



University of Idaho

College of Education,
Health and Human Sciences

Ph.D. in Kinesiology Student Handbook



***Graduate Research & Policy Committee
Effective Fall 2025***



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Welcome

Welcome to the College of Education, Health and Human Sciences' (EHHS) Ph.D. in Kinesiology program! You are about to begin a demanding and rewarding journey. Whether you aspire to become a scholarly researcher or a professional practitioner, you will find a rigorous and relevant program of study that will facilitate growth in empiricism, as well as your ability to transform theory into practice.

This handbook contains important information about the College's Ph.D. in Kinesiology program. The handbook is comprehensive in that it provides you important foundational information including the steps required from admission to your program to the requirements for the defense and submission of your dissertation. The information provided within this guide is critical for your understanding of how to meet the requirements of both EHHS and the College of Graduate Studies (COGS).

During your Ph.D. program, you will have the opportunity to learn a tremendous amount from faculty and peers, in class and out, and through engaging in your own line of research. A primary goal of the Ph.D. program is for you to learn how to design, conduct and evaluate scholarly research, as well as be part of a learning community. You will be engaged in reading classical and contemporary works and asked to synthesize and generate new ideas which will, in turn, inform and shape your thinking and understanding as well as impact your field of study.

This guide should be read and followed in concert with the Graduate Handbook for Writing Theses and Dissertations from COGS. As a Ph.D. student, you are enrolled in both COGS, which is your home college, and EHHS, where you will take coursework and engage with other students and faculty. You will need to be aware of both colleges' rules and policies regarding your degree program.

Doctoral study is exciting and challenging. It will take dedication and commitment to complete your program. You may experience a wide range of feelings, from frustration to enthusiasm, such as being overwhelmed as you study for preliminary exams, to elation when you defend your dissertation. It will take effort to be an independent scholar and researcher, and we applaud your decision to pursue a Ph.D. at the University of Idaho in EHHS.

The Graduate Faculty welcomes you and wishes you much success in your doctoral studies.

About the College of Education, Health and Human Sciences

Mission Statement. The University of Idaho’s College of Education, Health and Human Sciences is the state’s flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12 academic achievement, human development and wellness, global awareness, and progress in professional practice.

Vision Statement. We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities. We seek enactment of our vision through the following values and practices which we refer to as CARE:

C=Cultural Proficiency enables us to interact effectively in a culturally diverse environment. We believe that diversity enriches the learning environment and that all individuals have worth and should be treated with dignity and respect. We welcome a variety of cultural, economic, and experiential backgrounds including, but not limited to, variation with respect to language, race, culture, religious belief, gender, sexual orientation, age, ability, veteran status, and geographical location. We believe that education should immerse students in local cultures and environments while striving for understanding that extends to communities and cultures well beyond the local.

A=Assessment, Teaching and Learning are interrelated, intrinsically linked, and cyclical in nature. The cycle begins with assessment of prior learning, which informs meaningful teaching and, in turn, produces measurable learning that when assessed, informs further instruction. The spiral continues as knowledgeable educators apply the sciences and arts of assessment, teaching, and learning (Bransford, Brown & Cocking, 2000). We seek transformational learning and promote healthy active lifestyles, both of which change who we are and how we view and interact with the world.

R=Reflective Scholarship and Practice is an inquiry approach to teaching and learning that allows for a careful examination of personal beliefs, goals, and practices meant to deepen understanding and lead to actions that improve student learning (Osterman & Kottkamp, 2004; York-Barr, Sommers, Ghore & Montie, 2001).

E=Engagement with Partners ensures that everyone receives the services to become responsible, healthy, and productive. It takes everyone within the community of learners working together to provide a viable learning environment. It also takes the community to steward and nurture the physical, personal, organizational, and societal gifts we have been given (Sandman, Thorton, & Jaeger, 2009; Bruns, et al, 2011).

Program Learning Outcomes & Annual Evaluation

The University of Idaho has established learning outcomes for students and an assessment strategy for programs. The EHHS doctoral program standards are designed to ensure a high-quality learning experience for the student and to provide benchmarks for assessment.

University of Idaho Learning Outcomes

Learn and integrate. Through independent learning and collaborative study, you will attain, use, and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

Think and create. Use multiple thinking strategies to examine real-world issues, explore creative venues of expression, solve problems and make consequential decisions.

Communicate. Acquire, articulate, create, and convey intended meaning using verbal and nonverbal methods of communication that demonstrate respect and understanding in a complex society.

Clarify purpose and perspective. Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

Practice citizenship. Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

EHHS Doctoral Annual Evaluation

EHHS doctoral students will complete an [annual evaluation](#) every fall with their Major Professor to reflect on progress through the program, formalize feedback and ensure alignment with the standards below.

Standard 1 Content Expert—Learn and Integrate. University of Idaho EHHS doctoral degree graduates have a comprehensive understanding of the philosophical foundations, historical developments, and contemporary aspects of their specialization area. They have a deep theoretical and conceptual knowledge of their field and are committed to trans-disciplinary discovery.

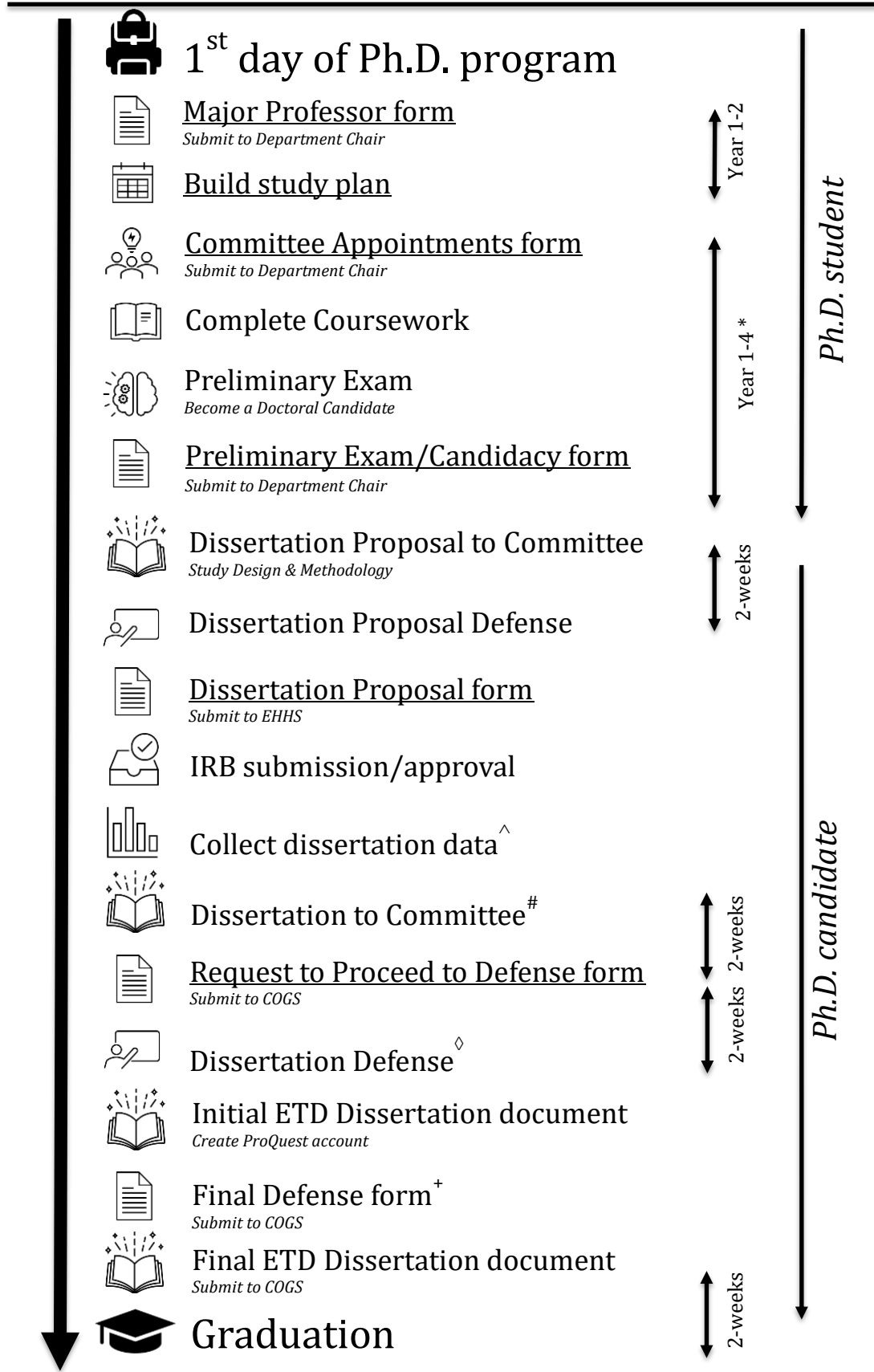
Standard 2 Researcher—Think and Create. University of Idaho EHHS doctoral degree graduates design, conduct, interpret, evaluate, and disseminate research. They understand the philosophical frameworks of research and can apply research skills to contribute to the expansion of knowledge, address societal problems, and/or exemplify creative expression. Graduates are critical consumers and producers of research.

Standard 3 Leader—Practice Citizenship. University of Idaho EHHS doctoral degree graduates demonstrate effective leadership, teaching, and mentoring with internal and external constituents, engage in the creation of informed policy and practice, and identify trends and issues by using sound models and principles.

Standard 4 Evaluator—Clarify Purpose and Perspective. University of Idaho EHHS doctoral degree graduates have a critical awareness of evaluation procedures. They can design both formative and summative evaluation strategies for people, programs and policy. They understand culturally complex constituents and adhere to ethical, moral, and legal standards.

Standard 5 Disseminator—Communicator. University of Idaho College of EHHS doctoral degree graduates freely disseminate new knowledge through published works, professional presentations, contract and grant activity, and consulting. They contribute to local, national, and international bodies of knowledge and practice. They are active advocates for social justice, equity, learning, and change.

Ph.D. Timeline & Procedures



*Duration depends on full-time or part-time; [^]Duration depends on dissertation study design; [#]Apply for graduation the semester you submit final dissertation document to committee; [◇]Must occur before COGS Last Day to Defend; ⁺COGS provides final defense form to student once Request to Proceed to Defense form is submitted

Assignment of the Major Professor

Determining a major professor (MP) should be accomplished in every student's first semester. It is the student's responsibility to identify and solicit an EHHS graduate faculty member to serve as their MP.

All MPs must meet the following criteria:

- 1) be a member of the U of I Graduate Faculty
- 2) be a member of the EHHS graduate faculty member
- 3) be an appointed faculty member in the EHHS program in which the student is enrolled

The MP oversees the work and progress of an assigned graduate student, guiding both the development of the program of study as well as overseeing the student's dissertation study. At the doctoral level, it is important that the student and MP share a common research interest. The MP serves as chair of the student's doctoral committee.

Upon admission to the doctoral program, an initial MP is assigned to the student. At the agreement of the student and faculty member, the initial advisor may assume the role of the permanent MP and complete the MP form. Alternatively, if there is a better fit, the student may seek to ask another faculty member to serve in this role. The doctoral student is responsible for seeking out and ensuring they have a qualified faculty member willing to serve as their permanent MP. The "[Major Professor/Committee Appointment Form](#)" must be completed and submitted to the EHHS Associate Dean's office to formalize the MP assignment.

Establish your Doctoral Committee

The entire doctoral committee consists of a minimum of 4 members (including the MP).

All members appointed must meet one of the following criteria:

- 1) be U of I faculty with a doctorate
- 2) affiliate faculty member or
- 3) graduate faculty at another institution

It is strongly encouraged that one additional member be from within the program in which the student has been accepted. It is highly recommended, but not required, that one member of the committee be from outside the program in which the student has been accepted. **At least 50% of the committee must be members of the U of I Graduate Faculty.** Each committee member should be an expert in an area that pertains to the student's dissertation.

The committee is then approved by the Associate Dean of EHHS and the Dean of COGS.

**A qualified person, outside the academy, with a specialized expertise can be requested to serve on a student's committee on a one-time appointment. The person must have written approval from the Dean of COGS in advance of the individual's committee participation.

Purpose of the Ph.D. Dissertation Committee:

- 1) develop a plan of study and discuss the student's timeline toward degree completion as well as professional goals and research interests
- 2) discuss the student's performance on their preliminary examination
- 3) evaluate the student's dissertation research proposal
- 4) evaluate the student's defense of their dissertation.

The doctoral committee has authority as defined by the policies and procedures in this guide and by the COGS to set the direction of the student's course of study. The committee can impose additional requirements beyond those prescribed by the college if deemed needed.

Adjustments to the Committee. A faculty member can be replaced as a major professor or a committee member if it is determined that continued membership is not in the best interest of the program or the student. Such a request would be initiated by the student and advanced only if the remaining committee supports such a request. The determination of action will be made through deliberation between EHHS Associate Dean and the Dean of the COGS. This policy is not designed to question or remove a faculty's inherent right to minority opinion regarding research or academic standards.

Create your Study Plan

The student is responsible for the submission of their study plan. Study plans for EHHS doctoral students include a common core of EHHS courses and allow for transfer credits and elective courses. Each student's study plan is unique, based on the student's goals, interest and specialization area, and developed in consultation with their MP. Once the course requirements are determined, the student enters the information into the Degree Audit system. To assist in successful completion of this process, it is strongly encouraged that student's view the tutorial at www.uidaho.edu/registrar/graduation/audit, prior to data entry.

Complete Coursework and Time Limits

Research Methods: In consultation with your MP, select 3 research methods courses (9 credit hours) that best fit the knowledge base to develop for dissertation.

Specialization: In consultation with your MP, select 3 courses (9 credit hours) specific to your area of study to deepen your knowledge in your field.

Cognate: the cognate includes transfer credits from a master's degree and/or additional courses specific to further developing content knowledge (30 credit hours).

Immersion Experience: an experience most typically in research or teaching that is aligned with your professional goals and aspirations. Consult your MP to determine your immersion experience (6 credit hours).

Dissertation: you may register for dissertation credit hours once you have passed your preliminary exam. These credit hours can be used for work on dissertation data collection,

analysis and writing. The minimum 18 dissertation credit hours are most typically spread across at least 3 semesters.

A maximum of 30 credits may be more than 8 years old when the degree is conferred (including transfer credits), provided the student's committee determine the student has kept current in the field. At least 39 credit hours must be completed at UI. *Graduation must occur no later than 5 years after the date on which the candidate passed their preliminary examination.* These time limitations can be extended only on recommendation of the committee and approval by UI Graduate Council.

Outline of EHHS Ph.D. in Kinesiology Coursework

EHHS Doctoral Core – 7 Credit Hours			
<i>Course #</i>	<i>Course Title</i>	<i>Crs</i>	<i>Scheduled</i>
ED 6700	Advanced Research Design & Methodology	3	Fall
ED 6011	Doctoral Program Preparation	1	Fall
ED 6012	Doctoral Professional Preparation	1	Spring
ED 6811	Research Seminar I: Critical Analysis of Literature	1	Fall
ED 6812	Research Seminar II: Dissemination & Communication	1	Spring
Specialization – 53 Credit Hours			
Coursework to be decided upon with major professor			
Dissertation – 18 Credit Hours			
To be taken once preliminary exams have been passed			

Preliminary Examination

The Preliminary Examination is the first major milestone in the doctoral program. At the successful completion of the Preliminary Examination, the doctoral student is advanced to candidacy. Advancement to Candidacy represents the determination by the student's doctoral committee that the student has a comprehensive knowledge in the field and is prepared to successfully pursue and complete the final research requirements for the Ph.D.

The student's doctoral committee is responsible for determining the Preliminary Examination requirements and rubric, based on these guidelines, prior to the student's first attempt to advance to candidacy. The Preliminary Examination is expected to have rigor and provide the committee with sufficient information to evaluate whether a student is ready to advance to candidacy. The student must have an approved doctoral committee prior to moving forward with the Preliminary Examination.

The Preliminary Examination may take on different forms, depending on the discipline and may include one or two of the following options: a written examination, oral examination, and/or a research project. Irrespective of the form selected, the final product should demonstrate the student's comprehensive knowledge in the field and readiness for dissertation. Doctoral committees are encouraged to require a Preliminary Examination format that effectively addresses these competencies.

1. Written Examination Option. A series of comprehensive questions and rubric for the exam will be developed by the doctoral committee. The time span for completing the written preliminary exam will be decided by the student's doctoral committee (e.g., a 16-

hour closed exam over two days or an open exam with a series of questions to be answered by the student within a two-week period). The written examination option may be combined with an oral examination, allowing the student to demonstrate written and verbal competency.

2. Oral Examination Option. A series of comprehensive questions for the exam and rubric will be developed by the doctoral committee. The duration of the oral examination will be set by the doctoral committee (e.g., 3 hours). All doctoral committee members must be in attendance for the exam.

3. Research Project Option. The doctoral committee will approve a plan for a research project or product(s). This option may include one or more of the following with the student as the primary investigator and first author: *i)* writing a research-based review article for publication in a refereed journal, *ii)* writing a theoretical-based or practitioner-based review article for publication in a refereed journal; *iii)* designing and implementing a research study and writing a manuscript for publication in a refereed journal; *iv)* writing an external grant proposal for submission to a granting agency. The products from this option should be carried out at the University of Idaho and be original work not previously submitted. This option may be combined with an oral examination for the student to present his/her products and answer questions from the committee.

Results of the preliminary exam are reported to the COGS on the Report of [Preliminary Examination and Advancement to Candidacy form](#). ***If a student fails the preliminary exam, he/she may be able to repeat it once within a period of not less than 3 months and no more than a year following the first attempt.*** If the student fails the preliminary exam a second time, or the student does not retake the examination within one year, the student is automatically moved to unclassified status and is no longer considered to be in the degree program.

Doctoral Dissertation Proposal

Once the student has advanced to candidacy, they begin the dissertation phase of the program. Although this work is more independent than the earlier phase of the doctoral program, the student is expected to work collaboratively with their major professor and respective committee members. Each stage of the dissertation phase is intended to provide the student with regular and specific feedback regarding their progress on the dissertation.

The proposal for the doctoral dissertation is a crucial early step in the process. The proposal is submitted at a time when the theoretical and methodological foundations for the research being proposed are clear in the student's mind, but before major analysis or writing has been completed.

The proposal should constitute a clear and persuasive argument that: (a) The proposed research will make a contribution to knowledge and/or practice in education; (b) it is appropriate in size and scope; and (c) it can be effectively carried out by the student. A common problem with students' proposals is their attempt to summarize or describe proposed research without adequately justifying the proposed work. The quality of argument is key to a successful proposal. While a proposal must clearly and thoroughly describe the proposed research, it must also justify that research in terms of its value, ethnic nature, validity, reliability and feasibility.

Requirements. Before the public proposal defense is scheduled the student must have advanced to candidacy (i.e., passed the Preliminary Examination).

Scheduling. Students are responsible for contacting their faculty committee and arranging a date and time for the public proposal defense.

Defending the Proposal. After the student defends their proposal, committee members provide the student with feedback as to whether he/she can proceed with the proposed research or must make revisions to their proposal before proceeding. An EHHS Proposal Defense form must be submitted to the EHHS Associate Dean, to formally document the student being approved to proceed with their proposed research.

Dissertation

Writing the Dissertation. Please refer to the COGS's Writing Theses and Dissertations Handbook for specific guidance. The Handbook may be found at www.uidaho.edu/cogs/student-resources/thesis-dissertation. EHHS requires the use of the American Psychological Association (APA) Style Guide. Exceptions can be made for dissertations that are completed for future publication in fields that have another accepted style guide.

Preparing the Dissertation for Submission. There are three "parts" that compose the completion of the dissertation:

- 1) Dissertation document
- 2) Dissertation defense
- 3) Final dissertation document submission through ETD.

Preparing to Defend the Dissertation. All doctoral students must complete and file the [Request to Proceed with Final Defense of Thesis/Dissertation Form](#) to COGS at least *10 working days prior to the defense*.

Once the form has been accepted and approved by the COGS, the dissertation defense will be advertised. Students will need to notify their department admin of their defense by email with their name, dissertation title, and the location, date, and time of the defense. This information will be sent as a calendar invitation to all EHHS faculty, staff and students. The final defense will be attended by the student, the graduate committee, and other interested faculty and students. The defense shall be publicized and open to the public. The decision as to whether the student passes or fails the defense rests with the committee. A favorable majority vote by the committee is required to pass.

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