

TEACHING, LEARNING AND CURRICULUM STUDIES - PH.D.

College of Education and Human Services
 School of Teaching, Learning and Curriculum Studies
www.kent.edu/ehs/tlcs

About This Program

Become a leader in Teaching, Learning and Curriculum Studies with Kent State's Ph.D. program. Conduct original research and develop expertise in curriculum theory to shape the future of education. Read more...

Contact Information

- **Francisco Torres (Curriculum and Instruction)** | ftorres2@kent.edu | 330-672-0634
- **Jiahui Wang (Educational Technology concentration)** | jwang79@kent.edu | 330-672-0664
- Connect with an Admissions Counselor

Program Delivery

- **Delivery:**
 - Fully online
 - Mostly online
- **Location:**
 - Kent Campus

Examples of Possible Careers and Salaries*

Education teachers, postsecondary

- 2.1% slower than the average
- 74,900 number of jobs
- \$72,090 potential earnings

Instructional coordinators

- 1.3% slower than the average
- 232,600 number of jobs
- \$74,720 potential earnings

Additional Careers

- University Professor

* Source of occupation titles and labor data comes from the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.

For more information about graduate admissions, visit the graduate admission website. For more information on international admissions, visit the international admission website.

Admission Requirements

- Master's degree from an accredited college or university
- Minimum 3.000 graduate GPA on a 4.000-point scale (minimum 3.500 graduate GPA is recommended)
- Official transcript(s)
- Résumé or curriculum vitae
- Application essay
- Two letters of recommendation
- Interview
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions to waive) by earning one of the following:¹
 - Minimum 79 TOEFL iBT score
 - Minimum 6.5 IELTS score
 - Minimum 58 PTE score
 - Minimum 110 DET score

¹ International applicants who do not meet the above test scores may be considered for conditional admission.

Application Deadlines

- **Fall Semester**
 - Application Deadline: July 15

All application materials (including applicable fee, transcripts, recommendation letters, etc.) submitted after this deadline will be considered on a space-available basis.

Program Requirements

Major Requirements

Code	Title	Credit Hours
Major Requirements		
RMS 85515	QUANTITATIVE RESEARCH DESIGN AND ANALYSIS	3
RMS 85516	QUALITATIVE RESEARCH DESIGN	3
RMS 85517	ADVANCED QUANTITATIVE RESEARCH	3
or RMS 85518	ADVANCED QUALITATIVE RESEARCH	
TLCS 80001	PROSEMINAR I: INTRODUCTION TO DOCTORAL STUDIES IN EDUCATION	3
TLCS 80002	PROSEMINAR II: THEORY AND RESEARCH IN EDUCATIONAL PRACTICE	3
TLCS 80003	TEACHING AND LEARNING I: THEORY, RESEARCH AND EDUCATIONAL PRACTICE	3
TLCS 80004	TEACHING AND LEARNING II: THEORY, RESEARCH AND EDUCATIONAL PRACTICE	3
TLCS 80005	CURRICULUM THEORIES: RESEARCH, DESIGN AND EDUCATIONAL PRACTICE	3
TLCS 80006	EMERGING ISSUES AND TRENDS IN EDUCATIONAL RESEARCH	3
TLCS 80007	SEMINAR IN EDUCATIONAL RESEARCH	3
Research, Measurement and Statistics (RMS) Graduate Course (50000 level or higher)		3

Focus Area or Major Electives, choose from the following ¹		9
STEM Education		
TLCS 80191	VARIABLE CONTENT SEMINAR IN STEM EDUCATION	
Language, Literacy and Society		
TLCS 80391	VARIABLE CONTENT SEMINAR IN LANGUAGE, LITERACY AND SOCIETY	
Teacher Education		
TLCS 80291	VARIABLE CONTENT SEMINAR IN TEACHER EDUCATION	
Curriculum and Instruction		
TLCS 80491	VARIABLE CONTENT SEMINAR IN CURRICULUM AND INSTRUCTION	
Electives		
TLCS 80169	UNDERSTANDING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS AND THEIR FAMILIES	
TLCS 80171	TEACHING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS	
TLCS 81130	MULTICULTURAL EDUCATION	
TLCS 87002	CURRICULUM LEADERSHIP	
TLCS 87003	FORMS OF INQUIRY IN CURRICULUM AND INSTRUCTION	
TLCS 87004	PROFESSIONAL LEARNING IN EDUCATION	
TLCS 87005	INTERCULTURAL DIMENSIONS OF TEACHING AND LEARNING	
TLCS 87010	CURRICULUM EVALUATION	
TLCS 87352	INSTRUCTIONAL COACHING	
Culminating Requirement		
TLCS 80199	DISSERTATION I ²	30
Minimum Total Credit Hours:		72

- ¹ Students are recommended to courses in consultation with their faculty advisor. Focus area courses may be taken up to three times. With approval from their advisor and the program coordinator, students may choose courses outside of the program to fulfill these requirements.
- ² Upon admission to candidacy, each doctoral candidate must register for TLCS 80199. It is expected that a doctoral candidate will continuously register for Dissertation I for a total of 30 credit hours, and thereafter TLCS 80299, each semester until all requirements for the degree have been met.

Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
-	3.000

- Students may be required to take additional coursework as well as research activities that support their scholarly interests in the context of doctoral socialization.

Comprehensive Examination Requirements

The course phase of study culminates with a written and oral comprehensive examination that is created and evaluated by each doctoral student's prospectus committee. Students choose one of the following options for the written component:

- Eight-hour in-class written examination
- Take-home written examination

- Written examination and portfolio (this option must be selected when submitting the plan of study)

Once doctoral students have passed the comprehensive examination, they organize a dissertation committee, which supervises their dissertation research project.

Roadmap

This roadmap is a recommended semester-by-semester plan of study for this program. Students will work with their advisor to develop a sequence based on their academic goals and history. Courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

First Year		
Fall		
RMS 85516	QUALITATIVE RESEARCH DESIGN	3
TLCS 80001	PROSEMINAR I: INTRODUCTION TO DOCTORAL STUDIES IN EDUCATION	3
TLCS 80003	TEACHING AND LEARNING I: THEORY, RESEARCH AND EDUCATIONAL PRACTICE	3
Credit Hours		9
Spring		
RMS 85515	QUANTITATIVE RESEARCH DESIGN AND ANALYSIS	3
TLCS 80004	TEACHING AND LEARNING II: THEORY, RESEARCH AND EDUCATIONAL PRACTICE	3
Focus Area or Major Elective		3
Credit Hours		9
Second Year		
Fall		
TLCS 80002	PROSEMINAR II: THEORY AND RESEARCH IN EDUCATIONAL PRACTICE	3
TLCS 80005	CURRICULUM THEORIES: RESEARCH, DESIGN AND EDUCATIONAL PRACTICE	3
Research, Measurement and Statistics (RMS) Graduate Course		3
Credit Hours		9
Spring		
RMS 85517	ADVANCED QUANTITATIVE RESEARCH	3
or	or ADVANCED QUALITATIVE RESEARCH	
RMS 85518		
TLCS 80006	EMERGING ISSUES AND TRENDS IN EDUCATIONAL RESEARCH	3
Focus Area or Major Elective		3
Credit Hours		9
Third Year		
Fall		
TLCS 80007	SEMINAR IN EDUCATIONAL RESEARCH	3
Focus Area or Major Elective		3
Credit Hours		6
Spring		
TLCS 80199	DISSERTATION I	15
Credit Hours		15
Fourth Year		
Fall		
TLCS 80199	DISSERTATION I	15
Credit Hours		15
Minimum Total Credit Hours:		72

Program Learning Outcomes

Graduates of this program will be able to:

1. Demonstrate deep understanding and critical analysis of key theories, debates and research in teaching, learning and curriculum studies, including historical, social and contemporary contexts.
2. Design, conduct and communicate research using appropriate methodology (qualitative, quantitative or mixed methods) that contribute knowledge or insights to the field.
3. Empirically study factors related to curriculum, instruction and/or learning through application of educational principles (e.g., equity and inclusion; collaboration and interaction; critical thinking and lifelong learning; growth and development).
4. Lead and communicate scholarly, innovative and professional ideas through writing, speaking and/or advocacy across academic, practitioner and community audiences.

Full Description

The Ph.D. degree in Teaching, Learning and Curriculum Studies prepares scholars and educational leaders to advance research, theory and practice in diverse learning environments. The program is designed for individuals interested in exploring critical issues related to teaching, learning and curriculum design across educational contexts.

Through rigorous coursework, collaborative inquiry, and mentored research experiences, students develop the knowledge and skills necessary to contribute meaningfully to academic scholarship and educational innovation. Graduates of the program are well prepared for careers in higher education, research, curriculum development and leadership within schools and educational organizations.

Students may choose to focus broadly in their studies or specialize in one of the program's focus areas: STEM education; teacher education; curriculum and instruction; or language, literacy and society. Within these areas, students can pursue specific interests, such as social studies within teacher education. Focus area courses are intentionally designed to be flexible and responsive to individual student goals and interests.

The program is offered in two formats: mostly online and fully online. The mostly online format allows students to engage online while also providing opportunities for in-person meetings at multiple points throughout the semester. The fully online format will include some mandatory synchronous online meetings (set times and days) in courses and other graduation requirements (e.g., oral comprehensive exam, dissertation proposal defense).