

EDUCATIONAL LEADERSHIP & POLICY STUDIES

Doctor of Philosophy (PhD)

Program Handbook

Program Overview

The Division of Educational Leadership & Policy Studies 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 in the Division is based on undergraduate and/or graduate grade point averages, scores on the GRE (Graduate Record Exam) or GMAT (Graduate Management Admission Test), letters of recommendation, personal statement describing the candidate's research and career goals, work and academic experiences, and 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 either the GRE or the GMAT.

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 four conditions at a regionally accredited college/university in the United States do not need to submit evidence of English proficiency:

1. Earned a bachelor's degree or higher;
2. Completed a minimum of 12 semester hours of graduate level study with a cumulative graduate GPA of 3.00 or higher;
3. Completed at least 90 undergraduate semester credit hours with a cumulative GPA of 3.00 or higher;

4. 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.

Our application deadlines are January 1 and March 1 for admission the following fall. We do not admit new students 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

Apply to the Graduate College

Students applying for the PhD in Educational Leadership and Policy Studies must apply for admission to the ASU Graduate College. Detailed information is available at the ASU Graduate College website (<http://graduate.asu.edu/>).

Apply to the Division

Students must also apply to the Division of Educational Leadership and Policy Studies. In addition to the Graduate College application, PhD applicants must also submit a personal statement, a curriculum vitae/resume, and three (3) letters of recommendation:

PhD in Educational Leadership & Policy Studies

Completed forms can be faxed to (480) 965-1880, attention PhD Admissions; attached and emailed to delps@asu.edu with the subject line PhD Admissions; or mailed to:

PhD Admissions
Division of Educational Leadership and Policy Studies
Mary Lou Fulton College of Education
Arizona State University
Box 872411
Tempe, Arizona 85287-2411
(480) 965-6357

Financial Support

Admitted PhD students are eligible for a variety of sources of financial support. Financial support *from Division funds* is available for a maximum of four years after admission to the program.

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 and completion of the dissertation defense.

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 B.A. 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 these 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 College 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 an area 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

Adviser: David Beaulieu

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

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

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

Advisers:

Asia: Terrence Wiley

Latin America: Josue Gonzalez 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

Advisers: Terrence Wiley and Josue Gonzalez

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

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

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.

Comprehensive Examination

Students must pass a comprehensive examination before admission to candidacy. The examination may consist of both a written and oral component. The student's program committee may substitute an equivalent activity for this examination.

Admission to Candidacy

After completion of all or nearly all coursework, passing the comprehensive examination, and forming a dissertation committee, the student applies for admission to PhD candidacy.

The Dissertation Project

Dissertation Committee

At the time the student is admitted to candidacy, the Dissertation Committee is appointed jointly by the Dean of the College of Education and the Graduate College upon recommendation of the ELPS Division Director. 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 mentor 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 Educational Leadership & Policy Studies may serve on a student's dissertation committee.

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 at the final oral examination by the Dissertation Committee before a recommendation is made to the Graduate College to authorize an oral examination in defense of the dissertation. [Guidelines for the dissertation format can be obtained by downloading a copy of the Format Manual.](#)

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. This examination must be scheduled and the final draft of the dissertation delivered to the Graduate College at least ten (10) working days prior to the examination, which must be conducted no later than one (1) week prior to graduation. The student should refer to the Graduate College Graduate Deadlines and Format Evaluation/Oral Defense Procedures for Theses and Dissertations. If all details of the graduation are cleared, 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.