 Critical Thinking 3 s.h.
- EPLS:5157 Ethics in Education 3 s.h.
- EPLS:5158 John Dewey and Education 2-3 s.h.
- EPLS:5240 Topics in Education (when topic is philosophy of education) arr.
- EPLS:6358 Seminar in the Philosophy of John Dewey 3 s.h.

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 below. 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 2-3 s.h.
- EPLS:5123 History of Ethnic/Minority Education 2-3 s.h.
- EPLS:5154 Education, Race, and Ethnicity 2-3 s.h.
- EPLS:5157 Ethics in Education 3 s.h.
- EPLS:6237 History of the Teaching Profession 3 s.h.
- EPLS:6238 Gender and Education in Historical Perspective 3 s.h.
- EPLS:6275 Diversity and Equity in Higher Education 3 s.h.

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

Policy Contexts

- EPLS:5134 Education and the World of Work 2-3 s.h.
- EPLS:5157 Ethics in Education 3 s.h.
- EPLS:5210 Education and Social Change 2-3 s.h.
- EPLS:6225 Introduction to Public Policymaking 3 s.h.
- EPLS:6228 Policy Design and Implementation 2-3 s.h.
- EPLS:6237 History of the Teaching Profession 3 s.h.
- EPLS:6270 Policy and Politics of Leadership 3 s.h.

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 who have taken courses that may be equivalent to EPLS:6206 Research Process and Design, EPLS:7373 Qualitative Research Design and Methods, PSQF:6243 Intermediate Statistical Methods, or SOC:6170 Introduction to Sociological Data Analysis may submit the course syllabus with a committee of the schools, culture, and society faculty, who will determine whether the alternate syllabus to their advisor. The advisor will share the syllabus with a committee of the schools, culture, and society faculty, who will determine whether the alternate course work meets the benchmarks of the required course. If so, the student may substitute an advanced and/or specialized course for the basic or intermediate course.

All students must take at least 18 s.h. in research methods as part of their schools, culture and society Ph.D. program.

Basic Research Methods (6 s.h.)

This course is required.

- EPLS:6206 Research Process and Design 3 s.h.

One of these:

- EPLS:7373 Qualitative Research Design and Methods (strongly recommended) 3 s.h.
- EDTL:7070 Introduction to Qualitative Methods in Literacy Research 3 s.h.
- PSQF:7331 Seminar: Educational Psychology I—Current Topics (when topic is qualitative educational research methods) 3 s.h.
- RCE:7338 Essentials of Qualitative Inquiry 3 s.h.

Intermediate Statistics and Linear Regression (9 s.h.)

All of these:

- EPLS:5240 Topics in Education (when topic is data coding and management) 2 s.h.
- EPLS:6370 Quantitative Methods for Policy Analysis 3 s.h.
- PSQF:6243 Intermediate Statistical Methods 4 s.h.

Advanced and/or Specialized Research Methods (3 s.h.)

Students choose one course appropriate to their dissertation design in consultation with their advisor.
Qualitative or Non-Quantitative Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5195</td>
<td>Research in Cross-Cultural Settings</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is historical methodology in education or analysis of philosophical argumentation)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:7392</td>
<td>Mixed Methods Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDTL:7071</td>
<td>Critical Discourse Analysis in Educational Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDTL:7072</td>
<td>Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDTL:7073</td>
<td>Ethnographic Methods, Theories, and Texts</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDTL:7751</td>
<td>Advanced Qualitative Data Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:7197</td>
<td>The Art and Craft of Historical Writing</td>
<td>arr.</td>
</tr>
<tr>
<td>HIST:7199</td>
<td>History Workshop: Theory and Interpretation</td>
<td>arr.</td>
</tr>
<tr>
<td>PSQF:6265</td>
<td>Program Evaluation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RCE:7444</td>
<td>Qualitative Research in the Multicultural Context</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Quantitative Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5176</td>
<td>Demographic Techniques for Educational Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is multilevel modeling)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EPLS:6209</td>
<td>Survey Research and Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>POLI:7003</td>
<td>Advanced Methodology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>PSQF:6249</td>
<td>Factor Analysis and Structural Equation Models</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SOC:5160</td>
<td>Research Design and Methods</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SOC:7170</td>
<td>Advanced Statistical Modeling of Data</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SOC:7180</td>
<td>Structural Equation Modeling</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Students that want to enroll in a course that is 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, Ph.D. 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 his or her 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 to the Ph.D. program in schools, culture, and society 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. Each applicant must submit a personal statement explaining his or her 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 Department of Educational Policy and Leadership Studies.

Courses

Lower-Level Undergraduate

EPLS:1029 First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

EPLS:2098 The Student Affairs Profession 3 s.h.
Introduction to field of student affairs in context of higher education; focus on foundations of profession, including a brief history of field, professional associations, institutional differences, professional and ethical standards, functional areas in higher education, student learning and developmental theory, overview of graduate preparation, and current topics.

Upper-Level Undergraduate and Graduate

EPLS:3000 Foundations of Education 3 s.h.
Overview of American education, preschool through secondary; aims, history, philosophy of education; professional ethics, legal responsibilities; school curriculum, organization, finance, school law, political and social issues.

EPLS:4081 ePortfolio Production 1-2 s.h.
Experience producing an ePortfolio and uploading it to the Internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser and access to the Internet and to a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as PSQF:4081, EALL:4081, EDTL:4081, RCE:4081.

EPLS:4110 Administration and Policy in Gifted Education 2 s.h.
Policy, administrative, evaluation issues in developing and maintaining gifted programs in a school setting; participants develop gifted program and policies for a school; for school executives and coordinators of gifted programs.

EPLS:4111 Evaluation of Gifted Programs 1 s.h.
Fundamentals of program evaluation essential for exemplary gifted programs.

EPLS:4113 Staff Development for Gifted Programs 1 s.h.
Planning, content, and delivery of staff development regarding gifted students and their needs.

EPLS:4150 Leadership and Public Service I 3 s.h.
Preparation for providing public service to a local community; leadership skills for effective mentoring of children in grades 6-10.

EPLS:4151 Leadership and Public Service II 2 s.h.
Preparation to provide leadership and public service to a local community agency; being a leader and a public servant in the context of societal oppressions such as racism, sexism, able-bodiedism; part of the human relations minor. Prerequisites: EPLS:4150.

EPLS:4180 Human Relations for the Classroom Teacher 3 s.h.
Influence of social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism on American schools and classrooms; for teacher education candidates. GE: Values, Society, and Diversity.

Graduate

EPLS:5100 Issues and Policies in Higher Education 3 s.h.
Development of the idea of a university; selected functions, issues, policies of American higher education.

EPLS:5102 History of American Education 3 s.h.
Purposes of public education, diversity, and control of schooling from a historical perspective; emphasis on conflicting interpretations of pivotal events and educational movements; connections between educational policies and larger historical developments.

EPLS:5104 Education in the Third World 2-3 s.h.
Educational implications of various development issues, including role of media, and multinational corporations and foreign aid; educational dilemmas currently facing Third World governments.

EPLS:5116 Characteristics of Effective Instruction: Assessment for Learning 3 s.h.
Professional development sequence designed for practicing teachers to develop conceptual knowledge and understanding of Assessment for Learning implementation and practice, a key component of effective instruction; training modules are aligned with the Iowa Department of Education’s “Characteristics of Effective Instruction,” with videos of best practice across the state.

EPLS:5123 History of Ethnic/Minority Education 2-3 s.h.
Educational histories of American ethnic and minority groups; comprehensive understanding of American educational history, context for contemporary educational policy discussions.

EPLS:5126 Twentieth-Century Educational Movements 2-3 s.h.
Current educational policy debates concerning diversity and equity, historical roots of these policies; historical context for 20th-century equal education opportunity movements.

EPLS:5130 Sociology of Education 3 s.h.
Effects of school and school organization on educational outcomes; course-taking patterns and tracking, desegregation, differences in school sector; focus on entire span of student’s academic career; examination of school and organizational effects at the primary, secondary, and postsecondary levels of education. Same as SOC:5130.

EPLS:5131 Race, Class, and Gender Inequalities in Education 3 s.h.
Role of ascribed characteristics (e.g., race, class, gender) on educational opportunities and outcomes; achievement gaps, school desegregation, social and cultural capital, peer influence, family attributes, neighborhood influence, influence of significant others, course-taking patterns, and educational destinations. Same as SOC:5165.

EPLS:5134 Education and the World of Work 2-3 s.h.
Relationship between education and work in individual and organizational behavior, and between educational and economic systems; economics, psychology, sociology, education.

EPLS:5142 Sociology of Higher Education 3 s.h.
Sociological approach to study of higher education; issues of inequality and stratification in higher education; focus on relationship between higher education and larger economic and demographic processes; college access, college destinations, attainment, and returns to a college degree. Same as SOC:5680.

EPLS:5154 Education, Race, and Ethnicity 2-3 s.h.
Role of education in ethnic and racial groups in contemporary and/or historical context. GE: Values, Society, and Diversity.

EPLS:5155 Critical Thinking 3 s.h.
Formal and informal logic and probabilistic reasoning; focus on construction and critical analysis of arguments; introduction for students planning research in social foundations.

EPLS:5156 Philosophies of Education 2,3,5 s.h.
Principal educational philosophers and philosophies that have influenced Western education; emphasis on how philosophical ideas and conflicts have shaped the educational scene.

EPLS:5157 Ethics in Education 3 s.h.
Major theories of the nature of ethical action and of value judgment; theoretical accounts related to the practical decision making contexts of teaching.
EPLS:5158 John Dewey and Education 2-3 s.h.
Dewey's philosophy of instrumentalism, with emphasis on his theories of knowledge, valuation, aesthetics, especially as applied to educational theory and practice.

EPLS:5165 Introduction to Program and Project Evaluation 3 s.h.
Skills and knowledge required for conducting evaluations of products, projects, and programs; recent scholarship on evaluation and project management. Same as PSQF:5165.

EPLS:5176 Demographic Techniques for Educational Research 3 s.h.
Basic demographic concepts, techniques, resources; life table analysis, enrollment projections, demographic measurement, shift-share analysis.

EPLS:5195 Research in Cross-Cultural Settings 3 s.h.
Cultural, psychological, logistical issues in conducting research in foreign settings; development of a research plan, recent debates in ethnographic research literature.

EPLS:5210 Education and Social Change 2-3 s.h.
Role of educational institutions, in connection with political and economic structures, in the process of social change; illumination of theories of social change through case studies of educational systems in both less-developed and industrialized nations. Same as SOC:5810.

EPLS:5230 Alternative Models of Schooling 2-3 s.h.
Popular alternatives to K-12 and postsecondary education; homeschooling, boarding schools, charter schools, magnet schools; construction of a conceptual framework for understanding alternatives.

EPLS:5240 Topics in Education arr.
Seminar for intensive study of one problem, issue, or work field.

EPLS:5245 The American Professoriate 3 s.h.
Research on college and university faculty members; perspectives on faculty careers, values, beliefs, role in shared governance; tenure process and policies; issues unique to faculty members of color and women faculty members.

EPLS:5247 Multiculturalism in Higher Education 3 s.h.
Theory and application of multicultural competency in higher education.

EPLS:5250 Introduction to Student Affairs 3 s.h.
Foundations of student affairs work; overview of institutional cultures, legal issues, ethical principles, standards of practice in student affairs.

EPLS:5251 College Students and Their Environments 3 s.h.
Characteristics of college students and issues they face; students' institutional, social, cultural environments; impact of environments on student learning, development.

EPLS:5252 Administration of Higher Education and Student Affairs 3 s.h.
Administrative structures and processes in higher education settings. Requirements: higher education and student affairs major.

EPLS:5253 Assessment in Higher Education and Student Affairs 3 s.h.
Theories, practices, and issues relevant to assessment of student outcomes and institutional effectiveness in higher education; basic overview of research, assessment, and evaluation; elements of assessment design, including methods for data collection and analysis; relevant ethical and political dilemmas; practical assessment activities. Requirements: M.A. standing in higher education and student affairs program.

EPLS:5278 Helping Skills in Student Affairs Work 3 s.h.
Development of ability to identify, understand, and intentionally apply the active attending and influencing skills; readings and class presentations.

EPLS:6201 Foundations of School Administration 3 s.h.
Organization and administration of American public education; principles and concepts of leadership and organizations; socioeconomic, political, and professional factors relating to education and school administration.

EPLS:6202 Information Resources 3 s.h.
Research strategies, information literacy skills, University of Iowa Libraries and other sources for research.

EPLS:6206 Research Process and Design 3 s.h.
Research process, with emphasis on fundamentals of experimental design, internal and external validity, correlational designs, and statistical inference.

EPLS:6209 Survey Research and Design 3 s.h.
Survey design and implementation; writing and evaluation of survey questions; error in survey research; techniques to reduce error; sampling; postcollection processing of survey data. Prerequisites: EPLS:6206 or PSQF:4143. Same as PSQF:6209.

EPLS:6216 Finance in Higher Education 3 s.h.
Theory, research, policy, and practice related to public and private funding of higher and postsecondary education.

EPLS:6217 Theory and Practice of Leadership 2-3 s.h.
Theory-based literature and critiques of leadership as applied to educational institutions.

EPLS:6218 The Law and Higher Education 3 s.h.
The role of law as it affects postsecondary institutions; analysis of case law in specific areas of concern to administrators, faculty, staff, students.

EPLS:6220 History of Higher Education 3 s.h.
History of postsecondary education in the United States; emphasis on conflicting interpretations of pivotal developments; consideration of access, curriculum, student life, academic freedom, role of universities in society, and balance of teaching, research and service from a historical perspective.
**EPLS:6221 The College Curriculum** 3 s.h.
Issues, principles, policies, and practices in college curriculum development; diverse philosophical, historical, cultural, social, psychological, political foundations of contemporary college curricula; perspectives on and models of college curriculum, related processes of teaching and learning; principles and practices that guide design and change of higher education curriculum.

**EPLS:6222 Introduction to Policy Analysis and Evaluation** 3 s.h.
Theoretical and technical approaches to analysis and evaluation of contemporary public policies.

**EPLS:6224 Organizational Theory and Administrative Behavior** 3 s.h.
Theories and concepts of organizational behavior applied in structural, organizational, administrative contexts of American education.

**EPLS:6225 Introduction to Public Policymaking** 3 s.h.
Overview of state level higher education structures and policies; research on state level policy processes.

**EPLS:6226 Educational Management** 2-3 s.h.
Literature and research on management; emphasis on American education.

**EPLS:6228 Policy Design and Implementation** 2-3 s.h.
Review of literature, emphasis on policy drafting skills for administration and management in education and other settings.

**EPLS:6236 Administration of Students with Special Needs** 3 s.h.
Foundation for and skill practice in tasks performed by directors of special education and others administering to needs of special education students, and economically and socially deprived students; for prospective school administrative personnel. Same as EDTL:6936.

**EPLS:6237 History of the Teaching Profession** 3 s.h.
History of public school teaching, and teachers' problematic professional status; teacher education in the 19th and 20th centuries; formation and activities of teacher unions in the 20th century.

**EPLS:6238 Gender and Education in Historical Perspective** 3 s.h.
Gender in context of history of education in the United States; coeducation in common schools, academies, and high schools; women's arrival and experiences as college students; masculinity in higher education; single-sex versus coeducation; emphasis on conflicting historical interpretations. Same as GWSS:6238.

**EPLS:6242 Research for Effective School Leaders** 3 s.h.
Fundamental language of contemporary research; identification and application of basic research components to contemporary educational leadership problems; applicability of research toward effective decision making.

**EPLS:6260 Contemporary Management Strategies for the Pre-K-12 Principal** 3 s.h.
Leadership skills and management techniques for daily organization and operation of schools; emphasis on climate, communication, group processes, conflict resolution, curriculum management.

**EPLS:6265 Standards-Based Education and Accountability** 3 s.h.
Standards-based education; academic content standards, K-12 articulation, alignment studies, use of standardized test results to evaluate academic programs.

**EPLS:6266 Program Evaluation** 3 s.h.
Theoretical issues and considerations in evaluation of educational and social programs; evaluation design, methodology; metaevaluation; evaluation utilization. Same as PSQF:6265.

**EPLS:6270 Policy and Politics of Leadership** 3 s.h.
Current issues from academic journals, states, think tanks, consortia.

**EPLS:6273 The College Student** 3 s.h.
Overview of theories, research, practices, and issues relevant to understanding students in institutions of higher education. Requirements: Ph.D. standing in Higher Education and Student Affairs program.

**EPLS:6275 Diversity and Equity in Higher Education** 3 s.h.
Historical, contemporary, theoretical, and empirical aspects of diversity and equity in higher education; unique experiences of members of historically under-represented groups; challenges of transforming institutions to make them more responsive to the experiences of diverse groups.

**EPLS:6285 School and Community Relationships** 3 s.h.
Community analysis, politics and education, power groups and influences, school issues and public responses, public relations strategies.

**EPLS:6290 Master's Project** arr.
Research for the nonthesis program; topic approved by advisor.

**EPLS:6293 Individualized Instruction** arr.
Readings, special projects, and/or studies that reflect joint instructor/student interest.

**EPLS:6298 Legal Aspects of School Personnel** 3 s.h.
Teacher and student; liability, negotiations, rights, privileges, responsibilities of school personnel; principles of law derived from court decisions; constitutional and statutory provisions; for teachers and administrators.

**EPLS:6301 Professional Seminar in Student Affairs I** 1 s.h.
Orientation to field; writing and academic support.
### EPLS:6302 Professional Seminar in Student Affairs II
Working with groups in higher education.

### EPLS:6303 Professional Seminar in Student Affairs III
Consulting, training, and curriculum development in student affairs.

### EPLS:6304 Professional Seminar in Student Affairs IV
Professional identity, job search support.

### EPLS:6311 Seminar: Research Topic in Education
Topic submitted by students, faculty.

### EPLS:6315 Orientation to the Superintendency
Leadership theory and research of the superintendent's role of increasing student achievement; personal goals for communication; ethics, integrity, flexibility, reflective, and collaborative leadership; expectations of the superintendent by the board of directors; defining one's role; developing an entry plan; dealing with social/emotional isolation of superintendency; and influences in the larger political, social, economic, legal, and cultural context.

### EPLS:6317 Operational Leadership and Management
Managing fiscal and physical resources responsibly, efficiently, and effectively; effective communication of school operations; leadership and management of nutrition program, transportation program, facilities, construction; board policy, legal issues; state reporting, ethical decision-making; relationship building, problem solving amidst barriers and various stakeholder groups.

### EPLS:6319 Human Resources Leadership
Leadership theory and research of the superintendent's role of aligning human resources practice and increasing student achievement; employment law; contract negotiations process/collective bargaining; contract maintenance; recruiting, selecting, developing, and retaining employees; working with labor unions and Public Employee Relations Board; special education law; Evaluator 2 Training. Requirements: Evaluator 1 Training.

### EPLS:6321 Social Advocacy Summit
Summit format; challenges and opportunities in Iowa's K-12 schools with changing demographics; opportunity for K-12 school districts and higher education institutions to engage in conversation on how to meet the needs of students and local school districts.

### EPLS:6323 School Finance
Manage fiscal and physical resources; communicate effectively with internal and external audiences regarding school operations; comply with state and federal mandates and local board policies; align educational programs, plans, actions, and resources with the district vision and goals.

### EPLS:6325 Organizational and Educational Leadership
Facilitate connections of students and families to health and social services that support a focus on learning as a district level leader in a school district; collaboratively establish a culture that welcomes and honors families and community and seeks ways to engage them in students learning; AEA structure, compliance and regulatory functions including special education.

### EPLS:6329 Legislative Summit
Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources as a district level leader in a school district; work with legislators, build advocacy groups in a community, engage stakeholders, how to lobby legislators and meet with local senate and house representatives to participate in lobbying.

### EPLS:6332 College Student Psychosocial and Identity Development
Theoretical models of psychosocial and identity development in college students; applications to student affairs work.

### EPLS:6333 Practicum
Small-scale research projects; supervised experience in planning, design, management, analysis, reporting of research activities; assignments to current and personal faculty research projects; student assumes major responsibility.

### EPLS:6334 College Student Learning, Cognitive, and Moral Development
Learning and development of college students; theoretical models of learning, cognitive development, moral development; applications to student affairs work.

### EPLS:6336 Impact of College on Students
Introduction to literature; career and economic returns, values and attitudes, learning and cognitive development, assessment and methodological issues of studying college outcomes. Prerequisites: EPLS:6206.

### EPLS:6358 Seminar in the Philosophy of John Dewey
John Dewey and education; extensive reading of the works of Dewey and of contemporary authors who comment on, interpret, or employ Deweyan philosophy. Prerequisites: EPLS:5158.

### EPLS:6370 Quantitative Methods for Policy Analysis
Methodological strategies for quantitative research; analysis of secondary data to investigate educational issues and policies; recoding variables, summation scaling and factor analysis, missing data, sample design and survey estimation, model building; implementation of linear and binary regression, regression diagnostics; hands-on experience conducting statistical analysis of social data. Prerequisites: PSQF:4143 and PSQF:6243.

### EPLS:6381 Analysis and Appraisal of Curriculum

Comprehensive investigation of systematic procedures and resources for identifying and evaluating essential features and constituent elements of a given school district’s curricular offering; state and federal requirements of the curricular program; for persons in administration, curriculum, and supervision programs or positions.

**EPLS:6383 Supervision and Evaluation** 3 s.h.
Data collection and management skills; data-driven leadership; coaching and feedback techniques; teacher quality legislation; research and best practice regarding teacher evaluation, supervision; teaching standards.

**EPLS:6400 Early Childhood Leadership Clinical** 3 s.h.
Classroom instruction and supervised experience with problems in early childhood educational administration; organization, planning, evaluation, decision making.

**EPLS:6401 Elementary Leadership Clinical** 3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

**EPLS:6402 Secondary Leadership Clinical** 3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

**EPLS:6403 Special Education Leadership Clinical** 3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

**EPLS:6404 Central Administration Clinical** 3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

**EPLS:6415 Orientation to the Superintendency: Clinical** 2 s.h.
Clinical experience aligned with course topics and assignments in the human resources leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.

**EPLS:6425 Organizational and Educational Leadership Clinical** 1 s.h.
Clinical experience aligned with course topics and assignments in the organizational and educational leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.

**EPLS:7291 Administration of Educational Programs and Personnel** 3 s.h.
Personnel and program planning examined against statements of educational purpose; interrelationships and internal consistencies of program and staff administration from perspectives of philosophy, psychology, learning theory, sociology, curriculum theory.

**EPLS:7367 Seminar: Current Issues in Special Education Administration** arr.
New developments in administration; new content each year. Prerequisites: EPLS:6236.

**EPLS:7373 Qualitative Research Design and Methods** 3 s.h.
Theory and practice of qualitative research design and methodology; exploratory field experience in collection and analysis of data; individual and focus group interviews, participant observation. Requirements: Ph.D. standing.

**EPLS:7380 Practicum in College Teaching** arr.
Supervised college teaching experience in courses related to major academic areas; collaboration with faculty course instructors.

**EPLS:7385 Teaching and Learning in Higher Education** 3 s.h.
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as PSQF:7385, GRAD:7385, EDTL:7385, RCE:7385.
EPLS:7392 Mixed Methods Research  3 s.h.
Introduction to mixed methods research in education; knowledge and skills necessary to conduct mixed methods study; history and language of mixed methods research; identification and processing arguments for and against mixed methods research; extend understanding of research in education; how to assess strengths and weaknesses of published mixed methods studies; investigation of one or more mixed methods research designs in depth; application of mixed methods research design to a research proposal. Prerequisites: EALL:5150. Requirements: formal introduction to quantitative and qualitative research methods, and familiarity with basic steps of research process. Recommendations: direct experience conducting research studies not required. Same as EDTL:7410.

EPLS:7395 Educational Specialist Research  arr.
Individual instruction in the design, research, and writing of a research project of significant quality for upper-level graduate work.

EPLS:7431 Seminar: Research on College Students  3 s.h.
College student learning and development, outcomes, persistence. Requirements: enrollment in educational policy and leadership studies Ph.D. program.

EPLS:7432 Multicultural Initiatives  3 s.h.
Impact of culture, race, ethnicity, and intersection of identity in higher education, student affairs, and community agency settings; knowledge, skills, and competencies needed by teachers, student affairs professionals, social workers, counselors, and educational administrators to facilitate individual empowerment through relationships; focus on different ways to design multicultural initiatives to various professional work settings to promote diversity. Requirements: Ph.D. standing or advanced-level M.A. standing. Recommendations: introductory course on issues of race, culture, gender and/or any course on sociopolitical issues or structural oppression strongly recommended.

EPLS:7433 Current Issues in Higher Education and Student Affairs  3 s.h.
Current issues related to higher education; opportunity to clarify perspectives; review of literature in a particular area of interest; readings, class discussions, independent research, consultations with professionals in the field, student presentations. Requirements: higher education and student affairs Ph.D. standing.

EPLS:7444 Advanced Practicum in Student Affairs  arr.
Supervised work experience in student affairs settings.

Supervision of research, design, and writing of Ph.D. thesis; individual instruction.