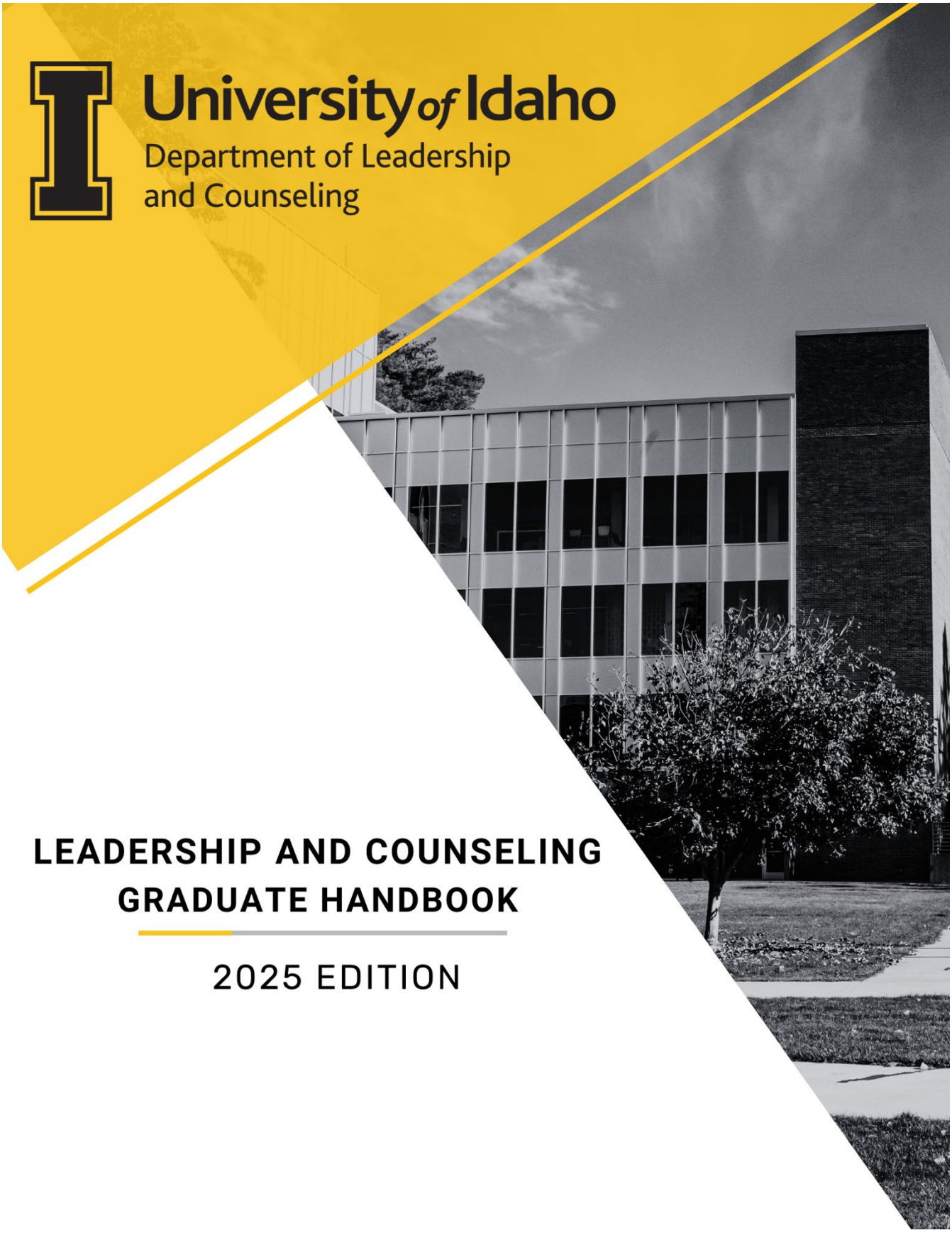
University of Idaho
Department of Leadership and Counseling



LEADERSHIP AND COUNSELING GRADUATE HANDBOOK

2025 EDITION

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Welcome from the Department of Leadership and Counseling

Pursuing graduate studies is a significant decision, and I commend you for making this important commitment and investment in your future. The Department of Leadership and Counseling (L&C) is dedicated to supporting you throughout your time at the University of Idaho (U of I). Please feel free to reach out to our office whenever you need assistance.

As graduate students, you will have the privilege of engaging with distinguished faculty members who bring a wide range of expertise and are dedicated to supporting your academic journey. Their collective knowledge and innovative approaches ensure that you will benefit from unique, nationally recognized opportunities, all aligned with the University of Idaho's core values of excellence, respect, integrity, perseverance, and sustainability.

As the Chair of the Leadership & Counseling Department, I want to reaffirm our faculty's commitment to providing you with a transformative and enriching educational experience. My door—whether in person or virtual—is always open, and, alongside our dedicated faculty, look forward to supporting you in achieving your graduate degree and preparing for future success.

We are glad you are here! You are about to engage in the exciting process of obtaining an advanced degree. We look forward to accompanying you on your journey.

Sincerely,
Laura Holyoke, PhD
Department Chair, Leadership & Counseling

This handbook lays the foundation for your success and will help you navigate policies and procedures commonly encountered by U of I graduate students. The Department of Leadership & Counseling has prepared the handbook to supplement general information and regulations in the **University of Idaho Catalog** and guidelines provided by the College of Graduate Studies (COGS) concerning graduate education at the University of Idaho. If conflicts arise between this document and COGS policies, the COGS policies—and ultimately the University of Idaho catalog—will take precedence.

In addition, this handbook sets shared expectations for both faculty and students. Please save this handbook and refer to it often. Let us know if the policies seem unclear. As a graduate student, it is your responsibility to make sure you are following it in letter and spirit.

1. About the Department of Leadership and Counseling

The Department of Leadership and Counseling is Idaho's forerunner in preparing individuals to lead, solve problems, and shape a healthy, just, and better future for our citizens. Faculty across two graduate disciplines are on the Moscow, Boise, and Coeur d'Alene campuses and remote. The department serves students throughout the state and nation seeking advanced degrees in Leadership and Organization Development and Educational Leadership.

Department of Leadership and Counseling Mission: *advance leadership and lifelong learning through scholarship, teaching, outreach, and service*.

The Department of Leadership and Counseling is one of three departments in the College of Education, Health, and Human Sciences (EHHS). It consists of two graduate programs: Leadership and Organization Development (LOD) and Educational Leadership (Ed Leadership). EHHS is nationally ranked and internationally known. We embrace the University of Idaho's vision, mission, and goals and reflect those in our own vision, mission, and goals.

EHHS Goals
Teaching and Learning: Enable student success in a rapidly changing world.
Scholarly and Creative Activity: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.
Outreach and Engagement: Meet society's critical needs by engaging in mutually beneficial partnerships.
Community, Culture and Climate: Be a purposeful, ethical, vibrant and open community.

Graduate Student Pledge

As a graduate student in the Department of Leadership and Counseling, I pledge to uphold the highest standards of excellence, ethics, and integrity in accordance with the guidelines outlined in this handbook.

I also uphold the following:

1. I dedicate myself to developing as a leader, scholar, and citizen.
2. I take pride in my professionalism. I am punctual and communicative and meet deadlines. I give my work maximum effort.
3. I respect the many and varied contexts of people's organizational, personal, and professional backgrounds.
4. I uphold intellectual principles of fairness and originality in all my work.
5. I recognize that my classmates, teachers, and mentors are critical to my success in this program and the rest of my career. I treat each one with respect and offer support whenever I can.
6. I appreciate that, as a graduate student in the Department of Leadership and Counseling, I can shape the future of a dynamic and growing field of study through applied projects or original research. I am prepared to experiment, adapt, and support my colleagues in doing the same.
7. As a member of the Department of Leadership and Counseling community, I bring a sense of curiosity and a spirit of collaboration to all I do.

Expectations for Graduate Students

Each graduate student in Leadership & Counseling is expected to meet the following objectives pertinent to their specific graduate program:

- Demonstrate advanced competence and skill in mastering concepts, principles, systems, and practices related to the student's specialty.
- Demonstrate advanced competence and skill in reading, interpreting, and applying the research and literature of the professional studies component of the student's graduate program.
- Demonstrate awareness and understanding of ethical, philosophical, and cultural issues that apply to the professional component of the student's graduate program.
- Demonstrate the ability to synthesize and apply program skills and knowledge through the program's exit requirement.

Department Contacts

Information you are Seeking	Person & Position	Contact Information
Further guidance, additional support or concerns.	Laura Holyoke, Ph.D. Department Chair	holyoke@uidaho.edu 208-885-7606
General information about Ed Leadership or LOD program.	Kristin Hardin Office Manager	Khardin@uidaho.edu 208-310-8202
LOD Program specific inquiries.	Kyle Znamenak, Ph.D. LOD Program Coordinator	Znamenak@uidaho.edu
Ed Leadership specific inquiries.	Bethani Studebaker, EdD Ed Leadership Program Coordinator	bstudebaker@uidaho.edu 208-364-4013

Programs within Leadership & Counseling

Most of our students are full-time working professionals. Ie both programs are delivered online; we are fortunate to work with individuals nationwide and globally. We continue to seek and welcome ways of diversifying our student population and faculty.

Leadership and Organization Development

Our Leadership and Organization Development program graduates enter or return to the workforce and their communities with a greater understanding of leadership, organizational development, and adult learning.

Educational Leadership

Our Educational Leadership program graduates have completed the coursework required by the Idaho State Department of Education to apply for principal, superintendent, or special education director certification. Professional Accreditation: The Educational Leadership Master of Education degree and Educational Specialist degree are accredited as advanced-level programs by the Council for the Accreditation of Educator Preparation (**CAEP**).

Newly Admitted Students

Please see **Welcome and Tips** from COGS and the **New Student Checklist for directions and set up for IT.** As you begin your graduate program, it is important to know the **College of Graduate Studies** provides a Graduate Student Orientation course, **Professional Development Opportunities, a**nd a list of **COGS forms and instructions.** Also, please see **Steps to your degree.**

Once accepted into a program, students will receive a Leadership and Counseling welcome letter assigning them to a Major Professor. Students will work with their Major Professor to create a study plan to guide them toward a degree.

Continuing Students

What	When	Who
Study plan **--instructions**	By the end of the 2nd semester	Student → Major Professor
Apply to graduate (MyUI Dashboard)	One semester prior to expected graduation date. **See COGS dates and deadlines.**	Student
Complete exit requirement (comprehensive examination, project, portfolio)	One to three weeks before end of semester expected to graduate	Student
Non-Thesis Report	When non-thesis requirement is approved.	Major Professor
Major professor assignment	When a change to MP or adding committee members	Student → Major Professor

The Term Before You Plan on Graduating

Check the Degree Audit in your Student Profile to make sure your approved study plan is accurate. The courses listed on your Degree Audit are the minimum requirements for your degree and must all be completed to be cleared for graduation. Work with your Major Professor to resolve any outstanding issues. **Information for Editing an Approved Study Plan.**

1. *Apply to graduate* **before the deadline** on your Student Profile. You must complete the online graduation application to be considered for graduation.
2. You must be registered during the term that you graduate.
3. Exit requirement. All degrees require an exit activity as determined by the program. Once this requirement is completed your Major Professor will submit an online Non-Thesis Report to the College of Graduate Studies that verifies the requirement was completed by the deadline for that semester.

Graduate Student Community Building

Whether you are a new student or have been here for a semester or two, we invite you to regularly check the **COGS website.** The COGS website has resources relating to **Graduate Student Support** and a variety of other links to assist in your graduate student journey. Funding opportunities are also identified on the COGS website. You can enhance your graduate experience by joining student groups like the Graduate Student Advisory Council (**GSAC**) or the Graduate & Professional Student Association (**GPSA**). These organizations provide opportunities for networking, professional development, advocacy, and community building. Additionally, you can explore other student groups through the Office of Student Involvement or similar campus organizations that align with your interests and academic goals.

Online Platform

The University of Idaho uses **Canvas** as its primary online learning platform. Students can access course materials, submit assignments, engage in discussions, and monitor their progress. For Canvas support and tutorials, please visit the **Canvas Student Support page**.

Online Learning & Technical Requirements

Online programs provide a structured learning environment that is well-suited for working professionals. Classes may involve video instruction, Zoom meetings, discussion boards, assignments, and learning modules. Students participate in discussions, complete projects, meet online, and write papers as part of their coursework.

Students must have access to:

1. A reliable computer
2. Web browser for viewing videos and presentations Word processor (Microsoft Office 365 provided by the university)
3. U of I Zoom Account
4. Microphone and camera for virtual discussions

Specific technical requirements will be outlined in each course syllabus.

Graduate-level online learning requires:

- Self-discipline
- Effective time management
- Proactive engagement with course materials and discussions
- Consistent adherence to deadlines
- Active participation in virtual learning meetings
- Effective communication with instructors and peers
- Competent use of technology for accessing resources and completing assignments

University & Department Resources

Office of the Dean of Students

Student Support Services, Academic Performance, Student Success & Wellbeing

College of Graduate Studies

Resources

News and Events

University of Idaho Library

Library Resources for Online Students

Library Guides

Resources provided by L&C programs:

LOD Library Resources

Ed Leadership Library Resources

Canvas Pages—please accept the invite

2. Leadership and Organization Development Program Overview

Our Leadership and Organization Development master's program at the University of Idaho is designed to cultivate leaders across diverse professional sectors. The program caters to individuals seeking careers in higher education, business, government agencies, and nonprofit organizations.
The LOD program is offered entirely online, eliminating out-of-state tuition charges. While primarily asynchronous, we offer flexible learning options. Some courses may include optional virtual class sessions and/or required synchronous sessions at specific times. LOD offers a master's degree and delivers a professional academic certificate in Human Resource Development.

Student Success Highlight:

"*Applying this knowledge to my professional world and seeing my vision come to life is a dream come true*."

Deanna Bakken discovered her passion for training and teaching during her undergraduate years at Iowa State University, where she turned a mistake at the Dairy Teaching and Research Farm into an opportunity to create clearer operational instructions. Her drive to improve training processes led her to the University of Idaho's online master's in leadership and Organization Development (LOD) program, allowing her to balance her demanding USDA job in Colorado with graduate studies.

Impact

Despite working 60 to 70-hour weeks, Deanna maintained a 3.85 GPA, volunteered with youth programs like 4-H and FFA, and applied her LOD training directly to her career. Nominated for the CEHHS Alumni Award for Excellence, she exemplifies how the LOD program enables students to translate academic learning into professional success.

Future Goals

With plans to pursue a doctorate specializing in LOD, Deanna continues to embody the program's mission by advancing her career and making a lasting impact in organizational learning and leadership.

Program Learning Outcomes

The LOD program equips students with the knowledge and skills necessary to lead and innovate in various organizational settings, focusing on integrating theory and practice, and preparing them for success in today's dynamic professional landscape. The program has four key student learning outcomes:

Learning Outcome	Evidenced By
Understand, analyze, and apply organization development theory and methods.	Students deeply understand foundational and contemporary organization development theories and practices to apply them in real-world contexts effectively.
Understand and apply transformative learning processes and strategic thinking.	Students will foster critical reflection and innovative thinking to address complex challenges in adult learning and organizational environments.
Develop personal leadership capacity.	Students will cultivate and understand their unique leadership styles and philosophies to enhance their ability to inspire, guide, and manage teams and initiatives.
Evaluate intervention options for facilitating healthy organizational change	Students will learn to design and implement effective interventions that promote sustainable and positive change within organizations through strategic assessment and analysis.

Meet the LOD Faculty

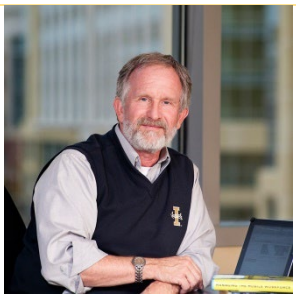
The University of Idaho's online Leadership and Organization Development (LOD) program features a diverse faculty with expertise in organizational health and sustainability, higher education leadership, transformative learning, professional development, evaluation and assessment, and policy studies. Faculty members are located across various campuses, including Moscow, Coeur d'Alene, Boise, and the United States, bringing a wide range of scholarly perspectives to the program. (**Department of Leadership and Counseling | University of Idaho**)

Core LOD Faculty

Laura Holyoke, Ph.D.
Department Chair
Associate Professor
Moscow, Idaho
holyoke@uidaho.edu

Instructional Interests:
- Qualitative Research
- Organization Development & Culture
- Leadership
- Mindfulness

Scholarly Research Interests:
- Processes of well-being and self-actualization
- Lived experiences of leadership
- Structural supports in graduate education
- Trauma-informed (humanizing) practices in organizations



Michael Kroth, Ph.D.
Professor
Boise, Idaho
mkroth@uidaho.edu

Instructional Interests:
- Adult and Transformational Learning
- Future of Education and Work
- Adult Learners: Foundations and Characteristics

Scholarly Research Interests:
- Profound Learning
- Spirituality in Later Life

Sydney Freeman Jr., Ph.D., CFD, COI
Professor
Remote
sfreemanjr@uidaho.edu

Instructional Interests:
- Career Development in Organizations
- Theory, Practices, and Challenges of Leadership

Scholarly Research Interests:
- Black people thriving in their work and studies at predominantly white universities
- Contributions of Black people in the state of Idaho

Krista Soria, Ph.D.
Associate Professor
Coeur d'Alene, Idaho
ksoria@uidaho.edu

Instructional Interests:
- Introduction to Research
- Quantitative Research
- Organization Development

Scholarly Research Interests:
- Rural Education Assets & Strengths
- Trauma-Informed Approaches in Higher Education
- Positive Psychology and Thriving in Higher Education
- Student Affairs & Higher Education Assessment, Programs, & Practitioners

Kyle Znamenak, Ph.D.
Assistant Clinical Professor
Remote
znamenak@uidaho.edu
216-352-1102

Instructional Interests:
Future of Education & Work
Program Planning, Development & Evaluation
Strategies for Facilitating Adult Learners

Scholarly Research Interests:
Adult Learning
Belonging & Identity
Professional & Scholarly Development

Raymond Dixon, Ph.D.
Professor, Joint Appointment
Moscow, ID
rdixon@uidaho.edu

Instructional Interests:
Foundations of Human Resource Development
Program Planning, Development, and Evaluation
Organization Development

Scholarly Research Interests:
Workforce Development
STEM integration and Evaluation
Competency-base Education

TJ Bliss, Ph.D.
Clinical Assistant Professor
Remote
tjbliss@uidaho.edu

Instructional Interests:
Educational Policy
Higher Education Administration

Scholarly Research Interests:
Open Education

Adjunct LOD Faculty

The LOD master's program at the University of Idaho may engage additional support faculty from the Department of Educational Leadership and adjunct faculty as needed. Please be aware that course assignments for support and adjunct faculty are subject to change and should not be viewed as permanent. Adjunct faculty do not have offices within the LOD department, but they can be contacted using the information provided in your course syllabus.

Heidi Scott, Ph.D.
Adjunct Professor
Remote
hscott@uidaho.edu

Instructional Interests:
Foundations of Human Resource Development
Organizational Leadership
Organization Development

Donna Daniels, Ph.D.
Adjunct Professor
Remote
donnad@uidaho.edu

Instructional Interests:
Career Development in Organizations
Future of Education and Work

LOD Program Components / Degree Plan Options / Degree Requirements

The Leadership and Organization Development master's program offers two-degree plan options: a non-thesis option requiring 30-semester credits and a comprehensive examination and a thesis option requiring a minimum of 39-semester credits.

All courses are 3 credits and are typically offered at least once each academic year. Students may take courses in any order, but early registration is strongly recommended due to high demand for online classes. When a course reaches maximum enrollment, only waitlisted LOD program students may be granted entry by the course instructor.

To graduate, students must complete all required coursework and pass a master's comprehensive exam, which is arranged with their major professor. Elective credits may be within the LOD or another University of Idaho graduate program.

A current course rotation schedule is available on the LOD intranet webpage, providing students with a clear overview of course offerings throughout the academic year.

Master's M.S. non-thesis (30 credits + Comprehensive Examination)

CORE COURSES	Fall	Spring	Summer
LOD 5070 – Future of Education and Work	Every Fall		Even years
LOD 5100 – Foundations of Human Resource Development		Every Spring	Even years
LOD 5700 – Introduction to Research in LOD	Every Fall		Even years
LOD 5740 – Adult & Transformational Learning		Every Spring	Odd years
LOD 5770 – Organization Development	Every Fall		Odd years
LOD 5810 – Theory Practices & Challenges of Leadership	Every Fall		Odd years
LOD 5830 – Organizational Leadership		Every Spring	Even years
LOD 5260 –Instructional Design and Curriculum **OR**		Odd years	Even years
LOD 5280 – Program Planning, Development and Evaluation		Even years	Odd years
24 TOTAL CORE CREDITS			
Elective Courses (Choose 2)	**Fall**	**Spring**	**Summer**
LOD 5600 – Career Development in Organizations		Most Springs	
LOD 5730 – Adult Learners: Foundations and Characteristics	Every Fall		
LOD 5750 – Strategies for Facilitating Adult Learners		Every Spring	
Other University of Idaho graduate-level courses	Varies	Varies	Varies
6 ELECTIVE CREDITS REQUIRED			
EXIT REQUIREMENT Comprehensive Exam	Last Semester		

Comprehensive exam: Your final requirement will be a 25-page APA formatted paper. The paper should primarily be a literature review of theories that you have learned in the master's program and how you plan to apply each of them to your future professional goals. You should also share how specific classes and experiences within the program have prepared you to accomplish your professional goals and aspirations. The paper must be completed by a designated date each semester to meet the deadline for graduation for that specific semester.

Master's M.S. Thesis (39 credits + Thesis)

CORE COURSES	21 Credits
ELECTIVES	6 Credits
RESEARCH COURSES: ED 5710 Introduction to Quantitative Research ED 5740 Survey of Qualitative Research ED 5840 Univariate Quantitative Research in Education ED 5890 Theoretical Applications and Designs of Qualitative Research	12 Credits 3 Credits 3 Credits 3 Credits 3 Credits
LOD 5000 Thesis credits (required)	6 Credits
39 TOTAL CREDITS	
EXIT REQUIREMENT: Thesis	Last Semester

*Additional courses may be offered in some semesters; please visit the catalog for the most up-to-date course offerings.

Thesis: Your final requirement will be a formal thesis paper. Please review the College of Graduate Studies website for **thesis resources.**

Human Resource Development (HRD) Certificate

15 credits:

The Human Resource Development Graduate Certificate is designed for working professionals, providing a flexible pathway to enhance their skills and potentially transition into a full graduate degree program. It consists of five courses and can be completed entirely online. This certificate program offers several benefits:

1. It can be applied towards a master's or doctoral degree in LOD.
2. Upon completion, students will have fulfilled nearly half of the requirements for a master's degree in LOD.
3. Students who have completed LOD master's coursework are eligible for the Human Resource Development Certificate. To obtain the certificate, they must submit a "Change of Curriculum" form, specifically completing the "Academic Certificate Declaration" section.

The Change of Curriculum form can be found on the College of **Graduate Studies Graduate Forms webpage** under General Student Forms.

Required Course
LOD 5100 – Foundations of Human Resource Development
Elective Courses (Choose 4 Courses)
LOD 5260 –Instructional Design and Curriculum
LOD 5280 – Program Planning, Development and Evaluation
LOD 5600 – Career Development in Organizations
LOD 5770 – Organization Development
LOD 5810 – Theory Practices & Challenges of Leadership
LOD 5830 – Organizational Leadership

3. Educational Leadership Program Overview

The University of Idaho's College of Education, Health and Human Sciences offers advanced leadership preparation programs designed to equip experienced educators with the knowledge, skills, and credentials required to serve in key leadership roles across Idaho's K-12 education system. These programs include the Master of Education (M.Ed.) in Educational Leadership – School Principal, the Educational Specialist (Ed.S.) in Educational Leadership – Superintendent, and the Director of Special Education Endorsement program.

Each program is grounded in effective, ethical, and equity-driven leadership principles, focusing on fostering inclusive, high-performing, and student-centered learning communities. The M.Ed. program prepares educators for building-level leadership roles such as principals and assistant principals; the Ed.S. program is designed for district-level leadership positions, including superintendents and assistant superintendents; and the Director of Special Education Endorsement program equips candidates to oversee and manage special education programs at the district level.

A defining feature of these leadership programs is the emphasis on practical, hands-on experience through supervised internships. Each program includes a year-long, two-semester internship experience requiring a minimum of 200 clock hours, allowing candidates to apply leadership theory in real-world educational settings. Under the guidance of experienced mentors, candidates engage in activities such as instructional leadership, budget and resource management, policy implementation, community and family engagement, and compliance with federal and state education laws. These authentic leadership experiences ensure that graduates are well-prepared to lead at the school, district, or special education program level.

All programs are designed to align with Idaho's educator licensure requirements, ensuring completers meet the competencies required for effective leadership in urban and rural districts statewide. Upon successful completion, graduates qualify for recommendation to the Idaho State Department of Education for the corresponding endorsement on an Idaho Administrator Certificate - PreK-12 Principal, Superintendent, or Director of Special Education. Whether leading at the school, district, or special program level, graduates are prepared to support Idaho's schools, educators, and students through visionary, ethical, and service-oriented leadership.

Ed Leadership Program Learning Outcomes

The programs intentionally align with the Idaho Standards for Administrators, ensuring candidates develop the competencies necessary to lead effectively in Idaho's diverse educational landscape. Candidates are evaluated on university, state, and national performance outcomes, with standards being indirectly and directly measured in every course. (**https://boardofed.idaho.gov/wp-content/uploads/2023/01/Idaho-Standards-for-Initial-Certification-of-Professional-School-Personnel.pdf**)

Learning Outcome
Demonstrate proficiency in understanding and applying knowledge and skills appropriate to their professional field of specialization, including the ability to analyze and interpret data and research findings to inform instructional decision making.
Apply qualitative, quantitative, and/or mixed methods research methodologies to design and conduct research studies relevant to their field of specialization.
Develop and implement strategies to create supportive, diverse, equitable, and inclusive school environments based on data analysis and evidence.
Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents to enhance learning and development opportunities for all P-12 students.
Utilize appropriate technology for their field of specialization to enhance teaching and learning, including the ability to design and implement technology-based learning environments and to use technology for assessment and evaluation.
Demonstrate professional dispositions, knowledge of laws and policies, codes of ethics and professional standards appropriate to their field of specialization and engage in ongoing professional development to stay current with research and best practices in the field.

Meet the Ed Leadership Faculty

The University of Idaho's Educational Leadership programs are supported by a dedicated faculty of experienced K-12 leaders and scholars with expertise in school administration, district-level leadership, special education leadership, instructional improvement, policy and governance, and equity-driven practices. Faculty members bring a wealth of real-world experience as former principals, superintendents, and district administrators, providing practical insight alongside academic knowledge. Based across the University's statewide locations—including Moscow, Boise, Coeur d'Alene, and Idaho Falls—faculty members offer diverse regional perspectives and a deep understanding of the unique leadership challenges and opportunities within Idaho's K-12 education system. (**Department of Leadership and Counseling | University of Idaho)**

Core Ed Leadership Faculty

Elizabeth Wargo, Ed.D.
Associate Professor
Coeur d' Alene, Idaho
ewargo@uidaho.edu
208-290-0138

Instructional Interests:
- Rural contexts
- Education change
- Research informed policy and practice
- Continuous improvement

Scholarly Research Interests:
- Educational change
- Place-conscious leadership
- Rurality and Technology
- Digital Equity

Juhee Kim, Ph.D., Ed.D.
Clinical Assistant Professor
Moscow, Idaho
juheekim@uidaho.edu

Instructional Interests:
- Educational Research Methods
- Ethical Leadership & Law
- Multicultural Diversity & Ed Leadership

Scholarly Research Interests:
- Leadership Development
- Rural Education & Technology
- Educational Policy & Community Partnerships

Bethani Studebaker, Ed.D.
Clinical Associate Professor
Boise, Idaho
bstudebaker@uidaho.edu
208-364-4013

Instructional Interests:
- Educational research design and methods (qualitative, quantitative, and mixed methods)
- Data-driven decision making in education
- Policy development and political influence in education
- Educational values and ethical leadership

Scholarly Research Interests:
- Gender and education
- Educational governance, policy, and political influence
- Advancing opportunities for underrepresented populations
- School funding inequities
- School reform and community partnerships

Ed Lead Program Components / Degree Plan Options / Degree Requirements

Classes are offered once or twice a year, including summer. We strongly recommend students register for courses early, as online classes tend to fill quickly. When a course reaches maximum enrollment, only waitlisted EDAD program students may be granted entry into the course by the course instructor.

Master's M.Ed. (Administrator Certificate – School Principal Endorsement)

30 credits:

EDAD 5090 – Policy & Change for Educational Leaders
EDAD 5130 – Administration of Special Education Law
EDAD 5280 – Leading Standards Driven Instruction
EDAD 5300 – Ethical Leadership & Law in Education
EDAD 5330 – Multicultural Diversity & Ed Leadership
EDAD 5340 – The Principalship
EDAD 5350 – School Finance
EDAD 5700 – Methods of Educational Research
EDAD 5950 – Administration & Supervision of Personnel
EDAD 5980* – Internship, Building Level - 3 credits required and spread over two semesters (1 credit first semester, 2 credits second semester). Students must obtain department approval through their Major Professor to enroll.

Education Specialist Ed.S. (Administrative Certificate – Principal Endorsement)

Master's degree + 30 credits:

EDAD 5090 – Policy & Change for Educational Leaders
EDAD 5130 – Administration of Special Education Law
EDAD 5280 – Leading Standards Driven Instruction
EDAD 5300 – Ethical Leadership & Law in Education
EDAD 5330 – Multicultural Diversity & Ed Leadership
EDAD 5340 – The Principalship
EDAD 5350 – School Finance
EDAD 5700 – Methods of Educational Research
EDAD 5950 – Administration & Supervision of Personnel
EDAD 5980* – Internship, Building Level - 3 credits required and spread over two semesters (1 credit first semester, 2 credits second semester). Students must obtain department approval through their Major Professor to enroll.

Education Specialist Ed. S. (Administrative Certificate - Superintendent Endorsement)

Master's degree + 30 credits:

Prerequisite courses from M.Ed. Principal certification

EDAD 5710 – Ed Leadership in a Global Society
EDAD 5840 – Bargaining/Mediation/Arbitration
EDAD 5860 – Advanced School Finance
EDAD 5870 – The Superintendency
EDAD 5920 – School Community Relations
EDAD 5930 – School Facilities, Planning & Maintenance
EDAD 5940 – Theory in Ed Administration

EDAD 5980***** – Internship, Central Office Level - 3 credits required and spread over two semesters (1 credit first semester, 2 credits second semester). Students must obtain department approval through their Major Professor to enroll.

Elective #1 – as approved by Major Professor

Elective #2 – as approved by Major Professor

Elective courses could have different prefixes such as LOD, EDCI, ED, etc.

Director of Special Education (Endorsement only)

***A principal endorsement is required along with*:**

EDSP 4250 – Evaluation of Children and Youth

EDSP 5480 – Special Education Curriculum

EDAD 5800 – Special Ed Director

EDAD 5980***** – Internship for Special Ed Director - 3 credits required and spread over two semesters (1 credit first semester, 2 credits second semester). Students must obtain department approval through their Major Professor to enroll.

Endorsement Only program – Candidates must already possess a master's degree as preparation for Idaho Principal Certification or an equivalent credential. The curriculum is aligned with the Idaho Standards for Special Education Directors, ensuring that candidates acquire the specialized skills and knowledge required to oversee special education services effectively across diverse educational settings.

*****All candidates must create and present an electronic professional portfolio in lieu of writing a thesis. Requirements for the portfolio can be found in the School Principal Internship Handbook, Superintendent Internship Handbook, and Special Education Director Internship Handbook.

4. Frequently Asked Questions (FAQ)

1. I want to defer. What do I do?
   Deferred admission is a process at U of I where you use your current acceptance to reserve your seat in a future term. If you have been admitted to our graduate program and wish to defer, please contact the Graduate Admissions Office at graduateadmissions@uidaho.edu or 208-885-4001 for more information.

2. What is the policy for an incomplete?
   A grade of "Incomplete" is assigned only when the student has been in attendance and has done passing work up to a time within three weeks of the close of the semester, or within one week of the close of the summer session. This policy comes from the General Catalog, General Requirements and Academic Procedures, Part 3, Regulation F. For more information, contact the Registrar's office at registrar@uidaho.edu.

3. Do you offer scholarships or assistantships? What about a tuition waiver?
   We offer limited scholarships and rarely offer assistantships. If you need financial assistance, please complete a FAFSA form. Only certain programs are eligible for tuition reduction. If you are a state employee, contact your employer to see if you and our program align with their requirements. If you are a University of Idaho employee, contact Human Resources.

4. How do I change my number of credits?
   To change the variable credits for a course, log into student registration. Select Register for Classes, then select the Schedule and Options tab. Click the underlined number in the Credits column. Enter the correct number of credits and click Submit. View the ***Registrar's*** *for more instructions on registration related questions.*

5. How long does it take to finish my degree?
   Our program is designed to be completed online, full-time, or part-time. Most students complete our programs in two years. If you have further questions, contact Kyle Znamenak for the LOD program and Bethani Studebaker for the Ed Leadership program.

6. How many credits do I need?
   Our master's program requires completing 30 credits. A common study plan for our students is to enroll in 6 credits in the spring semester, 6 in the fall semester, and 3 in the summer semester.

7. How many credits can I take a semester?
   The maximum number of credits a graduate student can take in one semester is 18. However, most of our courses are 3 credits. This is a University policy.

5. Safety And Integrity in Research and Creative Activities

Integrity and safety in our research and creative activities is paramount. Sponsors, as well as the institution, are concerned that we provide adequate training and a solid foundation in the responsible conduct of research. The following links provide detailed information for students conducting research at the University of Idaho:

College of Graduate Studies – Student Resources

Responsible Conduct of Research Training requirements

Office of Research Assurances

Conflicts of Interest

Copyrights, Protectable Discoveries and other Intellectual Property Rights

6. Student Conduct and Conflict Resolution

Please see the College of Education, Health, and Human Sciences' established procedures for resolving conflicts between graduate students and their faculty advisor or guidance committee.

Student conduct page

Office of the Ombudsman

7. University Policies

Grades

Students must remain in good standing, which at the University of Idaho means maintaining a 3.0 GPA. All policies concerning access and release of students' records must follow FERPA and University guidelines. University Policy on Incomplete Grades

Students earning less than a 3.0 GPA will be placed on probation. If they do not gain a 3.0 GPA in the next term, they will be disqualified. If the student on probation gains a 3.0 in the subsequent term but the overall GPA is below 3.0, they will remain on probation. See sections L-9 through L-11.

Student Code of Conduct

The University of Idaho has the ideal of academic honesty and integrity as one of its core values. University of Idaho students live and work in a collegiate community, which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty and to refrain from any action that infringes upon the academic freedom of other members of the academic community. Please refer to the University of Idaho **Student Code of Conduct**

Nondiscrimination Policy

It is the University of Idaho's policy to prohibit and eliminate discrimination based on race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities and includes applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations

and university commitments, as stated in **FSH 3200**.

Policy Against Sexual Harassment

Sexual harassment violates state and federal law and policies of the Board of Regents and is expressly prohibited, as stated in **FSH 3220**. Questions or concerns about the content and application of these laws, regulations, or University policy may be directed to: Further information regarding sexual harassment and the federal and state laws lying behind this policy may be obtained from the Office of Civil Rights & Investigations (208-885-4285) or Student Advisory Services (208-885-6757).

Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, action, teaching, and learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concerns. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access & Inclusion (208-885-4285).

Accommodations

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the **Center for Disability Access and Resources,** located in the Bruce M. Pitman Center, Suite 127, to notify your instructor(s) regarding accommodation(s) needed for the course as soon as possible.

Phone: 208-885-6307

Title IX and Sexual Harassment

Title IX is a part of the Education Amendments of 1972 and is a comprehensive federal law that prohibits discrimination based on sex in any federally funded education program or activity, regardless of status. Title IX applies to employees and students alike. Examples of the types of discrimination that are covered under Title IX include the failure to provide equal opportunity in athletics, discrimination based on pregnancy, and sexual harassment. Sexual harassment is a form of discrimination, and sexual assault is the most pernicious form of sexual harassment. Education Amendments of 1972 and is a comprehensive federal law that prohibits discrimination based on sex in any federally funded education program or activity, regardless of status. Title IX applies to employees and students alike. Examples of the types of discrimination that are covered under Title IX include the failure to provide equal opportunity in athletics, discrimination based on pregnancy, and sexual harassment. Sexual harassment is a form of discrimination, and sexual assault is the most pernicious form of sexual harassment.

Title IX provides protection for students in connection with all academic, educational, extra-curricular, athletic, and other school programs. This includes U of I-sponsored or U of I-related activities (off-campus trips, sororities and fraternities affiliated with school, etc.). This also affects students during academic breaks and summer. It may also cover activity that occurs off school grounds if there is a carry-over into the educational setting (e.g., if a student is sexually assaulted off campus by another student and must continue to interact with or see the other student on campus). All U of I students are expected to abide by the Student Code of Conduct if they are students at the U of I. The code applies to any location or any time of

the year to current, accepted, or enrolled students. If they are students at the U of I, the code applies to any location or any time of the year to current, accepted, or enrolled students.

Title IX requires the University of Idaho to respond to certain harassment based on sex, which it knows about or reasonably should have known about. That means every employee on campus is required to report behavior or incidents that may be sexual harassment or sexual misconduct. The university must:

1. Investigate what happened.
2. Take appropriate steps to resolve the matter.
3. Do its best to eliminate the harassment, prevent recurrence and remedy effects, even if no formal complaint has been made or when a person making a complaint does not wish to participate further in the process.
4. Take interim measures during the investigation to prevent potential further harassment.
5. And potentially remove an individual from the campus community if necessary.

The U of I takes Title IX violations seriously. We want to ensure U of I is a safe and engaging place for students to learn and be successful. For more information about Sexual Harassment, visit the **Office of Civil Rights and Investigations (OCRI) | University of Idaho**

Public Safety and Security

Public Safety, Security and Parking | University of Idaho