

College of Education

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*

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 <https://admissions.uni.edu/application>.

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:

Professional Common Core (work in educational foundations, fundamentals, and research)	24
Advanced Professional Study (in one of three areas of intensive study)	15
Dissertation	9
Total Hours	48

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 <https://coe.uni.edu/academics/doctoral-program>.

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 or visit the Department of Educational Psychology, Foundations, and Leadership Studies website at <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 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 <https://admissions.uni.edu/application>.

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: KAHHS 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 (5000-level, 6000-level, or 7000-level). A minimum of 36 hours of course work at the 6000-level or 7000-level must be completed. No more than 12 hours of credit at the 5000-level may apply toward the minimum hours.

b. Research credit

9 hours of INTDEPED 7399 (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 6299 cannot be applied to a doctoral degree. Directed Research 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. 629R cannot be applied to the required minimum hours for the degree or the required minimum hours of 6000-level or 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 comprehensive requirement is aligned with the dissertation proposal presentation. Successful defense of the doctoral dissertation proposal will satisfy the comprehensive requirement of the program. Upon successful completion of the comprehensive requirement, the degree candidate achieves the status of an active candidate. Completion of the comprehensive requirement is reported to the Graduate College by the student's department via an electronic form. 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. A candidate may be permitted to take the doctoral comprehensive examination a second time.

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

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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 a minimum of three core members. Two committee members, including the chair, must be current UNI graduate faculty and a third committee member may be a current UNI graduate faculty or outside member/practitioner holding associate graduate faculty status. The basic core composition will consist of a chair and two regular members. All members will be approved by the Graduate College in conjunction with the College of Education, to serve on the committee. The College of Education may elect to designate a member in a specific role at the discretion of COE's academic dean or representative.

Up to two additional committee members (readers or contributors) may be added at the discretion of the committee chair and the College of Education. 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-ncses.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 deadlines, 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 than fall and spring.

- i. Students must submit for the review deadline during the spring term immediately preceding the summer in which they intend to complete their thesis.
- ii. **The final submission must be made by the final day of class in the summer term.**
- iii. Students must consult with their committee and department to ensure availability to assist the student with completing their research and defending over the summer term. It is recommended that departments draft a memorandum of understanding with faculty who are not on contract; however, students are ultimately responsible for clearly communicating their intent with their committee and forming an agreeable schedule with everyone involved.

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**

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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:

- 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 paragraph immediately below:
- 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

Substantive Component: 15 credit hours (3 credits per course)	15
INTDEPED 7303 Foundations of Inquiry	
INTDEPED 7318 Evidence-Based Practices, Assessment, Accountability, and Program Evaluation	
INTDEPED 7320 Leadership in Formal and Informal Learning Environments	
or EDLEAD 7311 Educational Leadership and Systems Change	
or EDLEAD 6245 Leadership for Effective Schools	
INTDEPED 7324 Critical Analysis of Social and Cultural Contexts in Education	
INTDEPED 7326 Integrating Theory with Practice	
Research Methods (3 credits per course)	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 Educational Program Evaluation

MEASRES 7310 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 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 Dissertation Research

Total Hours 48

Curriculum & Instruction Intensive Study Area Requirements

I. Professional Common Core 24

II. Advanced Professional Studies (15 hours)

Required Courses in Curriculum and Instruction Intensive Study Area:

ELEMECML 7352 Curriculum Theory and Development 3

ELEMECML 7354 Curriculum Implementation and Evaluation 3

ELEMECML 7389 Seminar in Curriculum and Instruction 3

ELEMECML 7397	Practicum in Curriculum and Instruction	3
LRNTECH 7340	Designing Instructional Systems	3
or LRNTECH 6240	Understanding Instructional Design	
III. Dissertation Research		9
INTDEPED 7399	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	Human Resource Administration	3
EDLEAD 7315	Leading Teaching, Learning and Assessment	3
EDLEAD 7319	Power, Politics, and Ethics in School District Leadership	3
EDLEAD 7340	Funding the Educational Program for Improved Student Achievement	3
EDLEAD 7346	School Business Management	3
III. Dissertation		9
INTDEPED 7399	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	School Governance, Law and Intersystems Relations	3
EDLEAD 6247	School Management for Student Learning	3
EDLEAD 6248	Leading Instruction in Schools	3
EDLEAD 6249	Leading Learning, Teaching, and Curriculum	3
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
III. Dissertation		9
INTDEPED 7399	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:

EDLEAD 6232	School Governance, Law and Intersystems Relations	3
EDLEAD 6284	Evaluator Approval for Improved Student Learning	3
SPED 6260	Special Education Law and Policy	3
SPED 6278	Administration of Special Education	3
SPED 6290	Practicum	3
III. Dissertation Research		9
INTDEPED 7399	Dissertation Research	
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:		
POSTSEC 6268	Social Justice and Inclusion	3
POSTSEC 7274	Doctoral Higher Education Law	3
POSTSEC 7372	College Effects on Students	3
POSTSEC 7373	Administration and Finance in Higher Education	3
POSTSEC 7374	Organizational Processes and Communication	3
III. Dissertation Research		9
INTDEPED 7399	Dissertation Research	
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.

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SLO#1.2 Students link social justice, diversity, and inclusion as they relate to problems of practice in their field of study.

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.

Courses

INTDEPED 7301. 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. 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 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. (Variable)

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 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. (Variable)

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. (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. (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. (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 (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. 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. Dissertation Research.

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