

Doctor of Education in Educational Leadership

Admission Requirements

Admission to the Educational Leadership doctoral program is based on a rolling-cohort model. Cohorts cycle through approximately every three years. Screening of applications for cohort admission begins April 15th of the year in which a cohort is scheduled to begin the program. Outside the cohort, applications are invited on an ongoing basis. Non-cohort applications are reviewed in fall, spring, and summer. Every effort is made to support the doctoral program of study of non-cohort students.

At the time of application, the applicant must specify a single area of concentration (i.e., P-12 Education Administration, Higher Education Administration, Instructional Design and Technology). Should a student wish to change his or her area of concentration, he or she must reapply to the Graduate School for readmission to the doctoral program in Educational Leadership.

For admission to the Doctor of Education in Educational Leadership, the student must apply to and meet the criteria for admission to the Graduate School. The applicant must also meet the following minimum admission requirements:

1. A master's degree in education or a related field from a regionally accredited institution with a minimum of a 3.5 grade point average in the graduate-level coursework
2. Letter of interest, stating why the applicant is interested in the Ed.D. (specify concentration)
3. A minimum score at the 40th percentile on the Miller Analogies Test (MAT) or on either the Verbal Reasoning or Analytical Writing section on the Graduate Record Examination (GRE)
4. A current resume that includes the names of two professional references who can address the academic or professional/leadership qualifications of the applicant
5. Successful completion of an interview with faculty in the proposed concentration area
6. Successful performance of a writing sample completed in conjunction with the interview

International students whose native language is not English must comply with Graduate School admissions requirements. Additional language-based course work may be required of international students whose native language is not English.

General Requirements

The Doctor of Education in Educational Leadership with an emphasis in Higher Education Administration requires a minimum of 64 semester credits of course work:

- 18 credits in the doctoral core
- 27 credits in the area of emphasis, including 3 credits of electives
- 9 credits of cognate courses (5500 level and above)
- 10 dissertation credits

The Doctor of Education in Educational Leadership with an emphasis in P-12 Education Administration requires a minimum of 61 credits:

- 18 credits in doctoral core
- 24 credits in the area of emphasis, including a minimum of 3 practicum credits

- 9 credits of cognate courses (5500 level and above)
- 10 dissertation credits

The Doctor of Education in Educational Leadership with an emphasis in Instructional Design and Technology requires a minimum of 61 credits:

- 15 credits in doctoral core
- 27 credits in the area of emphasis, including a minimum of 6 practicum credits and 9 EDLT elective credits
- 9 credits of cognate courses (5500 level and above)
- 10 dissertation credits

The Educational Leadership program defines cognate study as a planned set of courses, 5500-level and above, outside the student's concentration area, taken within the College of Education or outside it. Cognate study is to be determined prior to cognate course enrollment, in consultation with the student's advisor.

Of the 61/64 semester credits required for the Ed.D. in Educational Leadership, at least 30 semester credits of course work must be taken at Idaho State University. Dissertation credits may not be transferred from another institution.

Students are required to maintain continuous enrollment of at least one semester credit of work each semester (including summers) from matriculation to completion of the program including completion of the dissertation and oral defense. Failure to maintain continuous enrollment can result in dismissal from the program.

Students must maintain a 3.2 grade point average to qualify for the Doctor of Education. Two grades of C+ or below during the entire program will result in admissions status review, with the possibility of dismissal.

Final Program of Study

Tentative programs of study may be drafted upon program entry with the help of the student's advisor. The final program of study must be submitted with the Comprehensive Examination Notice of Intent and routed through the student's advisor, the Department, and the Dean of the College of Education. Upon submission of the final program of study to the Dean of the Graduate School, the Dissertation Committee, including the Graduate Faculty Representative, is established and the student is advanced to candidacy.

Comprehensive Examination

The comprehensive examination is a significant aspect of the student's total doctoral program. The written examination is normally administered during or immediately following the last semester in which the student is engaged in formal course work.

The comprehensive examination has, as its overall objective, the assessment of the student's knowledge, understanding, and skills as they relate to the field of educational leadership. Examination guidelines are provided in the Ed.D. Handbook.

Dissertation and Oral Defense

Upon successful completion of the comprehensive examination and approval of the dissertation proposal by the student's Dissertation Committee, the student is authorized to complete the dissertation in preparation for the final oral defense.

Required Courses

The Doctor of Education in Educational Leadership requires a minimum of 61/64 semester credits of course work. Doctoral degrees in P-12 Education

Administration and Higher Education Administration require 18 credits in the doctoral core. The Ed.D. degree in Instructional Design and Technology requires 15 credits in the doctoral core. A minimum of 24 credits in the area of concentration is required for the Ed.D. in P-12 Education Administration. The Ed.D. in Higher Education Administration requires 24 credits in the area of concentration *and* 3 elective credits. The Ed.D. in Instructional Design and Technology requires 27 concentration area credits that include 9 credits of EDLT electives and 6 credits of practicum (EDLT 7737). Each emphasis requires 9 credits of cognate study (determined in consultation with the student's advisor and concentration area) at the graduate level (5500 or above) and at least 10 dissertation credits. The student may select from the following areas of emphasis: P-12 Education Administration, Higher Education Administration, or Instructional Design and Technology.

Code	Title	Credits
Doctor of Education in P-12 Education Administration		
Doctoral Core Courses (18 credits)		
EDLP 7700	Change Strategies	3
EDLP 7703	Leadership and Organizational Development	3
EDLP 7705	Advanced Research Design I (Qualitative)	3
EDLP 7706	Advanced Research Design II (Quantitative)	3
EDLP 7721	Intermediate Statistics in Edu	3
EDLP 8800	Doctoral Seminar	1
EDLP 8801	Capstone Seminar	1
EDLP 8830	Comp Exam	1
P-12 Education Administration Concentration (24 credits)		
EDLA 6643	School Personnel Administration	3
EDLA 6662	The Superintendency	3
EDLA 6664	Public School Monetary Policy	3
EDLA 7720	Legal and Ethical Issues in Educational Organizations	3
EDLA 7721	Educational Policy and Governance	3
EDLA 7723	Educational Planning and Evaluation	3
EDLA 7724	Data Informed Instructional Leadership	3
EDLA 7737	Practicum	1-3
EDLA 7751	Case Analysis in Educational Administration	1
Cognates (9 credits)		
Dissertation (10 credits)		
EDLP 8840	Dissertation Prospectus	1-6
EDLP 8850	Dissertation	1-10
Total Credits		43-59

Code	Title	Credits
Doctor of Education in Higher Education Administration		
Doctoral Core Courses (18 credits)		
EDLP 7700	Change Strategies	3
EDLP 7703	Leadership and Organizational Development	3
EDLP 7705	Advanced Research Design I (Qualitative)	3
EDLP 7706	Advanced Research Design II (Quantitative)	3

EDLP 7721	Intermediate Statistics in Edu	3
EDLP 8800	Doctoral Seminar	1
EDLP 8801	Capstone Seminar	1
EDLP 8830	Comp Exam	1
Higher Education Administration Concentration Courses (24 credits)		
EDLH 7730	History and Philosophy of Higher Education	3
EDLH 7731	Law in Higher Education	3
EDLH 7732	College and University Curriculum	3
EDLH 7733	Finance in Higher Education	3
EDLH 7734	Issues and Trends in Higher Education	3
EDLH 7736	Instructional Leadership and Faculty Affairs in Higher Education	3
EDLH 7737	Practicum	1-3
EDLH 7738	Assessment and Accountability in Higher Education	3
Electives (3 credits)		
EDLC 7730	The Modern Community College	3
EDLH 7735	Government and External Relations	3
EDLH 7739	Higher Education Leadership Strategic and Enrollment Planning Governance Institutional Research	3
COUN 6680	Foundations of Student Affairs	3
Cognates (9 credits)		
Dissertation (10 credits)		
EDLP 8840	Dissertation Prospectus	1-6
EDLP 8850	Dissertation	1-10

Code	Title	Credits
Doctor of Education in Instructional Design & Technology		
Doctoral Core Courses (18 credits)		
EDLP 7700	Change Strategies	3
EDLP 7703	Leadership and Organizational Development	3
EDLP 7705	Advanced Research Design I (Qualitative)	3
EDLP 7706	Advanced Research Design II (Quantitative)	3
EDLP 7721	Intermediate Statistics in Edu	3
EDLP 8800	Doctoral Seminar	1
EDLP 8801	Capstone Seminar	1
EDLP 8830	Comp Exam	1
Instructional Design & Technology Concentration (27 credits)		
EDLT 7737	Practicum	3
EDLT 6621	Issues and Trends in Instructional Design and Technology	3
EDLT 6622	Assessment for Digital Formats	3
EDLT 7740	Instructional Systems Design I	3
EDLT 7742	Graphics in Instruction	3
EDLT 7743	Audio and Video in Instruction	3
EDLT 7744	Instructional Systems Design II	3
EDLT 7745	Instructional Design for Distance Learning Delivery	3

EDLT 7749	Instructional Design Seminar	3
EDLT 7780	Spec Topics Instruct Design	3
Cognates (9 credits)		
Dissertation (10 credits)		
EDLT 8850	Dissertation	1-10
Total Hours		64