

EDUCATIONAL LEADERSHIP & POLICY STUDIES

Doctor of Philosophy (PhD)

Program Handbook

Program Overview

The Division of Advanced Studies in Policy, Leadership and Curriculum (PLC) offers a PhD in Educational Leadership and Policy Studies that emphasizes methods of policy analysis and provides for specializations in particular disciplines and topics. Education policy studies analyze the processes by which societies formulate, implement, evaluate, and modify their education systems. Doctoral students receive coursework and practical experiences in a variety of special contexts, including higher education, elementary and secondary schools, and education governing bodies. The faculty seeks to train persons who will teach or conduct scholarly research on education policy in school districts, government agencies and universities.

Admissions

Admission to the PhD program is based on undergraduate and graduate grade point averages, scores on the GRE (Graduate Record Exam), letters of recommendation, a personal statement describing the candidate's research and career goals, work and academic experiences, and the availability of faculty to supervise the academic area of interest. Citizens of Mexico applying to the PhD program may substitute the EXAMI III for the GRE. (The EXAMI III is required by CONACYT of all applicants for a fellowship from the Mexican government.) The program does not have a minimum cut-off score for the GRE.

International applicants from a country whose native language is not English, must provide evidence of English proficiency as indicated by acceptable scores on the TOEFL or IELTS as follows:

- The minimum TOEFL requirement is 550 (PBT) or 213 (CBT) or 83 (iBT);
- The minimum IELTS is an overall band score of 6.5 with no individual band below a 6.0.

Applicants who have met *one* of the following conditions at a regionally accredited college or university in the United States do not need to submit evidence of English proficiency:

- Earned a bachelor's degree or higher;
- Completed a minimum of 12 semester hours of graduate level study with a cumulative graduate GPA of 3.00 or higher;
- Completed at least 90 undergraduate semester credit hours with a cumulative GPA of 3.00 or higher;
- Completed the American English and Culture Program Advanced Level II and have the recommendation of the Director of the AECF.

Test results (GRE or TOEFL, if applicable) should be reported to the Graduate College directly by ETS.

Application deadlines are January 1 and March 1 for admission the following fall. New students are not admitted in the spring semester or for summer admission. Applicants will be notified of the faculty's decision by April 15. **Incomplete applications will not be considered.**

Application

Prospective students must apply online to the Graduate College at www.graduate.asu.edu/. All applications must include: a) GRE scores; b) a personal statement; c) a curriculum vitae or résumé; and d) three (3) letters of recommendation.

Financial Support

Admitted PhD students are eligible for a variety of sources of financial support. The Division of Advanced Studies in Policy, Leadership and Curriculum has a limited amount of funding it can offer to graduate students. Most students are supported through Graduate Assistantships (GA) or Teaching Assistantships (TA). A 10 hour per week appointment as a GA or a TA provides: 1) a full non-resident tuition and fees stipend (if needed); 2) *half* of resident tuition and fees; and 3) a modest 9-month stipend. A 20 hour per week appointment as a GA or TA provides full non-resident and resident tuition and a modest 9-month stipend. Funding decisions for new and continuing students are made in the Spring semester, after admissions decisions are made. We do not award funding packages to prospective students prior to admission.

Unfortunately, we cannot provide funding for all of our eligible graduate students. Graduate students who are employed in PLC generally receive a 10 hour per week appointment or pursue additional employment opportunities in the Graduate School of Education and other departments on campus.

Continuous Enrollment

Once admitted, PhD students must be enrolled continuously, excluding summer sessions, until all requirements have been fulfilled. If a program of study must be interrupted, the student must apply for leave status, not to exceed one year. The approved petition must be filed no later than the last day to register for classes in the semester for which the student is requesting a leave. A student who interrupts a program without obtaining leave status may be removed automatically from the program and must reapply through the Graduate College.

Requirements

Requirements for the PhD degree consist of: 1) the coursework specified in a student's program of study; 2) successful completion of a comprehensive exam; and 3) successful defense of a

dissertation. There is a 10-year time limit for PhD students, starting at the time of admission. All work must be completed within this 10-year period. In addition, there is a 5-year limit between admission to candidacy (see below) and completion of the dissertation defense.

Advisement

Every student admitted to the PhD program is assigned a faculty adviser based on student interest and faculty availability. The faculty adviser helps the student understand program requirements, provides advice about coursework, and may eventually serve as chair of the program committee for the comprehensive exam and as the chair of the dissertation committee (see below). However, a student may select another faculty member as their adviser at any time during their graduate program. Students who wish to change their adviser should consult with their initial adviser and, if necessary, file the relevant paperwork with the Graduate College.

Program of Study

Students entering the PhD program with a masters degree in a related discipline and with credit for between 24 and 30 semester hours of graduate course work will be expected to earn a total of 84 hours past the BA including the transferred masters hours. Of these 84 hours, 54 must be earned at ASU. Of the 54 hours at ASU, 24 must be earned in research or dissertation. Students can use a block of 30 credits from a previously awarded master's degree plus 12 credits not used in any previous degree program as part of the PhD required credits, only if they can prove by a master's program of study (POS) that the 12 additional credits were not required for their master's degree. Students who withdraw from a master's degree in order to enter the PhD program will only be allowed to transfer 12 credits. A typical student's program of study would take the following form:

Policy Studies Core (12 hours)

At the heart of the PhD program are 12 semester hours of coursework on the foundations of policy studies, known as the ELPS PhD core, which should be taken in the student's first year in the program.

Offered each Fall Semester:

Proseminar I—EPA 691

Foundations of Inquiry—EPA 591

Offered each Spring Semester:

Race, Class and Gender—EPA 691

Power, Politics & Policy—EPA 691

Research Methods (12 hours)

Students gain expertise in many approaches to research, evaluation, and policy analysis. A wide

variety of courses, both in and outside the Graduate School of Education, is available to deepen students' research skills. Research methods electives should be advanced research courses chosen in consultation with the student's program committee. A total of 12 hours is required in research methods:

Required

Introduction to Quantitative Research—COE 502

Introduction to Qualitative Research—COE 503

Elective

At least 6 research elective hours must be selected and approved by the student's program committee

Specialty Studies

Students will complete at least 12 semester hours in one of the following areas of specialization: 1) American Indian education policy; 2) anthropology and education; 3) higher education; 4) international & comparative education; 5) language policy; 6) policy analysis; 7) social & philosophical foundations. Specialty studies courses must be approved by the student's program committee.

American Indian Education Policy

Specialization Adviser: Bryan Brayboy

Required Course for the Specialization

SPF 691: Education Issues in American Indian Communities

9 hours selected from the following or other courses approved by the Specialization Adviser

EPA 691: Indigenous Knowledges in Education

EPA 691: Pedagogy, Policy, and Research in Teaching Indigenous Languages

EPA 691: Research and Policy in American Indian Communities and Schools

EPA 691: Ethnography and Language Policy

EPA 691: International Perspectives on Indigenous Language Planning and Policy

EPA 691: Indian Education Policy Analysis

EPA 691: Indian Education Leadership and Policymaking

EPA 691: Native American Cultural Resources

MCE 598: American Indian Languages, Cultures and Schooling

SPF 691: School Reform and Native Education

SPF 691: History of American Indian Education Policy

SPF 691: Intergovernmental Relations in American Indian Education: The Role of

Federal State and Tribal Governments

SPF 691: The Education of the American Indian Student: Curricular and Instructional Issues

International Indigenous Rights

Indian Education and the Law

Anthropology and Education

Specialization Advisers: Teresa McCarty and Joseph Tobin

Required Courses for the specialization

SPF/BLE 691: Anthropology and Education

SPF/DCI 691: Ethnography of Education

6 hours selected from the following or other courses approved by the specialty advisers

BLE/RDG 691: Discourse Analysis

DCI 691: Re-thinking Paulo Freire

DCI 691: Comparative Perspectives on Curriculum

DCI 691: Cultural Studies

DCI 691: Consumption and Education

ECD 791: International Perspectives on Early Childhood Education

EPA 691: Indigenous Knowledges in Education

EPA 691: International Perspectives on Indigenous Language Planning and Policy

EPA/BLE 691: Indigenous Language and Education Movements

EPA/BLE 791: Ethnography and Language Policy

EPA/BLE 791: Ethnography and Language Policy

IED 530: Language & Literacy of Indigenous People

RDG 691: Language, Learning & Literacy: Situated & Sociocultural Approaches

SPF 603: Visual Ethnography in Education

SPF 691: Advanced Qualitative Methods in Education

Courses on American Indian Education (see above)

Courses on International & Comparative Education (see below)

Higher Education

Specialization Adviser: Caroline Turner

12 hours selected from the following

HED 510: Introduction to Higher Education

HED 644: Higher Education Finance and Budgeting

HED 691: Critical Policy Issues in Higher Education

HED 611: Law, Ethics & Policy

HED 687: External Influences in Higher Education

HED 602: Institutional Research/Strategic Planning

HED 689: Leadership in Higher Education

HED 691: Institutional Research and Evaluation

HED 691: Proseminar in Higher Education

International & Comparative Education

Specialization Advisers:

Asia: Terrence Wiley

Latin America: Josué González and Gustavo Fischman

Africa: Beth Blue Swadener

12 hours selected from the following or other courses approved by the specialty advisers

SPF/EDA 684: Education in Global Contexts

SPF/EDA 691: International Comparative Education

SPF 791: Educational Equity & Language Rights in Global Contexts

SPF 691: Comparative Perspectives on Curriculum

SPF 791: Human Diasporas & Educational Policy

SPF 791/DCI 691: Ethnography of Education

Language Policy

Specialization Advisers: Terrence Wiley and Josué González

12 hours selected from the following or other courses approved by the specialization advisers

BLE 535: Sociolinguistic Issues in Bilingual Education

BLE 541: Nature of Bilingualism & Second Language Acquisition

BLE 598: Assessment of BLE/ESL Students

ENG 591: Globalization of English

EPA 791: Language Policies & Education

SPF 791: Heritage & Community Languages

SPF 791/BLE 791: International Perspectives on Language Policy & English Language Teaching

Policy Analysis

Specialization Adviser: Gene V Glass

12 hours selected from the following or other courses approved by the specialization adviser

EPA 691: Learning & Education Policy

EPA/BLE 791: Ethnography and Language Policy

EPA 691: International Perspectives on Indigenous Language Planning and Policy

EPA 691: The Art and Science of Writing Policy Documents

EPA 691: Critical Policy Issues in Higher Education

EPA 791: Education Policy, Leadership, and Value Systems

EPA 791: Theoretical Issues in Policy Studies

EPA 791: Social Policy and Critical Advocacy

SPF 530: Sociology of Education

**Social & Philosophical Foundations
Specialization Adviser: Eric Margolis**

12 hours selected from the following or other courses approved by the specialization adviser

SPF 530: Sociology of Education

SPF 544: Philosophical Foundations of Education

SPF 566: History of American Education

SPF 591: Social & Philosophical Foundations of Higher Education

SPF 598: Gender & Education

SPF 677: Foundations of Educational Reform Movements

SPF 691: Urban Education

SPF 691: Sociology of Childhood

SPF 691: Equity Seminar: Developing Your Dissertation Proposal

SPF 791: Theoretical Issues in Policy Studies

Practicum (3 hours)

Students must earn three semester hours of credit for a supervised practicum. The setting must be other than the student's normal work-place, and the experience should lead to a written report.

Research & Dissertation (24 hours)

Each PhD candidate is required by the Graduate College to complete at least 24 semester hours credit in research (792) and dissertation (799) work. Students register for EPA 792, SPF 792, EDA 792 or HED 792 Research before admission to candidacy, and for EPA 799, SPF 799, EDA 799 or HED 799 after admission to candidacy. Of these 24 hours, exactly 12 must be earned under the Dissertation (799) course label.

The Program Committee

The student's program committee, consisting of at least three members, oversees the Program of Study and the preparation and evaluation of the comprehensive examination. Faculty members who sign and approve a student's Program of Study are considered the student's dissertation committee. Students who wish to change dissertation committee after the Program of Study is approved must submit a Graduate Supervisory Committee Change form to the Graduate College.

The Interactive Plan of Study (iPos)

Ph.D. students must submit their interactive Plan of Study (iPOS) by the time they have enrolled for 50 percent of the minimum credit hours required for the PhD. Students should consult with their adviser and committee members to select the courses that will be included on their interactive plan of study. The iPOS must be completed online by going to *My ASU/My Info* and accessing your personal student account. Once completed the iPos has to be approved by the student's program committee, the Director of the Division in Advanced Studies in Policy, Leadership and Curriculum, and the Graduate College dean.

All of the courses on the plan of study must be completed prior to graduation from the program. Changes in the plan can be made with the approval of the program or dissertation chair, the committee members, and the Director of the Division in Advanced Studies in Policy, Leadership and Curriculum using the *course change* or *petition tab* located directly on the iPOS (see *My ASU/My Info*).

Students have a *maximum period of five (5) years* from admission into the Ph.D. degree program to complete their required coursework and advance to candidacy. Requests for an extension of time due to extenuating circumstances will be evaluated on a case-by-case basis by the Graduate College. *Extensions are rarely granted.*

Comprehensive Examination

When no more than 6 hours of coursework remain on the Plan of Study, students must pass a comprehensive examination before admission to candidacy and the start of the dissertation research. The examination may consist of both a written and oral component. The student's program committee may substitute an equivalent activity for this examination. The Program Committee must sign a form entitled Report of Doctoral Comprehensive Examinations indicating successful completion of the exams. The comprehensive exam must be completed and the results must be on file with the Graduate College before the student can submit the results of her or his dissertation proposal defense.

Unless the supervisory committee and the head of the academic unit recommend and the Graduate College dean approves a re-examination, failure in the comprehensive examinations is considered final. Only one re-examination is permitted. A petition for re-examination, endorsed by the members of the student's Program Committee and the head of the academic unit, must be approved by the Graduate College dean before a student can take the second examination. Re-examination may be administered no sooner than three months and no later than one year from the date of the original examination. The Graduate College may withdraw a student from the degree program if the student's petition for re-examination is not approved, or if the student fails to pass the comprehensive exam a second time.

The Dissertation Project

Dissertation Committee

The dissertation committee is appointed jointly by the Dean of the Mary Lou Fulton Institute and Graduate School of Education and the Graduate College upon recommendation of the Director of the Division of Advanced Studies in Policy, Leadership and Curriculum. The chair of the student's dissertation committee must be a faculty member approved by the Graduate College to serve in this capacity. (All faculty listed as the ELPS PhD faculty are so approved.) The dissertation committee chair is the student's adviser who guides the student in proposing and

writing the dissertation. The dissertation committee is composed of at least three members. Faculty outside the Division of Advanced Studies in Policy, Leadership & Curriculum may serve on a student's dissertation committee.

The Dissertation Proposal and Defense

Most dissertation proposals include a statement of the research problem, a brief review of the relevant research literature, an overview of the conceptual framework(s) guiding the study, and a description of the proposed research methods. However, there are many approaches taken to dissertation research and a student's committee may have a different view of the prospectus. The student must orally defend the dissertation proposal. Students must submit their completed dissertation proposals to their committee at least two (2) weeks before the proposal defense. After the hearing, the student should submit the Results of the Dissertation Proposal/Prospectus form to the Graduate College.

Admission to Candidacy

After passing the comprehensive examination and successfully defending the dissertation proposal, the student is notified by the University Registrar that she or he has been admitted to candidacy. PhD students who have been advanced to candidacy are required to maintain continuous enrollment until all degree requirements have been completed.

The Dissertation

The dissertation is a written study through which the PhD candidate demonstrates expertise in research and scholarship in the area of educational leadership and policy studies. The dissertation should make an original contribution to knowledge and be publishable as a book or monograph or as an article in a scholarly refereed journal. Copies of the dissertation must be distributed to members of the dissertation committee at least three (3) weeks before the final oral examination. The dissertation must be approved for defense by the dissertation committee before a recommendation is made to the Graduate College to authorize an oral examination in defense of the dissertation.

Students must be enrolled for at least one semester hour of credit that appears on the Plan of Study or one hour of appropriate graduate-level credit (such as Continuing Registration) during the semester (including summer session) in which they defend the dissertation.

Oral Examination in Defense of the Dissertation

The PhD candidate must take the final oral examination in defense of the dissertation within five years after passing the comprehensive examination. After the dissertation is approved for defense, the student must submit the completed dissertation with the Doctoral Defense Schedule Form and Format Approval Sheet to the Graduate College ten (10) working days before the oral defense. Guidelines for the dissertation format can be obtained by downloading a copy of the format manual. Dissertation defenses cannot be conducted during the week immediately prior to graduation.

Dissertation committees often require revisions to the dissertation after the defense which must be completed in a timely manner. If the student is unable to complete revisions to the dissertation and meet the ASU Bookstore deadline for the semester in which the defense is held, the student must complete the revisions, remain registered, and present the finished document to the ASU Bookstore within one year of the defense. Failure to do so will require the re-submission of the document for format review and may result in re-defense of the dissertation to ensure currency of the work.

A student is ready to graduate once the oral examination in defense of the dissertation has been passed and the dissertation is approved in writing, on the appropriate Graduate College forms, by the student's dissertation committee.