

Education - Doctoral

Department Information

- **School of Education Head:**
Chris Ray, Ph.D.
- **Doctoral Graduate Coordinator:**
Nate Wood, Ph.D.
- **Department Location:**
School of Education, FLC 210
- **Department Phone:**
(701) 231-7921
- **Department Web Site:**
www.ndsu.edu/edp (<http://www.ndsu.edu/edp/>)
- **Application Deadline:**
February 1
- **Credential Offered:**
Ph.D., Ed.D.
- **English Proficiency Requirements:**
TOEFL iBT 88, IELTS 6.5, PTE Academic 59; Duolingo 110

The Education Doctoral Programs prepare scholars who advance education research and practice and maintain the integrity and vitality of the profession. Our graduates are 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 Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) degrees in Education, with an emphasis in **Adult and Community Education, Institutional Effectiveness, or Organizational Learning and Leadership**. The Ph.D. emphasizes the study and synthesis of theory and research. The purpose of the Ph.D. is to produce dedicated scholar-researchers committed to the advancement of knowledge and scholarship in the field and scholar-practitioners with a strong depth in research preparation for practice. The Ed.D. degree focuses on translating theory and research into practice, and has the larger goal of preparing scholar-practitioners who will be well-informed, credible leaders in the field.

Adult and Community Education

The Adult and Community Education curriculum is designed to provide the knowledge, skills, and experiences required for advancing the nature, function, and scope of adult learning in all educational settings. This program prepares graduates to be leaders in profit and non-profit industries. Graduates become professors of adult or community education, leaders of non-profit organizations, and consultants for training development programs.

Institutional Effectiveness

The Institutional Effectiveness curriculum is designed to provide the knowledge, skills, and experiences needed for understanding institutional performance in all educational settings. This program focuses on the role of assessment, evaluation, and other analysis techniques needed to support institutional planning, policy formation, and decision-making. Graduates become assessment directors at post-secondary institutions and education consultants.

Organizational Learning and Leadership

The Organizational Learning and Leadership curriculum is designed to provide the knowledge, skills, and experiences necessary for promoting organizational change in all educational settings. This program equips graduates to become effective leaders in educational contexts by integrating leadership theory with practice. Graduates become administrators in K-12 and postsecondary schools, museums, and youth development organizations.

Admission

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 for priority admission 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.

Courses

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.

Credit Hours

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 supervisory 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 adviser 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 adviser and committee, not just for an accumulation of credits.

Code	Title	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 Effectiveness		
EDUC 831	Institutional Quality Control	
EDUC 832	Assessment Techniques for Educational Institutions	
EDUC 833	Strategic Planning for Institutional Improvement	
Adult and Community Education		
EDUC 851	Adult Learning	
EDUC 852	Foundations of Occupational & Adult Education	
EDUC 853	Instructional Methods for Adult Learners	
Organizational Learning and Leadership		
EDUC 811: Organizational Culture (New course, pending approval)		3
EDUC 812: Leadership in Organizations (New course, pending approval)		3

EDUC 813: Innovation and Change (New course, pending approval)	3
Professional Emphasis Area	9-12
EDUC 899	Doctoral Dissertation
	12
Total Credits	60-90

Sara Bano, Ph.D.

Assistant Professor
Michigan State University, 2020

Justin Benna, Ph.D.

Assistant Professor
University of New Hampshire, 2018
Research Interests: PK-12 School Leadership, Social and Political Contexts of Schools, Educator Development and Professional Learning

Amanda Cordova, Ph.D.

Assistant Professor
University of Texas at San Antonio, 2018

Sarah Crary, Ph.D.

Assistant Professor
University of North Dakota, 2018
Research Interests: Information Literacy, K-12 Education Change, Post-Secondary Readiness, Leadership

Laura S. Dahl, Ph.D.

Assistant Professor
The Ohio State University, 2019
Research Interests: College Student Learning and Development, Institutional Effectiveness in Higher Education and Student Affairs, Collegiate Bystander Intervention, Educational Measurement through Rasch Modeling

Elizabeth A. Gilblom, Ph.D.

Assistant Professor
Cleveland State University, 2017
Research Interests: Geographic Information Systems, Privatization in Education, Equity in Education, Critical Social Theory

Brent D. Hill, Ph.D.

Associate Professor
Oklahoma State University, 2011
Research Interests: Monte Carlo Simulations, Educational and Psychological Measurement, Learning Theory, Structural Equation Modeling, Q Methodology, Time Series Analysis

Lei Jiang Ph.D.

Assistant Professor
University of Georgia, 2021

Hollie Mackey, Ph.D.

Associate Professor
Pennsylvania State University, 2010
Research Interests: Indigenous Theory and Methodology, Critical Policy Analysis, Self-Determination in Education, Ethical Leadership, Education Law

Cailen O'Shea, Ph.D.

Assistant Professor
University of Nebraska-Lincoln, 2020
Research Interests: School Transformation, Innovation for Equitable Education, PK-12 School Leadership, Quantitative Methods

Laura Parson, Ph.D.

Assistant Professor
University of North Dakota, 2016
Research Interests: Teaching and Learning in Higher Education (SoTL), Women in Higher Education, Women in STEM, Ethnographic and Discourse Methods of Inquiry

Chris M. Ray, Ph.D.

Professor & Head
Oklahoma State University, 2007

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

Nathan B. Wood, Ph.D.

Associate Professor

University of Minnesota, 2006

Research Interests: Socio-cultural Issues in Education, Scholar Identity, Identity Work, Apprenticeship in Scholarly Inquiry and Practice