Educational Leadership & Policy PhD

Student Handbook

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College of Education
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Educational Leadership and Policy

The Educational Leadership and Policy (EDLP) unit is within the Educational Policy Studies and Practice Department of the College of Education, and is designed to advance knowledge and address enduring and future problems of schools by:

- Exploring the issues of social justice for the educational equity and opportunities of all students.
- Engaging in research that is in the foreground current socio-cultural, economic, and political contexts (i.e., market-based reform, college readiness, turning around failing schools, building capacity, controversies of globalizing educational policy).
- Addressing the significance of the changing and challenging school contexts; and
- Following ethical principles.

Graduates will have the skills and research background, be able to challenge existing systems that discriminate against people, adapt to a changing world, predict the consequences of proposed action, and sustain continuous education improvements over time. The development of skills and qualities that will enhance the ability of leaders to empower, inspire, and guide the performance of others in achieving the desired goals of a school, a school district or a community will be the focus of this program.

The Doctor of Philosophy (PhD) Degree Program

The Educational Leadership and Policy Doctor of Philosophy (PhD) program is designed to expand the boundaries of the educational leadership and policy field with an explicit focus on inclusivity, social justice, and anti-racism. The program prepares leaders to achieve results in the nation's schools by translating theory and knowledge into practice, applying skills in interpersonal relations and political diplomacy, applying research and data-based, decision-making skills, and following ethical principles.

The program of study for the PhD in the Educational Leadership and Policy at the University of Arizona leads to an advanced research degree with an emphasis on leadership and policy research that addresses complex issues of social justice and anti-racism. Educational leaders completing course work, examinations and research for the PhD are prepared to work in public schools, public policy and academic settings.

Conceptual Frame

Creating a diverse and inclusive community, capable of addressing complex social issues and interrogating persistent global issues, undergirds the programs in Educational Leadership and Policy. We do not believe that great minds think alike. The challenges facing us in the 21ˢᵗ century require diverse thinkers and educators who can work collaboratively, creatively, and with integrity to positively impact schooling and affect social change. That diversity extends to identities beyond just race, ethnicity, and gender to include sexual orientation, gender identity and expression, socioeconomic status, life experiences, religion, and political and ideological perspectives.

Our intellectual challenge, then, is to continue to reorient our programs to feature the range of theoretical and empirical scholarship that will enhance the ability of our graduates to effectively transform current structures and practices in the schools and in public policy. To achieve our aspirations for an EDLP new generation, we recognize that all of our aims, ethics, and practices are interconnected and interdependent, and that we all share responsibility for equity and diversity in collaboration with colleagues in the college, university, schools, businesses, community colleges, and Arizona's diverse communities. In sum,

- We affirm the importance of equity and diversity as core values.

- We believe we cannot achieve the widest and best range of equity and diversity without a diverse faculty and diverse students.

- We assert that diversity is "inextricably" linked to excellence – diversity is a necessary condition for excellence in teaching, research, service, outreach, and day-to-day life in EDLP.

These core EDLP program values of equity and diversity will infuse and inform thinking, policies, and practices throughout the program, from mission to strategic plans, to student admissions, to hiring a new faculty member.

Like most educational leadership programs across the U.S., the Educational Leadership and Policy program currently uses the National Professional Standards for Educational Leaders 2015 (PSEL) as a basis for curriculum in the MEd, MA, EdD, and PhD program. As part of the next generation, EDLP faculty members will expand the boundaries of the PSEL standards to include a more explicit focus on equity, culture, and diversity.

Faculty

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Getting Started Guide for PhD Students

Welcome to the Educational Leadership and Policy PhD Program in the College of Education at the University of Arizona. We look forward to working with you as you develop theoretical, practical, and critical knowledge and skills to support your work, research, leadership and policymaking in education.

College Leadership & Organization

The University of Arizona's College of Education was founded in 1922 and is the primary teacher preparation program on campus. The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial, including the Tohono O'odham, Pasqua Yaqui and Apache nations. As part of a "land-grant" Hispanic Serving Institution, the College of Education (COE) is committed to serving Tucson / Southern Arizona's diverse communities.

There are four academic departments in the College of Education:
- Disability & Psychoeducational Studies
- Educational Policy Studies & Practice
- Educational Psychology
- Teaching, Learning & Sociocultural Studies

Graduate College

The Graduate College provides central support and leadership to serve, oversee, and advance all aspects of the graduate enterprise at the University of Arizona. Learn more about the Graduate College and meet the Dean of the Graduate College, Dr. Kristen Limesand here.

New and current students can find many important resources here. International students access additional resources here.

Welcome Portal & Resources

There are many entry points to engage with colleagues, courses, and scholarship here at the University of Arizona. Here are a few essential tools to get you started:

UA NetID & CatMail

Create and manage your NetID account here.
Set up and access your CatMail student email account here.

UAccess – Student Center & Administrative Systems

Use this system to maintain contact information, register for classes, pay tuition, update your GradPath file, manage student records, keep employment records, and much more. Learn more about UAccess and find IT support for use of UAccess here.

GradPath

GradPath is the Graduate College's nearly paperless degree audit process that makes tracking and monitoring student progress much easier. Students are able to fill in and submit forms online through UAccess Student Center. Find a User Guide, FAQs, and more resources here.

D2L (Desire2Learn)
D2L is the learning management system (LMS) used at the University of Arizona. Students can access course content, submit assignments, monitor grades, and more in D2L. Instructors, including Teaching Assistants (TAs), can upload materials, post discussion threads, retrieve and respond to student work, and more on this platform. Login to D2L here using your NetID. Students can locate a D2L orientation and find help resources here. Instructors orienting themselves and learning to make optimal use of D2L can find support here.

Library & Research Tools
The University of Arizona libraries offer spaces to study, experts to answer your questions, access to a wide range of technologies, and in-depth research collections. Access numerous resources for graduate students here.

Librarian Point of Contact, College of Education
Leslie Sult: lsult@arizona.edu; 520-621-7281, Main Library Rm A403

Databases, Journals, & Articles
You'll need to find articles for classes and for research you are conducting. Access what you need via the library catalog or through this page that will take you to the library's databases, journals, and more.

Academic Support
The Graduate Center
The University of Arizona Graduate Center is a resource for graduate students and postdoctoral scholars. The Graduate Center offers a calendar of events, including professional development workshops, as well as writing, and career support. Learn more here.

The Think Tank Writing Center
The Think Tank Writing Center offers a variety of services including free and fee-based appointments, workshops, and events. Emphasizing peer collaboration, the Think Tank Writing Center helps each writer grow over the course of their career at the University of Arizona. Learn more here.

Registration & Enrollment

Class Registration

Find all of the resources needed to self-register for courses including academic calendars, registration details, and related items from the Office of the Registrar here. When ready, register for classes (or check on enrollment status and make changes to registration) via UAccess here.

Change of Schedule (Drop/Add)

Information regarding registration and/or changes using a Change of Schedule (Drop/Add) process is provided below. Typically, most changes can be made through UAccess Student Center until a specified date. The change of schedule process is for exceptions and those enrollment requests that need approval of an instructor and/or College or academic unit. Learn more here. For more specific details specific to graduate students, check here.

Enrollment Policies

Find details about full-time graduate student status requirements here. Specific requirements for international students can be found on this page.

Continuous Enrollment for Graduate Students Policy

Requesting Graduate Leave of Absence

A student admitted to a Master's or a doctoral program must register **each fall and spring semester for a minimum of 1 graduate unit**, from original matriculation until all course and thesis/dissertation requirements are met. Unless excused by an official graduate Leave of Absence (**which may not exceed one year throughout the student's degree program**), all graduate students are subject to the Continuous Enrollment Policy. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission and to pay the Graduate College application fee. There is no guarantee of re-admission. Access the Leave of Absence Policy from the Graduate Catalog and links to graduate petitions for leave on this page.

Special Course Enrollment

Independent Study

Independent study courses may be offered in unique circumstances with direct coordination and prior consent of the student's advisor. Independent study courses should not be used in place of core coursework. Coursework credits earned using the independent study option should not exceed 15% of the total academic unit requirement for the student's degree program. More information about the guidelines for independent study courses can be found here. A proposal form must be approved by the Project Advisor (Instructor) and submitted to the Graduate Student Coordinator, Diana Peel prior to enrolling in any independent study courses.

Financial Aid, Tuition & Fees

Financial Aid
Students inquiring about financial assistance should access the University of Arizona Scholarships & Financial Aid webpage here. This link includes information about completing the FAFSA and accessing Scholarship Universe. Students should also explore Graduate student funding opportunities here and also visit the College of Education's Financial Aid pages here and here. Students requesting EDLP department funds should contact the Graduate Coordinator. Note EDLP funds are limited and not guaranteed. Prior to requesting any EDLP tuition supports, students should have completed a FAFSA for that academic year, and should be actively seeking other funding options.

Tuition & Fees
Find all details on tuition and fees on this page.
iCourse Fees
An iCourse fee is a special class fee that covers the cost of technology and academic and student services related to online instruction. Online instruction requires increased space on computer servers, increased 24/7 tech support, and enhanced electronic learning tools. As more courses are available online, special online tutoring will become available and will be paid by this fee. The iCourse fee is $50 and covers the cost of courses taught online in traditional, on-campus degree programs.

A $50 iCourse fee will only apply to students enrolling in Fully Online sections of a course. This fee does not apply to in-person or hybrid sections of courses, or for students in fully online programs. Please check the Schedule of Classes for up-to-date information on the mode of instruction for individual sections of courses as offerings may change from semester to semester.

Payment of Tuition and Fees
Obligation to Pay Tuition & Fees
All payments for tuition must be received in the Bursar's Office by each semester's tuition payment deadline. Payments received after the deadline, **regardless of the postmark date**, are considered late and are subject to late charges. If a student registers for additional courses after Account Statements have been mailed, a new account statement will **not** be sent prior to the Tuition Payment Deadline. Get all of the details here.

Financial Aid Payments
The Office of Scholarships and Financial Aid will automatically disburse aid to student accounts no sooner than **10 days prior to the start of the semester**, as long as the student has met all financial aid disbursement requirements. Learn more here.

Tuition payment plan: Installments
Offered for the Fall and Spring semesters only. All tuition, program fees/differential tuition, fees and course fees are split into three (3) installments. There is a $75.00 per semester non-refundable enrollment fee for this service. Students must enroll prior to the tuition payment deadline to avoid the late payment charge. Find all details here.

Fees and Costs of Cancelling Your Registration
To be eligible for a refund of tuition, program fees and fees, students must drop courses or withdraw from the University **by the specified** refund dates. Tuition and fees will not be recalculated or reversed after the refund deadline. Students are responsible for all tuition and fees remaining on their account. Learn more here.

Payment for tuition must be received by the tuition payment deadline each semester to avoid a $50 late payment charge. The full tuition amount for anticipated enrollment must be paid by the deadline, even if the student is not completely registered, to avoid this charge. This late charge applies to all accounts with unpaid fees (i.e., registration, increase in units, special course fees).

On the 22nd calendar day following the tuition payment deadline, any student with unpaid tuition, fees and course fees, or who hasn't paid their 1st installment of the tuition payment plan, will be charged a $125.00 unpaid tuition charge. To avoid the $125.00 unpaid tuition charge, tuition and fees must be paid prior to this date.

Lack of funds, mailed payment postmark dates, non-receipt of Account Statements, and other personal reasons for delayed payment will not be considered. Outstanding tuition notifications are sent via email to the student's official University email address. Students should check their account balance on UAccess each time they change their registration.
More details on all of this can be found here.

Graduate Assistant/Associate (GA) Benefits
Learn about all of the benefits of GA appointments on this page. Check in with your advisor regarding details and expectations for your appointment.

Tuition Remission
A Graduate assistant/Associate (GA) who is appointed during the Fall and/or Spring academic semesters will receive tuition remission. Tuition remission is a reduction in the tuition amount that a student will be charged. The tuition remission is an amount dependent of FTE, enrollment, and dates of the appointment contract. The tuition remission benefit is only available for Fall and Spring semesters. Tuition rates for nonresident GAs will be automatically recalculated at the resident rate (GA Reduced Tuition).
For example:
- If a GA is appointed at a total FTE less than .50, they will receive tuition remission in the amount of 50%. This is a 50% reduction in the original tuition charges.
- If a GA is appointed at a total of .50 or more, they will receive tuition remission in the amount of 100%. This is a 100% reduction in the original tuition charges.

The tuition remission benefit applies only to base graduate tuition. It does not apply to mandatory fees, program fees, differential tuition, or any other fees charged by the University for specific programs. The student appointed as a GA is responsible for these charges and fees, which must be paid on or before the first day of classes.

Health Insurance
The University of Arizona will cover the single student Campus Health insurance premium charges for a GA during their appointment. The health insurance and health services are provided through the University of Arizona Campus Health and are not transferrable to outside insurance providers. To receive this benefit, a student must enroll in the student health insurance program during the open enrollment period.

Graduate Student (Non-Tuition) Funding Sources
Research and Project (ReaP) Grants
The Graduate Professional Student Council (GPSC) recognizes that student education is advanced through academic research and projects. Therefore, the GPSC offers Research and Project (ReaP) grants of up to $1,500 to partially or completely fund research and projects for graduate and

professional students. Find the application and all details [here](#).

GPSC Travel Grants

The GPSC awards grants for graduate and professional student travel for professional development purposes. Applications for domestic travel may receive up to $750. Applications for international travel may receive up to $1000. Applicants for Virtual Conferences may receive up to $750. Event types covered by the grant include but are not limited to:

- Travel to attend/present at academic or professional conferences
- Travel to conduct fieldwork or research
- Travel to participate in summer schools or workshops
- Travel to participate in practicums, internships, or other types of experiential learning
- Travel for a job interview or campus visit
- Travel for study abroad or international study

Find the application and additional details on this page.

Professional Opportunities Development Funding

The GPSC recognizes that graduate and professional student education is advanced by events promoting the development of skills necessary to succeed in their fields of study. Therefore, the GPSC strives to support professional development initiatives of graduate and professional students through Professional Opportunity Development (POD) Funding.

Such initiatives and events include, but are not necessarily limited to, academic seminars, conferences, meetings with industry representatives, etc. which are occurring at the University of Arizona. Any group of at least three graduate and/or professional students can apply to the GPSC for funding to support a POD event they are directly involved in planning. The maximum award for POD Funding is $1,500 per application to be used within six (6) months of receiving funding. Find all details here.

College of Education Conference/Travel Support Grants

Graduate students enrolled part-time or full time in College of Education majors may be eligible for support funds to participate in professional conferences. Find details here.

Paul Lindsey Internship, College of Education

This award invites Interns to learn a different side of education than the classroom experience. Funding for graduate student interns is $2,000 per semester.

Lindsey Interns build leadership and management skills through real-world experiences in their work with community outreach programs, museums, and a variety of local education facilities. Learn about all opportunities and find the application here.

Academic Policies

Academic Integrity

All members of the University of Arizona community have a responsibility to uphold and maintain an honest academic environment by following the University's Code of Academic Integrity. As a community of scholars, integrity should guide conduct and decisions related to academic work and all credit bearing classes, including traditional, non-traditional, and online courses. Find details here.

Code of Academic Integrity

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. Read the full Code here, including a list of prohibited conduct, student and faculty responsibilities, and procedures for violation of the Code of Academic Integrity.

Academic Integrity Sanctions

All students who are reported to the Dean of Students Office for violation of the University's Code of Academic Integrity are required to attend an Academic Integrity Workshop. This 2.5 hour educational workshop reviews the University's Code of Academic Integrity and includes discussion of ethics and integrity. The cost of the workshop is $50 which is assessed to the student's Bursars account. Additionally, instructors will assign one or more of the sanction(s) on this list for the violation.

Responding to a Violation / Grievance Procedures

Students have rights and responsibilities, including filing a Request to Appeal. Learn more here.

Scholastic Requirements

Students in the EDLP programs must earn **at least a B** in each required course, stay continuously enrolled, and be seen by their faculty advisor and the EDLP faculty, as a whole, as making adequate progress annually toward their degree. Reviews of students' progress are conducted annually, toward the end of the spring semester.

Changing Committee Chair or Committee Members

Incoming students are assigned a faculty advisor but are strongly encouraged to find a faculty chair and committee members who best fit with their interests and topic area. As students take courses from various faculty members, they are better informed to make changes. When students want to make changes, they need to talk with both their current advisor/chair/committee members and also with whomever they want to advise their course of study and/or chair or hold membership on their dissertation committee. If an advisor should leave the University of Arizona or retire, the student is responsible to find another advisor.

APA & Reference Document Style

The Educational Leadership and Policy Program uses the American Psychological Association (APA) style manual. Ensure that you are using the most current style manual for your work (7th edition). Access the OWL APA guide at Purdue University or the APA Quick Citation Guide from Penn State to review APA style requirements. There are additional resources online to help with APA citations and styling. You can also purchase the APA manual.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Research and Data Ethics

Introduction

The EDLP program follows the research guidelines set forth by the University of Arizona. To learn more, visit the University of Arizona Research website here. Learn more about research opportunities for students here.

Human Subjects Protection Program (HSPP)

Training is required for UA Faculty, Staff and Students who are conducting human research at the University of Arizona. Training must be conducted through the CITI training program. Find details here.

Collaborative Institutional Training Initiative (CITI) Training

Federal regulations require that key personnel in research involving human subjects undergo training. Key personnel are all individuals responsible for the design and conduct of the study. All members of the research team are expected to complete online training prior to conducting any activities involving human subjects research. The IRB will not approve protocols in which study personnel do not have current, completed University of Arizona CITI human subjects training. Find details here.

Responsible Conduct of Research Program

Fostering a culture and expectation of responsible and ethical conduct of research is a critical component in the advancement of knowledge through research and scholarship. It is also a key element in the maintenance of public trust in the research enterprise. Given that ethical issues emerge when conducting research and scholarship across disciplines of all kinds, UA is committed to providing high quality instruction in responsible conduct of research to the entire campus community. Find details, including multiple links to resources, trainings, and forms here.

Conflict of Interest

The Conflict of Interest Program (COIP) supports and promotes The University of Arizona's ethical conduct of research. In collaboration with the Institutional Review Committee and the Executive Review Committee, the Conflict of Interest Program works with The University of Arizona's research community who are engaged in external relationships to ensure that all identified financial conflicts of interest or institutional conflicts of interest are appropriately managed, reduced, or eliminated. Find required trainings, disclosure processes, and other details here.

Human Subjects Protection Program & IRB

The Human Subjects Protection Program (HSPP), as the administrative and regulatory support program to the Institutional Review Boards (IRBs), works in collaboration with the research community to maintain an ethical and compliant research program. The IRBs are the independent review committee charged with the protection of human research subjects. An IRB must review all research and related activities involving human subjects conducted at the University of Arizona or by in which the University is a responsible participant. Link to all necessary information and forms here.

Graduate Student Advising

Degree Plans

A graduate student must file a degree plan on GradPath which includes those courses to be applied toward a particular degree and formally establishes the advisory committee. Doctoral students in EDLP must file their degree plan during the semester in which they are enrolled in the 36th credit hour. Masters students in EDLP must file their degree plan during the semester in which they are enrolled in

Working closely with their academic advisor, students will file their degree plans using the GradPath. The degree plan is then circulated electronically for approval from the departmental graduate advisor, committee Chair/Co-Chairs, committee members, and department head.

Advising

Working Effectively with Your Advisor

Establishing a positive working relationship with your advisor is important to your success in the EDLP program. Setting up guidelines for regular communication and check-in meetings can be a very helpful start to working effectively with your advisor.

Changing Advisors

Incoming students are assigned a faculty advisor by the EDLP program. For doctoral level students, there is the option of changing advisors as your program of study progresses. As you take courses from various faculty members, you may identify a "better fit" advisor for your specific interests or course of study. If you, as a PhD candidate, want to initiate a change in advisor, you must first talk with both your current and also with your preferred future advisor.

Forms on GradPath (see p. 11)

1. Responsible Conduct of Research Form
2. Evaluation of Transfer Credit (only if using external transfer courses)
3. Doctoral Plan of Study (this is generally submitted after the second semester in the program. Your plan of study is generally submitted after the second semester in the program. When a Plan of Study is submitted in GradPath, your Advisor must complete the research compliance acknowledgement section on the form.
4. Comprehensive Exam Committee Appointment Form *see info below
5. Announcement of Doctoral Comprehensive Examination – submit at least 10 business days prior to exam.
6. Results of the Oral Comprehensive Examination for Doctoral Candidacy - submitted by committee chair. (*Candidacy fees charged to student upon advancement to doctoral candidacy.*)
7. Verification of Prospectus/Proposal Approval – This form is submitted by the student and then verified by the Graduate Coordinator (departmental form).
8. Doctoral Dissertation Committee Appointment Form *see info below
9. Announcement of Final Defense - *must be submitted and approved at least ten days before the date of defense*
10. Results of Final Defense - submitted by committee chair

Additional Requirements on GradPath

    11. Submission of Final Dissertation for Archiving
    12. Exit survey

GradPath Forms Submission Timeline

GradPath Form	Deadline
Plan of Study	Generally by the 3rd semester in residence
Comprehensive Exam Committee Appointment Form	As soon as you have determined who will serve on your committee, and before you begin the written comprehensive exams.
Announcement of Doctoral Comprehensive Exam	At least 10 business days before your oral exam once you set the date, time and room with your committee. Please note that the policy for time to degree completion begins after passing the comp exams. More information can be found here.
Announcement of Final Oral Defense	At least 10 business days prior to the date of the Final Oral Examination.
Complete the Final Oral Examination/Defense	Mid-April* for May graduation Mid-November* for December graduation * please verify exact date for your semester with the EDLP Graduate Coordinator

Doctoral Comprehensive Exam Committee
Per the degree requirement policies for the Doctor of Philosophy (PhD)

1. The committee must include a minimum of four members, including at least three (tenured or tenure track) **regular members** of the EDLP faculty.

2. A **special member** may serve as the fourth (or fifth) member of the committee. Each committee must have a chair. The chair of the committee must be a regular EDLP faculty member.

3. If there are co-chairs of the committee, one must be a regular member, while the second can be either a regular, emeritus, or special member.

4. The committee should include at least one member representing the student's minor area of study.

Doctoral Dissertation Committee
Per the degree requirement policies for the Doctor of Philosophy (PhD)

1. The committee must include a minimum of three **regular members**.

2. If there are more than three committee members, those beyond the core of three regular members may be **regular** or **special members**.

3. Each committee must have a chair. The chair of the committee must be a regular member.

4. If there are co-chairs of the committee, one must be a regular member, while the second can be either a regular or special member.

The Doctor of Philosophy (PhD) Degree Program

The PhD course work and research are designed to give students a comprehensive knowledge of the field and of research design and methods with an emphasis on a particular area of interest. Degrees are granted based on a student's competence in the literature and research in the field, their ability to think critically, and their demonstrated ability to do independent research. Students must have acquired the ability to make persuasive academic arguments with clarity and fluency in both written and oral communication. Completion of course work is a necessary but not sufficient requirement for completion of the degree.

The PhD requires a **minimum of 72 units** with an emphasis on theory and research. PhD candidates take doctoral courses in the College of Education at the 600 level or higher. There are three groups of courses that are part of the 72 hour PhD requirement. First, there are courses in Educational Leadership and Policy including some that are required and some that are electives. Additionally, there are required courses in research, statistics and methods that form the foundation for candidates' dissertation research. The last group is courses in a minor area of study.

Required Core (12 credit hours)
- EDL 606: Policy Analysis in Education
- EDL 620: Advanced Foundations in Educational Leadership: Theory, Research & Practice
- HED 633: Introduction to Critical Race Theory in Education OR EDL 626: Leadership for Social Justice: Ethics and Law
- EDL 625: Leadership for the School and the Diverse Community *(Recommended but not required for students who started in Fall 2021 or later. Required for students who started prior to Fall 2021.)*
- EDL 622: Research and Data-Based Decision Making *(Required for students who started in Fall 2022 or later. Recommended but not required for students who started prior to Fall 2022.)*

Electives (12-15 credit hours)
PhD candidates will select electives, in consultation with their advisors that support research interests or enhance skills and theoretical knowledge.

Research Methods (12-15 credit hours)
- HED 605: Qualitative Methods in Higher Education OR EDL 605: Qualitative Methods in Education
- EDL 696: Quantitative Research Methods
- Research Design, Advanced Qualitative Methods or Advanced Quantitative Methods

Minor Program (9-12 credit hours)
This is coursework taken outside the EDLP program that will complement your major and your research interests. Work in this program must be approved by your minor department advisor.

Dissertation (18 credit hours)
Units of dissertation are taken AFTER completing the Comprehensive Exam.

Transfer Credits
Eligible units may be transferred in from other doctoral level work based on Graduate College Guidelines and advisor approval. Students may need to complete more units depending on their research interests, dissertation topic and skill levels. Students will work with their advisor and committee members to develop a plan of study that focuses on their research and career goals. The following are the course requirements for the PhD. Note that graduate credits earned at other approved

institutions may be counted toward the requirements of a doctoral degree, but will not be included in the calculation of the University of Arizona GPA.

Transferred units are subject to the following restrictions:
- Transfer units must be within 5 years and from a peer institution.
- Credits must be approved by the major or minor department and the Graduate College.
- The minimum grade for transferred credits must be an A or B or the equivalent at the institution where the course was taken.
- Transferred units may not count toward more than one doctorate.
- A maximum of 30 units of transfer coursework may be used toward the PhD requirements.

Program Milestones

- **Milestone #1:** (Comprehensive Examination) The Comprehensive Examination is completed after all required coursework is finished.

- **Milestone #2:** (Dissertation Proposal) The dissertation proposal is a draft of the first three chapters: Introduction, literature review and methods.

- **Milestone #3:** (Proposal Defense) Once the dissertation proposal is complete, it is presented in a defense to committee members. Additional revisions may follow the defense.

- **Milestone #4:** (Dissertation) Candidates develop an original research plan focused on an aspect of Educational Leadership or policy of interest to them. The dissertation represents a deep understanding and engagement with existing research and theory, as well as the production of a unique contribution based on the researchers' interests which adds significantly to the field.

- **Milestone #5:** (Dissertation Defense) Once the dissertation has been through multiple rounds of review with committee members and leaders in the field, it is finalized and presented in a defense before committee members and colleagues. Additional revisions may follow the defense, but this milestone marks the final milestone in the PhD journey.

Comprehensive Examination

The Comprehensive Examination is the gateway to doctoral candidacy, the dissertation proposal, the dissertation and graduation. The Comprehensive Examination is completed once all coursework has been concluded (without any incompletes). This examination is based on what you have learned in your course work applied to a current researchable topic of interest and requires using transferable academic skills including but not limited to planning, writing, conduction a literature review, understanding the research process, methods and design, and facility using various theoretical approaches to research and policy. PhD candidates must be enrolled for at least 3 credits in the semester they take their oral examination. Students have 5.5 years to complete their degree after successful completion of the Comprehensive Exam.

The first part of the process includes a written document. With advisor and committee approval of your written comprehensive exam, the oral component of the examination can be scheduled.

These policies are effective for EDLP PhD who are planning on completing the Comprehensive exam in Fall 2021 or later.

1. Comprehensive Exam Overview within doctoral program
Exam purpose: The comprehensive examination represents what students have learned about leadership and policy during their coursework in the fields of theory and literature and how they integrate this leaning into the dynamic educational environment.

Exam functionality: The Comprehensive Examination fits into the PhD program after required classwork has been completed and before the Dissertation Proposal phase. The Comprehensive Examination consists of two components: the written and oral examinations. The written exam precedes the oral exam. Continuation in the PhD program depends on successful completion of both written and oral components of the Comprehensive Examination.

2. Timing and Prerequisites for sitting Comprehensive Examination
(i) The Comprehensive Examination is scheduled during either the final semester of coursework or the following semester and must be completed within two semesters of completing coursework.

(ii) The Plan of Study must be approved in GradPath prior to scheduling the Oral Comprehensive Examination.

(iii) Students who have an unfulfilled "Incomplete" grade are not permitted to take the Written component of the Comprehensive Examination until the incomplete is erased from the record.

3. Duration and Format of Written Comprehensive Examination
The Written Comprehensive Examination is initiated with advisor and committee approval. The Written Comprehensive Examination is not a timed test. It is a set of three written papers submitted simultaneously to the major advisor. The major advisor will forward the responses to the minor advisor and other committee members after the major advisor agrees that the examination may proceed.

4a. Comprehensive Examination: Committee membership requirements
The Comprehensive Examination committee must consist of the major advisor, two College of Education faculty, plus the minor advisor. The Graduate College must approve their membership. The student is required to secure Graduate College approval for members who are not College of Education faculty.

4b. Minor Comprehensive Exam

Some minors have separate Comprehensive examination processes determined by the minor department. It is the responsibility of the student to fulfill these requirements. The oral examination will include the minor advisor and the minor advisor must approve completion of the minor examination (if applicable). Sometimes the EDLP written exam and minor written exam are the same document. Students should contact their minor advisor early in the process to determine their minor requirements.

5. Evaluation of Written Comprehensive Exam

There are three outcome pathways: PASS, REVISE or FAIL.

i) PASS: ALL committee members must agree that the written exam is passed before the oral examination can be scheduled.

ii) REVISE: If one or more committee members do not deliver a pass evaluation, the result is REVISE. These members will provide written feedback to the student regarding the reasons for the revision requirement. The student will be given ONE opportunity to revise the submission. This re-submission will be reviewed by the same Committee. The revision must be completed and passed using the same examination process as the first attempt within the original two-semester timeframe to allow continuation in the PhD program.

iii) FAIL: If the revision is not adjudicated as a PASS, the outcome is FAIL.

6. Oral Comprehensive Exam: Timing

Advancing to the oral exam is contingent on passing the written component. Once student and advisor agree that the written exam is ready to be distributed to the committee, a three week period is required for committee members to respond and provide feedback. The oral exam cannot be scheduled until the Comprehensive Exam committee approves the written examination.

6b. Evaluation of Oral Comprehensive Exam

All committee members must be present. A Committee member who participates online in real-time during the oral examination is regarded as "present."

The candidate will be informed of the result of the Oral Examination at the conclusion of the Oral Exam meeting. There are two outcome pathways for the first Oral Examination attempt: PASS (i) and RETAKE (ii).

i) PASS. A majority pass vote is required (i.e. one negative committee member vote is acceptable. Abstention is treated as a negative vote.). After the Oral Examination is passed, the student may proceed to the Dissertation Proposal phase.

The student needs to complete the Dissertation Proposal within two semesters of the completion of the Comprehensive Examination.

ii) RETAKE. The student will be given ONE opportunity to retake the oral examination. The oral examination retake must be performed with the same Committee as the first attempt. This retake must be completed and passed within the original two-semester timeframe to allow program continuation. If the student does not pass the oral examination on the second attempt, the student cannot proceed in the EDLP doctoral program.

7. Written Comprehensive Examination: purpose, content and format

The written component should demonstrate the student's command and understanding of the empirical work in the field of educational leadership and policy. The responses should situate the student's topic of interest within the historical and contemporary discourses and conversations in the field. Successful completion and defense of comprehensive examination opens the pathway to doctoral candidacy, dissertation proposal, and the dissertation.

7a. Topics for written questions: theory, literature and relevance

The written Comprehensive Examination focuses on three interrelated sets of questions:

1. Theory. What is the problem/issue/phenomenon in Educational Leadership and/or policy that is of concern? (~10-15 pages)

Justify its significance using numeric information (for example from government or institutional reports and/or previous research). Define and apply theoretical frameworks from classwork that provide a scholarly introduction to the chosen issue. At least two different theories should be compared and critically evaluated. How do these theories apply to the problem? What are their strengths and weaknesses?

2. Literature. What is known empirically in the available scholarship about this or a similar issue? (~35-40 pages)

It is not sufficient to summarize and define the empirical work already done. The student should analyze critique and synthesize literature to inform the research. At least three bodies of literature should be reviewed and critically discussed. The student should identify the gaps in literature, discuss their relevant research questions that emerge, and provide a research methods section outlining how they plan to answer their research question.

3. Relevance. In light of contemporary challenges to educational policymakers, leaders and researchers, how can the knowledge developed in response to theory (questions 1) and literature (question 2) deliver value to the education system? (~10 pages)

Why is this research practically important for educational leaders? What can be done with this research in terms of translating findings into actions? How can this be done feasibly and what are the challenges to implementation? In what ways can the research inform policy? What factors will support/impede policy implementation and what challenges exist for interpreting the research (e.g. institutional barriers, embedded practices, ideology etc.)? Within the dynamic educational environment, how is the research affected by contemporary systematic drivers and changing organizational structures in education (e.g. COVID pandemic; equity/inclusion; policy initiatives; and/or changing educational philosophy)?

7b. Length of Written Comprehensive Examination

Responses to these questions should be, in Times New Roman 12 pt. font, double-spaced, and with the complete document (e.g. references, tabulations, citations, format) conforming to APA style (7th edition).

8. Subsequent Dissertation Committee composition

After the student passes the oral exam component, the student advances to candidacy. With advisor approval, committee members may be changed to better support dissertation research. Changes are to

be submitted and approved via GradPath before next milestone can be completed. Such changes must be approved not less than two weeks prior to milestone completion (Dissertation Proposal).

When the student has passed the written and oral portions of the Comprehensive Examination, and the Graduate Student Academic Services office has confirmed completion of the required courses on the approved doctoral Plan of Study, the student will advance to doctoral candidacy.

Dissertation Requirements

The dissertation is an independent original research project that is the culmination of your graduate studies. A dissertation research project will add to the body of knowledge in the fields of leadership or policy by expanding on previous foundational research. The dissertation process is carefully scaffolded to guide PhD candidates to completion. Close work with an advisor is essential. Committee members can make significant contributions.

Dissertation Committee

It is important that you stay in close touch with your advisor during this time. In completing this step, you should:

1. Assemble a committee of eligible faculty members. Your committee must have at least 3 members. At least two of them must be College of Education faculty members.

2. Work with your advisor to choose the committee members that you want to serve on your dissertation committee. Usually, three major members from the preliminary exam are asked, and the minor members may waive their rights to be on the committee. However, more than three members may serve on your committee if you wish.

3. Obtain approval from your advisor to send your final proposal to the other committee members.

4. After your written proposal is approved for the oral defense by all of your committee members, then you will schedule the oral proposal defense meeting and enter appropriate information on Grad Path. Obtain a **Dissertation Proposal Approval** form from the Graduate Coordinator and take it to the meeting for signatures. Return the form to the graduate coordinator after the form has been completed and signed by the committee.

Dissertation Proposal (Written and Oral Requirements)

Dissertation Proposal Guidelines:

The Written Dissertation Proposal contains Three Required Chapters (to be submitted simultaneously)
1) Chapter One: Introduction and Statement of the Problem;
2) Chapter Two: A Literature Review and Conceptual or Theoretical Framework (a critical analysis of the literature is the basis for which you will develop your conceptual or theoretical framework for research; and 3) Chapter Three: Research Methods and Design.

Chapter One should be derived from Chapter Two. Chapter Three should be aligned with Chapters One and Two. The completed dissertation begins with the same three chapters and concludes with two additional chapters that report research findings (Chapter Four) and discussion, conclusions, and recommendations (Chapter Five).

Chapter One: Introduction

Chapter One, which introduces the study and states the focus of the study, begins with the context and background information regarding the problem of the study. The Introduction should provide readers

with a brief summary of literature and research related to the problem being studied, and should lead up to the statement of the problem. In general, the Introduction begins with a broader perspective of the problem and becomes narrower as the Introduction proceeds. The Introduction, then, narrows the focus of the study and provides a brief rationale for why the particular study is worth pursuing. In Chapter One, you will also introduce relevant studies that are an indicator of how previous research on your problem have been conducted as well as gaps in these studies that indicate a need for your study.

Statement of the Problem: The problem statement is among the most critical parts of the research proposal and dissertation because it provides the focus and direction for the remainder of the study. A well-written problem statement defines the problem and (for a quantitative study), helps identify the variables that will be investigated.

Purpose of the Study: This section follows by stating the specific purpose(s) of the study. It is usually one paragraph long and should state what the study is about.

Research Questions: The problem is further explained in this section. Research questions (and hypotheses if appropriate) emerge from the problem statement. In quantitative studies, you may specify variables and relationships to be reported. A problem statement and research questions also suggest a methodology for the study and serve as a basis for drawing conclusions in Chapter 5.

Significance of the Study (Problem): This section addresses the "so what" of the study. It describes or explains the potential value of the study and findings to the field and the population under study. This section, therefore, should identify the audience for the study and how the results/findings will be beneficial to them. The reader must understand what previous studies were conducted and what your proposed study can offer that is unique and important.

Overview of methods*:* Briefly describe the proposed methods to include, but not limited to, participants, participant section criteria, data collection process, instrumentation and data analysis.

Definition of Terms: This section of Chapter One provides definitions for terms used in the proposal that are unusual to committee members or are not widely understood. In addition, common terms that have special meaning in the study should be defined in this section. Acronyms frequently require definition. Spell out the name first and then give the acronym. A brief introductory statement usually precedes the actual list of definitions that are underlined, indented, and listed in alphabetical order.

Limitations of the Study: Limitations are factors, usually beyond the researcher's control, that may affect the results of the study or how the results are interpreted. Limitations may also develop or become apparent as the study progresses. In general, limitations are conditions that help the reader recognize how widely findings can be generalized. While all studies have inherent limitations, address only those that may have an effect on this particular study. In some studies, you may identify *delimitations* or factors that affect the study over which the research generally does have some degree of control.

Chapter Two: Literature Review and Conceptual/Theoretical Framework
The purpose of Chapter Two is to provide the reader with a comprehensive review and critical analysis of the literature related to the research problem. The review and analysis of related literature should greatly expand upon the introduction and background information provided in Chapter One. This chapter should contain the theoretical framework of the study, relevant theories and models related to the problem, background and context relevant to the problem, and seminal studies published about the problem. The first section of Chapter Two generally indicates how the chapter is organized and

explains the subsections that comprise the chapter. In other words, Chapter Two is divided into as many sections and subsections as needed to logically organize the information presented.

Chapter Two of the proposal must address previous relevant research on the topic and problem in a clear manner to present an argument about the need for your study. In other words, the chapter should not just be a list of everything that has been written on the topic or problem. Rather, the literature review should be a synthesis and critical analysis of relevant research written in such a way that provides a clear argument for your study as well as the theoretical or conceptual framing and methods you will use. Within your literature review, discuss methods that are typically used to study your problem as well as results from these relevant empirical studies. The purpose of the review of all relevant research is to learn how to study the topic at hand by building upon previous studies within a theoretical or conceptual framework.

Chapter Two should end with a summary analysis of the main points from the literature review/ analysis within a theoretical or conceptual framework for your study. This summary should clearly state the argument for your study as well as a rationale for the research methods and designs used in your study.

Chapter Three: Research Methods and Design

Chapter Three presents a discussion of the research methods and design as well as specific steps used for sampling, data collection, and data analysis. Generally, this chapter begins with a restatement of the research problem and accompanying research questions (and, if appropriate, hypotheses).

Overview of Design: In this section, you describe your overall research design and tell why it is appropriate for your study (e.g. mixed methods, survey, case study, ethnography, narrative inquiry). This section includes discussion (paraphrased and quoted) with citations from scholars who have written extensively about the research design and related methods used in your study. In the remainder of this section, please note that guidelines are divided into a discussion of typical quantitative proposals and typical qualitative proposals.

Quantitative

Population and Sample; Sampling Process: This section describes the population used in the study and the process and criteria used in selecting a sample.

Instrumentation: This section describes the procedures used for developing an instrument to gather data from your selected population/sample. This generally includes sources of items for the instrument as well as a description of the instrument itself (e.g. number of items on the instrument, response format of the items, etc.). Sources of items for an instrument might include information gleaned from the literature review or may be an adaptation of a previous study or commercially available instrument. Instrument reliability and validity data should be described in this section.

Pilot Test. Instruments developed by the researcher should always be pilot tested. Results of the pilot testing should be used to revise the instrument before distributing it to the actual sample. Instruments may also be juried or critiqued by having experts examine it and make recommendations prior to, or in lieu of pilot testing.

Data Collection Procedures: This section describes in detail how the data will be obtained and the timelines involved in collecting the data. Information commonly provided in this section includes what materials will be distributed (e.g. the survey instrument, instruction sheets, number and methods for follow-ups). It should also include how and when they will be distributed to participants.

Data Analysis Procedures: This section describes in detail analysis of the data in relation to the hypotheses to be tested and research questions to be answered. It is important to remember that the research questions also determine the format of the instruments and data collection as well as data analysis. When several hypotheses and research questions are being addressed, it is helpful to describe the data analysis that will be used for each hypothesis/research question.

In this section, if appropriate, independent and dependent variables for each analysis must be determined and identified. In addition, any complex statistical procedures being used should be briefly described with all sources referenced. A statement of the level of significance that will be used should accompany tests of significance. You should also describe any statistical software package used for your data analysis.

Qualitative
Sampling: In this section, you describe your approach to developing a sample for your study. For example, if you use purposive sampling strategies, begin with a discussion of purposive sampling using paraphrased or directly quoted descriptions from methodologies. Then tell the reader how you will apply or adapt those strategies for your particular study. In this section, you then describe your proposed sample in terms of characteristic required for your site(s) and participants.

Data Sources and Collection: In this section, describe your sources of data and how you propose to collect data in your study. Data collection examples might include interviews, participant observations, and documents among others. Provide a paragraph or two on each data source and collection strategy, how you will apply the strategy and why the source and your application are relevant for your study. In each sub-section, it is helpful to begin with a description of the data collection strategy using recommendations from key methodologists and then tell how you propose to apply that strategy. You will need to develop and pilot research questions and include the revised questions in an appendix.

Data Analysis: Here you describe how you will analyze your data. Begin with a description of your data analysis approach using recommendations from key methodologists. Then tell the reader how you propose to apply that data analysis approach and why that approach is appropriate for your study. Please be specific in describing your plan for data analysis. For example, many qualitative studies use coding strategies. How are you going to code data? Why is your coding approach appropriate for your particular study and its underlying framing?
There should be a good alignment among your theoretical or conceptual framework and its underlying paradigm, your research methods and design. For example, if you are using some form of a Neo-Marxist framework and you have a critical ethnographic design, one might expect that your research questions will try to elicit participants' narrated understandings of inequitable social structures, oppression, and so forth. Likewise, if you are approaching the study through an interpretive paradigm and background in phenomenology, your questions will likely be fewer and more open-ended in order to elicit participants' perceptions of the phenomenon under study as it is. These are only two examples out of many, but you will need to consider how your methodology fits together with your problem and framing or approach to inquiry.

All Proposed Methods Sections should also include:
- Sections that describe validity and reliability or trustworthiness
- Section on protection of human subjects
- Sections on researcher identity or positionality. (The way in which you write this section will differ depending upon your approach and underlying framing, but you should tell the reader something about who you are as the researcher and what you bring to the proposed study)
- Summary of the approach and why it is relevant for the problem under study.

Conducting Research in Your District/Organization
It is a conflict of interest to conduct dissertation research in an organization in which you are currently employed or you and any of your family members have financial ties.

Human Subjects
Your proposal must be approved by your committee and the Human Subjects office prior to collecting data. Data collected prior to committee approval of your proposal or approval from the University of Arizona Human Subjects Committee may not be used in your dissertation study.

You are required to complete Human Subjects training and become certified before you may submit your Human Subjects application. See p. 11 for more information.
You may not collect data until you have written notification of approval from Human Subjects Board. Your advisor plays a critical role in preparation of an accurate and complete Human Subjects application. Your Human Subjects application needs to be approved by 1) a department representative, 2) the department head and 3) the University committee. Expect to make revisions after each reviewer. Allow at least 4 – 6 weeks for your Human Subjects application to be approved by the university committee. If you conduct research in a school district, you will need to complete the district review process as well. Consult with the district for criteria and guidelines.

Written Dissertation
The written dissertation includes revised Chapters 1-3 from your proposal as well as Chapters 4 and 5 that feature a critical analysis of the findings that tie back to the theory and literature as well as implications/conclusions.

Oral Defense of Dissertation
Once you have completed your written dissertation and obtained approval from your advisor, you may schedule your final oral defense with your committee. During the semester in which you defend your dissertation, you must be registered for a minimum of one unit only if you have already met all other program requirements, including the 18 dissertation units. If you have not completed all 18 dissertation units, you must be enrolled for a minimum of 3 units.

The oral defense may not exceed three hours.

To prepare for defending your dissertation, you should:

1. Prepare the penultimate copy of your dissertation and obtain your advisor's permission to send it to committee members.

2. Set up an oral examination date that is agreeable to committee members. This meeting may not take place until **at least three months** after your preliminary oral exam.

3. Following the examination, make corrections in the dissertation as suggested by the committee members, and obtain remaining signatures on the **Approval Page Form**. Once approved, you will submit your dissertation electronically to the Graduate College. For instructions on submitting your dissertation, visit this page. It is important that you adhere to the submission deadline in the semester in which you wish to graduate on the Graduate College's website here.

4. It is customary to give a bound copy of the dissertation to your advisor and to the EDLP department.

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