The University of Iowa

Ed.D. Student Handbook

Educational Policy and Leadership Studies

Updated 8-26-2021

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Education Doctorate Program Handbook

Welcome to the Ed.D. Program

Welcome to the Education Policy and Leadership Studies Education Doctorate (Ed.D.) Program in the University of Iowa College of Education! We are excited to have you join a cohort of talented leaders in education who are ready to further develop their skills to make a difference in their communities. Together with your community of learners within the program, department, and college, you will engage with scholars and leaders across the education spectrum to name, frame, and work to solve the important problems facing education today. It is our hope that the professional relationships you develop within your cohort and throughout EPLS will be rewarding and long-term.

Your experience in the Ed.D. program will be different from those in other programs within the department. We expect this course of study to provide you with relevant learning through integrating high quality content and research, authentic projects and field experiences that help you solve a problem in your practice, and support from a team of experienced educational leaders and scholars. The Ed.D. courses are structured in a cohort model, so you will build a tight learning community that provides both support and challenge among the members.

We congratulate you on taking the first step on this new adventure and welcome you into our community of learners. Please know all of us in EPLS are here to make your academic experience at University of Iowa worthwhile, a time of intellectual growth, and professionally fulfilling. Speaking on behalf of the entire EPLS faculty, we look forward to partnering with you, knowing that we will make a difference in the lives of students, colleagues, and your community by doing great things together.

Introduction

The Doctor of Education (Ed.D.) program 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 will 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. For delivery of specific courses, please see the myui course catalog or contact the Ed.D. Program Coordinator.

This handbook is intended to serve as an introduction, a guide, and a resource for all students in the EdD program in Education Policy and Leadership Studies. The materials in this handbook point out specific policies and resources for EdD students. Some are pertinent only to EdD students and others are included for your convenience and clarity and taken from the Manual of Rules and Regulations of the Graduate College or from College of Education policies. If you have questions about a specific policy, please contact your advisor or the EdD program coordinator.

The Manual of Rules and Regulations for the Graduate College can be found at: https://grad.uiowa.edu/academics/manual

College of Education Policies and Procedures can be found at:

Licensure, Grad Comp/Defense: https://education.uiowa.edu/office-student-services

College of Ed Policies: https://education.uiowa.edu/office-dean/policies

Program 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.

CPED Guiding Principles

The Ed.D. program at the University of Iowa is a member of the Carnegie Project on the Education Doctorate (CPED). There are six CPED principles agreed upon by member institutions. These principles are woven throughout the Ed.D curriculum. They are as follows:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Degree Requirements

This Ed.D. program requires 75 credit hours beyond the Baccalaureate degree. We expect students in the EdD program to be working in their field full-time, so the rate of progress may vary individually. The program may be completed in as few as three years.

Students will progress through our curriculum in a cohort model, taking their Core Requirements and Applied Research Core together in an intentionally designed sequence to build on each other culminating in their Doctoral Capstone Proposal and Project.

Coursework Requirements

CORE REQUIREMENTS (8 S.H.)
EPLS:6307 Professional Sem: Orientation to the Professional Doctorate (1 s.h.)
EPLS:6321 Social Advocacy Summit (1 s.h.)
EPLS:6217 Theory and Practice of Leadership (3 s.h.)

Diversity and Equity Requirement (3 s.h.); choose one course from:
 	
   EPLS:6275 Diversity and Equity in Higher Education (3 s.h.)
 	
   EPLS:7432 Multicultural Initiatives (3 s.h.)
 	
   EPLS:5240 Facilitating Controversial Dialogue (3 s.h.)

APPLIED RESEARCH CORE (16 S.H.)
PSQF: 6241 Intro to Quantitative Research in Education (3 s.h.)
EPLS:6266 Program Evaluation (3 s.h.)
EPLS:6352 Action Research in Educational Settings (3 s.h.)
EPLS:7483 Doctoral Capstone Proposal Course (3 s.h.)
EPLS:7485 Capstone Research Project (4 s.h.)
CONCENTRATION AREA (15 S.H. minimum) ***
HIGHER EDUCATION SUBTRACK
EPLS:5252   Administration of Higher Education and Student Affairs (3 s.h.)
EPLS:6216   Finance in Higher Education (3 s.h.)
EPLS:6218   The Law and Higher Education (3 s.h.)
EPLS:6225   Higher Education Policy (3 s.h.)
EPLS:6336   Impact of College on Students (3 s.h.)
PK-12 LEADERSHIP W/SUPERINTENDEN ENDORSEMENT 171 SUBTRACK   *Subject to change as directed by the State of Iowa Department of Education

EPLS:6265 Standards-Based Education and Accountability (3 s.h.)
EPLS:6270 Policy and Politics of Leadership (3 s.h.)
EPLS:6329 Legislative Summit (1 s.h.)
EPLS:6317 Operational Leadership and Management (1 s.h.)
EPLS:6417 Operational Leadership Clinical (1 s.h.)
EPLS:6325 Organizational & Educational Leadership, (2 s.h.)
EPLS:6425 Organizational & Educational Leadership Clinical, (1 s.h.)
EPLS:6319 Human Resources Leadership, (2 s.h.)
EPLS:6419 Human Resources Leadership Clinical, (2 s.h.) (includes clinical work and Iowa Evaluator Approval Training II and III, through School Administrators of Iowa or local AEA)
EPLS:6315 Orientation to the Superintendency (3 s.h.)
EPLS:6415 Orientation to the Superintendency Clinical (2 s.h.)
EPLS:6323 School Finance (2 s.h.)
EPLS:6404 Central Administration Clinical (3 s.h)
EPLS:6405 Superintendent Entry Plan (1 s.h.)
PK-12 LEADERSHIP W/O ENDORSEMENT (15 S.H. Minimum)
EPLS:6265 Standards-Based Education and Accountability (3 s.h.)
EPLS:6270 Policy and Politics of Leadership (3 s.h.)
EPLS:6329 Legislative Summit (1 s.h.)
Other courses in consultation with advisor (8 s.h.) Suggested Courses that may be used to meet concentration for PK-12 Leadership w/o Superintendency: Educational Policy EPLS:6222 Introduction to Education Policy (3 s.h.) EPLS:6228 K-12 Education Finance and Policy (3 s.h.) Equitable Education and Social Justice EPLS:5123 History of Ethnic/Minority Education (3 s.h.) EPLS:6238 Gender and Education in Historical Perspective (3 s.h.) EPLS:6239 LGBTQ History in Education (3 s.h.) EPLS:5154 Education, Race and Ethnicity (3 s.h.)

EPLS:5247   Multiculturalism in Higher Education (3 s.h.)
Teaching and Learning
EDTL:7100   Design and Organization of Curriculum (3 s.h.) EDTL:7004   Schooling in the United States (3 s.h.) EDTL:7040   Advanced Topics in Teaching and Learning (arr.)
GRADUATE ELECTIVES (36 S.H.) **
** Up to 36 s.h. may be transferred in from previous graduate level coursework. Graduate electives should be selected in consultation with your advisor. *** For students coming in with an Ed.S., an additional twelve s.h. may be accepted as part of concentration requirement.

Transfer Credit

We have worked with the Graduate College to adjust the amount of transfer credit accepted depending on the credentialing of each student. All graduate transfer credit is subject to approval according to program, department, and college policies.

- Up to 36 semester hours (s.h.) may be transferred in from a previous graduate degree from an accredited University to be used to reach the 75 s.h. required for the degree.
- Students who earned an Ed.S. degree may have up to 48 s.h. applied toward their degree.
- Students who hold a current State of Iowa Superintendent endorsement (#171) may have up to 42 s.h. of transfer graduate credit applied to their degree.

To determine the amount of transfer graduate credit, please meet with the Ed.D. Program Coordinator to begin the process of transcript review.

Course Substitution Waiver

If student believes they have taken an equivalent required course through previous graduate study, they can request a waiver.

This waiver should be handled by each advisor and the EdD program coordinator in collaboration with the instructor for the course the student is petitioning to waive. The student will need to provide the syllabus for the course requested. Courses more than ten years old will not be considered for course substitution waiver but may be accepted as transfer elective credit.

Professional and Ethical Expectations and Behavior

All students in the Ed.D. Program 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. Students should honor commitments, keep confidences, make and keep appointments, fulfill assignments in a timely manner, avoid plagiarism, conduct themselves in accordance 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. 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). 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.

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.

Academic Advising

All EdD students are initially assigned to the EdD Program Coordinator, Megan McVancel, for their first year of study. During the spring semester, students will be matched with a faculty 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 and the program coordinator is recommended. A Change of Advisor form is available online.

Enrollment Policy

As a cohort model, the expectation is Ed.D. students will progress through our curriculum lockstep with their cohort mates. Taking the Core Requirements and Applied Research Core courses in the designated order. At minimum, students should be enrolled in the Ed.D. Core course each semester. Concentration courses can be taken in any order, however due to course availability it is strongly recommended that you take concentration courses in the recommended order by your advisor/EdD program coordinator. Students who need to take a smaller than expected load or take a semester off should discuss with your advisor and the EdD program coordinator. Students who have not taken courses for a year may need to reapply to be reinstated to the program.

All doctoral students who have (1) finished all required coursework, (2) completed their doctoral capstone proposal course, (3) received approval from their examination committee of faculty are required to register for minimum of 1 s.h. each fall and spring until the student graduates. Students must obtain a minimum of 4 s.h. of Capstone Research Project before they graduate.

From the semester students pass their Capstone Proposal, students have four semesters (excluding summer and winterim) to successfully complete and defend their final Capstone Research Project. A student who needs more time may request an extension for another four semesters.
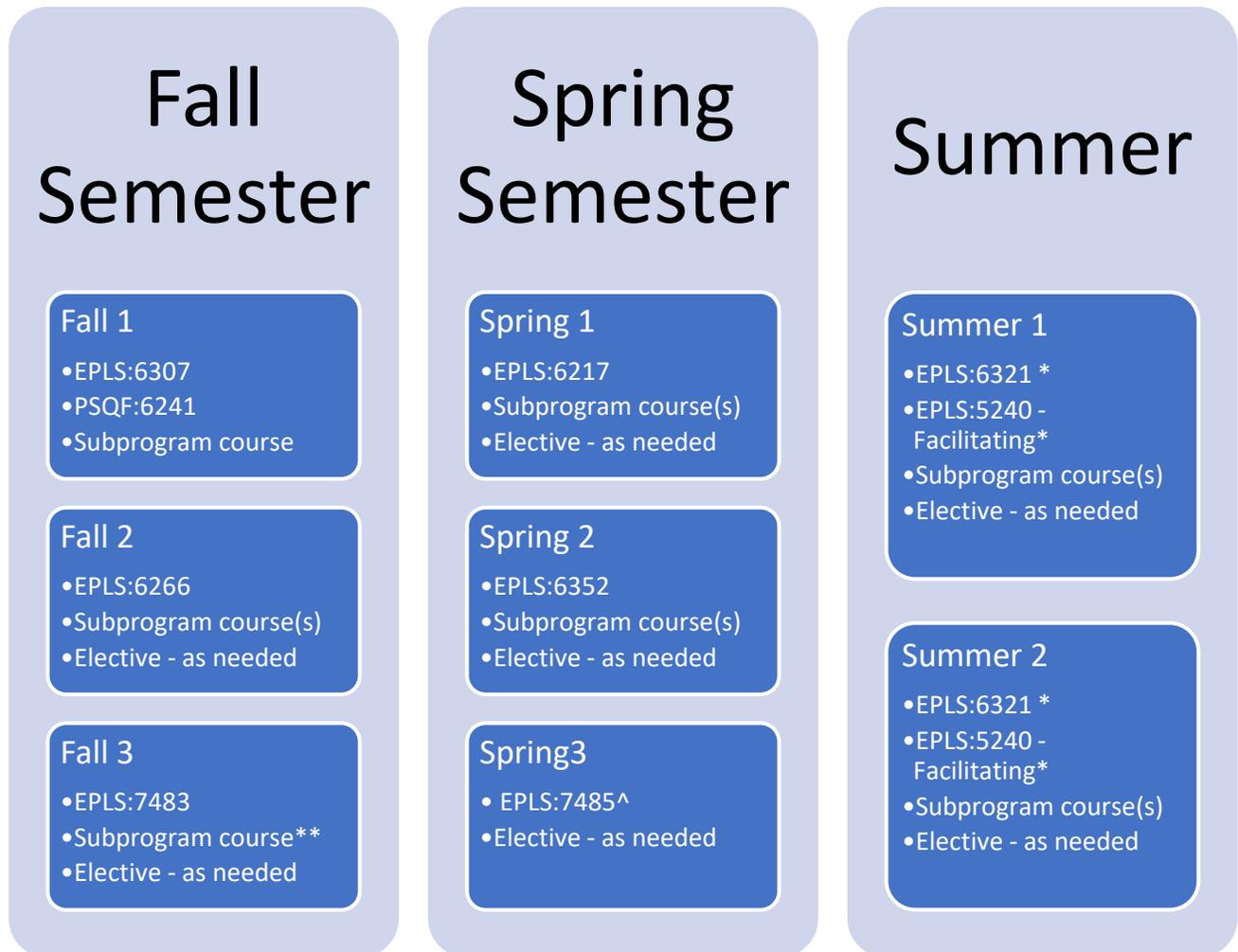
EdD Milestones and Capstone

Sequence of Courses

The following is the suggested sequencing of require Core and Research Core courses. The subprogram courses and electives vary in their availability each semester. Each semester prior to registration you should meet with your advisor or the EdD program coordinator to discuss the options available.

* Summer core coursework typically is offered every summer and may be completed in either summer or in the summer prior to first fall.

** To be eligible for enrollment in EPLS:7483 Capstone Proposal you must have successfully completed all other core and research core course and at least 80% of the subprogram course and be concurrently enrolled in any outstanding subprogram courses.

^ Student must successfully pass EPLS:7483 Capstone Proposal including passing a committee proposal defense meeting to be able to advance to EPLS:7485 Capstone Research Project.

Fall Semester

Fall 1
- EPLS:6307
- PSQF:6241
- Subprogram course

Fall 2
- EPLS:6266
- Subprogram course(s)
- Elective - as needed

Fall 3
- EPLS:7483
- Subprogram course**
- Elective - as needed

Spring Semester

Spring 1
- EPLS:6217
- Subprogram course(s)
- Elective - as needed

Spring 2
- EPLS:6352
- Subprogram course(s)
- Elective - as needed

Spring3
- EPLS:7485^
- Elective - as needed

Summer

Summer 1
- EPLS:6321 *
- EPLS:5240 - Facilitating*
- Subprogram course(s)
- Elective - as needed

Summer 2
- EPLS:6321 *
- EPLS:5240 - Facilitating*
- Subprogram course(s)
- Elective - as needed

EdD Capstone Research Project (dissertation equivalent)

The EdD Capstone Research Project is completed around a Problem of Practice in which the Scholar-Practitioner blends practical wisdom with professional skills and academic knowledge to name, frame, and solve problems of practice. EdD candidates use practical research and applied theories as tools for change in education to seek a more just and equitable system.

A Problem of Practice is a situation that exists in one's place of work, such as a school, college, or non-profit organization. It revolves around a specific workplace problem. The issue is a problem because values/goals are not, or might not be entirely, met. In other words, there is a gap between the goal state and the current state of the organization.

For a concrete definition of a Problem of Practice, the University of Iowa uses CPED's definition. According to CPED (2016), **a Problem of Practice is "as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.**"

The problem is not usually based on individual cases but involves a group of people or a particular population. It may initially have been identified through interactions with one person but must relate to more than just one person or an individual relationship with a person. Organizational problems of practice tend to be complex and are therefore related to many overlapping problems.

A problem of practice and the cause of the problem are not the same thing. Often, an issue is considered a problem of practice when the actual problem and the causes of it are not well understood. Failing to understand the essence of the problem and the underlying causes can lead to well-meaning solutions that do not address the issue and, in some cases, may exacerbate it or cause additional problems or complications. Actual problems of practice can be difficult to understand, but the signs of a problem can sometimes be relatively easy to see.

EdD students are encouraged to determine a problem of practice that they have some control over and can be improved upon within the field of practice (school, school board, department, college, etc.). This problem is meant to be actionable or within one's control or the control of colleagues, school board, college, etc. For example, if this problem were acted upon you would be able to make a significant difference for an educational community, not just one individual. These problems generally surround opportunities to increase student achievement (broadly defined). For example, you might have groups of students in your school who are not as engaged as others and do not perform as well as others in certain subjects or in general. Upon further investigation, you determine some of the possible causes for the lack of engagement, and then utilize research, literature, tacit knowledge or action research to consider possible solutions such as making greater linkages between the students' families and the school through creating a homework club that includes parents and establishing some community outreach activities.

Approach to Problem of Practice in Coursework

Students are encouraged to begin to define their own problem of practice early (during EPLS:6307) in their coursework. Using learning assignments within their doctoral studies to further their understanding of the problem within their individual educational context or the larger educational landscape. Each semester, students will go through a cycle of inquiry which will help them further define

their issue, plan, and take action or complete an intervention, analyze and reflect to then reengage with their problem of practice in the next cycle/semester.

Capstone Proposal Course

The *Doctoral Capstone Proposal Course* is designed to address an applied problem in the student's workplace. Students will have support of both the course, their cohort, and their advisor as they prepare their Capstone Proposal. Once the proposal is approved by their committee the student may advance to the *Capstone Research Project (*under the individual direction of the faculty advisor.

The Capstone Proposal is crafted and defended during the capstone proposal course (EPLS:7483) which will meet throughout the semester offered to provide a supportive environment to complete with deadlines and designated points of feedback from instructor, cohort, faculty, adjunct/campus/community partners, and the student's faculty advisor. Students must complete and pass their proposal meeting from their committee before a passing grade for EPLS:7483 will be given.

Capstone Proposal Requirements

The Capstone Proposal consists of:

1. Articulation of the research problem – including a biography of how they came to this particular problem of practice and the evolution of this throughout their graduate studies. It should address the question: What is the specific problem of practice, why does it need to be addressed, and what is the candidate's position on the problem? (5-7 pages)
2. Review of the literature and theoretical frameworks to support their capstone research project (13-15 pages)
3. Methods and design for action to support their capstone research project, including a review of what has been done around the Problem of Practice during cycles of inquiry during coursework (10-12 pages)
4. Strategy paper on how they see their research, community engagement, and professional work contributing to finding solutions for significant problems related to educational policy and practices and contribute to promoting changes for equity, inclusion, and justice. (5-7 pages)

Page range – 33-40

Capstone Proposal Defense

During or after the completion of the proposal course, students will have a proposal meeting with their committee and chaired by their advisor. A student must receive a pass from their committee to receive a passing grade in EPLS:7483 and to be able to register for EPLS:7485.

Capstone Committee

The Capstone proposal defense and final examinations for the Ed.D. are conducted by committees of no fewer than three members of the Graduate Faculty, appointed by the dean upon recommendation of the major department or program. The committee will be chaired by the student's academic advisor.

These committees will be composed as follows:

1. At least two of the faculty members must be members of the University of Iowa tenure-track faculty (appointment codes FS11-13 and FT11-13).

2. At least two of the faculty members are from the major department (defined as faculty members who hold any appointment in the major department).
3. At least one faculty member must be a practitioner or scholar-practitioner. Oversight for this requirement is at the discretion of the department and the committee chair.

Capstone Research Project

The Capstone Research Project is the culminating work for EdD students around their Problem of Practice. Students who have (1) finished all required coursework, (2) completed their doctoral capstone proposal course, (3) received approval from their examination committee of faculty are able to move onto the Capstone Research Project.

Students are required to register for minimum of 1 s.h. each fall and spring until the student graduates or leaves the program. Students must obtain a minimum of 4 s.h. of Capstone Research Project before they graduate. Students should discuss the pacing and time to completion for their project with their advisor and the EdD program coordinator. Students have four semesters (spring and fall only) to complete their Capstone Research project after successfully completing the proposal. Students may request and receive a one-time extension for up to four additional semesters with approval.

The work of the Capstone Research project is supervised under the direction of the student's advisor and committee chair. The student must pass a written and oral defense of their work to complete this requirement for graduation.

Unique Opportunities for Involvement and Learning

Student Involvement & Governance

Departmental

GOHESA: Graduate Organization for Higher Education and Student Affairs

GOHESA is the student organization with a mission to promote the professional and personal development of students in the Higher Education & Student Affairs Program. Founded in 1976 as the Graduate Student Development Association (GSDA), the organization was renamed in 2010 to reflect the merger between the Student Development and the Higher Education programs. GOHESA serves as a coordinating body to attend to the needs of program students and provides programs for professional improvement; develops or enhances professional competencies; creates a sense of community among students, faculty, and staff who are interested in student development; and aids in the communication of ideas and information among its members.

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. For more information, please see https://education.uiowa.edu/graduate-student-resources/graduate-student-executive-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.
https://gss.grad.uiowa.edu/

Division of Student Life

Graduate and Professional Student Government (GPSG)

After forming a partnership 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. GPSG's priority is to support graduate and professional academics, scholarship, public service, and enhance the quality of life.
https://gpsg.uiowa.edu/

Certificate Programs of Interest

The 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 PhD, 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.

Institutional Research and Effectiveness

The Certificate in Institutional Research and Effectiveness (IRE) requires 15 s.h. of graduate credit and is offered with hybrid and conventional courses. The certificate program prepares professionals to use data for institutional decision making, reporting, and accountability in higher education and K-12 contexts. This certificate amends and complements students' competence in other areas (business affairs, information technology, student affairs, development, among other areas) to prepare them with the skills and capabilities to use data for educational improvement, accountability, quality, and equity.

K-12 Equity and Inclusion

This certificate program encourages the development of the knowledge and skills necessary to meet standard 3(equity and cultural responsiveness) of the Professional Standards for Educational Leaders, adopted by the School Administrators of Iowa. Course offerings include both hybrid and conventional courses and contribute to the development of competencies in the areas of research, policy, practice and student advocacy.

The Certificate in K-12 Equity and Inclusion requires 12 s.h. of coursework from two categories: practice and policy. Participating students must choose at least one course from each category. The remainder of the courses may be from either category.

Certificate in Online Teaching

The [Certificate in Online Teaching](#) 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.

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. Being a member of an association can enhance your professional networks, help you gain new skills and insights about professional problems, influencing the direction the profession takes, and identifying emerging issues. Most organizations offer membership and attendance available to students at reduced rates. Check with your faculty or the EdD Program Coordinator for suggestions for membership.

Other Unique Opportunities

Obermann Graduate Institute on 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 a $500 and is named an Obermann Graduate Fellow. Applications are typically due in October each year.

Teaching in the College

Whether you are preparing for a career as a graduate faculty member or not, you may enjoy co-teaching as a doctoral student. This may be completed as a volunteer or as a practicum for supervised credit. For more information contact your advisor or the Program Coordinator, Megan McVancel.

Baker Teacher Leader Center (TLC)

The Linda R. Baker Teacher Leader Center, a comprehensive professional development center and professional learning commons designed to create the next generation of 21st century teachers, leaders, scholars, and innovators. The Teacher Leader Center adds value and vitality to the teacher education experience and enhances the marketability of our professional students and scholars through unique programs that are highly relevant to today's education. For more information visit, https://education.uiowa.edu/baker-teacher-leader-center-tlc

Resources and Support

The following section provides some of the resources and support for students. It is not an exhaustive list. If you need help with something specific, please reach out to your advisor or the EdD program coordinator for help.

University of Iowa Libraries

The University of Iowa Library is a crucial resource as a doctoral student. Use of library services will allow you to conduct quality graduate level research. The College of Education graduate student library guide is a good place to find information on research resources at UI Libraries, citation management, literature reviews, APA citation style and more. https://guides.lib.uiowa.edu/edgrad/welcome

You can schedule a time to meet with the Education Librarian, Kelly Hangauer, at https://guides.lib.uiowa.edu/edgrad/contact

EPLS Research Lab (N494 Lindquist)

The EPLS research lab hosts several computers equipped with software for EPLS students to conduct quantitative and qualitative research. In addition, the research lab includes a conference table and projector for students to meet and collaborate 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 on the COE listserv. If you are unable to attend the scheduled orientations, please contact Wei Lin Chen at wei-lin-chen@uiowa.edu to schedule a different time.

College of Education Writing Resource (N119 Lindquist –inside N110)

The Collaborative Writing Consultancy 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. Email writing-resource@uiowa.edu. to schedule an appointment or visit: https://education.uiowa.edu/college-education-writing-resource

Frequently Asked Questions:

Financing Your Education

Are there scholarships available?

Every College of Education student is encouraged to apply for College of Education scholarships. Each year, the Office of the Dean coordinates a competitive scholarship process for students in the College of Education. The application period usually begins in early October and runs through mid-November. EdD students have been successful in receiving scholarships through this process.

Are there awards to help with travel to professional meetings available to EdD students?

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 in the Grant and Research Services Center (GRSC) with questions.

In addition, the Graduate Student Senate (GSS) and the Graduate and Professional Student Government (GPSG) offers 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 guidelines and the GPSG application guides.

I'm a University of Iowa Employee, does the university offer any tuition assistance?

The University of Iowa has a Tuition Assistance Program which allows eligible faculty and staff to apply for financial assistance to help defray the cost of tuition (excluding other fees) for one college credit course (up to four semester hours). This online application process is available via the Employee Self Service site. Located under My Career - Learning & Development - Tuition Assistance Application, eligible applicants complete and send the application through the Workflow System for approval and processing. Currently funds run out each semester, so please watch deadlines for applications. More information can be found:

https://hr.uiowa.edu/development/learning-and-development/tuition-assistance-and-fee-assistance-options/tuition

My Employer is paying for part of all of my tuition, can I defer payment until after grades post?

Students who receive tuition reimbursement from their employer can request to have the payment of their tuition and fees deferred until the end of the semester (about 30 days after grades are posted on MyUI) for a fee of $35.00 per semester. The deferment only applies to tuition and mandatory fees. All other charges on your monthly bill will need to be paid as billed. This agreement does not include course fees or any other fee associated with your registration. For more information:
https://ubill.fo.uiowa.edu/payment-options#employer_deferment

It has been a while since I was a graduate student. Any advice on the transition?

Many members of the Ed.D. cohort and other graduate students in the EPLS department are coming to their studies after a break in their formal education. Connect with each other, ask your program and faculty questions, and know that it will be and is a transition.

There are some good resources to explore the transition and being a graduate student:

GradHacker Blog on Inside Higher Ed
This Blog offer advice, hacks, and other writings that may be useful to graduate students. Visit:
www.insidehighered.com/blogs/gradhacker

Grad Success Center at The University of Iowa
The Grad Success Center supports graduate students' professional, academic, and personal success during graduate school and beyond. Visit: https://grad.uiowa.edu/grad-success

A field guide to grad school: uncovering the hidden curriculum
This book by Jessica McCrory Calarco is available as an ebook from the University of Iowa Libraries.
https://ebookcentral.proquest.com/lib/uiowa/detail.action?docID=6260699

Appendix A – Ed.D. Student Curriculum Worksheet

Student Name_____

Ed.D. in Education Policy And Leadership Studies (minimum 39 S.H.)

CORE REQUIREMENTS (8 S.H.) s0	Semester Taken
EPLS:6307 Professional Seminar: Orientation to the Professional Doctorate (1 s.h.)	
EPLS:6321 Social Advocacy Summit (1 s.h.)	
EPLS:6217 Theory and Practice of Leadership (3 s.h.)	
Diversity and Equity Requirement (3 s.h.) Choose one course from: EPLS:6275 Diversity and equity in Higher Education (3 s.h.) EPLS:7432 Multicultural Initiatives (3 s.h.) EPLS:5240 Facilitating Controversial Dialogue (3 s.h.)	

APPLIED RESEARCH CORE (16 S.H.)	Semester Taken
PSQF:6241 Intro to quantitative research in Education (3 s.h.)	
EPLS:6266 Program Evaluation (3 s.h.)	
EPLS:6352 Action Research in Educational Settings (3 s.h.)	
EPLS:7483 Doctoral Capstone Proposal Course (3 s.h.)	
EPLS:7485 Capstone Research Project (Equivalent of the dissertation) (4 s.h.)	

The *Doctoral Capstone Proposal Course* is designed to address an applied problem in the student's workplace. Once the proposal is approved by an examination committee of three faculty (chaired by the student's advisor), the student may advance to the *Capstone Research Project* under the direction of the faculty advisor.

CONCENTRATION AREA (15 S.H. minimum)	Semester Taken

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Minimum must = 15 s.h.

Areas of Concentration:

Higher Education

EPLS:5252   Administration of Higher Education and Student Affairs (3 s.h.)
EPLS:6216   Finance in Higher Education (3 s.h.)
EPLS:6218   The Law and Higher Education (3 s.h.)
EPLS:6225   Higher Education Policy (3 s.h.)
EPLS:6336   Impact of College on Students (3 s.h.)

PK-12 Leadership (w/ Superintendency*)

EPLS:6265 Standards-Based Education and Accountability (3 s.h.)
EPLS:6270 Policy and Politics of Leadership (3 s.h.)
EPLS:6329 Legislative Summit (1 s.h.)
EPLS:6317 Operational Leadership and Management (1 s.h.)
EPLS:6417 Operational Leadership Clinical (1 s.h.)
EPLS:6325 Organizational & Educational Leadership, (2 s.h.).
EPLS:6425 Organizational & Educational Leadership Clinical, (1 s.h.).
EPLS:6319 Human Resources Leadership, (2 s.h.)
EPLS:6419 Human Resources Leadership Clinical, (2 s.h.) (includes clinical work and Iowa Evaluator Approval Training II and III, through School Administrators of Iowa or local AEA)
EPLS:6315 Orientation to the Superintendency (3 s.h.)
EPLS:6415 Orientation to the Superintendency Clinical (2 s.h.)
EPLS:6323 School Finance (2 s.h.)
EPLS:6404 Central Administration Clinical (3 s.h.)
EPLS:6405 Superintendent Entry Plan (1 s.h.)
*Must complete all courses for State of Iowa endorsement 171 Superintendent PK-12/AEA Administrator

PK-12 Leadership (w/o Superintendency)

Required:
EPLS:6265   Standards-Based Education and Accountability (3 s.h.)
EPLS:6270   Policy and Politics of Leadership (3 s.h.)
EPLS:6329   Legislative Summit (1 s.h.)

Suggested Courses that may be used to meet concentration s.h. requirements for PK-12 Leadership w/o Superintendency:

Educational Policy

EPLS:6222   Introduction to Education Policy (3 s.h.)
EPLS:6228   K-12 Education Finance and Policy (3 s.h.)

Equitable Education and Social Justice

EPLS:5123   History of Ethnic/Minority Education (3 s.h.)
EPLS:6238   Gender and Education in Historical Perspective (3 s.h.)
EPLS:6239   LGBTQ History in Education (3 s.h.)
EPLS:5154   Education, Race and Ethnicity (3 s.h.)

Teaching and Learning

EDTL:7100 Design and Organization of Curriculum (3 s.h.)
EDTL:7004 Schooling in the United States (3 s.h.)
EDTL:7040 Advanced Topics in Teaching and Learning (arr.)

GRADUATE ELECTIVES (36 s.h.)	Semester Taken

Up to 36 s.h. may be transferred in from previous graduate level coursework. Graduate electives should be selected in consultation with your advisor.

Number Graduate Electives Transferred In: _____

Advisor Approval:_____

Graduate College Approval: _____