Educational Policy and Leadership Studies, Ed.D.

The Doctor of Education (Ed.D.) in educational policy and leadership studies is designed for educators who seek a terminal doctoral degree to practice upper-level leadership in pre-kindergarten through higher education (PK-20) settings. Based on the scholar-practitioner model, the Ed.D. differs from the Ph.D. degree in that it allows for a more practical-based approach to use and perform applied research in educational settings grounded in problem-based learning pedagogy. Students elect to join their cohort class either on campus in Iowa City or though a hybrid program. The Ed.D. employs a blended learning delivery of online, in-person, condensed, and weekend courses.

Learning Outcomes

Ed.D. graduates will be able to:

• apply the knowledge, skills, and inquiry strategies to solve significant problems related to educational policies and practices;
• evaluate and use data to make judgments to improve practice and policy;
• understand and apply evidence of effective organizational and systemic change for equity, inclusion, and justice;
• frame situations from multiple perspectives;
• identify and meet contemporary challenges facing schools and higher education;
• embrace differences of persons and perspectives;
• develop a critical and professional perspective that is ethical and promotes change for equity and inclusion;
• link theory with systematic inquiry and assessment to improve educational policy and practice; and
• execute a scholarly project that addresses real and complex problems in practice.

Higher Education Coursework

Students complete coursework in higher education as follows.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:5252</td>
<td>Administration of Higher Education and Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6216</td>
<td>Finance in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6218</td>
<td>The Law and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6225</td>
<td>Higher Education Policy</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6336</td>
<td>Impact of College on Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

In consultation with their advisor, students complete the remaining semester hours in elective coursework.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have earned a bachelor’s degree from a regionally accredited U.S. institution or an equivalent degree from another country as determined by the Office of Admissions; a master’s degree with a g.p.a. of at least 3.00 in higher education, student affairs, student development, K-12 leadership, or another related field; and have at least three years of full-time experience in education.

Required application materials include transcripts from all higher education institutions attended, a résumé or curriculum vitae, letters of recommendation from an administrator and a faculty member, and a statement of purpose. Official Graduate Record Examination (GRE) General Test scores are optional.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations on the Graduate College website.
The Doctor of Education program in educational policy and leadership studies with a PK-12 administration subprogram requires a minimum of 75 s.h. of graduate credit. Up to 36 s.h. in transfer credit may be applied to the degree with advisor approval. Students who earned an Ed.S. degree may apply up to 48 s.h. toward the Ed.D. with advisor approval. Students who have a current endorsement (State of Iowa endorsement 171) may include up to 42 s.h. transfer credit applied to the degree with advisor approval. All students must earn a cumulative g.p.a. of at least 3.00 in UI and transfer coursework.

The Ed.D. in educational policy and leadership studies with a PK-12 administration subprogram requires the following work.

**Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6217</td>
<td>Theory and Practice of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6307</td>
<td>Professional Seminar for Ed.D. Students: Orientation to the Ed.D.</td>
<td>1</td>
</tr>
<tr>
<td>EPLS:6321</td>
<td>Social Advocacy Summit</td>
<td>1</td>
</tr>
<tr>
<td>One of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPLS:5240</td>
<td>Topics in Education (when topic is facilitating controversial dialogue/facilitator preparation)</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>
</tr>
</tbody>
</table>

**Applied Research**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6266</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6352</td>
<td>Action Research in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7483</td>
<td>Ed.D. Capstone Proposal</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:7485</td>
<td>Ed.D. Capstone</td>
<td>4</td>
</tr>
<tr>
<td>An introduction to quantitative research in education course (consult advisor)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**PK-12 Administration Coursework**

Students complete coursework in PK-12 administration as follows.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6265</td>
<td>Standards-Based Education and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6270</td>
<td>Policy and Politics</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6329</td>
<td>Legislative Summit</td>
<td>1</td>
</tr>
<tr>
<td>Additional coursework toward the superintendent endorsement or electives</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

To obtain superintendent endorsement, all requirements for the endorsement must be met including an additional 12 s.h. in PK-12 administration.

**Electives**

In consultation with their advisor, students complete the remaining semester hours in elective coursework.

**Admission**

Applicants must meet the admission requirements of the Graduate College. They must have earned a bachelor’s degree from a regionally accredited U.S. institution or an equivalent degree from another country as determined by the Office of Admissions; a master’s degree with a g.p.a. of at least 3.00 in higher education, student affairs, student development, K-12 leadership, or another related field; and have at least three years of full-time experience in education.

Required application materials include transcripts from all higher education institutions attended, a résumé or curriculum vitae, letters of recommendation from an administrator and a faculty member, and a statement of purpose. Official Graduate Record Examination (GRE) General Test scores are optional.

Applicants whose first language is not English must submit official test scores to verify English proficiency. Applicants can verify English proficiency by submitting official test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For specific score requirements, see the Manual of Rules and Regulations on the Graduate College website.

**Career Advancement**

The Ed.D. prepares students for careers in PK-12 and higher education administrative leadership in educational institutions and related organizations.

**Academic Plans**

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

**Educational Policy and Leadership Studies, Ed.D.**

Sample plans of study

**Higher Education Subprogram**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

75 s.h. must be graduate level coursework; up to 36 s.h. of graduate transfer credits from a previous graduate degree from an accredited university allowed upon approval. More information is included in the General Catalog and on department website. a, b

<table>
<thead>
<tr>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>0</td>
</tr>
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</table>

**First Year**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPLS:6307</td>
<td>Professional Seminar for Ed.D. Students: Orientation to the Ed.D.</td>
<td>1</td>
</tr>
</tbody>
</table>
PSQF:6241 Quantitative Policy Analysis for Practitioners c 3 
Higher Education course d 3

Spring
EPLS:6217 Theory and Practice of Leadership 3 
Higher Education course d 3

Summer
EPLS:6275 Diversity and Equity in Higher Education e or EPLS:5240 or EPLS:7432 or Topics in Education or Multicultural Initiatives 3
Higher Education course d 3

Second Year
Fall
EPLS:6266 Program Evaluation 3
Higher Education course d 3

Spring
EPLS:6352 Action Research in Educational Settings 3
Higher Education course d 3

Third Year
Fall
EPLS:7483 Ed.D. Capstone Proposal f 3

Spring
EPLS:7485 Ed.D. Capstone g 4

Total Hours 39

PK-12 Administration Subprogram

Academic Career

Any Semester
75 s.h. must be graduate level coursework; up to 36 s.h. of graduate transfer credits from a previous graduate degree from an accredited university allowed upon approval. More information is included in the General Catalog and on department website.

First Year
Fall
EPLS:6307 Professional Seminar for Ed.D. Students: Orientation to the Ed.D. 1
PSQF:6241 Quantitative Policy Analysis for Practitioners c 3
PK-12 Administration course e 3

Spring
EPLS:6217 Theory and Practice of Leadership 3
PK-12 Administration course e 3

Summer
EPLS:5240 or EPLS:7432 or EPLS:6275 or EPLS:6216 or Multicultural Initiatives or Diversity and Equity in Higher Education 3
EPLS:6321 Social Advocacy Summit f 1
PK-12 Administration course e 3

Second Year
Fall
EPLS:6266 Program Evaluation 3
PK-12 Administration course e 3

Spring
EPLS:6352 Action Research in Educational Settings 3
PK-12 Administration course e 3

Third Year
Fall
EPLS:7483 Ed.D. Capstone Proposal g 3

Spring
EPLS:7485 Ed.D. Capstone h 4

Total Hours 39

a Students who enter with fewer than 36 s.h. of graduate transfer credits need to work directly with their faculty advisor to select appropriate graduate level coursework to complete the degree requirements. Students must have a related master's degree to be admitted to the program and are expected to have been practicing in education for a minimum of three years.
b Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
c Consult with faculty advisor to select appropriate course.
d Higher Education subprogram coursework must include EPLS:5252, EPLS:6216, EPLS:6218, EPLS:6225, and EPLS:6336.
e Typically offered every summer; may be completed either prior to the first fall semester in the program or after the first year.
f Students must have successfully completed all other core/applied research coursework (except for EPLS:7485) and at least 80% of the subprogram coursework, and be concurrently enrolled in any outstanding subprogram courses, in order to take EPLS:7483.
g Student must successfully complete EPLS:7483, including passing a committee proposal defense meeting, before enrolling in EPLS:7485.
and are expected to have been practicing in education for a minimum of three years.
b. To obtain superintendent endorsement, all requirements for the endorsement must be met including an additional 12 s.h. in PK-12 Administration.
c. Students must complete specific requirements in the University of Iowa Graduate College after program admission. Refer to the Graduate College website and the Manual of Rules and Regulations for more information.
d. Consult with faculty advisor to select appropriate course.
e. PK-12 Administration subprogram coursework must include EPLS:6265, EPLS:6270, EPLS:6329, and at least 8 s.h. of superintendent endorsement or elective coursework.
f. Typically offered every summer; may be completed either prior to the first fall semester in the program or after the first year.
g. Students must have successfully completed all other core/applied research coursework (except for EPLS:7485) and at least 80% of the subprogram coursework, and be concurrently enrolled in any outstanding subprogram courses, in order to take EPLS:7483.
h. Student must successfully complete EPLS:7483, including passing a committee proposal defense meeting, before enrolling in EPLS:7485.