## Doctoral Core – 15 Credit Hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Crs</th>
<th>Scheduled</th>
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<tbody>
<tr>
<td>ED 571</td>
<td>Introduction to Quantitative Research</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 574</td>
<td>Survey of Qualitative Research</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 680</td>
<td>Philosophical Foundations of Educational Research</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 614</td>
<td>EHHS Doctoral Seminar</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ED 668</td>
<td>Writing for Publication</td>
<td>3</td>
<td>Spring</td>
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## Research Methods – 9 Credit Hours

*Complete one of the two tracks (6crs), plus one other 3 cr methods course listed*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Crs</th>
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<tbody>
<tr>
<td></td>
<td><strong>Quantitative Track</strong></td>
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<tr>
<td>ED 584</td>
<td>Univariate Quantitative Research in Education</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ED 587</td>
<td>Multivariate Quantitative Analysis in Education</td>
<td>3</td>
<td>Fall (biennial, F21 &amp; F23)</td>
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<td></td>
<td><strong>Qualitative Track</strong></td>
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<tr>
<td>ED 589</td>
<td>Theoretical Applications &amp; Designs of Qualitative Research</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>ED 590</td>
<td>Data Analysis &amp; Interpretation of Qualitative Research</td>
<td>3</td>
<td>Fall</td>
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<td></td>
<td><strong>Specialized Research Methods</strong></td>
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<tr>
<td>ED 592</td>
<td>Indigenous, Decolonizing &amp; Action-Based Research Methods</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>ED 595</td>
<td>Survey Design for Social Science Research</td>
<td>3</td>
<td>Fall</td>
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## Specialization– select 9 Credit Hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Crs</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EDAD 509</td>
<td>Educational Policy and Politics for Educational Leaders</td>
<td>3</td>
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<tr>
<td>EDAD 513</td>
<td>Administration of Special Education Law</td>
<td>3</td>
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<tr>
<td>EDAD 528</td>
<td>Leading Standards Driven Instruction</td>
<td>3</td>
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<tr>
<td>EDAD 530</td>
<td>Ethical Leadership and Law in Education</td>
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<tr>
<td>EDAD 533</td>
<td>Multicultural Diversity and Educational Leadership</td>
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<tr>
<td>EDAD 534</td>
<td>The Principalship</td>
<td>3</td>
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<tr>
<td>EDAD 535</td>
<td>School Finance</td>
<td>3</td>
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<tr>
<td>EDAD 571</td>
<td>Educational Leadership in the Global Society</td>
<td>3</td>
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<tr>
<td>EDAD 584</td>
<td>Bargaining/Mediation/Arbitration</td>
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<tr>
<td>EDAD 586</td>
<td>Advanced School Finance</td>
<td>3</td>
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<tr>
<td>EDAD 587</td>
<td>The Superintendency</td>
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<tr>
<td>EDAD 592</td>
<td>School Community Relations</td>
<td>3</td>
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<tr>
<td>EDAD 593</td>
<td>School Facilities Planning and Maintenance</td>
<td>3</td>
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<tr>
<td>EDAD 594</td>
<td>Theory in Educational Administration</td>
<td>3</td>
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<tr>
<td>EDAD 595</td>
<td>Administration and Supervision of Personnel</td>
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## Cognate – 24 Credit Hours (Ed. Leadership example; often transferred from a Masters)

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<th>Crs</th>
<th>Semester</th>
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<td>Leading Standards Driven Instruction</td>
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<tr>
<td>Course #</td>
<td>Course Title</td>
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<tr>
<td>EDAD 530</td>
<td>Ethical Leadership and Law in Education</td>
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<tr>
<td>EDAD 533</td>
<td>Multicultural Diversity and Educational Leadership</td>
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<tr>
<td>EDAD 534</td>
<td>The Principalship</td>
<td>3</td>
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<td>School Finance</td>
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<td>Administration and Supervision of Personnel</td>
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<thead>
<tr>
<th>Immersion Experience – 6 Credit Hours</th>
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<tr>
<th>Dissertation – 18 Credit Hours</th>
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<td>Course #</td>
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<tr>
<td>EDAD 600</td>
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**Prerequisite Research Courses**

- Introduction to Research Methods (equivalent to AOLL/EDAD/EDCI/MVSC 570 at University of Idaho), or transfer from a previous degree/institution.
- Introduction to Statistics

**Ed.D. Immersion Experience** - The Ed.D. candidate will be required to complete a period of professional practice through either a practicum or professional internship.

The professional practice requirement will be determined by the student's major professor and 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.

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