

# College of Education Doctoral Program

## Student Guide to Policies and Procedures

University of Idaho

(Revised: Jan. 2013)

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## Welcome to the Doctoral Program in the College of Education

This document will guide you through the steps necessary to be considered for admission to one of the College of Education Doctoral Programs. If you have already been accepted, you are about to begin an exciting journey, which will provide you with the opportunity to learn, grow and develop as an individual, a scholar, and professional practitioner. This guide contains important information about the doctoral programs in the college and will help guide you through the steps from admission to defense of your dissertation. The following pages provide you with important policy and procedures that you need to be aware of and adhere to. Additionally, this guide gives you valuable information to assist you plan your program to meet the requirements of both the College of Education and College of Graduate Studies, and successfully defend your dissertation.

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

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

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

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

## About the College of Education

### Mission Statement

The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences.

### Vision Statement

The College of Education envisions being a leading, diverse, nationally recognized educational community that:

- Prepares professionals through integrated programs grounded in research;
- Generates and evaluates knowledge through disciplinary and interdisciplinary scholarship;
- Informs professional practice and community life through the exchange and utilization of knowledge.

The college community achieves this vision through a culture of openness, innovation, and collaboration. The mission statement of our college is CARE: Cultural Proficiency; Assessment, Teaching and Learning; Reflective Scholarship and Practice; Engagement with Partners.

- Cultural proficiency enables us to interact effectively in a culturally diverse environment.
- Assessment, teaching, and learning are interrelated, intrinsically linked, and cyclical in nature.
- Reflective scholarship and practice involve inquiry, metacognition, analysis, integration, and synthesis.
- Engagement with partners ensures that everyone receives the services to become responsible, healthy, and productive.

### Learning Outcomes and Program Assessment Strategy

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

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

#### *University of Idaho Learning Outcomes*

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

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

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

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

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

#### *College of Education Doctoral Standards and Assessment Strategies*

The College of Education standards will be assessed at various times during the doctoral student's program, through both direct and indirect means as well as through focus groups. The intent of the assessment process is to inform the program of strengths and areas for improvement through a continuous and rigorous assessment process and cycle. You may be asked to complete a survey/or participate in a focus group where data will be gathered on the program goals, and if the **program successful, if met, established** learning outcomes. In addition, we may survey your employer to help inform us in our program's outcomes. Your identity will be kept confidential.

#### *Standard 1 Content Expert—Learn and Integrate*

University of Idaho College of Education doctoral degree graduates have a comprehensive understanding of the philosophical foundations, historical developments, and contemporary aspects of their content area. They have a deep theoretical and conceptual knowledge of their field and are committed to trans-disciplinary discovery.

#### *Standard 2 Researcher—Think and Create*

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

### Standard 3 Leader—Practice Citizenship

University of Idaho College of Education doctoral degree graduates demonstrate effective leadership, teaching, and mentoring with internal and external constituents, engage in the creation of informed policy and practice, and identify trends and issues by using sound models and principles.

### Standard 4 Evaluator—Clarify Purpose and Perspective

University of Idaho College of Education doctoral degree graduates have a critical awareness of evaluation procedures. They are able to design both formative and summative evaluation strategies for people, programs and policy. They understand culturally complex constituents and adhere to ethical, moral and legal standards.

### Standard 5 Disseminator—Communicator

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

## **Doctoral Degrees Offered in the College**

The University of Idaho College of Education offers two distinct doctoral degrees—the Doctor of Education (Ed.D) and the Doctor of Philosophy (Ph.D.). A long-standing tradition differentiates the Ed.D. and Ph.D. degree options.

The Ed.D. first awarded by Harvard University in professional schools such as education in 1921, is focused on the applied or clinical nature of education.

The Ph.D., offered in American universities since the opening of Johns Hopkins University in 1876, is focused on basic or original research, which contributes to knowledge in the field.

The University of Idaho is the only university in Idaho authorized to offer the Ph.D. in Education. Consistent with many fields in the social and behavioral sciences, education recognizes both quantitative and qualitative approaches as trustworthy research methods in conducting basic and applied research.

Both Ed.D. and Ph.D. candidates are required to complete introductory courses in these two research methods; they are further required to take a set of courses in advanced research methods in either the quantitative or in qualitative research track as appropriate to their respective research project and as outlined by the committee.

The following sections outline the two distinct missions of the Ed.D. and Ph.D. degrees unique to the University of Idaho College of Education.



### **Doctor of Education (Ed.D.)**

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

- create and model ethical research-based best practices;
- lead organizational changes to meet the needs and interests of a diverse global society;
- contribute to a caring and collaborative learning community;
- support the principles of high-quality teaching and learning practices;
- utilize the principles of effective leadership;
- develop proficiency utilizing and applying appropriate technologies;
- evaluate the individual, organizational, and societal contexts of learning;
- design research that addresses professional policy issues; and
- integrate ethical sensitivity toward diversity and social injustice in research, teaching and learning.

### **Doctor of Philosophy (Ph.D.)**

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

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

## Application to the Doctoral Program

All individuals who desire to pursue a graduate degree at the University of Idaho must be admitted to the College of Graduate Studies. Although the content courses for the graduate degrees are offered through the College of Education and its respective programs, it is the College of Graduate Studies that makes the final decision on acceptance. Remember doctoral study in education, requires that you are a *student* enrolled in both the College of Education and College of Graduate Studies (see p. 6).

In order to be considered for doctoral study (Ed.D. or Ph.D.), all potential students (including those who have already earned a graduate degree at the University of Idaho) must meet the following criteria and complete application requirements which have been established by the College of Graduate Studies and the College of Education.

### Admission Requirements

1. An undergraduate cumulative GPA of 2.80 or higher for the last 60 semester credits and a graduate cumulative GPA of 3.50;
2. International students are required to submit TOEFL (or equivalent) scores showing a required minimum score of 550;
3. Graduate Record Examination (GRE) scores **must** be provided. Preference will be given to applicants with combined Verbal + Quantitative score of 1050 or above;
4. Evidence of at least three years of teaching and/or professional experience (the faculty within each program area may require or accept an alternative experience);
5. Three letters of recommendation documenting primarily the applicant's professional work performance and, secondarily, academic qualifications;
6. Writing sample (previous academic, scientific or professional writing example);
7. Application fee as indicated on the College of Graduate Studies website; and
8. Change of Curriculum form (required for only those students who have earned either a master's or educational specialist degree).

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

All potential doctoral students are required to send all application materials to:

University of Idaho  
875 Perimeter Drive MS 3019  
Moscow, ID 83844-3019  
E-mail: [graduateadmissions@uidaho.edu](mailto:graduateadmissions@uidaho.edu)

[www.students.uidaho.edu/gradadmissions](http://www.students.uidaho.edu/gradadmissions)

The Graduate Admissions Office will send all completed application files to the College of Education Dean's Office. The Dean's Office will then route them to the applicant's program of interest, where the application will be reviewed by a committee of graduate faculty.

If the recommendation by the program area graduate faculty is to admit, and if someone who is qualified and approved by the program area graduate faculty agrees to chair the candidate's doctoral committee, the recommendation to approve admission is sent to the College of Education Dean's office. If the recommendation is to decline admission to an applicant, that decision is also sent to the College of Education Dean's Office. All recommendations are then forwarded to the Graduate Admissions Office in the College of Graduate Studies for a final decision.

**Completed applications should be received in the  
Graduate Admissions Office by February 1.**

## Procedures for Obtaining a Doctoral Degree

### Doctoral Committee

#### *The Major Professor*

The major professor (MP), a member of the University of Idaho College of Education Graduate Faculty, is appointed or chosen as early as possible. The MP is the person who will work very closely with the student throughout the student's entire program of study leading to the doctoral degree. It is critical that the student and MP share a common interest for discovery in the area to be studied. The MP serves as chair of the student's doctoral committee.

#### *Other Doctoral Committee Members*

The doctoral committee consists of a minimum of four members. The major professor serves as chair and must be a graduate faculty member in the program where the student has been accepted. One member of the committee must be from outside the program in which the student has been accepted. At least one additional member must be from within the program in which the student has been accepted. At least 50% of the committee members must have graduate standing through the University.

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

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

The outside committee member may be an affiliate faculty member at University of Idaho or another graduate degree granting institution and should bring an outside perspective and either represent the student's cognate (support or minor) area or be an active professional in the field. If the outside member does not have a relationship with a graduate level academic program, the committee chair must submit a memo providing a rationale as to why the individual should be considered for inclusion on the committee to be approved by the Associate Dean of the College of Education and the Associate Dean of the College of Graduate Studies. It is expected that the committee will meet a minimum of three, and possibly four, times with the student. The first meeting will be to establish the Study Plan and discuss the student's timeline toward degree completion as well as professional goals and research interests. The second meeting is normally scheduled when the student is ready to formally defend his/her dissertation research proposal. This meeting is often done in concert with the student's defense of the preliminary exam. The third meeting is when students formally defend the dissertation. Additional meetings may be called by the committee chair or by the doctoral student as necessary.

The doctoral committee has authority as defined by the policies and procedures in this guide and by the College of Graduate Studies to set the direction of the student's course of study. The committee can impose additional requirements beyond those prescribed by the college if deemed necessary. The committee determines if the student is making acceptable progress toward the degree.

#### *Adjustments to the Committee*

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



## **Study Plan**

The student is responsible for the submission of the Study Plan. Study Plans are entered electronically through VandalWeb. When submitted, the Study Plan is routed electronically for the necessary e-signatures. E-signatures indicating approval of the Study Plan are required from the major professor and the Associate Dean prior to being submitted to the Dean of the College of Graduate Studies for final approval. It is recommended that the student complete and submit the Study Plan soon after the graduate committee is formed. Changes to the Study Plan can be completed by submitting the adjustments electronically.

## **Time Limits**

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

## **Preliminary Examination**

The Preliminary Examination is a major milestone in the doctoral program and is attempted when a majority of the coursework on the Study Plan is completed. The Preliminary Examination can be completed in various forms and it is the responsibility of the doctoral committee to design a Preliminary Examination process. The process, which is prescribed by the program, may include a written examination, an oral examination, and/or a project or product. The Preliminary Examination process is an opportunity for the student to demonstrate competency in the areas represented by the student's course of study. At the successful completion of the Preliminary Examination, the doctoral student is advanced to doctoral candidacy.

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

### *Written Examination Option*

Questions for the written exam will be solicited by the major professor. The time span for taking the written preliminary exams will be decided by the student's major professor and committee.

### *Oral Examination Option*

The time and place of the oral examination will be set by the major professor in consultation with the graduate committee. All graduate committee members must be present and all members of the program's graduate faculty will be invited. Questions are to be encouraged from all program's graduate faculty in attendance as well as from graduate committee members.

### *Project or Product Examination Option*

The major professor and the graduate committee will design an activity which allows the student to demonstrate learning and competency in the area of study. The activity is evaluated by the graduate committee and it is suggested the product be subjected to additional scholarly peer review.

## **Proposal Hearing Meeting**

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

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

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

#### **Requirements:**

Before the proposal hearing is scheduled the student must have been advanced to candidacy (passed the Preliminary Examination)

#### **Scheduling:**

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

## Dissertation

### *Writing the Dissertation*

Please refer to the Graduate Handbook for Writing Theses and Dissertations. For specific guidance the Handbook may be found on the College of Graduate Studies website ([www.uidaho.edu/cogs](http://www.uidaho.edu/cogs)). The College of Education requires the use of the American Psychological Association (APA) Style Guide 6th Edition. Exceptions can be made for dissertations that are completed for future publication in fields that have another accepted style guide.

### *Preparing the Dissertation for Submission*

Students should keep in mind that there are two “parts” to completion of the dissertation, 1) the dissertation document or product, and 2) the dissertation defense. The dissertation is a document or product submitted to the academy demonstrating the candidate’s ability to conduct individual research and/or contribute to the development of knowledge. The dissertation is not only a representation of a student’s academic work, but also a reflection on the major professor, faculty advisors, the graduate program, the College of Education, the Graduate School, and the University of Idaho. Once a student has submitted his/her dissertation to the Graduate School, it will be available for other scholars worldwide, thus professional, consistent presentation of such work is essential. Three key steps are required for submission of a doctoral dissertation (this must be done in addition to all the steps required to defend the dissertation):

1. Several weeks prior to final submission of the dissertation to the Dean of the College of Education (see below) a hard copy of the dissertation “final draft” MUST be submitted to the College of Graduate Studies for check of formatting, margins, etc.
2. The final dissertation must be submitted for *review* and signature to the Dean of the College of Education 10-days before the final College of Graduate Studies.
3. Once the dissertation has been signed off by the Dean of the College of Education it must be resubmitted to the College of Graduate Studies for signature by the Dean of the College of Graduate Studies and final processing. The deadline for final submission to COGS is the last official day of the semester during which the student intends to graduate (see criteria for copy and binding in the Graduate Handbook for Writing Theses and Dissertations).

### *Preparing to Defend the Dissertation*

All doctoral students must complete and file the Request to Proceed with Final Defense of Thesis/Dissertation Form at least 10 working days prior to the defense. The form can be found on the College of Graduate Studies website.

Once the form has been accepted and approved by the College of Graduate Studies, the dissertation defense will be advertised in Today@Idaho. Students need to notify by email ([coe@uidaho.edu](mailto:coe@uidaho.edu)) the College of Education with the dissertation title and the location, date, and time of the defense. This information will be posted on the College of Education website under Events.

### *Defending the Dissertation*

The final defense will be attended by the student, the graduate committee, and other interested faculty and students. The defense is open to the public. Committee members will have priority in

the questioning; other faculty members may participate at the discretion of the major professor, who will act as moderator and will guide the direction of questioning. The exam will consist primarily of a defense of the dissertation but may include questions of a more general nature respective to the student's program of study. The decision as to whether the student passes or fails the defense rests with the committee. A favorable **majority** vote by the committee is required to pass.

Once the dissertation has been successfully defended, and the committee members' recommended revisions have been implemented, a hard copy (bonded paper is not required for this copy) of the dissertation should be submitted to the Dean of the College of Education for review. Because the Dean's signature is required on the signature pages, the Dean needs to review the dissertation before signing. To allow adequate time before review, this copy of the dissertation needs to always be submitted to the Dean's office two weeks, or 10 working days, before the College of Graduate Studies deadline for the given term.



## Dissertation Checklist

Once COEd dissertation has successfully been defended:

- All revisions by committee have been updated and approved;
- Have all committee and chair signatures with the exception of Corinne Mantle-Bromley, Dean;
- Present your completed dissertation to COGS for formatting review and approval;
- All items on checklist below have been addressed.

### COLLEGE OF EDUCATION PH.D AND ED.D DISSERTATION CHECKLIST

NAME \_\_\_\_\_

DATE RECEIVED \_\_\_\_\_

EMAIL \_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

On white bond 25% fiber content paper

Regular printer paper

2 COPIES OF DISSERTATION ☐

COPY OF DISSERTATION FOR COEd ☐

2 EXTRA COPIES OF TITLE PAGE ☐

Physical address: \_\_\_\_\_

1 EXTRA COPY OF ABSTRACT ☐

3 COPIES OF AUTHORIZATION FORM ☐

*Correct spelling: Corinne Mantle-Bromley, Dean of College of Education and Jie Chen, Dean of the College of Graduate Studies, - please make sure all signatures are completed prior to submitting dissertation to Dean's office for approval.*

10 extra sheets bond paper

for possible corrections: ☐

(Note: these will not be returned)

Survey of Earned Doctorates -

Survey Forms ☐

#### **ADMINISTRATIVE USE ONLY:**

**Date DELIVERED TO COGS** \_\_\_\_\_

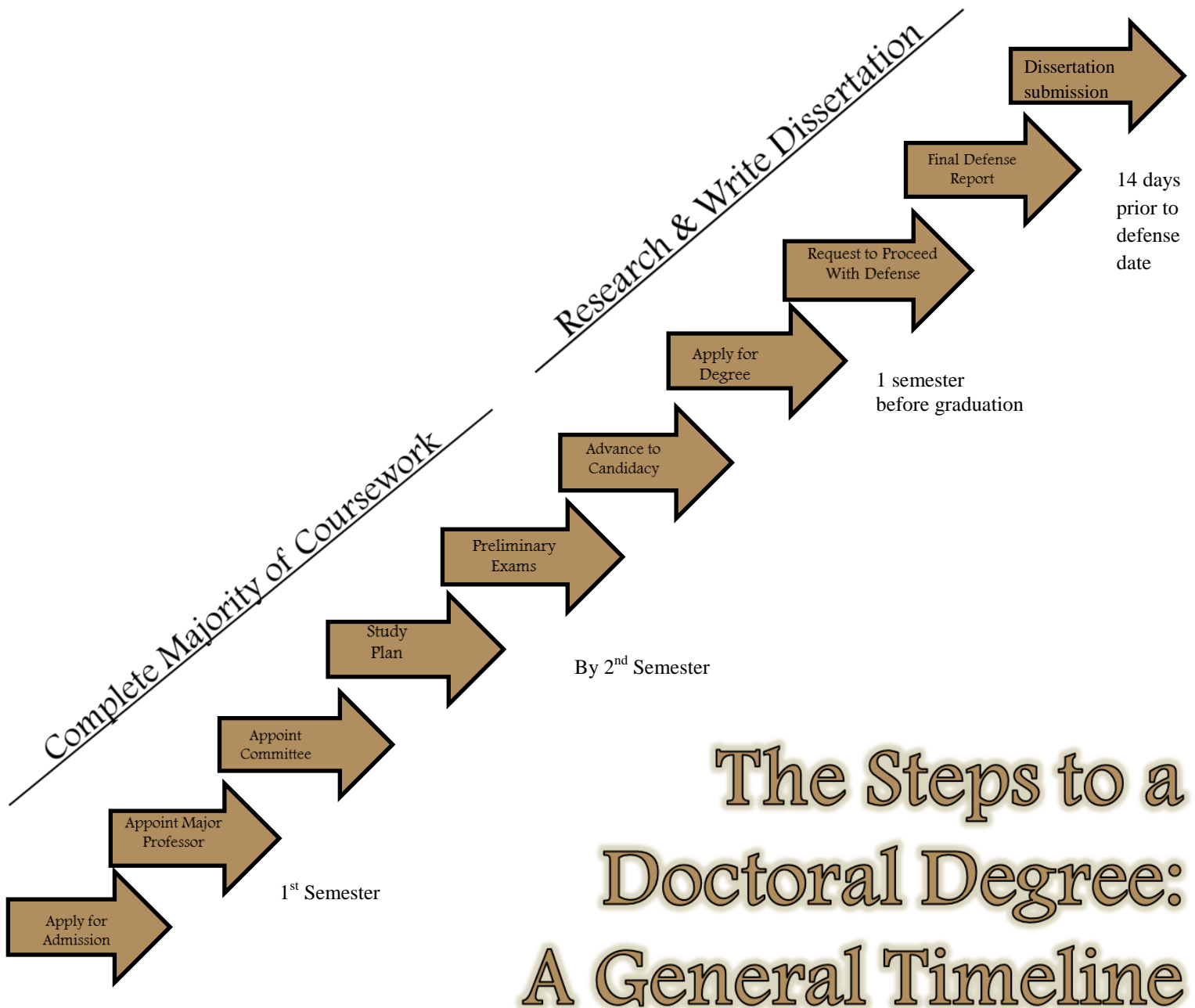
Date signature page returned \_\_\_\_\_

Date sent to copy center for binding \_\_\_\_\_

Bound copies to IMTC \_\_\_\_\_

## Timeline to Degree

The following suggested timeline should assist you in planning, meeting all required milestones, and completing your program. Please note that while the steps are the same, the timeline for part-time students will vary.



## Doctoral Program Course Requirements

### University of Idaho-Doctorate in Philosophy (PhD) Emphasis: Curriculum & Instruction 10.31.12

<b>Doctoral Core</b>		<b>8 Credit Hour</b>
ED 6??	Grant-writing and External Funding	3
ED 6??	Writing for Publication	3
ED 611	Doctoral Seminar I	1
ED 612	Doctoral Seminar II	1
<b>Specialization</b> (e.g., Curriculum & Instruction)		<b>9 Credit Hours</b>
EDCI 504	Theory & Practice of Place-Based Education	3
EDCI 513	History of Educational Thought	3
EDCI 526	Advance Educational Psychology	3
<b>Research (Required)</b>		<b>18 Credit Hours</b>
ED 680	Philosophies of Research	3
ED 574	Introduction to Qualitative Research	3
ED 571	Introduction to Quantitative Statistics	3
<b>(Electives)</b>		
ED 595	Survey Design/Implementation	3
ED 584	Intermediate Quantitative	3
ED 587	Advanced Quantitative	3
ED 589	Designing and Conducting Qualitative Research	3
ED 590	Qualitative Research: Writing, Critiquing, Practice and Application	3
*Note: Course work outside the college may be substituted (e.g., Statistics)		
<b>Cognate</b> (e.g., often transferred from masters)		<b>24 Credit Hours</b>
EDCI 511	Planning and Administering the Curriculum	3
EDCI 524	Models of Teaching	3
EDCI 572	Assessment and Evaluation	3
EDCI 530	Science Education	3
EDCI 504	The Nature of Science	3
ENVS 533	Environmental Philosophy	3
CSS 563	Place Based Environmental Education	3
CSS 561	Ecological Inquiry for Environmental Educators	3
<b>Immersion</b>		<b>6 Credit Hours</b>
EDCI 598	Internship (cr arr)	
<b>Dissertation</b>		<b>18 Credit Hours</b>
ED 600	Dissertation	18

<b>Doctoral Core</b>	<b>8</b>
<b>Specialization</b>	<b>9</b>
<b>Research courses</b>	<b>18</b>
<b>Cognate</b>	<b>25</b>
<b>Immersion</b>	<b>6</b>
<b>Dissertation</b>	<b><u>18</u></b>
<b>Total</b>	<b>83</b>

### *Doctor of Philosophy (Ph.D.)*

#### Prerequisite Research Courses

1. Introduction to Research Methods (equivalent to EDCI/ADOL/EDAD/HPRD 570 at University of Idaho, or transfer from a previous degree/institution)
2. Introduction to Statistics

#### Ph.D. Immersion Experience

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

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

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

## Doctor of Education (Ed.D.)

### Ed.D. Core

**9 Credit Hours**

ED 6??	Grant-writing and External Funding	3
ED 6??	Writing for Publication	3
ED 611	Doctoral Seminar I	1
ED 612	Doctoral Seminar II	1

### **Emphasis** (e.g., Curriculum & Instruction)

**9 Credit Hours**

(i.e., minimum of 9 hours must be outside of program if not department or college)

### **Specialization** (e.g., Curriculum & Instruction)

**9 Credit Hours**

EDCI 504	Theory & Practice of Place-Based Education	3
EDCI 513	History of Educational Thought	3
EDCI 526	Advance Educational Psychology	3

### **Research (Required)**

**18 Credit Hours**

ED 680	Philosophies of Research	3
ED 574	Introduction to Qualitative Research	3
ED 571	Introduction to Quantitative Statistics	3
ED 583	Action Research	3
ED 595	Survey Design/Implementation	3

### **(Electives)**

ED 584	Intermediate Quantitative	3
ED 587	Advanced Quantitative	3
ED 589	Designing and Conducting Qualitative Research	3
ED 590	Qualitative Research: Writing, Critiquing, Practice and Application	3

### **Cognate**

**24 Credit Hours**

EDCI 511	Planning and Administering the Curriculum	3
EDCI 524	Models of Teaching	3
EDCI 572	Assessment and Evaluation	3
EDCI 530	Science Education	3
EDCI 504	The Nature of Science	3
ENVS 533	Environmental Philosophy	3
CSS 563	Place Based Environmental Education	3
CSS 561	Ecological Inquiry for Environmental Educators	3

### **Immersion**

**6 Credit Hours**

EDCI 598	Internship (cr arr)	
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<b>Dissertation</b>		<b>18 Credit Hours</b>
ED 600	Dissertation	
<b>Doctoral Core</b>		<b>8</b>
<b>Specialization</b>		<b>9</b>
<b>Research courses</b>		<b>18</b>
<b>Cognate</b>		<b>24</b>
<b>Immersion</b>		<b>6</b>
<b>Dissertation</b>		<b><u>18</u></b>
<b>Total</b>		<b>83</b>

For the Ed.D. degree a period of professional practice through either a practicum or professional internship is required.

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

The following is a list of common features for the professional practice experiences for Ed.D. students. Please check with your program for specific information.

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

## Key Forms

The following forms are relevant to your graduate education at University of Idaho and can be found online at [uidaho.edu/cogs/forms](http://uidaho.edu/cogs/forms). Adobe Reader is required.

### Applicants

- Printable graduate application for domestic U.S students;
- Printable graduate application for international students;
- Certificate of Financial responsibility and Visa authorization;
- Reenrollment application (for returning Idaho graduate students);
- Dependents form;
- Consent to release student information;
- Transcript request for foreign transfer students;
- Verification of Departmental financial assistance form;
- Change of curriculum;
- Change of Name.

### Current Students

- College of Graduate Studies Petition Authorization to Submit Thesis or Dissertation;
- Request Appointment of Major Profession and/or Committee Form to Proceed with Final defense;
- Committee Change Form;
- Survey of Earned Doctorates;
- UMI Thesis/Dissertation;
- Handbook;
- Creating and entering a new study plan;
- Entering transfer work on a study plan;
- Entering special titles and variable credit courses on a study plan

## Contacts

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