

College of Education, Health and Human Sciences

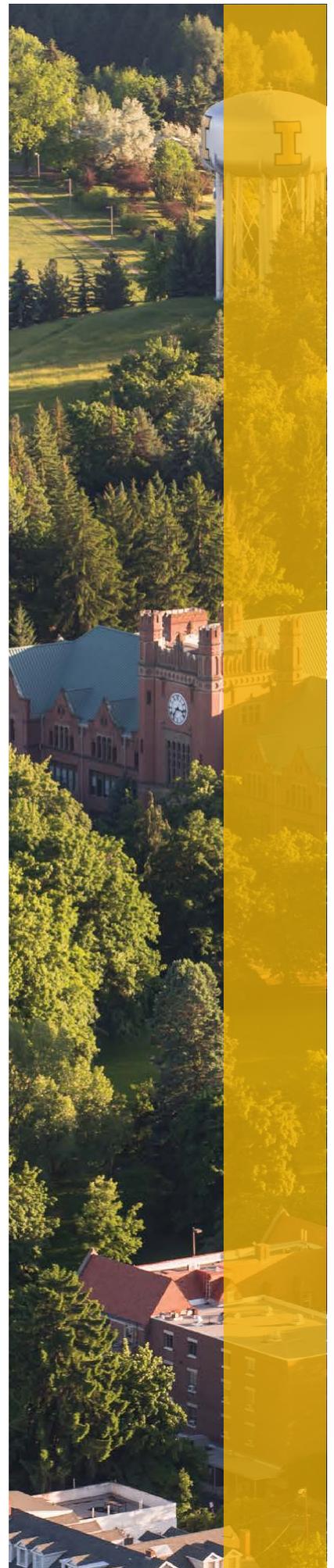
Department of Leadership and Counseling

Graduate Handbook

Leadership Brave and Bold



University
of Idaho





University of Idaho

College of Graduate Studies

College of Education, Health and Human Sciences Leadership and Counseling Graduate Handbook

WELCOME AND INTRODUCTIONS

Welcome to the Department of Leadership and Counseling. The Department of Leadership and Counseling is Idaho's forerunner in preparing individuals to lead, solve problems and shape a healthy, just, and better future for our citizens. Faculty across two graduate disciplines are located in Moscow, Boise, and Coeur d'Alene. The department serves a diverse population of students throughout the state and nation, who are seeking advanced degrees in Adult Organizational Learning and Leadership and Educational Leadership.

Our Adult Organizational Learning and Leadership master's program prepares leaders for a wide range of careers, including higher education, business, government agencies and nonprofit organizations. It offers a master's degree and also delivers a professional certificate in Human Resource Development. A doctorate with an AOLL specialization is delivered fully online (and no out-of-state fees). The following link provides detailed information regarding doctoral degrees.

<https://www.uidaho.edu/ed/academics/doctoral-degrees>

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Working hand-in-hand with the State Department and State Board of Education, and external partners, our Educational Leadership program prepares students to serve school districts as Superintendents, Principals, and Special Education Directors. It offers a master's and educational specialist degrees. A doctorate with educational leadership is also available. Courses are delivered online. The following link provides detailed information regarding doctoral degrees.

<https://www.uidaho.edu/ed/academics/doctoral-degrees>

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DEPARTMENT OVERVIEW

Leadership and Counseling is one of three departments comprising Idaho's nationally ranked and internationally-known College of Education, Health and Human Sciences. We embrace the University of Idaho's vision, mission and goals and reflect those in our own vision, mission and goals.

Vision

The University of Idaho College of Education, Health and Human Sciences seeks teaching, learning and living that transforms, invigorates and nurtures. We expand lasting knowledge centered in local and global communities.

Mission

The University of Idaho's College of Education, Health and Human Sciences is the state's land-grant research college focused on the preparation of professionals for schools, the movement sciences and workforce counselors and educators. From our commitment to develop leaders in these fields

emerges our responsibility to enhance the scientific, social, economic and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time, strengthen our teaching, scholarly and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through resident instruction and extended delivery. Our scholarly and creative activities promote K-12 academic achievement, human development and wellness, global awareness and progress in professional practice.

Goals

- Teaching and Learning: Enable student success in a rapidly changing world.
- Scholarly and Creative Activity: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.
- Outreach and Engagement: Meet society's critical needs by engaging in mutually beneficial partnerships.
- Community, Culture and Climate: Be a purposeful, ethical, vibrant and open community.

Conceptual Framework

The University of Idaho College of Education, Health and Human Sciences' conceptual framework is part of its shared vision to prepare caring professionals to effectively work in P-12 schools, institutions of higher education, business, health care and communities to educate our citizens and promote healthy active living. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. It is knowledge-based, well-articulated, coherent, widely shared and consistent with the college's and university's mission and vision. It is continuously evaluated – using direct and indirect assessments and evaluations – and is therefore constantly evolving. It represents our values and beliefs and informs the process by which we develop and work toward clearly defined goals.

Our conceptual framework is aligned with the University of Idaho Strategic Action Plan, the Idaho State Department of Education's Ten Core Standards for Teacher Preparation Programs and the Four Domains of the Charlotte Danielson's Professional Practice: A Framework for Teaching. With deliberation, we have chosen the acronym CARE to represent the core values and beliefs that drive the thoughts and feelings of individuals and the college as a whole. University of Idaho educators do CARE.

Please take a moment to read more about the College of Education, Health and Human Sciences' conceptual framework by following this link: <http://uidaho.edu/ed/about/conceptual-framework>

Graduates of our Adult Organizational Learning and Leadership program either enter into or return to the workforce and their communities with a greater understanding of leadership, organizational development, and adult learning.

Graduates of our Educational Leadership program have completed the necessary coursework required by the Idaho State Department of Education to apply for principal, superintendent, or special education director certification.

Opportunities for student participation in various activities, and are dependent upon available funding. Students are encouraged to maintain close contact with their advisor to learn about prospects for engaging in department or college experiences beyond the classroom.

Many of our students are full-time working professionals. Because both programs are delivered online, we are fortunate to work with individuals throughout the country and globally. We continue seeking and welcome ways of diversifying both our student population, and our faculty. Our guide in this endeavor is our own University of Idaho Office of Equity and Diversity whose core values we embrace:

- **Cultural Responsiveness** – We learn, model and teach skilled interactions with people of different cultures, promoting principles of cultural humility that support multiple world views, perspectives and practices.
- **Access** – We work strategically to create and promote broad educational experiences in which all individuals can fully participate.
- **Social Justice** – We lead institutional efforts to advance access, inclusion, equity of opportunity and resources for our university community.
- **Integrity** – We exemplify ethical actions, language and conduct that acknowledge, respect and honor the humanity and value of every person.
- **Safety** – We strive to foster a safe and inclusive environment for individuals of all identities to feel acknowledged and supported.

As you begin your graduate program it is important to know the College of Graduate Studies provides several required training and orientations sessions along with professional development opportunities. For more detailed information about these, follow this link: <https://www.uidaho.edu/cogs>

PROGRAM COMPONENTS / DEGREE PLAN OPTIONS / DEGREE REQUIREMENTS

Adult Organizational Learning and Leadership [AOLL]

Master's M.S. 30 credits (+ Comprehensive Examination)

- AOLL 507 – Future of Education and Work
- AOLL 510 – Foundations of Human Resource Development
- AOLL 570 – Introduction to Research in AOLL
- AOLL 574 – Adult and Transformational Learning
- AOLL 577 – Organization Development
- AOLL 581 – Theory Practices & Challenges of Leadership
- AOLL 583 – Organizational Leadership
- AOLL 526 –Instructional Design and Curriculum
OR
- AOLL 528 – Program Planning, Development and Evaluation

+ Choice of 6 elective Credits:

- AOLL 504 – Special Topics
- AOLL 560 – Career Development in Organizations
- AOLL 573 – Adult Learners: Foundations and Characteristics
- AOLL 575 – Strategies for Facilitating Adult Learners

A current course rotation schedule can be found in the Related Links section on the following webpage: <https://www.uidaho.edu/ed/lc/academics/aoll/curriculum>

Master's comprehensive exam—by arrangement with major professor and required for graduation.

Human Resource Development Certificate (15 credits)

This five-course graduate certificate is designed for working professionals, and also can be applied to a master's or doctorate degree in Adult Organizational Learning and Leadership. Upon completion of the certificate program, students will be nearly halfway to a master's degree. The program is available online. Likewise, students who complete AOLL master's coursework meet requirements for the Human Resource Development Certificate (they need to fill out a graduate level "change of curriculum" form, completing the "Academic Certificate Declaration" section). Link to: [Change of Curriculum form](#)

Courses typically are offered at least once during each academic year and may be taken in any order. A current course rotation schedule can be found in the Related Links section on the following webpage: <https://www.uidaho.edu/ed/lc/academics/aoll/curriculum> All courses are 3 credits.

Required: AOLL 510 Foundations of Human Resource Development, 3 credits, plus, Students choose **four (4)** courses from the following:

- AOLL 526 –Instructional Design and Curriculum Spring
- AOLL 528 – Program Planning, Development and Evaluation
- AOLL 560 – Career Development in Organizations
- AOLL 577 – Organization Development
- AOLL 581 – Theory Practices & Challenges of Leadership
- AOLL 583 – Organizational Leadership

Educational Leadership

Master's M.Ed. (Administrator Certificate – School Principal Endorsement) 30 credits:

- EDAD 509 – Policy & Politics for Educational Leaders
- EDAD 513 – Administration of Special Education Law
- EDAD 528 – Leading Standards Driven Instruction
- EDAD 530 – Ethical Leadership & Law in Education
- EDAD 533 – Multicultural Diversity & Ed Leadership
- EDAD 534 – The Principalship
- EDAD 535 – School Finance
- EDAD 570 – Methods of Educational Research
- EDAD 595 – Administration & Supervision of Personnel
- EDAD 598 – Internship, Building Level (**3 credits required and spread over Fall and Spring semester (1 credit Fall, 2 credits Spring vice-versa)**)

Education Specialist Ed. S. (Administrative Certificate – Principal Endorsement) Master's degree + 30 credits:

- EDAD 509 – Policy & Politics for Educational Leaders
- EDAD 513 – Administration of Special Education Law
- EDAD 528 – Leading Standards Driven Instruction

- EDAD 530 – Ethical Leadership & Law in Education
- EDAD 533 – Multicultural Diversity & Ed Leadership
- EDAD 534 – The Principalship
- EDAD 535 – School Finance
- EDAD 570 – Methods of Educational Research
- EDAD 595 – Administration & Supervision of Personnel
- EDAD 598 – Internship, Building Level **3 credits required (1 credit Fall, 2 credits Spring vice-versa)**

Education Specialist Ed. S. (Administrative Certificate - Superintendent Endorsement) Masters degree + 30 credits:

- Prerequisite courses from M Ed. Principal certification
- EDAD 571 – Ed Leadership in a Global Society
- EDAD 584 – Bargaining/Mediation/Arbitration
- EDAD 586 – Advanced School Finance
- EDAD 587 – The Superintendency
- EDAD 592 – School Community Relations
- EDAD 593 – School Facilities, Planning & Maintenance
- EDAD 594 – Theory in Ed Administration
- EDAD 598 – Internship, Central Office Level **3 credits required (1 credit Fall, 2 credits Spring vice-versa)**
- Elective #1 – as approved by Major Professor
- Elective #2 – as approved by Major Professor

Elective courses could have different prefixes such as AOLL, EDCI, ED, etc.

Director of Special Education (Endorsement only). A principal endorsement is required along with:

- EDSP 425 – Evaluation of Children and Youth
- EDSP 548 – Special Education Curriculum
- EDAD 580 – Special Ed Director
- EDAD 598 – Internship for Special Ed Director **3 credits required (1 credit Fall, 2 credits Spring vice-versa)**

Endorsement Only program – A program for those already holding advanced degrees can be developed with and approved by Education Leadership Program Faculty in conjunction with the College of Education, Health and Human Sciences' Certification Officer.

*All candidates must create and present an electronic professional portfolio in lieu of writing a thesis. Requirements for the portfolio can be found in the School Principal Internship Handbook, Superintendent Internship Handbook, and Special Education Director Internship Handbook.

Classes are offered once or twice a year including summer. We strongly recommended students register for courses early, as online classes tend to fill quickly. A list of current course offerings can be found on the following webpage: <https://www.uidaho.edu/ed/lc/academics/ed-leadership/curriculum>

Steps to Degree

Once accepted into a program, students will receive a letter assigning them to a Major Professor. Students will work with their Major Professor to create a study plan which serves as a guide toward

receiving a degree. The College of Graduate Studies provides many support videos that can be obtained using this link: www.uidaho.edu/cogs/student-resources.

Mid Program Assessment

Each faculty member is assigned as a Major Professor to candidates for whom they are responsible to advise through the certification or degree process. Faculty guide their candidates with a study plan. These Major Professors work with their candidates to develop that list of requirements based on academic and professional goals following completion of the program. The course list includes a combination of required courses as well as electives, with some room for variability. This study plan is used for assessing candidates' progress, which includes the mid-program assessment.

The Process

An admitted candidate is first appointed to a Major Professor whose research agenda align closely with those of the candidate. The Major Professor and candidate then collaborate to design a study plan. For master's and specialist degree candidates, the major professor form and the study plan are submitted to the College of Graduate Studies by the end of the second semester. The approval form is then circulated electronically from the Major Professor to the Department Chair, then to the College of Graduate Studies representative, and finally to the Office of the Registrar. The candidate formalizes the plan by entering it into VandalWeb. From that platform, the faculty/major professor has access to their students' study plans.

Major Professors engage with their graduate students to discuss performance, coursework, the expectations for completion of the program, and professional aspirations by meeting with the person or remotely via Zoom/phone. These assessments are meant to check on candidates' wellbeing, performance, and expectations to graduate. Primary responsibility lies with the candidate to review or assess their study plan with their Major Professor. However, if faculty detect potential concerns regarding performance or finishing of the program, they can communicate these concerns with the candidate to develop a strategic plan. They can also utilize VandalStar, a web-based retention and advising tool that focuses on candidate success and increasing graduation completion rates. This process is aligned with the University of Idaho's [Strategic Plan 2016-2025](#), providing an efficient way to offer coordinated support to all candidates, helping to ensure they receive assistance/intervention to keep them on track. While all candidates are self-directed graduate students and do not need such a tool, faculty revert to this tool as an additional process expected by the university, to support on-time graduation. [<https://www.uidaho.edu/sem/vandalstar>].

ACADEMIC PERFORMANCE AND ANNUAL REVIEW

Major Professors annually review student's progress in his or her research or creative activity as well as plans for work in the coming year. Students are prompted during Spring term to initiate a meeting and complete the COGS Annual Evaluation report <https://www.uidaho.edu/cogs/forms>. The outcome of the meeting and results of the review will be signed by the Major Professor and by the student.

The report will be filed with the chair/director of the academic unit and will be placed in the graduate student's file, together with any response that the graduate student may attach to the report of the guidance committee. Any evaluations which recommend a warning or dismissal must be routed to COGS for further review.

Students must remain in good standing, which at the University of Idaho means maintaining a 3.0 GPA.

All policies concerning access and release of students' records must follow FERPA and University guidelines.

Students earning less than a 3.0 GPA will be placed on probation. If they do not gain a 3.0 GPA in the next term they will be disqualified. If the student on probation gains a 3.0 in the subsequent term but the overall GPA is below 3.0 they will remain on probation. See <https://catalog.uidaho.edu/general-requirements-academic-procedures/l-academic-standing-probation-disqualification-reinstatement/> sections L-9 through L-11.

SAFETY AND INTEGRITY IN RESEARCH AND CREATIVE ACTIVITIES

Integrity and safety in our research and creative activities is paramount. Sponsors, as well as the institution, are concerned that we provide adequate training and a solid foundation in the responsible conduct of research.

The following links provide detailed information for students conducting research at the University of Idaho.

College of Graduate Studies – Student Resources: <https://www.uidaho.edu/cogs/student-resources/research/before-starting>

Responsible Conduct of Research policy, plan and training requirements: <https://www.uidaho.edu/apm/45/21>

Office of Research Assurances: <https://www.uidaho.edu/research/faculty/research-assurances>

Conflicts of Interest: <http://www.webpages.uidaho.edu/fsh/5600.html> & <http://www.webpages.uidaho.edu/fsh/5650.htm>

UNIVERSITY POLICIES

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community, which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action that infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho – Student Code of Conduct Article II – Academic Honesty.

Nondiscrimination Policy

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university

commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <https://www.webpages.uidaho.edu/fsh/>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: The Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

Accommodations

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

Phone: 208-885-6307

Email: cdar@uidaho.edu

Website: www.uidaho.edu/current-students/cdar

Title IX and Sexual Harassment

Title IX is a part of the Education Amendments of 1972 and is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity, regardless of status. Title IX applies to employees and students alike. Examples of the types of discrimination that are covered under Title IX include the failure to provide equal opportunity in athletics, discrimination based on pregnancy, and sexual harassment. Sexual harassment is a form of discrimination and sexual assault is the most pernicious form of sexual harassment.

Title IX provides protection for students in connection with all academic, educational, extra-curricular, athletic, and other programs of the school. This includes U of I-sponsored or U of I-related activities (off-campus trips, sororities and fraternities affiliated with school, etc.). This also affects students during academic breaks and summer. It may also cover activity that occurs off school grounds if there is carry-over into the educational setting (e.g., if a student is sexually assaulted off-campus by another

student and must continue to interact with or see the other student on campus). All U of I students are expected to abide by the Student Code of Conduct as long as they are students at the U of I. The code applies to any location or any time of the year to current, accepted or enrolled students.

Title IX requires the University of Idaho to respond to certain harassment on the basis of sex, which it knows about or reasonably should have known about. That means almost every employee on campus is required to report behavior or incidents that may be sexual harassment or sexual misconduct. The university must:

- Investigate what happened.
- Take appropriate steps to resolve the matter.
- Do its best to eliminate the harassment, prevent recurrence and remedy effects, even if no formal complaint has been made or when a person making a complaint does not wish to participate further in the process.
- Take interim measures during the investigation to prevent potential further harassment.
- And, potentially remove an individual from the campus community if necessary.

The U of I takes Title IX violations seriously. We want to ensure U of I is a safe and engaging place for students to learn and be successful. For more information about Sexual Harassment visit the following link; <https://www.uidaho.edu/ocri/title-nine>