Schools, Culture, and Society

Doctor of Philosophy (Ph.D.)

THE UNIVERSITY OF IOWA

College of Education

Ph.D. in Schools, Culture, and Society

STUDENT HANDBOOK

2021–2022

Educational Policy and Leadership Studies

491 Lindquist Center North

University of Iowa

(319) 335-5302

[education.uiowa.edu/SCS](https://education.uiowa.edu/SCS)

**The Ph.D. Handbook is published for informational purposes and should not be construed as the basis of a contract between a student and department or academic program at the University of Iowa. Every effort is made to keep this handbook up to date. However, the faculty retains the right to make changes as needed. Further information regarding University policies that pertain to graduate students can be found at the** [**http://www.grad.uiowa.edu/**](http://www.grad.uiowa.edu/)**.**

## Introduction

Welcome to the University of Iowa’s Ph.D. program in Schools, Culture, and Society (SCS). The SCS faculty and students come from a variety of backgrounds and work experiences. Our diversity is an excellent backdrop for this interdisciplinary program focusing on the analysis of social and historical factors in the formal social enterprise of education. In the SCS program, you are part of an engaging and thoughtful academic community, with small classes that allow and encourage meaningful dialogue and faculty–student interactions. As an SCS student, you take courses in sociology and history of education, and choose one of these two disciplines as your area of emphasis. Because each faculty member of the program is a sociologist or historian of education, you learn about each area from an expert. Faculty members are focused on their students’ growth as scholars and practitioners, and the SCS program allows students to nurture and explore their academic interests via a flexible curriculum that promotes interdisciplinary learning and encourages students to take courses across the College and University.

## Overview

The doctoral program in SCS is interdisciplinary in nature and designed to prepare students for positions in academic institutions and educational policy-making organizations. The program places a strong emphasis on building research skills. The faculty teach and do research in the two areas of sociology of education and history of education. Recent graduates have found employment in universities, teacher education programs, as well as in business, policy-making entities, and international education organizations.

### Requirements (90 semester hours)

Students are encouraged to complete the required core early in their program of studies. The curriculum is organized as follows:

Required core: 9 hours

Disciplinary foundation: 12 hours

Research: 18 hours

Interdisciplinary focus: 12 hours

Cognate: 27 hours

Dissertation: 12 hours

## Professional and Ethical Expectations and Behavior

All students in SCS are expected to comply with the highest professional and ethical standards in all of their activities, including their classes and research, as advisees, when interacting with peers, and as graduate assistants. SCS students should honor commitments, keep confidences, make and keep appointments, fulfill assignments in a timely manner, avoid plagiarism, conduct themselves with all ethical standards in research, and be honest in their interactions with faculty and students.

Examples of misconduct include, but are not limited to, cheating on examinations, signing another person’s name on a form, misrepresenting the truth about oneself or others, submitting the same paper for two or more classes, and submitting another student’s paper as one’s own. SCS students are expected to behave ethically in and out of the classroom. Students should be familiar with appropriate ethical standards that help define their professionalism.

When preparing papers and reports, students are responsible for following the style manual recommended by the instructor (typically APA or Chicago). **Not knowing how to give credit and cite sources is not an acceptable reason for plagiarism or failure of attribution**. Plagiarism and other misconduct are viewed seriously by the faculty and can result in disciplinary action by the Department, College, and University.

## SCS Faculty

### Brian An

Associate Professor

Ph.D. in Sociology from the University of Wisconsin–Madison

Office: 493 Lindquist Center North, Telephone: (319) 335-6390

Email: brian-an@uiowa.edu

Research Interests:

* Educational transitions
* High school accelerated programs (e.g., dual enrollment and Advanced Placement)
* Social inequality and stratification
* Student access and choice to college
* College persistence
* Returns to education

### David Bills

Professor

Ph.D. in Sociology from the University of Wisconsin–Madison

Office: 491B Lindquist Center North, Telephone: (319) 335-2399

Email: david-bills@uiowa.edu

Research Interests:

• Labor market behavior

• Educational inequality

• Trends in work and employment

### Christine Ogren

Associate Professor

Ph.D. in Educational Policy Studies from the University of Wisconsin–Madison

Office: 495 Lindquist Center North, Telephone: (319) 335-5202

Email: chris-ogren@uiowa.edu

Research Interests:

* History of higher education (U.S.)
* History of teacher education (U.S.)
* History of the teaching profession (U.S.)
* History of gender and education (U.S.)

### Katrina Sanders

Associate Professor

Ph.D. in Educational Policy Studies from the University of Illinois

Office: 428 Lindquist Center North, Telephone: (319) 335-6283

Email: katrina-m-sanders@uiowa.edu

Research Interests:

• History of African American Education

• History of U.S. Catholic Education

• History of American Race Relations

## Affiliated Staff

### Janice Latta

Administrative Services Specialist

Office: 491 Lindquist Center North, Telephone: (319) 335-5365

Email: janice-latta@uiowa.edu

## Course Requirements

Minimum total semester hours required: 90 s.h.

**1. Required Core Courses (9 s.h.)**

* EPLS:5130 Sociology of Education
* EPLS:5102 History of American Education
* EPLS:5126 Twentieth Century Educational Movements

**2. Disciplinary Foundation Courses (12 s.h.)**

Each student will choose one of the following two areas. Each student will then choose three courses from the list for that area. A fourth course (3 s.h.) must be chosen from the CLAS department of the same name.

A. Sociology

* EPLS:5131 Race, Class, and Gender Inequalities in Education
* EPLS:5134 Education and the World of Work
* EPLS:5142 Sociology of Higher Education
* EPLS:5210 Education and Social Change
* EPLS:5240 (Special Topics) courses dealing with sociology of education

B. History

* EPLS:5123 History of Ethnic/Minority Education
* EPLS:6237 History of the Teaching Profession
* EPLS:6238 Gender and Education in Historical Perspective
* EPLS:6239 LGBTQ History in Education
* EPLS:6220 History of Higher Education
* EPLS:5240 (Special Topics) courses dealing with history of education

**3. Interdisciplinary Focus Courses (12 s.h.)**

Each student will choose one of the following two areas. Each student will then complete four SCS courses from the list for that area. At least two of these four SCS courses must be in a disciplinary area other than the student’s Disciplinary Foundation.

A. Diversity and Equity

* EPLS:5123 History of Ethnic/Minority Education
* EPLS:5131 Race, Class, and Gender Inequalities in Education
* EPLS:5154 Education, Race and Ethnicity
* EPLS:6237 History of the Teaching Profession
* EPLS:6238 Gender and Education in Historical Perspective
* EPLS:6239 LGBTQ History in Education
* EPLS:6277 Diversity and Equity in Higher Education
* One relevant course from another department, with advisor approval

B. Policy Contexts

* EPLS:5134 Education and the World of Work
* EPLS:5210 Education and Social Change
* EPLS:6222 Introduction to Educational Policy
* EPLS:6225 Higher Education Policy
* EPLS:6237 History of the Teaching Profession
* EPLS:6270 Policy and Politics
* One relevant course from another department, with advisor approval

**4. Cognates (27 s.h.)**

Students must complete at least 27 hours of additional graduate-level coursework in a field or fields that are relevant to the students’ scholarly and professional goals. Commonly, some or all of the cognate hours are from relevant graduate-level coursework completed in other University of Iowa programs or at other institutions and transferred to the University of Iowa. Students’ advisors, in consultation with other program faculty, determine which coursework to accept.

**5. Research (18 s.h.)**

A. Basic Research Methods (2 courses, 6 s.h.): The following two courses are required:

1. EPLS:6206 Research Process and Design, 3 s.h.
2. EPLS:7373 Qualitative Research Design and Methods, 3 s.h.
**OR** one of the following approved substitutes:
RCE:7338 Essentials of Qualitative Inquiry in Education, 3 s.h.
EDTL:7070 Qualitative Methods in Literacy Research, 3 s.h.
PSQF:7331 Qualitative Educational Research Methods, 3 s.h.

B. Statistics and Regression. For the required statistics course sequence, students are to take the following two courses:

1. PSQF:6242 Discussion: Selected Applications of Statistics (3 s.h.)
2. EPLS: 6370 Quantitative Methods for Policy Analysis (3 s.h.)

C. Advanced/Specialized Research Methods (2 courses, 6 s.h.): Students consult with their advisor to choose two courses appropriate to their dissertation design from the Qualitative/Non-Quantitative Courses and Quantitative Courses listed here:

Qualitative/Non-Quantitative Courses:

* EPLS:5195 Research in Cross-Cultural Settings, 3 s.h.
* EPLS:5240 Historical Methodology in Education, 3 s.h.
* EPLS:7392 Mixed Methods Research, 3 s.h.
* RCE:7444 Qualitative Research in the Multicultural Context, 3 s.h.

Quantitative Courses:

* EPLS:6209 Survey Research and Design, 3 s.h.
* EPLS:5240 Multilevel Modeling, 3 s.h.
* PSQF:6249 Factor Analysis and Structural Equation Models, 3 s.h.
* POLI:7003 Advanced Methodology, 4 s.h.
* SOC:5160 Research Design and Methods, 3 s.h.
* SOC:7170 Advanced Statistical Modeling of Data, 3 s.h.
* SOC:7180 Structural Equation Modelling, 3 s.h.
* OR other comparable research methods courses approved by student’s advisor and SCS Program\*

\*Students who desire to enroll in an advanced/specialized course that is not listed above, and wish to receive credit towards their program requirements, must obtain prior approval from their advisor AND from the SCS Program.

**6. Comprehensive Examinations**

Upon completing coursework for the common core, the disciplinary foundation, and the interdisciplinary focus, students will undergo a comprehensive examination. (**Research requirements do not need to be complete at the time of the comprehensive exam**.) The comprehensive examination is an opportunity for students to demonstrate that they are experts in their disciplinary area and that they can synthesize and apply the knowledge gained in the program.

Students are responsible for in (1) requesting the comprehensive exam and (2) completing the plan of study sheet—both of which have deadlines. [Graduate Exams: deadlines and procedures](https://education.uiowa.edu/services/office-student-services/graduate-exams/graduate-exams-procedures-and-deadlines).

Students are required to write two essays (30 pages total, not including references) that answer questions/prompts from the faculty: (1) one 15-page essay on the disciplinary foundation, and (2) one 15-page essay that synthesizes the materials from the interdisciplinary focus and common core.

Students may take their exam in either the Fall or the Spring term. Regardless of term, the comprehensive exam is a one-week (Friday to Friday) “take home” exam. Students pick up their exam on the Friday that is one week prior to the official College of Education’s Ph.D. comps schedule. Students turn in their exam the second day (Friday) of the official College of Education’s Ph.D. comps schedule. As an example, if the Ph.D. Comprehensive Examination dates are September 13 (Thursday) and 14 (Friday), then the student picks up the examination on September 7 and turns in the examination on September 14.

Following the written examination, students sit for an oral examination with the examining committee.

**Examining Committee**: Students should work with their advisors to construct an examining committee to include faculty members with varying, but related, areas of expertise. The **committee must consist of five faculty members** of the University’s Graduate Faculty, and the SCS faculty recommends that most of them be from the SCS program. There is no requirement that the comp committee include a faculty member from outside the SCS program or the EPLS department. SCS students will ask faculty to join their comp committees prior to or during the semester preceding the semester in which they plan to sit for the exams.

(Please note that in the event of any discrepancy, the policies of the Graduate College and College of Education will take precedence over program policies.)

**7. Dissertation**

A dissertation is a required part of the doctoral program at the University of Iowa. SCS Ph.D. students identify a dissertation topic with the assistance of their faculty advisor. Although students may take up to five years to defend successfully the dissertation, it is strongly recommended that they finish as quickly as possible following comprehensive exams. While writing the dissertation, students must register each fall and spring through the semester of their actual graduation. Consult the Graduate College manual for more information.

Dissertation Committee: The committee must include:

1. At least four faculty members who are members of the University of Iowa tenure-track/tenured faculty.
2. At least two tenure-track/tenured faculty members from the EPLS department (defined as faculty members who hold any appointment in the major department or program).
3. At least one faculty member from outside the EPLS department. This committee member can be an appointee if four tenured/tenure-track faculty are serving on the committee. (This is Graduate-College policy.)

Graduate-College policy states that departments and programs may request the dean’s permission to replace one of the five members of the Graduate Faculty by a recognized scholar of professorial rank from another academic institution. This request must demonstrate that the external scholar brings expertise or experience not available among University of Iowa faculty.

(Please note that in the event of any discrepancy, the policies of the Graduate College and College of Education will take precedence over program policies.)

## Course Offering Information

Each SCS faculty member typically teaches two courses per semester, in the sequence described below. *Students should keep in mind that these are only general plans for course offerings*. When faculty are on developmental leave or receive course releases, they will not be able to offer the courses listed in a given semester. Faculty will do their best to inform students in advance of alterations in course offerings, and students are welcome to ask about plans for upcoming semesters.

**Brian An** alternates offering Sociology of Education (EPLS:5130), and Education and Social Change (EPLS:5120) in the fall semester. He also offers a special topics course in the fall semester (such as Multilevel Modeling [EPLS:5240]). In the spring semester, he offers Quantitative Methods for Policy Analysis (EPLS:6370). He also offers in the spring semester one of the following: Sociology of Higher Education (EPLS:5142) or Race, Class, and Gender Inequalities in Education (EPLS:5131). Please note Professor An typically offers each class once every two years and he alternates teaching Education, Race and Ethnicity (EPLS:5154) with Professor Katrina Sanders.

**Chris Ogren** teaches History of American Education (EPLS:5102) or History of Higher Education (EPLS:6220) in the fall, so that each is offered every other year. For her other fall course and at least one spring course, she rotates among Diversity and Equity in Higher Education (EPLS:6275), History of the Teaching Profession (EPLS:6237), Gender and Education in Historical Perspective (EPLS:6238), LGBTQ History in Education (EPLS:6239), or a different course. Please note that her courses are offered once every 2–3 years.

**Katrina Sanders** teaches one graduate level course and one undergraduate course each semester. At the graduate level, she teaches Twentieth Century Movements (EPLS: 5126) or the History of African Americans in Education (EPLS 5240) in the fall semester. She teaches either History of Ethnic and Minority Education (EPLS: 5123), Historical Methodologies (EPLS: 5240), or Education, Race, and Ethnicity (EPLS: 5154) in the spring. Please note Professor Sanders alternates teaching Education, Race and Ethnicity (EPLS:5154) with Professor An.

## Academic Progress

We follow closely the Graduate College policies regarding grades and progress toward degree. As such, students should be aware that any grade below a “C–” is considered a failing grade and will not count toward your degree. Students should also be mindful of the threshold for academic probation status. These and other academic policies are detailed in the Graduate College Manual.

The Graduate College’s policies also state that students will be placed on academic probation if, after completing 8 hours of graduate work, their cumulative grade-point average on graduate work done at the University of Iowa falls below 3.0. The SCS program will place students on academic probation if, after completing 8 hours of graduate work as students in the program, their grade-point average **since enrolling in the SCS program** at any time falls below 3.0. Once on probation, a student must complete at least 8 additional hours of coursework at this University within one year. If, after completing 8 additional semester hours of graduate work, the student’s grade-point average since enrolling in the SCS program remains below the required level, the student shall be dropped from the program and denied permission to register. If, after completing the additional 8 semester hours, the grade-point average since enrolling in the SCS program is a least 3.0, the student returns to good standing.

The University of Iowa requires that every Ph.D. student fulfill a residency requirement that can be met one of two ways: (1) enrollment as a full-time student (9 semester hours minimum) in each of two semesters, or (2) enrollment for a minimum of 6 semester hours in each of three semesters. This is a non-negotiable Graduate College requirement that may become burdensome for some part-time students. You would be well-served to plan early for this requirement. More information about residency, updating old credits, and registration requirements can be found on the Graduate College website.

## Academic Advising

All SCS Ph.D. students are initially assigned to a faculty academic advisor. This assignment is not necessarily permanent and can be changed at the request of the student. In the case of changing advisors, a conversation with all parties is recommended.

## Certificate Programs of Interest

### Graduate Certificate in College Teaching

The Graduate Certificate in College Teaching provides the necessary coursework and supervised experiences to prepare graduate students for careers in post-secondary education. The Certificate is available to all University of Iowa Ph.D., or other terminal degree, students enrolled in the Graduate College. A minimum of 12 semester hours is required for the Graduate Certificate in College Teaching. Stop by the Office of Graduate Teaching Excellence in N222 for more information.

### Multicultural Education and Culturally Competent Practice

The Graduate Certificate in Multicultural Education and Culturally Competent Practice (MECCP) is administered by the Office of Graduate Inclusion. For more information please contact Diana Sproles at (319-335-2148) or diana-sproles@uiowa.edu).

### Certificate in Online Teaching

The [Certificate in Online Teaching](https://education.uiowa.edu/cot) requires 4 courses (12 credits) that are offered online. This will provide “value added” for individuals in fields where courses are moving more and more online and where experience/expertise in online teaching is listed on job announcements.

## Student Travel Awards and Scholarships

We encourage student investment in their academic and professional development. In support of these efforts, we offer Student Awards underwritten by funds generated from the College of Education Tuition Surcharge. Ph.D. students may apply for a Dissertation Year Fellowship of $500 (for students with an approved prospectus; previous recipients not eligible) or a Professional Travel and Development grant for travel to conferences or research-related or professional development expenses incurred during the academic year. The maximum amount of a Professional and Development grant is $300; demand will determine the actual number and amount of grants. Calls for applications will be issued in late fall with an application deadline of February 1. The College of Education also offers the Graduate Student Research Award, the Audrey Qualls Travel Award, and the Office of the Dean Graduate Student Travel Award. These awards provide conference registration, travel, and lodging support for students enrolled in the College of Education who present (or co-present) at professional meetings. Contact Elizabeth Constantine, director of the Grants and Research Services Center (119 LC), with questions.

In addition, the Graduate Student Senate (GSS) and the Graduate and Professional Student Government (GPSG) offer Travel Funding Assistance to graduate students who present their research at conferences, meetings, symposia, and similar professional or academic gatherings. The funds are provided by the Graduate College and allocated by various student-run committees to deserving applications at multiple deadlines throughout each fiscal year. Funds are awarded for travel to both domestic and international conferences. See the [GSS application](http://gss.grad.uiowa.edu/funding/gss-travel-funds) guidelines and the [GPSG application](https://gpsg.uiowa.edu/grants-for-students/) guides.

Each year, the Office of the Dean coordinates a competitive scholarship process for students in the College of Education. The application period begins in early October and runs through mid-November. Visit [Scholarships and Awards](https://education.uiowa.edu/services/office-dean/scholarships-and-awards) for more information or contact the Dean’s Office (N459 LC).

## Graduate Assistantships

Graduate and Teaching Assistantships at the University of Iowa are designed to provide students with work experience and means to finance their education, while providing the University with the benefit of an innovative work force. While nearly all fulltime SCS PhD students are placed in Graduate and Teaching Assistantships, there is no guarantee of funding or placement from year to year.

GA responsibilities often include student services, programming, or administrative duties. Individual faculty members occasionally receive funds for research assistants, grants, and the Iowa Testing Program awards a limited number of assistantships in the College of Education each year. TA responsibilities include attending lectures, leading discussions, grading, and holding office hours.

Graduate students enrolled in a Ph.D. program are eligible for ten academic year semesters of College of Education assistantship support. Although the SCS faculty discourages it, students may have an opportunity to increase their assistantship above 0.50 (half-time). Such invitations must be approved by the faculty advisor and DEO, and then forwarded with a letter of petition to the Dean of the Graduate College; approval is not guaranteed.

## Student Involvement and Governance

### College of Education

**Graduate Student Executive Council (GSEC)** – The College has invited a group of experienced graduate students to form our Graduate Student Executive Council which has been active in offering sessions both informational and social that are intended to support graduate student endeavors. They have also provided valuable input to college administration on many issues including orientation for new students entering the college. To be a part of this group as a departmental representative, contact GSEC Chair, Daniela Cardoza at daniela-cardoza@uiowa.edu .

**i-fellows** –The i-fellows program helps new College of Education doctoral students start early, start together and start right. i-fellows provides professional development programs, peer and faculty mentorship, and community building opportunities. Stop by the Office of Graduate Teaching Excellence in N222 for more information.

**College Diversity Committee** – The purpose of the College of Education Diversity Committee is to initiate and support activities and projects that will lead to increased knowledge and awareness of diversity of persons and perspectives. The group meets once a month. For more information about getting involved, visit [Diversity Committee](https://education.uiowa.edu/committee/diversity-committee).

### Graduate College

**Graduate Student Senate (GSS)** – The Graduate Student Senate exists to promote the welfare of graduate students at the University, to develop and disseminate ideas for the improvement of graduate education, and to contribute to the formation of general University policy. Through GSS, graduate students are involved in academic planning by nominating or appointing graduate students to academic Graduate College and University-wide committees. Representation is by academic department. Senators participate in the planning and execution of the senate activities for the term of one year. All graduate students are welcome to attend the monthly meetings and are eligible for membership on Senate committees.

### Division of Student Life

**Graduate and Professional Student Government (GPSG**) – After forming a partnership student government with the University of Iowa Student Government (UISG), the undergraduate student government, GPSG became a completely autonomous governing body in early 2009. Today, GPSG represents nearly 10,000 University of Iowa graduate and professional students. GPSG operates in collaboration with UISG, the administration, and our member governments. Our priority is to support graduate and professional academics, scholarship, public service, and enhance the quality of life.

## Other Unique Opportunities

### Obermann Graduate Institute for Engagement and the Academy

The Obermann Graduate Institute is a one-week interdisciplinary institute that takes place in January. UI graduate students from across campus and at any point in their graduate studies explore how civic engagement can enhance teaching, research, and creative work. Participants discuss theories of engagement and meet with experts, including graduate colleagues, faculty members, UI administrators, and potential community partners. They also develop their own engaged projects, reconceiving their art, scholarship, and teaching to address community needs. Each Institute participant receives $500 and is named an Obermann Graduate Fellow. Applications are typically due in October each year. For more information, contact Jennifer New at the Obermann Center for Advanced Studies.

## Campus Resources and Services

### Computer Resources (<http://its.uiowa.edu>)

Electronic technology is an important aspect of graduate education at the University of Iowa. Several Instructional Technology Centers (ITC labs) are located across campus, including in N110 Lindquist Center. Students may log onto lab computers using their HawkID. The ITCs support a wide variety of software, and printing is automatically charged to your U-Bill. Each black and white page is $.03, and each color page is $.15.

### HawkID

Email accounts are required as they facilitate easy and quick communication among students and faculty within the program and department; you should use your UIowa.edu address for all transactions with the program. We expect students to access their University email regularly, and respond in a timely manner to correspondence with faculty. ITS may offer free short courses and workshops throughout the year to acquaint students with software programs and to provide thesis and dissertation support.

### ITS

ITS is a very helpful resource for students and faculty. You can get help with your computer, access deep discounts for purchases, download discounted and free software, attend learning sessions for software, and create your own electronic portfolio to support your job search. They are located in the University Capitol Center.

* HawkID http://hawkid.uiowa.edu
* MyUI – Student Information Portal <http://myui.uiowa.edu>
* University Phonebook/Email Directory https://iam.uiowa.edu/whitepages/search

### Libraries

Most hard copy education holdings relevant to SCS can be found in the Main Library. Students can also make use of the extensive collection of online resources via [the library website](http://www.lib.uiowa.edu). Finally, arrangements also can be made for students and faculty to use the extensive resources of the library of the American College Testing Program (ACT).

### SCS Weekly Newsletter

This weekly newsletter is published and distributed by the SCS Program Assistant via e-mail. The purpose is to have a dedicated outlet for sharing important information about deadlines, policies, opportunities, and resources. The distribution list includes all SCS students and faculty. If you have news to share, contact Meghanne Bartlett-Chase at meghanne-bartlett@uiowa.edu no later than Tuesday at 6:00 pm. Do not use the community list for personal notices. SCS Weekly Newsletters are distributed every Wednesday morning by noon.

### EPLS Research Lab (N494 Lindquist)

The EPLS research lab hosts several computers equipped with software for EPLS students to use for quantitative and qualitative research. In addition, the research lab includes a conference table and projector for student use in meetings and collaboration on group projects. To access the research lab, students will need to go through an orientation session. The graduate assistant will post times and dates of orientation. If you are unable to attend the scheduled orientations, please contact SuYeong Shin at suyeong-shin@uiowa.edu to schedule a different time.

### Iowa Testing Programs Statistical Outreach Center (224A Lindquist)

Complimentary stat consulting is available to faculty and students in 224A Lindquist. A number of training courses are also available on SPSS, SAS, and other popular statistical analyses software. For more information, [visit the SOC website](https://education.uiowa.edu/soc).

### Collaborative Writing Consultancy (N302E Lindquist – Graduate Student Commons)

[The Collaborative Writing Consultancy](https://education.uiowa.edu/services/college-education-writing-resource) provides College of Education graduate students with a writing tutor who can assist with academic writing: to revise, discuss and offer a one-to-one “workshop” setting. For more information or to schedule an appointment, visit the website.

## Professional Associations

**Why Join a Professional Association?**

Joining professional associations is useful for enhancing and/or developing administrative and professional skills needed for work in the field of education. Benefits of association membership include assistance in building professional networks and alliances, gaining new perspectives and insight into the field, influencing the direction the profession takes, and identifying emerging issues. Most organizations offer membership to students at reduced rates. The list below is a sample of professional associations related to SCS. Check with faculty members to learn about other professional associations.

**AERA – American Educational Research Association** (<http://www.aera.net>)

The American Educational Research Association (AERA), a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good. Each member of AERA joins a Division and may join additional Divisions or Special Interest Groups (SIGs). Some divisions and SIGS relevant to SCS are:

Division F: History and Historiography

Division G: Social Context of Education

Division L: Educational Policy and Politics

SIG: Sociology of Education

(There are more than 100 SIGS, so be sure to look at the list.)

**American Sociological Association** (<http://www.asanet.org>)

The American Sociological Association (ASA) is the national organization for sociologists. Through its Executive Office, ASA is well positioned to provide a unique set of services to its members and to promote the vitality, visibility, and diversity of the discipline. Working at the national and international levels, ASA aims to articulate policy and implement programs likely to have the broadest possible impact for sociology now and in the future.

**History of Education Society** (<http://www.historyofeducation.org>)

The History of Education Society (HES) is an international scholarly society devoted to promoting and teaching the history of education across institutions. HES encourages scholarly research in the history of education and facilitates the publication and dissemination of the results of that research to the education profession and the public at large.

## Did You Know…?

* All students must use the “uiowa.edu” email address assigned to them upon enrollment. If you prefer to receive mail at a different address, you can set up a mail-forwarding system through your email.
* Program faculty conduct a lot of classroom business routinely by email. They expect you to check your email regularly and respond in a timely manner.
* Faculty may differ in terms of how much time they spend on campus and how they use their office hours. Before you drop in on faculty members, consider sending them an email to make sure they will be available.
* Iowa City is a great place to go wireless! The ped mall and many area businesses and parks are hot zones.
* A map of campus computer labs can be found at: https://maps.uiowa.edu/study-spaces
* You may receive individual mail in our department. You should check occasionally in N491 (dept. office). The office is closed over lunch from noon–1:00 pm. Mail must be business related, not personal.
* Looking to reserve a room in LC? Check with Janice Latta (our departmental secretary) or the Dean’s Office.
* In a hurry for a copy? Places for photocopies include Zephyrs and, if you have a lot, Office Max. There is currently no place for students to make personal copies in Lindquist.
* Most program texts can be purchased at the University Bookstore at the Iowa Memorial Union (IMU), or from a variety of online sellers (i.e., amazon.com).
* Looking for a study site? Try the Graduate Student Commons in the Lindquist Center, the new graduate student study space at the Main Library (need to apply for key card access to enter), the Iowa City Public Library, the Iowa Memorial Union, Java House, or High Ground Café.
* It is departmental policy for faculty NOT to print extensive student papers on the departmental printer. It’s best to check with an instructor when submitting something electronically.
* If you want to share information with the SCS community, please send it to the program assistant by Tuesday evening for inclusion in the weekly SCS newsletter. Do not use the newsletter for personal notices.
* Do you ride the bus? Check out BONGO! It’s a GPS-based passenger information system that can let you know your current bus location and the predicted arrival of the next bus.