



University of Idaho

College of Education,
Health and Human Sciences

Doctoral Handbook



Graduate Research & Policy Committee
Effective Summer 2022



University of Idaho

College of Education,
Health and Human Sciences

Welcome

Welcome to the College of Education, Health and Human Sciences' (EHHS) doctoral program! You are about to begin a demanding and rewarding journey. Whether you aspire to become a scholarly researcher or a professional practitioner, you will find a rigorous and relevant program of study that will facilitate growth in empiricism, as well as your ability to transform theory into practice.

This handbook contains important information about the College's doctoral programs. The handbook is comprehensive in that it provides you important foundational information concerning the EHHS Ph.D. and Ed.D. doctoral programs, and includes the steps required from admission to your program to the requirements for the defense and submission of your dissertation.

The information provided within this guide is critical for your understanding of how to meet the requirements of both the College of Education, Health and Human Sciences (EHHS) and the College of Graduate Studies (COGS). The following pages provide you with important policy and procedures that must be adhered to.

During your doctoral program, you will have the opportunity to learn a tremendous amount from faculty and peers, in class and out, and through engaging in your own line of research. A primary goal of the doctoral program is for you to learn how to design, conduct and evaluate scholarly research, as well as be part of a learning community. You will be engaged in reading classical and contemporary works and asked to synthesize and generate new ideas which will, in turn, inform and shape your thinking and understanding as well as impact your field of study and/or practice.

This guide should be read and followed in concert with the Graduate Handbook for Writing Theses and Dissertations from the College of Graduate Studies. As a doctoral student/candidate, you are enrolled in both the College of Graduate Studies, which is your home college, and in the College of Education, Health and Human Sciences, where you will take coursework and engage with other students and faculty. You will need to be aware of both colleges' rules and policies regarding your degree program.

Doctoral study is exciting and challenging. It will take dedication and commitment to complete your program. You may experience a wide range of feelings, from frustration to enthusiasm, such as being overwhelmed as you study for prelims, to elation when you defend your dissertation. It will take effort to be an independent scholar and researcher and we applaud your decision to pursue a doctoral program at the University of Idaho in the College of Education, Health and Human Sciences.

The Graduate Faculty welcomes you to the College of Education, Health and Human Sciences and wishes you much success in your doctoral studies.

Table of Contents

Welcome	1
Table of Contents	2
Glossary of Terms	4
About the College of Education, Health and Human Sciences.....	8
Mission Statement.....	8
Vision Statement	8
CARE Conceptual Framework.....	8
Doctoral Degrees Offered	9
Doctor of Philosophy (Ph.D.).....	9
Doctor of Education (Ed.D.)	9
Specialization Areas.....	10
Ph.D. Specializations	10
Ed.D. Specialization.....	10
Learning Outcomes and Program Assessment Strategy	11
University of Idaho Learning Outcomes.....	11
Learn and integrate.....	11
Think and create	11
Communicate	11
Clarify purpose and perspective.....	11
Practice citizenship.....	11
College of EHHSs’ Doctoral Standards and Assessment Strategies.....	11
Standard 1 Content Expert—Learn and Integrate	11
Standard 2 Researcher—Think and Create	11
Standard 3 Leader—Practice Citizenship	12
Standard 4 Evaluator—Clarify Purpose and Perspective.....	12
Standard 5 Disseminator—Communicator	12
Timeline and Procedures.....	13
Apply for Admission.....	13
Admission Prerequisites and Required Documents	14
Application Procedures	14
Assignment of your Major Professor	15
Create your Study Plan.....	15
Establish your Doctoral Committee	15
Adjustments to the Committee.....	16
Complete Coursework and Time Limits	16

Ph.D. Immersion Experience	16
Preliminary Examination and Advancement to Candidacy	17
Written Examination Option	18
Oral Examination Option	18
Research Project or Product Examination Option.....	18
Doctoral Dissertation Proposal.....	18
Dissertation Research.....	19
Writing the Dissertation	19
Preparing the Dissertation for Submission.....	19
Preparing to Defend the Dissertation	19
Complete your Degree	20
After Your Defense	20
Reminders	20
Important Forms.....	21
Appendix A: Specialization Descriptions & Example Study Plans	22
Ph.D. and Ed.D. Common Courses across All Specialization Areas.....	23
Ph.D. Specialization: Curriculum and Instruction	25
Ed.D. Specialization: Curriculum and Instruction	27
Ph.D. Specialization: Curriculum and Instruction – Career & Technical Education.....	29
Ed.D. Specialization: Curriculum and Instruction – Career & Technical Education.....	31
Ph.D. Specialization: Educational Leadership.....	33
Ed.D. Specialization: Educational Leadership.....	35
Ph.D. Specialization: Adult, Organizational Learning & Leadership (AOLL).....	37
Ed.D. Specialization: Adult, Organizational Learning & Leadership (AOLL)	39
Ph.D. Specialization: Movement Sciences - Exercise Science	41
Ph.D. Specialization: Movement Sciences - Healthy Active Lifestyles	43
Ph.D. Specialization: Special Education/Autism Spectrum Disorders & Related Disabilities.....	46
Appendix B: Dissertation Rubric	50
Contacts and Resources.....	53

Glossary of Terms

ABD (All But Dissertation): Term used to describe a doctoral student who has completed all coursework and preliminary exams but has not completed his/her dissertation.

Academic Year: The academic year at the University of Idaho consists of Fall and Spring semester. Fall semester begins in August and ends in December. Spring semester begins in January and ends in May.

Annual Evaluation and Performance Report for Doctoral Students: This form is completed annually by the student/candidate in conjunction with their major professor (MP) or can be initiated at any time by the MP. It reports progress of students towards successful completion of their program.

Appointment: Term used to refer to a student or candidate appointment to a teaching assistantship (TA) or research assistantship (RA). See also Assistantship.

Assistantship: Graduate assistantships usually require students to work as teaching assistants (TAs), research assistants (RAs) and assistants to professors within their department or field of study. The amount awarded will vary depending on the funds that support them. RAs are typically paid through grants while TAs are usually paid through state funds. TAs are considered members of the faculty. Teaching assignments often involve teaching introductory or foundational concepts, and is dependent upon experience and qualifications. Students in research positions usually work as RAs assisting in laboratory or extramurally funded work. All out-of-state University of Idaho assistants receive an out-of-state tuition waiver based on the percentage of their assistantship. See also Research Assistantship and Teaching Assistantship

Chair: A term used to describe the person serving as the director of a student's thesis/dissertation committee who also serves as the student's major professor (MP). See also Major Professor.

Cognate: A secondary field of study in graduate education.

COGS (College of Graduate Studies): The College of Graduate Studies (COGS) is the official academic home for all graduate students at the University of Idaho. Specific forms, policies, and guidelines that pertain to all graduate students, as well as specific dissertation formatting guidelines are located at www.uidaho.edu/cogs.

Committee: The group of individuals selected by the graduate student or candidate, in collaboration with his/her major professor (MP), to review and approve their dissertation. A dissertation committee consists of the MP and at least three other faculty members. At least 50% of the committee must be individuals appointed to the graduate faculty.

Conceptual Framework: The University of Idaho's College of Education, Health and Human Sciences' conceptual framework (CARE) is part of a shared vision that guides the preparation of educators and movement sciences professionals to effectively work in schools, communities, government and businesses. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

Curriculum Vita (CV): A special type of resume traditionally used within the academic community. The CV includes earned degrees, teaching and research experience, publications, presentations, and related activities. Compared to a traditional resume, a CV tends to be longer with more details associated the academic profession.

Defense: This is the formal process by which the graduate student explains and defends for informed questioners the accuracy and significance of the proposed research (proposal defense) or their final dissertation (dissertation defense). See also Proposal Defense and Dissertation Defense.

Discipline: A broad field of study, such as counseling psychology, educational psychology, cultural studies and social thought, or language, literacy and technology.

Dissertation: A dissertation is a substantial work of independent original research, at the doctoral level, that contributes to the current body of knowledge in a scholarly field. The design and structure of each dissertation may vary. Most dissertations include the following: abstract, introduction (includes statement of problem and research questions), literature review, methodology and methods, findings, discussion, recommendations, limitations, and references (not necessarily in this order). Other sections may or may not be necessary depending upon the individual research project. Your chair (i.e., major professor) will provide guidance. All College of Graduate Studies guidelines shall be followed.

Dissertation Defense: Historically, the successful defense of a dissertation represents the acceptance of a candidate into the community of scholars as a peer as determined by the doctoral committee. As the capstone event in a doctoral program, the dissertation defense occurs when candidates have completed their study plan as well as all aspects of work described in the proposal defense form. The defense itself shall involve a public presentation of work and findings and an oral examination of the candidate by the full doctoral committee. Defenses are public events and are advertised a minimum number of days in accordance with COGS guidelines. Candidates proceed to defense once the written or produced document is determined to be in final form. The committee may instruct the candidate to revise the dissertation document after the dissertation defense.

Doctorate Degree (Doctoral): The overarching term used to describe either the Ed.D. (Doctor of Education) or the Ph.D. (Doctor of Philosophy) degrees. Those who successfully defend their dissertation study and complete the degree requirements to earn the Ed.D. or Ph.D. are entitled to use the title "Doctor."

Doctoral Dissertation Proposal Form: This internal EHHS form outlines the scope of work that will be performed by the candidate to complete his/her dissertation. It accompanies the report of preliminary examination and is signed by the major professor, committee members, and the Department Chair (as determined by the appointment of the major professor). See also Proposal Defense.

Ed.D.: Doctor of Education. See also Doctorate Degree.

EHHS: Acronym used internally to identify the University of Idaho's College of Education, Health and Human Sciences.

ETD (Electronic Thesis and Dissertation Handbook): The online system where candidates submit versions of their dissertations. This includes the final, committee approved copy.

FAFSA: (Free Application for Federal Student Aid): The needs analysis annual application for federal student aid programs. The FAFSA is due around Oct. 1 of every year for the following year.

Financial Aid Package: A "package" is any combination of scholarships, grants, loans, and work funds used by the institution to assist the student in meeting the cost of education. Contact Financial Aid for more information.

Forbearance: Permitting the temporary cessation of repayments of loans, allowing an extension of time for making loan payments, or accepting smaller loan payments than were previously scheduled.

Forms: There are a number of forms that are required throughout the doctoral program. COGS required forms can be accessed at www.uidaho.edu/cogs.

FTE (Full Time Equivalency): The number of hours an employee is expected to work. Forty hours per week is full time or 1.0 FTE. Twenty hours per week is half time or .50 FTE. Full-time graduate assistantships are considered half-time employment (20 hours per week).

Full-Time Enrollment (Academic Year): The University of Idaho defines full-time enrollment as 9 or more credits per semester. Note: in order to be eligible for financial aid you must be enrolled in a minimum number of graded credits. Be aware of this number for academic year and summer terms. Contact Financial Aid for more information.

Graduate Assistant (GA): A full-time graduate assistant is required to work 20 hours per week during the semester in which they receive the assistantship.

Handbook for Preparing and Submitting Theses and Dissertations: Also called the COGS Dissertation Handbook, this resource provides specific instructions for formatting and submitting the dissertation document. That guide is updated annually and can be accessed at www.uidaho.edu/cogs/student-resources/thesis-dissertation.

IRB (Institutional Review Board): The Institutional Review Board protects the rights of humans in research and ensures confidentiality of data. History has demonstrated the need for appropriate oversight of human subject research and has led to the regulations we have today. The Institutional Review Board (IRB) for the University of Idaho is responsible for the review and approval of research projects involving human subjects conducted by University of Idaho faculty, staff and or students. Such research projects shall be approved by the IRB prior to initiating any portion of the research activity. It is essential that graduate students who use data from human subjects for dissertations be fully aware of and comply with this policy.

Major Professor (MP): This person is a member of the University graduate faculty and oversees the work and progress of an assigned graduate student, serving as a mentor who guides the development of the program of study and oversees the student's thesis/dissertation study. Upon admission to the doctoral program, an *initial* MP is assigned to the student. At the agreement of the student and faculty member, the initial advisor may assume the role of the permanent MP. Alternatively, if there is a better fit amongst qualified faculty, the student may seek to ask another qualified faculty member to serve as MP. It is the graduate student's responsibility to ensure they have an assigned *permanent* major professor within a semester or two of starting the program. A major professor appointment form must be completed and submitted to the EHHS Associate Dean's office to formalize the MP assignment.

Ph.D.: Doctor of Philosophy. See also Doctorate Degree.

Preliminary Examinations (Prelims): The comprehensive exam or project that the doctoral student must pass for advancement to candidacy. Typically attempted at the conclusion of all formal coursework, the preliminary examination can take one of three forms; A written examination, an oral examination, or a project/product. The major professor and doctoral committee develop the preliminary examination.

Program Advisor: Another term used to describe the major professor (MP). See also Major Professor.

Proposal Defense: Doctoral candidates meet with their entire committee to propose a research project that will fulfill the dissertation project requirements. Upon successfully defending the proposal, the Doctoral Dissertation Proposal form (an EHHS internal form) is completed and submitted to the EHHS Associate Dean's office. When signed by the candidate, the committee, and the department chair, the document provides an outline of the agreement for the progression of the candidate through their dissertation defense. The candidate must successfully complete the proposal defense and submit the Doctoral Dissertation Proposal form prior to initiating any research activities associated with their dissertation research project (e.g., data collection).

Research Assistantship (RA): Graduate students or candidates can be hired by the institution to work with faculty on a research project(s). These projects are usually funded by grants or outside agencies. See also Assistantship

Specialization: A course of study designed to address a particular area of interest and focus. Specializations are not formal academic majors, but rather a way to describe the focus of a program of study within a broader content area. Specializations represent various example program of studies that align with the program areas and faculty expertise within the EHHS.

Study Plan: The doctoral study plan is a complete listing of courses and credits (including dissertation research credits) that a student must complete in order to complete a doctorate degree. Typically, a study plan is organized into the following sections: Doctoral Core, Research Core, Research Electives, Specialization, Cognate, Immersion, and Dissertation. All students enroll in and complete the common Doctoral Core, and then the rest of the program of study is tailored for their specialization area and determined in consultation with the MP. The study plan must be submitted by the student electronically through VandalWeb Degree Audit and is then approved (in order) by the major professor, the EHHS Associate Dean, and finally the College of Graduate Studies (COGS).

Stipend: A grant of money to a graduate student for use toward expenses above tuition and fees. Graduate fellowships sometimes pay both tuition and a stipend, which can be applied toward living expenses.

Teaching Assistantship (TA): Full-time teaching assistantships require 20 hours of work per week. Primary responsibilities are to involve teaching or activities that support teaching. Teaching assistantships are awarded per semester and usually start with the fall semester. See also Assistantship.



About the College of Education, Health and Human Sciences

Mission Statement

The University of Idaho's College of Education, Health and Human Sciences is the state's flagship and 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 both 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.

Vision Statement

OUR VISION: IDAHO'S LEADER IN LIFELONG LEARNING AND HEALTHY LIFESTYLES. We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities. We seek enactment of our vision through the following values and practices which we refer to as CARE:

CARE Conceptual Framework

Cultural Proficiency enables us to interact effectively in a culturally diverse environment. We believe that diversity enriches the learning environment and that all individuals have worth and should be treated with dignity and respect. We welcome a variety of cultural, economic, and experiential backgrounds including, but not limited to, variation with respect to language, race, culture, religious belief, gender, sexual orientation, age, ability, veteran status, and geographical location. We believe that education should immerse students in local cultures and environments while striving for understanding that extends to communities and cultures well beyond the local.

Assessment, Teaching and Learning are interrelated, intrinsically linked, and cyclical in nature. The cycle begins with assessment of prior learning, which informs meaningful teaching and, in turn, produces measurable learning that when assessed, informs further instruction. The spiral continues as knowledgeable educators apply the sciences and arts of assessment, teaching, and learning (Bransford, Brown & Cocking, 2000). We seek transformational learning and promote healthy active lifestyles, both of which change who we are and how we view and interact with the world.

Reflective Scholarship and Practice is an inquiry approach to teaching and learning that allows for a careful examination of personal beliefs, goals, and practices meant to deepen understanding and lead to actions that improve student learning (Osterman & Kottkamp, 2004; York-Barr, Sommers, Ghore & Montie, 2001).

Engagement with partners ensures that everyone receives the services to become responsible, healthy, and productive. It takes everyone within the community of learners working together to provide a viable learning environment. It also takes the community to steward and nurture the physical, personal, organizational, and societal gifts we have been given (Sandman, Thorton, & Jaeger, 2009; Bruns, et al, 2011).

Doctoral Degrees Offered

The University of Idaho's College of Education, Health and Human Sciences offers three distinct doctoral degrees—the Doctor of Philosophy (Ph.D.), the Doctor of Education (Ed.D.), and the Doctor of Athletic Training (D.A.T.). This handbook addresses the Ph.D. and Ed.D. degree programs. Information about the D.A.T. can be found with the respective program coordinator.

A long-standing tradition differentiates the Ph.D. and Ed.D. degree options. The Ph.D., offered in American universities since the opening of Johns Hopkins University in 1876, is focused on basic or original research, which contributes to knowledge in the field. The Ed.D., first awarded by Harvard University in professional schools such as education in 1921, is focused on the applied or clinical nature of education. The University of Idaho is the only state supported university in Idaho authorized to offer the Ph.D. in Education. Students can elect to pursue either a Ph.D. or Ed.D. with a major in Education.

The following sections outline the distinct missions of the Ph.D. and Ed.D. degree programs offered by the College of Education, Health and Human Sciences.

Doctor of Philosophy (Ph.D.)

The Doctor of Philosophy (Ph.D.) degree program in the College of Education, Health and Human Sciences prepares students as researchers, university faculty and/or discipline-based scholars who contribute to the knowledgebase of their respective fields. Through the Ph.D. preparation program, students:

- Engage in ethical, empirical, theoretical, and conceptual inquiry
- Develop an active research agenda through scholarship in discovery, integration, application, and/or teaching
- Engage in grant-writing, proposal and manuscript preparation, and/or presentations
- Develop understanding of pedagogies and content in their discipline
- Contribute to professional organizations, societies and/or academies
- Engage in appropriate outreach/service in the community; and
- Integrate ethical sensitivity toward diversity and social justice in research, teaching and learning.

Doctor of Education (Ed.D.)

The Doctor of Education (Ed.D.) degree program in the College of Education, Health and Human Sciences prepares students as professional leaders, educators, and practitioner-scholars who actualize the knowledge base in their respective field. Through the Ed.D. preparation program, students:

- Create and model ethical research-based best practices
- Lead organizational changes to meet the needs and interests of a diverse global society
- Contribute to a caring and collaborative learning community
- Support the principles of high-quality teaching and learning practices
- Utilize the principles of effective leadership
- Develop proficiency utilizing and applying appropriate technologies
- Evaluate the individual, organizational, and societal contexts of learning
- Design research that addresses professional policy issues
- Integrate ethical sensitivity toward diversity and social injustice in research, teaching and learning.

All Ph.D. and Ed.D. students complete the same doctoral core set of courses, including introductory courses in both qualitative and quantitative research methods; they are further required to complete

additional coursework in either the quantitative or qualitative research track as appropriate to their respective research project and as outlined by the major professor and committee.

Consistent with many fields in the social and behavioral sciences, education recognizes both quantitative and qualitative approaches as trustworthy research methods in conducting basic and applied research. To that end, both the Ph.D. and Ed.D. in Education prepares students to make valuable contributions in their respective fields as research practitioners.

Specialization Areas

Students who are pursuing a doctoral degree in education have various areas of specialization from which to choose. The listed areas of specialization provided within this handbook are designed to be congruent with the research foci of the various academic programs within the College of Education, Health and Human Sciences, while providing students with a variety of options in addressing new questions and advancing lines of inquiry and professional practice. Specialization areas are not formal academic majors and are not listed on the degree certificate.

Ph.D. Specializations

- Curriculum & Instruction
- Curriculum & Instruction – Career & Technical Education
- Adult, Organizational Learning & Leadership (AOLL)
- Educational Leadership
- Movement Sciences - Exercise Science
- Movement Sciences - Healthy Active Lifestyles
- Special Education/Autism Spectrum Disorders & Related Disabilities

Ed.D. Specialization

- Adult, Organizational Learning & Leadership (AOLL)
- Curriculum & Instruction
- Curriculum & Instruction – Career & Technical Education
- Educational Leadership

Specialization area descriptions as well as example program sheets are provided within Appendix A.

Learning Outcomes and Program Assessment Strategy

The University of Idaho has established learning outcomes for students and an assessment strategy for programs. The College of Education, Health and Human Sciences has developed standards that are in line with the University's learning outcomes. The doctoral program standards are designed to ensure a high-quality learning experience for the student and to provide benchmarks for assessment and accreditation.

The assessment strategy, which is linked to the learning outcomes, is focused on continuous improvement and is designed to measure student and program success at multiple points on an annual assessment cycle.

University of Idaho Learning Outcomes

Learn and integrate. Through independent learning and collaborative study, you will attain, use, and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

Think and create. Use multiple thinking strategies to examine real-world issues, explore creative venues of expression, solve problems and make consequential decisions.

Communicate. Acquire, articulate, create, and convey intended meaning using verbal and nonverbal methods of communication that demonstrate respect and understanding in a complex society.

Clarify purpose and perspective. Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

Practice citizenship. Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

College of EHHs' Doctoral Standards and Assessment Strategies

The College of Education, Health and Human Sciences' standards are assessed at various times during the doctoral student's program, through both direct and indirect means. The intent of the assessment process is to inform the program of strengths and areas for improvement through a continuous and rigorous assessment process and cycle. Graduate students will be asked to complete a survey periodically or participate in a focus group where data will be gathered on the program goals, and doctoral learning outcomes. Regardless of the tool used to collect data for program evaluation and learning assessment, the student's identity will be kept confidential.

Standard 1 Content Expert—Learn and Integrate. University of Idaho College of Education, Health and Human Sciences doctoral degree graduates have a comprehensive understanding of the philosophical foundations, historical developments, and contemporary aspects of their specialization area. They have a deep theoretical and conceptual knowledge of their field and are committed to trans-disciplinary discovery.

Standard 2 Researcher—Think and Create. University of Idaho College of Education, Health and Human Sciences doctoral degree graduates design, conduct, interpret, evaluate, and disseminate research. They understand the philosophical frameworks of research and can apply research skills to contribute to the expansion of knowledge, address societal problems, and/or exemplify creative expression. Graduates are critical consumers and producers of research.

Standard 3 Leader—Practice Citizenship. University of Idaho College of Education, Health and Human Sciences doctoral degree graduates demonstrate effective leadership, teaching, and mentoring with internal and external constituents, engage in the creation of informed policy and practice, and identify trends and issues by using sound models and principles.

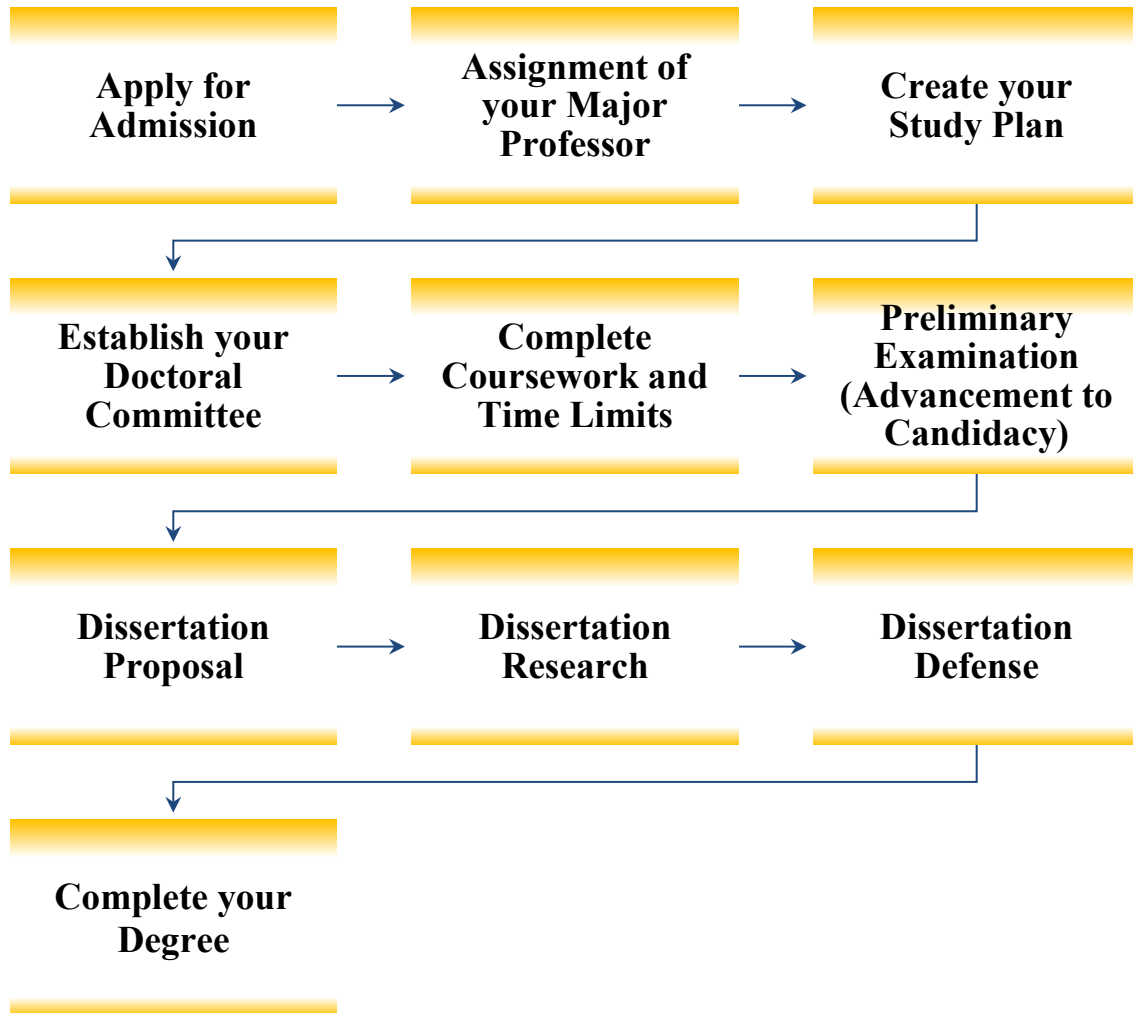
Standard 4 Evaluator—Clarify Purpose and Perspective. University of Idaho College of Education, Health and Human Sciences doctoral degree graduates have a critical awareness of evaluation procedures. They are able to design both formative and summative evaluation strategies for people, programs and policy. They understand culturally complex constituents and adhere to ethical, moral, and legal standards.

Standard 5 Disseminator—Communicator. University of Idaho College of Education, Health and Human Sciences doctoral degree graduates freely disseminate new knowledge through published works, professional presentations, contract and grant activity, and consulting. They contribute to local, national, and international bodies of knowledge and practice. They are active advocates for social justice, equity, learning, and change.



Timeline and Procedures

Discuss and plan with your major professor an appropriate timeline for this process. The timeline diagram is followed by a detailed narrative for each of the key timeline checkpoints.



Apply for Admission

All individuals who desire to pursue a graduate degree at the University of Idaho must be admitted to the College of Graduate Studies. Although the content courses for the graduate degrees are offered through the College of Education, Health and Human Sciences and its respective programs, the College of Graduate Studies is responsible for the final decision on acceptance into any graduate program. Doctoral study in education means that you are a student enrolled in both the College of Education, Health and Human Sciences, and the College of Graduate Studies.

To be considered for admission to the doctoral program, all potential students (including those who have already earned a graduate degree at the University of Idaho) must meet the following criteria and complete the application requirements that have been established by the College of Graduate Studies and the College of Education, Health and Human Sciences.

Admission Prerequisites and Required Documents

<https://www.uidaho.edu/admissions/graduate/graduate-programs/education>

- An undergraduate cumulative GPA of 3.0 or higher
- An earned master's degree by the start of the doctoral program
- International students are required to earn a TOEFL Paper (or equivalent) score of 550 or higher and a TOEFL cumulative score of 79 or higher
- Resume/Curriculum Vitae
- Statement of Purpose
- Personal Information Form
- Academic Transcripts
- Three letters of recommendation documenting primarily the applicant's professional work performance and, secondarily, academic qualifications
- Writing sample (previous academic, scientific, or professional writing example)
- Application fee as indicated on the College of Graduate Studies' website
- Change of Curriculum form (required only for those students who have earned either a master's or educational specialist degree through U of I)

Note: If the applicant does not meet one or more of the admission requirements, and if a majority of the voting graduate faculty members in the specialization area wish to admit the student (and an approved graduate faculty member agrees to chair the committee), a statement of support from the program must be provided which supports admission to the doctoral program. The statement and admission materials are then forwarded to the EHHS Associate Dean. The EHHS Associate Dean may refer such recommendations to the Graduate Research and Policy Committee prior to acting upon the recommendation of the program area.

Application Procedures

Applications for the doctoral program are reviewed once a year and due by February 1 in order to be considered for admission for the fall term. The application process occurs through the College of Graduate Studies (COGS). Once COGS has received all required application materials and ensured the validity of the application, they then forward the application materials to EHHS for its faculty to review and consider. After EHHS review, COGS conducts a summary review and is responsible for the final decision on acceptance into a graduate program. The link to the admission website is:

<http://www.uidaho.edu/admissions/graduate>

College of Graduate Studies contact information:

Phone: 208-885-4001

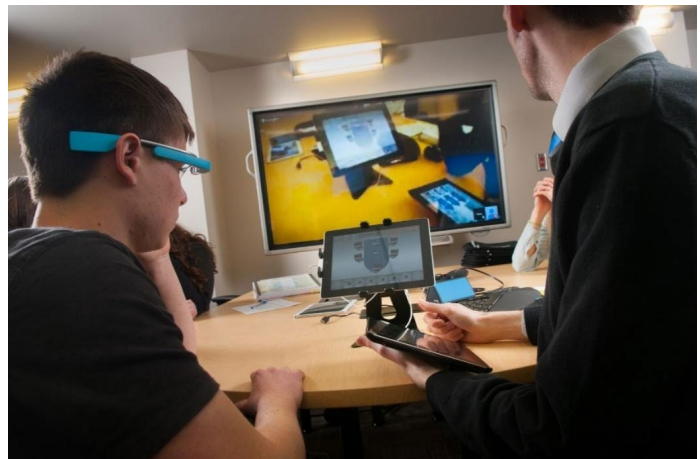
Email: graduateadmissions@uidaho.edu

Mailing Address:

University of Idaho

875 Perimeter Drive MS 3019

Moscow, ID 83844-3019



Assignment of your Major Professor

All major professors (MPs) must be a member of the U of I Graduate Faculty and have an appointment in the program in which the student is enrolled. It is the student's responsibility to identify and solicit a qualified graduate faculty member to serve as their MP. An EHHS student's MP is a faculty member of the University of Idaho's College of Education, Health and Human Sciences who holds graduate faculty status. The MP oversees the work and progress of an assigned graduate student, guiding both the development of the program of study as well as overseeing the student's dissertation study. At the doctoral level, it is important that the student and MP share a common research interest. The MP serves as chair of the student's doctoral committee.

Upon admission to the doctoral program, an initial MP is assigned to the student. At the agreement of the student and faculty member, the initial advisor may assume the role of the permanent MP. Alternatively, if there is a better fit amongst qualified faculty, the student may seek to ask another qualified faculty member to serve in this role. The doctoral student is responsible for seeking out and ensuring they have a qualified faculty member willing to serve as their permanent MP. Determining a permanent MP should be accomplished as early as possible. The "Major Professor/Committee Appointment Form" must be completed and submitted to the EHHS Associate Dean's office in order to formalize the MP assignment.

Create your Study Plan

The student is responsible for the submission of their study plan. Study plans for EHHS doctoral students include a common core of EHHS courses, and allow for some elective courses. Each student's study plan is unique, based on the student's goals, interest and specialization area, and developed in consultation with his or her MP. Once the course requirements are determined, the student enters the information into the Degree Audit system. A link to the Degree Audit system can be found within the VandalWeb student menu. To assist in successful completion of this process, it is strongly encouraged that student's view the tutorial at www.uidaho.edu/registrar/graduation/audit, prior to data entry.

When submitted, the study plan is routed electronically for the necessary e-signatures. E-signatures, indicating approval of the study plan, are required from the MP and the Associate Dean of the College of Education, Health and Human Sciences, prior to being submitted to the Dean of the College of Graduate Studies for final approval. The study plan should be completed soon after the doctoral committee is formed but no later than the second semester of study. Changes to the study plan can be completed by submitting the adjustments electronically.

Establish your Doctoral Committee

The doctoral committee consists of a minimum of four members. All members appointed must be U of I faculty, affiliate faculty members, or on the graduate faculty at another institution. The appointment of a committee member not meeting the aforementioned criteria can be granted on a case-by-case basis with permission of the Dean of the College of Graduate Studies. The MP serves as chair of the committee and must be a graduate faculty member of the program where the student has been accepted. It is strongly encouraged that one additional member be from within the program in which the student has been accepted. It is highly recommended, but not required, that one member of the committee be from outside the program in which the student has been accepted. At least 50% of the committee members must be members of the U of I Graduate Faculty.

The committee is recommended by the MP and the student. The committee is then approved by the Associate Dean of the College of Education, Health and Human Sciences and the Dean of the College of Graduate Studies. A faculty member may not serve on a committee for a student who is seeking a degree higher than the faculty member has attained.

Occasionally, a qualified person, outside the academy, with a particular expertise is requested to serve on a student's committee on a one-time appointment. The person must have written approval from the Dean of the College of Graduate Studies in advance of the individual's committee participation. In this case, the person would not have to meet the rules of appointment. Should the person be recommended for multiple committees, he/she would need to be approved as an affiliate faculty member and, therefore, would then be considered a member of the department recommending affiliation. It is the intent of the Graduate Council that this privilege be used sparingly and only when the situation indicates its necessity.

Doctoral committee members outside of the University of Idaho may be an affiliate faculty member or a faculty member at another graduate degree granting institution. They should bring an outside perspective and either represent the student's cognate (support or minor) area or be an active professional in the field. If the outside member does not have a relationship with a graduate level academic program, the committee chair must submit a memo providing a rationale as to why the individual should be considered for inclusion on the committee to be approved by the Associate Dean of the College of Education, Health and Human Sciences and the Dean of the College of Graduate Studies. It is expected that the committee will meet a minimum of three, and possibly four, times with the student.

Regardless of the composition of membership, doctoral committees meet to: (a) develop a plan of study and discuss the student's timeline toward degree completion as well as professional goals and research interests, (b) discuss the student's performance on her/his preliminary examination, (c) evaluate the student's dissertation research proposal, and (d) evaluate the student's defense of her/his dissertation. However, other meetings can be called when deemed needed by either the MP or student. The doctoral committee has authority as defined by the policies and procedures in this guide and by the College of Graduate Studies to set the direction of the student's course of study. The committee can impose additional requirements beyond those prescribed by the college if deemed needed. The committee determines if the student is making acceptable progress toward the degree.

Adjustments to the Committee. A faculty member can be replaced as a major professor or a committee member if it is determined that continued membership is not in the best interest of the program or the student. Such a request would be initiated by the student and advanced only if the remaining committee supports such a request. The determination of action will be made through deliberation between the College of Education, Health and Human Sciences' Associate Dean and the Dean of the College of Graduate Studies. This policy is not designed to question or remove a faculty's inherent right to minority opinion regarding research or academic standards.

Complete Coursework and Time Limits

Of the credits submitted to satisfy the requirements for a doctoral degree, a maximum of 30 may be more than eight years old when the degree is conferred, provided the student's committee and program determine the student has kept current in the subjects concerned. Graduation must occur no later than five years after the date on which the candidate passed his or her preliminary examination. These time limitations can be extended only on recommendation of the committee and approval by the Graduate Council (see University of Idaho Catalog Part Four-Colleges and Related Units).

Ph.D. Immersion Experience

The Ph.D. candidate will be required to complete an immersion experience consistent with his/her professional goals. This could include full-time residency or another significant experience determined by the program. The immersion experience should be aligned with the mission of the degree and the goals established for the degree and the students' professional aspirations. The experience will have

measurable outcomes, which can be used to assess the candidate's progress and proficiency. Each experience is unique; please check with the program if you have questions. Immersion experiences are required in both the Ph.D. and Ed.D. doctoral programs (6 credits are required). Immersion experiences are highly individualized for doctoral students for either skill development or skill refinement. While immersion experiences in the doctoral program are most frequently in either research or teaching in higher education, they can also be focused on leadership development in organizations and communities of practice. Examples of immersion experiences include but are not limited to:

- Teaching at the university level
- Authorship-generating publications—for example the submission of a journal manuscript for preliminary examination or as part of directed research
- Research with mentor or major professor
- Service with professional organizations focused on scholarship in the field
- Exposure to politics and policy of higher education through engagement with faculty and college and/or university meetings and committees

Ed.D. Immersion Experience - The Ed.D. candidate will be required to complete a period of professional practice through either a practicum or professional internship.

The professional practice requirement will be determined by the student's major professor and committee and designed around the professional goals of the student. The professional practice experience should be aligned with the mission of the degree and the goals established for the degree and the student's professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency.

The following is a list of common features for the professional practice experiences for Ed.D. students.

- Teaching—this could be at the school district level (P/D)
- Applied Research—more aligned with professional employment
- Political Engagement—more at the state level, professional organizations, agencies, school board
- Service—professional organizations (practitioner types), local city and county governments, district offices, curriculum adoption.

Please check with your major professor for more specific information and program requirements.

For the above reasons, immersion experiences use a department or program prefix but may use course(s) such as Directed Study (502), Practicum (597), Internship (598), and/or Non-dissertation Doctoral Research (699).

Preliminary Examination and Advancement to Candidacy

The Preliminary Examination is a major milestone in the doctoral program. At the successful completion of the Preliminary Examination, the doctoral student is advanced to candidacy. Advancement to Candidacy represents the determination by the student's doctoral committee that the student has a comprehensive knowledge in the field and is prepared to successfully pursue and complete the final research requirements for the degree of Doctor of Philosophy (Ph.D.) or Doctor of Education (Ed.D.).

The student's doctoral committee is responsible for determining the Preliminary Examination requirements and rubric, based on these guidelines, prior to the student's first attempt to advance to candidacy. The Preliminary Examination is expected to have rigor and provide the committee with sufficient information to evaluate whether a student is ready to advance to candidacy. The student must have an approved doctoral committee prior to moving forward with the Preliminary Examination.

The Preliminary Examination may take on different forms, depending on the discipline and may include a written examination, oral examination, research project or product(s), or a combination of options. Irrespective of the form selected, the final product should demonstrate the student's comprehensive knowledge in the field and readiness for dissertation. Doctoral committees are encouraged to require a Preliminary Examination format that effectively addresses these competencies.

Written Examination Option. A series of comprehensive questions and rubric for the exam will be developed by the doctoral committee. The time span for completing the written preliminary exam will be decided by the student's doctoral committee (e.g., a 16 hour closed exam over two days or an open exam with a series of questions to be answered by the student within a two-week period). The written examination option may be combined with an oral examination, allowing the student to demonstrate written and verbal competency.

Oral Examination Option. A series of comprehensive questions for the exam and rubric will be developed by the doctoral committee. The duration of the oral examination will be set by the doctoral committee (e.g., 3 hours). All doctoral committee members must be in attendance for the exam.

Research Project or Product Examination Option. The doctoral committee will approve a plan for a research project or product(s). This option may include one or more of the following with the student as the primary investigator and first author: *i)* writing a research-based review article for publication in a refereed journal, *ii)* writing a theoretical-based or practitioner-based review article for publication in a refereed journal; *iii)* designing and implementing a research study and writing a manuscript for publication in a refereed journal; *iv)* writing an external grant proposal for submission to a granting agency. The products from this option should be carried out at the University of Idaho and be original work not previously submitted. This option may be combined with an oral examination for the student to present his/her products and answer questions from the committee.

Results of the preliminary exam are reported to the College of Graduate Studies on the Report of Preliminary Examination and Advancement to Candidacy form. If a student fails the preliminary exam, he/she may be able to repeat it once within a period of not less than three months and no more than a year following the first attempt. If the student fails the preliminary exam a second time, or the student does not retake the examination within one year, the student is automatically moved to unclassified status and is no longer considered to be in the degree program.

Doctoral Dissertation Proposal

Once the student has advanced to doctoral candidacy (i.e., after successful completion of the preliminary examination), he/she begins the dissertation phase of the program. This involves proposal writing, the proposal hearing, dissertation research and writing, and the dissertation defense. Although this work is more independent than the earlier phase of the doctoral program, the student is expected to work collaboratively with her/his major professor and respective committee members. Each stage of the dissertation phase is intended to provide the student with regular and specific feedback regarding his or her progress on the dissertation.

The proposal for the doctoral dissertation is a crucial early step in the process. The proposal is submitted at a time when the theoretical and methodological foundations for the research being proposed are clear in the student's mind, but before major analysis or writing has been completed.

The proposal should constitute a clear and persuasive argument that: (a) The proposed research will make a contribution to knowledge and/or practice in education; (b) it is appropriate in size and scope; and (c) it can be effectively carried out by the student. A common problem with students' proposals is their attempt to summarize or describe proposed research without adequately justifying the proposed work. The quality of argument is key to a successful proposal. While a proposal must clearly and thoroughly describe the proposed research, it must also justify that research in terms of its value, ethnic nature, validity, reliability and feasibility.

Requirements. Before the proposal hearing is scheduled the student must have been advanced to candidacy (i.e., passed the Preliminary Examination).

Scheduling. Students are responsible for contacting their faculty committee and arranging a date and time for the proposal hearing.

Defending the Proposal. After the student defends her/his proposal, committee members provide the student with feedback as to whether he/she can proceed with the proposed research or must make revisions to his/her proposal before proceeding. An EHHS Proposal Defense form must be submitted at this time to the Department Chair in which the student's program is associated with, to formally document the student being approved to proceed with his/her proposed research.

Dissertation Research

Writing the Dissertation. Please refer to the COGS's Writing Theses and Dissertations Handbook for specific guidance. The Handbook may be found at www.uidaho.edu/cogs/student-resources/thesis-dissertation. The College of Education, Health and Human Sciences requires the use of the American Psychological Association (APA) Style Guide. Exceptions can be made for dissertations that are completed for future publication in fields that have another accepted style guide.

Preparing the Dissertation for Submission. There are three "parts" that compose the completion of the dissertation: (a) The dissertation document or product, (b) the dissertation defense, and (c) submitting the final dissertation document through COGS and ETD. The dissertation is a document or product submitted to the academy demonstrating the candidate's ability to conduct individual research and/or contribute to the development of knowledge. The dissertation is a representation of a student's academic work and also a reflection on the major professor, faculty advisors, the graduate program, the College of Education, Health and Human Sciences, the College of Graduate Studies, and the University of Idaho. Once a student has submitted his/her dissertation to the College of Graduate Studies, it will be available for other scholars worldwide, thus professional, consistent presentation of such work is essential.

Preparing to Defend the Dissertation. All doctoral students must complete and file the Request to Proceed with Final Defense of Thesis/Dissertation Form to COGS at least 10 working days prior to the defense. The form can be found on the COGS's website at www.uidaho.edu/cogs/forms.

Once the form has been accepted and approved by the College of Graduate Studies, the dissertation defense will be advertised in Today@uidaho.edu. Students will need to notify the College of Education, Health and Human Sciences of their defense by email to coe@uidaho.edu with their name, dissertation title, and the location, date, and time of the defense. This information will be posted on the College of Education, Health and Human Sciences website under Events.

The first format review of your dissertation must be completed at least one week prior to your defense via the Electronic Theses and Dissertation website (www.uidaho.edu/cogs/student-resources/thesis-dissertation).

[dissertation/etd](#)). Use “The College of Graduate Studies Graduate Handbook” for Preparing and Submitting Theses and Dissertations (www.uidaho.edu/cogs/student-resources/thesis-dissertation)

The final defense will be attended by the student, the graduate committee, and other interested faculty and students. The defense shall be publicized and open to the public. Committee members will have priority in the questioning; other faculty members may participate at the discretion of the major professor, who will act as moderator, and will guide the direction of questioning. The exam will consist primarily of a defense of the dissertation but may include questions of a more general nature respective to the student’s program of study. The decision as to whether the student passes or fails the defense rests with the committee. A favorable majority vote by the committee is required to pass.

- Authorization page approval signatures must be original and in ink.
- Defenses may NOT be held during the last 3 weeks of the semester in which the student plans to graduate.

Complete your Degree

Before you submit your final thesis or dissertation to the College of Graduate Studies (COGS), ensure you have satisfied all of the following requirements and proof of completion has been recorded and verified by the administrative staff in the COGS office. These items should be verified concurrently with preparing your document.

- All degree requirements:
- Clear degree audit (electronic submission through VandalWeb Degree Audit)
- Current registration
- Major Professor and/or Committee Appointment form up to date
- [Report of Preliminary Examination & Advancement to Candidacy](#) (COGS)
- [Doctoral Dissertation Proposal](#) (EHHS)
- Application for degree
- [Signed Request to Proceed with Final Defense](#) (COGS)
- Signed Final Defense Form
- [Signed Repository Agreement](#) (COGS)
- [Survey of Earned Doctorates](#) (SED) (E-Form for Ph.D. students only)
- Once you complete this, the SED office notifies us directly.

After Your Defense.

- Once you have completed all the revisions to your content as directed by your committee, submit your final document to the ETD website.
- In the ETD notes field, let the Thesis and Dissertation Advisor know you are finished all of your content changes.
- You will get one last review and you will be emailed a message via ETD that you are “good to go” to get your document printed on bond paper.
- Do not print your signature page until this has been approved in its final form.
- Printing cost is not covered by your tuition, however binding your document for the library is covered by this fee. GPSA has a small award that can be applied for in order to pay for printing and binding pending your department’s status (www.uidaho.edu/gpsa).

Reminders.

- Defenses may NOT be held during the last 3 weeks of the semester in which the student plans to graduate.

Important Forms

The following forms are relevant to your graduate education at University of Idaho and can be found online at the College of Graduate Study's website (www.uidaho.edu/cogs/forms).

Graduate College Student Forms

- College of Graduate Studies Petition
- College of Graduate Studies Academic Reinstatement
- College of Graduate Studies Re-enrollment
- Request to Proceed with Final Defense
- Major Professor, Committee Member Appointment or Committee Changes
- Non-UI Faculty Committee Member Appointment
- Thesis & Dissertation Handbook
- Survey of Earned Doctorates
- Repository Agreement (for Theses and Dissertations)

Study Plan/Degree Audit Instructions

- Creating & Entering a New Study Plan
- Entering Transfer Work on a Study Plan
- Entering Special Titles & Variable Credit Courses on a Study Plan

Graduate College Faculty Forms

- Application for Membership on the UI Graduate Faculty
- Non-thesis Requirement Report Form
- Report of Preliminary Examination & Advancement to Candidacy

Annual Evaluation and Performance Report

- Annual Report of Progress and Performance for Master's and Specialist Students
- Annual Evaluation and Performance Report for Doctoral Students
- Memo: Annual Evaluation and Performance Report for all Graduate Students

General Student Forms

- Change of Registration (see new policy info)
- Change of Curriculum
- Change of Name
- Credit Reservation Request (formerly Course Level Adjustment)
- Graduate Pass-Fail Option
- Transcript Request Form

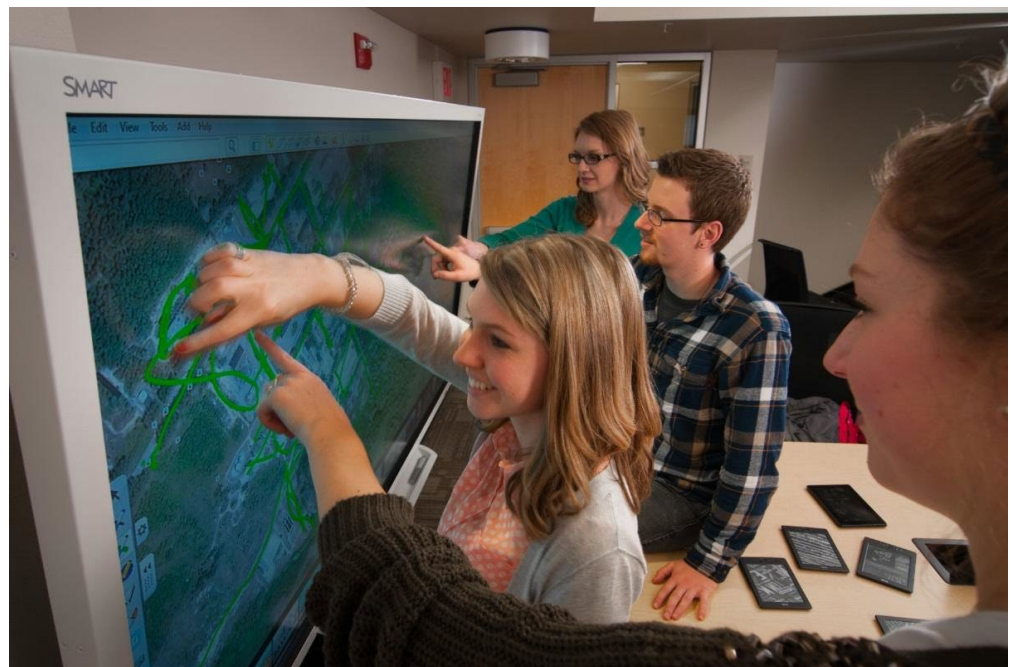
Graduate Admissions Forms

- See the Graduate Admissions form webpage

Appendix A: Specialization Descriptions & Example Study Plans

A “Specialization” is a course of study designed to address a particular area of interest and focus. Specializations are not formal academic majors, but rather a way to describe the focus of a program of study within a broader content area. Specializations represent various example program of studies that align with the program areas and faculty expertise within the EHHS.

The following study plans indicate the required coursework and elective options for each of the specialization areas. Students may, in conjunction with their major professor, and with the approval of the Associate Dean for the College of Education, Health and Human Sciences, modify these plans.



Ph.D. and Ed.D. Common Courses across All Specialization Areas

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization– 9 Credit Hours (Course content within the area of specialization)			
Course #	Course Title	Crs	Semester/Year
		3	
		3	
		3	

Cognate – 24 Credit Hours (Cognate credits are often transferred from a master’s degree)			
Course #	Course Title	Crs	Semester/Year
		3	
		3	
		3	
		3	
		3	
		3	
		3	
		3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester/Year
EDCI 598	Internship (Scheduled with MP)	6	

Dissertation – 18 Credit Hours			
Course #	Course Title	Crs	Semester/Year
ED 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ph.D. Immersion Experience - The Ph.D. candidate will be required to complete an immersion experience consistent with their professional goals, including full-time residency or another significant experience determined by the program. The immersion experience should be aligned with the mission of the degree and the goals established for the degree and the students' professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency. Each experience is unique; students work with their major professor to determine what the Immersion Experience will entail.

The following is a list of common features for the immersion experiences for Ph.D. students. Please check with your major professor for more specific information and program requirements.

- Teaching at the university level
- Authorship-generating publications—for example the submission of a journal manuscript for preliminary examination or as part of directed research
- Research with mentor or major professor
- Service with professional organizations focused on scholarship in the field
- Exposure to politics and policy of higher education through engagement with faculty and college and/or university meetings and committees

Ed.D. Immersion Experience - The Ed.D. candidate will be required to complete a period of professional practice through either a practicum or professional internship.

The professional practice requirement will be determined by the student's major professor and committee and designed around the professional goals of the student. The professional practice experience should be aligned with the mission of the degree and the goals established for the degree and the student's professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency.

The following is a list of common features for the professional practice experiences for Ed.D. students.

- Teaching—this could be at the school district level (P/D)
- Applied Research—more aligned with professional employment
- Political Engagement—more at the state level, professional organizations, agencies, school board
- Service—professional organizations (practitioner types), local city and county governments, district offices, curriculum adoption.

Ph.D. Specialization: Curriculum and Instruction

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization– 9 Credit Hours (example for C&I specialization)			
Course #	Course Title	Crs	Semester/Year
EDCI 504	Theory & Practice of Place-Based Instruction	3	
EDCI 513	History of Educational Thought	3	
EDCI 526	Advanced Educational Psychology	3	

Cognate – 24 Credit Hours (example for C&I, courses often transferred from a master's)			
Course #	Course Title	Crs	Semester/Year
EDCI 511	Planning and Administering the Curriculum	3	
EDCI 524	Models of Teaching	3	
EDCI 572	Measurement and Evaluation	3	
EDCI 530	Science Education	3	
EDCI 504	The Nature of Science	3	
ENVS 533	Environmental Philosophy	3	
CSS 563	Place Based Environmental Education	3	
CSS 561	Ecological Inquiry for Environmental Educators	3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester/Year
EDCI 598	Internship (Scheduled with MP)	6	

Dissertation – 18 Credit Hours			
Course #	Course Title	Crs	Semester/Year
ED 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ph.D. Immersion Experience - The Ph.D. candidate will be required to complete an immersion experience consistent with their professional goals, including full-time residency or another significant experience determined by the program. The immersion experience should be aligned with the mission of the degree and the goals established for the degree and the students' professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency. Each experience is unique; please check with the program if you have questions.

The following is a list of common features for the immersion experiences for Ph.D. students. Please check with your major professor for more specific information and program requirements.

- Teaching at the university level
- Authorship-generating publications—for example the submission of a journal manuscript for preliminary examination or as part of directed research
- Research with mentor or major professor
- Service with professional organizations focused on scholarship in the field
- Exposure to politics and policy of higher education through engagement with faculty and college and/or university meetings and committees

Ed.D. Specialization: Curriculum and Instruction

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization– 9 Credit Hours (example for C&I specialization)			
Course #	Course Title	Crs	Semester/Year
EDCI 504	Theory & Practice of Place-Based Instruction	3	
EDCI 513	History of Educational Thought	3	
EDCI 526	Advanced Educational Psychology	3	

Cognate – 24 Credit Hours (example for C&I, often transferred from a master’s)			
Course #	Course Title	Crs	Semester/Year
EDCI 511	Planning and Administering the Curriculum	3	
EDCI 524	Models of Teaching	3	
EDCI 572	Measurement and Evaluation	3	
EDCI 530	Science Education	3	
EDCI 504	The Nature of Science	3	
ENVS 533	Environmental Philosophy	3	
CSS 563	Place Based Environmental Education	3	
CSS 561	Ecological Inquiry for Environmental Educators	3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester/Year
EDCI 598	Internship (Scheduled with MP)	6	

Dissertation – 18 Credit Hours			
Course #	Course Title	Crs	Semester/Year
ED 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ed.D. Immersion Experience - The Ed.D. candidate will be required to complete a period of professional practice through either a practicum or professional internship.

The professional practice requirement will be determined by the student's major professor and committee and designed around the professional goals of the student. The professional practice experience should be aligned with the mission of the degree and the goals established for the degree and the student's professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency.

The following is a list of common features for the professional practice experiences for Ed.D. students.

- Teaching—this could be at the school district level (P/D)
- Applied Research—more aligned with professional employment
- Political Engagement—more at the state level, professional organizations, agencies, school board
- Service—professional organizations (practitioner types), local city and county governments, district offices, curriculum adoption.

Ph.D. Specialization: Curriculum and Instruction – Career & Technical Education

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring
Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization– select 12 Credit Hours (example for C&I-CTE specialization)			
Course #	Course Title	Crs	Semester
AOLL 507	Future of Education and Work	3	
CTE 415	Productivity Software in Business Education	3	
CTE 420	Evaluation in Professional-Technical Education	3	
CTE 426	Occupational Analysis & Curriculum Development	3	
CTE 464	Career Guidance and Transitioning to Work	3	
CTE 472	Teaching and Learning in Occupational Education	3	
CTE 551	Principles and Philosophy of CTE	3	

Cognate - 21 Credit Hours (example for C&I, often transferred from a master's)			
Course #	Course Title	Crs	Semester
EDCI 511	Planning and Administering the Curriculum	3	
EDCI 513	History of Educational Thought	3	
EDCI 524	Models of Teaching	3	
EDCI 526	Advance Educational Psychology	3	
EDCI 563	Literacy Methods for Content Learning	3	
EDCI 570	Introduction to Research in Curriculum and Instruction	3	
EDCI 572	Measurement and Evaluation	3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester
CTE 598	Practicum or Internship (Scheduled with MP)	6	

Dissertation – 18 Credit Hours			
Course #	Course Title	Crs	Semester
ED 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ph.D. Immersion Experience - The Ph.D. candidate will be required to complete an immersion experience consistent with their professional goals, including full-time residency or another significant experience determined by the program. The immersion experience should be aligned with the mission of the degree and the goals established for the degree and the students' professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency. Each experience is unique; please check with the program if you have questions.

The following is a list of common features for the immersion experiences for Ph.D. students. Please check with your major professor for more specific information and program requirements.

- Teaching at the university level
- Authorship-generating publications—for example the submission of a journal manuscript for preliminary examination or as part of directed research
- Research with mentor or major professor
- Service with professional organizations focused on scholarship in the field
- Exposure to politics and policy of higher education through engagement with faculty and college and/or university meetings and committees

Ed.D. Specialization: Curriculum and Instruction – Career & Technical Education

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization– select 12 Credit Hours (example for C&I-CTE specialization)			
Course #	Course Title	Crs	Semester
AOLL 507	Future of Education and Work	3	
CTE 415	Productivity Software in Business Education	3	
CTE 420	Evaluation in Professional-Technical Education	3	
CTE 426	Occupational Analysis & Curriculum Development	3	
CTE 464	Career Guidance and Transitioning to Work	3	
CTE 551	Principles and Philosophy of CTE	3	

Cognate - 21 Credit Hours ((example for C&I-CTE, often transferred from a master’s)			
Course #	Course Title	Crs	Semester
AOLL 560	Career Development in Organizations	3	
AOLL 583	Organizational Leadership	3	
CTE 544	Idaho Leadership Institute	Var	
EDAD 530	Ethical Leadership and Law in Education	3	
EDAD 535	School Finance	3	
EDAD 595	Administration and Supervision of Personnel	3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester
CTE 598	Practicum or Internship (Scheduled with MP)	6	
Dissertation – 18 Credit Hours			
Course #	Course Title	Crs	Semester
ED 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ed.D. Immersion Experience - The Ed.D. candidate will be required to complete a period of professional practice through either a practicum or professional internship.

The professional practice requirement will be determined by the student's major professor and committee and designed around the professional goals of the student. The professional practice experience should be aligned with the mission of the degree and the goals established for the degree and the student's professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency.

The following is a list of common features for the professional practice experiences for Ed.D. students.

- Teaching—this could be at the school district level (P/D)
- Applied Research—more aligned with professional employment
- Political Engagement—more at the state level, professional organizations, agencies, school board
- Service—professional organizations (practitioner types), local city and county governments, district offices, curriculum adoption.

Ph.D. Specialization: Educational Leadership

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization– select minimum of 9 Credit Hours			
Course #	Course Title	Crs	Semester
EDAD 509	Educational Policy & Politics for Educational Leaders	3	
EDAD 513	Administration of Special Education Law	3	
EDAD 528	Leading Standards Driven Instruction	3	
EDAD 530	Ethical Leadership and Law in Education	3	
EDAD 533	Multicultural Diversity & Educational Leadership	3	
EDAD 534	The Principalship	3	
EDAD 535	School Finance	3	
EDAD 571	Educational Leadership in the Global Society	3	
EDAD 584	Bargaining/Mediation/Arbitration	3	
EDAD 586	Advanced School Finance	3	
EDAD 587	The Superintendency	3	
EDAD 592	School Community Relations	3	
EDAD 593	School Facilities Planning and Maintenance	3	
EDAD 594	Theory in Educational Administration	3	
EDAD 595	Administration and Supervision of Personnel	3	

Cognate – 24 Credit Hours (Ed. Leadership example; often transferred from a Masters)			
Course #	Course Title	Crs	Semester
EDAD 509	Educational Policy & Politics for Educational Leaders	3	
EDAD 513	Administration of Special Education Law	3	
EDAD 528	Leading Standards Driven Instruction	3	
EDAD 530	Ethical Leadership and Law in Education	3	

EDAD 533	Multicultural Diversity and Educational Leadership	3	
EDAD 534	The Principalship	3	
EDAD 535	School Finance	3	
EDAD 571	Educational Leadership in a Global Society	3	
EDAD 584	Bargaining/Mediation/Arbitration	3	
EDAD 586	Advanced School Finance	3	
EDAD 587	The Superintendency	3	
EDAD 592	School Community Relations	3	
EDAD 593	School Facilities Planning and Maintenance	3	
EDAD 594	Theory in Educational Administration	3	
EDAD 595	Administration and Supervision of Personnel	3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester
EDAD 598	Internship (Scheduled with MP)	6	

Dissertation – 18 Credit Hours			
Course #	Course Title	Crs	Semester
EDAD 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ph.D. Immersion Experience - The Ph.D. candidate will be required to complete an immersion experience consistent with their professional goals, including full-time residency or another significant experience determined by the program. The immersion experience should be aligned with the mission of the degree and the goals established for the degree and the students' professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency. Each experience is unique; please check with the program if you have questions.

The following is a list of common features for the immersion experiences for Ph.D. students. Please check with your major professor for more specific information and program requirements.

- Teaching at the university level
- Authorship-generating publications—for example the submission of a journal manuscript for preliminary examination or as part of directed research
- Research with mentor or major professor
- Service with professional organizations focused on scholarship in the field
- Exposure to politics and policy of higher education through engagement with faculty and college and/or university meetings and committees

Ed.D. Specialization: Educational Leadership

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization– select 9 Credit Hours			
Course #	Course Title	Crs	Semester
EDAD 509	Educational Policy and Politics for Educational Leaders	3	
EDAD 513	Administration of Special Education Law	3	
EDAD 528	Leading Standards Driven Instruction	3	
EDAD 530	Ethical Leadership and Law in Education	3	
EDAD 533	Multicultural Diversity and Educational Leadership	3	
EDAD 534	The Principalship	3	
EDAD 535	School Finance	3	
EDAD 571	Educational Leadership in the Global Society	3	
EDAD 584	Bargaining/Mediation/Arbitration	3	
EDAD 586	Advanced School Finance	3	
EDAD 587	The Superintendency	3	
EDAD 592	School Community Relations	3	
EDAD 593	School Facilities Planning and Maintenance	3	
EDAD 594	Theory in Educational Administration	3	
EDAD 595	Administration and Supervision of Personnel	3	

Cognate – 24 Credit Hours (Ed. Leadership example; often transferred from a Masters)			
Course #	Course Title	Crs	Semester
EDAD 509	Educational Policy and Politics for Educational Leaders	3	
EDAD 513	Administration of Special Education Law	3	
EDAD 528	Leading Standards Driven Instruction	3	

EDAD 530	Ethical Leadership and Law in Education	3	
EDAD 533	Multicultural Diversity and Educational Leadership	3	
EDAD 534	The Principalship	3	
EDAD 535	School Finance	3	
EDAD 571	Educational Leadership in a Global Society	3	
EDAD 584	Bargaining/Mediation/Arbitration	3	
EDAD 586	Advanced School Finance	3	
EDAD 587	The Superintendency	3	
EDAD 592	School Community Relations	3	
EDAD 593	School Facilities Planning and Maintenance	3	
EDAD 594	Theory in Educational Administration	3	
EDAD 595	Administration and Supervision of Personnel	3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester
EDAD 598	Internship (Scheduled with MP)	6	

Dissertation – 18 Credit Hours			
Course #	Course Title	Crs	Semester
EDAD 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ed.D. Immersion Experience - The Ed.D. candidate will be required to complete a period of professional practice through either a practicum or professional internship.

The professional practice requirement will be determined by the student's major professor and committee and designed around the professional goals of the student. The professional practice experience should be aligned with the mission of the degree and the goals established for the degree and the student's professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency.

The following is a list of common features for the professional practice experiences for Ed.D. students.

- Teaching—this could be at the school district level (P/D)
- Applied Research—more aligned with professional employment
- Political Engagement—more at the state level, professional organizations, agencies, school board
- Service—professional organizations (practitioner types), local city and county governments, district offices, curriculum adoption.

Ph.D. Specialization: Adult, Organizational Learning & Leadership (AOLL)

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization – 12 Credits Hours (AOLL example; may transfer some from Masters)			
Course #	Course Title	Crs	Semester
AOLL 574	Adult and Transformational Learning	3	
AOLL 577	Organization Development	3	
AOLL 581	Theory, Practices, & Challenges of Leadership	3	
AOLL 583	Organizational Leadership	3	
AOLL 615	Research Apprenticeship in AOLL (variable credit)	Var.	

Cognate – 21 Credits Hours (AOLL example; often transferred from Masters)			
Course #	Course Title	Crs	Semester
AOLL 507	Future of Education and Work	3	
AOLL 510	Foundations of Human Resource Development	3	
AOLL 526	Instructional Design and Curriculum	3	
AOLL 528	Program Planning, Development, & Evaluation	3	
AOLL 560	Career Development in Organizations	3	
AOLL 573	Adult Learners: Foundations & Characteristics	3	
AOLL 575	Strategies for Facilitating Adult Learning	3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester
AOLL 615	Research Apprenticeship in AOLL (variable credit)	6	

Dissertation: 18 Credit Hours			
AOLL 600	Doctoral Dissertation Research (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ph.D. Immersion Experience - The Ph.D. candidate will be required to complete an immersion experience consistent with their professional goals, including full-time residency or another significant experience determined by the program. The immersion experience should be aligned with the mission of the degree and the goals established for the degree and the students' professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency. Each experience is unique; please check with the program if you have questions.

The following is a list of common features for the immersion experiences for Ph.D. students. Please check with your major professor for more specific information and program requirements.

- Teaching at the university level
- Authorship-generating publications—for example the submission of a journal manuscript for preliminary examination or as part of directed research
- Research with mentor or major professor
- Service with professional organizations focused on scholarship in the field
- Exposure to politics and policy of higher education through engagement with faculty and college and/or university meetings and committees

Ed.D. Specialization: Adult, Organizational Learning & Leadership (AOLL)

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization – 12 Credits Hours (AOLL example; may transfer some from Masters)			
Course #	Course Title	Crs	Semester
AOLL 574	Adult and Transformational Learning	3	
AOLL 577	Organization Development	3	
AOLL 581	Theory, Practices, & Challenges of Leadership	3	
AOLL 583	Organizational Leadership	3	
AOLL 615	Research Apprenticeship in AOLL (variable credit)	Var.	

Cognate – 21 Credits Hours (AOLL example; often transferred from Masters)			
Course #	Course Title	Crs	Semester
AOLL 507	Future of Education and Work	3	
AOLL 510	Foundations of Human Resource Development	3	
AOLL 526	Instructional Design and Curriculum	3	
AOLL 528	Program Planning, Development, & Evaluation	3	
AOLL 560	Career Development in Organizations	3	
AOLL 573	Adult Learners: Foundations & Characteristics	3	
AOLL 575	Strategies for Facilitating Adult Learning	3	

Immersion Experience – 6 Credit Hours			
Course #	Course Title	Crs	Semester
AOLL 615	Research Apprenticeship in AOLL (variable credit)	6	

Dissertation: 18 Credit Hours			
AOLL 600	Doctoral Dissertation Research (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ed.D. Immersion Experience - The Ed.D. candidate will be required to complete an immersion experience consistent with their professional goals, including full-time residency or another significant experience determined by the program. The immersion experience should be aligned with the mission of the degree and the goals established for the degree and the students' professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency. Each experience is unique; please check with the program if you have questions.

The following is a list of common features for the immersion experiences for Ph.D. students. Please check with your major professor for more specific information and program requirements.

- Teaching at the university level
- Authorship-generating publications—for example the submission of a journal manuscript for preliminary examination or as part of directed research
- Research with mentor or major professor
- Service with professional organizations focused on scholarship in the field
- Exposure to politics and policy of higher education through engagement with faculty and college and/or university meetings and committees

Ph.D. Specialization: Movement Sciences - Exercise Science

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization/Cognate – select 36 credits of coursework that supports the area of specialization in consultation with the major professor/committee. *Other courses available across campus (e.g., Statistics Certificate).			
Course #	Course Title	Crs	Semester
PEP 518	Advanced Physiology of Exercise	3	
PEP 523	Physical Activity Assessment & Enrichment	3	
PEP 530	Contemporary Issues in Health & Activity	3	
PEP 560	Sport Psychology	3	
PEP 561	Motivation in Sport and Recreation	3	
PEP 563	Physical Activity, Health, and Metabolic Disease	3	
PEP 570	Ethical Practice and Communication in Physical Activity	3	
PEP 504	Special Topics: Metabolism in Sport & Exercise	3	
PEP 507	Sports Biomechanics	3	
PEP 699	Non-Dissertation Doctoral Research	1+	
MVSC 570	Research in Physical Activity, Theory and Design	3	

Immersion Experience – select 6 Credit Hours

Course #	Course Title	Crs	Semester
PEP 610	Pedagogical Immersion	3	
PEP 611	Outreach Immersion	3	
PEP 612	Research Immersion	3	

Dissertation – 18 Credit Hours

Course #	Course Title	Crs	Semester
ED 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ph.D. Immersion Experience - The Ph.D. candidate will be required to complete an immersion experience consistent with their professional goals, including full-time residency or another significant experience determined by the program. The immersion experience should be aligned with the mission of the degree and the goals established for the degree and the students' professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency. Each experience is unique; please check with the program if you have questions.

The following is a list of common features for the immersion experiences for Ph.D. students. Please check with your major professor for more specific information and program requirements.

- Teaching at the university level
- Authorship-generating publications—for example the submission of a journal manuscript for preliminary examination or as part of directed research
- Research with mentor or major professor
- Service with professional organizations focused on scholarship in the field
- Exposure to politics and policy of higher education through engagement with faculty and college and/or university meetings and committees

Ph.D. Specialization: Movement Sciences - Healthy Active Lifestyles

Mission

To enhance well-being through optimal movement, physical activity and leisure experiences, environments and policies.

Purpose

The Ph.D. program prepares students for research, teaching and service in academia. The focus of the program is to develop independent researchers in Healthy Active Lifestyles (HAL) that enhance well-being. Collaborations in teaching, research and service is required, and an independent research focus should be established within program faculty research lines.

Wellness through movement, physical activity and leisure is an active process through which people become aware of, and make choices toward, a more physically active life. This active integration of the mind, body, and spirit results in the overall feeling of well-being. Healthy active lifestyles programs are designed to help achieve a state of well-being by providing movement, physical activity and leisure services focused on the promotion or maintenance of good health rather than the correction or treatment of poor health. There are seven dimensions of wellness, all of which are integrally tied to movement and leisure: physical, mental (intellectual), emotional, environmental, social, spiritual, and occupational (Swarbrick, 2006).

In the Healthy Active Lifestyles program students apply principles of positive psychology (Seligman, 2011) to movement, physical activity and leisure sciences to examine how experiences, relationships and organizations help people and communities thrive. Accordingly, Healthy Active Lifestyles pillars of well-being include positive emotion, positive relationships, engagement, meaning, and accomplishment in relation to movement, physical activity and leisure sciences.

Outcomes

Within the context of HAL, the student will be able to:

- Critically analyze, apply and disseminate research
- Develop skills and knowledge in effective teaching and learning
- Apply principles of ethical leadership and collaborative engagement, and service-oriented commitment to advance sustainability in communities
- Apply programming and policy principles
- Develop a specialized and expert knowledge base
- Engage in professorial responsibilities commonly expected in academia

Prerequisites

A Master's degree with thesis or project related to movement sciences/recreation/physical education/kinesiology/exercise science*, or a bachelor's degree and a professional presentation or published work in a peer reviewed journal*. Minimum of two years of field* experience (public or private)

Ph.D. Specialization: Movement Sciences - Healthy Active Lifestyles

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization/Cognate – select 33 credits of coursework that supports the area of specialization in consultation with the major professor/committee. *Other courses available across campus (e.g., Statistics Certificate).			
Course #	Course Title	Crs	Semester
RSTM 575	Leadership, Programming, and Marketing	3	
RSTM 585	Policy, Analysis, and Historical Perspectives of Leisure	3	
RSTM 596	Recreation and Sport Management Behavior	3	
PEP 522	Pedagogy Applied to Health, Phys. Ed., Recreation & Dance	3	
PEP 523	Physical Activity Assessment & Enrichment	3	
PEP 544	Program Development	3	
PEP 475	Moral Reasoning in Sport	3	
PEP 560	Sport Psychology	3	
PEP 561	Motivation in Sport and Recreation	3	
PEP 563	Physical Activity, Health, and Metabolic Disease	3	
PEP 570	Ethical Practice and Communication in Physical Activity	3	
PEP 501	Seminar	1+	

Immersion Experience – select 6 Credit Hours

Course #	Course Title	Crs	Semester
PEP 610	Teaching Immersion	3	
PEP 611	Outreach/Engagement Immersion	3	
PEP 612	Research Immersion	3	

Dissertation – 18 Credit Hours

Course #	Course Title	Crs	Semester
ED 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

General requirements

- *Students must have a designated major professor to be admitted into the program.*
- *This program of study reflects the minimum credit requirements in each area, however, depending on the specific specialization of study, students may need to complete additional requirements as stipulated by their major professor in the study plan.*
- *Students must file their study plan and committee form after successful completion of 24 credits. These forms can be found at <https://www.uidaho.edu/cogs/forms>. Please type all forms and submit a hard copy with original signatures to the HPERD Department Chair in PEB 101.*
- *Students must gain approval of proposals for PEP 502 and 599 coursework from two program faculty.*
- *30 overaged (no more than 8 yrs old at the time of graduation) credits are allowed*
- *48 credits must be current*
- *39 cr are required at University of Idaho*
- *52 cr must be 500 or higher (26 cr can be 400 level; 300 level permitted outside of major)*
- *The study plan must have at least 84 (Ph.D.) credits beyond the bachelor's degree*
- *Credit for courses numbered 599 cannot be counted in meeting the core or elective research requirements*

Ph.D. Specialization: Special Education/Autism Spectrum Disorders & Related Disabilities

Department of Curriculum and Instruction/Special Education and the
Center on Disabilities and Human Development

This doctoral emphasis at the University of Idaho, College of Education, Health and Human Sciences is designed to prepare prospective university faculty and leaders to teach, conduct and disseminate research, and secure funding for research in the area of autism spectrum disorders and related disabilities (ASD/RD). This highly structured program is designed to accommodate full and part time doctoral students both at a distance and on campus, and to produce high quality leaders that are philosophically oriented toward family involvement, cultural competency, inclusive and multi-tiered supports, evidence-based interventions, and research to practice scholarship.

Mode of program delivery. The ASD/RD Ph.D. program at the University of Idaho is provided both on-site and at a distance. Most courses are taught synchronously through the BbLearn platform, or face-to-face. A few courses are taught asynchronously on-line.

Multistate interdisciplinary leadership training. All students in the ASD/RD doctoral program at the U of I participate in a 10 credit, two-year experience with the Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) program funded through Maternal and Child Health. URLEND is a multi-state, interdisciplinary, collaborative training program for professionals and students in Idaho, Montana, North Dakota, Wyoming, and Utah. The program is coordinated in partnership with Utah State University and the University of Utah-Medical Center-Department of Pediatrics. The specific disciplines that participate in URLEND include: pediatric medicine, genetics, and dentistry; psychology; social work; nursing; audiology; pediatric audiology; health administration; nutrition; special education; speech and language pathology; occupation therapy; and physical therapy. **Once admitted to the U of I doctoral program, a separate application is also required to participate in URLEND.**

The ASD/RD cognate. Twenty-four credits in the cognate are required for the ASD/RD program. The course content is designed to promote a sophisticated set of knowledge, dispositions and practices to encourage critical and futuristic thinking, ethical practice, engaged learning, and a commitment to knowledge through evidence. The specific courses are taught primarily as seminars where students engage equally with faculty in the pursuit of knowing.

Research intensive experience. The research core (18 credits) is designed to provide our graduates advanced skills in both quantitative and qualitative methodology. The majority of research courses are offered by senior faculty who teach in the broad doctoral program through the College of Education, Health and Human Sciences. A distinctive three-credit research course in Single Subject Design, commonly used among researchers in special education and other specialized services (Horner et al., 2005), is included in the 18 credit requirement.

Senior Graduate Faculty in the College of Education, Health and Human Sciences lead three doctoral level seminar courses on grant writing, research proposal preparation, and doctoral orientation. These seminars courses are specifically designed to support and prepare all doctoral

level candidates to be successful in their program of studies as well as in their pursuant academic careers in institutions of higher education.

Core Faculty. A group of core faculty aligned with Center on Disabilities and Human Development at the University of Idaho support the degree cognate, the URLEND experience, and immersion experience. Other College of Education, Health and Human Sciences who participate teach the research and doctoral seminars that are required of all doctoral candidates with in the college. The Core CDHD/U of I faculty include:

Janice Carson, Ed.D., Director of Assistive Technology
Julie Fodor, Ph.D. Director
Robin Greenfield, Ph.D.. Associate Director-Boise Campus
Trevor Hall, Ph.D. Affiliate Faculty
Alex Hollingshead, Ed.D.
Gwen Mitchell, Ph.D. Idaho Coordinator for URLEND, Clinical Services Supervisor

For more information contact:
Julie A. Fodor Ph.D.
Director, Center on Disabilities and Human Development
208 885-6128
jfodor@uidaho.edu

Ph.D. Specialization: Special Education/Autism Spectrum Disorders & Related Disabilities

Doctoral Core –15 Credit Hours			
Course #	Course Title	Crs	Scheduled
ED 571	Introduction to Quantitative Research	3	Fall
ED 574	Survey of Qualitative Research	3	Fall
ED 680	Philosophical Foundations of Educational Research	3	Fall
ED 614	EHHS Doctoral Seminar	3	Spring
ED 668	Writing for Publication	3	Spring

Research Methods – 9 Credit Hours			
<i>Complete one of the two tracks (6crs), plus one other 3 cr methods course listed</i>			
Course #	Course Title	Crs	Scheduled
Quantitative Track			
ED 584	Univariate Quantitative Research in Education	3	Spring
ED 587	Multivariate Quantitative Analysis in Education	3	Fall (biennial, F21 & F23)
Qualitative Track			
ED 589	Theoretical Applications & Designs of Qualitative Research	3	Spring
ED 590	Data Analysis & Interpretation of Qualitative Research	3	Fall
Specialized Research Methods			
ED 592	Indigenous, Decolonizing & Action-Based Research Methods	3	Spring
ED 595	Survey Design for Social Science Research	3	Fall

Specialization Research Requirement – 3 Credit Hours			
Course #	Course Title	Crs	Semester
EDSP 531	Single Subject Design Research	3	

Specialization– URLEND/ASD - 10 Credit Hours

Immersion – 6 Credit Hours

Course #	Course Title	Crs	Semester
EDSP 552	Principles of Leadership in Neurodevelopmental Disorders I	3	
EDSP 553	Principles of Leadership in Neurodevelopmental Disorders II	3	
EDSP 554	Principles of Leadership in Neurodevelopment Disorders Autism Enhanced 1	2	
EDSP 555	Princ. of Ldrship in Neurodev. Disorders Autism Enhanced 2	2	
EDSP 598	Internship/Immersion: College Teaching	3	
EDSP 598	Internship/Immersion: Research	3	

Cognate – 24 Credit Hours (often transferred from masters)

Course #	Course Title	Crs	Semester
EDSP 540	Behavioral Analysis for Children and Youth	3	
EDSP 530	Assistive Technology and Universal Design for Learning for pre-K12	2	
EDSP 504	Foundations of Neurodevelopment	3	
EDSP 504	Evidence Based Practice/Interventions (two semesters; 2 credits each semester)	4	
See MP	Doctoral Seminar: Trends and Topics in Developmental Disabilities (four semesters; 2 credits each semester)	8	

Dissertation – 18 Credit Hours

Course #	Course Title	Crs	Semester
ED 600	Dissertation (Scheduled with MP)	18	

Prerequisite Research Courses

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

Ph.D. Specialization: Special Education/Autism Spectrum Disorders & Related Disabilities**Other Requirements:**

Doctoral Requirements	Description	Date Completed
1. Preliminary Exam		
2. Article for Publication		

Appendix B: Dissertation Rubric

EHHS Dissertation Rubric (page 1 of 3)			
	Major Revision Required (work with committee)	Minor Revision Required (work with MP)	Proficient
Introduction	<ul style="list-style-type: none"> does not clearly identify, with references, the problem that creates the need for the study does not clearly state the purpose of the study in relationship to the problem stated does not include a strong argument to justify both the need for the study (i.e., a gap in the literature) and the value to the field 	<ul style="list-style-type: none"> requires additional background information to identify, with references, the problem that creates the need for the study requires additional development in order to sufficiently state the purpose of the study in relationship to the problem statement weak argument to justify both the need for the study (i.e., a gap in the literature) and the value to the field 	<ul style="list-style-type: none"> sufficient background information presented to clearly identify, with references, the problem that creates the need for the study. the purpose of the study is clearly stated in relationship to the problem statement a clear and credible argument to justify both the need for the study (i.e., a gap in the literature) and the value to the field
Literature Review	<ul style="list-style-type: none"> inadequate synthesis of literature related to the research question(s) that supports the need for the study references of insufficient quality or quantity inadequate analysis and description comparing and contrasting findings from existing literature 	<ul style="list-style-type: none"> requires some additional synthesis of literature related to the research question(s) that supports the need for the study references of marginal quality or quantity requires some additional analysis and description comparing and contrasting findings from existing literature 	<ul style="list-style-type: none"> includes a synthesis of literature related to the research question(s) that supports the need for the study references are appropriate quality and quantity includes an of analysis and description comparing and contrasting findings from existing literature
<p>Theoretical Framework/Conceptual Framework definition (Imenda (2014). J Soc Sci, 38(2): 185-195)</p> <p>Theoretical Framework: “the application of a theory or set of concepts drawn from one and the same theory”</p> <p>Conceptual Framework: “a synthesis of literature that represents an integration of concepts and theories”</p>			
Theoretical Framework (TF) / Conceptual Framework (CF)	<ul style="list-style-type: none"> TF or CF was not explicitly described or identified by name Introduction, problem statement, and/or research questions are not guided by a clearly established TF or CF Literature review does not posit a connection with an articulated framework The relevance of the findings to the TF or CF is not adequately addressed 	<ul style="list-style-type: none"> TF or CF partially described or identified by name, refinement needed Stronger connection needed between the introduction, problem statement, and/or research questions to the TF or CF Literature review needs further development to establish a connection with the TF or CF The relevance of the findings to the TF or CF requires further development 	<ul style="list-style-type: none"> A TF or CF was appropriately described and identified by name The introduction, problem statement, and research questions are guided by a well-articulated TF or CF Literature review clearly established a connection with an articulated framework The significance of the findings to the TF or CF is adequately discussed

EHHS Dissertation Rubric (page 2 of 3)

	Major Revision Required (work with committee)	Minor Revision Required (work with MP)	Proficient
Research Methods	<ul style="list-style-type: none"> vague, little or no rationale for the suitability of the selected methodology to address the research question(s) vague, little or no description of participants, procedures, instruments, measures, data collection or data analysis vague, little or no description of efforts taken to establish validity or trustworthiness of the findings and limit the influence of potential bias vague, little or no description of ethical considerations and human protections 	<ul style="list-style-type: none"> partially developed rationale for the suitability of the selected methodology to address the research question(s) partially-developed descriptions of participants, procedures, instruments, measures, data collection, or data analysis partially-developed descriptions of efforts taken to establish validity or trustworthiness of the findings and limit the influence of potential bias partially-developed description of ethical considerations and human protections 	<ul style="list-style-type: none"> a clear rationale for the suitability of the selected methodology to answer the research question(s) detailed descriptions of participants, procedures, instruments/measures, data collection, and data analysis detailed descriptions of measures taken to establish validity or trustworthiness of the findings and limit the influence of potential bias a clear description of ethical considerations and human protections
Presentation of Findings	<ul style="list-style-type: none"> lacking or inappropriate notation or verbiage inconsistent with the methods presented findings do not clearly address the research questions incorrect or unclear presentation of findings in the narrative or within the tables and figures 	<ul style="list-style-type: none"> inconsistent or inadequate notation or verbiage partially consistent with the methods presented findings partially address the research questions clarification or corrections needed for the presentation of findings in the narrative or within the tables and figures 	<ul style="list-style-type: none"> appropriate notation and verbiage included consistent with the methods presented findings clearly and completely address the research questions appropriate presentation of findings in the narrative and within the tables and figures
Discussion and Conclusions	<ul style="list-style-type: none"> summary and synthesis of findings is inadequate little or no comparing and contrasting of the study's findings to existing literature includes inappropriate usage of subjective content missing or inadequate descriptions addressing the implications of the findings, study limitations, and implications for future research 	<ul style="list-style-type: none"> requires additional summary and synthesis of findings insufficient comparing and contrasting of the study's findings to existing literature includes questionable usage of subjective content requires more in-depth description of the implications of the findings, study limitations, and implications for future research 	<ul style="list-style-type: none"> includes a detailed summary and synthesis of findings explicit and appropriate comparing and contrasting of the study's findings to existing literature. Addresses both divergent and convergent findings. includes appropriate usage of subjective content presented objectively to limit bias includes a detailed description of the implications of the findings, limitations, and implications for future research

EHHS Dissertation Rubric (page 3 of 3)

	Major Revision Required (work with committee)	Minor Revision Required (work with MP)	Proficient
Mechanics	<ul style="list-style-type: none">• includes many errors related to discipline-specific style guidelines (e.g., structure, punctuation, grammar, spelling)• features a reference list with substantial errors related to discipline-specific guidelines• does not follow all COGS formatting requirements• includes occurrences of bias in language	<ul style="list-style-type: none">• includes minor errors related to discipline-specific style guidelines (e.g., structure, punctuation, grammar, spelling)• features a reference list with minor errors related to discipline-specific guidelines• does not follow all COGS formatting requirements• includes occurrences of bias in language	<ul style="list-style-type: none">• adheres to discipline-specific style guidelines related to discipline-specific style guidelines (e.g., structure, punctuation, grammar, spelling)• consistently adheres to discipline-specific requirements for references• follows all COGS formatting requirements• follows conventions to reduce occurrences of bias in language

Contacts and Resources

College of Education, Health
and Human Sciences
Deans' Office
Education 500
208-885-6772
ehhs@uidaho.edu
www.uidaho.edu/ed

Curriculum & Instruction
teached@uidaho.edu

Leadership & Counseling
lead@uidaho.edu

Movement Sciences
movementsciences@uidaho.edu

College of Graduate Studies
Dean's Office
Morrill Hall 104
208-885-6243
uigrad@uidaho.edu
www.uidaho.edu/cogs

Graduate Admissions
208-885-4001
gadms@uidaho.edu
www.uidaho.edu/admissions/graduate

U of I Boise Center
Enrollment Services
mikik@uidaho.edu