
ADVANCED SEMINARS AND DISSERTATION RESEARCH

As students near the end of their specialized field studies, they are expected to take two capstone seminars aimed at assisting them with an overall integration of their prior studies.

FACULTY



Natalie Becker, *Assistant Professor*
Ph.D., University of Wisconsin,
Madison
Sociology of education, organizational
theory, qualitative methods.



Steven T. Bossert, *Dean and Professor*
Ph.D., University of Chicago
Sociology of education, instructional
leadership, organizational change,
qualitative methods.



Paul Green, *Associate Professor*
Ph.D., University of Virginia
Urban educational policy, politics and
law; educational policy formation,
implementation; organizational and
institutional politics.



E. Mark Hanson, *Professor*
Ph.D., University of New Mexico
Organization and management of
educational systems, educational
change, Latin American education.



Douglas E. Mitchell, *Professor*
Ph.D., Claremont Graduate School
Educational policy, social science
theory, school politics.



Robert K. Ream, *Assistant Professor*
Ph.D., University of California,
Santa Barbara
Educational politics and policy;
sociology of education, edu-
cational stratification.



Jane Zykowski, *Lecturer*
Ph.D., University of California,
Riverside
Administration and leadership of
the school, the superin-
tendency, organizational
change.

To Contact Us

Elizabeth Reynolds
Director, Graduate Student Affairs
Graduate School of Education
Univ. of California, Riverside
1124 Sproul Hall
Riverside, CA 92521-0128
(951) 827-6362
FAX: (951) 827-3942

E-mail address

edgrad@ucr.edu

Web address

www.education.ucr.edu

Institutional Leadership & Policy Studies Ph.D. Program



Graduate School of Education

Institutional Leadership and Policy Studies Ph.D. Program

OVERVIEW

The doctoral program in Institutional Leadership and Policy Studies (ILPS) is designed to prepare educational leaders for a variety of professional and scholarly roles. The program combines attention to disciplined scholarly inquiry and problems of professional practice with a commitment to the use of sophisticated methods of inquiry and analysis. Candidates will develop a thorough understanding of the intellectual foundations necessary for research and high quality school leadership. Candidates may combine doctoral training with fulfillment of requirements for a California Administrative Services Credential.

PROGRAM FRAMEWORK

Doctoral study in Institutional Leadership and Policy Studies is divided into three phases: (1) a year-long set of Methodological and Substantive Core Courses and a Proseminar covering Schooling and Society, Students, Teaching and Learning, and core courses in Institutional Leadership and Policy Studies, (2) in-depth study in two or more areas of specialization in Institutional Leadership and Policy Studies, together with advanced studies in applied research methods, and (3) participation in college level teaching and the conduct of dissertation research. Individual programs vary depending on student interests, needs, and previous training, however, all candidates develop a common core of knowledge and specialized skills appropriate to academic research and professional practice in the field.

Doctoral study programs bring candidates into close working relationships with faculty mentors and involves extended study of critical issues in institutional leadership and policy formation.

Upon admission to the program, each candidate is assigned to an advisor who assists with clarification of academic and professional goals and the development of a preliminary course of study. A Program Guidance Committee is formed to guide the candidate through development and completion of a program of study leading to qualifying examinations. The Program Guidance Committee consists of at least three faculty members, representing areas of special interest to the candidate. The chair of the Program Guidance Committee should represent the candidate's major area of focus - a faculty member likely to direct the dissertation research in the last phase of the program. Under the supervision of the Program Guidance Committee, the candidate identifies specialized fields for advanced study, completes a research practicum, and develops a plan to provide some experience with college level teaching.

Upon the completion of the planned program of study, the Program Guidance Committee prepares for each candidate qualifying examinations tailored to their areas of study and expertise. Following written examinations, candidates are required to offer a dissertation prospectus to serve as a focal point for the conduct of an oral examination, leading to advancement to candidacy and dissertation research.

A Dissertation Committee assumes responsibility for guiding the last phase of the program. The Committee consists of at least three faculty members with appropriate expertise to assist with the dissertation. This committee may consist of the same faculty who have guided the student's program plan and must be chaired by a member of the oral examination committee.

CORE COURSES

The required year-long sequence of Inquiry and Research Core Courses cover scholarly inquiry, qualitative and quantitative research methods. The Substantive Core Courses are focused on Students as Learners, and Learning and Teaching. Additionally, all students are required to participate in a series of Proseminar discussions during their first year in the doctoral program. Following are the list of required courses for the Core:

Methodological Core

EDUC 241A	Inquiry & Research Methods & Lab
EDUC 241B	Inquiry & Research Methods & Lab
EDUC 241C	Inquiry & Research Methods & Lab

Substantive Core

EDUC 244	The Student
EDUC 275	Teaching & Learning

ILPS Theoretical Core

EDUC 203	History of American Education
EDUC 209A	Education Policy Analysis

Proseminar

EDUC 259	Proseminar
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STUDIES IN SPECIALIZED FIELDS

With proper grounding in methodological, substantive, and theoretical core courses, students, in consultation with their Program Guidance Committee, will select at least two (2) fields of specialized study. The following three areas illustrate the available fields of specialized study:

Policy & Politics Studies

EDUC 206A	Politics of Education
EDUC 206B	Adv. Seminar on Fed. & State Policy
EDUC 207	Educational Policy
EDUC 208	Leg. Action & Educ. Policy
EDUC 209B	Educational Policy Analysis
EDUC 218	Problems in Evaluation
EDUC 225	School Finance
EDUC 273	Urban Educational Policy & Politics

Organization & Management

EDUC 219	Classroom & School Assessment
EDUC 222	Role Formation in Educ Organizations
EDUC 224	Org. & Admin. of the School
EDUC 227*	Educational Change & Innovation
EDUC 228	Human Resource Admin in Educ
EDUC 229*	Leadership in School Organization
EDUC 271	The School Principal

Socio-Cultural Context of Education

EDUC 204	The School as a Social System
EDUC 205	School-Community Relations
EDUC 245G*	The Achievement Gap
EDUC 267*	Culture of School Organizations
EDUC 268	Diversity in Educational Administration

*During some quarters enrollment in these courses may be limited to M.Ed. Program students. This constraint is indicated by designating the course as section 2 in the campus Schedule of Courses.

METHODS OF INQUIRY AND ANALYSIS

Candidates are expected to become competent in both quantitative and qualitative analysis. They are encouraged to explore the full range of decision analysis, program and policy evaluation, and analysis of the design and operation of complex organizations. Based on candidate need and advisement of their Program Planning Committee, candidates are required to complete coursework leading to inquiry and analysis of applied research problems. Minimum preparation in one of the following clusters of Graduate School of Education courses:

Qualitative Course Requirements

EDUC 223A/B:	Field Study Methods for Educational Organizations
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OR

Quantitative Course Requirements

EDUC 214	Statistical Inference & Hypothesis Testing
EDUC 215	Experimental Design
EDUC 216	Advanced Statistics