The Doctor of Education Degree is one degree supervised through the College of Education. It can be completed with one of the following Intensive Study Area concentrations:

- **Allied Health, Recreation, and Community Services**
- **Curriculum and Instruction**
- **Educational Leadership**
- **Postsecondary Education: Student Affairs**

(See website [www.uni.edu/catalog/collegeofeducation](http://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 interdisciplinary 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. Graduate information and application for graduate admission can be found at [www.grad.uni.edu/admission](http://www.grad.uni.edu/admission).

This program is intended to provide practicing educators, informal 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 48 semester hours of credit beyond the master's degree. There are three components to the program:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Common Core (work in educational foundations, fundamentals, and research)</td>
<td>24</td>
</tr>
<tr>
<td>Advanced Professional Study (in one of three areas of intensive study)</td>
<td>15</td>
</tr>
<tr>
<td>Dissertation</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

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 four areas of intensive study provide for a specialized focus on practice.

**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 four 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 the individual and collective well-being of people, communities and society as a whole. Graduates are prepared for careers as applied scholars, evaluators, or practitioners in public and environmental health departments, recreation and tourism industry; allied health and social services agencies; the military, government, and non-governmental agencies; religious organizations; libraries and museums; and civic and professional associations. 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 Head of 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 in education, 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/curriculum-instruction/graduate-study/doctoral-study](http://www.uni.edu/coe/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 Psychology, Foundations, and Leadership Studies. (For more information, contact the Head, Department of Educational Psychology, Foundations, and Leadership Studies, or please see the catalog at [www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies](http://www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies) or visit the Department of Educational Psychology, Foundations, and Leadership Studies website at [https://coe.uni.edu/epfls](https://coe.uni.edu/epfls).

### Postsecondary Education: Student Affairs

This area of intensive study in postsecondary education prepares personnel for leadership positions in colleges and universities. Typical positions held by educators with the terminal degree focused on postsecondary education include: department heads, directors, vice presidents, professors, and consultants. (For more information, contact the Head, Department of Educational Psychology, Foundations, and Leadership Studies, or please see the catalog at [www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies](http://www.uni.edu/catalog/collegeofeducation/edpsychfoundleadershipstudies) or visit the
Department of Educational Psychology, Foundations, and Leadership Studies website at https://coe.uni.edu/epfls.

Admission to Doctoral Study
Initial Admission
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 official transcripts from all degree-granting universities, and from any colleges or institutions attended after earning their bachelor's degree.
3. Applicants may choose to submit one of the following required components, to be submitted to the Admissions Office:
   a. The Graduate Record Examination (GRE) is required for admission - including the verbal, analytical, writing, and qualitative scores; OR
   b. A writing sample (electronic) that reflects the applicant's writing ability from previous academic work. This professional writing sample may consist of a master's research paper or thesis, published article in an academic venue, or a paper presented at a professional conference.
4. The applicant must have a minimum of three years of professional 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 employer/supervisor in the applicant's profession.
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 regular admission without provision and eligibility to enroll in graduate courses is 550 (paper) / 79 (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. The UNI Ed.D. program requires a written statement from each applicant as part of the total application packet. The written statement should articulate the applicant’s professional background, reason for seeking the doctoral degree within the specific ISA, research interests, and a statement of career goals.
8. Applicants must have master’s level introduction to statistics coursework prior to beginning this program: KAHH 6210 or equivalent.

For applicants who do not have this requirement fulfilled, applicants should enroll in the online introduction to statistics course which will be available during the summer session prior to the fall start of the cohort for the Ed.D. program.

Regular admission with provisions 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. Admission with provisions will not be considered for applicants whose admission files are incomplete. A student admitted with provisions must be formally reclassified as an unconditional admit 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 15-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. Courses will not be evaluated for transfer credit eligibility until the student is in attendance at UNI. See https://admissions.uni.edu/apply 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 36 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 48 semester hours of credit beyond the master’s degree is required. Students must complete the 24-credit Professional Common Core, the 15-credit Advanced Professional Study in one of four intensive study areas, and 9 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 36 hours of course work at the 200/6000-level or 300/7000-level must be completed. No more than 12 hours of credit at the 100g/5000-level may apply toward the minimum hours.

b. Research credit

9 hours of INTDEPED 7399 (190:399) (p. 1) is required for the degree. No more than 9 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:299/6299 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:299/6299 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. Dissertation Research Hours

The dissertation will involve 9 hours of credit. The instructor may assign an RC for Research Continued, if they feel the work has not reached the stage where it can be evaluated.

In conjunction with the Graduate College, the Registrar may authorize an extension of time for the completion of Research Continued (RC) in research up to one additional calendar year with the consent of the instructor (beyond the 48 month duration). If at the end of that time the work has not been completed, the grade of RC will be changed to an F (Failure). Once the extended instructional period is finished, the RC grade will be replaced with the appropriate grade assigned by the instructor. If the RC grade is not replaced with an appropriate grade within an instructional period, the RC will be automatically entered as an F on the student record after 48 months.

3. 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.

4. Guided Independent Study

See the Common Regulations and Requirements for All Graduate Programs.

5. Workshop credit

See the Common Regulations and Requirements for All Graduate Programs.

6. Residence requirement

A student must complete 36 hours of credit, including the Professional Common Core, with members of the UNI Graduate Faculty.

7. 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) 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 30 hours of the program of study for a comprehensive examination.

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. These examinations are reported to the Graduate College by the student’s department via electronic form found at grad.uni.edu.

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 INTDEPED 7300 Post Comprehensive Examination, will be automatically registered and assessed a fee for INTDEPED:629C Continuous Registration until they have met the eligibility criteria for INTDEPED 7300.

b. Doctoral dissertation examination
Upon completion of their 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.

8. Dissertation

A dissertation is required of all candidates for the Doctor of Education degree. Because the dissertation is considered to serve a functional need, no attempt is made to limit the topics considered applicable. The dissertation is to be prepared and submitted in accordance with the most current edition of the Graduate College Thesis and Dissertation Manual at https://guides.lib.uni.edu/thesis-and-dissertation-formatting/. This manual should be consulted prior to writing the dissertation.

The dissertation may take the form of studies, experiments, surveys, compositions, creative work and projects, and may concern itself with such matters as methodology, understanding children, and materials of instruction, or may delve rather deeply into some aspect of a specialized academic field. Whatever the nature of the subject, its development into an acceptable dissertation is considered to contribute to the growth of such attributes as maturity of judgment, initiative, writing ability, and organizational ability. The dissertation should make a contribution to the world's knowledge. Its preparation should develop in the writer a broader understanding of the world's knowledge and a more genuine appreciation of the research efforts of others.

a. Selection of Dissertation Topic

Students following the dissertation plan of study are urged to make at least a tentative selection of a topic early in their program.

b. Dissertation Committee

Doctoral candidates must form a committee consisting of four members of the UNI graduate faculty and/or with associate graduate faculty status. The committee chair/co-chairs must hold regular graduate faculty status. The committee members may have either regular graduate faculty status or associate status. Members with associate status will be approved by the Graduate College, in conjunction with the program, to serve on the committee.

Up to two additional committee members (readers or contributors) can be added at the discretion of the committee chair. These contributors may be a non-faculty member of an external faculty member from an institution other than UNI. These additional personnel may participate in all committee responsibilities except for signature decisions.

The committee assists students to further define course work, supervises dissertation research and writing, and eventually accepts or rejects the dissertation. Further committee responsibilities are outlined in the Thesis and Dissertation Manual. Candidates must file a Committee Appointment Form (available at https://grad.uni.edu/current-students) for Graduate College approval.

c. Doctoral dissertation proposal

The student, in conjunction with their 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 the committee. An announcement of proposed defense should be disseminated following the College of Education’s internal rules.

d. Formatting Assistance and Preliminary Checks

Students may elect to attend a formatting workshop to guide them towards meeting the document formatting requirements for their dissertation. Workshops are provided during Fall and Spring semesters and benefit students who have a proposal draft, or equivalent to three chapters.

Students may also choose to send a copy to the Reviewer for a preliminary check. This should occur as early as the semester in which the proposal is approved. This check will be an abridged session which will cover all components of the final review.

Students may also schedule appointments with the Reviewer for further assistance.

e. Graduate College Review Deadline and Oral Defense to Committee

The Graduate College Review and Oral Defense may occur in any order so long as the work is submitted to the Graduate College by the review deadline for the semester of completion. These processes may be occurring simultaneously. Because of this, the section includes information on both processes.

i. Graduate College Review - In the semester of intended completion, the student must submit an electronic copy of the dissertation to the Graduate College for review. This does not need to be a final copy of the document, but should be close to the end product.

This review will point out errors of style and provide a citation review. Common errors will not be identified throughout the whole document; rather students will be guided to understand the common error with the expectation they will apply it throughout the document. All corrections requested at the time of review must be completed prior to submission.

Appointments with the Reviewer may help direct the student’s understanding of the corrections and the student should work with their committee to ensure these corrections properly reflect the expectation of their field.

The review deadline for Fall and Spring semesters is six weeks prior to commencement. For summer deadlines, see the section on summer term and deadlines.

ii. Oral Defense to Committee - All students must have a formal oral defense of their dissertation before a committee, which must meet the composition noted in the section above. Further information relevant to doctoral candidates is outlined in the Examinations section above. Upon successful completion of the defense, the student is required to submit the electronic EdD Dissertation.
Approval Form (available at https://grad.uni.edu/current-students). Note: this form will go to the chair for approval, as well as College of Education approvers, before being sent to the Graduate College. This form will not be approved by the Graduate College until final approval is granted (below) so the student should not wait for a notification and should continue the process of submitting their work.

The student may choose to bring print copies of the approval pages (the two title pages with signature lines, located within the formatted dissertation document) to the defense to be signed by the committee for personal use (e.g. use in binding a print copy for their personal libraries). The Graduate College does not require this and does not facilitate the binding of personal copies. The student should obtain committee members’ signatures and then submit the page(s) to the Grad College office, for the dean’s signature, along with a mailing address for them to be returned to upon final approval. This should be printed on white, acid free, 25% or 100% cotton paper.

While there is no official deadline for oral defenses at the Graduate College level (students should contact their departments for any internal deadlines), students should aim to complete this defense with enough time to make any final changes prior to the submission deadline. Announcement of the defense should follow the College of Education’s guidelines.

f. Submission Deadline and Process

Submission of the dissertation may occur once the committee’s approval of the content and the oral defense is granted and all requirements at the departmental level have been satisfied. The student must have met all of the expectations outlined at the time of the review. Submission for a doctoral dissertation includes: (1) sending an electronic copy of the final dissertation to the Graduate College for a final check, (2) submission of the electronic EdD Dissertation Approval Form (available at https://grad.uni.edu/current-students), and (3) submission of the Survey of Earned Doctorates which can be found at https://sed-nceses.org/login.aspx. Note: Submission does not guarantee final approval. The submission deadline for Fall and Spring semesters is two weeks prior to commencement. For summer semesters, see the section on summer term and deadlines.

i. Final Check - Once the final copy has been submitted to the Graduate College, the final check process will begin. This check will ensure that any minor revisions necessary to meet requirements are clarified to the student and made in a timely manner. Matters of citation management and proper use, as well as document formatting, will be checked at this time.

If a submitted dissertation requires more substantial corrections at the time of the final check, the student will receive direction on what corrections and edits they must make to be approved and given a new timeline to re-submit. Substantial corrections and/or missing the deadlines outlined in the updated timeline may delay approval to a future semester.

ii. Final Approval - Students will be granted final approval upon fulfilling any final corrections requested during the final check. Students need to submit the Library Permission to Preserve Form, sent to them at the time of approval, for Rod Library’s ScholarWorks unit. This form dictates the approved levels of access to the electronic dissertation through UNI’s digital repository. Chairs should discuss any needs for embargo periods, to allow for publication, or restrictions to the student’s work that the student should consider. It ultimately is up to the student, as the scholar, to determine which levels of access best suit their needs.

Upon receipt of the Library Permission to Preserve Form, the dissertation approval process is finalized and a notification is sent to the Office of the Registrar to record the completion of the requirement.

If a student sent paper copies of their approval page to the Graduate College, they receive the dean’s signature at this time.

iii. Dissertation Fee - All doctoral students are billed a one-time, nonrefundable dissertation fee for the support, processing, and retention of the work. This fee will be applied to the U-Bill at the time of final approval.

g. Summer Term and Deadlines

Due to the nature of summer term, the deadline for review and submission of the dissertation follows a different timeline. There are two options for summer completion; both of these options grant approval of the dissertation requirement in time for summer degree conferral. They are outlined, with corresponding requirements and deadlines, below.

Students completing over summer should note that they may need to be enrolled in Continuous Registration or Post-Comprehensive Registration. For full details, consult the Post-Comprehensive Registration section.

i. May Term - Students completing during May Term will follow the process outlined above with the following deadlines:

1. The student must submit for review by the first Friday of the university May session.

2. The deadline for submission is the Monday of the final week of the university May session.

Dates for upcoming semesters will be posted on the Graduate College website (at grad.uni.edu/current-students) and students can refer to the academic calendar for future terms.

The requirements for May Term follow what is outlined in the above sections with the applicable deadlines presented in this section. Students should consult with their committee if aiming to complete during the May term.

ii. Extended Summer (June) Term - This extended term is an exception to the summer deadlines outlined in the
May Term section above. Students must consult with their committee and program to ensure availability of faculty and resources to assist with summer completion.

The committee must submit their agreement to serve on the committee over the Extended Summer (June) Term through final approval to the Graduate College. The Graduate College must receive the confirmation from committee members by the first day of the university June session. Students are not eligible for completion in the summer term without this agreement.

The deadlines for the summer term are as follows:

1. Students must send in a copy for review by the Friday of the first week of the university June session.
2. Submission must be completed by July 1, no matter what day of the week this falls on. This deadline mirrors the final day students can apply for summer degree conferral.

Dates for upcoming semesters will be posted on the Graduate College website (at grad.uni.edu/current-students) and students can refer to the academic calendar for future terms. The requirements for the Extended Summer (June) Term follow what is outlined in the above sections, with the additional agreement, and must follow the applicable deadlines presented in this section.

9. 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 are eligible for inclusion in the commencement publication. Note that inclusion in the commencement publication is dependent upon meeting all requirements and receiving Graduate College approval. After the deadline, but before the end of the term, students may still apply for degree conferral that term, but a 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. If the department or Graduate College does not approve a post-term applicant, the student will need to apply for graduation the next term. Late fees apply.

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 Fall commencement or thereafter 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:

a. Spring graduate degree candidates must submit their application by April 1.
b. Fall graduate degree candidates must submit their application by November 10.
c. Summer graduate degree candidates: The application deadline to avoid the late application fee is July 1. For deadlines for commencement participation, see the paragraph immediately below:
d. Summer Graduation - Doctoral Degree Students: All summer doctoral candidates may only participate in fall commencement or thereafter.

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 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 Professional Common Core for all Intensive Study Areas

<table>
<thead>
<tr>
<th>Substantive Component: 15 credit hours (3 credits per course)</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTDEPED 7303 Foundations of Inquiry</td>
<td>(190:303)</td>
</tr>
<tr>
<td>INTDEPED 7318 Evidence-Based Practices, Assessment, Accountability, and Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>INTDEPD 7320 Leadership in Formal and Informal Learning Environments</td>
<td></td>
</tr>
<tr>
<td>or EDLEAD 7311 Educational Leadership and Systems Change (270:311)</td>
<td></td>
</tr>
<tr>
<td>or EDLEAD 6245 Leadership for Effective Schools (270:245)</td>
<td></td>
</tr>
<tr>
<td>INTDEPD 7324 Critical Analysis of Social and Cultural Contexts in Education</td>
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<tr>
<td>INTDEPD 7326 Integrating Theory with Practice</td>
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Research Methods (3 credits per course)

<table>
<thead>
<tr>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTDEPD 7314 Qualitative Research Design for Practice</td>
</tr>
<tr>
<td>INTDEPD 7316 Quantitative Research Design for Practice</td>
</tr>
</tbody>
</table>

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  24

Allied Health, Recreation and Community Services Intensive Study Area Requirements

I. Professional Common Core  24

II. Advanced Professional Studies (15 hours)

Required Courses in Allied Health, Recreation and Community Services Intensive Study Area:

KAHHS 7410  Critical Theories and Practices I  3
KAHHS 7329  Research and Evaluation Seminar  3

Nine (9) credits from the following courses:  9

INTDEPED 7322  Organizational and Community Transformation
EDLEAD 7311 (270:311)  Educational Leadership and Systems Change
POSTSEC 6268  Social Justice and Inclusion
POSTSEC 6274  Higher Education Law
POSTSEC 7372  College Effects on Students
POSTSEC 7373  Administration and Finance in Higher Education
POSTSEC 7374  Organizational Processes and Communication
RTNL 6XXX - Any 6000-level course
PH 6XXX - any 6000-level course

III. Dissertation Research  9

INTDEPED 7399 (190:399)  Dissertation Research

Total Hours  48

Educational Leadership Intensive Study Area Requirements

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

Superintendency Track

I. Professional Common Core  24

II. Advanced Professional Studies (15 hours)

Required Courses in Educational Leadership Superintendency Track:

EDLEAD 7310 (270:310)  Human Resource Administration  3
EDLEAD 7315 (270:315)  Leading Teaching, Learning and Assessment  3
EDLEAD 7319 (270:319)  Power, Politics, and Ethics in School District Leadership  3
EDLEAD 7340 (270:340)  Funding the Educational Program for Improved Student Achievement  3
EDLEAD 7346 (270:346)  School Business Management  3

III. Dissertation  9

INTDEPED 7399 (190:399)  Dissertation Research

Total Hours  48

Principalship Track

I. Professional Common Core  24

II. Advanced Professional Studies (15 hours)

Required Courses in Educational Leadership Principalship Track:

EDLEAD 6232 (270:232)  School Governance, Law and Intersystems Relations  3
EDLEAD 6247 (270:247)  School Management for Student Learning  3
EDLEAD 6248  Leading Instruction in Schools  3
EDLEAD 6249 (270:249)  Leading Learning, Teaching, and Curriculum  3
EDLEAD 6284 (270:284)  Evaluator Approval for Improved Student Learning  3

III. Dissertation  9

INTDEPED 7399 (190:399)  Dissertation Research

Total Hours  48

Special Education Director Track

I. Professional Common Core  24

II. Advanced Professional Studies (15 hours)
Required courses in Educational Leadership Special Education Director Track:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLEAD 6232</td>
<td>School Governance, Law and Intersystems Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDLEAD 6284</td>
<td>Evaluator Approval for Improved Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6260 (220:260)</td>
<td>Special Education Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6278 (220:278)</td>
<td>Administration of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6290 (220:290)</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>INTDEPED 7399</td>
<td>Dissertation Research</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 48

Postsecondary Education: Student Affairs Intensive Study Area Requirements

I. Professional Common Core 24

II. Advanced Professional Studies (15 hours)

Required Courses in Postsecondary Education: Student Affairs Intensive Study Area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTSEC 6268</td>
<td>Social Justice and Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>POSTSEC 6274</td>
<td>Higher Education Law</td>
<td>3</td>
</tr>
<tr>
<td>POSTSEC 7372</td>
<td>College Effects on Students</td>
<td>3</td>
</tr>
<tr>
<td>POSTSEC 7373</td>
<td>Administration and Finance in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>POSTSEC 7374</td>
<td>Organizational Processes and Communication</td>
<td>3</td>
</tr>
<tr>
<td>INTDEPED 7399</td>
<td>Dissertation Research</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours: 48

Doctor of Education, Ed.D.

University Academic Goals:

Critical Thinking. Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

Communication. Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

Program Content Knowledge. Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study.

EdD Cohort Program Goals with Student Learning Outcomes:

Goal #1: Students critically analyze current issues of practice in their fields through the lenses of social justice, diversity, and inclusion, incorporating effective, adaptive, and creative responses to respond to changes and challenges in the global society. [UNI Critical Thinking]

SLO#1.1 Students identify and explain specific problems of practice in the context of their field of study.

SLO#2.1 Students demonstrate a rich knowledge and skills base on a specific issue, social theory, or body of research literature.

SLO#2.2 Students use the specific issue, social theory, or body of research to inform research design associated with a problem of practice.

SLO#2.3 Students demonstrate effective writing that adheres to the APA guidelines for scholarly literature.

Goal #2: Students analyze, implement, and integrate theory and findings of research, knowledge, and practice to make informed decisions that facilitate change in their professional practice. [UNI - Program Content Knowledge]

SLO#2.1 Students demonstrate a rich knowledge and skills base on a specific issue, social theory, or body of research literature.

SLO#2.2 Students use the specific issue, social theory, or body of research to inform research design associated with a problem of practice.

SLO#2.3 Students demonstrate effective writing that adheres to the APA guidelines for scholarly literature.

Goal #3: Students communicate (written and oral format) the study of a complex problem of practice that includes a rich review of literature, current practices and engagement with the problem, and responses of practice that pursue solutions. [UNI - Communication]

SLO#3.1 Students explain a problem of practice and synthesize the body of research relevant to the problem of practice.

SLO#3.2 Students link research with past, current, and potential future solutions to the problem of practice.