

# TEACHING AND LEARNING (PHD)

Department Website (<http://steinhardt.nyu.edu/teachlearn/>)

NYSED: 22621 HEGIS: 0829.00 CIP: 13.0301

## Program Description

The PhD program in Teaching and Learning is designed for those seeking research-oriented positions in universities or leadership roles such as serving on a college or university faculty, as an educational researcher, or as a curriculum specialist. Extensive individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education. The program is flexible and highly individualized, providing specialties in such related areas as teacher education, curriculum development, child development, innovations in schooling, and specific content areas such as literacy, numeracy, and social studies. Extensive faculty mentoring is a distinctive feature of the doctoral program.

## Themes of Study

Doctoral study in the Department of Teaching and Learning focuses on several areas of scholarship and practice. These reflect the strengths and interests of the department's faculty and the opportunities available among the department's programs for doctoral students to have mentored learning experiences. The themes are as follows:

- Teaching and teacher education across all levels from early childhood to university, including preparatory teacher education and continuing teacher education, and across a variety of teaching fields. The department particularly invites interests in teaching within urban settings, teaching diverse students, the role of content knowledge in teaching, and changing conceptions of teaching and teacher education.
- Educational reform, including school reform, curriculum reform, and reform of policies that bear on teaching and learning. The department particularly invites interests in the problems of urban education, in designing learning environments that work well for diverse learners, in rethinking curriculum and school designs, and in the role of teacher learning within educational reform. In making admission decisions, the department's faculty strives for balance across these areas, each year admitting a small number of highly qualified students with interest in each area (regardless of the students' degree preferences).
- Literacies across all levels of education and content areas. The department particularly invites interests in early literacy, adolescent and adult literacy, issues in acquiring academic literacy, and the role of culture in literacy.
- Language and culture. The department particularly invites interests in language acquisition and in issues related to education in multilingual and multicultural settings. Special education, including questions about theoretical frameworks of disability in school and community; challenges of practice such as the design and implementation of inclusive schools, equitable learning opportunities for students with disabilities, family engagement; contemporary issues in the fields of practice and research such as exclusionary discipline and racial equity in special education, postsecondary education and young adults with disabilities, and multilingual learners and disabilities.

## Admissions

Admission to graduate programs in the Steinhardt School of Culture, Education, and Human Development requires the following minimum components:

- Résumé/CV
- Statement of Purpose
- Letters of Recommendation
- Transcripts
- Proficiency in English

See NYU Steinhardt's Graduate Admissions website (<https://steinhardt.nyu.edu/admissions/how-apply/graduate-students/>) for additional information on school-wide admission. Some programs may require additional components for admissions.

See How to Apply (<https://steinhardt.nyu.edu/degree/phd-teaching-and-learning/how-apply/>) for admission requirements and instructions specific to this program.

## Program Requirements

Course	Title	Credits
Research Independent Study		0
Foundations Course		6-12
Qualitative Research Methods		3
Quantitative Research Methods		3
Additional Research Methods		9
Dissertation Proposal Seminar		3
Specialized Methodology Course		3
Specialized Electives		15-33
<b>Total Credits</b>		<b>60</b>

## Additional Program Requirements

In each of the fall and spring semesters of Years 1, 2, and 3 of PhD study, all full-time students are required to enroll in a 0-credit research experience course.

The written candidacy requirement consists of either a qualifying paper or a written exam. The oral candidacy requirement will consist of a comprehensive exam scheduled after coursework has been completed and preferably no later than the Fall semester of the third year.

Once advanced to candidacy, students then form their dissertation committees and proceed to develop a dissertation proposal. Committees will consist of at least three members: a chair from Teaching and Learning and two additional members from within or outside of Teaching and Learning. At least one member should be in the student's program area.

Upon completion of the dissertation and its approval by dissertation committee members, a defense will be held with the student, chair, committee members, and at least two additional faculty members who did not serve on the dissertation committee, one of whom must come from outside the program. The defense serves as the final stage of the doctoral process.

## Sample Plan of Study

Students who have completed content requirements prior to enrolling may complete as few as 48 total credits. Foundations and Specialized

Elective courses can often be taken in different sequences, based on availability of course offerings and by advisement. Students take between 9 and 12 credits a semester, so their progress across semesters varies from this sample. Students can also use a full time equivalence to remain full-time with fewer than 9 credits in semesters when they are devoting significant time to benchmarks and other research work.

Course	Title	Credits
<b>1st Semester/Term</b>		
TCHL-GE 3037	Prosem I Teach/Learn (counts toward Foundations)	3
Quantitative Research Methods		3
Qualitative Research Methods		3
Research Independent Study		0
<b>Credits</b>		<b>9</b>
<b>2nd Semester/Term</b>		
Specialized Elective		3
Foundations Course		3
Research Methods		3
Research Independent Study		0
<b>Credits</b>		<b>9</b>
<b>3rd Semester/Term</b>		
Research Methods		3
Foundations Course		3
Specialized Elective		3
Research Independent Study		0
<b>Credits</b>		<b>9</b>
<b>4th Semester/Term</b>		
Research Methods		3
Specialized Elective		3
Specialized Methodology Course		3
Research Independent Study		0
<b>Credits</b>		<b>9</b>
<b>5th Semester/Term</b>		
Specialized Electives		9
Research Independent Study		0
<b>Credits</b>		<b>9</b>
<b>6th Semester/Term</b>		
Specialized Electives		9
Research Independent Study		0
<b>Credits</b>		<b>9</b>
<b>7th Semester/Term</b>		
Dissertation Proposal Seminar		3
Specialized Electives		3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>60</b>

Following completion of the required coursework for the PhD, students are expected to maintain active status at New York University by enrolling in a research/writing course or a Maintain Matriculation (MAINT-GE 4747) course. All non-course requirements must be fulfilled prior to degree conferral, although the specific timing of completion may vary from student-to-student.

## Learning Outcomes

Upon successful completion of the program, graduates will:

1. Demonstrate expertise in theories, concepts, and critical issues in their program specialization.
2. Apply research designs and methodologies appropriate to their research questions.

3. Demonstrate effective written and oral communication of scholarship to multiple audiences.

## Policies

### NYU Policies

University-wide policies can be found on the New York University Policy pages (<https://bulletins.nyu.edu/nyu/policies/>).

### Steinhardt Academic Policies

Additional academic policies can be found the Steinhardt academic policies page (<https://bulletins.nyu.edu/graduate/culture-education-human-development/academic-policies/>).