This handbook is published by the Teaching and Learning doctoral program of the University of North Dakota and is considered a supplement to the UND Undergraduate and Graduate Academic Catalog. An electronic PDF version of this document is available on our website at http://education.und.edu/teaching-and-learning/_files/docs/doctoral-handbook.pdf

September 2013

Teaching and Learning Doctoral Program
University of North Dakota
Grand Forks, North Dakota 58202-7189
INTRODUCTION

This handbook has been prepared to address questions most frequently asked as you become involved in the Teaching and Learning doctoral graduate program. We believe all of the information in this handbook is important.

Beyond its use by you, it is hoped that this document will serve advisors/committee chairpersons by offering procedural guidance that can allow more time for substantive interaction with students. The advising relationship is the single most critical element in a graduate program, and this handbook is intended to support faculty as advisors.

The Teaching and Learning Doctoral Student Handbook does not replace nor supplant the UND Undergraduate & Graduate Academic Catalog or any of the policies of the School of Graduate Studies. If there is any apparent conflict between this handbook and the catalog, the policies or procedures of the latter must prevail. Our intention is to amplify elements of the School of Graduate Studies policy that most frequently apply to education students and to clarify the policies and procedures of the programs in education. Whenever possible, the handbook refers the reader to relevant portions of the UND Undergraduate & Graduate Academic Catalog.

You also need to read and familiarize yourself with the Graduate Student Handbook: Doctoral Degree. You are held responsible for knowing and adhering to all Graduate procedures and policies in this handbook. It is available online at http://graduateschool.und.edu/_files/docs/doctoral-handbook-2013.pdf

EQUAL OPPORTUNITY

It is the policy of the University of North Dakota that no person in the United States shall be discriminated against because of race, religion, age, color, sex, handicap, or national origin and that equal opportunity and access to facilities shall be available to all. This policy is particularly applicable in the admission of students at colleges, and in their academic pursuits. It also is applicable in University-owned or University-approved housing, in food services, extracurricular activities, and all other student services. It is a guiding policy in the employment of students either by the University or by outsiders through the University and in the employment of faculty and staff. The Title IX and Section 504 coordinator for UND is located in the Affirmative Action Office, 101 Twamley Hall. The mailing address is Box 7097, University Station, Grand Forks, ND 58202; telephone 701-777-4171. Concerns regarding Title IX, Title VI, and Section 504 may be addressed to that office or to the Office for Civil Rights, U.S. Department of Education, 1961 Stout Street, Denver, CO 80294.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART I: BACKGROUND OF GRADUATE PROGRAMS IN EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>College Mission Statement</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>1</td>
</tr>
<tr>
<td>Teaching and Learning Doctoral Program's Mission Statement</td>
<td>1</td>
</tr>
<tr>
<td>PART II: DOCTOR OF EDUCATION AND DOCTOR OF PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>Overview</td>
<td>3</td>
</tr>
<tr>
<td>Sequence of Events</td>
<td>4</td>
</tr>
<tr>
<td>Doctoral Review Process (Phase 1 Review)</td>
<td>5</td>
</tr>
<tr>
<td>Residency</td>
<td>6</td>
</tr>
<tr>
<td>Doctoral Seminars</td>
<td>7</td>
</tr>
<tr>
<td>Leave of Absence (Taking a Semester Off)</td>
<td>8</td>
</tr>
<tr>
<td>Continuing Enrollment – 996</td>
<td>8</td>
</tr>
<tr>
<td>Library Use and Continuing Enrollment</td>
<td>8</td>
</tr>
<tr>
<td>Academic Standards, Probation and Dismissal</td>
<td>8</td>
</tr>
<tr>
<td>Program of Study</td>
<td>9</td>
</tr>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>9</td>
</tr>
<tr>
<td>Doctor of Education (Ed.D.)</td>
<td>10</td>
</tr>
<tr>
<td>Core Courses by Area of Emphasis</td>
<td>11</td>
</tr>
<tr>
<td>Scholarly Tools Guidelines</td>
<td>12</td>
</tr>
<tr>
<td>Foundations Courses</td>
<td>13</td>
</tr>
<tr>
<td>Faculty Advisory Committee Formation</td>
<td>13</td>
</tr>
<tr>
<td>Comprehensive Examinations</td>
<td>14</td>
</tr>
<tr>
<td>The Dissertation and Defense</td>
<td>15</td>
</tr>
<tr>
<td>Apply to Graduate</td>
<td>18</td>
</tr>
<tr>
<td>PART III: GENERAL INFORMATION</td>
<td>20</td>
</tr>
<tr>
<td>Where to Go for Help</td>
<td>20</td>
</tr>
<tr>
<td>Scholarships, Fellowships, and Assistantships</td>
<td>20</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td>21</td>
</tr>
<tr>
<td>Opportunities for Service and Involvement</td>
<td>21</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Graduate Faculty in Education Available to Chair or Serve on Committees</td>
<td>22</td>
</tr>
<tr>
<td><strong>PART IV: APPENDICES: SAMPLE FORMS AND INFORMATION</strong></td>
<td></td>
</tr>
<tr>
<td>A. T&amp;L Graduate Tuition Waiver(s) Request Form</td>
<td>27</td>
</tr>
<tr>
<td>B. Doctoral Degree – New Committee or Change</td>
<td>28</td>
</tr>
<tr>
<td>C. Program of Study</td>
<td>29</td>
</tr>
<tr>
<td>D. Sample Program of Study</td>
<td>32</td>
</tr>
<tr>
<td>E. School of Graduate Studies Program of Study Instructions</td>
<td>35</td>
</tr>
<tr>
<td>F. T&amp;L Program of Study Suggestions</td>
<td>37</td>
</tr>
<tr>
<td>G. Changes to Program of Study</td>
<td>39</td>
</tr>
<tr>
<td>H. Doctoral Comprehensive Examinations</td>
<td>40</td>
</tr>
<tr>
<td>I. Writing Comprehensive Exams in ER or Foundations of Education</td>
<td>42</td>
</tr>
<tr>
<td>J. Instructions for Topic Proposal</td>
<td>44</td>
</tr>
<tr>
<td>K. Preliminary Approval of Thesis or Dissertation</td>
<td>47</td>
</tr>
<tr>
<td>L. Notice of Doctoral Dissertation Defense</td>
<td>48</td>
</tr>
<tr>
<td>M. Final Report on Candidate</td>
<td>49</td>
</tr>
<tr>
<td>N. Request for Leave of Absence from Graduate Study</td>
<td>50</td>
</tr>
</tbody>
</table>

**NOTE:** For all of the most up to date and fillable forms consult the UND School of Graduate Studies website.
PART I

BACKGROUND OF GRADUATE PROGRAMS IN EDUCATION

College Mission Statement

The College of Education and Human Development strives to fulfill, and is the organizing unit for, the University of North Dakota’s mission in the areas of education and human services. Our mission is to advance the quality of education for undergraduate and graduate students, as well as practicing professionals concerned with the promotion of healthy lifestyles and lifelong learning and development. We strive to provide creative, dynamic programs that exemplify effective practice and scholarly inquiry, recognizing the interactions of theory, research, and reflective practice. The College engages in the development of theory, practice, and scholarship essential to the advancement of our disciplines. We are committed to the encouragement of interdisciplinary efforts and to increased understanding of our multicultural society. The work of the College extends to include service to the university and community at large through collaboration with schools, families, social services, businesses, policy makers, government, and other constituencies.

Curriculum Design

The College of Education and Human Development admits students to advanced programs who are self-directed learners with considerable experience in the practice of education. Viewing knowledge as holistic, interconnected, and never fully defined, we encourage you to define your own programs of study within the framework of critical inquiry.

Critical inquiry begins as students, individually or in groups, identify and seek resolution to problems in education. You will engage in critical inquiry to observe and try to understand differences in proposed resolutions to problems; explore problem situations and the consequences of various resolutions; seek further definition of issues through reading, interaction, research, and creative activity; and further professional abilities consistent with your own understandings of directions for policy and practice in education. Foundational studies in education and the study of research methodologies will contribute to your ability to engage in critical inquiry.

Teaching and Learning Doctoral Program's Mission Statement

As part of the Department of Teaching and Learning, the doctoral program embraces the conceptual framework that supports the development of educators who are learners, active agents of learning, and articulate visionaries. The mission statement below flows from this framework. It is the mission of the Teaching and Learning Doctoral Program to prepare individuals for teaching and leadership positions in schools, colleges or universities, and public or private agencies. The mission statement is as follows:

The Department of Teaching & Learning is dedicated to the scholarly pursuit and dissemination of knowledge to aid in the professional development of teachers, teacher educators, and scholars at the undergraduate and graduate levels. We engage in teaching, research, and service that inform exemplary policy and practice at all levels of education, from early childhood through higher education. Through our practice, scholarly pursuits, and service to the educational community, we emphasize, embrace and reflect upon the intertwined processes of teaching and learning. We promote constructive learning environments to enhance students' abilities to appreciate diversity and operate as productive citizens of a global society.

Revised September 2013
The following four goals apply to the Higher Education, Teacher Education, and Instructional Design and Technology areas of emphasis within the program. Goals of Teaching and Learning Doctoral Program:

1. The student will demonstrate knowledge of how educational philosophy guides and supports the learning of others.
2. The student will demonstrate the ability to apply research and research methods relevant to the field of study.
3. The student will demonstrate the ability to engage in the active construction of knowledge and scholarship.
4. The student will demonstrate knowledge of educational theory and application of educational practices for learning and teaching.
PART II

DOCTOR OF EDUCATION AND DOCTOR OF PHILOSOPHY

Overview

The Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) are offered by programs of the College of Education and Human Development. The Ph.D. degree is awarded in recognition of creative scholarship and research in a field of study. In the College, the emphasis of the Ph.D. is on intensive study, including original scholarship, in an area of concentration. The Ph.D. prepares persons as university faculty, researchers, and practitioners. The Ed.D. is the highest degree focusing on the practice of education. Its emphasis is on professional practice and on the research and theory that inform practice. The Ed.D prepares persons for teaching, supervising, curriculum consulting as well as university teaching. Professional roles assumed by persons who hold the Ed.D. or Ph.D. in education often overlap despite the different emphases of the two degrees.

The doctoral program in Teaching and Learning offers three areas of emphasis: Higher Education (preparation to be a college or university teacher of an academic discipline); Teacher Education (preparation to be an educator of teachers in a college or university setting and/or as a person providing consultation and inservice to teachers in pre-K-12 schools); and Instructional Design and Technology (preparation to be active researchers and scholars with a focus on understanding various areas in instructional design, human learning, and the integration of technology). You may obtain a Ph.D. in Teaching and Learning in all areas of emphasis. You may obtain an Ed.D. in Teaching and Learning with the Higher Education or Teacher Education areas of emphasis. Coursework for all areas of emphasis is offered by faculty from the departments of Teaching and Learning and Educational Foundations and Research.

Figure 1. Doctorate in Teaching and Learning
Sequence of Events

Always refer to the UND School of Graduate Studies website for up to date and fillable forms.

1. Application for admission is made to the UND School of Graduate Studies. In addition to the materials required by the School of Graduate Studies, the program has additional admission requirements. You are encouraged to confer early with the Teaching & Learning Doctoral Program Director Margaret Zidon and/or the Teaching & Learning faculty about which program and area of emphasis best meets your needs. Applications to the Teaching and Learning doctoral program are accepted and reviewed one time only. Applications must be complete by February 15.

2. Notification of admission status occurs after the completed admissions file has been reviewed by the admissions committee for T&L and a recommendation has been made to the Dean of the School of Graduate Studies. Official notification of admission comes from the Dean of the School of Graduate Studies. The letter you receive from the School of Graduate Studies provides you with your student ID number (called an employee identification or empl. ID), your admission status, the degree you are seeking, and the name of your temporary advisor. You must accept admission (if you intend to matriculate at UND).

3. A temporary advisor is assigned at the time of admission. You will work with your temporary advisor on initial registration and program planning. Your temporary advisor also assists you in learning about the resources of the university.

4. After completion of your first 12-18 semester credits of coursework toward the doctorate, contact the T&L Doctoral Director to initiate the Phase I Review. Your progress is reviewed by the faculty with whom you have studied thus far. The purpose of the review is to give you feedback to assess your growth and areas for improvement. Your temporary advisor will report outcomes and recommendations to you.

5. After successful completion of your Phase I Review, you select a permanent advisor. You may wish to remain with your temporary advisor, but if not, please inform your temporary advisor you are selecting someone else. The words “advisor” and “committee chairperson” are used interchangeably. Your permanent advisor must be a full member of the Graduate Faculty in Teaching and Learning. You are encouraged to consider selection of an advisor whose expertise will best support completion of your dissertation and whose working style complements your own. Moreover, consider someone who has time to offer the assistance needed and who relates easily and comfortably with you. Work with your advisor to assemble a committee to assist in the development and completion of a full program of study.

6. The faculty advisory committee is formed after a permanent advisor/committee chair is named. Doctoral committee members are recommended by your advisor in consultation with you. A member-at-large is chosen by the Dean of the School of Graduate Studies; however, you may suggest a member-at-large but the dean has the ultimate authority of your outside member (see Appendix B).

7. The Program of Study is developed and approved by your faculty advisory committee and the dean of the School of Graduate Studies. The Program of Study includes a statement about how the residency and scholarly tool requirements are being met (see Appendices C to G).
8. Students may seek approval to take comprehensive examinations when a substantial portion of coursework, including all scholarly tools requirements, has been completed (see Appendices H and I). Advance notification of intention to take comprehensive examinations must be received from the School of Graduate Studies to assure release of the form needed to document completion of the examination.

9. Upon successful completion of the comprehensive examinations, you are advanced to candidacy for the degree by the School of Graduate Studies.

*** This advancement must take place the semester prior to the semester in which the student expects to graduate.

10. The topic proposal for the Ph.D./Ed.D. is approved by your faculty advisory committee and sent to the School of Graduate Studies for final approval by the Graduate Dean (see Appendix J).

11. Students present a draft of the dissertation to the faculty advisory committee who indicates approval on the "Preliminary Approval" form (see Appendix K).

12. Students must apply to graduate by the published deadline in the semester or summer session in which work will be completed. You must be enrolled during this period and found eligible to graduate by the School of Graduate Studies.

13. For all doctoral students, a final examination is scheduled and announced in advance in the University Letter (see Appendix L). The examination is oral but may also include written portions. The faculty advisory committee, if satisfied, signs the "Approval Page" of the dissertation and the "Final Report on Candidate" form (Appendix M).

14. When all requirements have been met, the degree is awarded.

**Doctoral Review Process (Phase 1 Review)**

The doctoral review process has been developed for education programs to help the faculty be more intentional about reflecting on the progress of doctoral students and sharing with them insights about their learning, scholarship, and professional development. **Phase I Review**, the first phase doctoral review, occurs after you have completed the first 12-18 credit hours of coursework toward the doctorate. Contact the T&L Doctoral Program Director to initiate the review. Be prepared to give the name of your temporary advisor and of your instructors. All faculty who have had you in class are invited to participate. Discussion focuses on your strengths and vulnerabilities as a scholar. You are notified when the Phase I review has occurred and you meet with your temporary advisor to discuss outcomes of the review. Faculty members are asked to reflect on your strengths and vulnerabilities and to offer advice. Points that guide the discussion in the Phase I Review are as follows:

- Conceptualizing issues, problems, ideas, models, processes;
- Thinking about issues on a theoretical level;
- Completing critical analysis of ideas and processes;
- Applying theoretical understandings to current problems;
- Placing particular issues important to a specialty in the context of broad educational issues; and
- Sharing the results of the above in writing and through speaking.

Revised September 2013
Residency

"The purpose of residency is to "provide an opportunity for sustained and concentrated intellectual effort, to provide for immersion in a research environment, and to permit extensive interaction with fellow students and faculty of the major department" (UND Undergraduate & Graduate Academic Catalog, p.205, 2007-2009).

The residency requirement for programs in education is designed to provide you with the experiences outlined by the School of Graduate Studies. It is expected that you will engage in serious scholarship and reflect on your learning and experiences. The expectation is that you will integrate your doctoral study in order that the program of study you pursue will become a holistic and unified experience. The residency option is to be declared on your program of study. In Teaching and Learning you are able to meet the residency requirement in one of these ways:

- Complete a residency while enrolled in a minimum of 9 semester hours of credit during each of two consecutive semesters (Fall, Spring or Spring, Fall). You are also required to enroll in all 3 Doctoral Seminars during your residency or at another time in the program. If you are a GTA, GRA, or GSA the number of credits that you may take for this option is less and specified in the catalog.

- Complete a residency while enrolled in a minimum of 8 semester hours of credit during each of three consecutive summer sessions and all 3 Doctoral Seminars following your first and second or third summers in residence (information about the seminars is below.).

- Complete a residency over a period of three consecutive years of continuous enrollment in a minimum of 36 semester hours of credit (12 credits per year for 3 years) to include all 3 Doctoral Seminars during the period of residency.

As part of your residency, the faculty also expects the following:

- Communicate with your advisor/committee chairperson 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; incompletes 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.
T&L Doctoral Seminars

Doctoral I Seminar
* **Tentative Date: Last Friday/Saturday of June**

Through presentations and large group interactions, students will:

1) Become acquainted with other doctoral students.
2) Become acquainted with most of the Teaching and Learning and Educational Foundations and Research faculty who may be your professors or members of your doctoral advisory committees.
3) Have a working knowledge of what to expect in this program from your notice of acceptance to the end of your graduation ceremony.
4) Have an idea about what your programs of study might look like and who you might want on your doctoral advisory committees.
5) Become acquainted with selected parts of the campus...particularly the Education Building, Twamley Hall, and the Chester Fritz Library.
6) Become acquainted with how to access data bases through their computers.

Doctoral II Seminar
* **Tentative Date: Last Friday/Saturday of June**

Through individual conferences and group reports, students will demonstrate their knowledge of:
1) The process of committee selection.
2) The completion of the program of study.
3) The comprehensive examination process in Research, Foundations, and the area of emphasis.
4) The difference between qualitative, quantitative research, action research, and mixed methods.
5) The format of a dissertation proposal for the School of Graduate Studies and for the Doctoral Advisory Committee.

Doctoral III Seminar
* **Tentative Date: First Friday/Saturday following July 4th holiday**

Through presentations, viewing of samples and group discussions, students will:

1) Feel a sense of community amidst your peers who are at a similar place in the Teaching and Learning Doctoral Program.
2) Understand the role of the School of Graduate Studies in the completion of the doctorate.
3) Learn about the organization, mechanics, and choices of format for writing the dissertation.
4) Understand your role in the various meetings associated with completing the dissertation.
5) Learn ways to make the dissertation process more efficient and enjoyable.
6) Learn strategies for publishing from your dissertations.
7) Be exposed to and practice principles of conflict resolution as it relates to working with other adults, particularly in higher education settings.
Leave of Absence (Taking a Semester Off)

If you wish to take a leave of absence from the Teaching and Learning program you must notify the School of Graduate Studies by submitting a “Graduate Readmission or Leave of Absence” form (Appendix N) in advance. You must gain approval from the T&L doctoral director prior to submitting the form to the School of Graduate Studies.

Students who do not submit a leave of absence form will be required to submit a “Readmission Application for School of Graduate Studies” and pay a readmission application fee of $35. Applications for readmission will be reviewed and approved by the program and the School of Graduate Studies Dean. These forms are available on the School of Graduate Studies website at http://graduateschool.und.edu/graduate-students/current/forms.cfm.

Continuing Enrollment - 996

Students who previously have registered for all of the necessary credits of coursework, research or Dissertation (999) on their approved Program of Study, but who have not completed their dissertation, must register for 996 Continuing Enrollment each additional semester or summer session they are utilizing university facilities or the time of the faculty, (e.g., laboratories, libraries, examinations, advisement, etc.). The number of credits should be determined by the advisor to reflect the proportion of time devoted by the student to academic study that term. Graduate Assistants must register for at least six (6) credits which may include a combination of formal coursework and continuing enrollment credits. Advisor verification of the appropriateness of the number of 996 credits may be required. An approved topic proposal must be submitted to the School of Graduate Studies before enrolling in 996 credits.

After four regular semesters for doctoral students, a student wishing to enroll in additional 996 credits will be required to petition the School of Graduate Studies Dean.

Continuing Enrollment (996) credits will not count toward the requirements for the degree. All students must be enrolled for either 996 credits or other credits in the semester of graduation. Students may register for both regular credits and 996 credits in a given term if all other conditions have been met. Continuing Enrollment credits may be used to define a student’s enrollment status, (i.e., part-time or full-time). The fee for Continuing Enrollment (996) cannot be waived. UND Undergraduate and Graduate Academic Catalog, 2013-2015, page 224-225.

Library Use and Continuing Enrollment

Students who previously have registered for all of the necessary credits of coursework, research, Scholarly Project (995), Independent Study (997), Thesis (998), or Dissertation (999) on their approved Program of Study, but who have not completed their independent study, thesis, or dissertation, must register for 996 Continuing Enrollment each additional semester or summer session they are utilizing university facilities or the time of the faculty, (i.e., laboratories, libraries, examinations, advisement, etc.). If a student chooses not to take continuing enrollment (996), he or she may sign up for an Unaffiliated Card, good for one year of use from the date of purchase. The fee is $10.00, allowing access to in-library items for checkout. Unaffiliated Cards do not allow ILL privileges.

Academic Standards, Probation and Dismissal

A cumulative grade point average (GPA) of at least 3.00 for all work taken as a graduate student (2.75 for M.Eng.) while registered in the UND School of Graduate Studies must be maintained in order to remain in satisfactory academic standing in the School of Graduate
Studies. In addition to maintaining the required GPA, satisfactory performance also includes, but is not limited to, satisfactory research performance, a satisfactory GPA in the major, satisfactory performance in examinations, such as the comprehensive examination, or satisfactory performance in other specific program requirements. Students may be dismissed from the School of Graduate Studies for failure to maintain the required academic standing as described in this graduate catalog. Dismissal from the School of Graduate Studies will be noted on the transcript. The Graduate Committee will hear grievances brought by graduate students regarding dismissal decision made by the Dean of the School of Graduate Studies. UND Undergraduate and Graduate Academic Catalog, 2013-2015, page 226.

Program of Study

Consult the Undergraduate and Graduate Academic Catalog for information applicable to your degree program. Your advisory committee and the School of Graduate Studies must approve your degree program. Here are the general guidelines:

1. At least one-half of the credits for a degree must be in courses numbered 500 or higher.

2. Only those UND courses listed in the Undergraduate & Graduate Academic Catalog are eligible for use in the major and minor areas of a program.

3. All UND courses numbered 300 or higher may be applied to a cognate.

4. No more than nine semester credits taken as a non-degree graduate student may be applied to a degree.

5. Courses that were not part of a prerequisite graduate degree program may not be over seven years old or must be revalidated in order to be used in a program. Courses more than seven years old taken at other institutions may not be transferred into a program. Permission from the School of Graduate Studies Dean must be obtained before revalidation of a course is undertaken.

6. An evaluation of transfer credits will be made by the School of Graduate Studies. Transfer credits, even in prerequisite degree programs, are not automatically part of a program.

Available at the back of the handbook are the Program of Study form (Appendix C), a sample Program of Study (Appendix D), as well as instructions (Appendix E) and suggestions (Appendix F) for completing the Program of Study. Please note that the courses are listed sequentially in groupings. The courses that define your area of emphasis are listed first. Any change to the program of study requires the completion of the Changes to Program of Study Form (Appendix G).

Doctor of Philosophy (Ph.D.)

The Ph.D. degree in Teaching and Learning requires a minimum of 90 semester credits beyond the bachelor's degree. You may earn a Ph.D. in any of the three areas of emphasis. No more than one third of these 90 credits may be transferred in from the master's degree. The program of study includes a major (which must comprise no less than half (45) of the total credits for the degree) and a supporting area (which must be at least 12 semester credits). The major includes courses from the area of emphasis and all coursework in foundations, scholarly tools, and a dissertation (of at least 10 credits).
MAJOR: (minimum of 45 semester credits, not counting dissertation)

Core and Area of Emphasis: (Higher Ed 21 credits, Teacher Ed 18 credits, IDT 24 credits)

Foundations: (minimum of 6 semester credits)

NOTE: EFR 500 Foundations of Educational Thought (or its equivalent) is considered a prerequisite to other foundation courses and can be counted toward these 6 credits.

Scholarly Tools: (minimum of 12 semester credits)

The scholarly tool requirement for the degree is typically met through one of three options described below; however, the committee may recommend an alternative. NOTE: For students taking EFR 516 Statistics II, EFR 515 Statistics I or its equivalent is a pre-requisite and does not count toward the 12 semester credits. Students can also take courses of EFR 509 Introduction to Educational Research or T&L 559 Action Research to meet the 12-credit requirement.

Electives: (as needed to reach 45 credit minimum)

Elective courses can be additional coursework in the area of emphasis, in foundations, scholarly tools, and/or more credits of dissertation (to a limit of 15 credits).

Dissertation: (minimum 10 credits...maximum of 15 credits)

SUPPORTING AREA: (minimum of 12 semester credits)

If you take credits in a number of different disciplines, we title the supporting area a "cognate." These credits are typically transferred from a master's degree program, up to 30 credits, and are listed as part of the degree on the program of study.

*MINIMUM OVERALL TOTAL OF SEMESTER CREDITS NEEDED = 90

NOTE: If you meet the minimum subtotal of credits for the major (45) and the minimum subtotal of credits for the supporting area (12), at least 33 elective credits must be taken. These elective credits can be in the area of emphasis, the foundations, the scholarly tools, the supporting area, and/or additional dissertation credits (up to a maximum of 15 credits).

Doctor of Education (Ed.D.)

The Ed.D. degree in Teaching and Learning requires a minimum of 96 semester credits beyond the bachelor's degree. If you choose Higher Education or Teacher Education as your area of emphasis you may consider the Ed.D. degree (i.e., no IDT Ed.D. option available). No more than one third of these 96 credits may be transferred in from the master's degree. The program of study includes a major area which must comprise no less than half (48) of the total credits for the degree and a supporting area (which must be at least 12 semester credits). The major includes courses from the area of emphasis chosen and all coursework in foundations, scholarly tools, and a dissertation (10 credits) as follows:

MAJOR: (minimum of 48 semester credits, not counting dissertation)

Area of Emphasis: (Higher Ed 21 credits, Teacher Ed 18 credits)

Foundations: (minimum of 12 credits)

NOTE: EFR 500 Foundations of Educational Thought (or its equivalent) is considered a prerequisite to other foundation courses and can be counted toward these 12 credits.

Scholarly Tools: (minimum of 6 credits)

The scholarly tool requirement for the degree is typically met through one of three options described below; however, the committee may recommend an alternative. NOTE: For students taking EFR 516 Statistics II, EFR 515 Statistics I or its equivalent is a pre-requisite and does not count toward
the 6 semester credits. Students can also take courses of EFR 509 Introduction to Educational Research or T&L 569 Action Research to meet the 12-credit requirement.

Electives: (as needed to reach 48 credit minimum)
Elective courses can be additional coursework in the major, in the foundations, in the scholarly tools and/or in dissertation credits.

Dissertation: (10 credits)

SUPPORTING AREA: (minimum of 12 semester credits)
If you take credits in a number of different disciplines, we title the supporting area a "cognate." These credits are typically transferred from a master’s degree program, and are listed as part of the degree on the program of study.

*MINIMUM OVERALL TOTAL OF SEMESTER CREDITS NEEDED = 96

Core Courses by Area of Emphasis

Core Courses for All Emphasis Areas: (12 credits)
T&L 539 College Teaching 3 credits
T&L 545 Adult Learners 3 credits
T&L 544 Assessment in Higher Education 3 credits
T&L 549 T&L Doc Seminar: Doc I, II, III 3 x 1 credit each

Emphasis Area for Higher Education: (9 credits minimum)
T&L 541 History of Higher Education 3 credits
T&L 543 Scholarly Writing 3 credits
T&L 547 Technology in Higher Education 3 credits
T&L 548 The Professoriate 3 credits
NOTE. Students should select 9 credits in consultation with advisor.

Emphasis Area for Teacher Education: (6 credits)
T&L 571 Teacher Education: Focus on the Teacher 3 credits
T&L 572 Teacher Education: Focus on the Learner 3 credits

Emphasis Area for Instructional Design and Technology: (12 credits)
IDT 520 Instructional Systems Analysis & Design 3 credits
IDT 525 Instr. Systems Dev. Implementation and Eval. 3 credits
IDT 549 Graduate Seminar in Instr. Design & Technology 3 credits
IDT 550 Theories and Models of Instructional Design 3 credits

Electives: (as needed to fulfill overall total credits for PhD [90] or EdD [96])
Elective courses can be additional coursework in other emphasis areas, T&L 590 special topics courses, foundations scholarly tools, and/or other T&L courses with committee and instructor approval.

Dissertation: (PhD = Minimum 10 credits, maximum 15 credits; EdD = 10 credits)
Scholarly Tools Guidelines

Ph.D.: The scholarly tools requirement (12 credits) may be met by one of the following options:

Option 1: Qualitative emphasis option
- EFR 510 Qualitative Research Methods (3 credits)
- EFR 520 Advanced Qualitative Research Methods (3 credits)
- EFR 516 Statistics II (3 credits) or their equivalents. (EFR 516 has a pre-requisite—EFR 515. EFR 515 is not counted in the 12 credits of scholarly tools. Students may, however, count this course as elective credits toward the overall credits required for the degree.
Plus three credits from the following:
- EFR 509 Introduction to Educational Research (3 credits)
- EFR 511 Curriculum and Program Evaluation (3 credits)
- EFR 590 Special Topics: To Be Announced (3 credits)
- T&L 569 Action Research (3 credits)

Option 2: Quantitative emphasis option
- EFR 510 Qualitative Research Methods (3 credits),
- EFR 516 Statistics II (3 credits)
Plus six credits from the following:
- EFR 517 Advanced Research Methodologies (3 credits)
- EFR 518 Multivariate Analysis (3 credits)
- EFR 519 Research Seminar-Experimental Design (3 credits)
- T&L 569 Action Research (3 credits)

Option 3: Tests and measurements option
- EFR 511 Curriculum and Program Evaluation (3 credits)
- EFR 512 Educational Tests & Measurements (3 credits)
- EFR 516 Statistics II (3 credits)
- EFR 517 Advanced Research Methodologies (3 credits)
- T&L 569 Action Research (3 credits)

*** Your advisory committee may recommend an exception to these three options.

Ed.D.: the minimum scholarly tools requirement (6 credits) may be met by one of the following options or their equivalents:

Option 1: Qualitative emphasis option
- EFR 510 Qualitative Research Methods (3 credits),
- EFR 520 Advanced Qualitative Research Methods (3 credits)

Option 2: Quantitative emphasis option
- EFR 516 Statistics II (3 credits)
Plus three credits from the following:
- EFR 517 Advanced Research Methodologies (3 credits) or
- EFR 518 Multivariate Analysis (3 credits) or
- EFR 519 Research Seminar-Experimental Design (3 credits)

Option 3: Tests and measurements option:
- EFR 511 Curriculum Evaluation (3 credits)
- EFR 512 Educational Tests & Measurements (3 credits) or their equivalents.

Revised September 2013
*** Your advisory committee may recommend an exception to these three options.

Foundations Courses

The Ph.D. requires a minimum of 6 credits in foundations, whereas the Ed.D. requires a minimum of 12 credits. EFR 500 Foundations of Educational Thought (or its equivalent) is considered a prerequisite to other foundation courses and can be counted toward foundation credits. Below is a list of Foundations Courses from which to choose. Check with the department of Educational Foundations and Research for additional special topics each semester.

• EFR 500 Foundations of Educational Thought (prerequisite)
• EFR 501 Psychological Foundations of Education
• EFR 502 Issues and Trends in Education
• EFR 503 Historical Foundation of Education
• EFR 504 Philosophical Foundations of Education
• EFR 505 Social Foundations of Education
• EFR 506 Multicultural Education
• EFR 507 Gender and Education
• EFR 508 Anthropological Foundations of Education
• EFR 521 Seminar: Foundations of Education
• EFR 591 Readings: Educational Foundations

Faculty Advisory Committee Formation

All students are assigned a temporary advisor regardless of whether they were admitted on an approved, provisional, or qualified basis. The temporary advisor assists you in initial course selection and in learning about the resources of the university. During the first twelve credits of coursework, you are encouraged to become acquainted with all members of the program faculty. Only T&L faculty members can chair T&L doctoral committees; however, there could be an exception when a person outside of T&L has the area of expertise required. Exceptions must be approved by the T&L Doctoral Director and the School of Graduate Studies Dean.

Selection of a permanent advisor is made by you after completion of 12-18 credit hours of coursework and the Phase I review. You may wish to remain with your temporary advisor. If not, please inform your temporary advisor that you are selecting someone else. The words advisor and committee chairperson are used interchangeably – they are one in the same. Your permanent advisor must be a full member of the Graduate Faculty or mentored by a full member of the Graduate Faculty. You are encouraged to consider selection of an advisor/committee chairperson whose expertise will best support completion of a dissertation, whose working style complements yours, who has time to offer the assistance needed, and who relates easily and comfortably with you. Work with your advisor/committee chairperson to assemble a committee to assist in the development and completion of a full program of study.

Once a permanent advisor/committee chairperson is selected, meet with that individual to choose two other members of your committee from within the college. These individuals must be assistant, associate, or full members of the Graduate Faculty. One of the members (in addition to the chair) should be from the program area of the student’s chosen area of emphasis (i.e., Teacher Education, Instructional Design and Technology, or Higher Education). An additional faculty member from within the college should represent the cognate or specialization (particularly if coursework from those areas comes from UND). Should the cognate or minor fall outside of the college (e.g., nursing), the fourth
member appointed by the School of Graduate Studies might be drawn from that college. You and your advisor/committee chairperson may recommend one or two individuals for the School of Graduate Studies to appoint as the fourth member of the committee; however, there is no assurance that this request will be honored. When the doctoral advisory committee has been tentatively selected, check with potential members for their willingness to serve. Once that willingness is established, the form (see Appendix B) must be downloaded from the School of Graduate Studies website and completed.

If you ever need to replace one or more members of a doctoral advisory committee, signatures of approval must be sought on the form entitled New Committee or Change (see Appendix B). Any completed committee form must first be signed by the T&L Doctoral Program Director before it can be forwarded to the School of Graduate Studies.

Comprehensive Examinations

The Teaching and Learning Doctoral Comprehensive Exams (comps) are an extensive examination of student knowledge in their field of study. All T&L doctoral students are required to take 2 comps, which differ if they are in the PhD or EdD program:

- PhD = T&L area of emphasis (Teacher Ed, Higher Ed, or IDT) and EFR research
- EdD = T&L area of emphasis (Teacher Ed, Higher Ed, or IDT) and EFR foundations

To take the comps, students must have their committee chair and members approved, and have their program of study approved by the School of Graduate Studies. Students must also have completed all of their scholarly tools coursework, as well as the majority of the coursework in foundations and their area of emphasis. When these qualifications are met, students should discuss the best time to take their comps with their committee chair.

To initiate the comps, students must first complete the “Doctoral Comprehensive Examinations” form from the School of Graduate Studies (see Appendix H). The form requires signatures from students’ committee chair, as well as the T&L doctoral program director (Dr. Margaret Zidon) and department chair (Dr. Mary Baker). Once the School of Graduate Studies has given approval (2-3 weeks), the form will be returned to the department and the student will be notified that he/she can proceed with their comps. The two exams do not need to be taken at the same time, but students must notify the department in advance when they intend to take each exam.

All processes involving EFR Foundations and Research Comprehensive Exams can be found in Appendix I and the EFR website.

The length and options for T&L area of emphasis comps are as follows.

- T&L Teacher Ed = 3 week take home, or 3 hour sit-down in the department
- T&L Higher Ed = 3 week take home
- T&L IDT = 3 week take home, or 3 hour sit-down in the department

To receive the T&L area of emphasis comps, at least 3 weeks prior to your intended start date contact Helen Elden, T&L administrative secretary: 701-777-3143, (helen.elden@und.edu). The comprehensive exam will be emailed to the student on the day they are set to begin.

Students must submit their answers in PDF to their advisor via email and cc the administrative secretary (helen.elden@und.edu). At that time, a papercopy is also required to be delivered to Helen Elden (T&L administrative secretary) in Room 238 in the Education Building. The T&L comp will be forwarded to two readers selected in consultation between student and advisor, who are typically the student’s advisor and one other T&L faculty member from their area of emphasis who is on the student’s committee. Faculty members have 3 weeks to mark the exam.

Revised September 2013
The comps are pass or fail. The final results, along with any additional feedback provided by the readers, will be sent to the student’s committee chair who will pass the information to the student. If a student does not pass his/her comprehensive exam or submit their answer on time they may repeat them once; however, failure to pass a second attempt would be marked as failing without the possibility of further resubmission and end the student’s good standing as a doctoral student in the college.

If both T&L and EFR comps are passed, the committee chair completes the form, acquires signatures from the T&L doctoral director and chair, and returns it to the School of Graduate Studies for final approval. The anonymous evaluation results will also be sent to the Bureau of Educational Research for analysis.

In total, the amount of time required to complete the comprehensive exams for the T&L doctoral program may range from as little as 6 weeks (3 weeks to do both comps done together, 3 weeks to receive grade) to as many as 18 weeks (done separately, including possibility of revision opportunities). Students cannot advance to candidacy and graduate in the same semester. Students must complete their comps at least one semester before they graduate (e.g., students who wish to graduate in the summer must have their passing comp grade submitted to the School of Graduate Studies before the end of spring semester). Students should consider these timelines in order to ensure graduation in a timely manner.

If a student is subject to problematic circumstances, their advisory committee may agree to an exception to these guidelines; however, the above represents the standard processes for T&L PhD and EdD student comprehensive exams and deviations require the approval the T&L doctoral director.

The Dissertation and Defense

The Ph.D. dissertation is a 10-15 credit activity and is described in the Undergraduate and Graduate Academic Catalog. The Ed.D. dissertation is a 10 credit activity described in the Undergraduate and Graduate Academic Catalog.

Much of the work of your Faculty Advisory Committee is directed toward assuring that the dissertation study is a substantial learning experience. Each advisor and committee work in their own way. At the initial meeting, the advisor usually suggests procedures for the committee to follow. The committee typically approves your program of study at its first meeting or agrees to conditions necessary for program of study approval. The dissertation is usually discussed. If the dissertation study involves human subjects, you must also seek and receive approval from the Institutional Review Board before beginning to collect data.

Topic Proposal

A meeting of the committee is required for the purpose of approving your topic proposal. Check with your advisor to see what is required of you. Typically, advisors require a 25 to 30 page proposal outlining the background of the study, presenting the research questions that will be asked, a review of the literature (often in outline form), methodology, and anticipated results. The topic proposal form (Appendix J) is forwarded to the School of Graduate Studies with signatures of the advisor and the committee members. The dean of the School of Graduate Studies must approve your topic proposal.

The subject and title of the dissertation must be chosen, and this proposed topic approved, before you may become a candidate for a degree or diploma. You must have your topic proposal approved at least one semester prior to graduation. The topic proposal should be submitted and approved before actual work on the topic is undertaken.
The topic proposal submitted to the School of Graduate Studies must be written in narrative style and includes: (1) a title, (2) a brief description of the nature of the problem or study, (3) the procedures or methodology to be followed, and (4) the anticipated results. The School of Graduate Studies requests that this only be one page in length. The information presented should aid the advisor and advisory committee in ascertaining if the problem or study is appropriate for the diploma or degree sought.

Students should complete the topic proposal form (Appendix J), secure the necessary approval signatures in accord with the "Degree Requirements" section of the Undergraduate and Graduate Academic Catalog, then submit the original and three copies to the School of Graduate Studies. After approval of the topic proposal students can begin to collect data, conduct analyses, and write the dissertation.

**Preliminary Approval**

**Step 1: Preliminary Approval and Notice of Defense**

The student and his/her committee are jointly responsible for seeing to it that the thesis or dissertation follows a correct form of scholarly style and usage. The student can follow the guidelines outlined in the Style Guide or may follow the style specified by their committee or department as long as the style is consistent throughout the paper. In fulfillment of this responsibility, each member of a candidate's advisory committee must have made his/her criticisms and have seen and approved the changes the student has made to remove the criticisms. Such approval is tentative acceptance of the content, organization, form of expression, style and usage.

- The committee approval shall be executed on the Preliminary Approval form and filed in the School of Graduate Studies by the deadline. The signed approval is a commitment that the members of the committee will require no major changes of the content, organization, or style after the final copy has been prepared.
- The Preliminary Approval and Notice of Defense forms must be submitted to the School of Graduate Studies two weeks prior to the scheduled oral examination date and on or before the Preliminary Approval deadline.

**Step 2: Format Check**

The School of Graduate Studies will provide one format check. A list of formatters/editors is also available at the School of Graduate Studies if you prefer to hire your own formatter.

- Submit a complete draft of your thesis or dissertation to the School of Graduate Studies so that the format review can begin.
- Be sure to include the Format Checklist with your document.
- If you have scheduled your defense in advance of the deadline, you must submit the complete draft within two weeks before the defense date.

Please note that it is expected there will be content revisions needed after receiving feedback from your committee. However, it is also expected that the document is ready to defend, meaning that your document is in its final stage of completion.

**Step 3: Hold the Oral Defense**

- Students and the entire committee must be physically present at the oral defense. If, due to unforeseen circumstances, they cannot be physically present, then the oral defense must be rescheduled to another date.
- If a committee member is only available by telephone or Skype, please send a memo to the Dean of the School of Graduate Studies, indicating who will not be at the defense, and what arrangements have been made. This memo needs to be approved and signed by the entire committee before submitting to the School of Graduate Studies.

*Revised September 2013*
Step 4: Submit electronic Thesis/Dissertation to UMI/ProQuest Publishing

• The Overview of Manuscript Submission page lets you know what you will need to do to prepare for your submission.
• You will upload your Thesis/Dissertation in PDF format to the ProQuest ETD Administrator site. Please see the instructions on How to Prepare your Manuscript for Submission.
• The Electronic Thesis and Dissertation Submission Guide for UND Graduate Students will take you step by step through the ProQuest system.
• After your format has been checked by the Graduate School and you have made the required changes from your committee, you will submit the final version of your document electronically to UMI/ProQuest at www.etdadmin.com/und.
• Once you electronically submit your final copy for publishing, no changes are made to the format or content. Therefore, the burden of how the manuscript looks is entirely the responsibility of the student author.

Step 5: Ph.D. Students Only - Survey of Earned Doctorates

This survey is for Ph.D. students only, this does not apply to Ed.D. or D.A. students.
• Ph.D. Students need to complete the Survey of Earned Doctorates (SED) online at https://sed.norc.org/survey.
• The School of Graduate Studies, as well as yourself, will receive a confirmation email after you have completed the survey.

When you and your advisor believe that the dissertation is in essentially final form, a Preliminary Approval of Dissertation meeting is scheduled. Consult your advisor and committee members to find out how much in advance they would like to see the final draft copy of your dissertation. Some committee members request that it be given to them one week in advance, but others may ask for it well in advance. The School of Graduate Studies recommends eight weeks in advance of your meeting! At the Preliminary Approval meeting, the committee offers suggestions for revisions of a mechanical nature (e.g., spelling, wording, referencing, organizing) and of a substantive nature (e.g., literature omissions, incorrect or inadequate interpretations, inappropriate procedures). The committee decides if the dissertation is sufficiently well done to give you permission to process the dissertation in its final form—including the suggested revisions. Students need to come to this meeting prepared to answer the questions of the committee members. After agreements have been made about changes that are expected, the "Preliminary Approval of Dissertation" form (see Appendix K) is signed by the committee to assure you that no major changes will be required in the final draft of the dissertation. This is one of the most crucial meetings in the dissertation process. When permission to prepare the final draft is granted, a date is set for the Final Examination meeting by completing the Notice of Doctoral Dissertation Defense form (see Appendix L). The Final Examination meeting will be at least two weeks after the Preliminary Approval meeting. At this time students should also be sure to apply to graduate through the School of Graduate Studies website.

Dissertation Defense (Final Examination)

Students must make the necessary revisions to your dissertation and have the dissertation printed. The dissertation title, student’s name, date, time, and location of the Final Examination are submitted to the School of Graduate Studies two weeks in advance (see Appendix L). Note that students do not typically hold defenses between July 1 and August 15 to accommodate faculty who are not under contract. The meetings are announced in the University Letter and the University community is invited to attend. You must provide the committee with the final draft of the dissertation at least one full week in advance of the Final Examination meeting.

Revised September 2013
The Final Examination, typically called the dissertation defense, is scheduled for two hours. It provides the committee with the opportunity to examine your expertise with regard to the dissertation topic. The discussion, however, is not necessarily limited to the dissertation. At the conclusion of the examination, the faculty members file the Final Report (Appendix M) with the School of Graduate Studies.

The completion of the dissertation often is the final step toward degree completion, but this need not be the case. In fact, it is recommended that you begin the dissertation process as early as is practicable and complete it with good speed—perhaps even before all the coursework is finished.

**The Dissertation**

The School of Graduate Studies publishes a thesis/dissertation form and style manual which is available from the School of Graduate Studies for Ed.D. and Ph.D. students who are advanced to candidacy: http://www.und.edu/dept/grad/. All dissertations must conform to its requirements. The final copy of the dissertation must be approved by the advisory committee and deposited in the School of Graduate Studies for the approval of the Dean by the deadline specified in the Academic Calendar, usually two weeks before graduation. The Style Manual is referenced as:

*Style and policy manual for theses and dissertations.* Grand Forks, ND: School of Graduate Studies, University of North Dakota, 2003.

Issues of style not specified by the School of Graduate Studies are the prerogative of the program area. All of the program areas in education use the following style manual as their basic guide:


**Electronic Submission of Dissertation**

According to School of Graduate Studies policy you must submit your dissertation to the School of Graduate Studies: 1) The Electronic Thesis and Dissertation Submission Guide for UND Graduate Students (/graduate-students/current/proquest-instructions.pdf) will take you step by step through the ProQuest system. 2) After your format has been checked by the School of Graduate Studies and you have made the required changes from your committee, you will submit (http://www.etdadmin.com/und) the final version of your document electronically to UMI/ProQuest at www.etdadmin.com/und (http://www.etdadmin.com/und). 3) For more complete information see http://graduateschool.und.edu/graduate-students/overview-submission.cfm 4) You must submit one copy of your dissertation to the Chester Fritz Library ($43). A credit card is required.

**Apply to Graduate**

**Apply to Graduate**

**Online Application**

The on-line graduation application can be found on the Graduate School website: graduateschool.und.edu under the Current Student Forms. Only students who have been advanced to candidacy can apply to graduate. When you submit a graduation application, notification is sent to your Advisor, The School of Graduate Studies, and the Registrar’s Office. The deadlines to apply for graduation are published in the graduate catalog, the campus connection Dates & Deadlines, and the School of Graduate Studies website at graduateschool.und.edu. Deadlines are also sent out on the School of Graduate Studies listserv. Please be sure you adhere to these deadlines.

Revised September 2013 18
You must be registered the term in which you graduate. You must also be registered for the term in which you graduate. If you have taken all your coursework, you may enroll in 996 continuing enrollment. You will need to get the call number from your department by first checking with your advisor. A maximum of four regular semesters for doctoral students is allowed for 996 enrollment (6-9 credits).

* If for some reason your graduation is delayed, be sure to let the School of Graduate Studies know that you want your name removed from the graduation list. You will then need to submit a new application for the next semester.
PART III

GENERAL INFORMATION

Where to Go for Help

If you have a question, a good place to start is with your temporary or permanent advisor, followed by the T&L Doctoral Director.

You may pursue North Dakota teacher certification while enrolled in a graduate degree program; however, in this state initial certification is earned in the field of an undergraduate major. Addresses, information, and specific requirements for certification, endorsements, and credentials are available from Eric Tweton in the Office of Advisement and Admissions. This information should be obtained to plan coursework leading to certification.

The EHD Dean's Office and departmental offices have partial listings of job openings. However, career placement information should be obtained through Career Services in McCannel Hall. Career Services will assist in creating a placement file and has extensive job listings.

Scholarships, Fellowships, and Assistantships

Several scholarships as well as fellowships, teaching assistantships, and research assistantships are available to education graduate students.

The 2013-2015 Undergraduate & Graduate Academic Catalog (pp. 230) provides a detailed list of the following awards and appointments available to students:

- Chester Fritz Scholarships
- Neil C. Macdonald Memorial Scholarships
- Cultural Diversity Tuition Waivers
- Tuition Waiver Scholarships
- Alumni Prizes
- Graduate Teaching Assistantships and summer tuition waivers
- Graduate Research Assistantships

Scholarship and fellowship information is available from the School of Graduate Studies website at http://www.und.edu/dept/grad/html/awards.html. Most scholarship applications are due at the end of March of the academic year preceding your enrollment.

If you are interested in a graduate assistantship in the College of Education you will need to complete an EHD assistantship application. The application for an assistantship is available at the College of Education and Human Development website located at http://www.und.nodak.edu/dept/ehd/forms.htm.

The College of Education also has scholarships that are open to graduate students in the Teaching and Learning program. These are competitive scholarships and some of them are open to both undergraduates and graduates. For more information about these scholarships, go to the Teacher Education office in the Education Building, Room 105.
General Education and Human Development Scholarships:
- Donald and Ann Lemon Scholarship- Educational Leadership only.
- Vito Perrone Scholarship (awarded to a graduate and an undergraduate alternate years)

Teaching and Learning Scholarships:
- Grant and Carrie Kovnick Memorial (for a senior or graduate in education with financial need)
- Howard Rasmusson Memorial (for graduate or undergraduate most deserving of financial aid)
- Paul and Bell Thomas Scholarship (for graduate or undergraduate most deserving of financial aid)

Tuition Waivers

The Teaching and Learning program has some tuition waivers available for doctoral students. Students may be granted three to six credits of tuition waivers per semester (Fall/Spring) and some tuition waivers available for summer – all of which are based on availability. The process for obtaining a tuition waiver is as follows: 1) Student notifies his/her advisor he/she is interested in a tuition waiver; 2) Advisor fills out tuition waiver form (see Appendix A) and submits it to the Department Chair, (3) Department chair will notify appropriate administrative secretary.

Opportunities for Service and Involvement

The College of Education and Human Development includes students in its governance structure. Graduate students serve on the Graduate Curriculum Committee. Graduate students also serve on appeal committees considering due process for other graduate students and are frequently appointed to faculty search committees and task forces.

Publications of the College give students a chance to write for publication and to read about common interests. The College’s journal is Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice. The website is http://journal.und.edu/tljournal. The journal seeks the submission of articles, essays, and critical commentary grounded in observed experience in natural settings; of parts of reflective journals; of situated descriptions on teaching/learning practice; of action-oriented research; of ethnographic studies; of semiotic analyses; and of evaluation studies. Creative works focused on issues related to teaching and learning are also considered.

A learning and research tool unique to UND is the Prospect Archives, housed in Special Collections at the University of North Dakota’s Chester Fritz Library. This is a longitudinal collection of children’s work put together at the Prospect School in Vermont.

For many doctoral and specialist students, a graduate assistant appointment provides opportunities to experience aspects of the faculty role in higher education. Similar opportunities are available through enrollment in internships in college teaching or school practice and through individual research in education. Internships involve students in activities as diverse as co-teaching a college or K-12 class, coordinating a curriculum project for a school district, conducting field-based research, tutoring children in English as a second language, or supervising undergraduate students involved in field experiences or student teaching. Internships are required in some Ed.D. programs and are strongly recommended as a means of broadening experience and building a background for future leadership roles.
Teaching & Learning Graduate Faculty
Reading, Research, and Learning Interests
(*Adjunct, **Assistant, ***Associate Member; ****Full Member)

Full members of the graduate faculty may chair committees. Associate, Assistant and adjunct members may serve on graduate students' committees.

****Baker, Mary (Dept. of Teaching and Learning/Teacher Education)
My research interests focus on the areas of technology in education, methods of teaching that promote conceptual understanding, and mathematics education issues and trends. I enjoy working with both qualitative and quantitative methodologies and frequently employ a mixed-methods design to produce a more well-rounded and deeper analysis of the data.

****Barrentine, Shelby (Dept. of Teaching and Learning/Teacher Education)
My research interests are focused on qualitative investigations of assessment and instruction related to reading and writing. I am particularly interested in describing literacy practices that are language, literature, and process based; advance pluralistic views of society; and emanate from child-centered views of teaching.

****Beck, Pamela (Dept. of Teaching and Learning)
My research interests focus on literacy related issues: primarily, process learning, assessment, and instruction of reading and writing practices. I am also interested in motivation—what drives us, both from a student and teacher perspective. I enjoy qualitative approaches to research; however, I am also interested in mixed methods research as well.

**Borgeson, Deanne (Dept. of Teaching and Learning)
My primary interest area is in working with young children with disabilities and their families in Early Childhood Special Education programs. I am also licensed to teach students with low incidence disabilities (blind/visually impaired, physical/health disabilities, and multiple disabilities). My research interest also includes multicultural issues in Special Education.

****Chalmers, Lynne (Dept. of Teaching and Learning/Special Education)
My interests are in the area of inclusion of special needs students into general education classrooms. More specifically the areas that I am currently focusing on include classroom modifications, the transition of students from special education classrooms to general education classrooms, and the use of aresponse to intervention model by both general and special educators.

****Chiasson, Kari (Dept. of Teaching and Learning/Special Education)
I am an associate professor in the special education program area of the Department of Teaching and Learning. Over the past 25 years, I have worked in the fields of early childhood special education and visual impairment as a teacher, consultant and trainer. My research interests include working with families of children who have disabilities, inclusive practices, and early intervention. My research background is in qualitative methodologies.

****Combs, Barbara (Dept. of Teaching and Learning/Teacher Education)
As a teacher educator in the area of literacy education, I have two strands of scholarly interest. The first involves the development of teachers, more specifically how they grow and change throughout their careers. The second, centers on the assessment and instruction of learners in the areas of reading and writing, especially for those learners who struggle. My research in both of these areas makes use of qualitative methodologies.

Revised September 2013
**Gallo, Michael (Dept. of Teaching and Learning)**
As a teacher educator who is also a storyteller and someone gifted with ADHD my research interests have two tracks. First, I am interested in early language and literacy development and how the oral tradition of storytelling and personal narrative contribute to young children's language and literacy development. I am also interested in the experiences of children and young adults diagnosed with ADHD. This area of interest includes aspects of early diagnosis, medication pros and cons, teacher attitudes, and life after K-12 living with a diagnosis of ADHD into adulthood. My research in both of these areas makes use of qualitative methodologies.

**Gourneau, Bonni (Dept. of Teaching and Learning/Teacher Education)**
My research interests involve the study of people. I am interested in qualitative studies that focus on how people interact with others and the world around them. Such topics include teacher/parent/student relationships, bullying, classroom management, and first year teachers.

**Grave, Shannon (Dept. of Teaching and Learning/Special Education)**

**Griffin, Michelle Landsem (Dept. of Teaching and Learning/Special Education)**
My professional interests are focused in the area of inclusion and helping students with special needs be included in the general education classroom. Specifically, my areas of particular interest include evidence-based interventions for students with disabilities, the use of progress monitoring tools by both general and special educators in a response to intervention model, and the development of transition plans at the high school level to help prepare students with disabilities for the post-secondary world.

**Guy, Mark (Dept. of Teaching and Learning/Teacher Education)**
I am interested in how learners of all ages make sense of our natural world and how conceptual development can be facilitated by various learning settings and experiences. I am also interested in the complex social, cultural, and individual interactions that occur naturally in elementary science classrooms.

**Helgeson, Lars (Dept. of Teaching and Learning/Teacher Education)**
As a member of the Dept. of Teaching and Learning faculty, I am interested in the area of science education, school science safety, curriculum theory & philosophy, American Indian education, and the brain in memory and learning. I enjoy working with students to promote development of concepts through laboratory experiences and a variety of science activities.

**Holdman, Linda (Dept. of Teaching and Learning/Teacher Education)**
As Director of Field Placement, I place students in educational settings for all levels of field experience and student teaching. Our program has expanded to provide international practicum and student teaching opportunities. I teach a weekly Senior Seminar and an online Supervision of Student Teaching workshop.

**Holen, Jodi Bergland (Dept. of Teaching and Learning/Teacher Education)**
My research interests include creativity and intellectual freedom, risk taking in the college classroom, problem-based learning, and the philosophical underpinnings of teacher preparation courses especially in terms of the work of John Dewey, Maxine Greene, and Paulo Freire. I am also interested in qualitatively studying the processes of education involving core values and spiral learning. I have taught Classroom Management 432, Introduction to Education 250, Action Research 569, Models of Teaching 542, Theories and Philosophies of Curriculum 540, and Foundations of Educational Thought 500.

**Hung, Woei (Dept. of Teaching and Learning/Instructional Design & Technology)**
My research areas include problem-based learning, problem solving, types and difficulty levels of problems, systems thinking and modeling, concept mapping and formation, cognitive flexibility

*Revised September 2013*
technology in K-12 and higher education.

**Ingwalson, Gail (Dept. of Teaching and Learning/Teacher Education)**
My interests and area of research pertain to middle school education. In particular, my research interests are mentoring programs, brain-based research & early adolescents, middle school sustainability, experiential learning, service learning, gender, and parental involvement in schools. I teach undergraduate and graduate courses pertaining to middle school education and deal extensively with licensure requirements. Most of my research is conducted in the public schools through the means of action research.

**Jacobson, Amy (Dept. of Teaching and Learning/Special Education)**
My interests include qualitative research methods in the area of special education at the secondary level. More specifically the areas that I am currently focusing on consist of the inclusion of secondary students with disabilities into the general education classroom, assisting secondary students with disabilities with the transition to adult life, and assisting secondary administrators and teachers understand the roles and responsibilities of secondary special education teachers.

**Keengwe, Sagini (Dept. of Teaching and Learning/Teacher Education/Higher Ed)**
My primary areas of teaching include Educational Technology, Teacher Education, and Diversity Education. My research interests include: Pedagogical uses of computer tools to support meaningful learning; Educational technology integration practices in higher education classrooms; Constructivist pedagogy and the Net Generation learners; Cultural and linguistic tools for student diversity and empowerment; and critical pedagogy as a tool for understanding diversity in our educational institutions and the communities at large.

**Mahar, Patti (Dept. of Teaching and Learning/Special Education)**
My current research interests are focused upon strategies to include individuals with disabilities into the general population. Specifically, working with families that have children diagnosed with disabilities. My research also includes knowledge and perceptions of pre-service general education teachers.

**Olson, Myrna R. (Dept. of Teaching and Learning/Higher Education/Special Ed)**
My current research interests are focused on strategies for supporting faculty and graduate teaching assistants in their role as college teachers as well as to assist my current and graduated doctoral students with their research and subsequent publication in refereed journals. Past areas of research that remain of interest to me include: traits of healthy single parent families; parent involvement in schools; use of effective discipline; development of self-esteem; stress management, crisis survival; teaching of Braille reading; teaching strategies with visually impaired students and gifted students in general education classrooms; and strategies for addressing the emotional needs of gay/lesbian students and staff in school settings. I have taught 32 courses at UND since my arrival 38 years ago, largely in the areas of early childhood education, special education, and higher education. Current courses I teach are: College Teaching, Issues in Higher Education, College Students with Special Needs, the Professoriate, and the Doctoral III Seminar.

**Onchwari, Grace (Dept. of Teaching and Learning/Teacher Education)**
My teaching interests lie in assessment, curriculum, play development, guidance and behavior, literacy, infant and toddler development and pre-K methods and materials. My research interests focus on teachers and multicultural teaching competencies, immigrant children's academic achievements, technology, and emotional intelligence.

**Ozaki, C. Casey (Dept. of Teaching and Learning/Higher Education)**
My interests in the field of higher education include community college students, adult learners, identity development, and the role of individual development in educational persistence decisions. I am currently

Revised September 2013
development, and the role of individual development in educational persistence decisions. I am currently working on research that explores college students' meaning making of race in relationship to how they choose to identify themselves on forms. I am also interested in understanding college students' shifts in classroom behaviors/strategies as they return to school after absence. I focus on qualitative approaches to research, but am interested in mixed methods research as well.

****Pearson, Donna K. (Dept. of Teaching & Learning/Teacher Education)
My academic course work includes Introduction to Education, Curriculum Development & Instruction, Secondary Social Studies Methods, and Models of Teaching. Incorporating both quantitative and qualitative research methods, the axis of my research interest is teacher education. Specific areas include international/comparative education, professional development, and civic education.

****Salyers, Meghan (Dept. of Teaching and Learning/Special Education)
My research interests primarily focus on gifted/talented education, including juvenile delinquency in gifted learners; student motivation, and twice exceptional learners; creativity and its purpose in education for all learners; and program development in public and parochial education. I am a qualitative researcher. I teach introductory special education courses including Education of the Exceptional Student, and Inclusive Strategies. In addition, I teach Child Development, and graduate coursework leading to the endorsement in Gifted/Talented Education.

****Shafer, Jill (Dept. of Teaching and Learning/Teacher Education/ELL)
My research interests focus on social and academic strategies that assist English language learners in becoming proficient in their new language and adapting to life in the U.S. Other areas of interest include the study of such factors as diversity as educational background, culture, religion and life experiences, as they impact students' outlook toward, and success in, U.S. schools and on teacher attitudes toward working with diverse students.

****Smart, Kathy (Dept. of Teaching and Learning/Higher Education)
My research interests are in the use of technology in education, program administration, technology planning and policy development at the program and institutional level. I have experience in technology support program development and administration leadership, pedagogy, and assessment. The focus of my current research is technology integration in teacher education. Technology access for rural and underserved populations are additional areas I have a growing interest.

****Terras, Katherine (Dept. of Teaching and Learning/Special Education)
My research agenda involves studies that investigate educational outcomes for students with emotional or behavioral disorders. Particularly, I am interested in the effects of canine companionship through the incorporation of dogs into school settings or through service learning projects. My research agenda also involves the teaching and learning process using online and blended formats. Lastly, program and student assessments are of interest to me.

****Van Eck, Richard (Dept. of Teaching and Learning/Instructional Design & Technology)
My research interests focus primarily on simulations and games for learning, including the design of learning games and the integration of commercial off-the-shelf (COTS) games in K-12 classrooms. I have helped teachers develop dozens of lesson plans on integrating games into their classrooms, and have published and presented frequently on games and am a frequent invited speaker on this topic. I have also published articles and books chapters on pedagogical agents (talking heads), artificial intelligence, intelligent tutoring systems, authoring tools, Electronic Performance Support Systems (EPSS), and gender and technology. I also have good research design and statistical analysis skills as well. I am primarily a quantitative researcher.

****Walker, Anne (Dept. of Teaching and Learning/ Teacher Education/Literacy/ELL)
My research interests are broadly based in literacy, language and culture. My areas of expertise include

Revised September 2013
education, and educational policy studies.

**Yearwood, Jo-Anne (Dept of Teaching and Learning/Early Childhood Education)

****Zidon, Margaret (Dept. of Teaching and Learning/Teacher Education)
My research interests involve qualitative studies related to preservice teacher experience of curriculum and instruction, diversity education, and intercultural communications. I teach Action Research and Teacher Education: Focus on the Learner in addition to the undergraduate secondary education course, Adolescent Development. I am also interested in literature-as-text approaches to teaching and learning.
Appendix A

T&L Graduate Tuition Waiver(s) Request Form
Academic Year 2013-2014

Student Name: ____________________________
E-Mail Address: ____________________________
Advisor: ____________________________
E-Mail address: ____________________________

EMPLID Number: ____________________________
Phone Number: ____________________________

Residency Status:
☑ North Dakota Resident
☑ Minnesota Reciprocity
☐ Contiguous
☐ Non-Resident
☐ North Dakota Military
☐ International

Name of Program:
□ Master’s
□ PhD/EdD

Number of Requested Waiver Credits:
Fall credits ____________________________
Spring credits ____________________________
Summer credits ____________________________

Has the student received tuition waivers from T&L in the past? Yes ☐ No ☐

If so, approximately how many has the student received? ____________________________

How many credits has the student completed on the program of study? ____________________________

Will the student be receiving tuition waivers from another department or source? Yes ☐ No ☐

If so, which department or source and how many? ____________________________

Has the student been offered a GTA/GRA position? Yes ☐ No ☐

Reason for Tuition Waiver (mark all that apply):
☐ Financial Need ☐ Recruitment ☐ Retention ☐ Merit ☐ Other: ____________________________

Advisor: ____________________________ Date: __________
(Signature)

Graduate or Doctoral Director: ____________________________ Date: __________
(Signature)

PLEASE DO NOT WRITE BELOW THIS LINE -- OFFICE USE ONLY -- Submit to T&L Office

☐ Tuition waivers offered: Fall ☐ Spring ☐ Summer ☐
☐ Graduate Teaching Assistantship with tuition waivers as indicated above
☐ Graduate Research Assistantship with tuition waivers as indicated above
☐ Graduate Teaching Assistantship with NO tuition waivers
☐ Decision deferred until date: ____________________________
☐ No offer of assistance

Department Chair: ____________________________ Date: __________
(Signature)

Instructions: This form is to be filled out by the academic advisor.

Deadlines:
To the T&L Department
Fall 2013 July 15, 2013
Spring 2014 November 17, 2013
Summer 2014 February 1, 2014

To the School of Graduate Studies
August 1, 2013
December 1, 2013

Revision: March 7, 2013
**DOCTORAL DEGREE** – New Committee or Change

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Degree</td>
<td>Major:</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

**Student**: (1) Please obtain the signature(s) of the Faculty that you would like to appoint. All faculty must be on UND Graduate Faculty. (2) Secure the signature approval from the Graduate Director of your program. (3) Send the signed form to the School of Graduate Studies for final approval. *A list of Graduate Faculty is available on our website: [http://graduateschool.und.edu/faculty-and-staff/resources.cfm](http://graduateschool.und.edu/faculty-and-staff/resources.cfm)*

### NEW COMMITTEE

<table>
<thead>
<tr>
<th>Chair</th>
<th>Check if Co-Chair</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Member 2</th>
<th>Check if Co-Chair</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Member 3</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Member 4</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Member at Large:**

**Type Name of Suggested Member at Large**

*MAL Signature not Required*

MAL are appointed by the Graduate School Dean. You may suggest a Full or Associate member of the UND Graduate Faculty and this person must be out of your major department. If you do not have a suggestion, your MAL will be appointed by the dean of the School of Graduate Studies.

<table>
<thead>
<tr>
<th>Member 6 (Optional)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Special Appointment (Optional)** *Attach Curriculum Vitae, which will be reviewed by the School of Graduate Studies Dean*

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

### CHANGE TO COMMITTEE  

*Please list only the current member(s) being changed. List new member(s) below and have them sign

<table>
<thead>
<tr>
<th>Current Member being replaced</th>
<th>Proposed New Member(s)</th>
<th>New Member Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Advisor/Chair ☐ Member ☐ Co-Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Advisor/Chair ☐ Member ☐ Co-Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Advisor/Chair ☐ Member ☐ Co-Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Director or Chair of Student’s Program</th>
<th>Date</th>
<th>School of Graduate Studies Dean</th>
<th>Date</th>
</tr>
</thead>
</table>
# PROGRAM OF STUDY

## DOCTORAL DEGREE AND SPECIALIST DIPLOMA

<table>
<thead>
<tr>
<th>Name</th>
<th>STUDENT ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Phone</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Email</td>
</tr>
<tr>
<td></td>
<td>Degree Sought</td>
</tr>
<tr>
<td></td>
<td>Expected Graduation Date</td>
</tr>
</tbody>
</table>

A program of study for a Doctoral Degree or Specialist's Diploma is to be completed using this form. The complete program consists of this cover page together with the requisite number of pages containing the courses and credits required for the program. The student and the Faculty Advisory Committee should sign the program and submit it to the School of Graduate Studies to receive the approval of the Dean. The program becomes official after receiving such approval and any subsequent changes must be approved on the "Change to Program of Study" form. It is the student's responsibility to complete the approved program as outlined and as prescribed in the Graduate Catalog. The committee chair and the student will receive a copy of the approved program from the School of Graduate Studies after its approval by the Dean.

Major Field of Study

Scholarly Tool Requirement(s) (NOTE: If these tools are courses eligible for graduate credit, and you wish them to carry credits toward the degree, they also must be listed in the program.)

Other Special Requirements:

Residence Requirement for this degree program, if applicable:

THE PROGRAM OF STUDY FOR THE DEGREE INDICATED ABOVE AND ON THE FOLLOWING PAGE(S) IS HEREBY APPROVED:

<table>
<thead>
<tr>
<th>Chairperson Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Member Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

Dean of the School of Graduate Studies: Date

<table>
<thead>
<tr>
<th>Committee Member Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Member-at-Large Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

Revised 6-2013
**Doctoral Degree Requirements**

A minimum of 90 credit hours beyond the bachelor's degree is required. A maximum of 30 credits from a completed master's degree from an accredited institution may be applied if approved by the advisory committee and the School of Graduate Studies.

**Format:** Courses are to be grouped into major, minor, cognate, foundations, scholarly tools, etc. in accord with degree requirements stated in the School of Graduate Studies Catalog.

**Transfer Credits:** List the course(s) as it shows on your transcript. List the credit amount and University name. Send an official transcript to the School of Graduate Studies when graded, if it has not been previously submitted.

**Substitutions:** If a course is being substituted for a required course, list the UND course number after the title of the course.

---

**Master's Degree:**
The Advisory Committee approves the below listed master's degree and the number of credits applied.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Date Awarded</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits applied to this degree (maximum of 30 credits)

*You do not need to list your master's degree courses below unless the course is a requirement for your doctoral degree.*

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course</th>
<th>UND Doctoral Credit</th>
<th>Grade (leave blank)</th>
<th>Title of Course</th>
<th>*Masters degree credits</th>
<th>Doctoral Transfer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtotal Credits 0 0 0 Total Credits 0

---

Page 2

30

Revised 6-2013
<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course</th>
<th>UND Doctoral Credits</th>
<th>Grade (leave blank)</th>
<th>Title of Course</th>
<th>*Masters degree credits</th>
<th>Doctoral Transfer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals</th>
<th>UND Doctoral Credits</th>
<th>*Masters degree credits</th>
<th>Doctoral Transfer Courses</th>
<th>Total Credits for Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Page (3)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Page (2)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Page 3
31

Revised 6-2013


**PROGRAM OF STUDY**

**DOCTORAL DEGREE AND SPECIALIST DIPLOMA**

<table>
<thead>
<tr>
<th>Name</th>
<th>Mary Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>701 Tulane Drive</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Grand Forks ND 58201</td>
</tr>
<tr>
<td>STUDENT ID #</td>
<td>Oxxxxxx</td>
</tr>
<tr>
<td>Phone</td>
<td>cell:</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:mary.smith@my.und.edu">mary.smith@my.und.edu</a></td>
</tr>
<tr>
<td>Degree Sought</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Expected Graduation Date</td>
<td>May 2015</td>
</tr>
</tbody>
</table>

A program of study for a Doctoral Degree or Specialist's Diploma is to be completed using this form. The complete program consists of this cover page together with the requisite number of pages containing the courses and credits required for the program. The student and the Faculty Advisory Committee should sign the program and submit it to the School of Graduate Studies to receive the approval of the Dean. The program becomes official after receiving such approval and any subsequent changes must be approved on the “Change to Program of Study” form. It is the student's responsibility to complete the approved program as outlined and as prescribed in the Graduate Catalog. The committee chair and the student will receive a copy of the approved program from the School of Graduate Studies after its approval by the Dean.

Major Field of Study: Teaching & Learning (you may list also the emphasis: Higher Ed, Teacher Ed, or IDT)

Scholarly Tool Requirement(s): [NOTE: If these tools are courses eligible for graduate credit, and you wish them to carry credits toward the degree, they also must be listed in the program.]

EFR 509: Introduction to Ed. Research; EFR 510: Qualitative Research; EFR 516 Statistics II; EFR 520: Advanced Qualitative Research

Other Special Requirements: Residency: Three consecutive years of enrollment: minimum of 36 credit hours & Doc Seminars Residence Requirement for this degree program, if applicable;

**THE PROGRAM OF STUDY FOR THE DEGREE INDICATED ABOVE AND ON THE FOLLOWING PAGE(S) IS HEREBY APPROVED:**

<table>
<thead>
<tr>
<th>Chairperson Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Member Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Member Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Member Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Member-at-Large Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed Name:</td>
<td></td>
</tr>
</tbody>
</table>

32

Revised 6-2013
**Doctoral Degree Requirements**

A minimum of 90 credit hours beyond the bachelor’s degree is required. A maximum of 30 credits from a completed master’s degree from an accredited institution may be applied if approved by the advisory committee and the School of Graduate Studies.

*Formal*: Courses are to be grouped into major, minor, cognate, foundations, scholarly tools, etc. in accord with degree requirements stated in the School of Graduate Studies Catalog.

*Transfer Credits*: List the course(s) as it shows on your transcript. List the credit amount and University name. Send an official transcript to the School of Graduate Studies when graded, if it has not been previously submitted.

*Substitutions*: If a course is being substituted for a required course, list the UND course number after the title of the course.

---

**Master’s Degree:**

The Advisory Committee approves of the below listed master’s degree and the number of credits applied.

<table>
<thead>
<tr>
<th>Degree: Nursing</th>
<th>Date Awarded: 19xx</th>
<th>University: UND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits applied to this degree (maximum of 30 credits)</td>
<td><em>You do not need to list your master’s degree courses below unless the course is a requirement for your doctoral degree.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course</th>
<th>UND</th>
<th>Grade (leave blank)</th>
<th>Title of Course</th>
<th>*Masters degree credits</th>
<th>Doctoral Transfer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L</td>
<td>539</td>
<td>3</td>
<td></td>
<td>College Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>545</td>
<td>3</td>
<td></td>
<td>Adult Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>544</td>
<td>3</td>
<td></td>
<td>Assessment in Higher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>549</td>
<td>1</td>
<td></td>
<td>Doctoral Seminar I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>549</td>
<td>1</td>
<td></td>
<td>Doctoral Seminar II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>549</td>
<td>1</td>
<td></td>
<td>Doctoral Seminar III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>541</td>
<td>3</td>
<td></td>
<td>History of Higher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>543</td>
<td>3</td>
<td></td>
<td>Scholarly Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>548</td>
<td>3</td>
<td></td>
<td>The Professoriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foundations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFR</td>
<td>500</td>
<td>3</td>
<td></td>
<td>Foundations of Educational Thought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFR</td>
<td>506</td>
<td>3</td>
<td></td>
<td>Social Foundations of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Scholarly Tools:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFR</td>
<td>509</td>
<td>3</td>
<td></td>
<td>Introduction to Educational Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFR</td>
<td>516</td>
<td>3</td>
<td></td>
<td>Statistics II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFR</td>
<td>510</td>
<td>3</td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFR</td>
<td>520</td>
<td>3</td>
<td></td>
<td>Advanced Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Electives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFR</td>
<td>515</td>
<td>3</td>
<td></td>
<td>Statistics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>547</td>
<td>3</td>
<td></td>
<td>Technology in Higher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T&amp;L</td>
<td>999</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Subtotal Credits | 60 | 0 | 0 | Total Credits 60 |

Page 2

Revised 6-2013
<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course</th>
<th>UND Doctoral Credits</th>
<th>Grade (leave blank)</th>
<th>Title of Course</th>
<th>*Masters degree credits</th>
<th>Doctoral Transfer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS</td>
<td>500</td>
<td></td>
<td></td>
<td>Supporting Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTX</td>
<td>501</td>
<td></td>
<td></td>
<td>Theories &amp; Concepts in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHTX</td>
<td>502</td>
<td></td>
<td></td>
<td>Medical Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS</td>
<td>512</td>
<td></td>
<td></td>
<td>Theory of Human Physiology</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURS</td>
<td>515</td>
<td></td>
<td></td>
<td>Advanced Adult Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS</td>
<td>517</td>
<td></td>
<td></td>
<td>Anesthesia Nursing Clinical Practicum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS</td>
<td>530</td>
<td></td>
<td></td>
<td>Res. Design &amp; Methodologies in Nursing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS</td>
<td>597</td>
<td></td>
<td></td>
<td>Advanced Clinical Practicum</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals</th>
<th>UND Doctoral Credits</th>
<th>*Masters degree credits</th>
<th>Doctoral Transfer Courses</th>
<th>Total Credits for Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Page (3)</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Page (2)</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td>60</td>
<td>30</td>
<td>0</td>
<td>90</td>
</tr>
</tbody>
</table>
PROGRAM OF STUDY INSTRUCTIONS

These are general guidelines applicable to all programs. Additional requirements may apply to your specific degree program. Check with your major department.

1. An Advisor or Faculty Advisory Committee (thesis & dissertation) must be approved by the Graduate Dean before you file your program of study in the School of Graduate Studies’ office. Complete the form “New Advisor or Committee Appointment or Changes”. Have your advisor and committee sign this form and also the Graduate Director of your department and submit it to the School of Graduate Studies. If your program of study includes a minor, a committee member from the minor department must be part of your committee. For the independent study option, the signature of the Graduate Director of the minor department is required on the program of study.

2. The student is advised to submit a program of study in their second semester they are in the program or as soon as possible. Review the graduate catalog for requirements regarding your degree and your major. Then meet with your Advisor to develop the proposed program.

3. Keep the following points in mind when formulating your program:
   • Only those UND courses listed in the graduate catalog are eligible for use in the major and minor areas on your program. A graduate minor must be titled and consist of at least 9 credits. Only courses approved for graduate credit are eligible. The minor will be listed on the student’s transcript.
   • Half of all credits on the Program of Study need to be 500 level or above and must be listed in the Graduate portion of the catalog unless they are being used in a cognate.
   • All UND courses numbered 300 and higher listed in the Undergraduate or graduate catalog may be applied to the cognate part of a program. When a graduate student elects to use 300 or 400 level courses for graduate credit, it is understood that the student will be required to do additional work, over and above that typically required of undergraduates. Usually, such work is of an independent nature. Cognates must be at least 6 credits and cannot be from the students major.
   • The School of Graduate Studies will make an evaluation of transfer credits when your program of study is submitted. Please check with your Advisor for eligibility of these courses to be applied to your degree. Transfer courses must be listed on your program exactly as they appear on your transcript with the exception that quarter credits be converted into semester credits. List the University in parenthesis after the title of the course. Send an official transcript to the School of Graduate Studies when graded, if it has not been previously submitted. If you have completed the course, list the University and semester completed.
   • Do not list more than the maximum number of acceptable transfer credits on your program. Up to ⅓ of the degree requirements of eligible transfer work is acceptable with a grade of B or better. (Usually 8-9 credits) (See: “Transfer of Graduate Credits” in the graduate catalog.)
   • No more than nine non-degree credits may be applied to your degree.
   • Graduate courses more than seven years old are considered obsolete and may not be used on a program of study. However, UND courses may be reevaluated by submitting a plan of study for approval by the Dean of the School of Graduate Studies. If you plan to revalidate any UND courses, the revalidation plan must be submitted and approved before the revalidation process.

Revised 6-2013
is undertaken. The form is available on our website.

4. Type your program on the appropriate form and use the following organization:
   • Supply a title for each group of courses. Group courses into the appropriate major, minor, cognate, foundations, etc. in accord with the degree requirements stated in the graduate catalog. Leave some space between these areas to allow for any future minor revisions.
   • Be sure you have included at least the minimum number of required credits in the total program, the major, the minor, the cognate, and the foundations areas.
   • Please list the credit amounts in the appropriate column for each course listed.

5. Sign the program and then secure the necessary signatures, Advisor and Graduate Director (non-thesis), and Advisory Committee (thesis and dissertation). Submit your program to the School of Graduate Studies for the Dean’s approval. A copy will be sent to the advisor and student when approved by the School of Graduate Studies.

6. For changes to an approved program of study, complete the form “Change to Program of Study”, have your advisor sign it and send it to the School of Graduate Studies for approval. If you have had several changes to your program of study, submit a new program of study form with the required signatures.

7. Please be sure to keep your program of study up to date. It will be checked when you graduate. If there are any discrepancies, it may delay your graduation clearance.
Appendix F

SUGGESTIONS FOR PREPARING
TEACHING AND LEARNING
PROGRAM OF STUDY

1. Headings for the major field of study, also called areas of emphasis, include the following for this degree. Please know that the areas of emphasis are not listed on your transcript.
   Teaching and Learning: Higher Education
   Teaching and Learning: Teacher Education
   Teaching and Learning: Instructional Design and Technology

2. “Other Special Requirements” refers in Teaching and Learning to the internships required in some Ed.D. programs and in Ph.D. programs of students who do not have previous academic background in the study of Education.

3. In listing “Academic Terms During Which the Residence Requirement for this Degree Program Will Be Met,” indicate “Fall, 2011 and Summer, 2011,” or whatever semesters are relevant, which terms and/or seminar coursework are fulfilling the residency requirements described under Teaching and Learning’s Residency Requirements for Doctoral Programs as given in the academic catalog.

4. In listing the courses you plan to take, place them sequentially in groups. Give each group an appropriate title as suggested below.

A. For the Ph.D. (Total minimum credits: 90)
   I. Major Fields/Areas of emphasis in the degree include (Teacher Education, Higher Education, Instructional Design and Technology or Research Methodologies.) In the Ph.D. program of study the Foundations of Education and the Scholarly Tools are presented as part of the Major Field or the Supporting Area. The dissertation, also included in the Major Field, requires a minimum of 10 credits and can be a maximum of 15 credits. See item II below for alternative configurations for the Higher Education option.

   II. Supporting Area: Cognate. If the Supporting Area is a cognate, label it “Cognate,” or give it a descriptive title. A cognate is a minimum of 12 credits and is a selection of courses providing broad support to the major. Courses should be taken in two or three departments or fields. A cognate area will not be titled and will not be listed on a student’s transcript. For more information on Minors and Cognates, see page 200 of the 2007-2009 Undergraduate and Graduate Academic Catalog.

   III. Foundations of Education. A minimum of 6 credits is required except for students in the Secondary/Higher Education option who have no academic background in the study of Education, who should consult item II.

   IV. Scholarly Tools (Minimum credits: 12)

B. For the Ed.D. (Total minimum credits: 96)
   I. Major Field/Area of Emphasis (The possible major fields/areas of emphasis in this degree include Teacher Education & Higher Education) The major includes an area of concentration of at least 48 credits including a dissertation of 10 credits.

   II. A Supporting Area in other academic fields is required for the Ed.D. and must meet the Graduate
School requirements for a Cognate. A minimum of 12 hours is required. Label these courses “Cognate” on your program of study, or give them a descriptive title.

III. Foundations of Education (Minimum credits: 12)

IV. Scholarly Tools (Minimum credits: 6)

5. Group your transfer courses together at the beginning of each section, and then list the UND courses after them in numerical order. An exception to this format is in the Major Field/Area of Emphasis section for Higher Education. In this emphasis area you should separate the courses of your content field from those which represent your studies in Education.

6. Titles of courses which have been completed should be listed exactly as they appear on your official transcript. Courses which have not been completed should be listed exactly as they appear in the Undergraduate and Graduate Academic Catalog.

7. Readings and Individual Research may be subtitled to reflect the topic of that work. This is done by the instructor who needs to send a memo to the registrar. These independent study courses are used to enable study of a topic in more depth than is available in courses. They may not substitute for prerequisite coursework.

8. For transfer credits, remember that:

A. No more than eight semester hours of non-degree courses from UND may be listed on a Program of Study.

B. All work accepted in transfer must have been completed at an institution which was regionally accredited at the time the coursework was taken. To transfer, work must be part of a prerequisite degree or be allowed to count toward the equivalent doctorate at the institution of offering. Transfer credit may not have been taken through extension or have been S/U graded. In recent years, all regular graduate courses completed at UND, whether offered on or off campus or online are considered institutional, not extension, credit.

C. Courses completed as part of a prerequisite degree program do not become overage, but other courses more than seven years old may not be listed except for any UND courses you have revalidated. At the time of graduation, all courses not part of a prerequisite degree must be no more than seven years old or revalidated. If you intend to revalidate a course, a memo to the Dean of the Graduate School from your advisor requesting permission for revalidation should accompany the program of study.

D. No more than eight hours of workshop, conference, institute, or other type of short term activity may be included in a doctoral program of study. Only “900” courses approved in advance for inclusion in graduate degree programs may be listed.

E. The amount of transfer credit accepted toward the doctorate may not exceed the number of credits required beyond the master’s degree. The Graduate School generally considers 30 hours appropriate for master’s degree transfer.

9. Information about requirements for the areas of emphasis appears in this handbook.

Revised August 2012

38
### Changes to Program of Study

**Name**

**Student ID**

**Street**

**Department**

**City, State, ZIP**

**Degree**

**Phone**

**Email**

**Student:** Please obtain the signature of your advisor and return to the School of Graduate Studies for the Dean’s signature. You will receive a copy when it has been approved.

### Add to Program of Study:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Delete from Program of Study:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other:**

[ ] Approved    [ ] Not Approved

Comments:

Advisor

Date

[ ] Approved    [ ] Not Approved

Comments:

School of Graduate Studies Dean

Date

*Copies: Dean of School of Graduate Studies, Advisor, Student*
DOCTORAL COMPREHENSIVE EXAMINATIONS

<table>
<thead>
<tr>
<th>Student ID#</th>
<th>Major:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree:</td>
</tr>
<tr>
<td></td>
<td>Beginning Date of Comp Exams:</td>
</tr>
</tbody>
</table>

PART I. Student Application to Take Comprehensive Examination

(To be signed by the student and submitted to the Committee Chair (Major Advisor), Graduate Program Director and Department Chair for approval)

I hereby apply to take comprehensive examinations

Student Signature __________________________ Date __________

PART II. Department/Program Approval:

(Sign & submit form to the School of Graduate Studies at least 21 calendar days prior to the Scheduled Beginning Date of Comprehensive Examinations)

The Department/Program approves of the student's eligibility to take the comprehensive exams.

Committee Chair (Major Advisor)

Date __________

Graduate Program Director

Date __________

Department Chair

Date __________

PART III. School of Graduate Studies Verification

(To be completed by the School of Graduate Studies and sent to Committee Chair and the Graduate Program Director)

To Committee Chair (major advisor):

To Graduate Program Director:
The School of Graduate Studies hereby certifies that they have checked the records of the applicant and find him/her eligible to take the doctoral comprehensive examination. Once approved by the School of Graduate Studies, the Committee Chair will arrange for the examinations and notify all committee members and the applicant of the examination schedule.

School of Graduate Studies (sign) __________________________ Date __________

Revised 6-2013
PART IV. Notification of Results of the Doctoral Comprehensive Examination

(To be completed by the examination committee and the results reported to the Graduate Program Director and Department Chair for final approval)

<table>
<thead>
<tr>
<th>Examination Area(s)</th>
<th>Date</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART V. SUMMARY RECOMMENDATION

This section must be completed and returned to the School of Graduate Studies within 25 school days after completion of the examination, regardless of whether the student has passed or failed the examination.

☐ Pass  ☐ Fail

______________________________  ______________________________
Graduate Program Director      Date

______________________________  ______________________________
Department Chair               Date

PART VI. Reviewed & Recorded by the School of Graduate Studies

______________________________  ______________________________
School of Graduate Studies Dean  Date

Copies of completed document sent to: Student, Advisor and Graduate Program Director

Approved by Graduate Committee

41

Revised 6-2013
Appendix I

Writing Comprehensive Exams in Educational Research or Foundations of Education

- PhD students in EDL; T&L: Higher Ed; or T&L: Teacher Ed choose ONE question from the Educational Research exam. Return the question and response with references via email within four weeks.
- EdD students in EDL; T&L: Higher Ed; or T&L: Teacher Ed choose ONE question from the Foundations of Education exam. Return the question and response with references via email within four weeks.
- PhD students in EFR choose a question from the Educational Research exam AND a question from the Foundations of Education exam. Four each question, you may take four weeks to answer via email.
- All students have the option of writing the exam on campus, usually the first Fridays of March and November. Please see additional information listed below.*

The comprehensive exam in Research asks the student to integrate his or her knowledge base in research methodologies together with a familiarity with journals and books in a variety of areas of research so that they can demonstrate their facility in addressing some research issue(s). The choices from the literature should demonstrate an understanding of the multifaceted approaches to a particular area of controversy. Present the controversy (if one exists) so that the various actors are incorporated faithfully to the views in your response.

The comprehensive exam in the Foundations of Education and the intellectual preparation involved serve an important function. Issues, problems and theoretical formulations which are part of the Foundations perspective assist professional educators in thinking about education from a more comprehensive perspective and in education decision-making. The comps help assess whether students are able to conceptualize and think about issues on a theoretical level and to apply theoretical understandings to current issues and problems, both essential capabilities of successful graduate students and professional educators. Here, too, multiple perspectives, including from the literature, should be incorporated into student answers.

Objectives and Instructions

Students are expected to meet the following four objectives:
   1) Student demonstrates the ability to integrate and synthesize ideas.
   2) Student demonstrates the ability to think critically.
   3) Student demonstrates scholarship.
   4) Student demonstrates effective writing skills, including appropriate use of APA citations.

Please create a cover page for your exam, number your pages, and list the following information:
   1) Indicate whether the exam is in Educational Research or Foundations of Education
   2) Student’s name, student I.D. number, email address, and telephone number
   3) Name of student’s advisor
   4) Graduate program (e.g., EFR, EDL, T&L: Teacher Ed, or T&L: Higher Ed)
   5) Indicate degree: EdD or PhD
   6) Date submitted

Return your answer (including the question and a list of references) via email to:
   Marcus Weaver-Hightower, Associate Professor and EFR Department Chair
   mwh@umd.edu (Please call 701-777-3238 if you have questions.)
   and
   Sharon Johnson, EFR Secretary
   sharon.johnson@email.und.edu (701-777-2171)

Your advisor will be notified of the results usually within four weeks of receiving the comp. The exception would be comps submitted in June and July, which will be reported in late August. Please see the schedule on web and plan your dates in advance to meet any deadlines for advancing to candidacy.
*EFR In-House Comprehensive Exam Procedures

EFR offers students the option of taking their comprehensive examination(s) on campus during a specified time (usually the first Fridays of March and November). Students must apply for the exam at least four weeks in advance so that they will have the questions for four weeks prior to writing the comprehensive exam in-house.

Students have four hours to write an answer to one of a list of questions (usually three or four to choose from). Exams must be started and finished between 8:30 AM and 4:30 PM. Check in with Sharon Johnson in Education 336.

Results should arrive to advisors four weeks after the exam is taken.

Students can bring only one sheet of paper containing bibliographic references; no outlines, quotations, etc., are permitted. Students are expected to reference scholarly sources in their answers.

A laptop without internet access is provided, and a quiet space will be reserved. No cell phones, iPads, or other internet-connected devices are allowed.
INSTRUCTIONS FOR TOPIC PROPOSAL OF INDEPENDENT STUDY, THESIS, DISSERTATION, PROJECT DESIGN, OR SCHOLARLY PROJECT

The proposal of a topic for an independent study, thesis, dissertation, project design, or scholarly project must be approved before a student may become a candidate for a degree. Students will not be permitted to graduate in the same semester or summer session in which they become a candidate and, therefore, must receive approval prior to their final semester. The proposal should be submitted and approved before substantial work on the topic is undertaken.

Students need approval from the Research Development & Compliance Office if the topic involves any of the below listed research. Your Topic Proposal will not be approved until approval is received from the appropriate committee. Please contact the Research Development & Compliance for information at (701) 777-4279 or www.und.edu/dept/rdc

- IRB (Institutional Review Board) if the research involves human subjects. Contact: Research Development & Compliance at (701) 777-4279 or www.und.edu/dept/rdc
- IACUC (Institutional Animal Care & Use Committee) if the research involves animal subjects. Contact: Center for Biomedical Research (701) 777-4493
- IBC (Institutional Biosafety Committee) if the research involves the use of recombinant DNA or biohazardous materials. Contact: Research Development & Compliance at (701) 777-4279 or www.und.edu/dept/rdc
- RSHMC (Radiation Safety & Hazardous Materials Committee) if the research involves the use of radiation and hazardous materials. Contact: Safety & Environmental Health Office at (701) 777-3341. The research must be done under an authorized faculty member.

The proposal must be in narrative style and include 1) a title, 2) a brief description of the nature of the problem or study, 3) the procedure or methodology to be followed, and 4) the anticipated results. The information presented should be such as to aid the advisor or advisory committee in ascertaining whether the problem or study is appropriate for the diploma or degree sought.

Using the page provided, type the proposal, secure the necessary approval signatures and submit the original to the School of Graduate Studies. (Please try to keep the proposal to one page in length). Non-thesis students need only their advisor’s signature; all other students need the signatures of their entire committee. The advisor, department, and the student will receive an approved copy.

THE PROPOSAL MUST BE FILED IN THE SCHOOL OF GRADUATE STUDIES BEFORE ADVANCEMENT TO CANDIDACY.
TOPIC PROPOSAL

Name
Address
City/State/Zip

Student ID #
Phone
Email
Expected Graduation Date

Independent Study ☐ Thesis ☐ Dissertation ☐ Project Design ☐ Scholarly Project ☐ DNP Capstone ☐

Proposed Title:

Answer the following questions (required):
The research involves Human Subjects:
If yes, IRB (Institutional Review Board) approval date:

☐ Yes ☐ No
Project #: ___________________________

The research involves Animal Subjects:
If yes, IACUC (Institutional Animal Care & Use Committee) approval date:

☐ Yes ☐ No
Project #: ___________________________

The research involves the use of recombinant DNA or biohazardous material research:
If yes, IBC (Institutional Biosafety Committee) approval date:

☐ Yes ☐ No
Project #: ___________________________

The research involves the use of radiation & hazardous materials:
If yes, RSHMC - Radiation Safety & Hazardous Materials / name of authorized faculty:

☐ Yes ☐ No

If you have questions on the above requirements, please contact the appropriate committee:
IRB - human subject research - Office of Research & Program Development at (701) 777-4279 or http://und.edu/research/resources/
IACUC - animal research - Center for Biomedical Research (701) 777-4493
IBC - DNA or biohazardous material research - Research Development & Compliance at (701) 777-4279 or http://und.edu/research/resources/
RSHMC - radiation & hazardous material research - Safety & Environmental Health Office at (701) 777-3341

Advisor or Chair Date

Committee Member Date

Committee Member Date

Dean of the School of Graduate Studies Date

Member-at-Large Date

Non-thesis students need only their advisor’s signature; all other students need the signatures of their entire committee.
In *narrative style*, describe the nature of the problem/study, the procedure or methodology to be followed, and the anticipated results (please keep the proposal to one page in length).
PRELIMINARY APPROVAL OF THESIS OR DISSERTATION

The student and his/her committee are jointly responsible for seeing to it that the thesis or dissertation follows a correct form of scholarly style and usage as outlined in the Style and Policy Manual available from the School of Graduate Studies. In fulfillment of this responsibility, each member of a candidate's advisory committee must have made his/her criticisms and have seen and approved the changes the student has made to remove the criticisms. Such approval is tentative acceptance of the content, organization, form of expression, style and usage. The approval shall be executed on the Preliminary Approval form and submitted to the School of Graduate Studies by the deadline specified in the graduate catalog. The signed approval is a commitment that the members of the committee will require no major changes of the content, organization, or style after the final copy has been prepared.

Note: A student will not be permitted to graduate unless this completed form is received at the School of Graduate Studies by the deadline specified in the School of Graduate Studies’ Academic Calendar. It is the student's responsibility to obtain the committee's approval on this form and file the original with School of Graduate Studies.

Final Deadline for Preliminary Approval is listed in the Dates & Deadlines each semester and in the UND academic catalog.

Notice of Defense for Thesis and Dissertation is due along with the Preliminary Approval form at least two weeks prior to the scheduled oral examination date and on or before the Preliminary Approval deadline. (Doctoral defenses are published in the University Newsletter.)

---

Student's Name_________________________________ Student ID #________________________
Graduate Program________________________________ Email ______________________________
Degree Sought___________________________________ Phone # __________________________
Semester Graduating ______________________________

Exact title of thesis or dissertation: ______________________________________________________

The advisory committee assigned the responsibility of supervising the graduate work of the above-named student has examined and hereby approves the title and the preliminary draft of the thesis or dissertation.

Committee Chairperson ______________________________ Date ______________

Committee Member ______________________________ Date ______________

Committee Member ______________________________ Date ______________

Member at Large (dissertation) ______________________________ Date ______________

---

Revised 4-2013
NOTICE OF DOCTORAL DISSERTATION DEFENSE

Traditionally, all faculties are notified in advance of each doctoral final oral examination so that interested faculty may attend. Our procedure is to publish notices of oral examinations in the University Newsletter. To facilitate this process, please complete this form and return it to The Graduate School. We will insure that the information is published.

This notice along with the Preliminary Approval form must be submitted to the Graduate School at least two weeks prior to the scheduled oral examination date. This will allow sufficient time for the notice to appear in advance of the examination. We cannot publish the defense date without the preliminary approval form signed by all committee members.

Date submitted: _______________________

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Student ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-Mail</td>
<td>Phone</td>
</tr>
<tr>
<td>Graduate Program</td>
<td>Degree Sought</td>
</tr>
</tbody>
</table>

Exact Title of Dissertation:

The Final Examination for the Doctor of:
With a major in:
Will be conducted by the candidate’s Faculty Advisor Committee on:
Date: ____________
Time: ____________
Room: ____________
Building: ____________
Chairperson for this committee is:

Members of the Graduate Faculty and the public are invited to attend.

Signatures Required:

Committee Chairperson Date

Graduate Program Director Date

Department Chair Date

(rev 11/2011)
**FINAL REPORT ON CANDIDATE**

*Thesis, Dissertation, Research Report, or Professional Exhibition Option*

<table>
<thead>
<tr>
<th>Name of Candidate:</th>
<th>Graduate Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID #:</td>
<td>Degree Sought:</td>
</tr>
<tr>
<td>Term Graduating:</td>
<td></td>
</tr>
</tbody>
</table>

This degree requires the presentation of a thesis, dissertation, research report, or a professional exhibition (Master of Fine Arts) and a final examination. After the examination, the Advisory committee should complete Part I of the Final Report and return the original to the School of Graduate Studies by the Final Report deadline announced in the graduate catalog.

**Part I. Report on Examination** (To be completed by the Advisor or Advisory Committee)

The final defense, examination or professional exhibition for the degree indicated for the above-named student was held on:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Building and Room number</th>
</tr>
</thead>
</table>

The signatures of the Advisory Committee indicate the result of the examination below:

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member</td>
<td>Date</td>
</tr>
<tr>
<td>Member at Large (dissertation)</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Note to Committee Chair:** Submit the grade for thesis, dissertation, or research on the form titled "Removal of In Progress Grade" if they have registration in previous semesters. If student is enrolled for the current semester, input the grade on Campus Connection.

**Part II. Report on Degree Requirements** (To be completed by the School of Graduate Studies)

1. The candidate has completed degree examination requirements.
2. The School of Graduate Studies Dean has approved the thesis, dissertation, or research report.
3. The candidate's Program of Study has been completed.
4. The candidate's cumulative grade point average is:
5. The School of Graduate Studies authorizes award of the degree.

Date: _____

Revised 6-2013