

College of Education

The College of Education offers the following degree under the supervision and jurisdiction of the college:

Doctor of Education Degree

(See website www.uni.edu/catalog/collegeofeducation - for PDF version see listing for "College of Education" under the "Interdisciplinary" section of this university catalog.)

Students interested in the Doctor of Education (Ed.D.) degree must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the appropriate Intensive Study Area (ISA) for any other application requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission. The Graduate Record Examination (GRE) is required for admission to the program.

This program is intended to provide practicing educators, in formal and nonformal settings, the opportunity to continue their study and earn the terminal professional degree in their field. The Ed.D. degree requires a **minimum of 60 semester hours of credit beyond the master's degree**. There are three components to the program:

Professional Common Core (work in educational foundations, fundamentals, and research)	27
Advanced Professional Study (in one of three areas of intensive study)	27
Dissertation	6
Total Hours	60

By design, *all* students are required to study in basic areas that undergird and define educational practice and develop skills of problem definition, data collection and analysis, and interpretation. The three areas of intensive study provide for a specialized focus on practice. The three intensive study areas (ISAs) are:

- *Allied Health, Recreation, and Community Services*
- *Curriculum and Instruction*
- *Educational Leadership*

Note: Students interested in special education within the Curriculum and Instruction ISA or the Educational Leadership ISA should consult the respective ISA descriptions for further information.

In some areas, it is possible to combine doctoral degree study with work toward an endorsement to perform a particular role in K-12 education.

Brief definitions of the three ISAs follows:

Allied Health, Recreation, and Community Services

This area of intensive study is designed to provide students with advanced planning, management, supervision and evaluation of programs in the community and its institutions. The combined areas of allied health, recreation and community services are diverse professional areas knitted together by a unified commitment to

enhancing, enriching and sustaining individual well-being and quality of life. Each of these areas contributes unique and different professional perspectives, yet, at the same time, focuses on the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, athletic administration, administrators of community nonprofit organizations, youth serving agencies, public parks and recreation agencies, foundations, and government agencies. The program of study will be based upon students' needs, interests, and upon approval by an academic advisor and program of study committee. (For more information, contact the Chair of Leisure, Youth and Human Services, Health Promotion and Education, or Athletic Training in the Department of Health, Recreation and Community Services.)

Curriculum and Instruction

This area of intensive study is designed to prepare scholar practitioners to plan, implement, evaluate, and supervise educational programs for children, from infancy through adolescence, and adult learners, inclusive of a wide variety of diversity. Faculty in this intensive study area come from many departments and disciplines including, but not limited to, prekindergarten through tertiary curriculum and pedagogy; foundations of education in psychology, philosophy, social sciences; disability studies, gifted and talented, and multicultural education; literacy education; instructional technology, school library studies; and P-12 content areas such as mathematics, physical education, science, social studies, and language arts. Students interested in becoming special education scholar-practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners with an emphasis on inclusion and diversity will apply for admission through the Curriculum and Instruction Intensive Study Area. For more information see www.uni.edu/coe/departments/curriculum-instruction/graduate-study/doctoral-study.

Educational Leadership

This area of intensive study in education administration prepares personnel for leadership positions in PK-12 schools, post-secondary institutions, and other educational services or settings. Typical positions held by educators with the terminal degree focused on educational leadership include: principals, superintendents, school district central office administrators, professors of educational leadership, special education directors at the Area Education Agency level or Department of Education administrators and consultants. Students interested in special education administration will apply for admission through Educational Leadership and Postsecondary Education. (For more information, contact the Head, Department of Educational Leadership and Postsecondary Education, or please see the catalog at www.uni.edu/catalog.uni.edu/collegeofeducation/educationalleadershipandpostsecondaryeducation or visit the Department of Educational Leadership and Postsecondary Education website at www.uni.edu/coe/departments/educational-leadership-postsecondary-education.)

Admission to Doctoral Study

Initial Admission

Formal application to doctoral study should be made to the appropriate intensive study area office, where descriptive materials and application packets may be obtained. Application for graduate admission can be found at www.grad.uni.edu/admission.

Admission to the program will be granted to those applicants who provide evidence of prior academic success; successful and appropriate professional experience; effective oral, written, and interpersonal communication skills; and professional and academic goals that may be effectively served by the degree program offered. Additional criteria may be established by an area of intensive study since some previous specialization work is presumed.

1. The applicant must hold a master's degree from a regionally accredited institution of higher education.
2. Each applicant must submit transcripts of all previous academic work. Applicants with a grade point average of less than 3.50 for **all** prior graduate work will not usually be considered for unconditional admission.
3. The Graduate Record Examination (GRE) is required for admission. Students applying for admission to the Ed.D. degree program must have their verbal, analytical writing, and quantitative scores on the Graduate Record Examination forwarded directly to the Office of Admissions in order to be considered for degree status admission.
4. The applicant must have a minimum of three years of professional educational experience.
5. Three letters of recommendation must be submitted from individuals familiar with the applicant's potential for advanced professional study, at least one from a professor familiar with the applicant as a student and at least one from an educational employer/supervisor.
6. Scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required from applicants whose first language is not English. The minimum required scores for unconditional admission are 550 (paper) / 79-80 (Internet) on the TOEFL or 6.5 on the IELTS. The requirement to submit these scores may be waived only by the Graduate College through a direct request from a graduate program (not from a prospective student). A typical circumstance in which a waiver may be granted is that the student has completed a bachelor's or graduate degree at an accredited English-speaking institution.
7. Some intensive study areas require a written statement from each applicant as part of the total application packet. The written statement should articulate the applicant's professional background, reasons for seeking the doctoral degree and a statement of career goals. A sample of professional writing that will be formally assessed may also be required. The professional writing sample may consist of a master's research paper or thesis, published article, a paper prepared for presentation at a professional conference, or similar document. Contact the appropriate Intensive Study Area for complete application requirements.

Provisional degree status may be recommended for an applicant who does not meet all of the requirements or for whom it is felt that further graduate course work or professional experience would be useful in making the admission decision. Provisional degree status will not be considered for applicants whose admission files are incomplete. An individual admitted to provisional degree status must be formally reconsidered for unconditional admission, and course work completed during that time must be subsequently approved by an appropriate faculty committee before it may be applied to a degree.

Soon after admission, an advisor will be appointed for each student. In most instances, the advisor will be from the student's area of intensive study. The student should meet with the advisor to discuss the coursework to be submitted for approval for application to their 27-hour intensive study area.

General Regulations

See also the Common Regulations and Requirements for All Graduate Programs.

1. Maximum academic load

See the Common Regulations and Requirements for all Graduate Programs.

2. Credit from Other Institutions

All transfer credit, including work taken prior to formal admission, is subject to review by the Office of Admissions, Dean of the Graduate College or designee, Dean or Associate Dean of the College of Education, and the College Committee for Doctoral Study. The student's doctoral advisor and program coordinator will make recommendations regarding the applicability of transfer credit. Hours that have been applied to the first master's degree cannot be transferred.

Credit from other Institutions: If applicants wish to have graduate level **transfer courses** considered for their graduate degree at UNI, official transcripts must be submitted to the UNI Office of Admissions at the time of admission to graduate study. A Graduate Credit Transfer Evaluation form is also required for each course the student wishes to submit for transfer - this form can be found at <https://www.grad.uni.edu/policies/graduate-policies/graduate-transfer-credit>. Courses will not be evaluated for transfer credit eligibility until the student is in attendance at UNI. See www.grad.uni.edu/admission/application-process for further information.

A maximum of 6 credits can be applied to both a doctoral degree and a second or third Master's degree or a Specialist degree.

A student must complete at least 45 hours of credit, including the Professional Common Core, with members of the UNI Graduate Faculty.

Graduation Requirements

1. Scholarship

A cumulative grade point average of 3.00 or above (on a 4.00 scale) must be maintained for all course work taken toward the Doctor of Education degree at the University of Northern Iowa. No more than 6 semester hours of C credit (C-, C, C+) may be

applied toward credit for graduation. A course with a grade lower than C- cannot be used to fulfill degree requirements. See also the Common Regulations and Requirements for All Graduate Programs.

2. Hours of Credit

A minimum of 60 semester hours of credit beyond the master's degree is required. Students must complete the 27-credit Professional Common Core, the 27-credit Advanced Professional Study in one of three intensive study areas, and 6 credits of Dissertation Research.

a. Level of courses

Credit earned as part of the candidate's degree will be earned in courses which are at the graduate level (100g/5000-level, 200/6000-level, or 300/7000-level). A minimum of 45 hours of course work at the 200/6000-level or 300/7000-level must be completed. No more than 15 hours of credit at the 100g/5000-level may apply toward the minimum hours.

b. Research credit

6 hours of INTDEPED 7399 (190:399) is required for the degree. No more than 6 hours of research may be taken. Departmental 7399 courses will not be used to add additional research hours to the degree and should not be taken. Master's-level Research courses xxx:299/6299 cannot be applied to a doctoral degree. Directed Research xxx:29R/629R may be taken after all hours of have been registered for, but for no more than 12 hours total and for no more than 6 hours in a given term. xxx:29R/629R cannot be applied to the required minimum hours for the degree or the required minimum hours of 200/6000-level or 300/7000-level for the degree.

c. Time Limitation (Recency of credit)

Courses taken more than ten (10) years prior to the granting of the degree cannot be used to meet degree requirements. See the Common Regulations and Requirements for All Graduate Programs for information on extensions for military active duty or FMLA-type circumstances.

d. Correspondence Credit (specified as Guided Independent Study at UNI)

See the Common Regulations and Requirements for All Graduate Programs.

e. Workshop credit

See the Common Regulations and Requirements for All Graduate Programs.

3. Residence requirement

A student must complete 45 hours of credit, including the Professional Common Core, with members of the UNI Graduate Faculty.

4. Assessments

The following examinations are required of all students enrolled in the Doctor of Education program:

a. Doctoral comprehensive requirement

The candidate requests permission to complete the comprehensive requirement (i.e., comprehensive examination or alternative comprehensive) through an Intensive Study Area office. Normally, such a request is made during the term prior to the administration of the comprehensive requirement. The doctoral comprehensive requirement is governed by the following conditions:

- i The candidate will have completed a minimum of 80 percent of program of study for a comprehensive examination or 40 percent of a program of study for the alternative comprehensive.
- ii The candidate will have satisfied the research proficiency requirement.
- iii The requirement is prepared within the guidelines established by the ISA.
- iv A candidate may be permitted to take the doctoral comprehensive examination a second time.

Note: Upon successful completion of the Doctoral Comprehensive Examination, the degree candidate achieves the status of active candidate.

Post-comprehensive registration

Doctoral students who have completed all of their program but the dissertation, and who have passed their comprehensive examination, must be continuously registered until the degree is completed. Students reaching this stage will be automatically registered and assessed a fee for , the post-comprehensive registration number. Students who have completed their coursework, but have not yet passed the comprehensive examination, will be automatically registered and assessed a fee for INTDEPED:629C Continuous Registration until they have met the enrollment criteria for .

b. Doctoral dissertation examination

Upon completion of her/his doctoral dissertation, the active candidate will request and submit to a public examination over the content, methodology, and results of the dissertation research. An announcement of this examination (defense) should be disseminated by the COE Dean's Office no less than 2 weeks prior to the defense date.

5. Dissertation

A dissertation is required of all candidates for the Doctor of Education degree. Students are encouraged to select the topic of their dissertation early in the program. The dissertation is to be prepared and submitted in accordance with the most current edition of the Graduate College *Thesis and Dissertation Manual* at www.grad.uni.edu/thesis-dissertation. This manual should be consulted prior to writing the dissertation.

a. Dissertation Committee

The dissertation committee will consist of a minimum of four members of the UNI graduate faculty. One of the four

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members must be from outside the student's department(s). Departments are identified on the student's Dissertation Committee Appointment Form.

An expansion of the committee may occur if a non-faculty member or an external faculty member from a university other than UNI agrees to serve due to expertise or as a representative of an area of knowledge. Approval shall comprise a written petition submitted in the normal procedure. Non-faculty personnel will participate in all committee responsibilities except for signature decisions.

b. Credit hours

The dissertation will involve 6 hours of credit. The instructor may assign an RC for Research Continued, if s(he) feels the work has not reached the stage where it can be evaluated. Registration for the last segment of research credit should be postponed until the dissertation is near completion. The Registrar may authorize the extension of time for the completion of a Research Continued (RC) in Research up to one additional calendar year with consent of instructor. If at the end of that time the work has not yet been completed, the RC will be changed to an F (Failure).

c. Doctoral dissertation proposal

The student, in conjunction with her/his advisor, should make arrangements to present the dissertation proposal to the doctoral committee as a group. Formal work on the dissertation may not proceed without approval from this committee. An announcement of proposed defense should be disseminated by the COE Dean's Office no less than two weeks prior to defense date.

d. Dissertation Preview

During the semester in which the student intends to graduate, the student must make an appointment with the Graduate College for a dissertation preview to have the style and format of the dissertation reviewed. All problems may not be detected during the preview; however, the major difficulties will be discussed. Often a brief consultation will uncover format problems that are easily remedied at this stage. Intensive Study Area Coordinators must identify the students who should be scheduled for preview each semester. The student must have an up-to-date advisement report and the Dissertation Committee approved by the Graduate Dean before a preview meeting will be scheduled. The preview must be **scheduled and completed no later than eight weeks** before the last day of the semester students intend to graduate. See www.grad.uni.edu/important-dates for preview dates. No dissertation will be accepted by the Graduate College for final approval without the completion of this preview.

e. Oral Defense

See 4.2 above (Examinations). Completion of the dissertation occurs when the student's committee and the Dean of the Graduate College have approved the dissertation. The dissertation must be in final copy form before doctoral committee members may affix their signatures for approval. The dissertation must be presented for approval to the dissertation committee three weeks prior to the Graduate

College deadline for final submission. See www.grad.uni.edu/important-dates for the final submission deadline. An announcement of the defense should be disseminated by the COE Dean's Office no less than 2 weeks prior to the defense date.

f. Filing of Dissertation

See www.grad.uni.edu/important-dates for the final submission deadline each term. In addition to the printed copy of the thesis or dissertation, the manuscript must be submitted by the student to the Graduate College electronically. It should be formatted in Microsoft Word as a single document (do **not** convert it to a pdf). Using your UNI email account, attach the Word document to an email and send to the Graduate College Thesis Reviewer, janet.witt@uni.edu. After final approval, both the printed copy and the electronic copy will be retained by the UNI Rod Library. Check the Thesis & Dissertation Manual for information about copyrighting the dissertation. A complete submission includes:

- i Electronic dissertation, produced in one Microsoft Word document; emailed as an attachment from the student's UNI email account to the Thesis Reviewer, janet.witt@uni.edu.
- ii One printed copy of the dissertation and abstract on approved thesis paper. After receiving final approval, this copy will be bound and maintained by Rod Library at the University of Northern Iowa.
- iii *Minimum* of three copies of dissertation abstract title page on approved thesis paper, each one originally signed by the chair, and co-chair if applicable, after the student's successful defense. The Graduate Dean will sign these pages after the dissertation receives final approval of the Graduate College. The Graduate College keeps one copy to be bound into the dissertation, sends one to the student's ISA office, and returns the extra one to the student for personal use. If the student wants more than one personal copy, extras may be submitted, and all extras will be returned to the student after final approval.
- iv *Minimum* of three copies of the dissertation title page on approved thesis paper with original signatures of all committee members. The student should prepare and obtain signatures on the same number of dissertation title pages and abstract title pages. The Graduate College keeps one copy to be bound into the dissertation, sends one to the student's ISA office, and returns all extras to the student for personal use.
- v Three blank sheets of approved thesis paper (required for binding)
- vi Graduate College dissertation submission form (available at www.grad.uni.edu/thesis-dissertation). This is a "fillable" form; it should be opened in Adobe Acrobat and filled out on the computer, and then printed on plain paper.
- vii Dissertation approval form. Please use the most recent version of the form, available at www.grad.uni.edu/thesis-dissertation/. This form should also be opened in Adobe Acrobat and filled out on the computer, and printed on plain white paper.

NOTE: Illegible handwritten forms will not be accepted.

Following the successful defense, obtain all required signatures except the Graduate Dean's before submitting to the Graduate college (the Graduate College Dean will sign when final approval is given by Graduate College).

- viii Actual dissertation draft read at time of preview (not required if preview was done by email).
- ix Self-addressed label (provided at time of preview) for return of extra approval pages to student.
If preview was completed by email, be sure to specify mailing address for the return of signed approval pages in lieu of a mailing label.
- x Doctoral students graduating from the College of Education at the University of Northern Iowa must complete a Survey of Earned Doctorates form. The form should be submitted online at <https://sed.norc.org/doctorate/>.
- xi After the dissertation has received final approval by the Graduate College, a link to the Agreement and Permission to Preserve Thesis/Dissertation form will be emailed to the student at their UNI email address. This Agreement form must be submitted electronically. This completes the process for the student, and the Graduate College will submit the thesis electronically to the Library and the printed copy will be bound. The student's ISA and the Registrar's Office will be notified of final approval after this form is submitted.
- xii For further dissertation information, see the Graduate College's *Thesis and Dissertation Manual* at www.grad.uni.edu/thesis-dissertation.

g. Dissertation Fees

A fee of **\$25.00** is required for all students submitting a thesis or dissertation. This covers the Library's costs for binding the print copy and processing the electronic copy of the thesis/dissertation. **The fee will be charged to the student's U-Bill after the final copy of the thesis/dissertation is submitted to the Graduate College.** The printed copy of the dissertation will be bound, and both the bound copy and the electronic copy will be retained by UNI's Rod Library. Check with your ISA's graduate secretary regarding the requirements and costs for printing and binding ISA copies.

6. Application for Graduation

It is the student's responsibility to make a timely application to graduate during the term the final degree requirements are completed.

Application for graduation must be completed online through MyUNiverse Student Center. A non-refundable graduation fee is charged each term a student applies to graduate. **To avoid paying a late application fee, an application to graduate must be submitted by November 10 for Fall terms, April 1 for Spring terms, or July 1 for Summer terms.** During the semesters, these dates ensure that students' names can be included in the commencement publication. After the deadline, but before the end

of the term, students may still apply for degree conferral that term, but a substantial late application fee will be charged in addition to the normal graduation fee, and their names might not be included in the commencement publication. **Applications submitted after the end of the term will generally not be processed for degree conferral for the term just past.** Exceptions for post-term application will only be considered for unforeseen circumstances arising after the end of the term and require approval by the department and the Graduate College on a MyUNiverse student request. If the department or Graduate College does not approve a post-term applicant, the student will need to apply for graduation the next term and pay the graduation fee, but will not have to pay a graduation fee for the late application. includes:

Graduate Student Eligibility to Participate in Commencement Ceremony

Graduate students may participate in commencement at the end of the Fall or Spring term that their final degree requirements are completed, or the next later term. There is no summer commencement ceremony. Summer degree candidates may participate in Spring or Fall commencement as indicated below:

Although Application for Degree Conferral may be submitted until the end of the term, in order to ensure inclusion in the commencement program and to avoid a late application fee, Applications for Graduation must be submitted by the following deadlines:

- Spring graduate degree candidates must submit their application by April 1.
- Fall graduate degree candidates must submit their application by November 10.
- Summer graduate degree candidates: The application deadline to avoid the late application fee is July 1. For deadlines for commencement participation, see the appropriate paragraph immediately below:

Summer Graduation - Master's and Specialist Degree Students:

Students who will complete their degree requirements in summer, and who apply by April 1 for summer graduation (degree conferral), are eligible to participate in Spring commencement. Students who will complete their degree requirements in summer and who apply after April 1 for summer graduation (degree conferral) are only eligible to participate in Fall commencement.

Summer Graduation - Doctoral Degree Students:

Students who complete their degree requirements in summer may apply for summer or fall graduation (degree conferral), but they will only be eligible to participate in Fall commencement. Exceptions for summer doctoral candidates to participate in Spring commencement will only be made if the student applied for summer graduation by April 1 and has completed all degree requirements, including defense and final submission of the dissertation to the Graduate College, *prior to the last week of classes of the spring term.*

7. Attendance at commencement

The candidate for the Doctor of Education degree is expected to secure the appropriate academic regalia and appear at commencement for the

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awarding of the degree. The candidate is not eligible to participate in commencement before the dissertation is submitted to the Graduate College and all degree requirements are met.

Doctor of Education Program Requirements

Doctor of Education Professional Common Core for all Intensive Study Areas

Substantive Component: 18 credit hours (3 credits per course) 18

INTDEPED 7303 (190:303)	Foundations of Inquiry	
INTDEPED 7318	Evidence-Based Practices, Assessment, Accountability, and Program Evaluation	
INTDEPED 7320	Leadership in Formal and Informal Learning Environments (or EDLEAD 6245 if taken for an Advanced Studies Certificate in Educational Leadership)	
or EDLEAD 7311 (270:311)	Educational Leadership and Systems Change	
INTDEPED 7322	Organizational and Community Transformation (OR EDLEAD 7325 or EDLEAD 6247 if taken for an Advanced Studies Certificate in Educational Leadership)	
INTDEPED 7324	Critical Analysis of Social and Cultural Contexts in Education	
INTDEPED 7326	Integrating Theory with Practice	
Research Methods		9
INTDEPED 7314	Qualitative Research Design for Practice	
INTDEPED 7316	Quantitative Research Design for Practice	
Advanced Methods Course:		
Choose one or more of the following 3-credit-hour courses:		
MEASRES 6270 (250:270)	Educational Program Evaluation	
MEASRES 7310 (250:310)	Advanced Qualitative Methods in Educational Research	
MEASRES 7330	Advanced Quantitative Research in Education	
Total hours in Professional Common Core		27

Allied Health, Recreation and Community Services Intensive Study Area Requirements

I. Professional Common Core 27

II. Advanced Professional Studies

Required Courses in Allied Health, Recreation and Community Services Core:

KAHHS 7410	Critical Theories and Practices I	3
KAHHS 7412	Critical Theories and Practices II	3

KAHHS 7329	Research and Evaluation Seminar	1-6
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Academic Specialization: Select one primary area for 12 credits, and 3 credits of electives of your choice. 15

A. Health Promotion and Education

B. Leisure, Youth and Human Services

C. Rehabilitation Studies

III. Dissertation Research 6

INTDEPED 7399 (190:399)	Dissertation Research	
Total Hours		55-60

Curriculum & Instruction Intensive Study Area Requirements

I. Professional Common Core 27

II. Advanced Professional Studies (27 hours)

Required Courses in Curriculum and Instruction Intensive Study Area:

Curriculum and Instruction:		6
ELEMECML 7352 (210:352)	Curriculum Theory and Development	
ELEMECML 7354 (210:354)	Curriculum Implementation and Evaluation	
Curriculum and Instruction Seminar:		3-12
ELEMECML 7389 (210:389)	Seminar in Curriculum and Instruction	
Curriculum and Instruction Practicum:		1-4
ELEMECML 7397 (210:397)	Practicum in Curriculum and Instruction	
Instructional Technology:		3
INSTTECH 7340 (240:340)	Designing Instructional Systems	
or INSTTECH 6240 (240:240)	Understanding Instructional Design	
Electives:		2-14
Electives must be added to reach a total 27 hours along with above courses for the Advanced Studies requirement.		
III. Dissertation Research		6
INTDEPED 7399 (190:399)	Dissertation Research	
Total Hours		60

Educational Leadership Intensive Study Area Requirements

This intensive study area is available in two tracks: The Superintendency/Principalship track and the Special Education Director track.

Superintendency/Principalship Track

I. Professional Common Core 27

II. Advanced Professional Studies

Required Courses in Educational Leadership:

Seminar (select one):		3
POSTSEC 7389 (170:389)	Seminar in Postsecondary Education	
or EDLEAD 7389 (270:389)	Seminar in Educational Leadership	

or EDLEAD 6289 (270:289)	Seminar in Educational Leadership	
Practicum or Internship (select one or more):		3
POSTSEC 7397 (170:397)	Practicum: Postsecondary Education	
or EDLEAD 7397 (270:397)	Practicum in Educational Leadership	
or EDLEAD 7391 (270:391)	Internship in Educational Leadership	
or EDLEAD 6291 (270:291)	Internship	
Electives chosen from the following:		21
EDLEAD 6206 (270:206)	Orientation to ISSL and Educational Leadership	
EDLEAD 6232 (270:232)	School Governance, Law and Intersystems Relations	
EDLEAD 6249 (270:249)	Leading Learning, Teaching, and Curriculum	
EDLEAD 6282 (270:282)	Leading School Growth and Improvement	
EDLEAD 6284 (270:284)	Evaluator Approval for Improved Student Learning	
EDLEAD 6285 (270:285)	Readings in Educational Leadership *	
EDLEAD 6289 (270:289)	Seminar in Educational Leadership *	
EDLEAD 6291 (270:291)	Internship	
EDLEAD 6292 (270:292)	Capstone ISSL	
EDLEAD 7310 (270:310)	Human Resource Administration	
EDLEAD 7315 (270:315)	Leading Teaching, Learning and Assessment	
EDLEAD 7318 (270:318)	Evaluation of Administrators	
EDLEAD 7319 (270:319)	Power, Politics, and Ethics in School District Leadership	
EDLEAD 7340 (270:340)	Funding the Educational Program for Improved Student Achievement	
EDLEAD 7346 (270:346)	School Business Management	
EDLEAD 7385 (270:385)	Readings in Educational Leadership *	
EDLEAD 7389 (270:389)	Seminar in Educational Leadership *	
EDLEAD 7391 (270:391)	Internship in Educational Leadership	
EDLEAD 7397 (270:397)	Practicum in Educational Leadership	
Other courses as approved by ISA.		
*1-3 hours - may be repeated with Intensive Study Area approval.		
III. Dissertation		6
INTDEPED 7399 (190:399)	Dissertation Research	
Total Hours		60

Special Education Director Track

I. Professional Common Core		27
II. Advanced Professional Studies for Special Education Director Track:		27
Required:		
EDLEAD 6232 (270:232)	School Governance, Law and Intersystems Relations	
EDLEAD 6282 (270:282)	Leading School Growth and Improvement	
EDLEAD 6284 (270:284)	Evaluator Approval for Improved Student Learning	
SPED 6260 (220:260)	Special Education Law and Policy	
SPED 6278 (220:278)	Administration of Special Education	
SPED 6290 (220:290)	Practicum	
Electives:		
Electives (chosen from the following) must be added to reach a total 27 hours along with above courses for the Advanced Studies requirement.		
EDLEAD 6245 (270:245)	Leadership for Effective Schools	
EDLEAD 6249 (270:249)	Leading Learning, Teaching, and Curriculum	
EDLEAD 6289 (270:289)	Seminar in Educational Leadership *	
EDLEAD 7310 (270:310)	Human Resource Administration	
EDLEAD 7311 (270:311)	Educational Leadership and Systems Change	
EDLEAD 7315 (270:315)	Leading Teaching, Learning and Assessment	
EDLEAD 7318 (270:318)	Evaluation of Administrators	
EDLEAD 7319 (270:319)	Power, Politics, and Ethics in School District Leadership	
EDLEAD 7385 (270:385)	Readings in Educational Leadership	
MEASRES 6270 (250:270)	Educational Program Evaluation (if not taken for Professional Common Core)	
SPED 7301	Internship in Special Education Administration	
SPED 7385	Readings in Special Education	
SPED 7386 (220:386)	Studies in Special Education	
SPED 6285	Readings in Special Education	
SPED 6286	Studies in Special Education	
Other courses as approved by ISA.		
*1-3 hours - may be repeated with Intensive Study Area approval.		
III. Dissertation Research		6
Total Hours		60

Courses

INTDEPED 7301 (190:301). Major Thinkers in Education over the Last 3,000 Years — 3 hrs.

An investigation of main ideas and perspectives from foundational scholars across fields of philosophy, sociology, history, and psychology who are perceived to have made major contributions in the field of education. Prerequisite(s): doctoral status or consent of college. (Variable)

INTDEPED 7303 (190:303). Foundations of Inquiry — 3 hrs.

Introduction to the intellectual foundations of educational and social inquiry. Includes the history and major positions of philosophy as well as their application to the practice of inquiry. Includes attention to the theory and practice of scholarship through critical reading and academic writing. Prerequisite(s): doctoral status or consent of college. (Variable)

INTDEPED 7314. Qualitative Research Design for Practice — 3 hrs.

This course focuses on qualitative research designs. Various qualitative methodologies will be used related to identifying, understanding, and solving complex problems of practice. The course will focus on developing conceptual understandings of a problem, ethics of inquiry and practice, and design of an inquiry plan from a qualitative perspective. Students will complete collection, analysis, and synthesis of data for problems of practice, including reporting results and use of data in practice and for broader dissemination. Prerequisite(s): MEASRES 6205 (250:205) or KAHHS 6290 or equivalent, and a substantial introductory statistics course (MEASRES 4180 or KAHHS 6210 or equivalent); INTDEPED 7326; Admission to the Ed.D. program. (Spring)

INTDEPED 7316. Quantitative Research Design for Practice — 3 hrs.

This course focuses on quantitative research designs. Various quantitative methodologies are used for identifying, understanding, and solving complex problems of practice. The course will focus on developing conceptual understandings of a problem, ethics of inquiry and practice, and design of an inquiry plan from a quantitative perspective. Students will complete collection, analysis, and synthesis of data for problems of practice, including reporting results and use of data in practice and for broader dissemination. Prerequisite(s): MEASRES 6205 (250:205) or KAHHS 6290 or equivalent, and a substantial introductory statistics course (MEASRES 4180 or KAHHS 6210 or equivalent); INTDEPED 7326; Admission to the Ed.D. program. (Fall)

INTDEPED 7318. Evidence-Based Practices, Assessment, Accountability, and Program Evaluation — 3 hrs.

In today's world of professional practice, simply running a program is not good enough. Modern practice must use assessment and evaluation results. This course provides needed tools. Provides multiple theoretical perspectives as well as hands-on practice. Prerequisite(s): admission to Ed.D. program; INTDEPED 7303 (190:303). (Variable)

INTDEPED 7320. Leadership in Formal and Informal Learning Environments — 3 hrs.

This course examines leadership, theory, and practice in formal and informal learning environments and promotes comprehensive application strategies to such settings as schools, human services, and leisure, tourism, and environmental organizations. Prerequisite(s): admission to Ed.D. program; INTDEPED 7303 (190:303). (Variable)

INTDEPED 7322. Organizational and Community Transformation — 3 hrs.

Exploration of transformational processes and the forces that shape change in communities and organizations on a macro, meso, and micro scale within the context of promoting and responding to social, cultural, political, economic, and environmental change including institutions and agencies. Prerequisite(s): admission to Ed.D. program; INTDEPED 7303 (190:303). (Variable)

INTDEPED 7324. Critical Analysis of Social and Cultural Contexts in Education — 3 hrs.

Explores historic and contemporary social, legal, and cultural movements in education and professional practice from sociological and critical perspectives. In-depth focus on philosophy, science, attitudes, belief patterns, and practices related to social and cultural diversity. Prerequisite(s): Doctoral status or consent of college, INTDEPED 7303 (190:303) (Variable)

INTDEPED 7326. Integrating Theory with Practice — 3 hrs.

This course is designed to prepare entry-level doctoral students in the Ed.D. program for examining complex theoretical frameworks and how theory relates to practice. Students will be exposed to numerous theories from a variety of content areas, faculty research endeavors, and strategies for linking current research trends to their current practice. Prerequisite(s): admission to the Ed.D. program. (Fall and Spring)

INTDEPED 7389 (190:389). Doctoral Seminar — 3 hrs.

This course supports Ed.D. students in examining the facets of the doctoral degree, setting scholarly agendas, and developing publication skills. More specifically, the course will focus on doctoral core and intensive study area requirements, advisor selection, dissertation committee selection, and general and specific expectations for the completion of the Ed.D. Graded. Prerequisite(s): INTDEPED 7314, INTDEPED 7316, Doctoral status or consent of college. (Variable)

INTDEPED 7399 (190:399). Dissertation Research.

Credit/no credit only. Initial enrollment requires attendance at doctoral research seminar. (Fall and Spring)