

**North Dakota State University
School of Education**

**Ed.D. in Education
Option: Institutional Effectiveness**

“Cultivating Intellectual Capital”

The Ed.D. degree in Education with a focus on Institutional Effectiveness is intended for individuals seeking employment as scholar-practitioners in primary, secondary, or higher education (such as directors of institutional research or assessment) and other educational settings (such as museums, educational publishing, curriculum development, and training). The Ed.D. degree focuses on translating theory and research into practice, and has the larger goal of preparing scholar-practitioners who will be well-informed, credible leaders in the field of institutional effectiveness.

Ed.D. recipients in Institutional Effectiveness analyze institutional contexts and practices from various applied perspectives; value the concept of informed and reflective practice; integrate disciplinary knowledge with theories of teaching and learning; reconceptualize the meaning and value of teaching and learning; conduct scholarly practice, evaluation, and organizational development using various methodologies of inquiry; and become responsible stewards of the discipline and culture of lifelong learning. The purpose is to develop scholar-practitioners who can utilize theory and research to enhance their capacity to bridge theory and practice as well as contribute to knowledge in the field.

PROGRAM REQUIREMENTS

The Institutional Effectiveness curriculum was designed to provide the knowledge, skills and experiences necessary for understanding institutional effectiveness both inside and outside of formal education settings. Students plan their programs in consultation with their advisor and dissertation committees. The total number of hours required for the degree is 90 hours beyond the bachelor's degree with a maximum of 30 hours that may be approved from a master's degree or post-master's coursework. All hours listed are required minimums. Students may take additional hours and some courses of study may require more than the 90-hour minimum as directed by the student's advisor and advisory committee.

Students proceed through their respective degree programs with the assistance and guidance of a faculty advisor and an advisory committee. The student develops a plan of study, completes a qualifying examination process, submits a dissertation proposal, and completes a dissertation following the procedures outlined by the Graduate School, the Education Doctoral Programs faculty, and the student's advisory committee. (See the program web site and the *Graduate Bulletin* for further detail about the expectations for the degree.)

The degree plan has the following course components:

EDUCATION DOCTORAL PROGRAMS CORE: (minimum of 15 credit hours)

Students in both Education degree programs, regardless of the option area, complete core courses that situate teaching and learning within social, cultural, historical, and economic contexts. Each course is taught collaboratively across degree programs and options to address issues related to higher education and adult learners in the belief that such knowledge is equally applicable regardless of one's career path.

EDUC 801: Foundations of Doctoral Scholarship (3 credits; completed during first semester)

EDUC 802: Foundations of Educational Research (3 credits; completed during first semester)
EDUC 803: Philosophical Foundations of Education (3 credits; completed during second semester)
EDUC 890: Research Seminar (1-9 credits; 1 hour per summer prior to Capstone)
EDUC 890: Capstone Seminar (3 credits; completed after all other coursework)

Additionally, students must select at least three (3) hours from the following courses:

EDUC 807: Diversity and Educational Policy (3 credits)
EDUC 808: Empowerment and Transformative Education (3 credits)

DISCIPLINED INQUIRY CORE: (minimum of 15 credit hours)

Note: EDUC 702: Statistics in Educational Research (3 credits) is a prerequisite for some research courses but does not count toward the completion of your doctoral degree should you need to complete it.

All students in the Ed.D. program with an option in Institutional Effectiveness must take the following twelve (12) credit hours of research courses.

EDUC 872: Qualitative Research (3 credits)
EDUC 873: Case-Based Educational Research and Statistics (3 credits)
EDUC 882: Institutional Analysis Techniques (3 credits)
EDUC 883: Survey Research (3 credits)

Additionally, students must select at least three (3) hours from the following courses based on methods focus, i.e. additional quantitative, qualitative, or mixed methods courses, as determined by the Plan of Study.

HDFS 758: Longitudinal Research Methods and Analysis (3 credits)
EDUC 874: Applied Research for Change (3 credits)
EDUC 881: Data Management & Decision-Making (3 credits)
EDUC 884: Program Evaluation (3 credits)
EDUC 885: Structural Equation Modeling Fundamentals (3 credits)
EDUC 886: Advanced Qualitative Research (3 credits)
EDUC 890: Research Seminar (3 credits)

INSTITUTIONAL EFFECTIVENESS OPTION: (minimum of 21 credit hours)

Students in the Ed.D. program with an option in Institutional Effectiveness complete core courses that provide a foundation for the field. Each course is taught collaboratively across degree programs to address issues related to institutional effectiveness in the belief that such knowledge is equally applicable regardless of one's career path.

Institutional Effectiveness Core: (minimum of 9 credit hours)

EDUC 831: Institutional Quality Control (3 credits)
EDUC 832: Assessment Techniques for Educational Institutions (3 credits)
EDUC 833: Strategic Planning for Institutional Improvement (3 credits)

Professional Emphasis: (minimum of 12 credit hours)

In order to build an area of expertise in Institutional Effectiveness, students select appropriate additional courses that extend and connect the degree option area to the students' own professional

context, interests, and goals. Suggested specialization areas include, but are not limited to, the following:

Postsecondary Education

- EDUC 841: Organization and Administration of Higher Education (3 credits)
- EDUC 842: Higher Ed Student Affairs and Enrollment Management (3 credits)
- EDUC 843: Financing Higher Education (3 credits)
- EDUC 844: Higher Education Law (3 credits)
- EDUC 894: Practicum/Internship (1-10 credits)

Business & Industry

- EDUC 730: Leadership, Planning, and Organizational Behavior (3 credits)
- EDUC 782: Supervisory & Administrative Theory (3 credits)
- EDUC 785: Organization & Administration of Career/Technical Education (3 credits)
- EDUC 863: Education and Training for Business and Industry (3 credits)
- EDUC 894: Practicum/Internship (1-10 credits)

Primary/Secondary Education

- EDUC 714: History of American Education (2 credits)
- EDUC 736: Policy and Educational Finance (2 credits)
- EDUC 751: Students and Their Learning (3 credits)
- EDUC 769: Politics and Policies in Education (2 credits)
- EDUC 861: Curriculum and Instruction Development (3 credits)
- EDUC 894: Practicum/Internship (1-10 credits)

INDEPENDENT RESEARCH: (minimum of 12 credit hours)

Students in the Ed.D. program in with an option in Institutional Effectiveness complete an original research project in the form of a doctoral dissertation. This dissertation should seek to advance knowledge through the application of theory related to the field of institutional effectiveness. An Ed.D. dissertation is more application-oriented and aims to design a project that utilizes current research to inform practice and create a bridge between theory and practice, as well as contribute to knowledge in the field. The student's advisor and committee will support and mentor students through this process.

Upon successful completion of the comprehensive examination process, students are required to complete at least twelve (12) hours of independent dissertation research.

- EDUC 799: Doctoral Dissertation (1-12 credits)