



**University  
of Idaho**

**Ed.D. in Learning, Leadership & Innovation**

**Program Handbook**

**Summer 2026**

**FACULTY & STAFF DIRECTORY****Administration**

Ann Brown, Ph.D., *Associate Dean for Graduate Studies*

[afbrown@uidaho.edu](mailto:afbrown@uidaho.edu)

James Olive, Ph.D., *Program Director*

[jolive@uidaho.edu](mailto:jolive@uidaho.edu)

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**Staff**

TBD

TBD

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**Faculty**

Brandi Ray, Ed.D.

[bray@uidaho.edu](mailto:bray@uidaho.edu)

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## Introduction

### College of Education, Health and Human Science

University of Idaho's College of Education, Health and Human Sciences (EHHS) is the state's land-grant college dedicated to preparing professionals in education, health, movement sciences, and human services. Guided by its vision as Idaho's leader in lifelong learning and healthy lifestyles, the College promotes teaching, learning, and living that transform and strengthen individuals and communities.

EHHS offers a wide range of undergraduate and graduate programs—including teacher preparation, exercise and sport sciences, recreation and tourism management, counseling and mental health, and leadership—designed to meet the workforce needs of schools, healthcare, wellness, and community organizations across the state. Through interdisciplinary coursework, hands-on learning, and strong partnerships with Idaho schools, agencies, and industry, students gain practical experience that prepares them for impactful professional roles.

As a land-grant institution, the College maintains a strong commitment to research, outreach, and statewide engagement. Faculty and students contribute to advancements in K–12 learning, human development, physical activity and wellness, and professional practice. EHHS delivers its programs through the Moscow campus and regional centers, supporting both traditional and extended-access pathways for learners.

## Program Overview

The Ed.D. in Learning, Leadership and Innovation is a transformative 3-year, 54-credit doctoral program designed for experienced educators, administrators and leaders who are committed to driving meaningful change within their organizations and communities. This program combines rigorous academic coursework with practical, real-world applications, preparing graduates to tackle complex challenges within organizations.

### Program Structure

- Duration: 3 years; courses are in 12-week sessions; Summer start
- Credits: 54 credits
- Delivery Mode: 100% online; cohort model
- Dissertation in Practice (DiP): Integrated throughout the program, culminating with a three-chapter dissertation and defense

## Admissions

The Ed.D. in Leadership and Innovation program has the following admissions criteria:

- Education Level: Master's or 5+ years work experience
- Minimum GPA: 3.0
- GRE: Not required
- Video Submission
- Letters of Recommendation: Two (One letter of recommendation is required from someone in your current industry)

## Transfer of Credit

The Ed.D. in Learning, Leadership and Innovation is a carefully sequenced, cohort-based program designed to foster collaborative learning and applied leadership development. To ensure the integrity and coherence of the curriculum, transfer credits from other institutions or previous graduate programs are not accepted. All students must complete the full course of study as outlined in the program to be eligible for the Ed.D. degree.

## Curriculum

### Program Learning Outcomes

The following learning outcomes are embedded throughout the program:

- **Leadership Skills:** Graduates demonstrate collaborative leadership skills for effective administration, management and decision-making.
- **Research Proficiency:** Graduates independently apply scholarly research competencies to design, conduct, analyze, interpret and implement results.
- **Policy Analysis:** Graduates analyze policies for their impact on affected stakeholders.
- **Theory to Practice Integration:** Graduates apply theoretical knowledge and research findings to address real-world challenges and opportunities relevant to their profession.
- **Ethical Decision-Making:** Graduates demonstrate ethical awareness and decision-making skills.
- **Impactful Communication:** Graduates articulate complex ideas, research findings and policy recommendations to diverse stakeholders.
- **Fostering Innovative Learning:** Graduates develop and implement strategies to cultivate innovative learning cultures within organizations and diverse contexts, leveraging emerging technologies and creative instructional methods and adapting to rapidly evolving challenges in their professional fields.

## Course Descriptions

### **Learning, Leadership and Innovation Core (27 Credits)**

#### **EDD 6010 Learning, Leadership and Innovation Foundations**

This course explores foundational theories and models of innovation, learning and leadership, emphasizing their interconnections and practical applications. Students will critically analyze the strengths and limitations of various leadership and learning models and theories, preparing them to apply these concepts in diverse, real-world contexts.

#### **EDD 6030 Ethical Policy Innovation**

This course explores the intricate relationship between policymaking and politics, focusing on how leaders navigate and influence the political landscape to shape public policy. Students will examine key concepts in leadership, including the role of institutions, interest groups and public opinion in the policy process. Through case studies and practical exercises, the course will cover the strategies leaders use to advocate for policy changes, the ethical considerations involved and the impact of political decisions on various stakeholders.

#### **EDD 6022 Relational Leadership**

This course delves into the principles and practices of relational leadership, with a specific focus on fostering belonging and equity within diverse organizational settings. Through a blend of theoretical frameworks and practical applications, students will explore the dynamics of relational leadership and its impact on creating inclusive environments where all members feel valued and empowered.

#### **EDD 6015 Leading Organizational Change and Innovation**

This course explores the theories, strategies and practical approaches to leading and managing change within organizations. Students will gain a comprehensive understanding of the dynamics of organizational change, the role of leadership in driving innovation and the impact of culture, technology and globalization on change initiatives.

#### **EDD 6042 Community-Grounded Leadership and Collaboration**

This course explores the principles and practices of leadership and collaboration within community contexts. Students will develop skills to effectively engage with diverse communities, fostering partnerships that are grounded in mutual respect, shared goals and collective action. Emphasis is placed on understanding the dynamics of power, privilege and social justice in community settings.

#### **EDD 6080 Conflict Management and Communication**

This course explores the principles and practices of effective conflict management and communication in various contexts. Students will examine the nature and dynamics of conflict, learn strategies for conflict resolution and develop skills for managing disputes constructively.

Emphasis is placed on understanding the role of communication in conflict, including the impact of language, nonverbal behavior and cultural differences.

### **EDD 6070 Innovation and Learning in Organizations**

This course provides an in-depth exploration of cutting-edge instructional design principles and the strategic use of technology to enhance teaching and learning within organizational and educational settings. Students will engage with advanced teaching methodologies, contemporary learning theories and innovative instructional strategies to design, implement and evaluate instructional materials. The course emphasizes the integration of digital tools and technologies to create interactive and immersive learning experiences. Additionally, students will explore differentiated instruction techniques to cater to diverse learner needs and develop skills in creating dynamic, student-centered and technology-enhanced learning environments. Through hands-on projects and real-world applications, students will gain practical experience in leveraging technology to foster engagement, collaboration and personalized learning.

### **EDD 6075 Strategic Mentoring and Supervision**

This course delves into the theories, practices and skills necessary for effective mentoring, coaching and supervision in various professional settings. Students will explore the strategic role of mentoring and supervision in fostering individual and organizational growth. The course covers key concepts such as developmental relationships, leadership styles, communication techniques, feedback mechanisms, conflict resolution and the ethical considerations in mentoring and supervisory roles.

### **EDD 6055 Organizational Evaluation and Improvement Science**

This course provides a deep dive into organizational evaluation through the lens of Improvement Science, a systematic approach to understanding and enhancing complex systems. Students will explore how Improvement Science principles can be applied to evaluate and improve organizational processes, programs and outcomes. The course emphasizes the use of data-driven methods, iterative testing and evidence-based decision-making to identify areas for improvement and drive sustainable change. Students will learn to design, implement and assess evaluation plans that align with organizational goals, using continuous feedback loops and real-time data to inform strategic actions. Case studies and real-world applications will be used to illustrate the impact of Improvement Science on organizational effectiveness and innovation.

## **Research Core (12 Credits)**

### **EDD 6025 Innovations in Research through Improvement Science**

This course provides a comprehensive overview of the foundational theories of improvement science, research designs and methods that center on outcomes for learning communities. Candidates develop skills to evaluate institutional problems of practice, identify possible interventions and operationalize planned improvements. This course is structured to assist candidates in developing a problem of practice for the dissertation-in-practice.



**EDD 6035 Applied Qualitative Research**

The course examines the purpose and nature of qualitative research including foundations of various qualitative design traditions, review of the literature and current applications in organizational settings. Emphasis is directed towards critical analysis of current qualitative studies associated with a problem of practice.

**EDD 6045 Applied Quantitative Research**

The course examines advanced research methodologies and data analysis techniques applicable to different organizations. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the problem of practice are emphasized.

**EDD 6060 Applied Data Collection and Analysis**

Candidates identify various sources of qualitative or quantitative data and evidence to use for organizational improvement. Methods, instruments and data analysis will be presented for formal research and improvement science and makes up Chapter 2 of the Dissertation in Practice. As part of this course, students will learn about the principles of ethical research, including the role and responsibilities of the Institutional Review Board (IRB).

**Dissertation in Practice (15 Credits)****DiP 1: EDD 6050 Problem of Practice and Literature Review**

Candidates will conduct a comprehensive literature review to synthesize key findings related to their problem of practice. They will summarize existing knowledge, potential solutions and measurement methodologies, drawing from relevant studies, practical articles and organizational documents that provide insights and data relevant to the problem of practice being studied. Candidates design and implement research methods appropriate for investigating their problem of practice. This includes selecting and justifying qualitative, quantitative, or mixed-method approaches, identifying data collection and analysis techniques and ensuring the validity and reliability or trustworthiness of their research.

**DiP 2: EDD 6065 Methodology**

Candidates will develop Chapter 2 of their dissertation, focusing on designing and implementing specific strategies to address their problem of practice using the Plan-Do-Study-Act (PDSA) cycle. They will learn to define settings and participants, plan data collection and analysis and address ethical considerations to ensure the validity and reliability of their research.

**DiP 3: EDD 6085 Data Analysis & Recommendations**

Candidates will develop Chapter 3 of their dissertation, which focuses on data analysis, results interpretation and reflections on lessons learned. They will present quantitative and qualitative data, analyze results and reflect on the implications for practice and future research, ensuring their findings contribute to meaningful and sustainable improvements within their organizations.

**DiP 4: EDD 6090 Dissertation Writing and Defense (6 credits)**

Candidates will prepare for their dissertation defense and complete final edits to ensure their work meets academic standards. This course will guide them through refining their dissertation, addressing committee feedback and developing a comprehensive defense presentation.

Candidates will also complete necessary paperwork and administrative tasks to successfully conclude their doctoral journey.

## Course Sequence

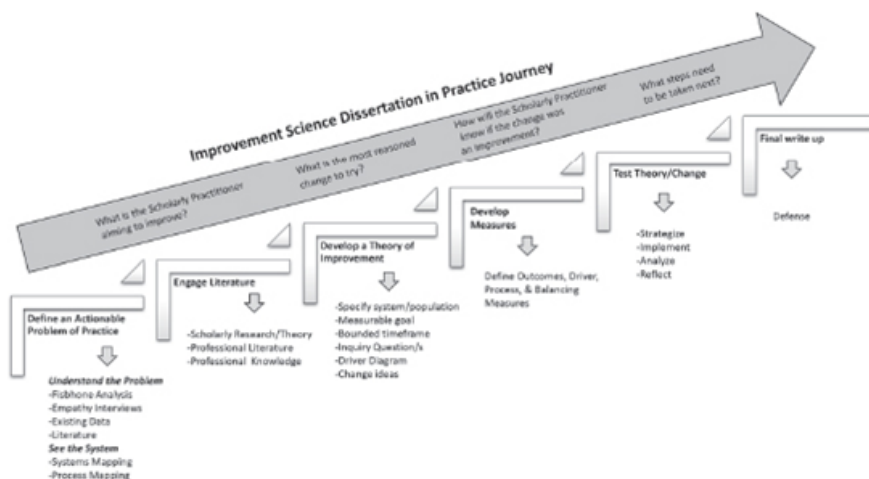
Year 1	Summer	Fall	Spring
	<i>Orientation</i>  Learning, Leadership and Innovation Foundations	Relational Leadership	Applied Quantitative Research
	Innovations in Research through Improvement Science	Applied Qualitative Research	DiP 1: Problem of Practice and Lit Review
Year 2	Summer	Fall	Spring
	Organizational Evaluation and Improvement Science	Applied Data Collection and Analysis  <i>IRB Submission</i>	Leading Organizational Change and Innovation
	DiP 2: Methodology  <i>Proposal Submission &amp; Approval</i>	Community Grounded Leadership and Collaboration	Ethical Policy Innovation
Year 3	Summer	Fall	Spring
	Innovation and Learning in Organizations  <i>IRB submission</i>	Conflict Management & Communication	DiP 4: Dissertation Writing and Defense
	Strategic Mentoring and Supervision	DiP 3: Data Analysis and Recommendations  <i>Manuscript draft due</i>	

## Dissertation in Practice (DiP)

The University of Idaho Ed.D. dissertation in practice (DiP) is rooted in the principles of improvement science, a methodology dedicated to enhancing practices and outcomes through systematic and iterative processes. Improvement science focuses on understanding the mechanisms that drive successful interventions using data-driven analysis and evidence-based strategies to foster continuous improvement within organizational settings. The DiP is structured to align with the core objectives of the professional doctorate in education (Ed.D.), emphasizing leadership competencies, research proficiency, policy analysis, theory-to-practice integration, ethical decision-making and communication skills.

### Overview of Dissertation in Practice (DiP)

The DiP is structured into three chapters. Chapter 1 establishes the foundation of the Dissertation in Practice by defining and contextualizing the Problem of Practice through the lenses of leadership, equity and ethics. It introduces the organizational setting, presents evidence of the problem, clarifies key concepts and synthesizes relevant scholarship to develop a theory of improvement and a conceptual framework that guide the study. Chapter 2 outlines the methodology for implementing and studying the improvement effort, detailing the action research design, the PDSA cycles, the intervention plan, data collection and analysis methods, ethical considerations and the researcher-practitioner's positionality. Chapter 3 presents the data analysis, findings and implications, offering an integrated interpretation of quantitative and qualitative results, evaluating the effectiveness of the improvement strategies and providing recommendations for practice, policy and future research. The Dissertation in Practice culminates in a final synthesis and presentation of the work to faculty and partnering organizations, alongside completion of all defense and graduation requirements.



Note: Reprinted from Perry, J. A., Zambo, D., & Crow, R. (2020). The improvement science dissertation in practice: A guide for committee members and their students. Myers Education Press.

### **Chapter 1: Introduction - Defining the Problem of Practice & Groundwork**

Chapter 1 establishes the foundation for the Dissertation in Practice by clearly defining and contextualizing the Problem of Practice (PoP) through the lenses of leadership, equity and ethics. It introduces the organizational setting, presents an opening narrative to illustrate the issue and explains the student's positionality and connection to the work. The chapter provides a detailed statement of the problem—describing the current versus desired state, the urgency of addressing the issue and the consequences of inaction—supported by non-anecdotal evidence and analysis gained from tools such as system maps, fishbone diagrams, empathy interviews and existing data. It also identifies key stakeholders and outlines the organizational context, including demographics, historical background, culture, resources and system-level factors contributing to the problem.

Building on this groundwork, Chapter 1 includes a comprehensive literature review that synthesizes scholarship related to leadership, systems thinking, equity, improvement science and change management. This review clarifies key concepts, identifies gaps in current knowledge and positions the local problem within broader professional and scholarly conversations. The chapter then introduces the theory of improvement and conceptual framework—complete with aim statements, research questions, driver diagrams and logic models—that will guide the design and testing of change ideas in subsequent chapters. It concludes by summarizing the significance of the problem, justifying the improvement approach and outlining how the remainder of the dissertation will build upon this foundation.

### **Chapter 2: Methodology**

Chapter 2 provides a detailed explanation of the methodological approach used to design, implement and study the improvement initiative. Grounded in improvement science and action research, the chapter outlines the rationale for using PDSA cycles, the alignment between the research questions and methodology and the importance of actionable, context-specific inquiry. It describes the organizational setting, participants and intervention in depth, explaining how the conceptual framework and driver diagram informed the improvement design. The chapter also details the 90-day PDSA cycle structure—Plan, Do, Study, Act—along with the timeline, implementation protocols, fidelity measures and iterative adaptations made throughout the process.

In addition, Chapter 2 explains the student's dual role as a researcher-practitioner, examining issues of positionality, access, potential bias and strategies for maintaining reflexivity and ethical integrity. It presents a comprehensive data collection and analysis plan that uses multiple measures—including quantitative, qualitative and mixed-methods approaches—to assess progress toward the improvement aim. Ethical considerations, IRB procedures, confidentiality protections and power dynamics are addressed, along with limitations, delimitations and strategies for ensuring trustworthiness. Together, these components create a clear, actionable roadmap for how the improvement effort will be studied and evaluated.

### **Chapter 3: Data Analysis & Recommendations**

Chapter 3 presents a comprehensive analysis and interpretation of the data collected throughout the improvement initiative, integrating quantitative, qualitative and mixed-methods findings to address each research question. The chapter begins by outlining the implementation timeline and summarizing the focus and adaptations of each PDSA cycle, with attention to stakeholder engagement, contextual factors and fidelity of implementation. It then offers a detailed presentation of results using descriptive statistics, run charts, thematic analysis and representative stakeholder perspectives to illuminate patterns of improvement, unexpected outcomes and system-level learning. A dedicated analysis of each PDSA cycle highlights predictions, actual implementation experiences, learning generated and subsequent adaptations.

Building on these findings, the chapter interprets results in relation to the literature, conceptual framework and improvement science principles, identifying what worked, what did not and why. It provides actionable recommendations for practice, policy and system leadership, tailored for multiple audiences and focused on scalability, sustainability and equity. Chapter 3 also outlines an action plan for continued improvement, proposes new research directions and reflects on the student's development as a collaborative, equity-minded scholar-practitioner. The chapter concludes by revisiting the original problem of practice, summarizing key insights and emphasizing the significance of the work for ongoing organizational learning and leadership.

NOTE: Students should refer to the **Dissertation in Practice Manual** for detailed guidance on the DiP, including the full outline, descriptions of each section and all related requirements.

### **Major Professor Assignment**

Each Ed.D. student is assigned a Major Professor—a faculty member who chairs the student's Dissertation in Practice (DiP). Major Professors are assigned during the first year of the program to ensure timely support and alignment with the student's area of focus. Assignments are made by program administrators, who take into account faculty expertise, workload and programmatic needs.

### **DiP Committee**

Each Ed.D. student will have a Dissertation in Practice (DiP) Committee comprised of three members who provide guidance, support and evaluation throughout the dissertation process. The committee is designed to ensure both academic rigor and real-world relevance to the student's Problem of Practice.

The DiP committee will be composed of a minimum of three members, including the major professor and two additional committee members. The DiP major professor and all committee members (internal and external) will be a graduate faculty member affiliated with University of Idaho. All committee members must hold a doctorate.

#### External Committee Member Nomination

Students may nominate an external expert in their area of interest to serve as a committee member. The external expert must meet the following criteria:

- Have no personal or professional conflict of interest with the student or any organizational conflict of interest with the University of Idaho.
- Hold a terminal degree in their field and possess demonstrated expertise in the student's area of research or the chosen research methodology.
- Obtain approval from the major professor which will be based upon a review of external committee member's professional CV or resume.
- Obtain approval and V number assignment from the College of Graduate Studies.

#### Committee Member Qualifications

All dissertation committee members must meet the following criteria:

- *Terminal Degree:* All committee members must hold a terminal degree (e.g., Ed.D., Ph.D., J.D., M.D., etc.) and must be approved by the Major Professor.
- *Subject Expertise:* At least one committee member must have substantial expertise and applied experience in the student's problem of practice, while another must have expertise in the research methods the student will employ.
- *Applied Research Experience:* Committee members must have at least three years of experience in applied research or professional practice relevant to the student's dissertation topic. This expertise should be demonstrated through publications, presentations, or the application of scholarship in professional practice.
- *Recent Professional Activity:* Committee members must have been active in their field of professional practice or scholarship within the five-year period preceding their participation on the committee.

This diverse committee structure supports scholarly depth while also grounding the research in applied, professional contexts.

### DiP Proposal Development and Approval Process

The Dissertation in Practice (DiP) is a core component of the Ed.D. in Leadership and Innovation program and is designed to span the duration of the program's nine-term, year-round structure. Students develop their DiP through a structured, scaffolded process that integrates research and writing into the coursework.

- Term 3 (End of Year 1): Students complete Chapter 1 of the DiP, which includes the Problem of Practice and a review of relevant literature.
- Term 4 (Beginning of Year 2): Students write Chapter 2, which outlines the research design and methodology for their study.
- End of Term 4: Students submit Chapters 1 and 2 as their formal DiP Proposal to their assigned Major Professor and DiP Committee. The committee reviews the proposal for rigor, clarity and alignment with the program's scholarly practitioner framework.

### DiP Proposal Defense Process

The Dissertation in Practice (DiP) Proposal Defense occurs during the summer of Year 2 (Term 4) and serves as a key milestone in the doctoral journey. This formal process provides students with the opportunity to present their proposed study to their DiP Committee for feedback, approval and forward planning. The major professor will have a minimum of two weeks to review the proposal prior to distribution to the committee. The Committee will have a minimum of two weeks to review the proposal prior to the desired defense date.

### *Purpose*

The purpose of the DiP Proposal Defense is to:

- Demonstrate a clear and compelling articulation of the Problem of Practice
- Present a thorough and critical review of the preexisting, relevant literature
- Outline the improvement-based methodology that will guide the inquiry
- Engage in scholarly dialogue with committee members to refine and strengthen the study

### *Format and Expectations*

To initiate the DiP Proposal Defense process, students must prepare the following materials:

- A final draft of the DiP proposal, including Chapters 1 and 2
- A PowerPoint presentation that clearly outlines the key elements of the proposal and provides an overview of the proposed study
- A 15–20 minute recorded video presentation in which the student presents their PowerPoint slides while also appearing on camera

These materials are submitted as a complete packet to the DiP Major Professor who facilitates the proposal defense. Once received, the Major Professor will disseminate the materials to all committee members who then have two weeks to review the materials, provide written feedback and render a decision.



During this review period, the committee evaluates the proposal based on:

- Clarity and coherence of the Problem of Practice
- Depth and relevance of the Review of Knowledge for Action
- Appropriateness and feasibility of the proposed methodology
- Alignment with improvement science and practitioner-based inquiry

This asynchronous format ensures that the committee has adequate time to assess the quality and readiness of the proposed study while providing meaningful feedback for the student to move forward with confidence.

#### *Committee Decision*

At the conclusion of the defense, the committee will determine one of the following:

- **Approved:** The student may proceed to seek Institutional Review Board (IRB) approval.
- **Approved with Revisions:** Minor revisions are required before IRB submission.
- **Not Approved:** Substantial revisions are needed and a second defense will be necessary.

Upon successful defense of the DiP proposal, students move forward with Institutional Review Board (IRB) submission and approval before beginning data collection in the subsequent term.

### DiP Final Defense and Approval Process

The DiP Final Defense serves as the culminating scholarly event of the doctoral experience. It provides students the opportunity to present their completed Dissertation in Practice to their committee and engage in critical reflection on the study's outcomes, contributions to practice and implications for future leadership and improvement work.

#### *Preparation and Submission*

Students must submit a complete, final draft of Chapters 1, 2 and 3 of their DiP to their Major Professor no later than one month prior to their desired final defense date. This version should reflect all prior revisions, incorporate data and findings and be written in alignment with program formatting and quality expectations. The Major Professor, in consultation with committee members, will review the submitted DiP to determine if the student is ready to proceed to the final defense. The major professor will have a minimum of two weeks to review the proposal prior to distribution to the committee. The Committee will have a minimum of two weeks to review the proposal prior to completing the "Request to Proceed to Final Defense" form to the College of Graduate Studies. Submission of the "Request to Proceed to Final Defense" form must be submitted two weeks prior to the desired defense date.

### *Defense Format and Expectations*

The DiP Final Defense takes place in a synchronous meeting with all committee members in attendance.

During the defense, the student delivers a professional oral presentation that:

- Summarizes the Problem of Practice and its organizational context
- Describes the improvement strategy and methodology used
- Shares the findings and outcomes of the inquiry
- Reflects on key lessons learned and implications for leadership, equity and future practice

Following the presentation, committee members will engage the student in a question-and-answer session to probe their thinking, clarify elements of the study and offer feedback.

### *Committee Decision*

At the conclusion of the defense, the committee will deliberate and render one of the following decisions:

- **Approved:** The DiP is accepted with no further revisions
- **Approved with Revisions:** The DiP is accepted pending minor revisions
- **Not Approved:** Substantial revisions are required and a second defense will be necessary.

Students must complete any required revisions and obtain final committee approval in order to fulfill degree requirements.

## Enrollment

The Ed.D. in Learning, Leadership & Innovation is designed as a cohort-based, year-round program that requires students to maintain continuous full-time enrollment throughout the duration of their doctoral journey.

### Full-Time Status

Students are expected to enroll in and successfully complete the prescribed set of courses each term (including summer terms). This structure ensures students remain on track for timely completion of the program and maintain active participation in their learning community.

## Program Progression

Because the Ed.D. is built around a carefully sequenced curriculum and collaborative cohort model:

- Interruptions in enrollment may disrupt a student's ability to progress through the program as intended.
- Students who anticipate needing to take a leave of absence must submit a written request to the program's administration for review and approval.
- Approved leaves will affect the timeline for program completion and require integration into a future cohort upon return.

## Academic Standing

Failure to maintain full-time enrollment without prior approval may result in administrative withdrawal from the program and the need to reapply for admission. Students are encouraged to communicate proactively with program faculty and administration if circumstances arise that could impact their enrollment status.

## Leave of Absence

The Program recognizes that students may occasionally encounter personal, professional, or health-related circumstances that require a temporary pause in their academic progress. In such cases, students may request a Leave of Absence (LOA) from the program.

### Policy Overview

- Students may apply for a Leave of Absence for one year without being required to reapply for admission.
- During a Leave of Absence, students are not permitted to enroll in courses or engage in any Dissertation in Practice (DiP) work, including data collection, analysis, or writing.
- Students are required to make contact with the Program's administrators and their DiP Major Professor at least once per term during the leave of absence.

### Request and Approval Process

To request a Leave of Absence, students must:

- Submit a formal written request to the program administrators, outlining the reason for the leave and the number of terms requested
- Consult with program administrators and student support personnel to review program implications and future enrollment plans
- Receive written approval from the program in advance of the leave

### Reentry and Re-Integration

When students return from an approved leave, they will be reintegrated into the cohort that followed their original cohort. This may involve adjustments to course sequencing and timelines

for completing DiP milestones. Students are strongly encouraged to maintain communication with faculty and student support staff during their time away to ease the transition back into the program.

### Time Limit for Completion of the Ed.D.

Students in the Ed.D. in Learning, Leadership & Innovation program must complete all degree requirements, including the Dissertation in Practice (DiP), within **five (5) years** from the date of initial enrollment in the program. Note: a one year leave of absence from the program does not extend the five year time limit to complete the Ed.D..

Following the completion of program coursework in Term 9, students who have not yet completed the DiP must maintain continuous enrollment by registering for EDD 7100 each term until all degree requirements are met.

Failure to complete the DiP and all degree requirements within the five-year maximum timeframe will result in dismissal from the program without the awarding of the Ed.D. degree.

## Student Resources

### Academic Accommodations

Students who have a disability or think they may need accommodations should contact the University of Idaho's Center for Disability Access and Resources (CDAR) to explore available support and services. More information can be found at [uidaho.edu/student-resources/disability-accessibility-resources](https://uidaho.edu/student-resources/disability-accessibility-resources)

### Vandal Accounts, Academic Resources & Support Services

Support related to student Vandals accounts, academic resources and other support services can be found at <https://www.uidaho.edu/student-resources>

## Academic Policies

### Course Grading Scale & Academic Standards

All Ed.D. Program courses use the same grading scale. The grading scale is as follows:

A	90 - 100	D	60 - 69
B	80 - 89	F	< 60
C	70 - 79		

## Graduate Fees and Refunds

- Ed.D. Tuition Rate Per Credit Hour..... \$850
- Immersion Fee.....\$350

## Grades of Incomplete (I)

Information regarding incomplete coursework and grades of incomplete can be found in the University Catalog at <https://catalog.uidaho.edu/general-requirements-academic-procedures/f-grades-incomplete/>

## Probation, Disqualification and Reinstatement

Graduate students must maintain both a semester and cumulative GPA of 3.00 or higher to remain in good standing. Falling below a 3.00 in any term results in academic probation, which continues until the cumulative GPA is restored to 3.00 or higher. A student earning below a 3.00 GPA for two consecutive terms will be disqualified, regardless of cumulative GPA. Reinstatement after disqualification requires at least one semester away, an approved study plan, support from the major professor and program director and permission from the College of Graduate Studies. Reinstated students must earn a 3.00 GPA their first semester back and remain on probation until the cumulative GPA meets the 3.00 minimum.

More information related to probation, disqualification and reinstatement can be found at <https://catalog.uidaho.edu/colleges-related-units/graduate-studies/#generalgraduatereregulationstext>

## Attendance & Participation Policy for Online Classes

Active participation and consistent attendance are essential components of success in the Ed.D. in Learning, Leadership & Innovation program. Students are expected to attend all scheduled class sessions for each course in which they are enrolled.

If a student must be absent, they are expected to notify the instructor in advance and in writing whenever possible. Students who miss *two (2) or more* class sessions in a term may receive a grade of “F” for the course and will be required to retake the course in order to earn a passing grade. Instructors will consider documented emergency situations—such as illness, family emergencies, or a death in the family—when evaluating attendance and participation.

Students are expected to attend class from a quiet, professional environment conducive to learning (e.g., at a desk or table), rather than from locations such as a car, bedroom, or

recreational area. Maintaining an environment that supports focused engagement is part of professional conduct in the program.

## Electronic Communications Policy

All official program-related communication must occur through University-provided systems to ensure security, consistency and accountability.

1. University Email
  - Students are required to use their University of Idaho email account for all correspondence related to the program, including communication with faculty, staff and peers.
  - Messages sent from personal email accounts (e.g., Gmail, Yahoo, etc.) will not be considered official and may not receive a response.
2. Learning Management System (LMS)
  - The University of Idaho currently uses Canvas as its LMS. Students may use Canvas for course-related communication, including announcements, discussion boards, assignment submissions and direct messaging within the system.
3. Expectations
  - Students are responsible for checking both their University email and Canvas messages regularly.
  - All communications should follow professional standards of courtesy and clarity.

By adhering to this policy, students help maintain secure, reliable and effective communication within the program.

## Immersion Attendance

Students are required to attend one (1) on-campus immersion for the doctoral program and completion of this immersion is a requirement for graduation from the program. The immersion occurs during term 4. Students who are unable to attend the scheduled immersion due to personal or professional reasons must attend the next scheduled immersion session

## Student Code of Conduct

Students in the Ed.D. program are expected to abide by the University's Student Code of Conduct. More information on the Student Code of Conduct can be found at <https://www.uidaho.edu/student-resources/dean-of-students/code-of-conduct>

## AI and Technology Use

The responsible use of AI tools, including ChatGPT and other generative platforms, must follow the guidelines in each course syllabus, as well as the “Use of Artificial Intelligence (AI) Tools in the Ed.D. Program” policy.

### Responsibilities of Students and Faculty

- *Students* are responsible for ensuring that all work reflects their own learning, accurately cites sources and complies with program and university policies.
- *Faculty* are responsible for maintaining academic standards and addressing suspected academic dishonesty. Consequences may include—but are not limited to—a failing grade for the assignment or course, as determined by the instructor.

### Reporting and Resolution

Instructors may report incidents of academic dishonesty to the Dean of Students. The Dean will notify the student in writing, provide an opportunity for a meeting and determine if a formal complaint is warranted. Disciplinary penalties beyond course grading must be judicially imposed.

### Pledge

As a student in the University of Idaho Ed.D. in Learning, Leadership & Innovation program, I affirm that I will:

- Conduct myself with honesty and integrity in all academic work.
- Properly acknowledge the contributions of others and any use of AI tools.
- Avoid all forms of academic misconduct.
- Contribute to a culture of trust, respect and ethical scholarship.

## Academic Integrity and Use of Artificial Intelligence (AI) Tools

The University of Idaho and the Ed.D. in Learning, Leadership & Innovation program value both the integration of modern technology and the highest standards of academic integrity. AI tools, including ChatGPT and similar platforms, can be valuable aids in learning and scholarship when used responsibly and transparently.

### Course-Level Policies

Course instructors may establish specific guidelines regarding AI use in assignments. Students must always review each course syllabus and seek clarification from the instructor when expectations are unclear.

### Transparency and Acknowledgment

Whenever AI tools are used in the creation or analysis of work, students must clearly document:

- The specific AI tool and version used.
- The exact prompt(s) provided, including timestamps where applicable.
- How the AI output was incorporated (e.g., drafting, revising, analyzing, creating tables or figures).

This acknowledgment should appear in the designated section of the assignment (e.g., acknowledgments, methods, appendix) and, for research papers, within the main text where appropriate.

### Accuracy, Attribution and Academic Integrity

Students remain fully responsible for the accuracy and originality of any work that incorporates AI-generated content. This includes verifying factual accuracy, properly citing original sources that informed AI outputs and ensuring the work is free from plagiarism, fabrication, or falsification. Presenting AI-generated text, ideas, or analyses as one's own without acknowledgment constitutes plagiarism. Students must also critically evaluate AI outputs for bias, omissions, or incomplete perspectives and integrate credible sources to ensure balanced, evidence-based work.

## Professional and Academic Conduct Expectations

Students in the Ed.D. in Learning, Leadership & Innovation program are expected to uphold the highest standards of professionalism, ethical conduct and scholarly engagement in all interactions—both within and beyond the University of Idaho. The following expectations guide student conduct throughout the program.

### 1. Professional Relationships

- Abide by the University of Idaho Student Code of Conduct.
- Treat faculty, staff, peers and professional partners with courtesy, respect and professionalism.

### 2. Trustworthiness

- Demonstrate dependability in meeting commitments and fulfilling academic and professional responsibilities.

### 3. Civility and Respect

- Interact with all members of the university community in a courteous, respectful and professional manner.
- Value the perspectives and contributions of others, even when they differ from your own.
- Foster a learning environment built on mutual respect, collaboration and constructive dialogue.

### 4. Communication

- Communicate clearly, respectfully and professionally in all written, oral and online interactions.



- Use a professional tone and appropriate academic style in written communications.
- Allow a minimum of 24 business hours for faculty and staff to respond to emails.
- Demonstrate confidence and clarity in verbal and written exchanges.

#### 5. Punctuality and Reliability

- Arrive on time for classes, meetings and professional engagements.
- Adhere to scheduled times and established deadlines.
- Respond to requests (written, verbal, email, phone) in a timely manner.

#### 6. Professional Behavior

- Exhibit professional conduct in all university settings, including in-person and online classrooms.
- Show respect for persons in positions of authority.
- Represent the University of Idaho appropriately in professional meetings, presentations and extracurricular activities.

#### 7. Ethical Standards

- Uphold high ethical standards in all academic and professional work.
- Engage constructively in negotiation, compromise and conflict resolution.
- Provide thoughtful, respectful feedback to others.
- Receive constructive criticism with professionalism and a growth mindset.

#### 8. Confidentiality

- Respect the privacy and confidentiality of peers, faculty, staff and professional partners in all academic and professional contexts.
- Safeguard sensitive information shared in classes, meetings, research and professional collaborations, including personal experiences, data and organizational materials.
- Refrain from disclosing confidential information without consent, unless legally or ethically required.
- Model discretion and integrity in handling both academic and professional communications.

#### 9. Commitment to Lifelong Learning

- Produce high-quality academic and professional work.
- Strive to exceed expectations in all program requirements.
- Demonstrate an ongoing commitment to personal and professional development.

#### 10. Time Management and Decision-Making

- Use time effectively to meet academic and professional obligations.
- Demonstrate self-direction and accountability in completing assignments and meeting deadlines.
- Make informed, ethical decisions that reflect professional judgment.

#### 11. Professional Appearance and Environment

- Maintain dress and personal grooming appropriate to academic and professional settings, including Zoom and other online environments.
- Attend online sessions from an environment conducive to learning and free from unnecessary distractions.