

Teaching and Learning Doctoral Student Handbook

2009-2010



**College of Education & Human Development
University of North Dakota**

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://www.und.nodak.edu/dept/tl/highered/index.htm>

Edited by Cynthia H. Shabb; November 2008—Updated January 2009 & April 2009

**Teaching and Learning Doctoral Program
University of North Dakota
Grand Forks, North Dakota 58202**

INTRODUCTION

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

Beyond its use by you, it is the hope that this document will serve advisors/committee chairpersons by offering procedural guidance that can free time for more 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 Graduate School. 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 Graduate School 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*.

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 Sally J. Page, 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 her or to the Office for Civil Rights, U.S. Department of Education, 1961 Stout Street, Denver, CO 80294.

TABLE OF CONTENTS

2008-2009

	Page
PART I: BACKGROUND OF GRADUATE PROGRAMS IN EDUCATION	1
College Mission Statement	1
Curriculum Design	1
Teaching and Learning Doctoral Program's Mission Statement	1
PART II: DOCTOR OF EDUCATION AND DOCTOR OF PHILOSOPHY	3
Overview	3
Sequence of Events	4
Doctoral Review Process	5
Residency	6
Doctoral Seminars	7
Leave of Absence (Taking a semester off)	8
Programs of Study	8
Sample Program of Study	9
Doctor of Philosophy (Ph.D.)	12
Doctor of Education (Ed.D.)	13
Core Courses by Area of Emphasis	14
Scholarly Tools Guidelines	14
Foundations Courses	16
Faculty Advisory Committee Formation	16
Comprehensive Examinations	17
The Dissertation and Defense	18
PART III: GENERAL INFORMATION	21
Where to Go for Help	21
Scholarships, Fellowships, and Assistantships	21
Opportunities for Service and Involvement	22
Graduate Faculty in Education Available to Chair or Serve on Committees	23

	Page
PART IV: APPENDICES: FORMS AND INFORMATION	29
A. Sequence of Events for Doctoral Students	30
B. Request for New Advisor or Committee Appointment	32
C. Request for Change of Advisor or Committee Appointment	33
D. Suggestions for Preparing Teaching and Learning Program of Study	34
E. Ed.D. Program of Study Worksheet for T&L Teacher Education	37
F. Ph.D. Program of Study Worksheet for T&L Teacher Education	39
G. Ed.D. Program of Study Worksheet for T&L Higher Education	41
H. Ph.D. Program of Study Worksheet for T&L Higher Education	43
I. Ph.D. Program of Study Worksheet for T&L Research Methodologies	45
J. Ph.D. Program of Study Worksheet for Instructional Design and Technology for those coming in WITH a master's in IDT	47
K. Ph.D. Program of Study Worksheet for Instructional Design and Technology for those coming in WITHOUT a master's in IDT	49
L. Program of Study	51
M. Doctoral Comprehensive Examinations	54
N. Instructions for Topic Proposal	56
O. Topic Proposal	57
P. Preliminary Approval and Notice of Defense	58
Q. Notice of Doctoral Dissertation Defense	59
R. Final Report on Candidate	60
S. Graduate School Petition	62

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 to advanced programs students 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, to 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 persons for teaching and leadership positions in schools, colleges or universities, and public or private agencies. The following four goals apply to the Higher Education, Teacher Education, Research Methodologies, 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 knowledge of educational theory and application of educational practices related to the foundations (personal, historical, philosophical, sociological, anthropological, psychological, and/multicultural) for learning and teaching.
4. The student will demonstrate the ability to engage in the active construction of knowledge and scholarship.

PART II

DOCTOR OF EDUCATION AND DOCTOR OF PHILOSOPHY

Overview

The Doctor of Education (Ed.D.) and the Doctor of Philosophy (Ph.D.) are offered by programs of the College of Education and Human Development. 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. 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. Professional roles assumed by persons who hold the Ed.D. or Ph.D. in education often overlap in spite of the different emphases of the two degrees.

The doctoral program in Teaching and Learning offers four 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); Research Methodologies (preparation of those who educate researchers in a college or university setting or who work as research consultants for agencies or 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. degree 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.

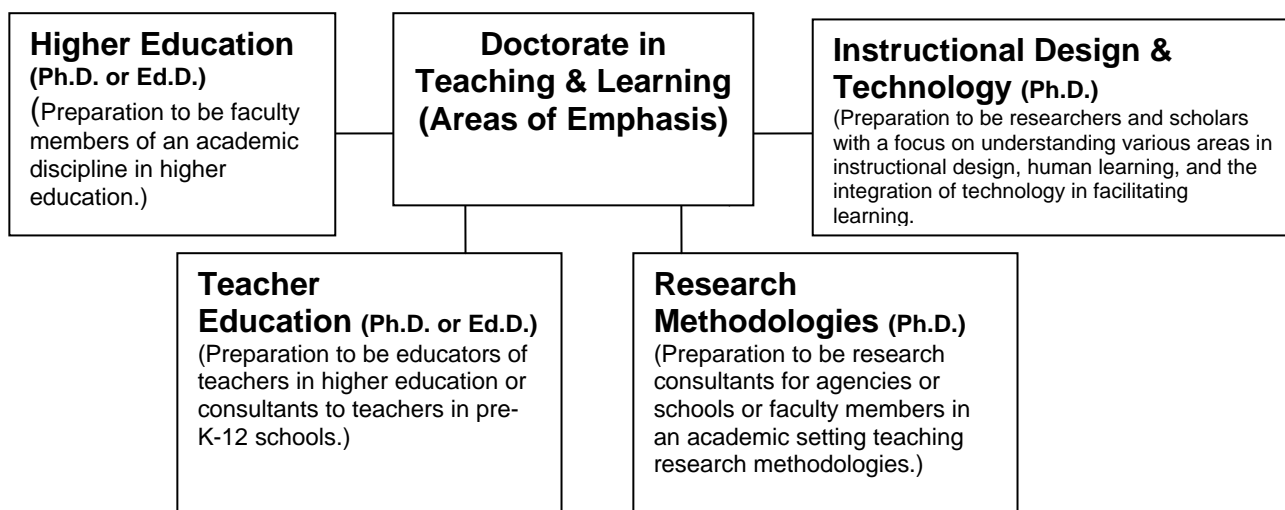


Figure 1. Doctorate in Teaching and Learning.

Sequence of Events

1. Application for admission is made to the Graduate School. In addition to the materials required by the Graduate School, the program has additional admission requirements. You are encouraged to confer early with College faculty and/or the doctoral program director about which program and area of emphasis best meet your needs.
2. Notification of admission status occurs after the completed admissions file has been reviewed by the screening/admissions committee for Teaching and Learning degree programs and recommendation has been made to the Dean of the Graduate School. Official notification of admission comes from the Dean of the Graduate School. The letter you receive from the Graduate School provides you with your student ID number (called an employee identification or empl. ID) your admission status, the degree you are seeking, and it gives your temporary advisor.
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 semester credits of coursework toward the doctorate, contact the T&L Doctoral Program Director to initiate the Phase I Review. Your progress and potential are reviewed by the faculty with whom you have studied thus far. The purpose of the review is to give you feedback from the faculty to assure your growth and continuation in the program. Your temporary advisor will report outcomes and recommendations to you.
5. After successful completion of 12 hours of coursework in addition to completion of the Phase I review, you may 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. 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 whose expertise will best support completion of a dissertation and whose working style complements yours. 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 Graduate School. You may suggest a member-at-large but the dean has the ultimate authority of your outside member.
7. Your program of study is developed and approved by your faculty advisory committee and the dean of the Graduate School. The Program of Study includes a statement about how the residency and scholarly tool requirements of the degree are being met.
8. The topic proposal for the Ed.D./Ph.D. is approved by your faculty advisory committee and sent to the Graduate School for final approval by the Graduate Dean (Appendix O).

9. Comprehensive examinations are taken when a substantial portion of coursework, including all scholarly tools requirements, has been completed. Advance notification of intention to take comprehensive examinations must be given to the Graduate School to assure release of the form needed to document completion of the examination.
10. Upon successful completion of the comprehensive examinations, you are advanced to candidacy for the degree by the Graduate School.

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

11. You 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 Graduate School.
12. You present a draft of the dissertation to your faculty advisory committee who indicates approval on the "Preliminary Approval and Notice of Defense" form (Appendix P).
13. For all doctoral students a final examination is scheduled and announced in advance in the University Letter. 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 R).
14. When all requirements have been met, the degree is awarded.
15. Appendix A provides you with a detailed "Sequence of Events" for obtaining the degree. While advisors provide guidance in the following of this sequence, you are responsible for making certain that all steps listed are completed in the proper sequence.

Doctoral Review Process

The doctoral review process has been developed for education programs to help the faculty to 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 hours of coursework toward the doctorate. Contact the director of the doctoral program to initiate the review. Be prepared to give the names of your instructors. All faculty who have had you in class are invited to participate. Discussion focuses on your strengths and weaknesses as a scholar and your potential for progress in the doctoral program. You are notified when the Phase I review has occurred and you should 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.

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 for programs in education is designed to provide you with the experiences outlined by the Graduate School. It is expected that you will engage in serious scholarship and will 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 normally declared on your program of study.) Members of the education faculty have outlined some of the conditions required for these goals to be realized. In Teaching and Learning you are able to meet the residency requirement in any 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 encouraged, but are not required, to enroll in a Doctoral Seminar 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 in a minimum of two 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 a minimum of two Doctoral Seminars during the period of residency.
As part of your residency, the faculty expect the following:
 - Communicate with your advisor/committee chairperson on a regular basis. In some cases this might be weekly.
 - 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 Graduate School.

Doctoral Seminars

Doctoral I Seminar

Through presentations and large group interactions, students will:

- 1) Become acquainted with other doctoral candidates.
- 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

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 and quantitative research.
- 5) The format of a dissertation proposal for the graduate school and for the Doctoral Advisory Committee.
- 6) Human Subjects Risk Factors (includes an overview of the Institutional Review Board's requirements).

Doctoral III Seminar

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 Graduate School 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 Graduate School by submitting a “Request for Leave of Absence from Graduate Study” form in advance. You must gain approval from the T&L program prior to submitting the form to the Graduate School.

Students who do not submit a leave of absence form will be required to submit a “Readmission Application for Graduate School” and pay a readmission application fee of \$35. Applications for readmission will be reviewed and approved by the program and the Graduate School Dean. These forms are available on the Graduate School’s website at <http://www.und.edu/dept/grad/html/html/forms.html>.

Programs of Study

Consult the *Undergraduate and Graduate Academic Catalog* for information applicable to your degree program. Your advisory committee and the Graduate School must approve your degree program. Here are the general guidelines (more specific guidelines for Teaching and Learning programs appear in Appendix D).

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 Graduate School Dean must be obtained before revalidation of a course is undertaken.
6. An evaluation of transfer credits will be made by the Graduate School. Transfer credits, even in prerequisite degree programs, are not automatically part of a program.

Overall instructions and a sample form to be used in filing a program of study are in Appendices D-J. On the next page is a **sample** program of study. Please note that the courses are listed sequentially in groupings. The courses that define your area of emphasis are listed first.

Sample Program of Study

University of North Dakota Graduate School
Twamley Room 414 – 264 Centennial Drive Stop 8178 - Grand Forks, ND 58202-8178
Phone (701) 777-2784; 1-800-CALL-UND (ext. 2784) ; Fax (701) 777-3619

PROGRAM OF STUDY DOCTORAL DEGREE AND SPECIALIST DIPLOMA
--

Name	<u>Sample Program of Study</u>	STUDENT ID #	_____
Address	_____	Phone	_____
Address	_____	E-Mail	_____
		Degree Sought	<u>Ph.D. or Ed.D.</u>
		Expected Graduation Date	_____

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 after which this copy should be submitted to the Graduate School to receive the approval of the Dean. The program becomes official after receiving such approval and any subsequent changes must have the written approval of the student, the advisory committee chairperson and the Dean of the Graduate School. It is the student's responsibility to complete the approved program as outlined and as prescribed in the Graduate Catalog. The committee chair, the student, and the major department will receive a copy of the approved program direct from the Graduate School after its approval by the Dean.

Major Field of Study Teaching and Learning--(You may list the area of emphasis: Higher Ed., Teacher Ed. or Research Methodologies

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, preferably in the major*):

EFR 515 Statistics I; EFR 516 Statistics II EFR 520 Advanced Qualitative Methods

EFR 510 Qualitative Methods

Other Special Requirements: _____

Academic Term (s) during which the residence requirement for this degree program will be met:
Tell when and how you met residency requirements: For example, Enrolled in a minimum of 36 credits and included two doctoral seminars.

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

_____	Committee Chairperson Date
Student Date	Member Date
_____	Member Date
Dean of the Graduate School Date	Member Date
_____	Member-at-Large Date

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 all four 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 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) as follows:

AREA OF EMPHASIS: (Higher Education, Instructional Design and Technology, Teacher Education, or Research Methodologies...minimum of 19 semester credits)

Foundations: (minimum of 6 semester credits)

NOTE: EFR 500 (or its equivalent) is considered a prerequisite to other foundation courses and does not count toward these 6 credits. You can, however, count EFR 500 as an elective toward the overall total of credits needed for the degree.

Scholarly Tools: (minimum of 12 semester credits)

The scholarly tool requirement for the degree is met through one of three options.

NOTE: For students taking EFR 516, EFR 515, or its equivalent is a pre-requisite and does not count toward the 12 semester credits. Students can, however, count EFR 515 as an elective toward the overall total of credits needed for the degree.

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

Electives: (minimum of 8 semester credits)

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).

*MINIMUM SUBTOTAL OF CREDITS NEEDED FOR THE MAJOR = 47

SUPPORTING AREA: (minimum of 12 semester credits)

If you take credits in a number of different disciplines, we title the supporting area a "cognate." When all coursework comes from the same discipline and UND has a minor available in that discipline, the supporting area is labeled a "minor." The number of credits a student needs to have a minor will vary by discipline but most require at least 20 semester credits. Approved minors are listed along with the major on the student's transcript upon degree completion; cognates are not listed.

*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 limit 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. 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 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:

Area of Emphasis: (Higher Education or Teacher Education ...minimum of 20 semester credits)

Foundations: (minimum of 12 credits)

NOTE: EFR 500 (or its equivalent) is considered a pre-requisite to other foundation courses and does not count toward these 12 credits. You may count EFR 500 as an elective toward the overall total of credits needed for the degree.

Scholarly Tools: (minimum of 6 credits)

The scholarly tool requirement for the degree is met through one of three options as described in this handbook.

NOTE: If you take EFR 516 you must have the pre-requisite course EFR 515 or its equivalent. EFR 515 is not counted in the 6 credits of scholarly tools. You may, however, count this course as elective credits toward the overall credits required for the degree.

Dissertation: (10 credits)

Electives: (minimum of 10 credits)

Elective courses can be additional coursework in the major, in the foundations, in the scholarly tools and/or in dissertation credits.

*MINIMUM SUBTOTAL OF CREDITS NEEDED FOR THE MAJOR = 48

SUPPORTING AREA: (minimum of 12 semester credits)

If you take credits in a number of different disciplines, the supporting area can be titled a "cognate". When all coursework comes from the same discipline and UND has a minor available in that discipline, the supporting area is labeled a "minor". The number of credits you need to have for a minor will vary by discipline but most require at least 20 semester credits. Approved minors are listed along with the major on the student's transcript upon degree completion; cognates are not listed.

*MINIMUM OVERALL TOTAL OF SEMESTER CREDITS NEEDED = 96

NOTE: If you meet the minimum subtotal of credits for the major (48) and the minimum subtotal of credits for the supporting area (12), at least 36 elective credits must be taken. These elective credits can be in the area of emphasis, the foundations, the scholarly tools, or the supporting area.

Core Courses by Area of Emphasis

Program Core Courses for All Areas:

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 Sem in HE: Doc I, II, III	(1 credit each)
(Two of the seminars must be taken if you are achieving residency by part-time enrollment.)	

Emphasis Area Core Courses for Higher Education:

T&L 541 History of Higher Education	3 credits
T&L 548 The Professoriate	3 credits

Emphasis Area Core Courses for Research Methodologies:

EFR 511 Curriculum and Program Evaluation	3 credits
EFR 517 Advanced Research Methodologies	3 credits
EFR 518 Multivariate Analysis	3 credits
EFR 520 Advanced Qualitative Research	3 credits

Emphasis Area Core Courses for Teacher Education:

T&L 571 Teacher Education: Focus on the Teacher	3 credits
T&L 572 Teacher Education: Focus on the Learner	3 credits

Emphasis Area Core Courses for Instructional Design and Technology

IDT 520 Instructional Systems Analysis & Design
IDT 525 Instructional Systems Development Implementation and Evaluation
IDT 549 Graduate Seminar in Instructional Design & Technology
IDT 550 Theories and Models of Instructional Design

Scholarly Tools Guidelines

For the Ph.D., the minimum 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 need to be taken from the following:

- EFR 509 Introduction to Educational Research (3 credits)
- EFR 511 Curriculum and Program Evaluation (3 credits)
- EFR 590 ST: Check with EFR—(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)

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)

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

For the 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 one of 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.

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

Foundations Courses

For the Ed.D. a minimum of 12 credits is needed in foundations. The Ph.D. requires a minimum of 6 credits. EFR 500, Foundations of Educational Thought is a pre-requisite to all foundations courses. It is not counted in the credit minimum but it may go on your program of study. 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—not counted towards credit minimum but may go on program of study)
- 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 506 Multicultural Education
- EFR 507 Gender and Education
- EFR 508 Anthropological Foundations of Education
- EFR 521 Seminar: Foundations of Education
- EFR 590 Special Topics (including Sp. Topics in Ed.; Issues in Higher Ed.; Boys, Masculinities/School Future—check with department and/or list of courses each semester.
- EFR 591 Readings: Educational Foundations

Faculty Advisory Committee Formation

All of you, whether you were admitted in an approved, provisional, or qualified basis are assigned a temporary advisor. 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.

Selection of a permanent advisor is made by you after successful completion of 12 hours of coursework and successful completion of 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 adjunct, associate or full members of the Graduate Faculty. One of the members (in addition to the chair) must be from the program area of the student's chosen area of emphasis (i.e., teacher education, research methodologies, or higher education). An additional faculty member from within the college should represent the cognate or minor (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 Graduate School might be drawn from that college. You and your advisor/committee chairperson may recommend one or two individuals for the Graduate School 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 for New Advisor or Committee Appointment (see Appendix B) is downloaded from the Graduate School's website and completed. You must obtain signatures of all proposed committee members except for the outside member. Outside members may be suggested for appointment after you have verified their willingness to serve in that capacity, however, the Graduate School makes the final determination whether they will be appointed.

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 Request for Change of Advisor or Committee Appointment (see Appendix C). Any completed committee form must first be signed by the Graduate Director of the Teaching and Learning Doctoral Program before it can be forwarded to the Graduate School.

Comprehensive Examinations

Successful completion of comprehensive examinations is required of all graduate students. You must apply to the Graduate School to take your comprehensive exam. You must have your committee and program of study approved. The form to apply to take your comprehensive examination is found on the Graduate School website under "Forms for Doctoral Students" at <http://www.und.edu/dept/grad/html/doctoralforms.htm>. Consult with your advisor before applying to the Graduate School to take comprehensive exams.

The examinations are viewed as an opportunity to integrate information and experiences gained during your graduate program rather than as another set of final examinations tied to a set of particular courses. Information may be found in the *2007-2009 Undergraduate and Graduate Academic Catalog* as follows:

Doctor of Education (p. 215, 2007-2009)
Doctor of Philosophy (p. 217, 2007-2009)

All scholarly tools coursework and a majority of the coursework in the area of foundations and the area of emphasis must be completed before the comprehensive examinations are written.

What Exams Do I Need to Take?

Ed.D. students. A comprehensive examination in the area of Foundations of Education is required of all Ed.D. students. The Foundations faculty compile comprehensive and integrative questions. To receive a copy of the exam, contact Sharon Johnson, administrative assistant, in the Department of Educational Foundations and Research. She can be reached at (701) 777-2171. The Educational Foundations and Research department is located in Room 305 of the Education Building. You have three weeks to complete the comprehensive examination. Another option is to take a three-hour exam in the building. You are to provide Dr. Kathleen Gershman with the name of your advisor. The coordinator of Educational Foundations and another Foundations faculty member selected by the coordinator read your answers. The final results are sent to your advisor.

Ph.D. students. Teaching and Learning students in the Ph.D. program are required to take a comprehensive examination in Educational Research. The Educational Research faculty

has compiled a choice of questions to be completed. To receive a copy of the exam, contact Sharon Johnson, administrative assistant, in the Department of Educational Foundations and Research. She can be reached at (701) 777-2171. The department is located in Room 305 of the Education Building. You should supply Sharon Johnson with the name of your advisor and one faculty member's name from Educational Foundations and Research whom you have taken courses. The faculty member you suggest will read your responses along with Dr. Richard Landry.

All students take a comprehensive exam in their area of emphasis

You also must take a comprehensive examination in your area of emphasis. Each area of emphasis has different requirements for the comprehensive exam. Talk to your advisor when you believe you are ready to complete a comprehensive examination.

The Graduate School form pertaining to comprehensive examinations is in Appendix M. The Graduate Program Director (Dr. Glenn Olsen) and the Department Chair (Dr. Glenn Olsen or Dr. Kathleen Gershman) must sign off on the form.

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 (The form appears in Appendix O.)

A second meeting of the committee is 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 O) is forwarded to the Graduate School with signatures of the advisor and the committee members. The dean of the graduate school 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 Graduate School 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 procedure or methodology to be followed, and (4) the anticipated results. The Graduate School requests that this only be one page in length. The information presented should aid the advisor and advisory committee in ascertaining whether the problem or study is appropriate for the diploma or degree sought.

You should complete the topic proposal on the proper form, (see Appendix material for sample forms), 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 Graduate School. Your advisor, department, and you will receive an approved copy.

After approval of the topic proposal, you collect data, analyze it, and begin to write your dissertation.

Preliminary Approval

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 Graduate School 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 whether the dissertation is sufficiently well done to give you permission to process the dissertation in its final form-- including the suggested revisions. You 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 is signed by the committee to assure you that no major changes will be required in the final draft of the dissertation. A copy of the form is in Appendix P. 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. The Final Examination meeting will be at least two weeks after the Preliminary Approval meeting.

Final Examination/Defense of Dissertation

You must make the necessary revisions to your dissertation and have the dissertation printed. The name of the dissertation, the student's name, the date, the time, and the location of the Final Examination are submitted to the Graduate School two weeks in advance (see Appendix Q). The meetings are announced in the *University Letter* and faculty members are invited to attend. The University community is certainly welcome! You must provide the committee with the final draft of the dissertation at least one full week in advance of the Final Examination meeting.

The Final Examination called the dissertation defense normally is scheduled for two hours. It provides the committee with the opportunity to examine your expertise with regard to the dissertation topic. However, the discussion is not limited to the dissertation. At the conclusion of

the examination, the faculty file the Final Report (a sample form is located in the appendix) with the Graduate School.

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 Graduate School publishes a thesis/dissertation form and style manual which is available from the Graduate School for Ed.D. and Ph.D. students who are advanced to candidacy. It is also on the web at <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 Graduate School, 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: Graduate School, University of North Dakota, 2003.

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

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

There is no uniform or right way in which to organize a research paper. However, there are conventions. These conventions vary from one program area to another and among various faculty within individual program areas. The advisor and the committee assist you in developing the organization of the research paper.

According to Graduate School policy you must submit an unbound final copy of the dissertation to the Graduate School. In addition, the advisor and the program must be presented with one copy of the dissertation as stated in the *Academic Catalog*. Most likely you will want to have copies made for your committee members. The program gives one copy to the College so that it can be stored in the Education Building, Room 111. The Graduate School has the final copy of the dissertation microfilmed, bound and cataloged in the University Library.

PART III

GENERAL INFORMATION

Where to Go for Help

If you have a question, a good place to start is with the director of the doctoral program or your temporary advisor.

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, Assistantships, and Tuition Waivers

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

The *2007-2009 Undergraduate & Graduate Academic Catalog* (pp. 207-208,) 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
- Graduate Service Assistantships

Scholarship and fellowship information is available from the Graduate School 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 for 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
- Phi Delta Kappa (awards research grants to graduate students who have an approved program of study on file in the Graduate School)
- Vito Perrone Scholarship (award is made to a graduate and an undergraduate alternate years)

Teaching and Learning Scholarships:

The following scholarships are specific to Teaching and Learning students

- 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. Students ask for tuition support through the director of the doctoral program and this is forwarded to the Chair of the T&L department who makes the final decision.

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 appeals 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 editor seeks manuscripts that explore personal experiences with teaching and learning. Look also for publications of the North Dakota Study Group on Evaluation and the Bureau of Educational Services and Applied Research.

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.

Graduate Faculty in Education Available to Chair or Serve on Committees

Reading, Research, and Learning Interests

(*Adjunct, **Assistant, ***Associate Member; ****Full Member)

[Associate or full members of the graduate faculty may chair committees. An associate member chairing a committee must have a mentor who is a full member of the faculty. Assistant and adjunct members may serve on graduate student's committees.]

***Rilla Anderson (Department of Educational Foundations and Research)**

I teach foundations of education courses including philosophical, social, and historical foundations, including a special topics course on foundations of Native American education. Two of the foundations courses I teach are done completely online. My most recent research area is school response to students' suicides, but I continue to be interested in notebook computer universities.

******Mary Baker (Department 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.

******Shelby Barrentine (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.

*****Kari Chiasson (Dept. of Teaching and Learning/Teacher Education)**

I am an assistant 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.

******Lynne Chalmers (Dept. of Teaching and Learning/Teacher 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 a response to intervention model by both general and special educators.

******Barbara Combs (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.

******Kathleen Gershman (Dept. of Educational Foundations and Research)**

I teach Foundations of Educational Thought, Philosophical Foundations of Education, Issues and Trends, and Qualitative Research Methods. My current research interests include educational theatre, school culture, rural schools especially one-room schools, and adolescent views of the curriculum and school life. I also write in the area of the implications of process philosophy for curriculum development.

*****Bonni Gourneau (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.

******Mark Guy (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.

******Lars Helgeson (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.

*****Linda Holdman (Dept. of Teaching and Learning/Teacher Education)**

I am a member of the Dept. of Teaching and Learning faculty and director of Field Placement, placing students in educational settings for all levels of field experience and student teaching. I teach Senior Seminar and Supervision of Student Teaching.

******Jodi Bergland Holen (Dept. of Teaching and Learning/Teacher Education)**

I teach Foundations of Educational Thought in the summer. As well, I have taught Classroom Management, Introduction to Elementary and Secondary Teaching, Models of Teaching 542, and Music for Elementary Teachers. My research interests include: philanthropy in higher education, creativity and intellectual freedom, risk taking in the college classroom, and the philosophical underpinnings of teacher preparation courses especially in terms of the work of

John Dewey, Maxine Greene, Paulo Freire and Henry Giroux. I am also interested in the processes of education with regards to core values and spiral learning.

******Woei Hung (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 theory, epistemological beliefs, as well as integration of processing technology in K-12 and higher education.

******Gail Ingwalson (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.

*****Richard Kahn (Dept. of Educational Foundations and Research)**

I teach courses in educational foundations, including courses in the philosophy, history and anthropology of education. My major research interest is in broadly theorizing and promoting ecopedagogy, or education that cultivates forms of human development that accord with goals of ecological sustainability and social justice. I also frequently write on topics involving the intersection of technology, politics and education. Other areas of interest include: critical pedagogy, cultural studies, educational policy and indigenous issues.

*****Sagini Keengwe (Dept. of Teaching and Learning)**

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.

******Richard G. Landry (Dept. of Educational Foundations and Research)**

I am especially interested in applied research and program evaluation and enjoy a wide variety of approaches to evaluation and research questions. I have graduated numerous doctoral students over the years and served as coordinator of the Teaching and Learning Doctoral Program. Currently, I direct the Bismarck cohort.

*****Steven LeMire (Educational Foundations and Research)**

My main research interest is statistical argument as it relates to type I and type II error rate qualification and their relationship to research claims about educational constructs. A secondary interest relates to the process of how we use quantitative data to make decisions about education practices. I am interested in teaching statistical methods including: regression, multivariate, experimental design, research methods, and factor analysis.

****Patti Mahar (Dept. of Teaching and Learning/Special Education)**

As a member of the Special Education faculty, I teach courses in teaching students with disabilities, developmental cognitive disorders methods, and transitioning students with disabilities. My interests are in the area of inclusion of students diagnosed with disabilities into the general population and working with families that have children diagnosed with disabilities.

*****Sue Offutt (Dept of Teaching and Learning/Early Childhood Education)**

My interests in the field of early childhood education include family centered involvement, home, school and community partnerships, Head Start, standards of quality, policy, and the integration of early childhood with early childhood special education.

******Glenn Olsen (Dept. of Teaching and Learning/Teacher Education)**

My research interests in the PK-12 settings include conflict resolution and mediation, males/fathers in the schools, and teasing, bullying and school violence. My research interests in the university setting include the case study method in higher education, teacher education, multicultural issues, and cooperative learning in higher education.

******Myrna R. Olson (Dept. of Teaching and Learning/Higher Education/Special Ed.)**

My current research interests are focused upon strategies for supporting faculty and graduate teaching assistants in their role as college teachers as well as the use of therapy dogs in educational settings. Past areas of research remain areas of interest and 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 teach courses for higher education and special education as needed!

*****Grace Onchwari (Dept. of Teaching and Learning)**

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.

*****Donna K. Pearson (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.

*****Kathy Smart (Dept. of Teaching and Learning)**

My research interests are in the use of technology in education, program administration, technology planning and policy development at the 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.

***Lori Swinney (Dept. of Educational Foundations and Research)**

As assistant director at the Center for Instructional Learning Technologies/ITSS, I enjoy working with students, faculty, and staff at UND. I also teach in educational foundations and research, and instructional design and technology. My research focuses on the use of web-based learner management systems in traditional classrooms and in distance courses. Another area of interest is classroom and instructional learning space design. My research background is in qualitative methodologies.

*****Katherine Terras (Dept. of Teaching and Learning/Special Education)**

My research agenda involves qualitative 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. Additionally, assessment of students' academic, social, emotional and behavioral development is of interest. Lastly, my research agenda involves online teaching and learning.

******Richard Van Eck (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.

******Anne Walker (Dept. of Teaching and Learning/ Elementary/Literacy/ELL)**

My research interests are broadly based in literacy and multicultural education. My scholarly expertise is in literacy education for culturally and linguistically diverse learners. I am also interested in international education, teacher education, issues of social justice, and the role of policy and politics in education. My current research focuses on teacher education in Russia and Saudi Arabia.

*****Marcus Weaver-Hightower (Dept. of Educational Foundations and Research)**

I teach qualitative research methods, social foundations of education, and gender and education along with various special topics courses. My main area of research focuses on the education of boys and the intense politics that surrounds those debates. I write on the learning of males across the life course, including cultural studies and autoethnographic views of such learning. Other areas of interest include the use of documentary films and sequential art (comics and graphic novels) in education and research, critical theory and critical ethnography, masculinity studies, educational policy, English education, literacy, and critical pedagogy.

******Margaret Zidon (Dept. of Teaching and Learning)**

My research interests involve qualitative studies related to student experience of curriculum and instruction and to intercultural communications. I teach Action Research, Models of Teaching and other teacher education courses in addition to the undergraduate secondary education course, Adolescent Development.

APPENDICES:
FORMS AND INFORMATION

NOTE: The forms enclosed are samples only. The actual forms may be obtained from the Graduate School or on the web at:
<http://www.und.edu/dept/grad/html/forms.html>

	SEQUENCE OF EVENTS FOR DOCTORAL STUDENTS	Date Completed
1.	Complete application for doctoral program -- go to the Graduate School's website to complete an online application. Become admitted.	
2.	See temporary advisor assigned to you to select courses as well as plan for fulfilling residence requirements and a timeline for completing the program.	
3.	Complete a minimum of 12 semester credits but not more than 18 semester credits after admission to be eligible for a <u>Phase I Review</u> . (Student notifies the T&L doctoral program director to initiate the review; the temporary advisor notifies student of passing and shares a summary report.)	
4.	Declare a <u>Permanent Advisor/Committee Chairperson</u> and a <u>Faculty Advisory Committee</u> (discuss with advisor, approach members for willingness to serve, fill out the Request for New Advisor or Committee form and turn suggested committee list into the doctoral program director on proper form (see http://www.und.edu/dept/grad/html/forms.html for current forms).	
5.	Complete a <u>Program of Study</u> form and obtain approval of faculty advisory committee; submit to Graduate School for approval. If subsequent changes are needed on the program of study, the advisor sends an e-mail to the Graduate School requesting these changes.	
6.	Pass the Institutional Review Board Certification...call 777-4079 for information on your options.	
7.	Complete a dissertation proposal at least one semester before you intend to graduate and obtain approval from your faculty advisory committee. If research involves human subjects, step 8 below must be completed before submitting the topic proposal form to the Graduate School for approval.	
8.	Complete a Human Subjects Review Form (if study involves human subjects) and obtain advisor's approval; submit to Office of Research and Program Development. Once approved, a project number will be assigned and this number is recorded on the topic proposal form that is sent over to the Graduate School.	
9.	Complete <u>scholarly tools</u> for Ed.D. or Ph.D. and the required courses in the program core and area of emphasis the semester before applying to take comprehensive exams.	
10.	Apply at the Graduate School to take <u>comprehensive exams</u> appropriate for Ed.D. and Ph.D. program. (Must occur sometime before the semester that you intend to graduate.) Contact your advisor for information regarding areas in which you will be required to write exams, individuals to contact for the questions, and the timeline for completing the exams. Comprehensive exams must be passed the semester before you intend to graduate.	

11.	Apply for graduation (after comprehensive exams are passed and Graduate School has advanced you to candidacy).	
12.	Obtain Preliminary Approval of Dissertation (some still call this the "permission to type meeting") and submit form to Graduate School).	
13.	Schedule Oral Defense by submitting form to Graduate School for University Newsletter (allow two weeks between permission to type and oral defense).	
14.	Pass oral defense and submit form to Graduate School – see Time Schedule of Classes for published deadlines for each semester.	
15.	Submit dissertation to Graduate School and pay fee for binding that copy – see Time Schedule of Classes for published deadlines for each semester.	
16.	Order cap and gown from Bookstore.	
17.	Arrange for binding of additional copies of dissertation (You must have a copy bound for the program. It is common courtesy to give a copy to each committee member and you might want one for yourself). (You may do this at the Chester Fritz Library in the Periodicals Dept.)	
18.	Attend graduate ceremony (optional)– obtain instructions from Graduate School.	

Updated 11/2008

University of North Dakota Graduate School
414 Twamley - P.O. Box 8178 - Grand Forks, ND 58202-8178
 Phone (701) 777-2784; 1-800-CALL-UND (ext 2784) ; Fax (701) 777-3619

REQUEST FOR NEW ADVISOR OR COMMITTEE APPOINTMENT

Student: Please obtain the signature of the Graduate Faculty Member(s) that have agreed to serve as your advisor or committee members. The Graduate Director of your program will need to approve this request by signing below. **Once approved, please send this form to the Graduate School. Thank You.**

Name _____	Empl ID # _____
Address _____	Department _____
_____	E-Mail _____
_____	Phone _____

The following graduate faculty member(s) agree to serve as advisor, committee chair or member.

Independent Study / Project Design or Scholarly Project

Advisor Signature	Date	Printed Name

Thesis / Specialist Diploma / Music Special Project or Visual Arts Exhibition

Chair Signature	Date	Printed Name
Committee Member Signature	Date	Printed Name
Committee Member Signature	Date	Printed Name

Dissertation Committee

Chair Signature	Date	Printed Name
Committee Member Signature	Date	Printed Name
Committee Member Signature	Date	Printed Name
Committee Member Signature	Date	Printed Name

Member-at-Large (dissertation only) - to be appointed by the Graduate School Dean. You may suggest a member.

Suggested Member
Graduate School Dean Signature: _____ <input type="checkbox"/> Approved <input type="checkbox"/> Denied Date: _____
Comments:

<u>Approved</u>	<u>Approved</u>
<u>Graduate Director</u> Date	<u>Graduate School Dean</u> Date

PLEASE RETURN TO THE GRADUATE SCHOOL - 414 Twamley, P.O. Box 8178, Grand Forks, ND 58202 (rev. 9/05)

University of North Dakota Graduate School **Appendix C**
Twamley Hall, Room 414 – 264 Centennial Drive, Stop 8178 - Grand Forks, ND 58202-8178
 Phone (701) 777-2784; 1-800-CALL-UND (ext 2784); Fax (701) 777-3619

REQUEST FOR CHANGE OF
 ADVISOR OR COMMITTEE APPOINTMENT

Student: **Please obtain the signature of the Graduate Faculty Member(s) that have agreed to serve as your advisor or committee member.** The Graduate Director of your program will need to approve this change by signing below. **Once approved, please send this form to the Graduate School. Thank You.**

Name _____ Empl ID # _____
 Address _____ Department _____
 _____ E-Mail _____
 _____ Phone _____

Independent Study/ Project Design or Scholarly Project

Current Advisor	Proposed New Advisor (printed name)	Signature
Reason for change:		

Thesis **Dissertation** **Specialist Diploma** **Music Special Project** **Visual Arts**

Current Chair	Proposed New Chair (printed name)	Signature
Current Committee Member	Proposed New Member (printed name)	Signature
Current Committee Member	Proposed New Member (printed name)	Signature
Current Committee Member	Proposed New Member (printed name)	Signature
Reason for change:		

Proposed Change (to be appointed by the Graduate School Dean). You may suggest a replacement.

Member-at-Large (dissertation only)

Current Member-at-Large	Proposed New Member-at-Large
Reason for change:	
Graduate School Dean Signature:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied
Comments:	

<u>Approved</u>	<u>Approved</u>
<u>Graduate Director</u> Date	<u>Graduate School Dean</u> Date

PLEASE RETURN TO THE GRADUATE SCHOOL
 Twamley Hall, Room 414, 264 Centennial Drive, Stop 8178, Grand Forks, ND 58202-8178 (rev. 3/07)

**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: Research Methodologies

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, 2007 and Summer, 2007,” 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 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)

B. 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 11 below for alternative configurations for the Higher Education option.
 - II. Supporting Area: Minor or Cognate. If your Supporting Area is a Minor, its title should be the UND program in which the course credits are earned. 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. A minor is a concentrated study in a specific supporting field at the graduate level. The minor will be listed on the student's transcript, if the minor has been approved by the State Board of Higher Education. 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 11.
 - IV. Scholarly Tools (Minimum credits: 12)
5. Group your transfer courses together as 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 over IVN 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.

Appendix E

Ed.D. Program of Study Worksheet for T&L Teacher Education

The program outlined below is presented to show the minimum requirements in the areas which constitute work toward the degree. A specific course of study should be developed by the student, his/her advisor, and committee following the Phase I Review. A minimum of 96 post-baccalaureate credit hours are needed to complete the degree.

Name _____ NAID # _____ Advisor _____

Sem. Admitted _____ Sem. of 1st course _____ Date Completing Phase I _____

Proposed Residency Semesters: ___ 2 consecutive academic semesters; ___ 3 consecutive summers of 8 or more credits plus 2 summer seminars; ___ enrollment every semester for 3 consecutive calendar years plus 2 summer seminars

Program Core Courses (9-11 cr.)	# of credits	Semester Taken
T&L 539 College Teaching	3	_____
T&L 544 Assessment of Higher Educationuc.	3	_____
T&L 545 Adult Learners	3	_____
T&L 549 Sem in HE: Doc I, II, III (2 must be taken by students achieving residency by part-time enrollment)	(1 credit each)	_____

Major/Area of Emphasis (Core) Courses & Electives (9 cr.-11 minimum)

T&L 571 Teacher Education: Focus on the Teacher	3	_____
T&L 572 Teacher Education: Focus on the Learner	3	_____

See Dr. Mark Guy, Coordinator of the Teacher Education area of emphasis for updates to requirements.

Possible Electives:

T&L 540 Theories & Philosophies of Curriculum in Schools	3	_____
T&L 541 History of Higher Education	3	_____
T&L 543 Scholarly Writing	3	_____
T&L 547 Technology in Higher Education	3	_____
T&L 548 The Professoriate	3	_____
T&L 584 Internship in Education	1-8 cr.	_____

Foundations Requirements (12 credits, minimum)

EFR 500 (prerequisite, not counted in 12 credit minimum)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Scholarly Tools (6 credits, minimum) - choose one of the following options:

(See Doctoral Handbook for elective choices under each option)

Qualitative Option:

EFR 510 Qualitative Methods	3	
EFR 520 Adv. Qualitative Methods	3	

Quantitative Option

EFR 510 Qualitative Research Methods	3	
EFR 516 Statistics II	3	

Tests and Measurements Option

EFR 511 Curriculum and Program Evaluation	3	
EFR 512 Ed. Tests and Measurements	3	

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

Dissertation (T&L 999.....10 cr.) _____

Semesters planned for enrolling in dissertation credits: _____

Subtotal of Credits in the Major _____

Supporting Area:

A minimum of 12 credits would be called a cognate. To make the supporting area a minor, 20 or more credits needed as prescribed by department from which minor is taken

(Note: Electives may be added to either the Major/Area of Emphasis or to the Supporting Area)

Total Credits for the Degree _____

Appendix F

Ph.D. Program of Study Worksheet for T&L Teacher Education

The program outlined below is presented to show the minimum requirements of the areas which constitute work toward the degree. A specific course of study should be developed by the student, his/her advisor, and committee following the Phase 1 review. A minimum of 90 post-baccalaureate credit hours are needed to complete the degree.

Name _____ NAID # _____ Advisor _____

Sem. Admitted _____ Sem. of 1st course _____ Date Completing Phase I _____

Proposed Residency Semesters: ___ 2 consecutive academic semesters; ___ 3 consecutive summers of 8 or more credits plus 2 summer seminars; ___ enrollment every semester for 3 consecutive calendar years plus 2 summer seminars

Program Core Courses (9-11 cr.)	# of credits	Semester Taken
T&L 539 College Teaching	3	_____
T&L 544 Assessment of Higher Education	3	_____
T&L 545 Adult Learners	3	_____
T&L 549 Sem in HE: Doc I, II, III (2 must be taken by students achieving residency by part-time enrollment)	(1 credit each)	_____

Major/Area of Emphasis (*Core) Courses & Electives (9 cr.-11 minimum)

T&L 571 Teacher Education: Focus on the Teacher	3	_____
T&L 572 Teacher Education: Focus on the Learner	3	_____

See Dr. Mark Guy, Coordinator of the Teacher Education area of emphasis for updates to requirements.

Possible Electives:

T&L 540 Theories & Philosophies of Curriculum in Schools	3	_____
T&L 541 History of Higher Education	3	_____
T&L 543 Scholarly Writing	3	_____
T&L 547 Technology in Higher Education	3	_____
T&L 548 The Professoriate	3	_____
T&L 584 Internship in Education	1-8 cr.	_____

Foundations Requirements (6 credits, minimum)

EFR 500 (prerequisite, not counted in 6 credit minimum)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Scholarly Tools (12 credits, minimum) - choose one of the following options:

(See Doctoral Handbook for elective choices under each option)

Qualitative Option:

EFR 510 Qualitative Methods	3	_____
EFR 520 Adv. Qualitative Methods	3	_____
EFR 516 Statistics II	3	_____
Plus three credits from the following:		
EFR 509 Introduction to Educational Research	3	_____
EFR 511 Curriculum and Program Evaluation	3	_____
EFR 590 ST: Check with EFR	3	_____

Quantitative Option

EFR 510 Qualitative Research Methods	3	_____
EFR 516 Statistics II	3	_____
Plus six credits from the following:		
EFR 517 Advanced Research Methodologies	3	_____
EFR 518 Multivariate Analysis	3	_____
EFR 519 Research Seminar-Experimental Design	3	_____

Tests and Measurements Option

EFR 511 Curriculum and Program Evaluation	3	_____
EFR 512 Ed. Tests and Measurements	3	_____
EFR 516 Statistics II	3	_____
EFR 517 Advanced Research Methodologies	3	_____

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

Dissertation (T&L 999—Minimum of 10 with a maximum of 15 credits)

Semesters planned for enrolling in dissertation credits: _____

Subtotal of Credits in the Major _____

Supporting Area:

A minimum of 12 credits would be called a cognate. To make the supporting area a minor, 20 or more credits needed as prescribed by department from which minor is taken

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Note: Electives may be added to either the Major/Area of Emphasis or to the Supporting Area)

Total Credits for the Degree _____

Appendix G

Ed.D. Program of Study Worksheet for T&L Higher Education

The program outlined below is presented to show an idea of the minimum requirements in the areas which constitute work toward the degree. A specific course of study should be developed by the student, his/her advisor, and committee following the Phase I Review. A minimum of 96 post-baccalaureate credit hours are needed to complete the degree.

Name _____ NAID # _____ Advisor _____

Sem. Admitted _____ Sem. of 1st course _____ Date Completing Phase I _____

Proposed Residency Semesters: ___ 2 consecutive academic semesters; ___ 3 consecutive summers of 8 or more credits plus 2 summer seminars; ___ enrollment every semester for 3 consecutive calendar years plus 2 summer seminars

Program Core Courses (9-11 cr.)	# of credits	Semester Taken
T&L 539 College Teaching	3	_____
T&L 545 Adult Learners	3	_____
T&L 544 Assessment of Higher Educationuc.	3	_____
T&L 549 Sem in HE: Doc I, II, III (2 must be taken by students achieving residency by part-time enrollment)	(1 credit each)	_____

Emphasis Area (*Core) Courses & Electives (9 cr. minimum)	# of credits	Semester Taken
T&L 541 History of Higher Educ.*	3	_____
T&L 548 The Professoriate	3	_____
T&L 543 Scholarly Writing	3	_____
T&L 547 Technology in Higher Education	3	_____
_____	_____	_____
_____	_____	_____

Foundations Requirements (12 credits, minimum)		
EFR 500 (prerequisite, not counted in 12 credit minimum)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix H

Ph.D. in T&L Program of Study Worksheet with Higher Education area of emphasis

The program outlined below is presented to show the minimum requirements of the areas which constitute work toward the degree. A specific course of study should be developed by the student, his/her advisor, and committee following the Phase 1 review. A minimum of 90 post-baccalaureate credit hours are needed to complete the degree.

Name _____ NAID # _____ Advisor _____
 Sem. Admitted _____ Sem. of 1st course _____ Date completing Phase I _____
 Proposed Residency Semesters: ___ 2 consecutive academic semesters; ___ 3 consecutive summers of 8 or more credits plus 2 summer seminars; ___ enrollment every semester for 3 consecutive calendar years plus 2 summer seminars

Program Core Courses (9-11 cr.)	# of credits	Semester Taken
T&L 539 College Teaching	3	_____
T&L 544 Assessment in Higher Education	3	_____
T&L 545 Adult Learners	3	_____
T&L 549 Sem in HE: Doc I, II, III (1 credit each) (2 must be taken by students achieving residency by part-time enrollment)		_____

Emphasis Area (*Core) Courses and Electives (11 cr. minimum...or 9, if T&L 549 residency seminars were taken as part of program core above)

	# of credits	Semester Taken
T&L 541 History of Higher Education*	3	_____
T&L 543 Scholarly Writing	3	_____
T&L 547 Technology in Higher Education	3	_____
T&L 548 The Professoriate*	3	_____
_____	_____	_____
_____	_____	_____

Foundations Requirements (6 credits. minimum)

EFR 500 (prerequisite. not counted in 6 cr. minimum)		_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Scholarly Tools (12 credits. minimum) – choose one of the following options

(See Doctoral Handbook for elective choices under each option)

Qualitative Option:

EFR 510 Qualitative Methods	3	_____
EFR 520 Adv. Qualitative Methods	3	_____
EFR 516 Statistics II	3	_____
Plus three credits from the following:		
EFR 509 Introduction to Educational Research	3	
EFR 511 Curriculum and Program Evaluation	3	
EFR 590 ST: Check with EFR	3	

Quantitative Option

EFR 510 Qualitative Research Methods	3	_____
EFR 516 Statistics II	3	_____
Plus six credits from the following:		
EFR 517 Advanced Research Methodologies	3	
EFR 518 Multivariate Analysis	3	
EFR 519 Research Seminar-Experimental Design	3	

Tests and Measurements Option

EFR 511 Curriculum and Program Evaluation	3	_____
EFR 512 Ed. Tests and Measurements	3	_____
EFR 516 Statistics II	3	_____
EFR 517 Advanced Research Methodologies	3	_____

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

Dissertation (T&L 999—Minimum of 10 with a maximum of 15 credits)

Semesters planned for enrolling in dissertation hours: _____

Subtotal of Credits in the Major _____

Supporting Area:

A minimum of 12 credits would be called a cognate. To make the supporting area a minor, 20 or more credits needed as prescribed by department from which minor is taken

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note: Electives may be added to either the Major or to the Supporting Area)

Total Credits for the Degree _____

Appendix I

Ph.D. Program of Study Worksheet for T&L: Research Methodologies

The program outlined below is presented to show the minimum requirements of the areas which constitute work toward the degree. A specific course of study should be developed by the student, his/her advisor, and committee following the Phase 1 review. A minimum of 90 post-baccalaureate credit hours are needed to complete the degree.

Name _____ NAID # _____ Advisor _____
 Sem. Admitted _____ Sem. of 1st course _____ Date Completing Phase I _____
 Proposed Residency Semesters: ___ 2 consecutive academic semesters; ___ 3 consecutive summers of 8 or more credits plus 2 summer seminars; ___ enrollment every semester for 3 consecutive calendar years plus 2 summer seminars

Program Core Courses (9-11 cr.)	# of credits	Semester Taken
T&L 539 College Teaching		_____
T&L 544 Assessment in Higher Education	3	_____
T&L 545 Adult Learners	3	_____
T&L 549 Seminar in HE: Doc I, II, III (1 credit each)		_____
(2 must be taken by students achieving residency by part-time enrollment)		_____

Emphasis Area (*Core) Courses and Electives (12 cr. minimum)	# of credits	Semester Taken
EFR 511, Curriculum and Prog Eval*	3	_____
EFR 517, Advanced Res Methodologies*	3	_____
EFR 518, Multivariate Analysis*	3	_____
EFR 520, Advanced Qualitative Res.*	3	_____
_____	_____	_____
_____	_____	_____

Foundations Requirements (6 credits. minimum)	# of credits	Semester Taken
EFR 500 (prerequisite. not counted in 6 cr. minimum)		_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Scholarly Tools (12 credits. minimum) – choose one of the following options

(See Doctoral Handbook for elective choices under each option)

Qualitative Option:

EFR 510 Qualitative Methods	3	_____
EFR 520 Adv. Qualitative Methods	3	_____
EFR 516 Statistics II	3	_____
Plus three credits from the following:		
EFR 509 Introduction to Educational Research	3	_____
EFR 511 Curriculum and Program Evaluation	3	_____
EFR 590 ST: Check with EFR	3	_____

Quantitative Option

EFR 510 Qualitative Research Methods	3	_____
EFR 516 Statistics II	3	_____
Plus six credits from the following:		
EFR 517 Advanced Research Methodologies	3	_____
EFR 518 Multivariate Analysis	3	_____
EFR 519 Research Seminar-Experimental Design	3	_____

Tests and Measurements Option

EFR 511 Curriculum and Program Evaluation	3	_____
EFR 512 Ed. Tests and Measurements	3	_____
EFR 516 Statistics II	3	_____
EFR 517 Advanced Research Methodologies	3	_____

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

Dissertation (T&L 999—Minimum of 10 with a maximum of 15 credits)

Semesters planned for enrolling in dissertation credits: _____

Subtotal of Credits in the Major _____

Supporting Area:

A minimum of 12 credits would be called a cognate. To make the supporting area a minor, 20 or more credits needed as prescribed by department from which minor is taken

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note: Electives may be added to either the Major or to the Supporting Area)

Total Credits for the Degree _____

Ph.D. Program of Study Worksheet in Instructional Design and Technology
Those Coming In WITH a Master's Degree in IDT

The program outlined below is presented to give students an idea of the minimum requirements of the areas which constitute work toward the degree. A specific course of study should be developed by the student, his/her advisor, and committee by the end of the first 15 credits.

Name _____ EMPLID # _____ Advisor _____
 Sem. Admitted _____ Sem. of 1st course _____

Program Core Courses (9 cr.)	# of credits	Semester Taken
T&L 539 College Teaching	3	_____
T&L 544 Assessment in Higher Education	3	_____
T&L 545 Adult Learners	3	_____

Emphasis Area Courses (12 Credits)	# of credits	Semester Taken
IDT 549 Graduate Seminar in IDT	3	_____
IDT 520 Instructional Systems Analysis & Design*	3	_____
IDT 525 Instructional Systems Development Implementation & Evaluation*	3	_____
IDT 550 Theories & Models of Instructional Design*	3	_____

*Courses taken as part of the Master's Degree in IDT may be counted here as equivalent courses at the discretion of the advisor

Foundations Requirements (6 Credits Minimum)

EFR 500 Foundations of Educational Thought
(Prerequisite. Not counted in 6 cr. minimum)

_____ 3 _____
 _____ 3 _____

Scholarly Tools (12 Credits Minimum) – choose one of the following options

EFR 515 Stats I 3 _____
 (Prerequisite. Not counted in 12 credit minimum. May be counted toward degree credits elsewhere)

Option One: Qualitative

EFR 510 Qualitative Methods 3 _____
 EFR 516 Stats II 3 _____
 EFR 520 Advanced Qualitative Methods 3 _____

One of the following:

EFR 511 Curriculum and Program Evaluation 3 _____
 EFR 590 ST: Narrative Inquiry 3 _____

Or equivalent courses as approved by EFR:

Option Two: Quantitative

EFR 510 Qualitative Methods 3 _____
 EFR 516 Stats II 3 _____

Two of the following:

EFR 517 Advanced Research Methodologies 3 _____
 EFR 518 Multivariate Analysis 3 _____
 EFR 519 Research Seminar-Experimental Design 3 _____

Or equivalent courses as approved by EFR:

Option Three: Tests and Measurements

EFR 511 Curriculum and Program Evaluation	3	_____
EFR 512 Educational Tests & Measurements	3	_____
EFR 516 Stats II	3	_____
EFR 517 Advanced Research Methodologies	3	_____

Dissertation (T&L 999—Minimum of 10 with a maximum of 15 credits)

(Call number for T&L 999 or T&L 996 Continuing Enrollment is obtained from Doctoral Coordinator)

Semesters planned for enrolling in dissertation
hours: _____

Subtotal of Credits in the Major _____

Supporting Area

Courses transferred in as part of an approved M.S. or M.Ed. in IDT are listed here and count as credits toward your degree as approved by your advisor. With the exception of courses equivalent to IDT 520, 525, and 550, courses transferred in may not take the place of required courses listed above, although the credits can be counted (again, as approved by your advisor). The total credits transferred in may not exceed 30.

It is required that half of the remaining credits needed for the doctorate be taken from the list of courses below. THESE courses maybe added to your Major Area or here in the Supporting Area. The balance of courses may be taken from any other eligible doctoral graduate course on campus as approved by your advisor. Twelve (12) credits may be designated a cognate (not required) as long as at least one course is taken from an area outside of IDT.

- IDT 500 Survey of Instructional Design
 - IDT 510 Technology-Based Instruction: Applications & Methods
 - IDT 540 Digital Media and the Internet in Schools
 - IDT 560 Instructional Design Consulting
 - IDT 570 Human Performance Technology
 - IDT 530 Introduction to Computer-Based Instruction
 - IDT 535 Advanced Computer-Based Instructional Development
 - IDT 545 Instructional Simulations & Games
 - IDT 580 Introduction to Web-Based Instruction
 - IDT 590 Special Topics in IDT
 - IDT 591 Readings in IDT
 - IDT 592 Research in IDT
 - IDT 593 Directed Studies in Instructional Design & Technology
 - IDT 584 Internship in Instructional Design
- Cognate (not required)*

Additional Courses

Note: Electives may be added to either the Major or to the Supporting Area

Total Credits for the Degree _____

Important Dates:

- Proposed Semester for Writing Comprehensive Exams _____
- Proposed Semester for Dissertation Proposal Meeting _____
- Proposed Semester for Preliminary Approval Meeting _____
- Proposed Semester for Final Oral Defense Meeting and Graduation _____

Ph.D. Program of Study Worksheet in Instructional Design and Technology
For Those Coming In WITHOUT a Master's Degree in IDT

The program outlined below is presented to give students an idea of the minimum requirements of the areas which constitute work toward the degree. A specific course of study should be developed by the student, his/her advisor, and committee by the end of the first 15 credits.

Name _____ EMPLID # _____ Advisor _____

Sem. Admitted _____ Sem. of 1st course _____

Program Core Courses (9 cr.)	# of credits	Semester Taken
-------------------------------------	---------------------	-----------------------

T&L 539 College Teaching	3	
--------------------------	---	--

T&L 544 Assessment in Higher Education	3	
--	---	--

T&L 545 Adult Learners	3	
------------------------	---	--

Emphasis Area Courses (12 Credits)	# of credits	Semester Taken
---	---------------------	-----------------------

IDT 549 Graduate Seminar in IDT	3	
---------------------------------	---	--

IDT 520 Instructional Systems Analysis & Design	3	
---	---	--

IDT 525 Instructional Systems Development	3	
---	---	--

Implementation & Evaluation		
-----------------------------	--	--

IDT 550 Theories & Models of Instructional Design	3	
---	---	--

Foundations Requirements (6 Credits Minimum)

EFR 500 Foundations of Educational Thought

(Prerequisite. Not counted in 6 cr. minimum)

Scholarly Tools (12 Credits Minimum) – choose one of the following options

EFR 515 Stats	3	
---------------	---	--

(Prerequisite. Not counted in 12 credit minimum.

May be counted toward degree credits elsewhere)

Option One: Qualitative

EFR 510 Qualitative Methods	3	
-----------------------------	---	--

EFR 516 Stats II	3	
------------------	---	--

EFR 520 Advanced Qualitative Methods	3	
--------------------------------------	---	--

One of the following:

EFR 511 Curriculum and Program Evaluation	3	
---	---	--

EFR 590 ST: Narrative Inquiry	3	
-------------------------------	---	--

Or equivalent courses as approved by EFR:

Option Two: Quantitative

EFR 510 Qualitative Methods	3	
-----------------------------	---	--

EFR 516 Stats II	3	
------------------	---	--

Two of the following:

EFR 517 Advanced Research Methodologies	3	
---	---	--

EFR 518 Multivariate Analysis	3	
-------------------------------	---	--

EFR 519 Research Seminar-Experimental Design	3	
--	---	--

Or equivalent courses as approved by EFR:

Option Three: Tests and Measurements

EFR 511 Curriculum and Program Evaluation	3 _____
EFR 512 Educational Tests & Measurements	3 _____
EFR 516 Stats	3 _____
EFR 517 Advanced Research Methodologies	3 _____

Dissertation (T&L 999—Minimum of 10 with a maximum of 15 credits)

(Call number for T&L 999 or T&L 996 Continuing Enrollment is obtained from Doctoral Coordinator)

Semesters planned for enrolling in dissertation
hours: _____

Subtotal of Credits in the Major _____

Supporting Area:

It is required that 21 credits of the remaining credits needed for the doctorate be taken from the list of courses below. This represents approximately half of the supporting area credits. They may be added to your Major Area or here in the Supporting Area. The balance of courses may be taken from any other eligible doctoral graduate course on campus as approved by your advisor. Twelve (12) credits may be designated a cognate (not required) as long as at least one course is taken from an area outside of IDT.

- IDT 500 Survey of Instructional Design
- IDT 510 Technology-Based Instruction: Applications & Methods
- IDT 540 Digital Media and the Internet in Schools
- IDT 560 Instructional Design Consulting
- IDT 570 Human Performance Technology
- IDT 530 Introduction to Computer-Based Instruction
- IDT 535 Advanced Computer-Based Instructional Development
- IDT 545 Instructional Simulations & Games
- IDT 580 Introduction to Web-Based Instruction
- IDT 590 Special Topics in IDT
- IDT 591 Readings in IDT
- IDT 592 Research in IDT
- IDT 593 Directed Studies in Instructional Design & Technology
- IDT 584 Internship in Instructional Design
- Cognate (not required)*

Additional Courses

Note: Electives may be added to either the Major or to the Supporting Area

Total Credits for the Degree _____

Important Dates:

- Proposed Semester for Writing Comprehensive Exams _____
- Proposed Semester for Dissertation Proposal Meeting _____
- Proposed Semester for Preliminary Approval Meeting _____
- Proposed Semester for Final Oral Defense Meeting and Graduation _____

PROGRAM OF STUDY
DOCTORAL DEGREE AND SPECIALIST DIPLOMA

Name		STUDENT ID #	
Address		Phone	
Address		E-Mail	
		Degree Sought	
		Expected Graduation Date	

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 after which this copy should be submitted to the Graduate School to receive the approval of the Dean. The program becomes official after receiving such approval and any subsequent changes must have the written approval of the student, the advisory committee chairperson and the Dean of the Graduate School. It is the student’s responsibility to complete the approved program as outlined and as prescribed in the Graduate Catalog. The committee chair, the student, and the major department will receive a copy of the approved program direct from the Graduate School 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, preferably in the major*):

Other Special Requirements: _____

Academic Term (s) during which the residence requirement for this degree program will be met:

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

	Committee Chairperson/Date
Student/Date	Member/Date
	Member/Date
Dean of the Graduate School/Date	Member/Date
	Member-at-Large/Date

(rev.1/07)



Twamley Hall, Room 414, 264 Centennial Drive Stop 8178
 Grand Forks, ND 58202-8178
 Tel: (701) 777-2784, Fax: (701) 777-3619

WWW.GRADUATESCHOOL.UND.EDU

DOCTORAL COMPREHENSIVE EXAMINATIONS

Student: _____ Address: _____ Address: _____	Student ID# _____ Major: _____ Degree: _____ Beginning Date _____ of Comp Exams: _____	
--	--	--

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 and submit form to the Graduate School 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. Graduate School Verification

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

To Committee Chair (major advisor): _____

To Graduate Program Director: _____

The Graduate School 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 Graduate School, the Committee Chair will arrange for the examinations and notify all committee members and the applicant of the examination schedule.

Graduate School Dean	Date
----------------------	------

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)

<u>Examination Area(s)</u>	<u>Date</u>	<u>Pass</u>	<u>Fail</u>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

PART V. SUMMARY RECOMMENDATION

This section must be completed and returned to The Graduate School 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 Graduate School

Graduate School Dean	Date

Revised 4/21/08
Approved by Graduate Committee

**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 and Program Development 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 and Program Development Office for information at (701) 777-4279 or www.und.edu/dept/orpd/

- 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 or 3216. 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 Graduate School. **(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 GRADUATE SCHOOL BEFORE ADVANCEMENT TO CANDIDACY.

University of North Dakota Graduate School **Appendix O**
 414 Twamley - P.O. Box 8178 - Grand Forks, ND 58202-8178
 Phone (701) 777-2784; 1-800-CALL-UND (ext 2784); Fax (701) 777-3619

TOPIC PROPOSAL

Name _____	Student ID # _____
Address _____	Phone _____
_____	E-Mail _____
_____	Expected Graduation Date _____

Independent Study Thesis Dissertation Project Design Scholarly Project

Proposed Title: _____

The research involves Human Subjects: Yes No
 If yes, IRB (*Institutional Review Board*) approval date: _____ Project #: _____
 The research involves Animal Subjects: Yes No
 If yes, IACUC (*Institutional Animal Care & Use Committee*) approval date: _____ Project #: _____
 The research involves the use of recombinant DNA or biohazardous material research: Yes No
 If yes, IBC (*Institutional Biosafety Committee*) approval date: _____ Project #: _____
 The research involves the use of radiation & hazardous materials: Yes No
 If yes, RSHMC - *Radiation Safety & Hazardous Materials / name of authorized faculty*: _____

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 www.und.edu/dept/rdc

IACUC – animal research – Center for Biomedical Research (701) 777-4493

IBC – DNA or biohazardous material research - Research Development & Compliance at (701) 777-4279 or www.und.edu/dept/rdc

RSHMC – radiation & hazardous material research – Safety & Environmental Health Office at (701) 777-3341 or 3216

Advisor _____	Committee Member _____
Date _____	Date _____
Committee Member _____	Committee Member _____
Date _____	Date _____
Dean of the Graduate School _____	Member-at-Large _____
Date _____	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 and NOTICE OF DEFENSE
 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 Graduate School. 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 the original copy must be filed in the Graduate School 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 Graduate School by the deadline specified in the Graduate School Academic Calendar. It is the student's responsibility to obtain the committee's approval on this form and file the original with the Graduate School.

Master's students: Preliminary Approval and Notice of Thesis defense is due **one week** prior to defense.
 Doctoral students: Preliminary Approval and Notice of Doctoral defense is due **two weeks** prior to defense.
 (Doctoral defenses are published in the University Newsletter .)

Final Deadline for Preliminary Approval is listed in the Time Schedule of Classes each semester.

Student's Name _____	Empl ID # _____
Graduate Program _____	E-Mail _____
Degree Sought _____	Phone # _____

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
Committee Member	Date	-----	

NOTICE OF DEFENSE Thesis Dissertation **or** The Notice of Defense will be submitted at a later date
 (Note: The notice of defense may be filled in below in lieu of the Notice of Defense form)

Date:		Time:	
Building:		Room:	(rev. 8/07)

NOTICE OF DOCTORAL DISSERTATION DEFENSE

Traditionally, all faculty 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 form should be submitted along with the student's Preliminary Approval form 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.

The Final Examination for the Doctor of _____ Degree with a major
in _____ will be conducted for _____
by the candidate's Faculty Advisory Committee on (date) _____
at (time) _____ at (place) _____

The Chairperson for this Committee is:

_____ of the _____ (department)

The dissertation title is:

Members of the Graduate Faculty are invited to attend.
Joseph N. Benoit, Ph.D., Dean of the Graduate School

FINAL REPORT ON CANDIDATE
 Thesis, Dissertation, Research Report, or Professional Exhibition Option

Name of Candidate: _____ EMPL ID # _____
 Address _____ Graduate Program _____
 _____ Degree Sought _____

This degree requires the presentation of a thesis, dissertation, research report, or a professional exhibition and catalog (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 Graduate School 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 **exact** title of the Thesis, Dissertation, Research Report, or Professional Exhibition (Attach copy of exhibition catalog):

The final defense or examination for the degree indicated for the above-named student was held on:
 _____ at _____ in _____
Date Time Building or Room

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

<u>Satisfactory</u>		<u>Unsatisfactory</u>	
Committee Member	Date	Committee Member	Date
Committee Member	Date	Committee Member	Date
Committee Member	Date	Committee Member	Date
Committee Member	Date	Committee Member	Date
Member at Large (dissertation)	Date	Member at Large (dissertation)	Date

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 THEY ARE ENROLLED FOR THE CURRENT SEMESTER, INPUT THE GRADE ON PEOPLESOFT.

- PART II. REPORT ON DEGREE REQUIREMENTS** (To be completed by the Graduate School)
1. The candidate has completed degree examination requirements.
 2. The Graduate 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 Graduate School authorizes award of the degree.
 Date: _____

University of North Dakota Graduate School **Appendix S**
Twamley Room 414 – 264 Centennial Drive Stop 8178 - Grand Forks, ND 58202-8178
Phone (701) 777-2784; 1-800-CALL-UND (ext 2784) ; Fax (701) 777-3619

GRADUATE SCHOOL PETITION

Name _____ Date _____ Phone # _____
 Address _____ Student ID # _____
 Address _____ E-Mail _____
 Major _____

This student petitions the Graduate School to:

(If this petition involves a specific course, please list the course number and term.)

Reason (be precise):

	<u>Recommended</u>	<u>Not Recommended</u>	<u>Date</u>
Instructor _____	_____	_____	_____
Advisor _____	_____	_____	_____
Graduate Director or Chair of Dept. _____	_____	_____	_____

	<u>Approved</u>	<u>Not Approved</u>	<u>Date</u>
Graduate School Dean _____	_____	_____	_____
Comments: _____			

Note: A student may appeal a decision of the Dean. The appeal should be directed to the Graduate Committee in accordance with the provisions in the graduate Bulletin.

Required Signatures

<u>Action</u>	Instructor	Advisor	Graduate Director or Chair	Graduate Dean
File for Graduation after the deadline.		✓	✓	✓
Add a course after the deadline. (Also requires a registration action form)	✓	✓	✓	✓
Enroll in continuing enrollment (996) beyond the number of semesters allowed.		✓	✓	✓
Enroll in more credits than allowed for your assistantship.		✓	✓	✓

NOTE: THE ACTIONS LISTED BELOW REQUIRE AN ADMINISTRATIVE PROCEDURES PETITION FORM
 (Do not use this form - Ad Pro Petition forms are available at the Registrar's Office or Graduate School or on-line at <http://www.und.nodak.edu/dept/registrar/forms/forms.htm>)

1. Changes to a UND transcript for previous semesters. Also requires a registration action form. All signatures are required on both forms.
2. Drop a course after the deadline. Also requires a registration action form. All signatures are required on both forms.

Copies: Dean of Graduate School _____ Registrar _____ Advisor _____ Instructor _____ Student _____

INDEX

Comprehensive examinations.....17
Mission Statement.....1
--College.....1
--T&L program.....2
Phase I Review
5
T&L Worksheet (Ph.D. with Higher Education area of emphasis)
.....43