

Doctor of Philosophy - Curriculum & Instruction

Plan Description

This course of study is for educators who desire to extend and advance knowledge in the theory and practice of education as university researchers or leaders in an array of other education-related settings, both in the United States and abroad.

The completion of this degree will particularly enable individuals to become skilled researchers as members of university faculties. Upon completion of the program, graduates will:

Have an understanding of the theoretical and historical foundations of education.

- Demonstrate knowledge and synthesis of major research in education.
- Demonstrate knowledge and research application in an area of emphasis:
 - Career & Technical and Post-Secondary Education (CTPE),
 - Cultural Studies, International Education, and Multicultural Education (CSIEME),
 - Interaction and Media Sciences (IMS),
 - Literacy Education, Mathematics Education, or Science Education.

Understand and apply the major tenets of research design and analysis spanning methodological approaches, including qualitative, quantitative, and mixed methods approaches.

Demonstrate the ability to successfully design, defend, and complete an extended educational study resulting in a defensible dissertation.

Areas of concentration include:

Career & Technical and Postsecondary Education (CTPE)

The Career & Technical and Postsecondary Education (CTPE) concentrations have a research and professional leadership focus.

CTPE is designed to develop future leaders/educators who will make well-informed, theory-based, research supported, and data driven decisions related to planning, organizing, delivering and evaluating the many components and systems connecting education, work, and economic development.

Graduates typically seek research and teaching faculty positions in universities; administrative and policy positions in local, state and national education and other governmental agencies; instructional/curricular leadership positions within school districts; leadership and teaching positions in secondary, community and technical colleges, and training positions in a variety of adult education and training environments.

Graduates will be prepared to assume leadership positions in Southern Nevada and throughout Nevada and the Nation.

Cultural Studies, International Education, and Multicultural Education (CSIEME)

The Cultural Studies, International Education, and Multicultural Education (CSIEME) concentrations are comprised of three related disciplinary strands that promote interdisciplinary and decolonizing

approaches to research and teaching.

Multicultural Education is the core strand. Multicultural Education engages critical pedagogy as the basis for social change through promotion of the democratic principles of social justice.

Through enactment of critical pedagogy focused on knowledge, reflection, and action (praxis), Multicultural Education accepts and affirms—through radical transformation of interpersonal interactions, curricula, and instructional strategies—the pluralism that students, their families and communities, and educators represent.

Through the core Multicultural Education strand, CSIEME students critically re/consider the Eurocentric canon in re/claiming educational processes that challenge and reject white supremacy, predatory capitalism, racism, sexism, and other forms of discrimination in PK-12 and higher education and society.

Through the International Education strand CSIEME students engage critical views of comparative, international, global, inter-nation, and related diaspora educational constructs, in particular challenging the global north-south binary that perpetuates the belief that Westernization and Western approaches to education/educational systems are superior and, thus, should continue to drive education around the world.

Through the Cultural Studies strand, CSIEME students critically examine factors fostering the emergence and proliferation of critical consciousness about social structures and systems that oppress, marginalize, minoritize, and/or discriminate, as well as of critical action leading to emancipation, solidarity, liberation, and freedom from these structures and systems.

Interaction and Media Sciences (IMS)

The Interaction and Media Sciences concentrations enable students to become university faculty, researchers, instructional designers, and leaders in the growing field of educational technology.

The focus of IMS is on content, pedagogy, technology, and a wide range of associated issues.

Students develop expertise in critical analysis, deconstruction, and research on educational technology.

IMS concentrations prepare students for a variety of professional careers related to teaching and learning in both academic and non-academic settings, such as K-12 schools, community colleges, universities, state and federal agencies, and private organizations.

Literacy Education

The Literacy Education concentrations explores relationships among language, literacy, culture and social justice.

Students develop expertise in critical analysis and methodological approaches for conducting research on literacy and language teaching and learning (e.g., curriculum design; assessment; policy; literacy equity; writing; multi-modalities).

The concentrations focus on a variety literacy and language approaches including but not limited to critical literacy, digital and multimedia literacy, global and glocal literacy, biliteracy, and new literacies in addition to bi-, multi-, and trans-lingualism.

Students have opportunities for clinical and field-based work in conjunction with our teacher education program, the Gayle A. Zeiter Literacy Development Center, the Southern Nevada Writing Project, the UNLV Teaching in Chile Conference, and other community organizations.

Through an emphasis on the integration of theory, research and practice, students will demonstrate a well-grounded understanding of the literacy content, pedagogy, technology, and issues associated with teaching and learning in literacy education.

Mathematics Education

The Mathematics Education concentrations prepare individuals for research and teacher education careers in higher education and for leadership positions in educational settings.

The concentrations are designed to develop expertise in conceptualizing, conducting and reporting research in mathematics education and to improve student knowledge about the field of mathematics education.

Students choosing this area of study will find themselves challenged with the latest ideas and theories in the field.

The program is consistent with other top graduate programs and is aligned with UNLV's goals to advance the research functions of UNLV while maintaining high quality teaching.

Science Education

Science Education engages students in developing expertise in teaching and learning in relation to scientific phenomena.

Further, science education supports students in conducting research within educational science contexts (formal and informal).

This includes, but is not limited to: curriculum design, assessment, scientific literacy, policy, standards (national/local), media, popular culture, science communication, and issues related to race, gender, and class, consistent with offerings at other top graduate schools of education.

For more information about your program, including your graduate program handbook and learning outcomes, please visit the [Degree Directory](#) as well as the [Teaching & Learning doctoral website](#).

Plan Admission Requirements

[Application deadlines](#)

These programs allow for rolling admissions in all three semesters.

Applications available on the [UNLV Graduate College website](#).

Applicants must choose one of the available concentrations when applying to the program:

- Career & Technical and Postsecondary Education
- Cultural Studies, International Education, and Multicultural Education
- Interaction and Media Sciences
- Literacy Education
- Mathematics Education
- Science Education

The choice of concentration is made during the application process within the UNLV Grad Rebel Gateway.

Specific admission criteria for the PhD - Curriculum and Instruction include:

1. All domestic and international applicants, including students currently matriculated in graduate programs at UNLV outside of the Department of Teaching and Learning, must meet the minimum Graduate College Admission and Registration Requirements, as well as the specific policies outlined below.
2. For post-bachelor's applicants, a regionally accredited bachelor degree from a program in an area closely related to the chosen field of specialization is required.
3. For post-master's applicants, prior to the admission start date, a master degree from a regionally accredited program in an area closely related to the chosen field of specialization is required.
4. Submit a complete Graduate College online application, by the stated application date, including the following:
5. Three letters of recommendation from professionals who can specifically address the applicant's potential for success in the doctoral program. One letter, minimally, must be from a university faculty member addressing past academic success and future potential in a doctoral program. These letters of recommendation will be requested by and must be submitted through the Graduate College online application system.
6. Submit one set of transcripts from all previously attended colleges and universities as requested in the Graduate College online application.
7. Unofficial transcripts should be uploaded via the online application for any degrees or coursework in progress at the time of application. Unofficial transcripts will NOT substitute for the official documents required prior to enrollment, with the exception of coursework taken at UNLV.
8. Submit official Graduate Record Examination (GRE) scores for the General Exam, which must be received prior to the application deadline. Answering any questions required in the application portal.
9. After initial screening, applicants moving forward in the process will be invited to an interview.
10. Interviews are conducted by members of the Department of Teaching and Learning graduate faculty. Interviews are not guaranteed simply by means of applying to the program. The Doctoral Studies Office and program faculty members will work to plan interviews with selected applicants.
11. Students with less than a 145 Verbal, or a 145 Quantitative, or a 3.5 Analytical Writing, or any combination thereof on the GRE can only be admitted on a conditional basis; if admitted a student must earn a 3.30 (B+) GPA in the Departmental Core (CIG 761 & 790) and two Required Research Courses (EPY 718 & 721) in order remove the conditional status.
12. Students enrolled or matriculated in a graduate program at UNLV outside of the Department of Teaching and Learning currently are not guaranteed to have program coursework from the previous program accepted for transfer or substitution to the Department of Teaching and Learning degree.
13. The aforementioned requirements are the minimum requirements; meeting the minimum requirements does not guarantee admission.
14. Recommendations to the Graduate College for admission are based 1) on applicants meeting the minimum requirements along with 2) a comprehensive review of the application materials by program and/or subplan area faculty.

Applicants for the CSIEME/J.D. concentration subplan can be admitted via one of the following three pathways:

1. Have already completed a J.D. from an ABA-accredited law school (including the the William S. Boyd School of Law).
2. Be already-admitted to law school (including the the William S. Boyd School of Law).
3. Be concurrently applying to law school (including the the William S. Boyd School of Law).

Note: Students who are already admitted to, or who are concurrently applying to, law school must have completed or must complete one year of law school coursework before beginning Ph.D. coursework.

Applicants must submit proof of one of the admission pathways above during the application process.

The GRE is not required for applications to the CSIEME/J.D. concentration subplan.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding subdisciplines and sub-plans within the described programs are subject to change at any time.

Plan Requirements

See Subplan Requirements below.

[Subplan 1 Requirements: Post-Bachelor's](#)

[Subplan 2 Requirements: Post-Master's](#)

Subplan 3 Requirements: CSIEME/J.D. Concentration

Subplan 1 Requirements: Post-Bachelor's

Total Credits Required: 81

Course Requirements

Foundational Courses - Credits: 9

Complete 9 credits that must include the following courses and 3 additional credits of advisor-approved coursework. CIG 761 and CIG 790 are not eligible for substitution.

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Core - Credits: 12

Complete a total of 12 credits by completing all the following courses (9 credits), and 3 credits of advisor-approved coursework. EPY 702, EPY 718, and EPY 721 are not eligible

for substitution.

EPY 702 Research Methods	3
EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

Specialization Courses - Credits: 9

Complete 9 credits of advisor-approved courses. These courses should center on developing a foundation to support students' emerging interest area.

Culminating Experience - Credits: 3

During CIG 697 the Doctoral Qualifying Examination must be completed.

CIG 697 Curriculum and Instruction Culminating Experience	1 – 3
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Master of Science - Curriculum & Instruction - Requirements Completion

Upon completion of all requirements above, students are qualified to be awarded the Master of Science - Curriculum & Instruction.

Research Courses – Credits: 12

Complete 12 credits of advisor-approved research courses.

Concentration Courses - Credits: 24

Complete 24 credits of the chosen concentration by following the instructions within the concentration section below. Note: Concentrations are chosen during admission to the program.

Career & Technical and Postsecondary Education (CTPE)

Complete 15 credits from among the following courses, and an additional 9 credits of advisor-approved courses in CTPE.

EDW 719 Leadership in Workforce Education and Development	3
EDW 745 Theories of Adult Learning	3
EDW 746 History and Development of Two Year Postsecondary Institution	3
EDW 747 Workforce Education Teaching	3

EDW 749R Evaluation of Workforce Education Programs	3
EDW 763 Readings in Postsecondary Education, Workplace Learning and Performance, and Workforce Education Leadership	3
EDW 768 Grantsmanship in Education	3

Cultural Studies, International Education, and Multicultural Education (CSIEME)

Complete 24 credits; the 15 credits iterated below (of which 6 credits must be CIG 791) and an additional 9 credits of advisor-approved elective credits.

CME 710 Cultural Studies in Education	3
CME 720 International and Comparative Studies in Education	3
CME 745 Theory and Research in Multicultural Education	3
CIG 791 Internship in Curriculum and Instruction	1 – 3

Interaction and Media Sciences (IMS)

Complete 12 credits of the following courses, and an additional 12 credits of advisor-approved courses in IMS.

CIT 770 Foundations in Technology & Learning	3
CIT 773 Interaction Design	3
CIT 778 Instructional Design	3
CIT 780 Educational Technology Research and Practice	3

Literacy Education

Complete 9 credits of the following courses, and an additional 15 credits of advisor-approved courses in Literacy Education.

CIG 773 Critical Literacies/Critical Pedagogies	3
CIL 772 Cognitive Foundations of Literacy	3
CIL 774 Historical Foundations of Literacy Research and Instruction	3
CIL 776 Social and Political Issues in Literacy	3

Mathematics Education

Complete 9 credits of the following courses, and an additional 15 credits of advisor-approved courses in Mathematics Education.

CIG 720 Principles of Mathematics Learning	3
CIG 783 Theory and Research in School Mathematics	3
CIG 787 Individual Instruction in Mathematics Education	3

Science Education

Complete 9 credits of the following courses, and an additional 15 credits of advisor-approved courses in Science Education.

CIE 630 Topics Elementary School Science	1 - 3
CIS 630 Topics Secondary School Science	1 - 3
CIG 639 Science Education Seminar	3
CIG 775 Theoretical Frameworks for Science Education	3
CIG 776 Philosophical Foundations of Science Education	3
CIG 777 Principles of Learning Science	3
CIG 788 Individual Instruction in Science Education	3

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree and Graduation Requirements

Please see Degree and Graduation Requirements below.

Subplan 2 Requirements: Post-Master's

Total Credits Required: 60

Course Requirements

T&L Required Courses – Credits: 6

Complete 6 credits that must include the following courses. CIG 761 and CIG 790 are not eligible for substitution.

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Required Courses – Credits: 12

Complete a total of 12 credits by completing all the following courses (6 credits), and 6 credits of advisor-approved coursework. EPY 718, and EPY 721 are not eligible for substitution.

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

Concentration Courses - Credits: 30

Complete 30 credits of the chosen concentration by following the instructions within the concentration section below. Note: Concentrations are chosen during admission to the program.

Career & Technical and Postsecondary Education (CTPE)

Complete 15 credits of the following courses, and an additional 15 credits of advisor-approved courses in CTPE.

EDW 719 Leadership in Workforce Education and Development	3
EDW 745 Theories of Adult Learning	3
EDW 746 History and Development of Two Year Postsecondary Institution	3
EDW 747 Workforce Education Teaching	3
EDW 749R Evaluation of Workforce Education Programs	3
EDW 763 Readings in Postsecondary Education, Workplace Learning and Performance, and Workforce Education Leadership	3
EDW 768 Grantsmanship in Education	3

Cultural Studies, International Education, and Multicultural Education (CSIEME)

Complete 30 credits; the 15 credits iterated below (of which 6 credits must be CIG 791) and an additional 15 credits of advisor-approved elective credits.

CME 710 Cultural Studies in Education	3
CME 720 International and Comparative Studies in Education	3
CME 745 Theory and Research in Multicultural Education	3
CIG 791 Internship in Curriculum and Instruction	1 – 3

Interaction and Media Sciences (IMS)

Complete 12 credits of the following courses, and an additional 18 credits of advisor-approved courses in IMS.

CIT 770 Foundations in Technology & Learning	3
CIT 773 Interaction Design	3
CIT 778 Instructional Design	3
CIT 780 Educational Technology Research and Practice	3

Literacy Education

Complete 9 credits of the following courses, and an additional 21 credits of advisor-approved courses in Literacy Education.

CIG 773 Critical Literacies/Critical Pedagogies	3
CIL 772 Cognitive Foundations of Literacy	3
CIL 774 Historical Foundations of Literacy Research and Instruction	3
CIL 776 Social and Political Issues in Literacy	3

Mathematics Education

Complete 15 credits of the following courses, 6 credits of which must be in CIG 791, and an additional 15 credits of advisor-approved courses in Mathematics Education.

CIG 720 Principles of Mathematics Learning	3
CIG 783 Theory and Research in School Mathematics	3
CIG 787 Individual Instruction in Mathematics Education	3
CIG 791 Internship in Curriculum and Instruction	1 – 3

Science Education

Complete 15 credits by completing all of the following courses, and an additional 15 credits of advisor-approved courses in Science Education.

CIE 630 Topics Elementary School Science	1 – 3
CIS 630 Topics Secondary School Science	1 - 3
CIG 639 Science Education Seminar	3
CIG 775 Theoretical Frameworks for Science Education	3
CIG 776 Philosophical Foundations of Science Education	3
CIG 777 Principles of Learning Science	3
CIG 788 Individual Instruction in Science Education	3

Dissertation – Credits: 12

CIG 799 Dissertation

3

Degree and Graduation Requirements

Please see Degree and Graduation Requirements below.

Subplan 3 Requirements: CSIEME/J.D.

Total Credits Required: 54

Course Requirements**T&L Required Courses – Credits: 6**

Complete 6 credits that must include the following courses. CIG 761 and CIG 790 are not eligible for substitution.

CIG 761 Theoretical Foundations of Education	3
CIG 790 Doctoral Research Seminar	3

Research Required Courses – Credits: 12

Complete a total of 12 credits by completing all the following courses (6 credits), and 6 credits of advisor-approved coursework. EPY 718 and EPY 721 are not eligible for substitution.

EPY 718 Qualitative Research Methodologies	3
EPY 721 Descriptive and Inferential Statistics: An Introduction	3

CSIEME Concentration Courses - Credits: 24

Complete 24 credits in the CSIEME concentration by following the instructions within the CSIEME concentration section below.

Cultural Studies, International Education, and Multicultural Education (CSIEME)

Complete 24 credits; the 15 credits iterated below (of which 6 credits must be CIG 791) and an additional 9 credits of advisor-approved elective credits.

CIG 791 Internship in Curriculum and Instruction	1 – 3
CME 710 Cultural Studies in Education	3
CME 720 International and Comparative Studies in Education	3
CME 745 Theory and Research in Multicultural Education	3

Dissertation – Credits: 12

CIG 799 Dissertation	3
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Degree and Graduation Requirements

Please see Degree and Graduation Requirements below.

Plan Degree Requirements

1. Complete a minimum of 81 credits for the post-bachelor subplan, a minimum of 60 credits for the post-master subplan, and a minimum of 54 credits for the CSIEME/J.D. concentration subplan.
2. All coursework must be approved by the doctoral student's advisor.
3. CIG 761, CIG 790, EPY 718, and EPY 721 are not eligible for substitution in any of the PhD in C&I subplans.
4. EPY 702 is not eligible for substitution in the post-bachelor subplan.
5. Maintain an overall GPA of 3.00 or higher for all course work taken at the doctoral level;
6. In consultation with their advisor, a student must organize a dissertation committee of at least three departmental Members, including a chair from the students concentration area. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
7. Pass, and defend orally, a written qualifying examination prior to commencing work on the dissertation proposal.
8. Pass, and defend orally, a written proposal as well as complete all coursework before Advancing to Candidacy and taking dissertation credits.
9. Comply with all requirements for and successfully defend the dissertation as well as any specific graduation requirements and processes (see Graduation Requirements below).
10. CSIEME/J.D. concentration subplan:
 - In consultation with their advisor, a student must organize a dissertation committee of at least two faculty members in the Department of Teaching and Learning, including a chair from the student's concentration area, and one faculty member from the Law School (with grad faculty status in the department). In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's

discretion. Please see Graduate College policy for committee appointment guidelines.

- Complete their J.D. prior to or concurrent with completion of this Ph.D. program.
- Students who opt not to complete the J.D., must transfer to, and complete in it's entirety, the 81 credit post-bachelor's M.S. to Ph.D. in Curriculum and Instruction degree program with a CSIEME concentration; unless they have previously completed a master's degree, in which case students must transfer to, and complete in it's entirety the 60 credit post-master's Ph.D. in Curriculum and Instruction degree program with a CSIEME concentration.

11. Follow all UNLV, Graduate College, and Teaching and Learning Policies and adhere to any sub-plan processes outlined in the [Doctoral Handbook](#) or on the concentration area handbooks found on the [Teaching and Learning doctoral website](#).

Plan Graduation Requirements

1. The student must submit all required forms to the Graduate College as well as apply for graduation up to two semesters prior to completing their degree requirements.
2. The student must submit and successfully defend their dissertation by the posted deadline. The defense must be advertised and is open to the public.
3. After the dissertation defense, the student must electronically submit a properly formatted pdf copy of their dissertation to the Graduate College for format check. Once the dissertation format has been approved by the Graduate College, the student will submit the approved electronic version to ProQuest. Deadlines for dissertation defenses, format check submissions, and the final ProQuest submission [can be found here](#).