Graduate Programs in

Higher Education

2015 - 2016
Overview

The Department of Educational Leadership offers the M.S. and Doctoral degrees in Higher Education. The Higher Education degree prepares and supports students through a community of diverse learners in the development of scholar-practitioners in higher and postsecondary educational organizations. Our curriculum fosters intellectual vitality through its faculty and the learning engagement of our exceptional students. The M.S. and Doctoral degrees in Higher Education incorporate the examination of the governance, organization, and administration of colleges and universities; curricular planning and development of the educational environments; internal and external factors leading to students access, development, and success; evaluation and assessment of students, programs, institutions, and systems; and legal, ethical, and historical implications of the higher education enterprise.
Masters Degree: Higher Education

Master of Science (M.S.)

The M.S. program in Higher Education is designed for students whose goals are to obtain positions as administrators in higher education.

Students who are interested in a career in higher education administration or other education related areas are encouraged to apply for the M.S. degree program. Upon completion of the M.S. degree, students are better prepared for entry level and mid-management positions in educational institutions and agencies, particularly working in colleges and universities.

Recent graduates of the M.S. degree program work in offices such as academic advising, admissions, athletics, career services, continuing education, enrollment management, event planning, financial aid, Greek affairs, housing and residential life, institutional research, orientation and first year experience, student judicial services, student activities/life, and student unions. In addition, our students also opt to enter the corporate sector or other nonprofit organizations to work in positions connected with educational planning, human resources, program development, and project implementation.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HE 500</td>
<td>Higher Education Orientation</td>
<td>(1)</td>
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<tr>
<td>HE 501</td>
<td>Introduction to Higher Education</td>
<td>(3)</td>
</tr>
<tr>
<td>HE 503</td>
<td>Diversity Across Higher Education</td>
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<tr>
<td>HE 505</td>
<td>The College Student</td>
<td>(3)</td>
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<td>HE 507</td>
<td>Collegiate Environments</td>
<td>(3)</td>
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<tr>
<td>HE 509</td>
<td>Management of Higher Education</td>
<td>(3)</td>
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<td>HE 511</td>
<td>Program Development</td>
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<td>HE 513</td>
<td>College Students &amp; the Law</td>
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<tr>
<td>HE 592</td>
<td>Internship</td>
<td>(3)</td>
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<tr>
<td>EFR 500</td>
<td>Foundations of Educational Thought</td>
<td>(3)</td>
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<tr>
<td>EFR 509</td>
<td>Introduction to Educational Research</td>
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<tr>
<td>T&amp;L 541</td>
<td>History of Higher Education</td>
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<tr>
<td>HE 529</td>
<td>Capstone Seminar</td>
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<tr>
<td>HE 997</td>
<td>Independent Study: Scholarly Project</td>
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**Total for Degree** 37 credits
Doctoral Degree: Higher Education

Doctor of Philosophy (Ph.D.) & Doctor of Education (Ed.D.)

The Doctoral program in Higher Education follows a scholar-practitioner model. It provides preparation for those who aspire to leadership positions in higher education, government agencies, or other educational policy organizations. It is designed for students preparing for positions in which research and creative experience are balanced with practice-based experiences to develop the student as a whole leader. Doctoral candidates are expected to undertake and complete independent research leading to an original contribution of knowledge in the field. It is generally expected that the doctoral dissertation will be publishable in the literature of higher education.

Recent graduates of the Doctoral program have obtained mid-level and upper administrative positions in academic affairs, student affairs, and state or federal government education. Position titles for these graduates include University/College President, Vice President for Academic Affairs, Vice President for Student Affairs, Assistant Vice President of Student Affairs for Diversity & Inclusion, Academic Dean, Dean of Customized Training, Dean of Students, and Director of Educational Programs.
# Ph.D. in Higher Education Program of Study

**MINOR/MASTER’S**

Transfer credits (24)

**HIGHER EDUCATION COMMON CORE (18)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<tr>
<td>HE 532</td>
<td>Principles &amp; Practices of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 541</td>
<td>History of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HE 538</td>
<td>The College Student Experiences</td>
<td>3</td>
</tr>
<tr>
<td>HE 536</td>
<td>Learning &amp; Leading in Organizations</td>
<td>3</td>
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<tr>
<td>HE 549</td>
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<tr>
<td>T&amp;L 543</td>
<td>Scholarly Writing</td>
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**ADMINISTRATIVE EMPHASIS (18)**

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<tr>
<td>HE 570</td>
<td>Law &amp; Higher Education</td>
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<tr>
<td>HE 576</td>
<td>Finance &amp; Planning</td>
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Electives (9)*

**EDUCATIONAL FOUNDATIONS (6)**

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<tbody>
<tr>
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<td>[prerequisite: EFR 500 or equivalent]</td>
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<tr>
<td>Advanced Foundations elective 1</td>
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<tr>
<td>Advanced Foundations elective 2</td>
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**SCHOLARLY TOOLS (12)**

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<td>EFR 516</td>
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<td>EFR 510</td>
<td>Qualitative Research Methods</td>
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</table>

**Dissertation** 12

**TOTAL for DEGREE** 90 credits

*selected with consent of advisor and faculty from area of specialization
Ed.D. in Higher Education Program of Study

**MINOR/MASTER’S**

Transfer credits **(30)**

**HIGHER EDUCATION COMMON CORE (18)**

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**ADMINISTRATION EMPHASIS (20)**

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<td>Electives</td>
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**EDUCATIONAL FOUNDATIONS (12)**

[prerequisite: EFR 500 or equivalent]

<table>
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<td>Advanced Foundations elective 4</td>
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**SCHOLARLY TOOLS (6)**

[prerequisite: EFR 515 or equivalent]

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<td>EFR 510</td>
<td>Qualitative Research Methods</td>
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**Dissertation** **(10)**

**TOTAL for DEGREE** **96 credits**

*selected with consent of advisor and faculty from area of specialization*
Students

Where do our students come from?
Appalachian State University
Bemidji State University
Berea College
Brigham Young University
Central Michigan University
Colorado State University
Concordia College
Creighton University
Dickinson State University
Drake University
Eastern Washington University
Hamline University
Jamestown College
Lincoln University
Michigan State University
Minot State University
Minnesota State University
Montana State University
North Dakota State University
St. Thomas University
Sitting Bull College
Southern Illinois University
State University of New York at Buffalo
Texas Tech University
Turtle Mountain Community College
University of Arizona
University of Iowa
University of Kansas
University of Maine
University of Mary
University of Michigan
University of Minnesota
University of Montana
University of New Mexico
University of Oklahoma
University of Pennsylvania
University of South Dakota
University of Syracuse
University of Washington
University of Wisconsin
University of Winnipeg
Valley City State University
Washington State University
Yale University
Admissions

Minimum requirements for admission to the M.S. degree program requires a bachelor’s degree from a regionally accredited college or university, a cumulative undergraduate GPA of 2.75 or at least 3.00 for the last two years. Admission to the Doctoral program requires a regionally accredited master’s degree in educational leadership or a closely related field. Applicants to these programs are required to have a minimum GPA of 3.5 in all graduate work.

All applicants are required to respond to the essay questions provided in the application instructions.
Admissions Checklist

- Official transcripts from all previous postsecondary institutions
- Verification of bachelor’s degree, and if applicable, graduate degree (see graduate school guidelines for acceptable degrees)
- Professional resume
- Statement of professional goals
- Three (3) letters of recommendation
- Educational leadership essay (required for Doctoral applicants only)
- Writing sample (required for Doctoral applicants only)
- Satisfy The Graduate School’s English Language Proficiency requirements as published in the Graduate Catalog (if applicable)
- Additional information as needed (e.g., interview)

Additional Information for Graduate Admission

**Official transcripts:** For full admission consideration, undergraduate transcripts should indicate an overall grade point average of at least 2.75 in the undergraduate degree program or of at least 3.00 for the last two years, or equivalent, of undergraduate work (based on 4.00 scale). Graduate transcripts should indicate an overall grade point average of at least 3.5 (based on a 4.0 scale)

**Professional Resume:** Submit a professional curriculum vitae (c.v.) or resume (no more than 5 pages) that includes the following information: educational background, work-related 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.

**Statement of Professional Goals:** Submit a typed essay discussing your professional goals and aspirations, including how your current skills along with advanced study of educational leadership will aid you in the attainment of those goals.

**Letters of Recommendation:** Submit a minimum of three letters of recommendation that collectively can attest to the your academic and professional aptitude. The successful applicant's references will speak to the prospective student's potential success in graduate-level work as well as his/her ability to complete the program requirements. Potential recommenders may include a faculty member, academic advisor, or current supervisor.

**Educational Leadership Essay (required for Doctoral applicants only):** Please type a response to the following essay. The response should not exceed 800 words.

Question: Identify a current state, national, or international problem, dilemma, or controversial situation affecting educational leaders in higher education context. Describe the nature of the issue, effective strategies for addressing the issue, and the role of an effective leader in implementing those strategies.

**Writing Sample (required for Doctoral applicants only):** Include with your application an individually-authored sample of your writing that the admission committee can use to evaluate your ability as a writer and potential success in the doctoral program. The minimum length of the sample is five pages and should not exceed 30 pages. Examples of possible writing samples include, but are not limited to, journal articles, paper from a course, or some written work product such as a manual or technical report.
Margaret A. Healy

Professor of Higher Education
B.S., St. Cloud State University
M.A., University of Iowa
Ph.D., Iowa State University

Education #360
margaret.healy@email.und.edu
(701) 777-4391

Daniel R. Rice

Dean Emeritus and
Professor of Higher Education
B.A., Dakota Wesleyan University
M.Div., Yale Divinity School, Yale University
M.S., University of North Dakota

Education #286
daniel.rice@email.und.edu
(701) 777-2978

Deborah Worley

Associate Professor of Higher Education
B.A., University of Georgia
M.S., University of Tennessee
Ph.D., University of Mississippi

Education #352
deborah.worley@email.und.edu
(701) 777-3140
EMERITI FACULTY

Don Lemon
Ph.D., University of Kansas

Don Piper
Ph.D., University of Illinois at Urbana-Champaign

ADJUNCT FACULTY

Cassie Gerhardt
Assistant Dean of Students - UND
Ph.D., University of North Dakota

Cara Halgren
Associate Vice President and Dean of Students - UND
Ed.D., University of St. Thomas

Christopher J. Rasmussen
Vice President for Research and Policy Analysis - Midwestern Higher Education Compact (MHEC)
Ph.D., University of Michigan

Lori Reesor
Vice President for Student Affairs - UND
Ph.D., University of Kansas

Joshua Riedy
Vice Provost and Chief Strategy Officer - UND
Ed.D., University of South Dakota
Contact

For additional information or questions please contact:

http://education.und.edu/educational-leadership/

Sharon Fields
Department Secretary
(701) 777-4255
sharon.fields@email.und.edu

Education # 374
231 Centennial Dr. Stop 7189
Grand Forks, ND 58202-7189

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