Ph.D. in Teaching, Learning, and Culture

This degree is designed to prepare professionals to conduct research that can inform the national debate about aims in education, standards, and equity. The program seeks to develop knowledge in important need areas with particular relevance for urban education, the southwest border region, Texas, and beyond. Graduates will also be prepared to:

- Conduct research using appropriate methodologies to study curriculum and instruction;
- Design innovative instructional strategies to promote the cognitive and social development of all learners;
- Expand on the existing pedagogical knowledge base about learners from linguistically and culturally diverse backgrounds;
- Utilize effective and innovative educational research and evaluation designs and processes; and
- Provide significant contributions to the research literature on educational reform.

Admission Requirements

All students must be first admitted by the Graduate School. For more information regarding the Graduate School’s policies, please reference the Graduate School section of this catalog or the Graduate School Web site.

Applicants must submit the following required documents in order to be considered for admission:

1. Graduate School Application: Online applications through the Graduate School Admissions Application system.
2. Three Recommendation Letters (English or Spanish): Letters from individuals who can comment on the student’s potential to succeed in a doctoral program.
3. Official and Unofficial Transcripts: Transcripts from each college or university attended should be attached to the Graduate School Admissions Application.
4. Graduate Record Examination (GRE): GRE scores are not required.
5. Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS): An official TOEFL or IELTS report should be attached to the Graduate School Admissions Application for any international applicant that has not received a bachelor’s or master’s degree from an English Language Proficiency Exempt Country: https://www.utep.edu/graduate/_Files/docs/List%20of%20English%20Language%20Proficiency%20Exempt%20Countries.pdf. Graduate School requirements can be found here: https://www.utep.edu/student-affairs/testing/tests/required-scores.html
6. Resume (English or Spanish): A resume outlining education, work history, experiences, skills, and training must be submitted.
7. Statement of Purpose (English or Spanish): A statement of purpose describing career goals, research interests, and how this specific program will benefit the applicant’s professional development must be submitted (1,000 to 1,500 words).
8. Evidence of Writing Abilities (English or Spanish): Two writing samples (minimum: 1,000 words each) or a master’s thesis, where the applicant is the sole author, demonstrating the applicant’s academic writing ability must be submitted.
9. Education and Experience: Applicants must have completed a master’s degree before entering the program. A minimum of three (3) years’ teaching experience or equivalent is also required, including evidence of personal or professional experiences.

The admission factors will be reviewed holistically to assess the potential of the applicant.

Interview: Selected applicants will be invited to an interview (in person or online, in Spanish or English) with members of the doctoral committee prior to the determination of final admission status. The purpose of the interview is to establish compatibility between the applicant’s goals and the interests and goals of the doctoral program.

Letter of Admission to Doctoral Program: The office of the Graduate School will advise doctoral applicants in writing whether they have been admitted or not to the doctoral program.

Program of Studies for the Ph.D.: The program includes prescribed courses for the core, research, and the professional focus area components. The electives allow doctoral students to concentrate their additional coursework in an area related to their planned dissertation research. The doctoral seminar (TED 6396) provides an opportunity for students to meet with faculty and other professionals for the purpose of sharing professional interests, networking, and brainstorming in their designated research areas.

Dissertation Requirements: All students must complete a doctoral dissertation (a minimum of 9 semester hours) that presents original research at an advanced level on a significant problem in an area addressing teaching, learning, and educational culture. Dissertation hours can be repeated. The dissertation must be prepared according to the Graduate School’s Thesis and Dissertation Guidelines, available at the Graduate School Web site.

Graduation Requirements: Degree will be conferred to students upon successful completion of coursework, successful portfolio presentation (in lieu of qualifying exam), successful proposal hearing, successful defense of dissertation, and dissertation document accepted by the Graduate School. A copy of the dissertation in PDF or Word electronic format must be approved by the Graduate School. A hard copy of the signature page with original signatures of the dissertation committee members must also be submitted to the Graduate School.
**Elective courses** are selected to support the area of focus. Faculty advisors will guide students in selecting elective courses. Recommended electives include, but are not limited to, the following. Students must consult with an advisor regarding master's-level courses that may be appropriate.

**Grade Point Average Requirements:** The student must maintain at least a 3.00 grade point average in all graduate coursework attempted, excluding dissertation credit. Failure to maintain this average constitutes unsatisfactory progress and will result in the student's dismissal from this program.

**Probation and Dismissal Policy**

The program is committed to student success and mentorship that helps foster engagement and excellence. Faculty are also committed to provide students with needed support and guidance in order to meet requirements and make satisfactory progress.

**Probation**

Students not making satisfactory progress are placed on probation as part of a review and improvement process that provides support and recommendations. The probation is removed when recommendations or requirements are met.

**Dismissal**

Students who do not meet recommendations or requirements are reviewed and considered for dismissal from the program. The probation/dismissal procedure is initiated if students fail either TED 6394 or TED 6397 a second time.

More details and relevant documents concerning the probation/dismissal policy are available on the program's website or by contacting the Program Coordinator.

**Degree Plan**

**Ph.D in Teaching, Learning, & Culture with a Concentration in Literacy/Biliteracy**

Required Credits: 60

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TED 6300</td>
<td>Crit Persp in Curri and Instr</td>
<td>3</td>
</tr>
<tr>
<td>TED 6301</td>
<td>Multilingualism &amp; Academic Dev</td>
<td>3</td>
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<tr>
<td>TED 6302</td>
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<tr>
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<tr>
<td>TED 6310</td>
<td>Learning Sciences</td>
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</tr>
<tr>
<td>TED 6394</td>
<td>Scholarly Portfolio Developmnt</td>
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Select one of the following:

- TED 6319 Grad Workshop in Education
- TED 6321 Quantitative Research II
- TED 6323 Qualitative Research II

**Research Component**

Required:

- TED 6320 Quantitative Research I
- TED 6322 Qualitative Research I
- TED 6396 Doct Sem in Educ Research

**Literacy/Biliteracy**

Select three courses from the list below:

- BED 6300 Borderlands Lang Acq & Comp Id
- BED 6314 The Ethnography of Lan and Lit
- BED 6315 Discursive Practices in Educ
- BED 6318 Language Policy in Ed
- BED 6331 Crit Persp of Dual Lang Bil Ed
- RED 6315 Discursive Practices in Educ
- RED 6318 Literacies in the 21st Century
- RED 6344 Seminar in Literacy

**Electives**

Select four graduate courses in consultation with an advisor or dissertation chair
Ph.D in Teaching, Learning, and Culture

Dissertation
All courses below are required:

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Total Hours 60

Ph.D in Teaching, Learning, & Culture with a Concentration in STEM Education

Required Credits: 60

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Professional Focus Area:
Select three courses from the following: 9

STEM Education:

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<td>Teacher Devlpmt in STEM Educ</td>
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<td>Resrch Trends in STEM Educ</td>
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<td>Inst Trends in Science Edu</td>
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Electives:
Select four courses from the Graduate Course Catalog in consultation with an advisor or dissertation chair. Only two master's level courses are allowed. 12

Total Hours 60

Only two master's level courses are allowed.

Ph.D in Teaching, Learning, & Culture with a Concentration in Sociocultural Foundations

Required Credits: 60

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**Professional Focus Area:**
Select three courses from the following: 9

**Sociocultural Foundations:**

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<td>SCFE 6313</td>
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<td>SCFE 6318</td>
<td>Compara and Transnation Ed</td>
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<td>Sociocultural Foundations</td>
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<td>SCFE 6321</td>
<td>Critical Pedagogy</td>
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<tr>
<td>SCFE 6322</td>
<td>Economics of U.S. Schooling</td>
</tr>
<tr>
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<td>Paulo Freire &amp; Social Justice</td>
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**Electives:**
Select four courses from the Graduate Course Catalog in consultation with an advisor or dissertation chair: 12

**Total Hours** 60

*Please see the Web site ([http://education.utep.edu/teachereducation/index.php/academic-programs/ph-d/](http://education.utep.edu/teachereducation/index.php/academic-programs/ph-d/)) for more information about the program.*