

**Ed.D. – Education**  
**Course Descriptions ([www.uidaho.edu/registrar](http://www.uidaho.edu/registrar))**

**AOLL 528 Program Planning Development and Evaluation (3 cr)**

Program planning and development strategies for learning enterprise workers.

**AOLL 574 Adult & Transformational Learning (3 cr)**

Transformative learning theory is an essential part of this course. The best practices for reflecting upon existing personal, organizational, environmental, and social sustainability mental models and questioning norms are explored and practiced. Cognitive, humanistic, social learning, behavioral, constructivist, and developmental learning theories for adults are foundational elements of the course.

**AOLL 581 Theory & Practice of Sustainable Leadership (3 cr)**

Analysis and study of leadership of the human resource in organizations; theories, styles, and methods of sustainable leadership developed from past leaders blended with current models of leadership.

**ED 611 Doctoral Seminar I (1 cr)**

This seminar is intended to help facilitate a community among doctoral students and build an understanding of the processes and strategies necessary for success in the doctoral program. It is an introductory course to guide the applied dissertation process.

**ED 612 Doctoral Seminar II (1cr)**

The seminar is intended for those doctoral students who have completed all or most of their course work. The seminar will focus on the preparation for the preliminary exam and advancement to candidacy. Preparation of the dissertation proposal will also be covered.

**ED 613 Doctoral Seminar III (1 cr)**

This seminar is intended to support candidates who have had a successful defense of the dissertation proposal. The seminar will focus on the advancement of the dissertation, completion and continuation of the research project, defense of the dissertation, and ultimately publication of the study. Students will read, critique and respond to other candidates' work.

**ED 571 Introduction to Quantitative Statistics (3 cr)**

Overview of research techniques, emphasizing experimental, quasi-experimental, descriptive, analytical, single subject designs. Special emphasis on interpreting and critically evaluating research articles; planning, analyzing, and writing quantitative research studies.

**ED 573 Action Research (3 cr)**

Introduction to action research as a form of systematic applied inquiry conducted by professionals to gain insight, develop reflective perspective, effect change, enhance environment, and improve practice, pedagogy, learner/participant outcomes, policies/procedures. Goals of course include: understanding the theoretical foundations of practical and critical action research, self-study, and teacher research; examining the impact of action research on professional knowledge/actions/environment; exploring processes for identifying area of focus, generating data, analyzing and interpreting data, and developing an action plan for change.

**ED 574 Introduction to Qualitative Research (3 cr)**

Introduction to historical background and theoretical foundations of qualitative research. Addresses issues of design, methods, analysis, political, and ethical issues as they relate to practice. Goals of course include: developing introductory understanding of designing a qualitative study; exploring framework and methods within qualitative research; appreciation of complexities within approach; and developing beginning skills through conducting a qualitative inquiry project.

**ED 589 Designing and Conducting Qualitative Research (3 cr)**

Addresses philosophical foundations underlying qualitative research and extends understanding of design, methods of data generation, and analysis. Goals of course include understanding: relationship of design to methodologies; contextual considerations; role of Critique of Literature in developing theoretical framework; approaches to analysis; issues of trustworthiness and credibility; Researcher as Instrument; and ethical issues. Forms of reporting/writing/ representing data are introduced through reporting on newly collected or existing data.

**ED 595 Survey Design/Implementation (3 cr)**

This course focuses on the design and development of the survey instrument. Topics include how to word questions, validation, development of appropriate scales, traditional and alternative modes of survey administration; impacts of non-response; the effect of question structure, wording and context of instrument items; and post-survey follow-up and data processing. Recommended Preparation: Foundations of research course at graduate level.

**ED 680 Philosophies of Research (3 cr)**

This doctoral level course involves learners in an examination of the philosophical foundations, epistemological assumptions, and methodological frameworks of educational and social science research. Given the current acknowledgement of the importance of perspective and point of view in inquiry, readings in gender, class, and ethnic identity will be included.

**EDAD 523 Contemporary Issues in Higher Education (3 cr)**

Analysis of leading current issues in post-secondary education, including but not restricted to tenure, research/teaching, extended learning-outreach programs, admission, retention, graduation requirements, and student-faculty evaluations.

**EDAD 524 History and Philosophy of Higher Education (3 cr)**

Exploration of history and philosophy of higher education from its origins to the present day; emphasis on trends and issues that have impacted higher education and contributed to its evolution.