

Program Handbook: Ph.D. in Curriculum and Instruction

August 2018

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I. General Information

Introduction

Congratulations on entering the Ph.D. program in Curriculum and Instruction at Texas A&M University-Corpus Christi. You have embarked on an intense and life-altering experience as an educational professional. The Doctor of Philosophy Degree in Curriculum and Instruction is designed primarily to prepare you to teach at colleges and universities or to lead district programs. The program features course work, seminars, a residency, comprehensive examinations, and dissertation research.

The purpose of this handbook is to provide you with information and advice concerning the nature and progression of the program. Always be prepared to discuss the program with your advisors and professors, as changes from what is included here may occur from time to time.

Program Description

The Doctor of Philosophy Degree in Curriculum and Instruction is a minimum 60-semester hour program with two tracks: Curriculum Studies and Literacy Studies. The program consists of Required Core Curriculum courses, track emphasis courses (varies depending upon which track is pursued), Required Research Tools courses, Elective courses, and Dissertation courses. The length of time required to complete the program and the final total of semester hours taken will vary depending upon the individual and the period of time required to complete a dissertation. Continuous enrollment is required until the student successfully defends his/her dissertation. The student must be enrolled in EDCI 6396 Dissertation in Process the semester he or she graduates.

The character of doctoral work is more intense than that of other graduate programs, such as the master's degree. In doctoral programs, it is generally expected that students exercise more independent scholarship, become knowledgeable about the historical foundations of their area of study, concentrate on the cutting edge of knowledge, and give more emphasis to educational theory and research. The overarching goal of the program is for the student to develop a style of thinking grounded in knowledge of professional literature, inquiry, and critical reflection. Doctoral student goals are to

- Understand successful educational practices and processes both in a broad or general sense as well as in an area of specialization
- Apply knowledge through original research
- Design, conduct, and evaluate qualitative and quantitative research studies both in the general field of education and within one's area of specialization.

Program Course Descriptions

The Curriculum and Instruction doctorate has two tracks, Curriculum Studies and Literacy Studies. The courses for both tracks are presented below:

Required Curriculum Courses (same in both tracks)*EDCI 6301 Philosophy of Education*

Ontological and epistemological perspectives on leadership; historical conceptions of leadership as revealed in the works of Greek and Roman writers of the classical period and in the works of later European writers and philosophers.

EDCI 6303 Issues in Curriculum & Instruction

This course will prepare the doctoral student in curriculum and instruction to understand, appreciate, and evaluate a variety of curricular strategies with attention paid to a continuum of philosophies and strategies in the area of curriculum development and the impact of those on instruction. Prerequisite: EDLD 6301 or EDLD 6324.

EDCI 6324 Curriculum Theory

This course focuses on an analysis of theoretical structures underlying curriculum development, implementation, and evaluation.

EDCI 6390 Special Topics in Curriculum and Instruction

This course focuses on contemporary issues in education. The topics in this course vary depending upon the professional interests needs of the participants. For instance, if the topic of gender issues in literacy appears to be of current interest, a course with that title might be offered under this course number on a one-time basis.

Required Research and Statistics Courses (same in both tracks)*EDLD 6333 Statistics I*

Topics include: descriptive and inferential statistics: frequency distributions, central tendency, variability, the normal curve, z-scores, percentile ranks, hypothesis testing, one- sample test, estimation, single-factor analysis of variance (one-way ANOVA), bivariate correlation, bivariate regression, and effect size indices. The course also includes hands-on microcomputer laboratory experiences in the use of the Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered.

EDLD 6384 Qualitative Research Design

This course is experientially based on the philosophy, design, and practice of qualitative research. It is understood that participants have a solid background in methods (as defined by the positivist and post-positivist tradition) and statistics. Students will situate qualitative inquiry/research in their philosophical, theoretical, and historical situations, learn methods of qualitative design, and develop a capacity to collect, analyze, and interpret qualitative empirical materials.

EDLD 6392 Statistics 2

Topics include: a brief but comprehensive review of topics covered in the earlier course. Two-factor and higher analysis of variance (two-way, three-way and higher ANOVA), single-factor and two-factor repeated measures ANOVA, single-factor multivariate analysis of variance (MANOVA), single-factor analysis of covariance (ANCOVA), factor analysis, internal consistency estimates of reliability, multiple linear regression, predictive discriminant function analysis, logistic regression, binomial test, one- sample Chi-square test, two-way contingency table Chi-square

analysis, and effect size indices. The course also includes hands-on, microcomputer laboratory experiences in the use of the Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered.

EDCI 6335 Curriculum Research Design

This course focuses on the design of research studies, including experimental and quasi-experimental designs, other quantitatively based designs, qualitatively oriented designs, and mixed model designs. Prerequisites; EDLD 6333, EDLD 6384, EDLD 6392, and EDLD 6385.

EDLD 6385 Advanced Data Analysis in Qualitative Methods

This course is designed for doctoral students who want to pursue their interests in qualitative methods and who want to use these methods in their dissertation. Students would need to have a qualitative research methods course completed in order to take this class. Students will learn to use various qualitative data analysis methods using multiple data sources.

EDCI 6397 Seminar on Dissertation Research

This course is designed to assist students in writing a research proposal (introduction, review of literature, methods) that may become the basis for a doctoral dissertation. Prerequisites: EDCI 6335.

EDCI 6398 Dissertation in Progress

Completion of an approved study under the supervision of a dissertation advisor

Curriculum and Literacy Emphasis Track

Required courses (9 hours)

EDCI 6336 Culture Language and Cognition

The focus is on cultural, linguistic, and pedagogical rationales for adapting curricula and materials to meet the needs of diverse students. By adopting various theoretical, methodological, and cultural frames of reference, course participants recognize capabilities in all learners.

EDCI 6392 Critical Pedagogy

Attention goes to a set of philosophical positions and educational practices known as “critical pedagogy” and also to critiques and inquiries associated with this line of scholarship that address issues of difference and disadvantage. The course considers historical patterns as well as current manifestations in such areas as race, gender, and politics.

EDCI 6391 Historical Perspectives in Curriculum

Taking a historical perspective on the purposes and practices of schooling, this course covers major patterns in curriculum through the years in a national and global context. Also addressed are historiography and the history of educational research.

Elective courses (15 hours, to be chosen in consultation with faculty advisor)

Literacy Emphasis Track

Required Courses (15 hours, to be chosen in consultation with faculty advisor)

READ 6310 Emergent Literacy

Language acquisition and functions of language are explored for beginning literacy P-4. Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabulary, concepts about print, and auditory discrimination. Doctoral students enrolled in this course will be expected to complete all assignments designated for master's students and also complete additional specified assignments. Students who took this course as READ 5310 may not take the course as READ 6310.

READ 6345 Stages and Standards for Reading Development

This course emphasizes effective reading practices that reflect state content and performance standards. Particular emphasis is placed on the interrelated components of reading and how these components apply in reading instruction. Equal emphasis is placed on primary, middle school, and high school students. This course is required for the Master Reading Teacher Certificate. Doctoral students will complete a major research paper on a topic to be approved by the professor. Students who took this course as READ 5345 may not take the course as READ 6345.

READ 6350 Multicultural Literacy

This is a graduate level course that focuses on issues pertaining to multicultural literacy and biliteracy. This course examines the educational issues confronting English Language Learners and culturally and linguistically diverse students in our schools today. Doctoral students will have assignments that go beyond those for master's students. Students who took this course as READ 5350 may not take the course as READ 6350.

READ 6369 Content Area Reading

In this course graduate students examine the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students' abilities to learn through text based instruction, (b) ways to promote the acquisition of study skills, and (c) ways to assist struggling readers in a classroom situation. Doctoral students enrolled in this course will be expected to complete all assignments designated for the master's level students and also complete additional specified assignments. Students who took this course as READ 5369 may not take the course as READ 6369.

READ 6371 Diagnosis and Correction of Reading Problems

In this course, students will become aware of the factors that influence reading achievement through the study and implementation of various assessments. Some attention will also be paid to instructional strategies. The primary focus will be on children who are having difficulty reading. Students who took this course as READ 5371 may not take the course as READ 6371.

READ 6372 Classroom Assessments and Instruction

Course attention is on the selection and administration of appropriate reading assessments for all students. Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literacy learning for all learners. Students who took this course as READ 5372 may not take the course as READ 6372.

READ 6380 Advanced Studies in Literature for Children and Adolescents

This course will examine the historical, sociological, and pedagogical developments of the field of literature for children and adolescents and will emphasize teacher research and inquiry. The major emphasis of the course will focus on awareness of both traditional and contemporary literature and authors for children and adolescents. Students who took this course as READ 5381 may not take the course as READ 6380.

READ 6392 Psycho-Sociolinguistics and Reading

This course explores the psychology and the social semiotics of language and their relationship to literacy teaching and learning. Theories of cognition and sociolinguistics will be examined as frameworks for better understanding literacy development. Semiotics is the study of the signs and symbols of language and deals with their functions in the syntactic, semantic, and pragmatic use of language. Doctoral students will complete a major research paper on a topic to be approved by the professor. Students who took this course as READ 5392 may not take the course as READ 6392.

READ 6395 Leadership and Literacy

This course emphasizes “how” to disseminate reading research to critical stakeholders involved in education. Techniques include, but are not limited to, coaching, collaborating, mentoring, and consulting with colleagues. This course is required for the Master Reading Teacher Certificate. Prerequisite: READ 5345 or READ 6345. Students who took this course as READ 5395 may not take the course as READ 6395.

READ 6697 Reading Practicum

In this course, students will have an opportunity to apply their knowledge of reading instruction by teaching children with reading difficulties. In addition, students will gain knowledge of strategies for comprehension, word recognition and study skills. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies. Doctoral students have additional assignments that go beyond those required of master’s students. Students who took this course as READ 5697 may not take the course as READ 6697. Prerequisites: READ 5371 or READ 6371.

READ 6390 Special Topics in Reading

This course focuses on contemporary issues in literacy education; topics vary with professional identification of participants.

Schedule of Course Offerings

The three-year course calendar (below) serves as a planning guide. Every effort is made to follow it; however, academic departments are dynamic and it is occasionally necessary to change the order of classes on the calendar. The calendar is available at the department reception desk, is posted on the department bulletin board and in the departmental Web site.

Texas A&M University-Corpus Christi
Curriculum & Instruction Ph.D.
Tentative Schedule of Course Offerings through SS II 2021

Classes	2018-2019				2019-2020				2020-2021			
	Fall 2018	Spr 2019	SS I 2019	SS II 2019	Fall 2019	Spr 2020	SS I 2020	SS II 2020	Fall 2020	Spr 2021	SS I 2021	SS II 2021
EDCI 6301-Philosophy of Education						X						
EDCI 6303-Issues in Curriculum & Instruction					X							
EDCI 6324-Curriculum Theory			X				X			X		
EDCI 6335-Curriculum Research Design	X				X				X			
EDCI 6336-Culture, Language and Cognition		X								X		
EDCI 6356-Writing for Publication in Higher Education												
EDCI 6390-Special Topics in Curriculum												
EDCI 6391-Historical Perspectives in Curriculum		X								X		
EDCI 6392-Critical Pedagogy	X								X			
EDCI 6397-Dissertation Research		X				X				X		
EDCI 6398-Dissertation in Progress	X	X	X	X	X	X	X	X	X	X	X	X
EDLD 6333-Applied Statistics I	X				X				X			
EDLD 6384-Qualitative Research Methods	X				X				X			
EDLD 6385-Advanced Qualitative Methods		X				X				X		
EDLD 6392-Applied Statistics II		X				X				X		
READ 6310-Emergent Literacy				X				X				X
READ 6314-College/Adult Literacy												
READ 6345-Stages & Standards for Reading Development	X				X				X			
READ 6350-Multicultural Literacy			X				X				X	
READ 6352-Theoretical Bases for Literacy												
READ 6357-Critical Literacy												
READ 6369-Content Area Reading	X				X				X			
READ 6371-Diagnosis and Correction of Reading Problems		X				X				X		
READ 6372-Classroom Assessment and Instruction				X				X				X
READ 6380-Advanced Studies in Literature for Children and Adolescents			X				X				X	
READ 6390-Special Topics in Reading												
READ 6391-Evaluation of Literacy Methods, Materials, and Assessment												
READ 6392-Psycho-Sociolinguistics and Reading	X				X				X			
READ 6393-Literacy Curriculum & Supervision												
READ 6395-Leadership & Literacy		X				X				X		
READ 6396-Literacy Research Seminar	X				X				X			
READ 6399-Advanced Literacy Research Seminar												
READ 6697-Reading Clinic Practicum		X				X				X		
READ 6698-Advanced Reading Supervision Practicum												

Admission to the Program

Application reviews normally take place once during the fall, spring, and summer semesters. Admission is competitive, grounded in a well-developed rubric of standards that examines performance on a standardized measure, such as the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), graduate level grade point average, portfolio presentation (educational experience and potential), professional references, interpersonal skills, and written and verbal communications.

Application to the program is done on line through Apply Texas. In order to be considered for admission to the program, you must have submitted or documented the following:

1. Either a Graduate Record Examination (GRE) or Miller's Analogy Test score (MAT) (taken within last five years)
2. A minimum of 3 years teaching experience (or equivalent)
3. A minimum of four letters of recommendation from people testifying to the your ability to do doctoral level work and
4. Official transcripts of all undergraduate and graduate coursework including completion of a master's degree in a relevant field from a regionally accredited university.

Admissions decisions are made by program faculty members. If you are admitted for a specific semester, you have one year to matriculate for classes from the time of admission. Failure to enroll in classes after being admitted within a year will result in your having to reapply for admission to the program.

The Selection Committee seeks to admit students who are motivated, have appropriate experience or demonstrate strong potential to become educational leaders, and possess written and oral communication skills sufficient to successfully complete rigorous doctoral study and a dissertation. In short, the Selection Committee favors students with high potential to succeed academically and professionally.

Advising

You are assigned to a faculty advisor upon admission; however, you are encouraged to ask questions of any faculty member. The informal conversations between professors and students during the course of each semester serve to mentor you through the program. Any student may make an appointment with the department chair. In addition, questions about procedures (registration, comprehensive exams, graduation, and so forth) are often best addressed by the department's administrative assistant.

Grading Policies

Required Average. You must maintain a grade point average of 3.0 or higher and have no more than two C grades. Upon receiving a second C, a you will be put on probation and must retake the course in which you received a C. Students who receive a third C or who receive two failing grades will be exited from the program. A grade of B or better must be obtained in all research tools classes.

Incomplete Grades are awarded rarely and only in cases where you (1) are passing the course but (2) face a crisis beyond your control that interferes with completion. Lack of time is not an acceptable

reason for the assigning of incomplete grades. For information about incompletes and other grade policies, refer to the Graduate Catalog.

Appeals. Appeals for program decisions or coursework related problems must be submitted in writing. Appeals (petitions) are reviewed first by the Department Chair, second by the Assistant Dean for Graduate Studies, and, finally, by either the Dean of the College of Education and Human Development or the Dean of the College of Graduate Studies. At any point in the process, the Chair, Associate Dean, or Dean may convene a review committee to consider the appeal.

Residency and Continuous Enrollment

The period of residency will be for three consecutive semesters, each with a minimum six-semester hour course load. You are required to be continuously enrolled until you graduate, although exceptions may be requested, for example, in the case of medical emergencies. Students unable to enroll due to circumstances beyond their control should request an exemption in order to remain in good active standing.

Transfer Credits

Coursework completed before the student applies for admission at Texas A&M University - Corpus Christi, or completed at another institution after admission to Texas A&M University - Corpus Christi is considered transfer of credit. Course work transferred or accepted for credit toward the doctorate must represent graduate course work relevant to that degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the Curriculum and Instruction's doctorate. The following rules apply to all graduate transfer courses.

- Transferred graduate credit must have been earned at a regionally accredited institution.
- The student must have earned a grade of B or better in the transfer course work. Courses lacking letter grades (e.g., courses graded pass/no pass, credit/no credit, or satisfactory/unsatisfactory) will not be accepted as transfer credit.
- The course work must be less than five years old at the time the Texas A&M University-Corpus Christi degree is awarded.
- Credit from a degree earned at another institution will not be applied to a graduate degree at Texas A&M University- Corpus Christi
- The student must have been enrolled as a terminal degree student when the coursework was completed.
- The maximum amount of transfer credit from another doctoral degree program accepted toward the Texas A&M University-Corpus Christi degree is one-fourth of the credit hours required for the A&M-Corpus Christi degree.

In the transfer of credit, all credits must be relevant to the degree and be approved by the advisor and program coordinator. Please see the Graduate Catalog for specific transfer credit information.

Non Degree Enrollment in Curriculum and Instruction Courses

University policy permits students to complete up to nine credits under non-degree status. Admission for non-degree status is through the Office of Graduate College. The Department of Curriculum, Instruction, and Learning Sciences welcomes non-degree students with appropriate background and need who meet departmental criteria for non-degree enrollment. The department

reserves the prerogative of rejecting requests for non-degree enrollment for any student not meeting one or more departmental criteria.

Departmental Criteria for Enrollment as a Non-Degree Student in Doctoral Classes

1. A student desiring to take classes non-degree must secure permission from the Department Chair; final decisions are made in consultation with class professors.
2. The student must have an earned master's degree from an accredited college or university.
3. There must be space in the class; specifically, Curriculum and Instruction students have first priority in class enrollment.
4. The student must meet course pre-requisites.
5. It must be clear that the class meets the academic and professional goals of the prospective student. In other words, the student must have the professional background to participate in and benefit from the requested class(es).
6. No more than three classes (or nine credits) may be taken under non-degree status.
7. Students who have applied three times but were not accepted into the doctoral program are normally denied permission to take non-degree classes.
8. Audits are allowed rarely, under exceptional circumstances, with departmental permission, and under university catalog guidelines.
9. Performance in classes taken non-degree may be factored into admissions decisions but do not guarantee admission to the program. Course grades are only one component of the complex selection criteria.

Degree Plan (DP)

All students will develop a degree plan with their faculty advisor.

1. Each student admitted to the program is assigned a faculty advisor who is a member in the Ph.D. in C&I program.
2. Degree plans must be developed by the time students have completed half of the course work in the program prior to completing 18 months, and copies must be electronically filed.
3. It is the student's responsibility to obtain prior permission from their advisor for any changes in the degree plan. Changes in the degree plan must be approved by the faculty advisor, program coordinator, department chair, the College Dean, and the Graduate Dean, using Form I: Graduate Degree Plan Exceptions Form
4. Final Degree Plans (FDP) are submitted online during the semester a student completes comprehensive examinations. These forms are approved by the Dissertation Chair (if there is one of record) or faculty advisor and the Department Chair and are filed in the College of Graduate Studies.

PDPs do not require updates; however, it is the **responsibility of the student** to file appropriate forms for modifications in the Final Degree Plan. Failure to do so may delay graduation.

II. Candidacy and Dissertation Information

Comprehensive Examinations

Comprehensive examinations are administered to ascertain whether you are sufficiently grounded in professional knowledge and methods of inquiry to become a candidate for the doctorate.

Examinations may be taken after you complete the core course work and during the semester that the you are enrolled in EDCI 6397 Seminar on Dissertation Research. If extenuating circumstances exist, you may petition the department chair to allow you to take the comprehensive exam a different semester. There are two phases in the comprehensive examinations: written and oral, as described in the policy below. You may retake the comprehensive examinations once. Students who do not pass the exams the second time will be exited from the program.

Written Phase of the Comprehensive Examination

Written exams are administered during the spring semester. Comprehensive examinations evaluate the degree to which you have mastered the theoretical foundations of Curriculum and Instruction, as well as research knowledge sufficient to complete a dissertation. Faculty members in the program will read and grade each written question and grade it either pass or fail. Faculty will meet and determine a pass or fail grade for each written question. If you have passed three of the questions and failed one question, you will be called in for an oral exam. If you failed two or more questions, you have failed and will have to retake the examination the following year.

Evaluation

All faculty members associated with the Ph. D. in C&I may participate in evaluating the written comprehensive examinations. Written responses are blind reviewed; majority rankings prevail. Exams are rated Pass/ Non-Pass:

- Pass: Well-organized and written addresses all parts of the question(s), grounded in theory.
- Non-Pass: Responses are largely deficient.

Retaking Comprehensive Examinations

Non- Pass. In the event of failure to meet expectations, you may retake the examination as recommended by the department faculty committee. **The written comprehensive examination may not be taken more than twice.**

Admission to Candidacy

Students passing the comprehensive examination are admitted to candidacy. This is a symbolic designation used at doctoral institutions. It means the student has mastered core courses and passed examinations, therefore the student becomes a candidate for the doctorate.

The Dissertation

Your final and most important achievement in the doctoral program is the completion and defense of your dissertation. In preparing a dissertation, you demonstrate the ability to conceptualize a problem, think it through logically, and conduct systematic inquiry towards its solution. The dissertation is considered the capstone of the program. While successful completion of the dissertation is the final requirement for the degree, you are encouraged to begin early in the program to reflect on possible research topics for investigation and then to select one among those topics to pursue in a dissertation and develop competency in the methods appropriate to the problem.

Dissertation Committees

The dissertation committee consists of at least four faculty members, one of whom serves as Chair, or major professor for the study. In some instances, there may be two Co Chairs. The Dissertation Chair or one of the Co-Chairs must be faculty who are a member in the Ph.D. in C&I program; other committee members may be from outside the department, college, or (with permission) the university. The graduate dean will select a faculty member outside the discipline to serve on the committee as your Graduate Faculty Representative. All dissertation committee members, including those from outside the college, must meet University graduate faculty requirements. See the Graduate Catalog for specifications.

The dissertation committees will approve your research proposal, give direction to the development of the dissertation, conduct the dissertation defense, and determine when the dissertation has been successfully defended. While the chair of each committee has primary responsibility for providing direction to your research, all members of the committee share in the responsibility for the quality of the work and are expected to make contributions in their respective areas of specialization.

Proposal and Dissertation Defense Meetings

The Dissertation Chair initiates dissertation committee meetings. You work closely with the Chair (or Co Chairs) to write the proposal and final dissertation drafts. The Chair determines when it is appropriate to involve the entire committee. It is your responsibility to organize dissertation committee meetings in conjunction with the department secretary. This does not preclude your working individually with all committee members throughout the process. Dissertation committees are to approve your research proposal, give direction to the development of the dissertation, conduct the dissertation examination, and determine when the dissertation has been successfully defended. A majority of the committee is required for a meeting of the dissertation committee. While the Chair of the committee has primary responsibility for providing direction to your research, all members of the committee share in the responsibility for the quality of the work and are expected to make contributions in their respective areas of specialization.

Preparing for the Dissertation: The Dissertation Proposal

The basic structure of the dissertation proposal should be initiated while you are enrolled in the seminar on dissertation course. This work should form the foundation for further development of the proposal under the direction of the dissertation chair. When completed, the dissertation proposal should include the following elements:

1. Title
2. Statement of the problem or research question including a justification for its significance.
3. A discussion of relevant literature with references cited
4. Statement(s) of the research questions, hypotheses, and/or purposes which clarify the problem
5. A description the research methodology, how the data to be collected addresses the question(s) of interest, the plan for collecting the data, and how the data will be treated.

Please note, the proposal document is not the first three chapters of a dissertation. It is a starting point that will evolve and develop into the first three chapters.

Proposal Approval

The proposal approval process involves the following steps:

1. You confer with your dissertation chair concerning possible research topics; the two of you agree on a feasible and worthwhile topic.
2. You complete a first draft of dissertation proposal in conjunction with your dissertation chair.
3. A dissertation committee is assembled in collaboration between your dissertation chair and you.
4. You complete the Form requesting a Graduate Faculty Representative (GFR) from the Graduate College.
5. You schedule a pre-proposal meeting with the chair and committee. The extent of materials to be sent to the committee members is decided by your chair and you. The purpose of this meeting is to affirm that all committee members are informed and supportive of the dissertation study. At the conclusion of this meeting, you will compose a memo of understanding (MOU) and send it to all committee members. In the MOU, you will outline modifications the committee deemed appropriate.
6. You schedule the proposal hearing with the chair, committee members, and Graduate Faculty Representative (GFR). *Scheduling is your sole responsibility and making sure that all parties are available and willing at the designated time is essential. However, the departmental administrative assistant should be notified of the date and will assist in reserving a conference room. In addition you must have filled out and filed the Form D, Doctoral Dissertating Proposal Hearing Request Form at least two weeks before the proposal.*
7. You submit a revised proposal to the complete committee at least 10 days before the actual dissertation proposal.
8. Human Subject Clearance All Institutional Review Board (IRB) and Human Subjects requirements are completed and submitted to the respective University College of Graduate Studies before you can begin collecting data.

All students must abide with the university's requirements with respect to the treatment of human subjects. Forms for submission to the Institutional Review Board may be obtained by going to the university's web page and clicking on the research link. A signed clearance from the IRB must be in your file before you may collect the data. You must submit any additional approval forms required by outside entities involved in the research.

Oral Dissertation Defense

Your work culminates with the oral defense of the dissertation. In the defense, you respond to examiners' questions concerning the soundness of the study and the significance of the findings. The time and place of the defense must be announced two weeks in advance. A copy of the dissertation in final form must be provided to committee members two weeks prior to the oral defense. Your Chair will ask you to present a brief summary of the dissertation and then will have you entertain questions from members of the committee. When all questions are exhausted, all except the committee leave the room while the committee debates the outcome. The vote shall be either "Pass" or "Not Pass." A vote of "Pass" may be conditional on changes required by the committee. If you fail the first defense, you will be allowed one more opportunity at a later date. The advisor files the necessary forms. All members of the dissertation committee and a representative of the Office of Graduate Studies and Research will attend the meeting.

All dissertation defenses are announced to faculty and students in the College of Education and Human Development who may attend. Doctoral students are encouraged to attend oral defenses in advance of their own defense.

Dissertation Defense Procedures

1. All forms and applications are completed in the College of Graduate Studies by the posted deadlines. Additionally the Preliminary Approval of Dissertation form must be signed by all committee members and submitted to the Office of Graduate Studies and Research. This is normally done 12 weeks before graduation.
2. Application and fees for graduation are paid by the posted deadlines.
3. The dissertation committee is continuously involved in revising and completing the final dissertation.
4. You submit the final dissertation to all committee members at least 10 working days prior to the final defense date.
5. You prepare the defense and schedule the dissertation defense with your chair.
6. You provide the department doctoral secretary with dates for the final defense of the dissertation.
7. You present and defend the dissertation before the committee and Graduate Faculty Representative.
8. Revisions are made as warranted by the chair and committee.
9. You submit bound copies of your dissertation to the College of Graduate Studies and the Department of Curriculum, Instruction, and Learning Sciences.

Standards for Dissertations

General quality standards

The quality of the inquiry procedures and the quality of the final narrative should meet the standards for publishable reports. It is your responsibility, and a charge to each dissertation committee, to see that standards of excellence are upheld.

Dissertation production and distribution requirements

The dissertation should be completed with a computerized word processing application. The printing should be accordance with the most recent style manual of the American Psychological Association. Format, production, and distribution of the dissertation should be in accordance with the standards for dissertations established by the College of Graduate Studies. See the Graduate College web page for doctoral dissertation formatting guidelines.

III. Additional Information

Summary of Degree Requirements

1. Residency: Three consecutive semesters of residence are required. Each of the three semesters, you must be enrolled in at least 6 semester hours.
2. Course work: Sixty semester hours of course work are required. This number of semester hours may be larger in cases where a student does not have a background in education, literacy, or area of specialization. A maximum of 15 semester hours of course work may be transferred from another institution. All course work must be at the graduate level and meet other university requirements (see the Graduate Catalog).
3. Comprehensive Examinations: Comprehensive examinations will taken during EDCI 6397 Seminar Dissertation Research. You cannot take the comprehensive examination until you have completed at least 90 percent of your coursework. Admission to candidacy for the degree requires passing the comprehensive examination.
4. Dissertation and Final Examination: The dissertation is developed under the supervision of a dissertation advisor, who serves as Chair of the dissertation committee. The committee is composed of three members in addition to the Chair, all of whom meet university requirements for serving on doctoral committees. There will be a final oral examination that should be directed primarily to the defense of the dissertation.

Continuous Enrollment and EDCI 6398: Dissertation in Progress

You must be continually enrolled in EDCI 6398 Dissertation in Progress every semester throughout the dissertation writing process including the semester of graduation. A grade of IP will be recorded in EDCI 6398 pending successful completion of all coursework, comprehensive exams, and defense of the dissertation. Upon successful completion of all requirements, the grade of IP will be converted to the grade of "A." Students who have completed all coursework and been admitted to candidacy and have not successfully proposed for their dissertation within a year after being admitted to candidacy must either propose within that semester or request a leave of absence. Failure to do so may result in being exited from the program.

Recency of Credit

Effective fall 2015, students will have five years from the date of enrollment to complete coursework and be admitted to candidacy. They will then have five years to complete their dissertation. If students have not successfully proposed a dissertation after having completed 12 semester hours of EDCI 6398 dissertation in progress, they may be exited from the program

For those admitted prior to fall 2015, Credit that is more than seven years old will not be counted toward a degree. The seven-year period begins the first semester students are enrolled and is calculated from the date of degree conferral.

Exceptions, provided the courses were completed at this university, will require strong justification in writing from the student requesting the exception. Also required will be a revalidation plan accompanied by a current degree plan.

Revalidation of Courses Beyond the Seven Year or 10 year Limit (Fall 2015 on)

Degree plan courses completed while a student is enrolled in a doctoral or other terminal degree program are normally considered dated if the courses were completed more than seven years prior to graduation. The faculty advisor or terminal degree committee recommends revalidation of dated courses. Revalidation will verify that the student's knowledge in a specific subject area is current. Written examinations normally are required. Successfully revalidated courses may be included in the student's plan of study. Graduate students will not be permitted to submit more than 12 semester hours of their program's courses for revalidation. Courses must have been completed at this university to be eligible for revalidation. All revalidation plans must be approved by the student's advisor, the department chair, the College Dean, the Graduate Dean, and the Provost

A current degree plan must be submitted along with the revalidation plan.

Academic Misconduct

Students and faculty members are responsible for maintaining academic integrity by refusing to participate in or to tolerate academic misconduct. In a case of academic misconduct, written documentation must be maintained for any alleged acts of misconduct (see below) by the affected faculty member.

Commission of any of the following acts will constitute academic misconduct. This list is not exclusive of any other acts that may reasonably constitute academic misconduct.

- Plagiarizing or submitting academic work for credit that includes examinations, themes, reports, drawings, laboratory notes, computer-processed materials, published or unpublished material copied or paraphrased without documentation or citation.
- Fabricating information to falsify results obtained from a research or laboratory experiment. Falsifying written and/or oral presentations including the results of research or laboratory experiments.
- Cheating or knowingly assisting another student in committing an act of cheating or other form of academic dishonesty.
- Unauthorized possession of examinations, reserved library materials, laboratory materials, or other course related materials.
- Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- Nondisclosure or misrepresentation in filling out applications or other university records in, or for, academic departments or colleges.
- Attempting, aiding, abetting, conspiring, hiring or being an accessory to commit any act prohibited in this code shall be considered substantive violations.
- Violation of departmental, college, or university policies.

Request for Leave

Students experiencing major events are allowed to request a leave from the program. Students, after consulting with their academic advisor, must submit a written request to the Graduate College.