

Doctor of Philosophy in Teaching and Leadership

Admission Requirements

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

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

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

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

Degree Requirements

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

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

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

Code	Title	Credits
Teaching & Leadership Doctoral Core Courses (33-35 credits)		
T&L 543	Scholarly Writing	3
T&L 545	Adult Learners	3
T&L 548	The Professoriate	3
T&L 549	Doctoral Seminar (I and II)	2
T&L 571	Teacher Education: Focus on the Teacher	3
T&L 586	Research in Teacher Development and Professionalization Policies	3
EDL 512	Leading K-12 Classroom Assessment and Grading	3
EDL 574	Organizational Theory for Educational Leaders	3
T&L 999	Dissertation (or)	10-12
EDL 999	Dissertation	10-12
Educational Research Apprenticeship (Repeatable to 7 Credits)		
T&L 587	Educational Research Apprenticeship (ERA)	1-7
Scholarly Tools Requirement (12 credits) Six credits including:		
EFR 510	Participatory Qualitative Research Methods	3
EFR 516	Statistics II	3
Plus choose six credits from the following:		
T&L 569	Action Research (or)	3
T&L 579	Inquiry into Professional Practice	3
EFR 508	Advanced Ethnographic Methodology: Inquiry into Culture	3
EFR 511	Program and Policy Evaluation	3
EFR 512	Survey Design and Analysis	3
EFR 513	Large Dataset Management and Analysis	3
EFR 514	Advanced Textual Analysis	3
EFR 517	Advanced Research Methodologies	3
EFR 518	Multivariate Analysis	3
EFR 520	Translational and pluralistic designs in qualitative research	3

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

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

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