

Education-Doctoral

Program and Application Information

| | |
|--|--|
| Department Chair: | Dr. William Martin |
| Doctoral Graduate Coordinator: | Dr. Chris Ray |
| Department Location: | School of Education, FLC 210 |
| Department Phone: | (701) 231-7921 |
| Department Web Site: | www.ndsu.edu/education/education_doctoral_programs/ |
| Application Deadline: | February 1 |
| Degrees Offered: | Ph.D., Ed.D. |
| English Proficiency Requirements: | TOEFL iBT 88; IELTS 6.5; PTE Academic 59 |

Program Description

The Education Doctoral Programs prepare scholars who will advance education research and practice and maintain the integrity and vitality of the profession. Our graduates will be stewards of the discipline, individuals entrusted with preserving, creating, and applying knowledge in education and with communicating educational knowledge to others. North Dakota State University offers both the Ed.D. and Ph.D. degrees in Education, with an emphasis in either **Institutional Analysis** or **Occupational and Adult Education**.

The **Institutional Analysis** curriculum was designed to provide the knowledge, skills and experiences necessary for understanding institutional performance both inside and outside of formal education settings. This option area focuses on the role of assessment, evaluation, and other research and analysis techniques in supporting institutional planning, policy formation, and decision-making.

The **Occupational and Adult Education** curriculum was designed to provide the knowledge, skills and experiences necessary for understanding the nature, function, and scope of adult learning both inside and outside of formal educational settings. This option area focuses on preparing individuals to engage in lifelong learning, working with adults of all ages and in all settings.

Admission Requirements

Qualified students may apply for admission through the Graduate School online application. In addition to the standard Graduate School application materials, applicants must submit an essay stating how their career goals align with the mission and goals of the Education Doctoral Programs as described on the program website. Admission is only considered after all required application materials are received by the Graduate School and reviewed by the program's faculty. An interview may be required. Admission is a selective process and decisions are based on the congruency of the applicant's professional goals with the program goals, predicted success of the applicant as a student and professional in the chosen field, and are made only after considering all available data. A student must meet all requirements for unconditional admission. Application deadline is February 1.

Financial Assistance

Graduate assistantships may be available in the School of Education. Applications are considered on the basis of scholarship, potential to undertake advanced study and research, and financial need. Students must be accepted into the Graduate School before they are eligible for an assistantship.

All registrations in Education Doctoral courses must be approved by the student's adviser. Only those courses approved by the student's supervisory committee may be included on the final plan of study leading to the degree.

The Education Doctoral Programs require a minimum of 90 semester hours beyond the bachelor's degree (a minimum of 60 semester hours beyond the master's degree). The advisory committee has authority to approve up to a maximum of 30 credit hours from a Masters degree or equivalent. An additional ten (10) hours may be allowable if candidate has multiple graduate degrees or coursework after the first graduate degree. The determination will be based upon review of the candidate's official transcript(s). The candidate's major advisor and committee are responsible for approving the program of study and for certifying that the candidate has met the academic requirements for the doctoral degree. The doctoral degree is awarded for expertise and excellence in the candidate's chosen field of study as recognized and approved by the advisor and committee, not just for an accumulation of credits.

Core Courses

| | | |
|----------|--|---|
| EDUC 801 | Foundations of Doctoral Scholarship | 3 |
| EDUC 802 | Foundations of Educational Research | 3 |
| EDUC 803 | Philosophical Foundations of Education | 3 |
| EDUC 890 | Graduate Seminar (Capstone Seminar) | 3 |
| EDUC 890 | Graduate Seminar (1 credit per semester) | 1 |

Select One: 3

| | | |
|---|--|-------------|
| EDUC 806 | International and Comparative Education | |
| EDUC 807 | Diversity and Educational Policy | |
| EDUC 808 | Empowerment & Transformative Education | |
| Discipline Inquiry Core (Note: Required and Optional courses vary by degree and option area) | | |
| EDUC 871 | Planning and Conducting Needs Assessment | 3 |
| EDUC 872 | Qualitative Research Methods | 3 |
| EDUC 873 | Case-Based Educational Research and Statistics | 3 |
| EDUC 881 | Computer Data Management and Decision Making | 2 |
| EDUC 882 | Institutional Analysis Techniques | 3 |
| EDUC 883 | Survey Research | 3 |
| EDUC 884 | Program Evaluation Research | 3 |
| EDUC 885 | Structural Equation Modeling Fundamentals | 3 |
| EDUC 886 | Advanced Qualitative Research | 3 |
| HDFS 856 | Longitudinal Research Methods and Analysis | 3 |
| Option Core Courses | | 9 |
| Institutional Analysis | | |
| EDUC 831 | Institutional Quality Control | |
| EDUC 832 | Assessment Techniques for Educational Institutions | |
| EDUC 833 | Strategic Planning for Institutional Improvement | |
| Occupational and Adult Education | | |
| EDUC 851 | Adult Learning | |
| EDUC 852 | Foundations of Occupational & Adult Education | |
| EDUC 853 | Instructional Methods for Adult Learners | |
| Professional Emphasis Area | | 9-12 |

Myron Eighmy, Ed.D.

University of Minnesota, 1995

Research Interests: Higher Education Policy, Training and Human Resources Development, State and Federal Policy for Workforce Education and Training

Brent D. Hill, Ph.D.

Oklahoma State University, 2011

Research interests: Monte Carlo Simulations; Educational and Psychological Measurement; Learning Theory; Structural Equation Modeling; Q Methodology; Time Series Analysis

Claudette Peterson, Ed.D.

Oklahoma State University, 2006

Research Interests: Adult Learning; Non-formal Learning; Learning Strategies; Instrumented Learning

Christopher Ray, Ph.D.

Oklahoma State University, 2007

Research Interests: Institutional Effectiveness; Learning Outcomes Assessment; Instrument Development; Moral Development and Education; College Student Development

Elizabeth Roumell, Ph.D.

University of Wyoming, 2009

Research Interests: International and Comparative Education; Adult Learner Identity Development; Online and Distance Education; Policy Analysis

Nathan Wood, Ph.D.

University of Minnesota, 2006

Research Interests: Sociocultural Issues in Education; Identity Development; Preparation of Educational Researchers