

PH.D. IN TEACHING AND LEARNING

<https://tal.edu.miami.edu/graduate/doctoral/tal-phd/index.html>

Overview

The Ph.D. Program in the Department of Teaching and Learning prepares highly qualified individuals to serve as educational leaders, researchers, designers and teacher educators whose work will contribute to improving teaching and learning both in and out of schools. The program has a strong focus on diversity and equity and supports faculty and student research in areas such as early development, instructional interventions, innovative use of technology, multilingualism, teacher preparation, family engagement, disability, education policy, and science, technology and mathematics learning. Incoming students are assigned a Supervisory Committee to advise them in developing their Program of Study. With the approval of their Supervisory Committee, doctoral students may apply up to 30 credits from an earned Master's degree towards the 60 required credits of coursework. Students must also enroll in 12 dissertation credits.

Application Requirements

Admission to all graduate-degree concentrations in the School of Education and Human Development is based on the recommendation of the faculty. Admissions decisions are based on faculty review of the following general requirements that apply to **all** Graduate Programs in the School as well as specific documents listed under each concentration.

Applicants must:

- Graduate Record Exam (GRE) requirements may be waived for applications to Spring 2021 and following, pending final approvals. However, if the GRE is required for admissions, applicants must achieve acceptable scores on the GRE taken within the past five years. International applicants whose native language is not English or applicants whose degrees are from a non-U.S. University must pass the Test of English as a Foreign Language (TOEFL) or International English Language Testing Systems (IELTS) and the GRE;
- provide official transcripts showing completion of a bachelor's degree from an accredited institution and an acceptable undergraduate grade point average. A minimum of 3.0 undergraduate GPA is required. Official transcripts from every institution attended by an applicant, whether or not the applicant completed a degree program at the institution, are required;
- provide three letters of recommendation that address the issues and meet the criteria established by the program being applied to;
- provide a personal statement that addresses the mission and purpose of the program being applied to;
- resume;
- take part in an admissions interview (required by some programs); and
- exhibit personal and professional experiences and characteristics that are relevant to the profession and/or field and/or degree program for which the application is being submitted.

Doctor of Philosophy (Ph.D.)

In addition to the factors listed as general requirements for all applications to the SEHD's graduate programs, consideration for admission to the Ph.D. program will include the following:

- letters of recommendation should address the applicant's *academic* potential;
- available student space in the program;
- For TAL: availability of faculty advisor willing to mentor the student.

International Applications

All international applications must provide additional information and meet additional requirements as required by the UM Graduate School and the Office of International Student and Scholar Services. For an appropriate link to these requirements, please visit the Graduate School website.

Admission Decision

Once an applicant has been admitted to graduate study, that individual should meet with the faculty advisor who was appointed to serve in that capacity and whose name appears in the admissions letter. This advisor will help the student enroll in courses that are appropriate to the program; to develop and to refine a Program of Study that must be on file in the Office of Graduate Studies by the end of the first academic year of enrollment.

Honor Code/Handbook of Policies and Procedures

The School of Education and Human Development follows the Graduate School's Honor Code. All students are required to review the Graduate Student Honor Code and the School of Education and Human Development's Handbook of Policies and Procedures for Graduate Students and submit the signed Acknowledgement of Receipt located on page 3 by the end of their first semester of enrollment.

Curriculum Requirements

Code	Title	Credit Hours
Educational Foundations		9
Select 9-credits (3 courses) from the following:		
TAL 666	Introduction to the Politics of Education, Teaching, and Learning	
TAL 667	Education Reform, Policy, and the Social Organization of Schooling	
TAL 702	The Social and Cultural Foundation of Education	
TAL 703	Issues and Trends in Multicultural Education	
TAL 704	Introduction to the Learning Sciences	
Core Courses in the Area of Specialization ¹		12
TAL 731	Language Policy and Planning (K-12)	
TAL 733	Theories and Research in Linguaging and Language Development	
TAL 734	Theories and Research in Literacies and Literacy Development	
TAL 735	Special Topics in Language and Literacies	
TAL 752	Seminar in Reading/Learning Disabilities	
TAL 753	Introduction to Science of Learning	
TAL 754	Disability and Diversity: Critical Views	
TAL 755	Current Issues in Special Education	
TAL 756	Research in Special Education	
TAL 772	Instructional Design and Technology in STEM Education	
TAL 773	Teaching and Teacher Education	
TAL 774	STEM Learning	
TAL 775	STEM Curriculum and Policy	
TAL 776	Assessment in STEM Education	
TAL 777	STEM-Education Research Practicum	
TAL 778	Diversity and Equity in STEM Education	
Research Methods		15
TAL 710	Introduction to Research ²	
Select 12 additional credit hours of coursework in research methods. ³		
Diversity		6
Select 6 credit hours of coursework focusing on dimensions of diversity. ³		
Electives		15
These credits may be taken within or outside the Department of Teaching and Learning. ³		
Professional Seminar		3
TAL 700	Professional Seminar	
Dissertation		12
TAL 830	Pre-Candidacy Dissertation Research.	
TAL 840	Post-Candidacy Dissertation Research.	
Total Credit Hours		72

¹ Some core courses may also be counted towards the fulfillment of the diversity requirement. See Academic Advisor.

² Required.

³ See Academic Advisor for course options.

Sample Plan of Study

This is a sample Plan of Study. Your actual course sequence may vary depending on your previous academic experience as well as current course offerings. Students should meet with their academic advisor each semester to determine the appropriate course selection.

Year One		Credit Hours
Fall		
EPS 700	Quantitative Methods I	3
TAL 710	Introduction to Research	3

TAL 733	Theories and Research in Language and Language Development	3
Credit Hours		9
Spring		
EPS 702	Quantitative Methods II	3
TAL 700	Professional Seminar	1
TAL 703	Issues and Trends in Multicultural Education	3
TAL 731	Language Policy and Planning (K-12)	3
Credit Hours		10
Year Two		
Fall		
EPS 703	Applied Multivariate Statistics	3
TAL 734	Theories and Research in Literacies and Literacy Development	3
TAL 753	Introduction to Science of Learning	3
Credit Hours		9
Spring		
TAL 700	Professional Seminar	1
TAL 714 or EPS 714	Introduction to Qualitative Methods or Qualitative Methods I	3
TAL 754	Disability and Diversity: Critical Views	3
TAL 773	Teaching and Teacher Education	3
Credit Hours		10
Year Three		
Fall		
MLL 702	Bilingualism	3
MLL 703	Topics in Critical Studies of Language	3
TAL 752	Seminar in Reading/Learning Disabilities	3
Credit Hours		9
Spring		
PSY 624	Social Development	3
SOC 693	Special Topics and Current Issues in Race/Ethnic Relations	3
TAL 690	Topics in Education	3
TAL 700	Professional Seminar	1
Credit Hours		10
Year Four		
Fall		
TAL 755	Current Issues in Special Education	3
TAL 830	Pre-Candidacy Dissertation Research.	3
Credit Hours		6
Spring		
TAL 830	Pre-Candidacy Dissertation Research.	3
Credit Hours		3
Year Five		
Fall		
TAL 840	Post-Candidacy Dissertation Research.	3
Credit Hours		3
Spring		
TAL 840	Post-Candidacy Dissertation Research.	3
Credit Hours		3
Total Credit Hours		72

Mission

The mission of the School of Education and Human Development is to produce knowledge and prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community.

Goals

The goal of the doctoral program in Teaching and Learning (TAL) is to provide professional preparation for careers in research and teacher education in one of the following three specialty areas: Language, Literacy, and Learning in Multilingual Settings (LLLMS); Science, Technology, Engineering and Mathematics (STEM) Education; and Special Education (SPED).

All students are expected to develop and demonstrate a high level of competency in their area of specialization, in their knowledge of research methods, and in their knowledge of diversity as it applies to their area of research and practice. We expect that our graduates will go on to work as faculty in Institutions of Higher Education or as educational leaders in school systems, educational foundations, research organizations, and other settings.

Student Learning Outcomes

- Students will demonstrate knowledge of the literature on diversity in education, with particular attention to racial, ethnic, linguistic, and cultural diversity.
- Students will demonstrate in-depth knowledge of their area of specialization, i.e., LLLMS, STEM, or Special Education.
- Students will demonstrate their knowledge of research methods appropriate to their area of specialization.