

**Utah State University
Emma Eccles Jones College of Education and Human Services
School of Teacher Education and Leadership**

**DOCTOR OF PHILOSOPHY (Ph.D.) in EDUCATION
CURRICULUM AND INSTRUCTION Specialization**

CURRICULUM AND INSTRUCTION CORE (10-13 credits)

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| TEAL | 7015 | Orientation to Educational Research (required) | 1 |
| TEAL | 7150 | Curriculum Theory (required) | 3 |
| TEAL | 7300 | Historical, Social, and Cultural Foundations (required) Prerequisite: TEAL 6410 or equivalent | 3 |
| TEAL | 7310 | Teaching and Learning Foundations (required) | 3 |
| TEAL | 7670 | Literature Review in Education (highly recommended) | 3 |

RESEARCH CORE REQUIREMENTS (12 credits minimum)

Required:

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| EDUC | 6600 | Statistical Foundations Prerequisite: EDUC/PSY 6570 (or equivalent) and 6600 pretest: http://cehs.usu.edu/research/courses/educ-psy-6600 | 3 |
| EDUC | 6770 | Qualitative Methods I Prerequisite: EDUC/PSY 6570 | 3 |

Choose at least one of the following:

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|------|------|--|---|
| EDUC | 7610 | Regression Analysis | 3 |
| EDUC | 6800 | Mixed Methods Research | 3 |
| TEAL | 7546 | Qualitative Research Analysis | 3 |
| TEAL | 7547 | Thinking With Theory in Qualitative Research | 3 |

Also Recommended: (Consult with your advisor about which of following best supports your Concentration.)

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| TEAL | 7548 | Qualitative Research Apprenticeship | 3 |
| EDUC | 6010 | Introduction to Program Evaluation | 3 |
| SOC | 7150 | Advanced Qualitative Methods in Sociology | 3 |
| ITLS | 7350 | Ethnography | 3 |

CONCENTRATION (18-21 credits)

Doctoral students should work with their committees to select appropriate doctoral-level experiences in an area of concentration (i.e., Cultural Studies, Instructional Leadership; Literacy Education and Leadership; Mathematics Education and Leadership, Science Education). Ph.D. students are strongly encouraged to pursue research apprenticeships and independent study/research experiences with doctoral faculty and to take advantage of appropriate courses offered in other

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departments and colleges. The finalized Program of Study (courses counted toward the 48 required credits) must be approved by the student's doctoral committee.

DISSERTATION (12 credits)

A minimum of 12 hours required for students with a Master's degree.

A minimum of 18 hours required for students without a Master's degree.

TOTAL HOURS

A minimum of 60 total hours are required for students with a Master's degree.

A minimum of 90 total hours are required for students without a Master's degree.

COMPREHENSIVE EXAMINATION

Must include questions related to C&I Core, Research Methods, and selected Concentration.

RESIDENCY PROFESSIONAL REQUIREMENT

Both Utah State University and the PhD in Education with a Curriculum and Instruction Specialization have clearly defined Spirit of Residency Requirements. Students must plan carefully to be certain these requirements are fulfilled. Forms documenting fulfillment of residency must be submitted in a timely manner. Forms are available here: <http://teal.usu.edu/graduate/phd/forms>

All PhD students must:

- Present at least once at a state, regional, or national professional conference.
- Publish or be actively engaged in the process of publishing scholarship in a peer-reviewed professional journal.

PhD students must also participate with faculty to extend their immersion in academia in a number of ways, including:

- Research and creative endeavors, including: participate in research projects; grant funded activities; apply for graduate student funding; write/co-write a grant to fund a research project; publish an article in professional organization's newsletter; publish a book review.
- Immersion in the culture of graduate education, including: participation in scholarly discussion or writing groups; involvement in graduate student organizations and events; service on committees within the department, college, or university; complete coursework or immersion in literature beyond program requirements.
- Engagement in professional activities, including: teaching a college course; working as a research or teaching assistant at the college level; presenting a workshop or as a guest lecture; attending local, regional, or national scholarly professional meetings; holding office in local, regional, or national scholarly professional meetings; organizing informal seminars, consortia, or orientation programs; serving as a reviewer for a professional conference or journal).