

# **TEAL Doctorate in Education**

**Student Handbook  
(Fall 2017)**

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# Doctoral Program in Education

The School of Teacher Education and Leadership (TEAL) administers an interdepartmental program leading to a doctoral degree (Ph. D.) in Education specializing in Curriculum and Instruction. This degree 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 Ph. D. in Education program is delivered via two formats:

Logan-based Doctoral Program—Students attend in Logan where coursework is delivered primarily face-to-face in the late afternoon or evening to accommodate students' work schedules. Students proceed through the program flexibly. **The deadline for application for the Logan program is February 1.** (Coursework begins the following fall semester.)

The Distance Doctoral Program--A cohort program with all courses during the fall and spring semesters taught via broadcast. Students come to Logan for face-to-face coursework for two consecutive summers. Broadcast locations are based on the needs of the new cohort. **The deadline for application for the Distance Doctoral Cohort is February 1 every even-numbered year.** (Coursework begins the following fall semester.)

*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, research, and other innovative educational experiences. Our program is successful due in large part to our commitment to create a mentoring environment for students. Our faculty provide excellent professional development opportunities and individual attention to students in a variety of venues.*

## Contact Information

**Program Staff Assistant:** Denise Jensen [Denise.jensen@usu.edu](mailto:Denise.jensen@usu.edu) | 435-797-1473

**Program Director:** Dr. Kathleen Mohr [Kathleen.mohr@usu.edu](mailto:Kathleen.mohr@usu.edu) | 435-797-3946

School of Teacher Education and Leadership  
2805 Old Main Hill  
Utah State University  
Logan, UT 84322-2805

# Graduate Faculty

These faculty are eligible to serve on TEAL doctoral committees. Read more about each faculty member, view the vitae, and get more information about research interests and assigned courses online.

- [Brian Belland, Instructional Technology and Learning Sciences](#)
- [Sarah Braden, Language Education, Ethnography, Discourse Analysis](#)
- [Steve Camicia, Social Studies](#)
- [James T. Dorward, Mathematics](#)
- [Mike Freeman, Leadership](#)
- [Sheri Haderlie, Instructional Technology and Learning Sciences](#)
- [Andrea Hawkman, Social Studies, Qualitative Research, Multicultural Issues in Education](#)
- [Scott L. Hunsaker, Gifted & Talented/Foundations](#)
- [Cindy Jones, Literacy/Reading](#)
- [Suzanne Jones, Motivation and Emotions in Learning, Literacy, Conceptual Change, Collective Efficacy](#)
- [Shireen Keyl, Foundations, Multicultural Issues in Education, Critical Theory, Anthropology and Education, Education of Women and Girls in a Global Context](#)
- [Yanghee Kim, Instructional Technology and Learning Sciences](#)
- [Ryan Knowles, Social Studies Education, Quantitative Research Methods](#)
- [Alyson Lavigne, Leadership, Teacher Evaluation, Classroom Observation, Teacher and Student Motivational Dynamics, Dual Language Education](#)
- [Rebecca Lawver, Agricultural Education](#)
- [Victor Lee, Instructional Technology and Learning Sciences](#)
- [Max Longhurst, Professional Development/Learning, Science Education](#)
- [Kim Lott, Science Education](#)
- [Beth MacDonald, Early Childhood Mathematics Education](#)
- [Anne Mackiewicz, Early Childhood Education](#)
- [Sherry Marx, ESL, Multicultural Issues in Education, Qualitative Methods](#)
- [Eric Mohr, Secondary Education, Literacy and Curriculum Development](#)
- [Kathleen Mohr, Language and Literacy Development, English Language Learners](#)
- [Patricia Moyer-Packenham, Mathematics Education](#)
- [Amy Piotrowski, Secondary English Education](#)
- [Nicole Pyle, Adolescent Literacy, Secondary Education](#)
- [Sylvia Read, Elementary Writing and Children's Literature](#)
- [Ed Reeve, Technology and Engineering Education](#)
- [Marla Robertson, Teacher Education, Literacy, Writing, Teacher Professional Development, Qualitative Research Methods](#)
- [Jessica Shumway, Mathematics Education](#)
- [Tyson Sorensen, Career & Technical Education](#)
- [Debra Spielmaker, STEM, Agricultural Literacy, College/Career Awareness, Instructional Learning Sciences](#)
- [Gary Stewardson, Technology and Engineering Education](#)
- [Gary Straquadine, Career & Technical Education](#)
- [Courtney Stewart, School Leadership, Rural and Online Education, Learning Analytics](#)
- [Colby Tofel-Grehl, Science Education, Mixed Methodologies](#)
- [Susan Turner, Leadership, Adult Development, School Improvement, Qualitative Methods](#)
- [Windi Turner, Career & Technical Education](#)
- [Andy Walker, Instructional Technology and Learning Sciences](#)
- [Brian Warnick, Agricultural Education](#)
- [Amy Wilson-Lopez, Adolescent Literacy, Engineering Education](#)

# Admissions Process for PhD in Education Program

[Home:Graduate Programs:Doctoral Program in Education:Admission](#)

## General Application Requirements:

- The application deadline for the TEAL C&I Doctoral Program is **February 1**. (The deadline for distance doctoral applicants is **February 1 of even-numbered years**.)
- The application process does not begin without the \$55 application fee. Once the fee is paid, it takes 4-6 weeks for all materials to be processed. **All materials must be processed by February 1.**
- Decisions regarding assistantships for full-time Logan doctoral students are generally made in March or April for the following academic year. Assistantships are limited, and to be considered for an assistantship, applicants must be prepared to teach undergraduate teacher education courses or work as research assistants.
- Admitted students should matriculate the following fall semester.
- Applicants must show evidence of at least two years of successful teaching experience and have completed a master's degree in education or closely related field (e.g., Instructional Technology and Learning Sciences).

## Checklist for Admission:

**To apply**, carefully follow these directions:

**STEP 1:** Take the GRE General test. (Consider taking a GRE prep test. GRE scores should be at or above the 40<sup>th</sup> percentile or higher on both the verbal reasoning and quantitative reasoning portions of the test). The computer-based GRE revised General Test sends official scores in approximately 10–15 days. Official scores for the paper-based tests are sent within 6 weeks testing. Registration and testing sites are available online here:

[http://www.ets.org/gre/revised\\_general/about](http://www.ets.org/gre/revised_general/about)

**STEP 2:** Solicit letters of recommendation from 3 people who can vouch for your academic potential in a doctoral program. You need their consent and their email addresses, which you can enter into the electronic application system. Recommenders receive an email with directions for how to log in and submit recommendations.

**STEP 3:** Have official transcripts from all institutions of higher education sent directly to:  
USU School of Graduate Studies  
900 Old Main Hill  
Logan, UT 84322

**STEP 4:** Complete the electronic USU Graduate School Application (<https://rgs.usu.edu/gradguide/htm/apply>):

- Under Planned Choice of Study, select “Education: Curriculum and Instruction” for your choice of study.
- Under Enrollment Information, select “College of Education.”

- Under Additional Information: upload a 500-word Statement of Purpose essay. Compose the essay as a separate document so that you can develop your ideas and then cut and paste it into your School of Graduate Studies Application. You will also submit this separately to the Curriculum and Instruction Doctoral Program. Detailed information about the Statement of Purpose can be found at

[http://teal.usu.edu/graduate/phd/images/TEAL\\_PhD\\_Essay\\_Details.pdf](http://teal.usu.edu/graduate/phd/images/TEAL_PhD_Essay_Details.pdf)

**STEP 5:** Send the following to:

Denise Jensen, 2805 Old Main Hill, USU, Logan, Utah 84322-2805 or email

[Denise.jensen@usu.edu](mailto:Denise.jensen@usu.edu)

- An up-to-date vitae or resume that summarizes your academic and employment history. Because we require two years of teaching experience for admission, your vitae/resume must include information detailing your teaching experience (including dates).
- A separate copy of the essay already submitted with your Graduate School Application, described above.
- Distance Doctoral Cohort Program applicants must also submit a [Declaration of Commitment form](#).

Application questions should be addressed to Denise Jensen ([Denise.jensen@usu.edu](mailto:Denise.jensen@usu.edu)).

## Contact Information

**Program Staff Assistant:** Denise Jensen | [Denise.jensen@usu.edu](mailto:Denise.jensen@usu.edu) | 435-797-1473

**Program Director:** Dr. Kathleen Mohr | [Kathleen.mohr@usu.edu](mailto:Kathleen.mohr@usu.edu) | 435-797-3946

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**School of Teacher Education and Leadership**  
**Distance Doctorate of Education (PhD)**  
**Curriculum and Instruction Specialization**  
**Declaration of Commitment**

A doctoral degree is the highest professional degree given in higher education. Potential students should be aware that the course work, reading assignments, and research expectations in a doctoral program are extremely demanding. For every three-credit class, six-to-eight hours of out-of-class study a week may be expected. Thus, a typical semester of doctoral work in this program would require 18 to 20 hours a week of your time. Once course work is finished, students must successfully complete a comprehensive examination and present a written dissertation proposal to a faculty committee. When the comprehensive exam is passed and the doctoral committee approves the proposal, the candidate may begin work on the dissertation. Visits to Logan to meet with your doctoral committee during the proposal and dissertation stages are to be expected.

The dissertation is a research project that makes a substantial and original contribution to knowledge in the discipline being studied. Students in the Distance Doctorate program are encouraged to engage in research that has immediate application and long-term implications for the quality of education in their communities and beyond. Once the dissertation is completed, a committee of five faculty members critiques it and an oral defense of the research is held. After all revisions requested by the doctoral committee and the supervisory chair and liaisons for the School of Graduate Studies are completed, the degree of Doctor of Education is awarded.

The Distance Doctorate provides a unique opportunity for you to develop content and research expertise. There are, however, at least 10 important questions you should ask yourself before pursuing this degree.

1. Can I commit the time necessary to be successful in this program?
2. Will I be able to balance the demands of my professional position and other responsibilities with those of the doctoral program?
3. Is my personal learning style such that I will be successful in a program that involves (a) a substantial number of electronically delivered and web-enhanced courses, and (b) the need to communicate electronically with peers, faculty, and library services?
4. Do I have the proper attitude? (Doctoral work is an intensely intellectual experience and should not be considered as anything less.)
5. Are my summers available? (For two consecutive summers, students need to plan on spending approximately one month in residency on the USU campus in Logan.)
6. Can I develop and complete projects in a reasonable amount of time?
7. Am I committed to developing research competence?
8. Is perseverance one of my strengths?
9. Are the rewards I will receive upon earning my doctorate (intellectual, psychological, monetary) sufficient to sustain me through the challenges of doctoral study?
10. Is there a high probability that I will be able to complete the scheduled program in the 4 years that are allotted? This program is a lockstep cohort program in which students take a set sequence of courses as parts of the program. Each cohort group will have a cap on enrollment; therefore, there will be no space available for students from past student cohorts to join future cycles of the program.

Please do not take these questions lightly. The College of Education and Human Services is in the top 2% of graduate schools of education in the country. You should assume that the rigor expected in this program will be consistent with expectations in our on-campus program and those of other major research universities. The program will be academically rigorous.

I declare that I have read the above information, answered all the questions affirmatively, and I would like to apply to the doctoral program with full knowledge of the commitment I am making.

Name (printed) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

# TEAL PhD Degree Concentration Areas

## PhD in Education Concentration Areas

All PhD in Education students must complete required Research Core and Curriculum & Instruction Specialization Core coursework. Additionally, the PhD in Education Program offers coursework across four disciplinary areas for fulfilling requirements for the area of Concentration. Logan-based students may focus in one area or, under the direction of their doctoral committee chair and supervisory committee, combine courses across the areas that will prepare them well for their academic and career goals. Distance-based students should select one of the following concentrations and complete the required coursework.

- Career and Technical Education
- Cultural Studies
- Instructional Leadership
- Literacy Education & Leadership
- Mathematics Education and Leadership
- Science Education

## Time Limits

The School of Graduate Studies' policy states that "A doctoral degree must be completed within eight years of matriculation. Coursework that is more than eight years old may not be used for a graduate degree. If permitted by the departmental degree program policy, a supervisory committee may allow revalidation through testing, following a plan developed by the supervisory committee and approved by the dean of the School of Graduate Studies. The results must be verified in writing to the graduate dean by the student's major professor or other person(s) responsible for the testing. Work experience cannot be substituted for out-of-date coursework or used for revalidation."

In addition, the policy for the School of Teacher Education and Leadership interdepartmental doctoral program is that students may revalidate a **maximum of 15 credits**. In addition, the courses being revalidated **may not be more than 10 years old**.

# Financial Information

Please refer to the [School of Graduate Studies](#) site for information on tuition, fees, assistantships, and financial aid. Assistantships within the academic units comprising the interdepartmental degree (TEAL and ASTE) may be available to full-time students. For the best chance of being awarded an assistantship, applicants should submit a letter of interest to the Director of Graduate Programs no later than the end of February. 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 \$17,000 for two semesters. For assistantships in a department other than TEAL, please check with the head of that department to determine availability and what their current assistantships pay.

## Financial Support

One of the first questions entering graduate students have is, “How will I pay for this?” Approximately 75% of graduate students at USU receive some sort of financial assistance in supporting their graduate education. Below are several funding options in the form of scholarships, waivers, fellowships and assistantships. **Be sure to also explore options through [USU’s Financial Aid Office](#), your department and your college.**

## Presidential Doctoral Research Fellowships

*For outstanding PhD students*

**Funding type:** Fellowship

**No. available:** 16

**Annual amount:** Full tuition + >\$20K

**Duration:** 4 years

**Application from:** College/department

**Required match:** Yes, variable

## Dissertation Fellowship

*For PhD students completing a dissertation*

**Funding type:** Fellowship

**No. available:** 10

**Annual amount:** Full tuition + \$5K

**Duration:** 1 year

**Application from:** Student

**Required match:** Yes

# Prerequisites in the Doctoral Program

A number of required courses in the doctoral program have prerequisites. This is a very important consideration in course selection and program planning.

## **EDUC/PSY 6600 Measurement, Design & Analysis I.**

Research design, measurement, and statistical concepts for research in education and psychology, with emphasis on the selection and interpretation of statistical analyses.

Enrollment limited to passing EDUC 6600 pretest via WebCT. For Information on the 6600 pretest see: <http://www.cehs.usu.edu/ors/6600.asp>

**Prerequisites:** EDUC/PSY 6570 and Instructor's Approval.

## **EDUC 6770 Qualitative Methods I.**

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/PSY 6570

## **EDUC/PSY 7610 Measurement, Design & Analysis II.**

Builds on content in EDUC/PSY 6600 and extends measurement, research design, and statistical analysis concepts to include within-subject and factorial designs, analysis of variance and covariance, and introductions to factor analysis and structural equation modeling.

**Prerequisite:** EDUC/PSY 6600

## **EDUC/PSY 7670 Literature Reviews in Education and Psychology.**

Advanced concepts in designing, writing and critiquing literature reviews.

**Prerequisite:** EDUC/PSY 6600 and consent of Instructor.

## **TEAL 7150 Curriculum Theory.**

Examines the role political, cultural, theoretical and interpretist/phenomenological, perspectives play in the development of school curriculum.

**Prerequisite:** TEAL 6150

## **TEAL 7300 Historical, Social, and Cultural Foundations of Education.**

Examines relationship of modern school in terms of historical, cultural, and social

**Prerequisite:** TEAL 6410, 7020/6020, or permission of instructor.

## **TEAL 7310 Teaching/Learning Foundations in Education.**

A seminar in which learning theories and teaching models/skills are demonstrated, critically examined, and integrated.

**Prerequisite:** A graduate course in educational psychology or the equivalent, for example PSY 6660.

## After Admission—Making Progress

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. Students must meet with their initial advisors during each Spring semester to discuss program progress and complete the Annual Review form that is submitted to the Graduate Program Coordinator. The Annual Review process should include confirming the courses completed and those planned for the coming semesters, as well as completion of any of the USU Ph. D. Residency Requirements. 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. These are the 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).

## After 12 Credits—Establishing a Committee

After the first year of coursework, with the guidance of the initial advisors, students should file the form that establishes their approved Supervisory Committee. If a student and the initial advisor clearly do not share common research interests, this is the time to identify a new advisor from among TEAL or approved faculty. 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 and approved by the 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 five-member committee (including a Chair, an outside member and a methodologist) is determined, the Supervisory Committee form is submitted for signatures by the Graduate Program Director and forwarded to the Graduate Dean for consideration and final approval.

The Supervisory Committee Approval Form 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.

## 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. Don't delay in meeting with this person. In addition, the CEHS [website](#) gives an overview of each CEHS faculty member's interests and is a good place to start figuring out the names of other faculty members with whom you share interests and may want to work. Once you have gotten to know various faculty members and before you complete 18 credits of doctoral work, you should have at least a five-member committee put together. Below are sequential steps for putting together your supervisory committee.

**Step 1. Selecting a permanent chair.** During your first semester or two, determine if you are a good match with your initial advisor. If so, request this person to serve as your permanent chair (a.k.a. major advisor). Your permanent 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 he or she serve as your chair. As a courtesy, be sure to let your initial advisor know about such a change.

**Step 2. Developing a 5-person supervisory committee.** Given your area of scholarly interest, once you have selected a permanent chair, consider other faculty members who have expertise in your area or related to your area. Be sure to include your chair in this selection process as he or she 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 chair. The 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 director of the C & I program and the School of Graduate Studies. One member of your committee should be able to provide specialized assistance in research design and data analysis. At least one person must be outside of your area of study. This person's area of scholarly interest should not be closely related to the conceptual thrust of your dissertation. For example, if you plan to do survey research, you should make sure at least one member of your committee is skilled in surveys. If you are completing an ethnography, you need to have an experienced ethnographer on the committee. Just as with your chair, you must request faculty members to serve on your committee. Be aware that faculty members may decline to serve. This five-person committee will confer to help determine your program of study form and develop the sections of your Comprehensive Exam. Once you have selected your committee, be sure to fill out the appropriate Supervisory Committee Approval form.

**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 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.

## Options Regarding Doctoral Student Committee Chair and Methods Advisor

### 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. Committee approval follows extensive work between the chair and student concerning details of the project. When appropriate, a committee member may be sought out to contribute expertise during a particular part of the proposal or dissertation process. Generally, committee members read the complete dissertation proposal and final written document only after the chair has approved these documents for review. Committee members offer suggestions and criticisms at the proposal and final defense.

### Option 2:

Chair is not the Methods Advisor:

The chair and the student meet with the methods member to discuss and agree upon the design of the study. The 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 together 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.

## After 12 Credits—Filing a Program of Study

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 Program of Study form is available on the School of Graduate Studies [website](#). Students should keep a copy of this document for their own records.

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.

## **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.

**Career and Technical Education Concentration**

Student Name: \_\_\_\_\_ USU A#: \_\_\_\_\_

<b>I. Curriculum and Instruction Core (10-12 credits), Required:</b>	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)			
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<b>II. Research Core Requirements (12 credits minimum), Required</b>	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)			
SPEDD 7700 Single Subject Research Methods & Design (3)			

<b>III. Career and Technical Education Concentration (12)</b>	Credit	Grade	Completion Date
ASTE 6360 History, Philosophy & Policy Development in Career & Technical Educ (3)			
TEE 7400 Occupational Analysis & Curriculum Development (3)			
EED 7460/ITLS 6760 Finance & Grant Writing (3)			
ASTE 7500 Diffusion of Innovations (3)			

<b>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</b>	Credit	Grade	Completion Date

<b>Dissertation Credits (12 credits)</b>	Credit	Grade	Completion Date
TEAL 7970 Dissertation (3-6)			
TEAL 7970 Dissertation (3-6)			

<b>Total Credit Hours Required in PhD Program (60)</b>	
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## Instructional Leadership Concentration

Student Name: \_\_\_\_\_ USU A#: \_\_\_\_\_

<b>I. Curriculum and Instruction Core (10-12 credits), Required:</b>	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)			
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<b>II. Research Core Requirements (12 credits minimum), Required</b>	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)			
SPEDD 7700 Single Subject Research Methods & Design (3)			

<b>III. Instructional Leadership Concentration (12)</b>	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)			

<b>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</b>	Credit	Grade	Completion Date

<b>Dissertation Credits (12 credits)</b>	Credit	Grade	Completion Date
TEAL 7970 Dissertation (3-6)			
TEAL 7970 Dissertation (3-6)			

<b>Total Credit Hours Required in PhD Program (60)</b>	
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## Literacy 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)			
SPEDD 7700 Single Subject Research Methods & Design (3)			

### III. Literacy Concentration (18)

	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 7326 Designing and Conduction Literacy Research: A Capstone Experience (3)			

### IV. Electives (6-8 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)			

<b>Total Credit Hours Required in PhD Program (60)</b>	
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## Mathematics 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)			
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**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)			
SPEDD 7700 Single Subject Research Methods & Design (3)			

**III. Mathematics Concentration (21)**

	Credit	Grade	Completion Date
TEAL 7551 Mathematics Education Research Foundations (3)			
TEAL 7552 Mathematics Education Learning Theory (3)			
TEAL 7553 Mathematics Educ 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 (3-5 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

**Dissertation Credits (12 credits)**

	Credit	Grade	Completion Date
TEAL 7970 Dissertation (3-6)			
TEAL 7970 Dissertation (3-6)			

<b>Total Credit Hours Required in PhD Program (60)</b>	
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**School of Teacher Education and Leadership**  
**PhD in Education**  
**Cultural Studies Concentration**  
**Planning Guide**



Student Name: \_\_\_\_\_ USU A#: \_\_\_\_\_

**I. Curriculum and Instruction Core (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)			
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)			
SOC 7150 Advanced Qualitative Methods in Sociology, ITLS 6870 Ethnography <i>or</i> another advanced qualitative research methods course (3)			

**Also Recommended:**

EDUC 6800 Mixed Methods Research (3)			
EDUC 7610 Research Design & Analysis II (3)			

**III. Cultural Studies Concentration (15)**

	Credit	Grade	Completion Date
TEAL 6710 Diversity in Education <i>or</i> SPED 7400 Cultural and Linguistic Diversity and Disability (3)			
TEAL 7800 Advanced Review of Research in Social Studies Education (3)			
ITLS 7870 Sociocultural Learning Theory <i>or</i> ITLS 7870 Gender, Culture and Technology (3)			
SOC 6760 Theory and Research in Social Inequality (3)			
TEAL 7810 Advanced Review of Cultural Studies Research in Education (3)			

**IV. Electives (9 credits (must be 7000 level courses; no more than 6 credits may be TEAL 7900/7910; Prereqs, such as PSY 3010, EDUC/PSY 6570, and ITLS 7920 cannot be used to complete the program of study))**

Recommended	Credit	Grade	Completion Date
TEAL 7820 Special Topics			
TEAL 7425 Cultural Issues in Gifted and Talented Education			
TEAL 7820 – Diversity Issues in instructional leadership (Offered odd fall)			
Cultural Studies Concentration courses not taken as required (III above)			
7000-level courses in students' content areas (English, Sociology, etc.)			

**Dissertation Credits (12 credits)**

	Credit	Grade	Completion Date

<b>Total Credit Hours Required in PhD Program (60)</b>			
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**School of Teacher Education and Leadership**  
**PhD in Education**  
**Science Education Concentration**  
**Planning Guide**



Student Name: \_\_\_\_\_ USU A#: \_\_\_\_\_

**I. Curriculum and Instruction Core (12 credits)**

<b>Required:</b>	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)			
EDUC/PSY 7670 Literature Review in Education & Psychology (2)			

**II. Research Core Requirements (12 credits minimum)**

<b>Required:</b>	Credit	Grade	Completion Date
EDUC 6600 Research Design & Analysis I (3)			
EDUC 6770 Qualitative Methods I (3)			

**Choose one of the following::**

EDUC 6800 Mixed Methods Research (3)			
EDUC 7610 Research Design & Analysis II (3)			
	Credit	Grade	Completion Date

**Also recommended:**

PSY 7780: Multivariate Statistics (3)			
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**III. Science Education Concentration (16)**

	Credit	Grade	Completion Date
TEAL 7820: Special Topic: Misconceptions in Science Education (3)			
TEAL 7820: Special Topic: Nature of Science Research (3 credits)			
TEAL 7820: Special Topic: STEM Education Integration, Current Issues, & Policy (3)			
TEAL 7820: Special Topic: Contemporary Perspectives on the Teaching and Learning of K-12 Science Education (3)			
TEAL 7820: Journal Readings in Science Education (2 credits)*			
TEAL 7820: Research Practices for Science Educators (2 credits)			

**IV. Electives (9 credits (must be 7000 level courses; no more than 6 credits may be TEAL 7900/7910; Prereqs, such as PSY 3010, EDUC/PSY 6570, and ITLS 7920 cannot be used to complete the program of study)**

<b>Recommended</b>	Credit	Grade	Completion Date

**Dissertation Credits (12 credits)**

	Credit	Grade	Completion Date

<b>Total Credit Hours Required in PhD Program (60)</b>			
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# USU 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.

The *USU Publication Guide* and department-approved style manuals are the final authority for format and style. Do not use previously approved theses or dissertations as models. Handling of special problems/materials not covered by this guide or by the departmental style manual should be discussed with and approved by Mike Marino, the thesis and dissertation reviewer in the Office of Research and Graduate Studies.

## **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:

- 1) an inclusive abstract;
- 2) an introductory chapter that sets the context for the thematic research; and 3) 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:

- 1) including a separate abstract or summary for each paper (chapter), in addition to the always-required general thesis abstract; and
- 2) 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.*

# Proposal and Dissertation Procedures

## Proposal Review and Defense

A dissertation proposal must adequately describe an approved research project. Faculty generally agree that it takes a proposal of 30 pages or more to include sufficient detail for committee members to ascertain the level of the student's understanding and the merit of the proposed research. Each student should discuss proposal length and content with his or her major advisor. While IRB approval cannot be sought until after the 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 Chair, copies should be sent to all 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 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.

### Forms to bring to the proposal defense:

[Proposal Cover Sheet](#)

[Application for Candidacy](#)

### After Proposal Approval

If the committee approves a proposal, committee members will sign the proposal cover sheet and the [Application for Candidacy for Doctoral Degree](#) form. Students should keep this signed candidacy form, which needs an Institutional Review Board (IRB) approval number before it is complete. All doctoral students must apply to the IRB (<http://protis.usu.edu>) 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 IRB at USU. The IRB process can take 4 to 6 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 form to the Dean of the School of Graduate Studies. (It is wise to make a copy of these documents.) The Application for Candidacy form indicates that any changes in coursework have been approved, that the comprehensive exams and dissertation proposal has been approved, and that the student may now proceed with a dissertation study.

## Beginning Dissertation Research

The dissertation proposal is an agreement between student and his/her doctoral 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 members. Before writing the dissertation, students should review the format guidelines in the most recent edition of the [Publication Guide for Graduate Students](#) (located in the section named Dissertation Format and Style Guide) at Utah State University, and the Copyright Policy. TEAL students should follow accepted reporting guidelines, which are generally consistent with the current APA style.

Students should work closely with his/her Chair to prepare various drafts of the dissertation. Prior to its defense, the dissertation must meet APA style and Publication Guide requirements. When the Chair agrees that the dissertation is in final form and ready for defense, it can be distributed to all committee members.

Note: The dissertation, in final form, must be given to all committee members no less than four weeks before the final oral defense. After allowing time for committee members to read the dissertation, distribute the [Appointment for Examination](#) form (available on the Graduate School website under Forms) for signatures. It is very important that this signed form is submitted to the School of Graduate Studies no less than 15 working days before the defense.

## Dissertation Defense

### [Attendance of Visitors at Doctoral Defense](#)

Students must have been in continuous enrollment (graduate advisement credits or dissertation credits during all fall and spring academic terms) and enrolled for at least 3 credits the semester that they schedule their dissertation defense. Visitors are invited to the dissertation defense via posted announcements. The Chair should make sure the announcement is posted. Students should be prepared to defend the dissertation as written and submitted to the Committee members, who may suggest editorial changes. However, if the oral examination indicates weaknesses that require major revisions, the defense should be rescheduled. A range of decision options is available to committees: clear pass, pass with editorial changes, rewrite for chair or committee approval, re-examination, or failure. For the defense to be considered satisfactory, all five committee members must concur on the decision. A report of the results of the exam is filed with other materials at the conclusion of the defense.

## Degree Residency Requirements

When students submit the Appointment for Examination form they should also submit the Degree Residency Requirements form. This form requires students to describe and list the activities that meet USU's School of Graduate Studies Residency Requirements for PhD and EdD students.

[Curriculum & Instruction PhD Degree Residency Requirements](#) (pdf)

[Curriculum & Instruction EdD Degree Residency Requirements](#) (pdf)

## After the Defense

Students should work closely with Chair and/or designated committee members to make any minor changes or corrections in the approved dissertation. All students are also required to work with Mary Ellen Heiner, thesis editor and format advisor for the College of Education and Human Services, during the final stages of dissertation writing. This person has been assigned to check the format of dissertations prior to their submission to the graduate school. There is a fee for this format check and it is based on how much time the formatting takes. The cleaner the format, the less it costs. The [Thesis/Dissertation Format and Style form](#) must accompany the final dissertation.

Contact information for Mary Ellen Heiner:

Email: [maryellen.heiner@usu.edu](mailto:maryellen.heiner@usu.edu)

Phone: (435) 797-0088

Fax: (435) 797-2019

Office Location: Human Services Research Center (HSRC) 201

Address: 6580 Old Main Hill, Logan, UT 84322-6580

After the final formatting review is finished, the dissertation and signed Thesis/Dissertation Format and Style form should be sent electronically to the School of Graduate Studies for a final review and the Graduate Dean's Signature. With the final signatures, the dissertation is sent digitally to the Merrill-Cazier Library for processing. Although the USU Library no longer accepts bound copies of theses and dissertations, unless the document is embargoed, the Library does still provide access to 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 \$20 per copy. To avoid delays in graduation, students should carefully follow the various steps for printing, binding, and electronic publishing outlined by the School of Graduate Studies.

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 Graduate School website. Students should plan accordingly.

# Curriculum and Instruction PhD Degree Residency Requirements

**The PhD prepares candidates for careers in university settings. It is designed for graduates who will have significant research and higher education teaching responsibilities.**

Please use the form below to describe the activities you have completed during the duration of your doctoral program. Committee chairs should be consulted about plans for completing these requirements early in your program. The signature of the chair of your committee at the end of this form constitutes approval of your successful completion of residency requirements for the PhD. Mail to Denise Jensen, 2805 Old Main Hill, USU, Logan, Utah 84322-2805, or submit by email to [Denise.jensen@usu.edu](mailto:Denise.jensen@usu.edu) 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 the presentation and publication must be related to your doctoral specialization in curriculum and instruction.

- 1) All PhD 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 PhD 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 chair of the committee is able to confirm the 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 PhD Program.

\_\_\_\_\_ Date: \_\_\_\_\_

Chair of PhD Committee

\_\_\_\_\_ Date: \_\_\_\_\_

Director of Curriculum and Instruction Doctoral Program