School of Teacher Education and Leadership (TEAL)

Doctoral Degree in Education

Ph.D. and Ed.D.

Doctoral Student Handbook

(2024-2025)

I. TEAL Doctoral Program (Ph.D. and Ed.D.)

A. Overview

Congratulations on your admittance to the School of Teacher Education and Leadership (TEAL) doctoral degree program to earn a Ph.D. in Education specializing in Curriculum and Instruction or to earn an Ed.D. in Curriculum and Instruction. TEAL is one unit within the Emma Eccles Jones College of Education and Human Services (CEHS). Our TEAL graduate faculty welcome you!

TEAL faculty are intentional about attracting a diverse population of outstanding graduate students. Students obtain focused and comprehensive knowledge in their respective fields through classroom instruction, collaborative research, and other innovative educational experiences. TEAL administers two doctoral programs. One doctoral program leads to a Ph.D. in Education specializing in Curriculum and Instruction and the other doctoral program leads to an Ed.D. in Curriculum and Instruction. The doctoral degree program is designed to prepare educators who wish to become:

- curriculum specialists
- coordinators and supervisors in public or private school systems
- leaders in state departments of public instruction
- instructors at the college or university level in K-12 teacher or administrator preparation
- educational researchers serving in various contexts

The TEAL doctoral coursework is delivered in the late afternoon or evening to accommodate students' work schedules. Course delivery is often [Connect, although doctoral courses may include In-Person, Virtual, or Online](#) depending on the course. Doctoral students will register for coursework at the USU campus based on their zip code. Students may enroll in doctoral courses at the USU Logan campus or statewide campuses, except for USU Taylorsville. **The application deadline is February 1**. Students typically begin program coursework the following fall semester.

B. Contact Information

Graduate Program Coordinator: Heather Ericson heather.ericson@usu.edu   435-797-1473
The TEAL Graduate Program Coordinator assists applicants and current students with general questions and required paperwork for TEAL and School of Graduate Studies.

Graduate Program Directors:
Ed.D. Program Director: Ryan Knowles, Ph.D., ryan.knowles@usu.edu   573-514-5134
Graduate Program Director: Nicole Pyle, Ph.D. nicole.pyle@usu.edu   435-797-0392
The TEAL Graduate Program Directors oversee admissions, manages course scheduling and staffing, corresponds with doctoral students across all concentration areas, and assists graduate faculty in their support of students' success in meeting program requirements.

C. Graduate Faculty

The following faculty are eligible to serve on doctoral committees. Each faculty member's primary areas of research are listed below and available on the Graduate Faculty website. Please review the Faculty Directory on the TEAL website to learn about faculty's research interests, to see which courses they typically teach, and to view their curriculum vitas.

1. Sarah Braden: Language Education, Ethnography, Discourse Analysis
2. Steven Camicia: Social Studies Education
3. Tye Campbell: Mathematics Education, Collaborative Learning
4. Amanda Deliman: Early Childhood and Elementary Literacy Education, Children's Literature, Social Emotional Learning
5. Edgar Díaz: Bi/Multilingual education, language and literacy, and social studies education
6. Jake Downs: Foundational literacy, reading comprehension and text complexity, reading-writing relationship, reading intervention, English Language Arts curriculum, Science of Reading/ Science of Reading Instruction (SOR/SORI)
7. Parker Fawson: Early Literacy, Teacher Education, Education Policy and Innovation
8. Michelle Frierson: Mathematics Education, diversity, equity, and inclusion; social justice Black joy
9. Cindy Jones: Literacy Teacher Education, Reading-Writing Relationship, Reading Assessment and Intervention
10. Suzanne Jones: Motivation and Emotions in Learning, Literacy, Conceptual Change, Collective Efficacy
11. Shireen Keyl: Foundations, Multicultural Issues in Education, Critical Theory, Anthropology and Education, Education of Women and Girls in a Global Context
12. Ryan Knowles: Social Studies Education, Quantitative Research Methods
13. Alyson Lavigne: Leadership, Teacher Evaluation, Classroom Observation, Teacher and Student Motivational Dynamics, Dual Language Education
14. Max Longhurst: Professional Development/Learning, Science Education
15. Kimberly Lott: Science Education
16. Sherry Marx: ESL, Multicultural Issues in Education, Qualitative Research Methods, Teacher Research
17. Emma Mecham: Foundations of Education, Teacher Education, and Place based Education
18. Patricia Moyer-Packenham*: Mathematics Education
19. Amy Piotrowski: Secondary English Education, Digital Literacies, Distal Literacies, Young Adult Literature
20. Nicole Pyle: Adolescent Literacy, Secondary Education, Intervention Research
21. Sylvia Read*: Elementary Writing, Children's Literature, Content Area Reading & Writing
22. Kessa Roberts: Educational leadership and policy, Rural education, Family-school-community partnerships, Crisis leadership
23. Marla Robertson: Teacher Education, Literacy, Writing
24. Cherish Sarmiento: Academic Language; Writing; Science Education; Disciplinary Literacy; Systemic Functional Linguistics; Formative Assessment; Science of Reading
25. Jessica F. Shumway: Early Childhood and Elementary Mathematics Education, Mathematics Education, Integrated Mathematics and Computer Science Education
26. Qi Si: Multimodal Literacies, Bilingual Education
27. Mario I. Suárez: Queer and Trans Studies, Equity, STEM Perseverance, Curriculum Studies, Quantitative Research Methods
28. Amanda Taggart: Educational Leadership, Instructional and Cultural Leadership, Social Justice
29. Kathy Cabe Trundle: Science Education
30. Rachel Turner: Social Studies Education, Curriculum Integration, Qualitative Research Methods
31. Katherine Vela: Elementary Mathematics Education, STEM Education

*Cannot serve as a Supervisory Committee Chair

II. After Admission - Getting Established

A. Initial Advisor

Upon admission to the doctoral program, students are assigned an Initial Advisor. Initial Advisors can help students select appropriate coursework, discuss topics of interest, and recommend seminal works that students may wish to read to get oriented to their respective fields or areas of interest.

B. Research

All University research involving human subjects, animal subjects, radiation materials, recombinant DNA, biohazardous materials, or certain highly toxic chemicals must be reviewed and approved by the appropriate University committee(s) **before** the research is started. Graduate students are, with the assistance of their advisors, responsible for obtaining the necessary approval for their research. Verification of approval must be submitted to the School of Graduate Studies before the student's Application for Candidacy for Doctoral Degree (ACDD) can be approved.

Research Involving Human Participants

The Institutional Review Board (IRB) is the campus organization responsible for protecting the rights and welfare of human participants recruited to participate in studies conducted by researchers affiliated with Utah State University. This office administers the review of human subjects research proposals to ensure compliance with federal regulations and ethical principles, so that scientific funding and activities can continue at Utah State University.

Whenever faculty members or students wish to conduct research involving human participants, they must submit their research proposal for review and approval by the IRB before the research can be started. Some research is considered exempt from full-board IRB review and can be approved more quickly. Only the IRB can make this determination; however, this type of research must still be submitted to the IRB for prior review.

Responsible Conduct of Research (RCR)

The USU School of Graduate Studies requires all graduate students in doctoral degree programs (Ph.D., Ed.D.) to complete the Responsible Conduct of Research (RCR) training. RCR is the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research.

To fulfill the RCR Training requirement, students must complete the RCR Curriculum via the Collaborative Institutional Training Initiative (CITI) website. Completion of any other CITI training module (such as Social & Behavioral Research Module) does NOT fulfill the RCR training requirement. Students must pass each RCR training module with a score of 80% or higher. Upon completion, the USU Division of Research Integrity and Compliance (DRIC) will

automatically receive an email with your certification of completion for their records. Students are strongly encouraged to take the RCR training early in the doctoral program to allow for this requirement to be met before conducting research.

C. Annual Review

Although regular communication with Initial Advisors is expected, students must meet with their Initial Advisors/Supervisory Committee Chairs during each semester to discuss program progress and complete the Annual Review form that is submitted to the Graduate Program Coordinator (GPC) by November 1. The Annual Review process should include confirming the courses completed and courses planned for the coming semesters, as well as completion of any of the USU Ph.D. Residency Professional Requirements.

D. Estimated timeline

There is variability of when students successfully complete all requirements of the Ph.D. program. An estimated timeline is provided by the School of Graduate Studies that may be helpful in planning major milestones. Typically, Ph.D. students can complete the 48 credits of coursework in 2.5-3 years with dissertation work comprising of 12 credits for the 60-credit degree. Ed.D. students can complete the 46 credits of coursework in 2.5-3 years inclusive of the doctoral capstone project of 6 credits. However, students may take longer than a year to propose, conduct, write, and defend the dissertation study or capstone project.

Students are expected to enroll in doctoral courses in a course sequence schedule to stay on-track with course taking and in sync with their cohort. Enrolling in courses outside of the available concentration area course offerings or taking a Leave of Absence may result in becoming off-track with course taking while students wait for courses to be offered again which can take up to two years.

TEAL graduate faculty offer a unique summer semester schedule of concentrated attendance in doctoral courses delivered in a hybrid model across six weeks in June and July. Students begin coursework online and then attend via Connect for three weeks in June to accommodate working educators. Enrolling in more credits during the summer semester than during the school calendar year is encouraged in order to finish the 48-credit coursework in a timely manner.

To explain, students should plan to enroll in 8-9 credits during the summer semester following their first fall semester and spring semester enrolled in doctoral courses at their respective statewide campus. Students should plan to enroll in 8-9 credits during the consecutive summer semester. Students should continue to enroll in doctoral courses at their respective statewide campuses outside of their enrollment in doctoral courses during the two consecutive summer semesters at the Logan main campus.

E. Supervisory Committee Chair and Supervisory Committee

The Annual Review is also a time for initial advisors to help students determine their Supervisory Committee Chair and faculty who can serve as members of the Supervisory Committee. Committee members are graduate faculty who will support students in the design and completion of their dissertation research. In some cases, the initial advisor becomes the Supervisory Committee Chair (also known as the Major Professor) and works with the student in determining at least four other members of the Supervisory Committee and planning an approved Program of Study (the courses that will fulfill the degree requirements) for the Ph.D. Alternatively, for the Ed.D., the Supervisory Committee Chair works with the student in determining at least two other members of the Supervisory Committee and planning an approved Program of Study.

F. Residency Professional Requirements

Meeting the residency professional requirements means doctoral students must take part in the academic community of their program. Participation could include collaborative scholarship with faculty or peers, working as a research assistant or graduate instructor, attending professional meetings, being involved with student or professional organizations, and participating in colloquia or orientation programs. This participation may or may not coincide with the period of concentrated study. Departments have the responsibility to determine appropriate ways for their doctoral students to participate in the academic life of their field and to provide opportunities for this participation. In TEAL, the professional experiences are outlined on the [Ph.D. Residency Professional Requirements Documentation Form](#).

G. Communication

The student at Utah State University is a member of both a civil community and a campus community. The regulations of both communities are applicable to the student. See IV. USU Academic Policies and Procedures: Student Conduct. The USU Academic Policies and Procedures: Student Conduct states, "The student at Utah State University is a member of both a civil community and a campus community. The regulations of both communities are applicable to the student." TEAL faculty promote active engagement in our communities and participatory communication.

TEAL seeks to foster positive and productive communication between faculty and students. Students and faculty (in their roles of Advisors, Chairs, and/or Supervisors) are expected to regularly communicate throughout the duration of their doctoral program, from admittance through graduation. An essential foundation for effectively developing and maintaining healthy relationships is communication (Zachary & Fain, 2022). We want to support each other to use efficient channels of communication to achieve success. While the doctoral journey is often an individual one with different timelines depending on your personal situations, faculty are here to guide and mentor you through to successful completion of your studies and potential career goals. Conversations may include, but are not limited to: academic objectives, job market

intentions (i.e., academia vs. industry), and/or dissertation/capstone project. Faculty may not be able to mentor you to your full potential if you do not communicate what your career goals are (i.e., academic socializing may entail conferences and publications).

Changes to professional relationships are typical and expected. Students and faculty experience changes. Students might change courses, research interests, Advisors, Supervisory Committee members, and Supervisors, etc. Similarly, faculty may wish to make changes to students' employment or advisement for a host of reasons. These changes are best facilitated through open and clear communication. It is expected that parties meet (face-to-face or virtually) to discuss changes whenever possible. This allows for a clear and respectful sharing of information.

Also, it is important to have guidance when difficult situations arise. When students encounter challenges, the following pathway for communication should be followed:
1. Speak with the person directly involved to attempt to resolve the situation.
2. Speak with an Advisor or Supervisor for assistance in resolving the situation.
3. Reach out to the Director of Graduate Programs for assistance in resolving the situation.
4. Reach out to the Department Head of TEAL for assistance in resolving the situation.
5. Reach out to the Associate Dean for Graduate Education of CEHS for assistance in resolving the situation.

We recommend this communication path (in that order) to allow for the effective resolution of concerns. When students discuss concerns with other faculty members without the person of concern included, it can be an inefficient resolution to the concern and an ineffective channel of communication.

A scenario that illustrates *effective* communication follows. If a student has a concern with a Supervisory Committee Chair, the student is expected to communicate with the Supervisory Committee Chair first. When the student expresses the concern to their Supervisory Committee Chair, they set up a meeting to discuss the stated concern. Resolution may include identifying university well-being supports and academic supports available to the student. There are numerous supports available to students that faculty can identify when faculty learn of concerns. Communication is central to addressing concerns. Please discuss concerns with those involved as a primary step to effective and efficient communication.

A scenario that illustrates *ineffective* communication follows. If a student has a concern in a course, the student is expected to communicate with the instructor. When the student expresses the concern to faculty in other roles, such as their Advisor or Supervisor, instead of communicating the concern with the instructor, the multiple faculty involved in the scenario results in inefficient channels to address the concern and an ineffective method to resolve the concern. Instead, the student is expected to share the concern with the course instructor. The instructor or student may request the TEAL Department Head and/or the TEAL Graduate Program Director to join a discussion in support of our intentional focus on promoting positive and productive communication.

In an effort to support each other's success, please encourage communication with the person who is involved in the concern. This redirection is necessary for efficient communication. We

are united in our support of each other and our success. A scenario that illustrates our *intentional redirection of communicating* with those involved is as follows. If a student has a concern with an instructor of a course and shares their concern with their Advisor, the Advisor will encourage the student to discuss the concern with the instructor of the course. The student may request that the Graduate Program Director join the discussion if another faculty member is preferred.

III. Financial Information

A. Financial Support

One of the first questions entering graduate students have is, "How will I pay for this?" Many full time graduate students at USU receive some sort of financial assistance in supporting their graduate education. Please refer to the School of Graduate Studies site for information on tuition, fees, assistantships, and financial aid. **Be sure to also explore options through USU's Financial Aid Office.** Below are potential funding options in the form of scholarships, student financial supports, fellowships, assistantships, and financial aid.

Tuition Awards

B. Presidential Doctoral Research Fellowships

For outstanding Ph.D. students
Funding type: Fellowship
No. available: 16
Annual amount: Full tuition + >$20K
Duration: 4 years
Application from: College/department
Required match: Yes, variable

C. Department Graduate Assistantships

Departmental Assistantships may be available to full-time TEAL students. Full-time doctoral students with assistantships are relieved of financial responsibility for tuition, are provided with health insurance at only a small cost to the student, and, in TEAL, currently receive approximately $18,000 for nine months. Additionally, summer employment is sometimes available for TEAL Assistantships. Applicants should complete the application (accessed on the TEAL website) by February 1st. Applications are due annually regardless of award status. Full time TEAL graduate students with a TEAL Graduate Assistantship cannot have full time employment elsewhere.

Research Awards

D. CEHS Graduate Student Research Award

For Ph.D. students completing a dissertation
Funding type: Award
No. available: variable
Annual amount: variable

Duration: 1 year
Application from: Student
Required match: Yes

CEHS graduate students are eligible to apply for the CEHS Graduate Student Research Award to support their efforts on milestone research projects (e.g., thesis, 2nd year project, capstone, plan B masters, dissertation). The funding for these awards is made possible by a 1:1 match from the CEHS Office of Research Services (50%) and the graduate student's home department (50%). Although the total amount of funding available for these awards varies by academic year, the total funds available will be equally distributed between the Fall and Spring semesters in an effort to make funds available for students applying for awards in either semester. Awards are available for up to $4,000 in total funding (i.e., a maximum of $2,000 from the CEHS Office of Research Services and $2,000 from the student's home department). To apply for a CEHS Graduate Student Research Award, please complete the application form and compile all required documents with signatures into a single PDF file. Please email the PDF file to Dr. Shawn Whiteman (CEHS Associate Dean for Research) with the following subject line: "CEHS Graduate Student Research Award Application."

IV. Prerequisites in the TEAL Doctoral Program

Some required courses in the doctoral program have prerequisites. This is a very important consideration in course selection and program planning because they entail extra time and cost, assistantships do not include cost of prerequisites, and courses cannot be used on a Program of Study. The Graduate Program Director can provide guidance to students on the need for prerequisite or transfer courses. Please review the research resources on the CEHS website along with the available research courses and description on CEHS website.

EDUC 6570 Introduction to Educational and Psychological Research (required Ed.D. course)
This course provides an introduction to research methods, including identification of a research problem, review and evaluation of research literature, and design and implementation of a research project.

EDUC/PSY 6600 Statistical Foundations (required course)
Research design and statistical concepts for research in education, human services, and psychology, with an emphasis on the selection and interpretation of statistical analyses. Enrollment is limited to passing EDUC/PSY 6600 pretest. For information on the pretest see: https://cehs.usu.edu/research/courses/educ-psy-6600
> **Prerequisites:** EDUC 6570 and Instructor's Approval.

EDUC 6770 Qualitative Research Methods (required course)
Introduction to qualitative research including foundations, research designs, strategies of inquiry (case studies, ethnography, phenomenology, grounded theory, biographical, historical, participative inquiry), sampling, fieldwork, and data collection and analysis.
> **Prerequisite:** EDUC 6570

EDUC 7610 Regression Analysis
An advanced treatment of research design and statistical concepts and issues in educational, human-services, and psychological research.
> **Prerequisite:** EDUC/PSY 6600

TEAL 7150 Curriculum Theory (required course)
Examines the role political, cultural, theoretical, and interpretist/phenomenological perspectives play in the development of school curriculum.
> **Prerequisite:** TEAL 6150 or comparable course for students with limited educational background

TEAL 7300 Historical, Social, and Cultural Foundations of Education (required course)
Examines the relationships among historical, cultural, and social foundations of education
> **Prerequisite:** TEAL 6410, 7020/6020, or comparable course for students with limited educational background

TEAL 7310 Teaching/Learning Foundations in Education (required course)
Critical examination of learning theories and teaching models
   Prerequisite: A graduate course in educational psychology or the equivalent, for
   example PSY 6660.

TEAL 7670 Literature Reviews in Education (required Ed.D. course)
Advanced concepts in designing, writing, and critiquing literature reviews.
   Prerequisite: EDUC/PSY 6600 and consent of Instructor.

For students interested in the [Certificate in Advanced Research Methods and Analysis
(CARMA) – Quantitative](#), please review the 15 credits of advanced statistics and methodology
courses offered throughout the CEHS. As illustrated on the course sequencing chart below, the
main statistics sequence (EDUC/PSY 6600, 7610) should be taken as a set and EDUC 6600
should never be taken in isolation.
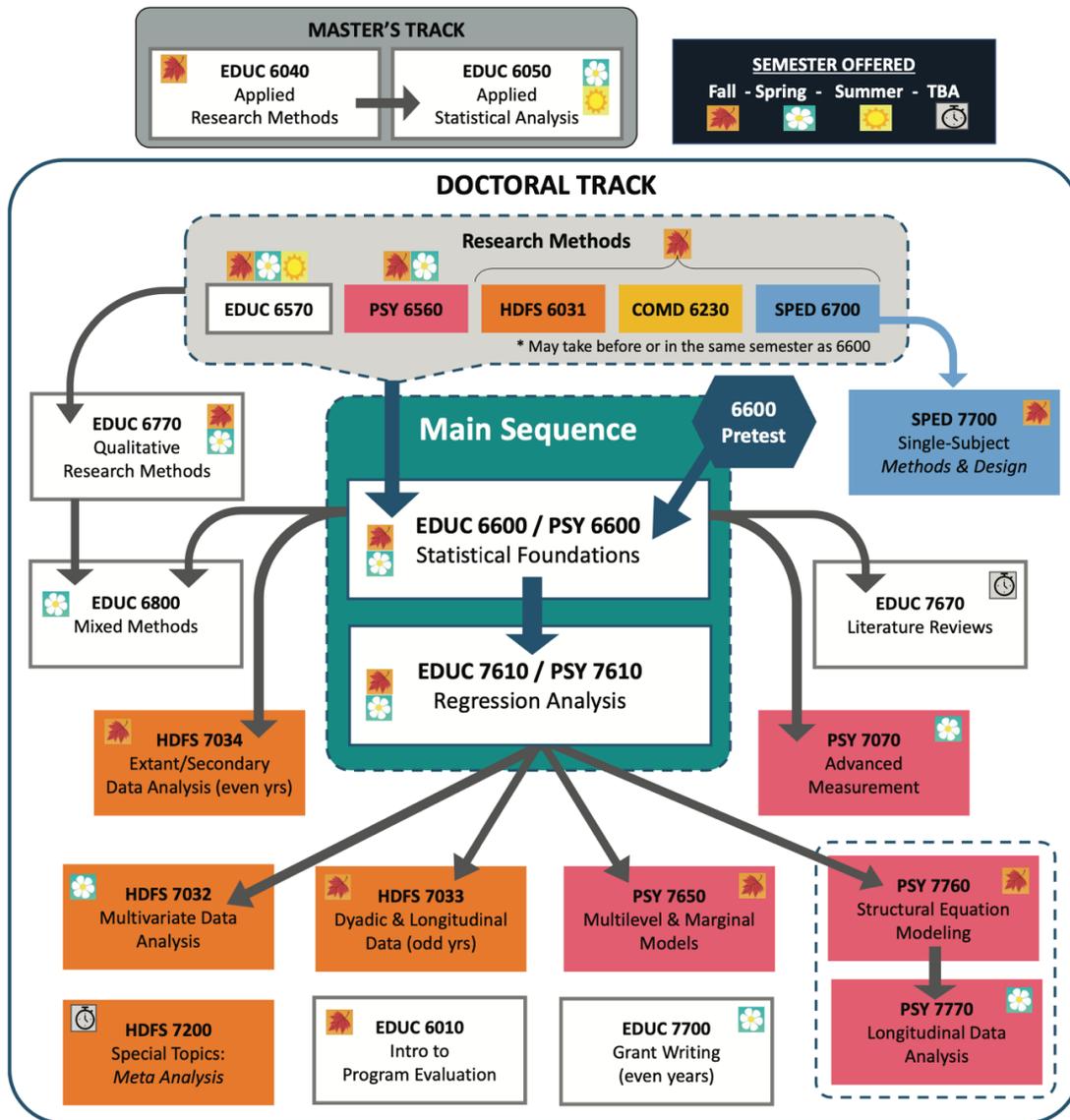
V. TEAL Ph.D. Degree Concentration Areas

A. Ph.D. in Education Concentration Areas

All Ph.D. in Education students must complete required Curriculum & Instruction Specialization Core and Research Methods coursework. Additionally, the Ph.D. in Education program offers coursework across five disciplinary areas for fulfilling requirements for an area of Concentration. Students may focus in one area or, under the direction of their doctoral Supervisory Committee, combine courses across the areas that will prepare them well for their academic and career goals.

- Cultural Studies in Education
- School Leadership
- Literacy Education and Leadership
- Mathematics Education and Leadership
- Science Education

B. Ed.D. in Curriculum & Instruction

All Ed.D. students must complete required Curriculum & Instruction Specialization Core and Research Methods coursework. Additionally, the Ed.D. in C&I program offers cluster coursework to focus elective coursework in an of Concentration. Students may decide, with their Supervisory Committee Chairs, to combine courses across the areas that will prepare them well for their academic and career goals.

C. Planning Guides

The School of Teacher Education and Leadership (TEAL) provides Course Planning Guides to help students plan which courses to take to complete their approved Programs of Study. These Planning Guides are available online and in the TEAL Doctoral Student Handbook. **Please review the most current planning guides on the TEAL concentration area websites.**

Ph.D. in Education Planning Guides

Cultural Studies in Education
Literacy Education and Leadership
Mathematics Education and Leadership
School Leadership
Science Education

Ed.D. in Curriculum & Instruction Planning Guide

Ed.D. Curriculum & Instruction

School of Teacher Education and Leadership
Ph.D. in Education Planning Guide

Cultural Studies in Education Concentration

Student Name: _____ USU A#:_____

I. Curriculum and Instruction Core (10-13 credits), Required:	Credit	Grade	Completion Date
TEAL 7015 Research Seminar: Orientation to Educational Research (1)			
TEAL 7150 Curriculum Theory (3)			
TEAL 7300 Historical, Social, and Cultural Foundations (3)			
TEAL 7310 Teaching and Learning Foundations (3)			
Highly Recommended:			
TEAL 7670 Literature Review in Education (3)			
II. Research Core Requirements (12 credits minimum)	Credit	Grade	Completion Date
EDUC 6600 Statistical Foundations (3) **(Required)**			
EDUC 6770 Qualitative Research Methods (3) **(Required)**			
Choose at least one of the following:			
TEAL 7547 Thinking with Theory in Qualitative Research (3)			
TEAL 7546 Qualitative Data Analysis (3)			
EDUC 6800 Mixed Methods Research (3)			
EDUC 7610 Regression Analysis (3)			
Also recommended:			
TEAL 7548 Qualitative Research Apprenticeship (1-3)			
TEAL 7545 Research for Teachers (3)			
III. Cultural Studies Concentration (15 credits)	Credit	Grade	Completion Date
TEAL 7810 Adv Review of Cultural Studies Research in Education (3) **(Required)**			
TEAL 7800 Advanced Review of Research in Soc Studies Education (3) (Odd summers) **(Required)**			
TEAL 6710 Diversity in Education (3)			
TEAL 6755 Family and Community Engagement with English Learners (3)			
*TEAL 7830 – Queer and Transgender Studies in Education			
*TEAL 6530 Anthropology of Education (3)			
IV. Electives (8-11 credits) No more than 5 credits may be TEAL 7900/7910.	Credit	Grade	Completion Date
TEAL 7820 Diversity Issues in Instructional Leadership (3)			
ITLS 6545 Advanced Learning Theory (3) or ITLS 7340 Community Partnerships (3) or SOC 6760 Theory and Research in Social Inequality (3) or SOC 6480 Race and Ethnicity			
TEAL 6560 Special Topics: Education in Refugee Populations – Jordan (3)			
TEAL 7990/7910 (1-3 credits)			
Dissertation Credits (12 credits)	Credit	Grade	Completion Date
TEAL 7970 Dissertation (3-6)			
TEAL 7970 Dissertation (3-6)			
Total Credit Hours Required in Ph.D. Program (60)			

Student Signature _____ Chair Signature _____

*Cultural Studies special topics courses (TEAL 7820) will be offered on a rotating basis, typically in the Spring semesters.

School of Teacher Education and Leadership
Ph.D. in Education Planning Guide

Literacy Education and Leadership Concentration

UtahStateUniversity
EMMA ECCLES JONES
COLLEGE OF EDUCATION & HUMAN SERVICES

Student Name: _____ USU A#:_____

I. Curriculum and Instruction Core (10-13 credits), Required:	Credit	Grade	Completion Date
TEAL 7015 Research Seminar: Orientation to Educational Research (1)			
TEAL 7150 Curriculum Theory (3)			
TEAL 7300 Historical, Social, and Cultural Foundations (3)			
TEAL 7310 Teaching and Learning Foundations (3)			

Highly Recommended:

TEAL 7670 Literature Review in Education (3)			

II. Research Core Requirements (12 credits minimum)	Credit	Grade	Completion Date
EDUC 6600 Statistical Foundations (3) **(Required)**			
EDUC 6770 Qualitative Research Methods (3) **(Required)**			

Choose at least one of the following:

EDUC 6800 Mixed Methods Research (3)			
EDUC 7610 Regression Analysis (3)			
TEAL 7546 Qualitative Data Analysis (3)			
TEAL 7547 Thinking with Theory in Qualitative Research (3)			

Also Recommended:

EDUC 6010 Introduction to Program Evaluation (3)			
TEAL 7548 Qualitative Research Apprenticeship (1-3)			

III. Literacy Concentration (23 Credits Required)	Credit	Grade	Completion Date
TEAL 7320 Theories and Models of Literacy (3)			
TEAL 7321 Foundations of Language and Literacy (3)			
TEAL 7322 Research in Literacy (3)			
TEAL 7323 Literacy Education Teacher Training and Development (3)			
TEAL 7324 Advanced Studies in Literacy Assessment and Intervention (3)			
TEAL 7327 Literacy Research Apprenticeship (1) (taken as 1-credit class over 2 semesters; total of 2 credits required)			
TEAL 7327 Literacy Research Apprenticeship (1)			
TEAL 7820 Special Topics (3)			
TEAL 7326 Designing and Conducting Literacy Research: A Capstone Experience (3)			

IV. Electives (0-3 credits) Prereqs, such as PSY 3010, EDUC/PSY 6570, and ITLS 7920 cannot be used to complete the Program of Study. Possible Electives include TEAL 7900, TEAL 7910	Credit	Grade	Completion Date

Dissertation Credits (12 Credits Required)	Credit	Grade	Completion Date
TEAL 7970 Dissertation (3-6)			
TEAL 7970 Dissertation (3-6)			
Total Credit Hours Required in Ph.D. Program (60)			

Student Signature _____ Chair Signature _____

School of Teacher Education and Leadership
Ph.D. in Education Planning Guide

UtahState University
EMMA ECCLES JONES
COLLEGE OF EDUCATION & HUMAN SERVICES

Mathematics Education and Leadership Concentration

Student Name: _____ USU A#:_____

I. Curriculum and Instruction Core (10-13 credits), Required:	Credit	Grade	Completion Date
TEAL 7015 Research Seminar: Orientation to Educational Research (1)			
TEAL 7150 Curriculum Theory (3)			
TEAL 7300 Historical, Social, and Cultural Foundations (3)			
TEAL 7310 Teaching and Learning Foundations (3)			
Optional:			
TEAL 7670 Literature Review in Education (3)			

II. Research Core Requirements (12 credits minimum)	Credit	Grade	Completion Date
EDUC 6600 Statistical Foundations (3) **(Required)**			
EDUC 6770 Qualitative Research Methods (3) **(Required)**			
Choose at least one of the following:			
EDUC 6800 Mixed Methods Research (3)			
EDUC 7610 Regression Analysis (3)			
TEAL 7546 Qualitative Data Analysis (3)			
TEAL 7547 Thinking with Theory in Qualitative Research (3)			
Also Recommended:			
EDUC 6010 Introduction to Program Evaluation (3)			
TEAL 7548 Qualitative Research Apprenticeship (1-3)			

III. Mathematics Education Concentration (21 credits Required)	Credit	Grade	Completion Date
TEAL 7551 Mathematics Education Research Foundations (3)			
TEAL 7552 Mathematics Education Learning Theory (3)			
TEAL 7553 Mathematics Education Curriculum Content & Evaluation (3)			
TEAL 7554 Mathematics Education Teacher Preparation & Pedagogy (3)			
TEAL 7555 Mathematics Education Current Issues & Policy (3)			
TEAL 7556 Mathematics Education Research Design & Assessment (3)			
TEAL 7557 Adv. Research Design in Mathematics Ed & Leadership (3)			

IV. Electives (2-5 credits) Prereqs, such as PSY 3010, EDUC/PSY 6570, and ITLS 7920, cannot be used to complete the Program of Study	Credit	Grade	Completion Date
Additional research courses (e.g., TEAL 7546 or EDUC 7610) are highly recommended			
Additional research opportunities (e.g., TEAL 7900, 7910, or 7548 for variable credit) are highly recommended			

Dissertation Credits (12 credits)	Credit	Grade	Completion Date
TEAL 7970 Dissertation (3-6)			
TEAL 7970 Dissertation (3-6)			
Total Credit Hours Required in Ph.D. Program (60)			

Student Signature _____ Chair Signature _____

UtahState University
EMMA ECCLES JONES
COLLEGE OF EDUCATION & HUMAN SERVICES

School Leadership Concentration

Student Name: _____ USU A#: _____

I. Curriculum and Instruction Core (10-12 credits), Required:	Credit	Grade	Completion Date
TEAL 7015 Research Seminar: Orientation to Educational Research (1)			
TEAL 7150 Curriculum Theory (3)			
TEAL 7300 Historical, Social, and Cultural Foundations (3)			
TEAL 7310 Teaching and Learning Foundations (3)			
Highly Recommended:			
EDUC/PSY 7670 Literature Review in Education & Psychology (2)			

II. Research Core Requirements (12 credits minimum), Required	Credit	Grade	Completion Date
EDUC 6600 Research Design & Analysis I (3)			
EDUC 6770 Qualitative Methods I (3)			
Choose at least one of the following:			
EDUC 6800 Mixed Methods Research (3)			
EDUC 7610 Research Design & Analysis II (3)			
Also Recommended:			
EDUC 6010 Introduction to Program Evaluation (3)			
SPED 7700 Single Subject Research Methods & Design (3)			

III. School Leadership Concentration (12)	Credit	Grade	Completion Date
TEAL 7050 Theories of Instructional Supervision (3)			
TEAL 7060 Assessment in Education (3)			
TEAL 7090 Theories of Organizational Leadership in Education (3)			
TEAL 7325 Educational Leadership (3)			

IV. Electives (12-14 credits) Prereqs, such as PSY 3010, EDUC/PSY 6570, and ITLS 7920 cannot be used to complete the program of study	Credit	Grade	Completion Date

Dissertation Credits (12 credits)	Credit	Grade	Completion Date
TEAL 7970 Dissertation (3-6)			
TEAL 7970 Dissertation (3-6)			
Total Credit Hours Required in Ph.D. Program (60)			

Student Signature _____ Chair Signature _____

School of Teacher Education and Leadership
Ph.D. in Education Planning Guide

Science Education Concentration

UtahStateUniversity
EMMA ECCLES JONES
COLLEGE OF EDUCATION & HUMAN SERVICES

Student Name: _____ USU A#:_____

I. Curriculum and Instruction Core (10 credits), Required:	Credit	Grade	Completion Date
TEAL 7015 Research Seminar: Orientation to Educational Research (1)			
TEAL 7150 Curriculum Theory (3)			
TEAL 7300 Historical, Social, and Cultural Foundations (3)			
TEAL 7310 Teaching and Learning Foundations (3)			
Highly Recommended:			
TEAL 7670 Literature Review in Education (3)			

II. Research Core Requirements (12 credits)	Credit	Grade	Completion Date
Required:			
EDUC 6600 Statistical Foundations (3)			
EDUC 6770 Qualitative Research Methods (3)			
EDUC 6800 Mixed Methods Research (3)			
EDUC 7610 Regression Analysis (3)			
Highly Recommended:			
TEAL 7548 Qualitative Research Apprenticeship (1-3)			
ITLS 7350 Ethnography (3)			
TEAL 7546 Qualitative Data Analysis (3)			

III. Science Education Concentration (15 credits)	Credit	Grade	Completion Date
TEAL 7710 History of Science Education (3)			
TEAL 7712 STEM Education: Research Development (3)			
TEAL 7713 Nature of Science Research (3)			
TEAL 7714 Misconceptions in Science Education (3)			
TEAL 7715 Argumentation and Thesis Writing for Science Educators (3)			

IV. Electives (11 credits) Prereqs, such as PSY 3010, EDUC/PSY 6570, and ITLS 7920 cannot be used to complete the Program of Study	Credit	Grade	Completion Date
TEAL 7900 Independent Study (1-3)			
TEAL 7910 Independent Research Experience (3)			

V. Dissertation Credits (12 credits)	Credit	Grade	Completion Date
TEAL 7970 Dissertation (3-6)			
TEAL 7970 Dissertation (3-6)			
Total Credit Hours Required in Ph.D. Program (60)			

Student Signature _____ Chair Signature _____

Doctorate of Education (Ed.D.) Planning Guide

Student Name: _____ USU #:_____

I. Curriculum and Instruction Core (13 credits), Required:	Credit	Grade	Completion Date
TEAL 7015 Research Seminar: Orientation to Educational Research (1)			
TEAL 7150 Curriculum Theory (3)			
TEAL 7300 Historical, Social, and Cultural Foundations (3)			
TEAL 7310 Teaching and Learning Foundations (3)			
TEAL 7010 Critical Issues in Education (3)			

II. Research Core Requirements (12 credits minimum)	Credit	Grade	Completion Date
EDUC 6570 Introduction to Educational and Psychological Research (3)			
TEAL 7670 Literature Review in Education (3)			
Six credits from research methods cluster (6)			

III. Doctoral Electives (~15 credits)	Credit	Grade	Completion Date

IV. Doctoral Capstone Project (6 credits)	Credit	Grade	Completion Date
TEAL 7810 Research Seminar (Scaffold final project) (3)			
TEAL 7970 Dissertation Credit (3)			
Total Credit Hours Required in Ed.D. Program (46)			

Student Signature _____ Chair Signature _____

Suggested Course Clusters

Research Methods
- TEAL 7820 Content Analysis (will be a different number in 2026)
- TEAL 7545 Research for Teachers
- EDUC 6050 Applied Statistical Analysis
- EDUC 6770 Qualitative Research Methods
- EDUC 6010 Introduction to Program Evaluation
- More courses: https://cehs.usu.edu/research/courses/index

Science Education
- TEAL 7710 History and Contemporary Issues of Science Education
- TEAL 7712 STEM Education: Research Development
- TEAL 7715 Argumentation and Thesis Writing for Science Educators
- TEAL 7713 Nature of Science Research
- TEAL 7714 Misconceptions in Science Education

Literacy Education and Leadership
- TEAL 7320 Theories and Models of Literacy
- TEAL 7321 Foundations of Language and Literacy
- TEAL 7322 Research in Literacy
- TEAL 7323 Literacy Education Teaching Preparation and Development
- TEAL 7324 Advanced Studies in Literacy Assessment and Intervention
- TEAL 7380 Writing Research

Cultural Studies in Education
- TEAL XXXX Adv Review of Cultural Studies Research in Education
- TEAL 7800 Advanced Review of Research in Soc Studies Education (3)
- TEAL 7810 Special Topics in Cultural Studies
- TEAL 6710 Diversity in Education
- TEAL 6755 Family and Community Engagement with English Learners
- TEAL 7820 Diversity Issues in Instructional Leadership (will be a different number in 2026)
- ITLS 6545 Advanced Learning Theory (3) or SOC 6760 Theory and Research in Social Inequality (3) or SOC 6480 Race and Ethnicity

Mathematics Education and Leadership
- TEAL 7551 Mathematics Education Research Foundations (3)
- TEAL 7552 Mathematics Education Learning Theory
- TEAL 7553 Mathematics Education Curriculum Content & Evaluation
- TEAL 7554 Mathematics Education Teacher Preparation & Pedagogy
- TEAL 7555 Mathematics Education Current Issues & Policy
- TEAL 7556 Mathematics Education Research Design & Assessment
- TEAL 7557 Adv. Research Design in Mathematics Ed & Leadership

School Leadership
- TEAL 7050 Theories of Instructional Supervision
- TEAL 7060 Assessment in Education
- TEAL 7090 Theories of Organizational Leadership in Education
- TEAL 7325 Educational Leadership

VI. USU Academic Policies and Procedures

Please review the most current USU Academic Policies and Practices on the following links:
- Student Conduct
- Student Code
- Academic Integrity
- Academic Policies and Practices
- Academic Freedom and Professional Responsibility Policy

Additional information about students' responsibilities and rights are included below.

A. Grades Courses

The School of Graduate Studies requires graduate students to maintain an overall Graduate GPA of at least 3.0 for degree program courses. Grades of C- or lower will not be accepted for a graduate degree.

B. Courses

The School of Graduate Studies requires students to included 6000 level courses and above for all graduate degrees. Courses 5000 level or lower cannot be included on student's Program of Study.

C. Forms

The School of Graduate Studies and TEAL require signature and submission of various forms throughout the doctoral program. Please review the forms available from the School of Graduate Studies and TEAL. Students are expected to coordinate with their Initial Advisors and Supervisory Committee Chairs to submit appropriate documents on time during their program. Please refer to the TEAL Doctoral Program Form Completion by Program Phase resource.

D. Time Limit

The School of Graduate Studies' policy on Time Limit states that "A doctorate must be completed within eight years of entering the degree program. Additional time may be requested by the student's committee and submitted to the Vice Provost of Graduate Studies for review. Coursework over eight years old at the time of degree completion may not be used for a graduate degree unless revalidated. If permitted by the departmental or interdepartmental degree program policy, a supervisory committee may develop and submit a revalidation plan to the Vice Provost of Graduate Studies for approval. The plan and determination must be verified in writing and include the Vice Provost of Graduate Studies and the student's major professor or other person(s) responsible for the revalidation. Work experience cannot be substituted for out-of-date coursework or used for revalidation, except where that work experience can be documented to

have involved the use of current knowledge and application of material currently covered in the coursework."

In addition, the School of Teacher Education and Leadership faculty expect that students complete the degree in a timely manner. Revalidation of older coursework is strongly discouraged. However, there can be extenuating circumstances that delay degree completions. In such cases, TEAL policy is that students may revalidate a **maximum of 15 credits**. In addition, any courses being revalidated **may not be more than 10 years old**.

E. Student Conduct Standards

Please review the USU [Student Standards of Conduct](#) and the most current USU [Office of Student Conduct Code and Community Standards](#).

Responsibilities of Students
As members of the academic community at Utah State University, students share responsibility for USU's growth and continued well-being, as well as for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of Conduct. The University seeks to vest students with primary oversight of these responsibilities through their participation in hearings boards.

Rights of Students
Students can reasonably expect the following:
1. The right to a learning environment free of harassment and unlawful discrimination. USU is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see https://www.usu.edu/equity/non-discrimination.
2. The right to due process in all disciplinary proceedings, which means fundamental and procedural fairness in accordance with the provisions of The Code of Policies and Procedures for Students.
3. The right to inquire, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, with due regard to factors such as class size and the limits on the instructor's time for conferences.
4. The right, subject to time, place, and manner restrictions, to express personal opinions on campus, to support or oppose causes, to arrange public assemblies, and to hold rallies, demonstrations, and pickets which do not materially and substantially interfere with normal University activities or the rights of others. Institutional control of facilities shall not be used as a censorship device. Any institutional regulation regarding time, place, and manner of expression must be content-neutral, must be narrowly tailored to serve a significant University interest, and must leave open ample alternative channels of communication.
5. The right to organize and the freedom of association.

6. The right to publish and the freedom from censorship.
7. The right to meaningful representation in the formulation of University policies which affect students.
8. The right to a proper academic evaluation through orderly procedures and announced criteria designed to prevent prejudice and capricious judgment.
9. The right to confidentiality of records and due limitation of disclosure of personally identifiable information.

Student Grievances
Students who feel they have been unfairly treated may file a grievance through the channels described below.

An instructor has full autonomy to evaluate a student's academic performance in a course. Accordingly, a decision by a Grievance Board is limited. A Grievance Board has neither the expertise nor the authority to substitute its judgment for that of the instructor's concerning the evaluation of a student's academic performance. The University administration would override an instructor's evaluation only in an extremely limited circumstance—where the occurrence or incident relating to an academic grievance would result in the instructor being disciplined and sanctioned under Section 400 of the Utah State University Policy Manual.

For all academic grievances, the channel is: (1) the instructor, or graduate supervisory committee if the grievance pertains to committee action; (2) the academic department head; (3) the dean of the college—for graduate students: the Vice Provost of the School of Graduate Studies, who will consult and coordinate with the academic dean; NOTE, the CEHS Associate Dean for Graduate Studies is Dr. Clark-Midura (4) Grievance Board; (5) the Hearing Officer; (6) the Provost; and (7) the President of the University.

Students utilizing the grievance procedure (the "grievant") shall begin the procedure no later than 120 days following the date of the act which is the basis for the grievance. Failure of the person against whom the grievance is made to respond within the specified time, if any, at any level in the procedure will allow the grievant to proceed to the next step.

At any time during the hearing/appeal process, the parties may resolve the matter by mutual agreement, thereby rendering further formal proceedings unnecessary. A written statement shall be prepared and filed with the appropriate dean/Vice President for Student Affairs.

The matter shall be handled as follows:
1. The aggrieved student must first confer with the instructor, graduate supervisory committee, the staff member, or other person involved in the grievance in an attempt to resolve the problem.
2. Unresolved grievances shall be filed in writing (a grievance complaint) with the department head or unit director who shall, within 30 days from the date the grievance is filed, conduct an inquiry and attempt to resolve the matter impartially and as quickly as possible.
3. If the grievance is not resolved at step 2, the grievant may forward a copy of the grievance complaint, together with all correspondence or related documents, to the dean, or other administrator. The dean or administrator shall conduct an informal inquiry within 30 days from the date the grievance complaint is received and shall attempt to resolve the grievance

informally. If the dispute is not resolved informally, a hearing shall be conducted.

4. The dean or administrator shall refer the matter to the Vice President for Student Affairs for a hearing before a Grievance Board. The Vice President for Student Affairs shall immediately notify the hearing board pool chair.

For further information concerning the composition of the Grievance Board and the procedures for grievance hearings and appeals, see Article VII, Section VII, of The Code of Policies and Procedures for Students.

Please review the numerous resources available for student supports services and health and wellness. The Aggies Think, Care, Act website focuses on how to share a sense of belonging with others.

VII.   Doctoral Committee (After 12 Credits)

A. Establishing a Doctoral Supervisory Committee

After the first full year of coursework, students must establish their Supervisory Committee. With the guidance of the Initial Advisors, students should identify faculty who best fit the student's research interests to serve on their Supervisory Committee. Students will then complete and submit the Supervisory Committee Approval Form (SCAF) that establishes their approved Supervisory Committee. The SCAF is available on the School of Graduate Studies website. The School of Graduate Studies requires this form to be submitted prior to the end of the third semester.

If a student and their Supervisory Committee Chair or Supervisory Committee member change research interests, students can submit a SCAF Revision to replace their Chair and members. Students are expected to discuss intentions and decisions with their current Advisor/Chair as this faculty member and student have worked together 1+ years guiding the student's doctoral program and research development. The Initial Advisor (and Graduate Program Director, if necessary) can identify potential faculty to serve as the student's Supervisory Committee Chair and as Supervisory Committee members. Identified faculty must be approved to Chair or serve on doctoral committees within the C & I doctoral program. Graduate faculty status is determined by the Department Head and approved by the CEHS Dean and a list of approved faculty is available from the Graduate Program Coordinator.

It is the student's responsibility to contact faculty, inform them of any areas of specialization and research interests, and invite them to serve on the student's committee. Students must include one faculty member outside of TEAL and should include someone to provide guidance on research methods. Once the Supervisory Committee members (including a Chair, an outside member and a methodologist) are determined, the SCAF is submitted for signatures by the student in Service Now for final approval. There is a five-member Supervisory Committee for the Ph.D. There is a three-member Supervisory Committee for the Ed.D.

B. Steps for Forming Your Doctoral Supervisory Committee

The first person you need to get to know when you enter a doctoral program is the faculty member who has agreed to serve as your Initial Advisor. TEAL works to expose students to its many faculty via presentation and research highlights. In addition, the CEHS website gives an overview of each CEHS faculty member's interests and is a good place to learn of other faculty members with whom you share interests and may want to work. Once you have gotten to know various faculty members and when you complete 18+ credits of doctoral work, you should have identified each Supervisory Committee member. Below are sequential steps for putting together your Supervisory Committee.

Step 1. Selecting a Supervisory Committee Chair. During your first or second semester, determine if you are a good match with your Initial Advisor. If so, request this person to serve as your Supervisory Committee Chair (i.e., major advisor). Your Supervisory Committee Chair will

be the person in the program from whom you will receive the most feedback and with whom you will spend the most time. It is critical that the two of you share common scholarly interests. If another faculty member is a better match for guiding you through your program and dissertation efforts, and is willing and able to work with you, you may request that they serve as your Supervisory Committee Chair.

Step 2. Developing a Supervisory Committee. Given your area of scholarly interest, once you have selected a Supervisory Committee Chair, consider four other faculty members for the Ph.D. or two other faculty members for the Ed.D., who have expertise in your area or related to your area. If you are in the Ph.D. program, you will have a total of five faculty with doctoral degrees who are approved by the TEAL Department Head and CEHS Dean. Three members must be from within and at least one must be from outside TEAL or interdepartmental degree-granting program. If you are in the Ed.D. program, you will have a total of three faculty with doctoral degrees who are approved by the Department Head and CEHS Dean.

According to the School of Graduate Studies, adjunct faculty can serve on doctoral committees with the approval of Vice Provost of Graduate Studies. Upon recommendation of the Department Head, emeritus faculty may serve on Supervisory Committees but may not Chair new committees. You may have additional committee members if necessary. Be sure to include your Supervisory Committee Chair in this selection process as they may have important insights regarding other potential committee members. Try to select committee members who provide additional expertise and who will work well with you and your Supervisory Committee Chair. The Supervisory Committee will work together closely throughout the proposal and dissertation process so complementary styles are important.

All Committee members must hold a doctorate and be approved by the department and the School of Graduate Studies. One member of your Supervisory Committee should be able to provide specialized assistance in research design and data analysis. For example, if you plan to do survey research, you should make sure at least one member of your Supervisory Committee is skilled in surveys. If you are completing an ethnography, you need to have an experienced ethnographer on the committee. At least one person must be outside of the department. This person's area of scholarly interest need not be closely related to the conceptual thrust of your dissertation. Just as with your Supervisory Committee Chair, you must request faculty members to serve on your committee. Be aware that faculty members may decline to serve. Once established, the five-person Supervisory Committee will confer to help determine your Program of Study (POS) form, approve any course substitutions, and develop the sections of your Comprehensive Exam. Once you have selected your committee and confirmed the committee member's names with your Supervisory Committee Chair, submit the SCAF. A SCAF must be submitted to the School of Graduate Studies for approval by the end of the student's third semester in the program.

Note: It is not unusual for the composition of a Supervisory Committee to change due to faculty retirements, sabbaticals, leaves, reassignments, change in research interests, or the arrival of new faculty members. Be sure to file a revised Supervisory Committee form if changes are made. However, be aware that changes in the Committee composition are not allowed during the six weeks prior to the final defense of your dissertation.

C. Doctoral Committee Chair and Methods Advisor Options

Option 1: Chair is also the Methods Advisor

The student works closely with the Chair to develop the problem statement, literature review, and design of the dissertation study that will constitute Chapters 1-3 of the dissertation. Committee approval follows with extensive work between the Chair and student concerning details of the project. When appropriate, a Supervisory Committee member may be sought out to contribute expertise during a particular part of the proposal or dissertation process. Generally, Supervisory Committee members read the complete dissertation proposal and final written document only after the Chair has approved these documents for review. Committee members may offer suggestions and criticisms before or at the proposal and final defenses.

Option 2: Chair is not the Methods Advisor

The Supervisory Committee Chair and the student meet with the methods member to discuss and agree upon the design of the study. The Supervisory Committee Chair continues to work extensively with the student and to provide feedback on the proposal. If additional feedback on design is needed the student (and possibly the Chair) may meet again with the methods member regarding fine-tuning of the design. After the proposal has been defended, the methods faculty member resumes a more typical committee member role (i.e., available for advice but does not read or critique lengthy portions of the dissertation prior to the defense).

Option 3: Chair and Methods Advisor Decide to Co-Chair

If the complexity of the student's research design requires extensive additional time on the part of the methods faculty member, the methods advisor role should be changed to Co-Chair of the committee. The Co-Chairs meet with the student regarding major decisions about the student's proposal and dissertation. Both faculty members should be considered as potential co-authors of publications coming out of the student's work.

VIII. Program of Study (After 18 Credits)

Once the Supervisory Committee has been arranged and the form submitted, students should work with the Supervisory Committee Chair to file an approved Program of Study, which lists the courses that will fulfill the course requirements for the program. TEAL provides Planning Guides for students to understand the required courses and elective options available in the respective concentrations. The total course credit in the TEAL Ph.D. in Education program is 48 (with the dissertation work comprising 12 credits for the 60-credit degree). The total course credit in the TEAL Ed.D. in Curriculum & Instruction program is 40 (with the capstone project work comprising 6 credits for the 46-credit degree). The Program of Study (POS) form is available on Degree Works and described on the School of Graduate Studies website. The POS form should be processed by the Graduate Program Coordinator. Students will receive email notification when the POS is approved.

Credits in the following areas are not acceptable in a degree program: foreign languages (unless included in an approved Program of Study), continuing graduate advisement, individual home study, military science, and courses numbered below 3000. The Program of Study must include all course credits at the level of 6000 or above.

Remember that the responsibility for knowing and following degree procedures and requirements rests with the student. However, the Graduate Program Director, the Graduate Program Coordinator, and the Supervisory Committee Chair are available to provide direction and support students in making progress and completing the degree.

IX. TEAL Ph.D. Comprehensive Examination

TEAL Ph.D. students are required to successfully complete a Comprehensive Examination, which should be scheduled during the last semester of coursework. With approval of the Supervisory Committee Chair, students should notify the Graduate Program Director of intent to take the exam by submitting the department Sign-up Form for Comprehensive Examination. Students are then added to a Canvas platform with the Comprehensive Examination as an assignment. Students submit their exam responses as an uploaded assignment. The due date for completion of the exam can be arranged with Supervisory Committee Chair who consults with the other members of a student's Supervisory Committee to draft the questions and determine when the exam will be scheduled. The comprehensive exam sign-up sheet should be submitted via Service Now two weeks prior to taking the exam.

The TEAL Comprehensive Examination is designed to provide the opportunity to demonstrate a synthetic understanding of three broad areas of education: Curriculum and Instruction, Research Methods, and the student's selected Concentration Area. Students are expected to respond in writing to three questions, one in each of these areas. The Exam is intended for students to show readiness to design and conduct rigorous research. Students should confer with their Supervisory Committee Chairs to discuss strengths and needs and how to prepare for taking the Exam.

Students have two options for completing the Comprehensive Examination. In option A, students may take the exam as an 8-hour, proctored on-campus as a computer-writing task. This option is done without notes or resources beyond a computer, so a list of references is not required. Option B is a 72-hour, at-home, written response targeting the same three areas. In this context, students can use any resources and are expected to provide an accurate list of references. A 30-page limit (10 pages per question, excluding references) is the same for option A and option B.

The following evaluation criteria for rating each of the exam responses are as follows:

- Addresses each component of the question with appropriate coverage
- Grounds the response in relevant research
- Demonstrates analysis and synthesis of related research and educational issues
- Evidences a sustained discussion of the topic that includes original thought
- Organizes a coherent and compelling argument
- Writes clearly in an academic register
- Abides by current APA guidelines, including relevant citations and references

A range of decision options is available: Pass, Fail, or Revise and Resubmit. Once a student has successfully completed the Comprehensive Exam, they may move forward with preparing and presenting a dissertation proposal. However, the five Committee members could render a Comprehensive Exam decision of Revise and Resubmit, which allows the student revise one question/prompt in the original response. If more than one of the questions are not adequately answered (as deemed by a majority of the readers) the student can fail. If a student is not successful on the Comprehensive Exam, they should work with their Committee Chair to prepare and retake the exam. One retake, following a failed outcome on the initial comprehensive exam, is permitted.

X. TEAL Ed.D. Comprehensive Examination

TEAL Ed.D. students are required to successfully complete a Comprehensive Examination. With approval of the Supervisory Committee Chair, students should notify the Graduate Program Director of intent to schedule the exam by submitting the department Sign-up Form for Ed.D. Comprehensive Examination.

The Ed.D. Comprehensive Examination and the Concurrent Capstone Project Proposal are one meeting. Students are required to pass a proposal defense prior to the collection of data and prior to taking TEAL 7810. The proposal must be submitted with adequate time for committee review prior to the start of TEAL 7810. This deadline provides time so that faculty members will have adequate time to grade the submission. Students failing to pass the proposal defense above will not advance to data collection for their capstone project and may be dismissed from the program.

The main proposal consists of at least 5 pages, no more than 7, (excluding references) single-spaced research proposal. The proposal should review the area of research, identify how the literature will inform their project, and propose a novel, interesting, well-justified, and methodologically sound capstone project to inform practice. Students may include polished chapter drafts of their dissertation project completed during coursework as an addendum. In summary, within the 5-7 page proposal, include the Ch. 6 product idea (ex., practitioner article).

The proposal must include the following sections:
1. Specific Aims
2. Background and Significance
3. Methods
4. Possible Results and Interpretations
5. Applications for practice

The exam is graded by at least 3 specialization faculty members. Students will receive one of the following grades
1. Pass
2. Conditional Pass
- Appropriate revisions submitted within 2 weeks may earn a Pass

- The revised proposal should include a 1-page response to the previous reviews that details how concerns in the previous version were addressed

3. Fail with Retake
- Students who receive a grade of Fail with Retake will require major rewrites in their proposal.

- Only one retake will be permitted

- Second defense must be completed within 3 months of receiving the Fail with Retake decision.

- Should the student not meet this deadline, the grade will be changed to Fail and the student will be dismissed from the program

4. Fail

- Student will be dismissed from the program

XI. Dissertation Planning for the Ph.D.

Doctoral dissertation research affords the opportunity for students to conceptualize, design, conduct, and report independent, rigorous, and ethical research that contributes to the scholarship of education. The experience helps establish doctoral students as competent researchers and should equip them to collaborate with colleagues and to advise future doctoral students. All phases of this multi-faceted process are advised by the student's Supervisory Committee Chair and informed by members of the Committee.

The USU School of Graduate Studies allows for both a monograph (i.e., traditional chaptered) dissertation or a multiple-paper format, but defers to the respective departments to establish guidelines for students reporting research to achieve a terminal degree from the selected program.

The following table delineating the Dissertation Proposal can help to ensure comparability of rigor and expectation between the monograph and multiple-paper proposals:

Monograph Dissertation Proposal	Multiple-Paper Dissertation Proposal
Chapter 1—Introduction	Chapter 1—Explanation of overarching theme that sets the context for the thematic research
Chapter 2—Review of Literature	Part 2—Review of the Literature, including relevant research informing the thematic research
Chapter 3—Methodology	Part 3—Comprehensive explanation of the planned research products, including methodology, with a table and timeline for completing the proposed papers.

These are minimal expectations, which depending on the research type could include additional chapters to more adequately report other aspects of the intended research.

A. USU Publication Guide

Please review the most current [Dissertation Requirements](#) on the USU School of Graduate Studies website. Download and review the [Publication Guide](#).

The Publication Guide is designed to assist graduate students in the preparation of theses and dissertations. The first decision that impacts the format and style of a thesis or dissertation is whether the document will be written in the monograph or multi-paper format.

Monograph Format: This, the 'traditional' format, consists of a multi-chapter document that uses the same style throughout.

Multiple-Paper Format: A thesis or dissertation using this format consists of at least two chapters, typically written as independent papers, preceded by an introductory chapter that sets the context for the research, and followed by a summary and conclusions chapter that integrates all of the studies.

Style: The style defines the way that text is presented on the page (e.g., fonts, font sizes, margins, indents, line spacing, page numbering). For a document in the monograph format, the style should be consistent throughout the document. For a document in the multiple-paper format, the style may differ for chapters that are targeted for publication in different journals, however the style should be consistent within each chapter.

Front Matter: The front matter consists of the title page, copyright notice, abstract, public abstract, table of contents, list of tables, and list of figures, and may also include a dedication, frontispiece, acknowledgments, preface or forward, and list of symbols, notations, and definitions. These pages must comply with the Publication Guide, whether the document is in the monograph or multiple-paper format. Be sure to format your title page following the guidelines in the Publication Guide (pages 9-10, 24) from the School of Graduate Studies.

B. USU Publication Guide – Monograph

A monograph dissertation format consists of a multi-section (i.e., multi-chapter) document that uses the same style throughout.

C. USU Publication Guide – Multiple-paper format

A multiple-paper thesis/dissertation must contain reports (a minimum of TWO) of research that have conceptual coherence. The thesis/dissertation must have:
- an inclusive abstract;
- an introductory chapter that sets the context for the thematic research; and
- a summary and conclusions chapter that integrates all of the studies.

The content of a thesis or dissertation must be approved by the student's supervisory committee. Publications or manuscripts of which the student is a coauthor may be included if the committee determines that the student made a substantial intellectual contribution to the work. Permission to include a publication or manuscript in a thesis or dissertation does not depend on the order of authorship. Any included publication or manuscript must be a logical component of the overarching theme or themes addressed by the entire thesis or dissertation, which, as a whole, must represent the student's individual and original effort. The student is responsible for obtaining reprint permission from the copyright holder for any published works included as part of the thesis or dissertation.

When preparing a thesis/dissertation composed of multiple papers, a student has the following options:
- including a separate abstract or summary for each paper (chapter), in addition to the always-required general thesis abstract; and
- including separate reference lists for each paper (chapter) rather than a single reference list for the entire thesis/dissertation.

When a student prepares a multiple-paper thesis/dissertation, reference citations in text and reference lists for each paper (chapter) are prepared according to the journal style for that paper (chapter). A style manual for the journal, a copy of the journal being used, or an off-print of an article from the journal (the article must include examples of all pertinent style components)

must be submitted with the thesis/dissertation. If the paper (chapter) has been published, permission to reprint must be obtained from the journal holding the copyright. The signed permission letter is then included in an appendix.

While the Office of Research and Graduate Studies strongly encourages publication of research results, it reminds students that preparation of a thesis/dissertation and preparation of the manuscript for publication should be considered two separate operations. Certain mechanical stipulations for submitting manuscript copy will differ from those specified herein and may not be acceptable to the Office of Research and Graduate Studies.

D. TEAL Dissertation Expectations and Guidelines for a Multiple-Paper Dissertation (March 2019)

With consideration of what is required by the School of Graduate Studies, TEAL faculty have agreed on the following expectations of multiple-paper dissertations.

1. Consultation with the Chair and a meeting with all Committee members held before taking the Comprehensive Exam to discuss the student's intention to use the multiple-paper format. This meeting should address any work that could be included as components in the final dissertation.
2. A substantive review of the relevant literature that grounds and informs the targeted research and contributes knowledge to the field. This review should be rigorous and worthy of a dissertation and is beyond the two research reports expected of the multiple-paper format.
3. An overarching theme addressed by the entire dissertation, which, as a whole, must represent the student's substantive intellectual effort.
4. Committee involvement at the proposal stage that informs and approves the planned research, thus precluding works published prior to the dissertation proposal or Committee approval.
5. Rigorous research primarily conducted following successful completion of the TEAL Comprehensive Examination.
6. IRB approval of the planned research (as approved by the Committee following the proposal) and identified as the student's dissertation.

The TEAL Graduate Faculty acknowledges the valuable role of the Supervisory Committee Chair and members and defers to the Committees to resolves issues related to types of papers to include and if or how to determine authorship. Because students using the multiple-paper format likely do so to expedite publication of their research, they should also consider reasonable outlets for publication as part of the planning process. However, publication is not a requirement of the multiple-paper dissertation.

XII. Concurrent Doctoral Capstone Project Planning for the Ed.D.

TEAL Concurrent Doctoral Capstone Project: Chapter by Course

The Doctoral Capstone Project represents a pinnacle of applied inquiry, delving into educational practice issues. Unlike traditional Ph.D. dissertations that contribute original knowledge and theoretical frameworks, Ed.D. projects use this knowledge to focus on practical solutions for specific educational settings.

The capstone project focuses on four principles:
1. identifying actionable practice problems within the student's professional domain,
2. devising solutions informed by their expertise and doctoral training,
3. systematically implementing and studying these interventions, and
4. disseminating findings to local stakeholders and professionals.

The Doctoral Capstone Project for Ed.D. candidates begins its development during coursework. This document is intended to provide a working framework. You are expected to work with your Initial Advisor/Supervisory Committee Chair to make revisions based on your research interests. Chapters 1-4 align with specific courses to assist in the topic development and writing. Continuous revision and refinement are expected. Chapter 1 establishes the problem's significance, demographics affected, trends, and the need for investigation. Chapter 2 reviews literature, defining the problem, responses, and theoretical frameworks. Chapter 3 outlines the study's methodology, sample, data collection, and analysis plans. Chapter 4 presents research findings, including challenges faced, interventions, and outcomes. Chapter 5 discusses findings considering existing literature, identifying similarities, differences, and implications for future research or action.

Finally, the disseminatable product presents the study in a format that is easily accessible to education professionals by focusing on actionable recommendations based on study outcomes, detailing adjustments, next steps, and evaluation methods. We encourage students to submit this final product for academic publication. Together, these chapters offer a comprehensive exploration and response to a practical educational challenge. After each course, the student is expected to forward the chapter draft to their Initial Advisor/Supervisory Committee Chair for ongoing development.

Concurrent Coursework Chapter Development for Doctoral Capstone Project

Chapter by Concurrent Courses	Essential components
Chapter 1: Framing the problem of practice • Context: Problem of Practice	• Challenge extent and affected groups: Assessing the challenge's scope and impact on various levels and demographics. • Emergent trends and population shifts: Examining temporal developments and demographic changes.

• Course: TEAL 7010 or 1st semester • 10-15 pages	• Innovation impact on knowledge: Investigating whether innovations have created gaps in understanding. • Topic significance and implications: Exploring the rationale for exploring the topic and its potential consequences. • Approach to addressing the topic: Briefly outlining the proposed methodology for tackling the issue.
Chapter 2: Data Source #1 Review of Academic Literature • Background/Research Base: Literature Review • Course: TEAL 7670 and revised in subsequent courses • 15-20 pages	• Scholarly definitions and discrepancies: Reviewing scholars' descriptions of the topic for deeper understanding and any inconsistencies. • Theoretical frameworks: Examining theories used to understand the problem. • Responses to the challenge: Investigating how individuals have reacted to the issue. • Effectiveness of responses: Assessing the degree to which these reactions have been successful. • Improvement catalysts: Identifying factors driving enhancements and the parties involved. Analyzing whether solutions benefit specific groups disproportionately. • Evaluating effectiveness: Determining how to differentiate between effective and ineffective approaches. • Inquiries for educational leaders: Formulating questions to address to educational leaders regarding the topic.
Chapter 3: Data Source #2 and Data Source #3 • Course: EDUC 6570 with revisions in subsequent methods courses • 10-20 pages	• Assessing the challenge magnitude: Determining the impact on educational systems, educators, and learners. • Central research questions: Identifying the study's primary inquiries. • Identify two data sources: How do these data sources connect the academic literature to your context? (Examples are provided from the list at the end of the document) • Sampling: Defining the study's focus and methods for access. • Data collection: Describing the sought information, access methods, and reporting strategies. • Analysis and presentation: Planning for findings organization, data analysis, and emphasizing study significance for the audience.
Chapter 4: Findings from the work/interventions • **Proposal defense must be completed before collecting or analyzing data.**	• Insight into challenges: Identifying district/organization challenges, variations among sub-groups, and changes over time. • Execution effectiveness: Assessing the execution process's success, adherence to plans, and necessary adjustments.

|	
- Course: TEAL 7810 with revisions following coursework 10-20 pages	- Stakeholder engagement: Describing discussions held, perspectives shared, and insights gained from various stakeholders. - Research question responses: Detailing responses to each research question individually to provide comprehensive insights. - Outcome presentation: Organizing outcomes cohesively and utilizing visuals to enhance audience engagement and understanding.
Chapter 5 Discussion: Relating the literature review to the findings. - Conducted after completing chapter 4. 10-20 pages	- Comparing outcomes with existing research: Assessing similarities or differences, particularly among specific subgroups or over time. - Advancing understanding: Determining the subsequent steps required to delve deeper into the issue based on our findings. - Aligning outcomes with existing literature: Evaluating the congruence, disparities, or expansions in our findings compared to previous studies. - Analyzing and contrasting findings: Systematically comparing our results with the literature review, following the logical progression of our research questions. - Communicating implications and inspiring action: Tailoring messages to various audience segments, highlighting the significance of our findings, and formulating actionable conclusions.
Disseminatable Product	
- Actions based on Recommendations - Description of interventions - Can be revised version of proposal document - Should be a format appropriate for publication in a practitioner journal, edited book chapter, or peer reviewed academic journal (At Supervisory Committee Chair's discretion). 10-20 pages	- Adjusting actions as we move forward: Exploring the implications of our outcomes for our strategic plan, professional development initiatives, and communication strategies. - Next steps in our action plan: Identifying prioritized actions for our district/organization, supported by theoretical frameworks and scoped objectives. - Contextual examples: Providing context, sequence, audience considerations, and anticipated outcomes for our action plan. - Evaluation and support: Outlining methods for outcome assessment, ensuring alignment with evidence-based practices, and utilizing graphic organizers for action plan visualization.

Data Sources for Ch. 3: Methods

In addition to academic literature as one data source, two other sources of data will be used to answer your research question(s).

Data Source #1: Academic Literature

[CEHS Course Offerings](#)
[CEHS Semester Availability](#)

Data Analysis Triangle
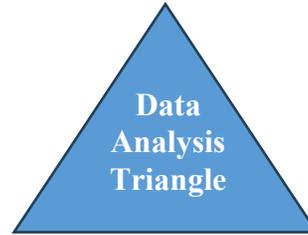
Data Source #2   Data Source #3

1. **Qualitative Data**:
   - **Recommended course(s)**
     1. EDUC 6770
     2. TEAL 7546
     3. TEAL 7547
   - **Case Study**: Case study research is a qualitative method focusing on an in-depth examination of a single case within its real-life context. It gathers rich data from sources like interviews and documents to provide nuanced insights into complex phenomena. It's valuable for understanding unique circumstances and exploring interactions within specific contexts.
   - **Phenomenology**: Exploration of individuals' lived experiences to understand their perspectives.
   - **Narrative Inquiry**: Exploration of individual stories or narratives to understand complex phenomena.
2. **Content Analysis**
   - **Recommended course(s)**
     1. TEAL XXXX (Under development)
   - Systematic examination and interpretation of textual, visual, or audio materials to identify themes, patterns, or meanings. This can include analyzing documents such as policies, state standards, curriculum materials, archival records, or student work samples.
   - Researchers systematically analyze communication content to identify patterns and meanings.
   - Analysis involves coding or thematic categorization to uncover underlying discourses and power dynamics.
   - Findings provide insights into social, cultural, or political phenomena.
3. **Quantitative Data**:
   - **Recommended course(s)**
     1. EDUC 6050
     2. EDUC 6570
     3. EDUC 7610
   - **Survey Research**: Gathering data through structured questionnaires to analyze trends and patterns.
   - **Secondary Correlational Research**: Examining relationships between variables in publicly available data.
4. **Action Research**:
   - **Recommended course(s)**
     1. TEAL 7545

- o Collaborative inquiry conducted by practitioners to address specific problems in their educational context.
- o Emphasizes reflection, collaboration, and iterative cycles of planning, action, observation, and reflection.

5. **Program Evaluation:**
   - o **Recommended course(s)**
     1. EDUC 6010
   - o It aims to assess the effectiveness and impact of educational programs.
   - o It involves defining clear objectives and outcomes, gathering relevant data, and analyzing it.
   - o Stakeholder involvement is crucial for gaining diverse perspectives and fostering support for program improvement.
   - o Continuous improvement is the ultimate goal, with findings used to identify areas for enhancement and adapt strategies.

6. **Community-Based Participatory Research (CBPR)**:
   - o **Recommended course(s)**
     1. ITLS 7340
   - o Collaborative approach involving researchers and community members in identifying research questions, conducting research, and translating findings into actionable strategies.

XIII. Proposal and Dissertation Procedures

A. Proposal Review and Defense

A dissertation proposal must adequately delineate a rigorous research project. TEAL faculty have agreed that students should invest the time to prepare the first three chapters of the Ph.D. dissertation (i.e., Introduction of the Problem, Review of Relevant Literature, and the Methods chapters or section) as the proposal. The proposal should include sufficient detail for Committee members to ascertain the level of the student's understanding and the merit of the proposed research. Given these guidelines, each student should discuss proposal length and content with their Supervisory Committee Chair. While Institutional Review Board (IRB) approval cannot be sought until after the dissertation proposal defense, most Chairs want the proposal appendix to include any essential information that the IRB will request. Once the proposal has the tentative approval of the Supervisory Committee Chair, copies should be sent to all Supervisory Committee members for review and a proposal defense date set. To allow adequate review time, the proposal defense meeting date should be set no sooner than two weeks from the date the proposal is received by all Supervisory Committee members. Students should follow the formatting guidelines in the School of Graduate Studies Publication Guide, adjusting to reflect the differences between a dissertation proposal and the final drafts of a dissertation.

An IRB approval may not be required for an Ed.D. capstone project. Students should communicate with their Supervisory Committee Chair to determine if the proposed research study requires an IRB application.

At the same time that a proposal is distributed to the Supervisory Committee, a copy of the proposal should be sent to the Graduate Program Coordinator so that the proposal can be submitted to Copyleaks to verify that it is free of plagiarism. The Copyleaks report will be shared with the Supervisory Committee Chair who will address any plagiarism issues or concerns with the respective student. The Thesis/Dissertation Proposal Sign-up Form should be submitted to the Graduate Program Coordinator at least two weeks prior to proposal.

B. After Proposal Approval

If the Supervisory Committee approves a proposal, the Supervisory Committee Chair will notify the Graduate Program Coordinator. The Graduate Program Coordinator will route the Title Page through Service Now to be signed by each committee member and return a signed copy to the student to be filed with the Institutional Review Board.

All doctoral students must apply to the IRB for approval to conduct research. The final copy of the proposal (including any requested revisions) with a signed cover sheet must be submitted with other required forms and materials (letters of consent, interview protocols, copies of instruments) to the USU IRB. The IRB process can take multiple weeks to complete, which should be considered in any dissertation timeline. Once an authorization number from the IRB is granted, students can submit the Application for Candidacy for Doctoral Degree (ACDD) form. The ACDD form should be submitted as soon as you finish your comprehensive exams and at

least three months prior to your final defense. The Application for Candidacy form indicates that any changes in coursework have been approved, that the Comprehensive Exam and dissertation proposal have been approved, and that the student may then proceed with the approved dissertation study.

C. Beginning Dissertation Research

The dissertation proposal is an agreement between a student and their Supervisory Committee. Procedures outlined in the proposal constitute the minimum acceptable for the dissertation; however, students may add areas of inquiry as the research develops. All changes must be discussed with the Chair and all major changes must be approved by the Supervisory Committee. Before writing the dissertation, students should review the format guidelines in the most recent edition of the School of Graduate Studies Publication Guide (located in the section Thesis & Dissertation Information which includes a helpful timeline of tasks) at Utah State University, and the Copyright Policy. TEAL students should follow accepted reporting guidelines, which are generally consistent with the current American Psychological Association (APA) style.

Students should work closely with their Supervisory Committee Chair to prepare various drafts of the dissertation. Prior to its defense, the dissertation must meet APA style and Publication Guide 7th Ed. requirements. When the Supervisory Committee Chair agrees that the dissertation is in final form and ready for defense, it can be distributed to all Committee members at least four weeks before the dissertation defense date.

Note: The dissertation, in final form, must be distributed to all Committee members no less than four weeks before the final oral defense. The Appointment for Examination (AFE) form should be filed with the School of Graduate Studies. It is very important that the Appointment for Examination form is filed no less than 10 business days before the defense.

D. Degree Residency Requirements

When students submit the Appointment for Examination form they should also submit the Ph.D. Residency Professional Requirements form, see below. This form requires students to describe and list the activities that meet USU's School of Graduate Studies Residency Requirements for Ph.D. students.

Ph.D. Residency Professional Requirements

Please use the form below to describe the activities you have completed during the duration of your doctoral program. Supervisory Committee Chairs should be consulted about plans for completing these requirements early in your program. The signature of the Supervisory Committee Chair at the end of this form constitutes approval of your successful completion of residency requirements for the PhD. Submit this documentation by email to the Graduate Program Coordinator at the time the Appointment for Examination form is submitted.

These activities are in addition to the coursework and research project that leads to and includes your dissertation. The content of a presentation and publication must be related to your doctoral specialization in curriculum and instruction.

1) All Ph.D. candidates are required to present once at a state, regional, or national conference. The professional conference must be one in which there is a call for papers and a systematic process used to select the papers that will be presented. *Please attach a photocopy of the meeting program documenting participation.*

Name of Meeting: _____

Location:_____ Date:_____

Title of Presentation: _____

2) Publishing your scholarship is an expectation of the Ph.D. program. All candidates must have submitted a manuscript to a peer-reviewed professional journal at the time of their defense. *Please attach a photocopy verifying the editor's receipt of the manuscript.*

Title of Manuscript:_____

_____

Journal: _____

_____

The activities categorized below are intended to guide and help you confirm your immersion in the work of the academic community. Please note that one extensive commitment, such as serving as an officer or Conference Chair for a major professional organization or working extensively on one grant could generate multiple opportunities that should be documented individually. Students should summarize/document each activity carefully so that the Committee Chair is able to confirm completion of the work.

3) Research and creative endeavors:

(e.g., participate in a research project; participate in a grant funded project; apply for graduate student funding; write/co-write a grant to fund a research project; publish an article in a professional organization's newsletter; publish a book review)

    4)   Immersion in the culture of graduate education:

(e.g., participate in scholarly discussion or writing groups; graduate student organizations and events such as Graduate Student Senate or USU Research Week; committee or service work within the department, college, or university; coursework or immersion in literature beyond requirements)

    5)   Engagement in professional activities of the discipline:

(e.g., teach a college course; work as a research or teaching assistant at the college level; conduct a guest lecture or workshop; attend local, regional, or national scholarly professional meetings; hold office in local, regional, or national scholarly professional meetings; organizing informal seminars, consortia, or orientation programs; serve as a reviewer for a professional conference or journal)

Activity Description	Date	Signature of Chair

Additional activities may be documented on an attached sheet.

I certify that_____has fulfilled the residency requirements of Utah State University School of Graduate Studies and the Curriculum and Instruction Ph.D. Program.

_____Date:_____

Supervisory Committee Chair

_____Date:_____

Graduate Programs Director

XIV. Dissertation/Capstone Defense Procedures

Doctoral (Ph.D. and Ed.D.) students must enroll in dissertation credits the semester that they schedule their defense. Students should be prepared to defend the dissertation as written and submitted to the Supervisory Committee members, who may suggest editorial changes. However, if the oral defense examination indicates significant areas for improvement that require major revisions, the defense should be rescheduled. A range of decision options is available to committees: Satisfactory (clear pass, pass with editorial changes, rewrite for Chair or Committee approval) or Unsatisfactory (re-examination or failure; a new defense will be scheduled). For the final defense to be considered satisfactory, all Supervisory Committee members (five or three, depending on degree program) must concur on the decision. A report of the defense outcome is filed at the conclusion.

Visitors may be invited to dissertation defenses. The Supervisory Committee Chair should ensure the dissertation defense announcement is distributed through the Graduate Program Coordinator or Graduate Program Director.

XV.   After the Defense

According to the USU School of Graduate Studies, following the successful defense of a dissertation, the student is responsible for completing any necessary edits, proofreading, and having it read and approved by the department before it is submitted to the School of Graduate Studies for review. Once the document has been approved by the School of Graduate Studies, a final copy must be submitted online to the School of Graduate Studies for the Vice Provost's signature.

After the completion of a successful dissertation defense, and an approved Appointment of Examination is filed with the School of Graduate Studies, students will receive a letter from the School of Graduate Studies with the following instructions (see sample below):

Dear DOCTORAL STUDENT,
Congratulations on successfully passing your final defense! We have received your Record of Examination form from your committee.
What to do next:

1) Please work with your Major Professor and Graduate Program Coordinator/Departmental Reviewer to submit the following documents to the School of Graduate Studies. All of these forms can be found at https://usu.service-now.com/aggies?id=sc_category&sys_id=6fb8db5adbf124503e0cef0705961983

Please note: Your paper cannot be checked into the School of Graduate Studies queue until all of the following forms are submitted and approved.
a) Thesis/Dissertation Format and Style Form
b) Committee-signed title page
c) Authorship and Copyright Form
d) Embargo Form (if required)

The USU Publication can be found on the USU School of Graduate Studies website. https://gradschool.usu.edu/academics/final-defense

2) Once all of your forms have been approved and your committee and department have approved the final edits to your Plan A thesis/dissertation, your Graduate Program Coordinator/Departmental Reviewer can submit your paper to the School of Graduate Studies for review (students may not submit their paper directly to the Graduate Office reviewer). Please note: once your forms are approved and your paper has been submitted, please allow at least three weeks for the initial Graduate Studies review.

3) You will be invited to a Thesis/Dissertation Review folder in Box. You can check on the status of your document, and where it is in the Graduate Office review process, by looking in that folder. The Graduate Office review process will not begin until your GPC has uploaded an approved copy of the document to this folder and emailed Erika Beckstrand. After your document has been reviewed, there will be an annotated copy of the document in the folder. The final, fully approved, copy of your document will also be in this folder; this is the copy that the Library will upload to ProQuest and Digital Commons (unless your document is embargoed).

4) If your thesis/dissertation requires IRB approval, please submit IRB forms to the IRB Office, Old Main 155.
a. If you have questions about the IRB forms, please contact the IRB Office https://research.usu.edu/irb/ or 435-797-1821.

5) Please be aware of the Semester Deadlines. In order to meet the completion deadline, your thesis or dissertation must be accepted by the library for publication and be signed by the Vice Provost for Graduate Studies. Please note: once your forms are approved and your paper has been submitted, please allow at least three weeks for the initial

Graduate Studies review. https://gradschool.usu.edu/academics/deadlines . A final degree check will need to be made to ensure that all degree requirements are met. Please be aware that this review can take a few days after approval so plan accordingly. Please fill out the Graduation Check: https://gradschool.usu.edu/resources/all-forms/graduation-check-request

7) Please fill out the graduation application: https://www.usu.edu/registrar/graduation/

8) Information regarding the Grace Semester. https://gradschool.usu.edu/academics/grace-semester

Please work with your department reviewer and Graduate Program Coordinator to initiate the thesis/dissertation review process.

Thank you,
School of Graduate Studies
Utah State University
0900 Old Main Hill
Logan, UT 84322-0900
(435)797-1189
graduateschool@usu.edu

Students should work closely with the Supervisory Committee Chair and/or designated Supervisory Committee members to make any required changes, corrections, or edits in the approved dissertation. Students are expected to consult the USU Publication Guide to ensure that the front matter meets the required formatting by USU School of Graduate Studies. TEAL requires students to use a professional reviewer for final editing of their dissertation so that the dissertation (from page 1 forward) meets APA 7th Ed. Students should discuss the need for a professional review with their Supervisory Committee Chair and allow time for it before the final submission.

A list of potential reviewers is provided on the Dissertation Professional Editing document available on the TEAL website; however, TEAL does not endorse any reviewer. This list of reviewers includes names of professional reviewers who have offered their review services; however, the reviewers may not necessarily have been used or provided successful editing of dissertations. Students are encouraged to seek guidance from their Supervisory Committee Chairs as well. Students may select a professional reviewer not included on this list. Students are informed that if they select a reviewer who is employed by USU, the USU employee must disclose the conflict of interest. Specifically, students are informed of University Policy 545: Individual Conflict of Interest, which states that employees have a responsibility to identify and disclose outside interests. Upon disclosure of a conflict of interest, employees must (a) eliminate the conflict of interest, or (b) develop and comply with a conflict of interest management plan, to comply with University Policy 545.3.1 Employees. Also, students should be aware of the editing timeline to plan for the final submission and to determine the fee which is typically based on the extent of the review. Students must identify the professional editor's name who reviewed their dissertation and record the name on the Thesis/Dissertation Format and Style (F&S) and Electronic Publication Approval form with the School of Graduate Studies.

The final edited approved dissertation, reflecting the edits following the defense, is submitted by the student to the selected professional reviewer. Then, the final professionally reviewed

dissertation is submitted by the student to the TEAL Graduate Program Coordinator who uploads the professionally edited dissertation to Box for the School of Graduate Studies to review.

With the final signatures, the dissertation is sent digitally to the Merrill-Cazier Library for processing. The USU Library no longer accepts bound copies of theses and dissertations; however, unless the document is embargoed, the Library does still offer a binding service if the student wants bound copies to provide to an advisor, department, or for personal use. The Library's price for binding is approximately $20 per copy.

The School of Graduate Studies publishes doctoral deadlines and the commencement schedule each year. These dates are posted under [Completion and Commencement Deadlines on the School of Graduate Studies website](). Students should plan accordingly.

XVI. Publication Expectations

TEAL graduate students are encouraged to disseminate their research via multiple venues. Expectations for publication and authorship arrangements are adapted from USU School of Graduate Studies communications.

Authorship Expectations Related to TEAL Doctoral Dissertation Research

Recognition of Contributions and Opportunities for Publication
Copyright and authorship of dissertations are two aspects of graduate work confirmed via a form filed with the School of Graduate Studies as students complete their degrees. Students typically retain copyright of their dissertations, unless the data were collected under financial sponsorship. Authorship is a separate issue that can be shared without affecting a student's copyright of the dissertation. Dissertation research should contribute to knowledge in a student's field of study. A dissertation should be publishable, in whole or in part, in one or more quality academic or professional journals. As with any publication, articles (or books) based on a dissertation should include acknowledgement of significant contributors to the work. It is not unusual for publications based on a dissertation to be co-authored by the graduate student, the major professor, and on occasion, other Committee members.

In most cases, acknowledgment of the student's work will be as first author on the article or chapter. The involvement of the major professor in the conceptualization and execution of a dissertation project is typically sufficient to warrant joint authorship. Under no circumstances should a professor publish from a student's dissertation without appropriate acknowledgment. It would be unusual and, in fact, contrary to the instructional purpose of a dissertation, if a faculty member contributed more than the student, and was then listed as the senior author on a resulting publication. There may, however, be occasions when that is justified, such as when a faculty member takes the initiative to prepare a manuscript for publication in the absence of the student's willingness or desire to do so. In all cases, the appropriate acknowledgment should be negotiated and agreed upon prior to submission for publication. Acknowledging contributions of and sharing authorship with TEAL faculty mentors can increase the likelihood of successful and timely publications of students' research efforts.

The required Authorship & Copyright form establishes a student's plans for publication based on a dissertation. Students must discuss their plans for publication with their Supervisory Committee to avoid misunderstandings about co-authorship of published portions. The student's signature and those of the Committee members on the Authorship & Copyright form indicate that publication plans have been discussed and that all are in agreement. If a student has indicated on the Authorship & Copyright form that they will be the sole author of any subsequent publications, the student should not expect faculty to contribute to submissions without co-authorship.

The Authorship & Copyright form also asks for a date by which an acceptable draft will be submitted to the major professor or other USU faculty with whom a student intends to publish.

Establishing this timeline is crucial as it is important to contribute completed research to the extant literature in a timely manner. If the date for submission is not met, publication arrangements may be renegotiated between named faculty and the student.