Information about Program of Study and Related Form Changes for CSIEME Students/Prospective CSIEME Students

In the Spring of 2015, the faculty in the Department of Teaching and Learning approved a program of study change for its Ph.D. in Curriculum and Instruction degree, reducing the number of minimum credits required from 72 to 60. Existing CSIEME students at the time this change was made can choose to follow the 72 or the 60 credit program of study, whichever is most expedient given where they are in their study. New CSIEME students, especially those applying for formal admission for fall 2016 and later, should follow the 60 credit program of study.

As administrative processes can some time move more slowly and/or be more complicated than we would like, the 60 credit program of study is not yet up on the graduate college website, and, as soon as it is, the 72 credit program will be removed. Accordingly, to bridge the implied gaps here, see both programs of study below. Please note that the comprehensi...
Ph.D. in Curriculum and Instruction 60 Credit Program of Study
Emphasis in Cultural Studies, International Education, and Multicultural Education
(Sub-Plan 2)

Total Minimum Credit Hours: 60

Teaching and Learning Required Courses – Credits: 6
- CIG 761: Theoretical Foundations of Education (3 cr.)
- CIG 790: Doctoral Research Seminar (3 cr.)

Research Required Courses – Credits: 12
- Complete the Qualitative Research Course (or, if appropriate, substitute another with advisor approval):
  - EPY 718: Qualitative Research Methodologies (3 cr.)
  - Possible substitutions
    - EOH 715: Qualitative & Field Methods for Public Health Research (3 cr.)
    - SOC 608: Qualitative Research (3 cr.)
    - SOC 705: Qualitative Methods (3 cr.)
    - JMS 711: Qualitative Research Methods (3 cr.)
    - NURS 781: Qualitative Research Methods in Nursing (3 cr.)
- Complete the Quantitative Research Course from the list below (or, if appropriate, substitute another with advisor approval):
  - EPY 721: Descriptive and Inferential Statistics: An Introduction (3 cr.)
  - Possible substitutions
    - SOC 702: Quantitative Methods (3 cr.)
    - SOC 604: Statistical Methods in the Social Sciences (3 cr.)
    - SOC 706: Seminar in Advanced Statistical Analysis in the Social Sciences (3 cr.)
    - HSC 777: Advanced Applied Statistics for the Heath Sciences (3 cr.)
    - JMS 712: Quantitative Research Methods (3 cr.)
    - KIN 751: Selected Application of Statistical Techniques I (3 cr.)
    - KIN 752: Selected Application of Statistical Techniques II (3 cr.)
    - NURS 775: Statistical Methods for Nursing Research I: Univariate Methods (3 cr.)
    - NURS 776: Statistical Methods for Nursing Research II: Multivariate Methods (3 cr.)
    - ENV 725: Quantitative Methods for Environmental Science (3 cr.)
    - PSC 702: Advanced Quantitative Methods (3 cr.)
    - PUA 721: Quantitative Methods for Public Administration (3 cr.)
- Complete two additional research courses from the list below (or others in consultation with advisor):
  - CIG 690: Teachers as Action Research (3 cr.)
  - EAB 700: Research Methods for Public Health (3 cr.)
  - EDW 768: Grant Procurement in Education (3 cr.)
  - EPY 719: Advanced Qualitative Research (3 cr.)
  - EPY 720: Research Design in Education (3 cr.)
  - EPY 729: Qualitative Case Study Research (3 cr.)
  - EPY 730: Advanced Research Methods (3 cr.)
  - EPY 738: Interpretive Analysis of Text and Discourse (3 cr.)
  - KIN 750: Research Methods (Mixed) (3 cr.)
• SOC 603: Techniques of Social Research (3 cr.)
• SOC 717 Urban Demographics and Population Studies (3 cr.)
• SOC 757 Urban Field Methods

Individual Specialization (CSIEME) Required Courses – Credits: 9
• CIG 662: Theory and Research Multicultural Education (3 cr.)
• CIG 771: Comparative Studies in Education (International Education) (3 cr.)
• CIG 772: Cultural Studies in Education (3 cr.)

Applied Research and Practice – Credits: 6
• CIG 791: Internship in Curriculum and Instruction (6 cr.)

Individual Specialization (CSIEME) Elective Courses – Credits: 15
• Complete 15 credits that can include (but are not limited to):
  • CIG 660: Multicultural Education (3 cr.)
  • CIG 661: Special Topics in Multicultural Education (3 cr.)
  • CIG 773: Critical Literacies/Critical Pedagogies (3 cr.)
  • CIG 774: Social Justice Education (3 cr.)

Dissertation – Credits: 12
• CIG 799: Dissertation (12 cr.)

Degree Requirements
• Complete a minimum of 60 credit hours beyond the master’s degree.
• Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level.
• Complete the residency requirement for the degree through one of the following options:
  • Work with committee chair or member on a mutually-agreed upon significant research project; grant application, publication(s), or other scholarly project;
  • Engage in a Scholarship of Teaching and Learning (SOTL) project;
  • Spend two consecutive semesters taking a full-time load of 9 credits per semester; or,
  • Spend two consecutive semesters as a department teaching and/or research GA.
• Attend Teaching and Learning Department “Doctoral Colloquia” held periodically throughout years of study.
• In consultation with advisor, organize a dissertation committee of at least three departmental members, and a fourth member from outside the department, known as the Graduate College Representative (additional committee members may be added at the student and advisor’s discretion.
• Pass written qualifying examination prior to commencing work on the dissertation proposal or dissertation.
• Complete the “scholarly project requirement” in one of two ways:
  • Submit a manuscript to a peer-reviewed publication; or,
  • Submit a national organization annual conference presentation proposal for refereed review.
Admission Criteria

- Review and follow the Graduate College Admission and Registration Requirements.
- Hold a master’s degree from an accredited program in an area closely related to the chosen field of specialization.
- Have a grade point average of 3.0 or higher in all graduate level coursework.
- *Please note that one third of the total program hours may be transferred from another accredited doctoral program.
- Have completed a minimum of two years of successful professional educational experience (broadly defined).
- Submit three letters of recommendation from individuals who can specifically address potential for doctoral program success, including one from a university faculty member addressing past academic success and potential for doctoral study (letters are requested and submitted through the Graduate College online application system).
- Submit one set of official transcripts from all previously attended colleges and universities (unofficial transcripts can be uploaded to the Graduate College online application system as a supplemental document; official transcripts must be received before admission is made final).
- Submit official Graduate Record Examination (GRE) scores for the General Exam directly to the Doctoral Studies Office in the Department of Curriculum and Instruction (self-reported scores can be entered in the standardized tests section of the Graduate College online application system; official scores must be received before admission is made final).
- Submit a Personal Statement (via the Graduate College online application system) that addresses the following in detail:
  - Emphasis program interest;
  - Reasons for pursuing a doctorate in education;
  - Expectations of doctoral study;
  - Potential dissertation research ideas; and,
- The name of a faculty member in the department with whom you would like to work [optional].
- Demonstrate oral communication and advanced critical thinking and analysis skills through a face-to-face interview with members of the departmental graduate faculty. Out-of-state applicants should contact the department’s Doctoral Studies Coordinator to make arrangements for an e-interview.
Ph.D. in Curriculum and Instruction 72 Credit Program of Study
Ed.D. in Curriculum and Instruction 69 Credit Program of Study
Emphasis in Cultural Studies, International Education, and Multicultural Education

Total Minimum Credit Hours: 72 (Ph.D.)/69 (Ed.D.)

12 Credit Hours (drawn from electives, cognate, and/or research courses) must be taken outside the Department of Teaching and Learning

Residency: Two consecutive semesters of full-time enrollment or an advisor-approved individualized project

AREA OF EMPHASIS (27 credit hours)

There are five compulsory courses required of students in the CSIEME emphasis.

Required

- CIG 768 Advanced Curriculum Development
- CIG 772 Introduction to Cultural Studies
- CIG 771 Comparative Study of Learning, Teaching, and Curriculum
- CIG 662 Theory and Research in Multicultural Education
- CIG 773 Critical Literacies/Critical Pedagogies

Electives

Four additional CSIEME emphasis-area courses will be selected from within and/or outside the department. Students may also fulfill these elective credits via directed study.

COGNATE (9-12 credits)

Courses will be selected from within and/or outside the department to broaden the student’s knowledge bases in an area related cultural studies, international education, and multicultural education (e.g., political economy of schooling, comparative educational systems, school-to-prison pipeline, etc.).

RESEARCH/INQUIRY (15 credits Ph.D., 12 credits Ed.D.)

Courses will be selected from within and/or outside the department to support the student’s development as an advanced researcher in general, as well as to broaden the student’s understanding of research in ways that are most integral to her/his dissertation topic focus.

Required

- CIG 790 Doctoral Research Seminar
Electives

Three to four additional research courses will be selected that support the student’s development as an advanced researcher in general, as well as to broaden the student’s understanding of research in ways that are most integral to her/his dissertation study topic and methodology.

- CIG 690 Teachers as Action Researcher
- EPY 718 Qualitative Research Methodologies
- EPY 719 Advanced Qualitative Research
- EPY 720 Research Design in Education
- EPY 721 Introduction to Descriptive and Inferential Statistics
- EPY 729 Qualitative Case Study Research
- EPY 730 Advanced Research Methods
- EPY 738 Interpretative Analysis of Text and Discourse

INTERNSHIPS (6-12 credits)

Opportunities for research and teaching internships within the areas of cultural studies, international education, and multicultural education will offer the doctoral student a foundation for an academic career in this area.

“PUBLICATION” REQUIREMENT (Ph.D. only)

(This undertaking will typically be completed in conjunction with the research internship). Each student must satisfy a scholarly product requirement. This requirement can be met in one of two ways: students may submit a research study to a refereed journal; or submit a proposal for refereed presentation at an annual conference of a national organization (e.g., the Association for Cultural Studies Conference, the Comparative and International Education Conference, the National Association for Multicultural Education Conference (NAME) annual international conference, the National Conference on Race and Ethnicity (NCORE), the Annual Conference of the National Association for Diversity Officers in Higher Education (NADOHE, affiliated with the American Council on Education (ACE), a cultural studies-, international education-, or multicultural education-related division/section or committee/special interest group of the American Education Research Association (AERA), etc.).

COMPREHENSIVE EXAMINATION

Following completion of the course of study, the student will complete a comprehensive examination centered on three areas: (a) Emphasis area; (b) Cognate; and (c) Research, with a particular focus on developing the dissertation proposal.

DISSERTATION (15-24 credits)

Upon successful completion of the comprehensive exam and dissertation proposal defense, students will enroll in dissertation credits while they collect and analyze data and write and defend their results.