

# Doctor of Philosophy in Teaching and Leadership

## Admission Requirements

The applicant must meet the School of Graduate Studies' current minimum general admission requirements as stated in the academic catalog. A complete application meets the requirements of the School of Graduate Studies and those of the Teaching and Leadership (Ph.D.) Doctoral Program. The School of Graduate Studies application requirements include:

- Application Form and Fee. The application form and information about the fee can be found on the School of Graduate Studies website.
- Transcripts. Request one official copy of all academic transcripts from all colleges and universities you have attended, including undergraduate and graduate coursework.
- Recommendation Checklist. Recommenders are to complete the "Summary of Evaluation" checklist which is located on the form "Recommendation for Admission."
- Satisfy the School of Graduate Studies' English Language Proficiency requirements as published in the graduate catalog.

In addition to the above, the Teaching and Leadership (Ph.D.) Doctoral Program requires the following documents be uploaded into the online admissions form as an additional part of your application:

- Statement of Professional/Educational Goals. Submit an essay not to exceed three double-spaced pages explaining why a Ph.D. in Teaching and Leadership is appropriate for your professional educational goals. Indicate your potential research areas or interests.
- Essay. An original scholarly essay not to exceed five double-spaced pages on a controversial issue or a problem facing education today, including references. The writing will be reviewed for (a) overall suitability for doctoral-level study; (b) cohesive development of ideas; (c) support for ideas, and (d) writing conventions. The applicant must also sign a statement attesting that the work submitted was that of the applicant.
- Professional Resume. Submit a professional resume that includes the following information: educational background, professional experience, conference presentations (if applicable), publications (if applicable), professional honors and awards, and any other experiences you believe may aid the admission committee in evaluating your application.
- Three Letters of Recommendation. In addition to having recommenders complete the School of Graduate Studies "Summary of Evaluation," have them write a letter of recommendation. The Recommendation for Admission form allows recommenders to upload their letters electronically. The letter should address the following: academic ability, professional accomplishments related to your field of study, and positive character traits.
- Interview. Applicants who successfully meet all the above requirements may be interviewed by members of the Teaching & Leadership Doctoral Program Admissions Committee in an online format.

## Degree Requirements

Students seeking the Doctor of Philosophy degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the Department of Teaching, Leadership, & Professional Practice.

1. Completion of **90 semester credits** beyond the baccalaureate degree.
2. With approval of a student's Faculty Advisory Committee, up to 30 credits from a master's degree may be included in the 90 required semester credits.

3. Maintenance of at least a 3.0 GPA for all classes completed as a graduate student.
4. With approval of a student's Faculty Advisory Committee, a maximum of 30 semester credits beyond a master's degree may be transferred from another institution that offers post-master degrees in the discipline. The graduate semester credits, earned after a master's degree, cannot be more than seven years old to be included on your program of study.
5. At least one-half of the work must be in the major field, including:
  - At least 10-12 credits of dissertation, which incorporates independent work that is an original contribution to knowledge in the field.
  - A minimum of 12 credits of scholarly tool courses.
6. Successful completion of comprehensive exams.
7. Meet one of the three residency options described below:
  - Complete a residency while enrolled in a minimum of nine semester hours of credit during each of two consecutive semesters (Fall, Spring or Spring, Fall).
  - Complete a residency while enrolled in a minimum of eight semester hours of credit during each of three consecutive summer sessions.
  - Complete a residency over a period of three consecutive years of continuous enrollment in a minimum of 36 semester hours of credit (twelve credits per year for three years).
8. As part of your residency, the faculty also expects that you will:
  - Communicate with your advisor on a regular basis.
  - Engage regularly in dialogue with other graduate students.
  - Attend classes, meetings, and internship/practicum assignments when they are offered, with only occasional reasonable interruptions.
  - Complete the work of a semester or summer school on schedule: Incomplete's are assigned only in cases of illness or an emergency.
  - Maintain grades high enough to remain in good standing with the School of Graduate Studies.

| Code   | Title   | Credits |
|--|---|---------|
| <b>Teaching &amp; Leadership Doctoral Core Courses (33-35 credits)</b> |   |         |
| T&L 543  | Scholarly Writing   | 3       |
| T&L 545  | Adult Learners  | 3       |
| T&L 548  | The Professoriate   | 3       |
| T&L 549  | Doctoral Seminar (I and II)   | 2       |
| T&L 571  | Teacher Education: Focus on the Teacher                                     | 3       |
| T&L 586  | Research in Teacher Development and Professionalization Policies            | 3       |
| EDL 512  | Leading K-12 Classroom Assessment and Grading                               | 3       |
| EDL 574  | Organizational Theory for Educational Leaders                               | 3       |
| T&L 999  | Dissertation (or)   | 10-12   |
| EDL 999  | Dissertation  | 10-12   |
| Educational Research Apprenticeship (Repeatable to 7 Credits)          |   |         |
| T&L 587  | Educational Research Apprenticeship (ERA)                                   | 1-7     |
| Scholarly Tools Requirement (12 credits) Six credits including:        |   |         |
| EFR 510  | Becoming a qualitative researcher: techniques, skills and practical methods | 3       |
| EFR 516  | Statistics II   | 3       |
| Plus choose six credits from the following:                            |   |         |
| T&L 569  | Action Research (or)  | 3       |
| T&L 579  | Inquiry into Professional Practice  | 3       |
| EFR 508  | Advanced Ethnographic Methodology: Inquiry into Culture                     | 3       |
| EFR 511  | Program and Policy Evaluation   | 3       |
| EFR 512  | Survey Design and Analysis  | 3       |
| EFR 513  | Large Dataset Management and Analysis                                       | 3       |
| EFR 514  | Advanced Textual Analysis   | 3       |
| EFR 517  | Advanced Research Methodologies   | 3       |
| EFR 518  | Multivariate Analysis   | 3       |

|   |   |   |         |   |   |
|---|---|---|---------|---|---|
| EFR 520   | Designing the Qualitative Study: Advanced Methodologies | 3 | EFR 508 | Advanced Ethnographic Methodology: Inquiry into Culture | 3 |
| EFR 522   | Mixed-Methods Research                                  | 3 | EFR 525 | International and Comparative Education                 | 3 |
| EFR 523   | Structural Equation Modeling                            | 3 |         |   |   |
| EFR 530   | Learning Analytics                                      | 3 |         |   |   |
| <b>Choose Between These Options or Self-Design Your Own Learning Experience (12 Credits)</b>                                    |   |   |         |   |   |
| <b>Option 1: College Teaching (12 credits) <sup>1</sup></b>   |   |   |         |   |   |
| T&L 539   | College Teaching  | 3 |         |   |   |
| T&L 548   | The Professoriate                                       | 3 |         |   |   |
| Pick two of the following:  |   |   |         |   |   |
| T&L 545   | Adult Learners  | 3 |         |   |   |
| T&L 552   | Online Teaching Practice Innovation                     | 3 |         |   |   |
| HE 544  | Assessment in Higher Education                          | 3 |         |   |   |
| <b>Option 2: Instructional Coaching (12 credits) <sup>1</sup></b>   |   |   |         |   |   |
| T&L 532   | Leading K-12 Educator Learning                          | 3 |         |   |   |
| T&L 563   | K-12 Classroom Based Coaching Practices                 | 3 |         |   |   |
| T&L 564   | Designing Professional Development for K-12 Educators   | 3 |         |   |   |
| T&L 565   | K-12 Instructional Coaching Clinical                    | 3 |         |   |   |
| <b>Option 3: Mastery Learning (9 credits) <sup>1</sup></b>  |   |   |         |   |   |
| EDL 512   | Leading K-12 Classroom Assessment and Grading           | 3 |         |   |   |
| EDL 513   | Leading K-12 Curriculum and Instruction                 | 3 |         |   |   |
| T&L 579   | Inquiry into Professional Practice                      | 3 |         |   |   |
| or T&L 569  | Action Research   |   |         |   |   |
| <b>Self-Design Your Own Learning Experience (12 credits) Your advisory committee may recommend exceptions to these courses.</b> |   |   |         |   |   |
| EDL 513   | Leading K-12 Curriculum and Instruction                 | 3 |         |   |   |
| EDL 514   | Supervision and Professional Development                | 3 |         |   |   |
| EDL 527   | Legal Issues in Education                               | 3 |         |   |   |
| EDL 571   | School Community Relations                              | 3 |         |   |   |
| T&L 511   | Assessment in ECE                                       | 3 |         |   |   |
| T&L 517   | Social Emotional Learning Guidance                      | 3 |         |   |   |
| T&L 527   | Curricular Foundations in Early Childhood Education     | 3 |         |   |   |
| T&L 529   | Language Development Cognition in Children              | 3 |         |   |   |
| T&L 554   | Nature of Science and Science Education                 | 3 |         |   |   |
| T&L 555   | Issues of Motivation and Equity in STEM Education       | 3 |         |   |   |
| T&L 556   | Constructivism in STEM Teaching and Learning            | 3 |         |   |   |
| T&L 532   | Leading K-12 Educator Learning                          | 3 |         |   |   |
| T&L 563   | K-12 Classroom Based Coaching Practices                 | 3 |         |   |   |
| T&L 564   | Designing Professional Development for K-12 Educators   | 3 |         |   |   |
| T&L 539   | College Teaching  | 3 |         |   |   |
| T&L 552   | Online Teaching Practice Innovation                     | 3 |         |   |   |
| T&L 547   | Technology in Higher Education                          | 3 |         |   |   |
| T&L 524   | Reading in the Content Areas                            | 2 |         |   |   |
| T&L 525   | Writing in the Classroom                                | 3 |         |   |   |
| T&L 530   | Foundations of Reading Instruction                      | 3 |         |   |   |
| T&L 531   | Early Literacy Development and Instruction              | 3 |         |   |   |
| T&L 514   | Introduction to Multilingual Education                  | 3 |         |   |   |
| T&L 551   | Second Language Acquisition for ELL Teachers            | 3 |         |   |   |
| SPED 525  | Legal/Ethical Aspects in Special Education              | 3 |         |   |   |
| SPED 541  |   | 3 |         |   |   |
| SPED 544  |   | 3 |         |   |   |
| SPED 545  |   | 4 |         |   |   |
| EFR 503   | History of American Education Policy and Reform         | 3 |         |   |   |
| EFR 505   | Educational Equity and Social Change in Schooling       | 3 |         |   |   |
| EFR 506   | Multicultural Education                                 | 3 |         |   |   |
| EFR 507   | Gender, Education and the Environment                   | 3 |         |   |   |

<sup>1</sup> The College Teaching, Instructional Coaching, and Mastery Learning options are also available as stand-alone certificates. If a student would like to also earn the certificate, they will need to either submit an application or submit the Add Certificate to a Degree form.

<sup>2</sup> Master degree credits: 28-30 credits may be transferred from a previously earned master's degree.