

University of Houston  College of Education

COLLABORATION FOR LEARNING & LEADING

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Doctoral Degree Program Guide

Revised September 2008

Contents

1. General Program Description
 - i. Goals of the Program
 - ii. Description of Program Areas
 - a. Art Education
 - b. Bilingual Education
 - c. Curricular and Instructional Studies
 - d. Early Childhood Education
 - e. Gifted and Talented Education
 - f. Instructional Technology Education
 - g. Mathematics Education
 - h. Reading, Language Arts, and Literature Education
 - i. Science Education
 - j. Second Language Education
 - k. Social Studies Education
 - iii. Doctoral Degree Requirements
 - i. Curriculum and Instruction Major
 - ii. Areas of Emphasis
 - iii. Curriculum and Instruction
 - iv. Other Courses
 - v. Dissertation
 - vi. College Core Requirements
 - vii. Approved College Research Courses
2. Admission Policies and Procedures
 - i. General Admission Application Materials
 - ii. Entrance Examinations
 - iii. Admission Selection
 - vii. Assignment of Advisor
3. Students Rights and Responsibilities
 - i. Graduate Students Rights and Responsibilities
 - ii. Maintaining 3.0 GPA and Four-C Rule
 - iii. Monitoring Doctoral Student Progress
 - iv. Financial Responsibility
 - v. 99-Hour Doctoral Cap
 - vi. Leaves of Absence
 - vii. Grievance Policy and Procedures

4. Doctoral Residency
 - i. Purpose and Requirements
 - ii. Residency Options
 - iii. Examples of Residency Activities
 - iv. Doctoral Residency Seminar
5. Candidacy Paper
 - i. Purpose
 - ii. Guidelines
6. Comprehensive Examination
 - i. Description
 - ii. Procedures
 - iii. Approval to Sit for the Comprehensive Examination
 - iv. Grading of the Exam
 - v. Use of the Computer for the Exam
 - vi. Notification of Exam Results
7. Doctoral Candidate Designation
8. Doctoral Dissertation
 - i. Purpose of the Dissertation
 - ii. Enrollment in Dissertation Hours
 - iii. Dissertation Guide
 - iv. Research Committee
 - v. Reconstitution of Dissertation Committee
 - vi. Dissertation Proposal
 - vii. Dissertation Defense
9. Graduation and Graduation Application

This document provides doctoral degree guidelines for students in the Department of Curriculum and Instruction. It contains the most essential information for students pursuing the degree, combining only some of the University guidelines pertaining to graduate and professional students. Students are advised to study the University of Houston *Graduate and Professional Student Resource Guide*, which contains an enormous amount of information important to those pursuing graduate degrees, such as admissions guidelines, dropping courses, final grade report, four-C-rule, graduate catalog, leaves of absence, preparation of thesis and dissertation, students records, etc. Either the hard copy or the on-line copy of the *Graduate and Professional Student Resource Guide* http://www.uh.edu/grad_catalog can be used to find answers to questions and policies regarding graduate student study.

1. GENERAL PROGRAM DESCRIPTION

Goals of the Program

The Doctor of Education Degree in Curriculum and Instruction prepares graduates for leadership in the improvement of education at all levels from preschool through university schooling; in public and private schools, and colleges and universities; in business and industry; and in other organizations with educational components. The program places emphasis upon research and scholarly activity in the areas of curriculum development, teaching, management of learning environments, and assessment of student learning outcomes and programs. Schooling in urban settings is a central focus in the program. Applicants can select from 11 areas of curricular emphases in which to develop their expertise.

The Doctor of Education (Ed.D.) in Curriculum and Instruction has 11 emphases that reflect specific career aspirations. Questions about a program emphasis should be directed to the faculty advisor in each of the areas described below: Contact with professors in these program areas can be made by email or telephone. This information can be found at the link below.
<http://www.coe.uh.edu/mycoe/cuin/peoplefaculty.cfm?id=14&status=Faculty>

Art Education — <http://www.coe.uh.edu/mycoe/cuin/art/description.cfm>

The doctoral program with specialization in Art Education is designed to prepare graduates for leadership roles in the teaching of art. Course work includes curriculum design, current issues and trends, and new technology in art. Students in the doctoral program are required to complete original research and are encouraged to be involved with professional organizations through publication and presentation. Study in this area prepares students for leadership roles as university teachers, curriculum coordinators for the public schools, and educational leadership in non-school settings such as museum education.

Bilingual Education — <http://www.coe.uh.edu/mycoe/cuin/bilingual/description.cfm>

Bilingual education is a field with many opportunities for teachers who can speak Spanish and English. The doctoral degree program integrates educational psychology, research, and curriculum and instructional theory in preparing teacher educators. Students may specialize in bilingual education upon demonstration of bilingual proficiency in English and Spanish. In addition, students may include course work in related fields in the Curriculum and Instruction Department such as reading, early childhood education, or instructional technology, etc.

Curricular and Instructional Studies— <http://www.coe.uh.edu/mycoe/cuin/teaching/default.cfm>

This area of emphasis provides the student with an intensive study of curricular and teacher effectiveness. It has been designed to enable educational practitioners —teachers, supervisors, staff developers, administrators, and those who aspire to be involved in curriculum development or teacher preparation and training at the university or college level to engage in stimulating, in-depth study and research with nationally recognized faculty. The experiences have been carefully planned to provide a mixture of knowledge, research, and practical experience.

Early Childhood Education — <http://www.coe.uh.edu/mycoe/cuin/childedu/default.cfm>

The Early Childhood Education emphasis is designed to meet the educational needs of researchers and teacher educators who seek to improve their investigative and instructional skills in early childhood education settings. Courses, field experiences, and research studies are complemented with progressively more involved curricula encompassing young children in group settings within public and private settings. Such training is the best possible preparation for careers in higher education, in schools as educational leaders and in child-related agencies such as mental health agencies, hospitals, and related fields.

Gifted and Talented Education — <http://www.coe.uh.edu/mycoe/cuin/gt/default.cfm>

The doctoral program with emphasis in Gifted and Talented Education prepares graduates for leadership roles in public education, private schools, in the business world, and in higher education. Recent graduates are currently employed at universities, colleges, education agencies, and as public/private school administrators as well as private consultants. Upon admission, the advisor identifies career goals with applicants and plans a degree program that considers expertise and aspirations. The courses selected help to develop an inquisitive attitude toward research in this specialization, as well as an understanding of how the area of emphasis relates to other specialization fields. Selected courses also support the development of research skills that allow each graduate student to identify an area of specific inquiry associated with development of human talent. The culminating activity is a dissertation that enhances graduates' credentials for entry into their chosen field.

Instructional Technology Education— <http://www.coe.uh.edu/mycoe/cuin/IT/default.cfm>

The Doctor of Education Degree (Ed.D.) in Curriculum and Instruction with an emphasis in Instructional Technology prepares graduates to be active leaders in the use of instructional technologies in education at all levels, from early childhood through post-secondary, in business and industry, and in other organizations with educational components. The program emphasizes scholarly exploration in the areas of design and development of technology-based resources, curriculum development, teaching, design of learning environments, and assessment of programs and learning outcomes. Doctoral students develop broad understandings of current instructional technology trends and issues, as well as focus on a field of specialty that will provide for rich scholarly exploration in the future.

Mathematics Education — <http://www.coe.uh.edu/mycoe/cuin/math/default.cfm>

The doctoral program with emphasis in Mathematics Education integrates curriculum and instructional theory, educational psychology, and research in order to prepare graduates to fill a variety of leadership positions. Graduates have assumed positions as mathematics education researchers, teacher trainers, supervisors in school districts, and mathematics teachers at elementary, secondary, and post-secondary levels. The degree offers students opportunities to investigate

mathematics education at all grade levels (pre-school through secondary). In addition, students may include course work in related fields within the department and college such as instructional technology, gifted and talented, special education, science education, or administration.

Reading, Language Arts, and Literature Education—

<http://www.coe.uh.edu/mycoe/cuin/reading/default.cfm> The doctoral program in Reading, Language Arts, and Literature concentrates on the effective teaching of reading, writing, and communicating. Literacy development, content area reading, clinical diagnosis, psychology of reading, reading comprehension, and the analysis of reading programs and other curriculum materials in language arts are studied in advanced seminars. In addition, this program provides for advanced study in literature for children and young adults. Graduates from the program are university professors, literacy curriculum specialists, school administrators, and campus literacy coaches.

Science Education — <http://www.coe.uh.edu/mycoe/cuin/science/default.cfm>

The doctoral program with emphasis in Science Education prepares graduates to fill a variety of leadership positions in education. The many graduates have assumed positions as: science education researchers and teacher trainers at universities; science supervisors in school systems; science teachers at pre-college and college levels; educational specialists at zoos, planetariums, and museums; and directors of training programs in business and industry. The degree serves to bridge the career aspirations of the candidate with his or her expertise and experiences. It places emphasis upon research and scholarly activity in the areas of curriculum development, teaching skills and instructional strategies, and theories of learning. A major focus is the improvement of scientific and technological literacy of school-age children and adults in the U.S.

Second Language Education— <http://www.coe.uh.edu/mycoe/cuin/secondlang/default.cfm>

This program is designed as a specialization field in the Department of Curriculum and Instruction leading to a degree at both the master's and doctoral levels. Teachers who have a Texas teaching certificate may also apply four pre-approved courses from the specialization area toward an endorsement in English as a Second Language. The doctoral degree program is interdisciplinary and includes course work based on theory and practice from fields such as linguistics, educational psychology, sociology, cultural studies, politics of education, as well as curriculum and instruction. Completion of the doctoral degree provides ample employment opportunities for U.S. and international students in teaching, research, and educational leadership.

Social Studies Education — <http://www.coe.uh.edu/mycoe/cuin/social/default.cfm>

The doctoral program in Social Studies Education is designed to prepare college instructors, researchers, curriculum leaders, and teachers who are able to draw upon the social and behavioral sciences to understand and investigate problems in education. Program students are encouraged to select course work and learning experiences that are relevant to their own professional academic goals. The student may select a theme that will provide an interdisciplinary basis for his or her program. The program also provides for attention to the teaching of social issues, the social sciences and history as well as to such topics as curriculum construction, controversial issues, the conduct of inquiry, and political socialization.

Doctoral Degree Requirements

Five (5) research method/statistics courses are required from a list approved list by the College of Education Graduate Studies Committee (see p.9 for list)

One EPSY core course is required from the approved list below

One CUST core course required from approved list below

Curriculum and Instruction Major —The following courses are required:

CUIN 8345: Doctoral Residency Seminar

CUIN 8360: Seminar in Curriculum and Instruction

CUIN 8393: *Advanced Internship & Practicum

CUIN 8398: Special Problems

*CUIN 8393: Advanced Internship & Practicum (Prerequisite: Consent of Instructor). The overall goal of the CUIN Department Internship is to provide extended professional development opportunities for students in the area of teaching, research, or curriculum development. After obtaining faculty approval, students may register for either a (a) teaching, (b) research, or (c) curriculum development internship. Students can register for the internship with any full-time, tenure-track faculty member in the CUIN Department. Ideally, the internship should occur when the student is in residency.

The purpose of the *teaching internship* is to improve candidates' abilities to carry out many teaching functions and educational activities in their area of emphasis or to prepare for university teaching. Appropriate activities may include: (a) developing curricula, lessons, and instructional activities for a CUIN course, (b) co-teaching or teaching a portion of a course, and (c) critically assessing instructional activities in an appropriate educational setting.

The purpose of the *research internship* is to prepare students to conduct educational research. Appropriate activities may include: (a) collecting data, analyzing data, and writing up results with a faculty member, (b) collaborating on a research project with a faculty member or team of researchers, and (c) becoming a research assistant on a faculty-based research project.

The purpose of the *curriculum development internship* is to prepare students for professional activities related to the development and implementation of curriculum in applied educational settings. Appropriate activities may include developing and implementing curricula in a: (a) museum education department, (b) school district setting, and (c) community- based education agency.

Areas of Emphasis —Typically 12-18 hours are taken in one of the areas of emphasis:

Art Education

Bilingual Education

Curricular and Instructional Studies

Early Childhood Education

Gifted and Talented Education

Instructional Technology

Mathematics Education

Reading, Language Arts, and Literature Education

Science Education
Second Language Education
Social Studies Education

Curriculum and Instruction —3 Hours in Curriculum and Instruction approved by the advisor.

Other Courses —The doctoral student must also complete an additional 12 hours of course work approved by the advisor, for a total of 60 doctoral hours not including dissertation hours.

Dissertation —Doctoral students must include at least 6 hours of dissertation credit on the degree plan.

College Core Requirements —The minimum requirement of 21 hours includes:

15 semester hours in Research Methods and Statistics

3 semester hours in Psychological Foundations

3 semester hours in Social, Historical and Philosophical Foundations

a. Social, Historical and Philosophical Foundations

CUST 8360 Comparative Education

CUST 8370 Origins of Modern Educational Thought

CUST 8378 Current Issues in Education

CUST 8380 Philosophy of Education

b. Psychological Foundations

EPSY 8333 Theories of Human Development

EPSY 8340 Basic Learning Theories

EPSY 8342 Seminar in Learning Theory

EPSY 8350 Educational Psychology

EPSY 8352 Social Psychological Process

c. Research Courses

All doctoral students are required to complete EDRS 8380 and 8381: Research Methods in Education before taking the other three research courses. After successful completion of the six-hour introductory sequence, all doctoral students are required to complete *nine* more hours of research courses in quantitative or qualitative research methods selected from this list of approved courses, and *three* hours in the areas of Psychological Foundations and *three* hours in the area of Social, Historical, and Philosophical Foundations.

Approved College Research Courses

Introduction to Educational Research

EDRS 8380 Research Methods in Education

EDRS 8381 Research Methods in Education

Ethnographic Methods

EDRS 8383 Action Research
SAER 8320 Ethnographic methods in Educational Research

Survey Methods

SAER 8321 Survey Methods in Educational Research

Measurement

EPSY 8300 Advanced Educational and Psychological Measurement
EPSY 8301 Measurement of Attitudes in Educational Research
EPSY 8323 Factor Analysis Methods in Educational Research
EPSY 8327 Measuring Change and Analyzing Repeated Measures —Experimental Designs in Ed Research

Experimental Design

EPSY 8321 Linear Models in Educational Research
EPSY 8325 Design and Analysis of Educational Experiments

Statistics

EDRS 8382 Statistical Analyses in Educational
EPSY 8322 Inferential Statistics in Educational Research
EPSY 8324 Multivariate Analysis in Educational Research
EPYS 8326 Nonparametric and Distribution-Free Statistics in Educational Research

Program Evaluation

SAER 8370 Program Evaluation Research

The list of approved research courses is reviewed by the College of Education Graduate Studies Committee and subject to revision. Therefore, check to determine the status and availability of these courses. The criteria for approval are as follows:

Research methods courses taken in addition to the introductory research sequence should provide in-depth, specialized knowledge of research methods and skills. These courses should not duplicate the content/level covered in the introductory sequence nor merely stress a synthesis of such knowledge and skills. Rather, these courses should be designed to build upon and extend the knowledge of research methods and skills acquired in the introductory sequence. The research courses must be on the approved list that is in effect at the time the degree plan is approved. The Graduate Studies Committee **must approve any substitutions of courses not on the list.**

When faculty advisors and doctoral students are designing degree plans, research courses may be included in the core, the major, in electives, or in courses outside of the College selected for the degree plan. Students are requested to place an “**R**” in front of research and statistics courses to identify them as meeting research requirements.

2. ADMISSION POLICIES AND PROCEDURES

General Admission Application Materials

Applications for admission to Doctor of Education degree program are considered on: **March 1st** for *Summer*; **June 1st** for *Fall*; and **October 1st** for *Spring*.

Admission to the Doctor of Education (Ed. D.) degree program in the Department of Curriculum and Instruction is based on the following:

Apply on-line using the Apply Texas Application. The application, along with detailed instructions, can be found at the following link. <https://www.applytexas.org/adappc/commonapp.WBX>

Additional admission information is available at: <http://www.uh.edu/enroll/admis/>

A **General Petition** is necessary for admission if students have previously attended the University of Houston as a Graduate Student in any University of Houston College or as a Non-Degree Objective Student. That form can be found at the this link. http://www.coe.uh.edu/docs/gso/general_petition.pdf

A **\$45 application fee** for domestic applicants. \$75.00 for International Applicants, please check the website for additional requirements. <http://www.uh.edu/enroll/admis/OIA/gpdffiles.htm>

Three letters of reference are to be returned to the Curriculum and Instruction Office, Attn: Graduate Studies, Room 256 Farish Hall. The purpose of the letters is to examine the perceptions of other professionals regarding the abilities and motivations of the candidate. The form can be found at this site. http://www.coe.uh.edu/docs/gso/grad_study_rec_form.pdf

A **writing sample** must be sent to the Curriculum and Instruction Office, Attn: Graduate Studies, Room 256 Farish Hall. The writing sample is a letter explaining the applicant's rationale for pursuing doctoral studies in Curriculum and Instruction, and is used to determine the degree to which an applicant is able to communicate in written English.

An interview with admission faculty is required of all applicants. The purpose of the interview with the Admission Committee is to assure that the candidate has adequate communication skills necessary to complete the degree and to succeed professionally. Further, the interview serves to ascertain if there is a match between the applicant and the program area faculty, and if there is a faculty member, with a viable research agenda, who is willing to mentor the applicant to complete a scholarly dissertation that will significantly add to the field. The interview will also provide the candidate with more information about the requirements of the degree.

All applicant files must be complete before applications are sent to the Program. Areas for consideration in the applicant pool. Incomplete applications will not be considered. Applicants are encouraged to keep copies of all materials submitted in the University Admission Process.

Entrance Examinations

Admission to the Doctor of Education Degree (Ed. D.) Program in the Department of Curriculum and Instruction is based on the admission criteria described below.

Applicants must have completed the master's degree or have completed 36 semester hours of appropriate graduate work. A minimum grade point average (GPA) of a 3.0 (A = 4.0) at the undergraduate level is required for unconditional admission to the program.

Admission requires a student to meet a GPA and a Graduate Record Exam (GRE) score as follows:

Grade Point Average (GPA)

Earned an undergraduate GPA of at least 3.00 for unconditional admission into the graduate program (A = 4.0). *AND*

Graduate Record Exam (GRE)

Applicants for the Doctoral degree program must submit current GRE scores. The GRE must have been taken within five years of the date of admission to the Doctoral program.

Graduate Record Examination Information (GRE)

The GRE is offered as a computer-based exam throughout the year, and is scored by the Educational Testing Service. Scores are forwarded from ETS about ten days after the examination. More information on testing can be found at the ETS web site. <http://www.ets.org>

Arrangements to take the GRE, **Graduate Record Exam**, tests should be made at least four months prior to the date of anticipated enrollment. To have your scores sent to the University of Houston Main Campus, use the code **6870** when filling out the GRE test application.

Application for these tests may be obtained from:

University Testing Services

University of Houston

204 Student Service Center

Houston, Texas 77204-3025

<http://www.las.uh.edu/uts/default.asp>

(713)743-5444

English Language Proficiency

The minimum TOEFL (**Test of English as a Foreign Language**) requirement for regular admission is:

213 on the computer-based test

550 on the paper-based test

79 on the Internet based TOEFL (iBT).

Information regarding TOEFL is available on this website. <http://www.toefl.org>

International English Language Testing System –IELT -- Test scores must be less than two years old from the time the applicant would enroll for study at UH; official score reports must be

mailed directly to the University of Houston from the testing agency. The UH school code for the computer-based test is 6870.

Admission Selection

Applicants must demonstrate evidence of competence in the chosen area of emphasis. Admission acceptance requires a review of the graduate application, credentials, and an interview by the faculty of the Department of Curriculum and Instruction who recommend admission to the doctoral program to the Department Chair who then recommends admissions to the Executive Associate Dean of College Administration who ultimately notifies students of program admission and the name of their faculty advisor.

Files must be complete before applications can be processed. Applicants are encouraged to keep copies of all materials submitted in the University Admission Process.

Assignment of Advisor

A faculty member from the student's area of emphasis serves as the advisor. The advisor is assigned on the basis of student career aspirations and current advising load. The student is responsible for initiating contact with the assigned advisor. After completion of the first 12 hours in the doctoral program, students have the option of changing advisor. Students may do this using the Change of Advisor form found at website that follows. www.coe.uh.edu/docs/gso/change_advisor.pdf

3. STUDENTS RIGHTS AND RESPONSIBILITIES

Graduate students have many rights and responsibilities, which they should exercise. Below is a list of these guidelines. They can also be found at: http://www.uh.edu/gs/grad_rights/

Graduate Students Rights and Responsibilities

Graduate students have a right to the following:

1. A graduate student has a right to be respected as a person of merit and junior colleague upon gaining admission to a graduate program.
2. Graduate students have a right to an accurate description of the availability and the likelihood of financial and resource support within their program.
 - a. Prospective and currently enrolled graduate students should be provided a thorough description of the requirements and qualifications necessary for academic employment, training or financial support at the university.
 - b. Assignments of office or lab space to departments and programs should consider the need for adequate graduate student space.
3. Graduate students have a right to specific requirements for achieving an advanced degree. These requirements should be communicated clearly upon entrance to the graduate program.

-
- a. Prospective and currently enrolled graduate students have a right to know and should be informed of the "normative time to degree" and the "average time to degree" within a specific graduate program.
 - b. Prospective and currently enrolled graduate students have a right to know a program's student attrition rate and, if available, the predominate reasons for lack of program completion.
4. Graduate students have a right to have their progress towards achieving an advanced degree be evaluated in an objective manner and based on criteria that are understood by the graduate advisor and the student.
 - a. Evaluations should be factual, specific, and should be shared with the student within a reasonable period of time. Evaluations that should be in writing and include: annual progress reports, split decisions on qualifying examinations, and unusual or additional program requirements.
 - b. The reasons for unsatisfactory performance on programmatic examinations should be clearly stated to the student in a written evaluation.
 5. A graduate student has a right to regular feedback and guidance concerning his or her academic performance.
 - a. A graduate student and major professor should arrive at and maintain a mutually agreeable schedule of evaluative/supervisory conferences.
 - b. Graduate students should be given a fair opportunity to correct or remediate deficiencies in their academic performance.
 - c. Any intent to dismiss a student from a graduate program for academic reasons must be preceded by specific, written performance information well in advance of actual dismissal.
 6. Graduate students have a right not to be discriminated against, such as actions based on a student's gender, race, age, sexual orientation, disability, religious, or political beliefs.
 7. Graduate students have a right to reasonable confidentiality in their communications with professors.
 - a. Generally, a student's performance or behavior should not be discussed by a professor with other students.
 - b. Discussion of the student's performance among faculty should be of a professional nature, and should be limited to the student's academic performance and fitness as a graduate student; the substance of the communication should be based on a need to know relevant information.
 8. Graduate students have a right to refuse to perform tasks if those tasks are not closely related to their academic or professional development program. The student's vulnerability in having a lesser status and authority in the academic unit or lesser experience in the academic field of study should not be exploited to the personal advantage of a faculty member.
 9. Graduate students have a right to co-authorship in publications involving significant contributions of ideas or research work from the student. The student should receive "first authorship" for publications which are comprised primarily of the creative research and

writing of the student. Faculty and graduate students should agree, as early as possible, upon authorship positions commensurate with levels of contribution to the work.

Graduate students have the following responsibilities:

1. Graduate students have a responsibility to conduct themselves, in all educational activities in a manner befitting an academic colleague. Graduate students' behavior should be a credit to themselves, the higher academic unit, and the university.
2. Graduate students have a responsibility to devote an appropriate amount of time and energy toward achieving the advanced degree within "normative time," except when special circumstances apply.
3. Graduate students have a responsibility to provide accurate and honest reporting of research results and to uphold ethical norms in research methodology and scholarship.
4. Graduate students have a responsibility to participate in the campus community to the extent that each is able, and should leave the campus enriched in whatever ways possible.
 - a. To contribute to the academic development and the social environment of the department or program in which he or she is pursuing the advanced degree.
 - b. To contribute to administration of the graduate program, student government and/or the university.
5. Graduate students have a responsibility to take the initiative in asking questions that promote their understanding of the academic regulations and the financial requirements of their specific graduate program.

Maintaining a 3.0 Grade-Point Average and the Four-C Rule

Doctoral students must maintain a 3.0 grade-point average during the program. A student who receives a grade of C+ or lower in 12 semester hours of credit attempted at this institution for graduate credit or for application toward the graduate degree, regardless of the student's classification, whether or not in repeated courses, is ineligible for any advanced degree at this institution and will not be permitted to re-enroll for graduate study. The Termination of Enrollment section specifies other regulations.

http://www.uh.edu/grad_catalog/garr/c_rule.htm

Monitoring Doctoral Student Progress

Doctoral student progress will be reported each April for the previous academic year. Before the end of April, each student will complete the Doctoral Student Reporting form to indicate activities participated in and the requirements completed, e.g.: meetings with advisor, completion of degree plan, residency, candidacy paper, comprehensive exam, dissertation work, etc. The form will go to the advisor for review and discussion with the doctoral student; then a summary of progress will be sent the department chairperson by the advisor.

Financial Responsibility

For students' financial responsibility information, read the information below and refer to: <http://www.uh.edu/dos/hdbk/slolicies/financial.html>

Students incur charges for a variety of services provided by the University. It is the expectation, as well as a condition of enrollment at the University of Houston, that students satisfy their financial responsibilities in a timely fashion. Individuals who fail to do so will incur the sanctions outlined in this section. Students who illegally enroll at the University of Houston by

- a. failing to pay past due balances at any other University of Houston campus,
- b. providing the Office of Scholarships and Financial Aid with false information for purposes of obtaining financial assistance, or
- c. a check for enrollment expenses that is returned by the University's bank will have 10 calendar days to legitimize their enrollment. The 10 days will begin on the date the University mails notification to the student specifying what action the student must take to correct existing deficiencies. Failure of a student to respond within the 10-day period to a notice of a returned check for the initial fee payment will result in the student being financially dropped from the University.

Students who write two bad checks (unless due to bank error) to the University for tuition and fees or for any other university obligation forfeit check-writing privileges for one year and must petition for future eligibility.

In addition, a student who has tendered to the University a check returned unpaid by the bank will be assessed a \$20 service charge.

Students who fail to make their first payment will be financially withdrawn, and their records will reflect no enrollment. Any time payment is not made by the due date indicated, a late fee will be assessed.

Students who fail to make subsequent payments by the final payment deadline provided will be subject to the following sanctions:

- A \$50 severance of service fee will be assessed.
- Financial stops will be placed preventing further enrollment until cleared by the Student Financial Services Department.
- Credit and grades for the work done that semester may be held. Grades of A, B, C, or D will be changed to W for the students who fail to pay by the end of the semester; grades of F or U will be unchanged. The Registrar's Office will hold the original grades on file for six months after the end of the semester. If payment is received within that period, the passing grades may be reinstated.
- No degree will be conferred to a student or former student until financial obligations have been satisfied.
- University housing may be denied.
- Transcripts or statements regarding courses or prior credits will not be provided to or on behalf of a student who is in default on any payment to the University.

- Non-payment by the end of the semester will result in transfer of the student's account to the Collections Office and assessment of a collection fee of at least 25 percent of the outstanding balance.

Grade changes as a result of non-payment, dropping courses or withdrawing from the University will not relieve the student of unmet financial obligations to the University.

Appeal of any of these actions may be made in person to the Student Financial Services Department. The department is required to consider all information relevant to the appeal before making a final decision.

99-Hour Doctoral Cap

Graduate students must be mind full of the 99-hour doctoral cap, which is stated below and found at: http://www.uh.edu/grad_catalog/garr/99_hourcap.html

The State of Texas subsidizes a large portion of the costs of doctoral education at its public universities, and the State Legislature has decided to limit the length of time the state will continue this subsidy for individual students. The Legislature has voted to stop providing state money for educating graduate students who have 100 or more semester credit hours of doctoral work. This law has come to be called the "99-hour doctoral cap."

All doctoral students who accumulate more than ninety-nine doctoral semester credit hours at any Texas public institution of higher education will be charged the nonresident tuition rates irrespective of student residency status or any appointment, fellowship, or other circumstance that would normally entitle them to resident tuition rates.

Exemptions

The Texas Higher Education Coordinating Board has approved the following programs for exemption to the 99-hour limit:

- Clinical Psychology
- Counseling Psychology
- Vision Science/Physiological Optics

Note: Students in these programs are governed by an absolute limit of 130 doctoral semester credit hours. Any hours beyond this limit will be charged at the non-resident tuition rate. It is important that doctoral students continue to work closely with their advisors to monitor progress through the degree program so that studies are concluded within the "99-hour doctoral cap" to avoid having to pay significantly higher tuition. Furthermore, students on graduate student appointments who go beyond the 99-hour doctoral cap will be charged at the non-resident tuition rate.

Leaves of Absence

Leaves of absence may be granted by the college dean for extenuating circumstances such as educational opportunities which will not require the use of university resources, personal problems

which temporarily interfere with the student's ability to continue in the program, or other such circumstances as the dean determines are extenuating.

Leaves of absence may not be granted for the student to avoid exceeding the *doctoral credit hour cap*, to avoid paying tuition, to avoid the regulation on continuous enrollment of doctoral students, or to avoid the full-time requirement for international students.

Leaves of absence shall be granted for specific periods of time, e.g. one semester, one year, etc. and may contain requirements for readmission into the program. A student who requests an extension of a current leave of absence shall have that request considered as a new request.

http://www.uh.edu/grad_catalog/garr/leaves_abs.html

Grievance Policy and Procedures

The University Grievance Policy and Procedures are lengthy. Therefore, they are not printed in this document. Should this be an issue, students are advised to locate and study them at:

http://www.uh.edu/grad_catalog/garr/grievance_pol.html

4. DOCTORAL RESIDENCY

Purpose and Requirements

Residency activities are designed to immerse doctoral students in the academic activities, conversations, and traditions of educational studies. In particular, the CUIN intends for students to gain exposure to ideas beyond their courses at the University. As a critical part of the doctoral degree, residency activities must be integrated into the student's larger education experience. To these ends, students must consider their needs and interests, and present a set of goals and objectives for residency to their advisors before beginning. Along with the residency log, <http://www.coe.uh.edu/docs/gso/residency.pdf>, students must submit a **Residency Portfolio** detailing evidence of each activity and reflections on what was learned from each activity to their advisor. The Residency Portfolio is reviewed only by the student's advisor and not submitted to the CUIN office. The residency log is filed in CUIN office for approval from the Chairperson. The log is then placed in the student's file in the Office of Student Services.

Residency Options

Doctoral residency can be completed in one of the following ways: two consecutive academic semesters, or an academic semester and a contiguous 12-week summer semester, or three consecutive 12-week summer semesters.

In order to meet residency requirement, the student must complete full-time study in one of the above options. Nine (9) hours of credit per academic semester and six (6) hours in the summer are defined as a minimum load for full-time graduate study. Students are required to complete a residency seminar in at least one semester of residency.

If a student is establishing residency during two consecutive semesters, all activities must take place during the year of full-time enrollment (August to May or January to September or June to December). However, students establishing residency by three consecutive summers have a four-month extension on each side of the summer session, during which activities can be included for residency. Often there are scholarly activities that occur during the academic year, such as state and national research conferences that are very informative. A student who is establishing residency during the *summer*, could count a conference in February, March, April, and May, and September, October, November, and December for residency.

Examples of Residency Activities

The table below specifies the activities for residency. Students must complete at least 12 activities, in at least five different categories over the entire residency. The advisor and advisee must plan together at the beginning of each residency semester to identify those activities that can potentially benefit the student most.

<i>Activity Categories</i>	<i>Examples</i>
Attend student presentations/defenses.	Thesis, Dissertation Proposal, or Dissertation defense <input type="checkbox"/>
Attend guest lectures.	College of Education, University of Houston, local, regional, state, national, or international <input type="checkbox"/>
Attend a local or regional conference.	College of Education, University of Houston, local, regional, or state (e.g., Southwest Educational Research Association, Texas Teachers of English to Speakers of Other Languages) <input type="checkbox"/>
Attend a national or international conference.	National, international conferences (e.g., American Educational Research Association, International Reading Association) <input type="checkbox"/>
Present a paper at professional meeting/conference.	College of Education, University of Houston (e.g., Phi Delta Kappa Conference), local, regional, state, national, or international <input type="checkbox"/>
Teach an undergraduate or assisting in a graduate course under the guidance of an advisor.	
Prepare and submit a paper for publication.	
Act as a research assistant on a research project.	
Attend a professional meeting or serve on a professional organization committee.	
Other activities with approval of their advisor.	

Doctoral Residency Seminar

The Doctoral Residency Seminar (CUIN 8345) is intended to prepare students for the demands and responsibilities of the doctoral program as well as to further their scholarly progress in the program. Doctoral students should be advised to enroll in the seminar early in the program in order to receive an orientation on doctoral studies expectations and requirements. In addition, a main purpose for the seminar is to take at least one giant step forward in completing one of the major doctoral program requirements, such as to initiate a literature review pertinent to dissertation, prepare a candidacy paper, conduct research for the comprehensive examination, or begin a dissertation proposals.

5. CANDIDACY PAPER

Purpose

The purpose of the candidacy paper is to show evidence that the potential candidate is capable of conducting, writing, and presenting a comprehensive research project. Prior research projects

(e.g., master's thesis, published research articles, and evaluation reports) can be submitted and must be defended before the examining committee. However, the most productive use of the candidacy requirement would be to use the candidacy study as the initial phase of the dissertation.

The paper should include the following components (if appropriate):

- a theoretical/conceptual framework
- a review of the research/literature
- description of methods or inquiry procedures
- summary and discussion of findings
- conclusion and implications of results

The paper should be of publishable quality and/or suitable for presentation at a state or national conference, following guidelines appropriate for the discipline, e.g., see the *Publication Manual of the American Psychological Association*. However, the candidacy paper might take a different form than that described above, such as a historical or qualitative study. Nevertheless, the work must reflect the in-depth scholarly inquiry.

The three-member examining committee must include at least two tenure-track members of the department faculty.

Guidelines

Successful defense of candidacy paper is required for advancement to candidacy. A faculty member from the department must direct the preparation of the paper and the defense. The Examining Committee is composed of three members, two of whom are full-time faculty members. One of those full-time faculty members will direct the study. The paper must be circulated to the committee members at least *five* working days prior to the oral examination by an examining Committee. Announcement of the date, time, and place is *not* sent out electronically to College faculty through the Office of Student Services.

6. COMPREHENSIVE EXAMINATION

Description

The CUIN doctoral comprehensive examination consists of three, three-hour examination periods, each one pertaining to a specific area or topic that is addressed in a doctoral-level education course. One of the areas/courses should be based on a College of Education core research course (e.g., EDRS 8380 or another approved class from the College list of research courses). One area must be chosen from the student's area of emphasis (e.g., early childhood education, science education, or curricular and instructional studies). The third area can be chosen from either the student's area of emphasis or from a College or Department core area (e.g., Historical or Philosophical Foundations or Psychological Foundations). Three different full-time faculty members in the College of Education should write the questions and score the one he or she prepared.

Students may not defend their dissertation proposal until they have passed their comprehensive examination.

Procedures

Approximately three months prior to taking the comprehensive exam, the student and his/her advisor should meet to decide the three courses/areas for which students will request questions. Following this meeting, the advisor will then ask the student to contact the specific faculty member who taught the class, and request a three-hour question from her, which should be submitted to the advisor within 20 working days of the exam. **Some faculty have students contact faculty directly and some do not.**

Students must apply for their comprehensive exam by the dates set by the Department of Curriculum and Instruction for spring and fall. Students may use the form that can be found at http://www.coe.uh.edu/docs/gso/doct_comp_exam_app.pdf and submit it to the Department of Curriculum and Instruction for processing. Comprehensive exams are conducted in spring and fall semesters only. There are no comprehensive exams conducted in the summer.

Approval to Sit for the Comprehensive Examination

After the student applies for comprehensive examination, the Department of Curriculum and Instruction checks to determine if the student has met all requirements to take the exam. A letter or email is then sent to the student indicating approval to sit for exam, along with the date, time, and location of the exam.

Grading of the Exam

Within five working days after the student completes the comprehension exam, staff in the Curriculum and Instruction Department will send the student's exam responses to the advisor. The advisor will distribute the response to the faculty member who wrote the question. The faculty member is responsible for grading the exam and returning the grade and responses back to the advisor within 15 working days.

The grading system will consist of the following ratings: (a) High Pass, (b) Pass, (c) Low Pass (d) Oral Defense Required and (e) Fail. **In the case of "Oral Defense Required,"** the faculty member who graded the question and the student's advisor or another faculty member from the student's examination committee will meet with the student and listen to the student elaborate his/her responses to the question. The two faculty members will decide on the final grade for that question within 10 working days after the oral defense.

If a student fails any of the three questions, he/she must retake a similar question (or questions) from the same general area(s) within the next academic year. Again, three hours will be allotted for responding to one exam question. Students have two opportunities to **pass all three** questions from the exam. Should the student fail any portion of the comprehensive examination a second time, the student shall **not** be eligible for a doctoral degree in Education at the University of

Houston.

Use of the Computer for the Exam

The computer option is available to students taking the doctoral comprehensive examination. Students who wish to use a computer on the comprehensive exam must submit a General Petition available at http://www.coe.uh.edu/docs/gso/general_petition.pdf to their advisor indicating a preference to use a computer for the exam.

On the day of the examination, students report to the assigned computer room in the CITE LAB area with proper identification. The CUIN Department staff will provide the necessary disks for use on the comprehensive exam. At the completion of each examination period, students must save their question to one of the three disks, marked with the student's name, student identification number, and question number. Each disk will be submitted to the proctor. Students will not have access to a hard (paper) copy of their responses for review or editing. The proctor will print each response after each examination period. A printed response and the disk are returned to the CUIN office. After the final examination period on Saturday, a printed copy of the response will be submitted to the advisor for distribution for grading.

Notification of Examination Results

The Executive Associate Dean of College Administration notifies the student of the results of his/her examination. In addition, the advisor will informally notify his/her student regarding the degree of success on the exam.

7. DOCTORAL CANDIDATE DESIGNATION

Students will be granted the title "Doctoral Candidate" following sequential completion of the (1) candidacy paper, (2) comprehensive examination, and (3) the defense of the dissertation proposal.

8. DOCTORAL DISSERTATION

Purpose

The dissertation is the capstone of the doctoral program, representing a scholarly work that contributes significantly to the candidate's major field. The study should be part of a research program, guided by a mentor who is currently active in researching and publishing a given line of research. The investigation must be of the quality that it will be published in a top tier journal in the field. While the completion of the dissertation comes at the end of the 60 hours of coursework, candidates should begin formulating the study early in the program.

Enrollment in Dissertation Hours

Once enrolled for dissertation credit, the candidate must be continually enrolled (except for summers) to receive dissertation credit. However, the student must enroll in summer terms if working on the dissertation, utilizing faculty time or university facilities during the summer sessions, or if graduating during the summer. Continuous enrollment should be for three (3) credit hours each semester that candidate is working on the dissertation, and six (6) credit hours for the semester that the candidate defends the dissertation.

Students may register in absentia for dissertation credit if arrangements are made through the Office of Registration and Academic Records at least two weeks before the registration period. Registration for all other students must be completed in the prescribed manner during the announced registration period through enrollment services online: <https://www.stu.uh.edu/uoh/newmenusys/intro.jsp>

Dissertation Guide

The candidate should refer to the *College of Education Dissertation/Theses Guide* for details regarding the typing, format and submission of the dissertation available at: http://www.coe.uh.edu/docs/gso/Thesis_and_Dissertation_Guide.pdf

Research Committee

The candidate identifies a research chairperson, based upon a faculty member's expertise, interest, and willingness to serve in this capacity. The candidate and the research chairperson plan the composition of the dissertation committee in order to provide expertise in the substantive areas and research design in order to ensure a high quality study.

The research chairperson recommends the student's research committee through the appropriate department chairperson, then to the Executive Associate Dean of College Administration, who makes all appointments to research committees. A justification for committee member selection is provided on the appropriate form. The Executive Associate Dean of College Administration determines that prospective committee members meet criteria for committee appointment. Approval of the committee will require the presence of expertise in the substantive area and in the necessary methodology for the proposed dissertation. If approved, the Executive Associate Dean of College Administration notifies each member by letter and furnishes a copy for the student and the research chairperson.

The research committee shall be composed of at least four members as follows:

1. A chairperson from the candidate's department (a co-chairperson may be from the candidate's department, another department or from outside the College).
2. A person from the candidate's department.
3. A person outside the candidate's department, but in the University.
4. Additional member(s) who is/are: a) on the faculty of the College of Education; or b) on the faculty of another college or school of the University of Houston; or c) a person from outside the University. Such a person holds adjunct faculty status at the University of Houston or shall be recommended to serve on a one-time only basis by the committee chair and approved by

the Executive Associate Dean of College Administration. A complete vita for the faculty member is required.

The form to be completed is Form H: Appointment of Dissertation/Thesis Committee, and it can be printed from http://www.coe.uh.edu/docs/gso/dissert_thesis_comm.pdf, which is submitted to the Office of Student Services (112 FH). After approval of the dissertation committee, the candidate can go ahead with the dissertation proposal, which is described below.

Reconstitution of Dissertation Committee

If a committee chairperson or doctoral student wishes to reconstitute the membership of a dissertation committee, that person may initiate such a process by notifying, in writing (Memo), the Executive Associate Dean of College Administration and the members of the present dissertation committee. In a similar fashion, any member of a dissertation committee who wishes to resign from that committee should do so by notifying, in writing, the Executive Associate Dean of College Administration, the student involved and all other members of the committee. In all cases, such changes must be approved by the Executive Associate Dean of College Administration before any reconstituted committee can begin to function.

Dissertation Proposal

The student develops a dissertation proposal under the supervision of the research chairperson and proceeds as follows. With the approval of each committee member, the student prepares an abstract of not more than two pages, secures the signatures of ***all committee members*** on the abstract, and electronically distributes the abstract to the faculty of the College of Education. At least ten (10) working days must elapse between distribution of the abstract and the student's oral defense of the proposal.

Note: The dissertation chair should send an e-mail to the Executive Associate Dean of College Administration <bmcph@uh.edu> indicating the date, time, and place of the proposal defense, and title of proposal and candidate's name with a copy to his assistant: jgray@uh.edu

Students may not defend their dissertation proposal until they have passed their comprehensive examination.

A Summary of steps for announcing the dissertation proposal:

1. Prepare an abstract cover page with the title of the proposal, name of candidate, names of committee members, and signature lines. Add a second page with the proposal abstract. After obtaining all of the signatures of committee members, take the two pages to the Associate Dean's assistant.
2. Secure the Executive Associate Dean's approval of the proposal committee by: Sending an e-mail to the Executive Associate Dean to announce the proposal date, time, and location, with an e-mail copy to Office of Student Services. Then you will be given a code to enter the

abstract that will go out to faculty. This electronic announcement will be in memo form to the faculty (see examples that are sent to faculty weekly). Give the date of the defense and the date that individuals can request a copy of the proposal.

Any faculty member may receive a complete copy of the proposal upon notifying the candidate's research chairperson. The candidate will supply the requested proposal promptly to permit comments before the scheduled oral defense. Members of the faculty may direct written comments or concerns regarding the proposal or the abstract to the research committee chairperson.

The student defends the proposal to the research committee. A research committee shall approve no proposal if more than one (1) member of the committee is absent at the time of the student's defense. The committee may approve the proposal as presented, suggest changes, or disapprove the proposal. All members of the research committee must approve the proposal.

At the conclusion of the dissertation proposal defense, the chairperson notifies the Executive Associate Dean, by e-mail, of the committee's decision.

Every dissertation involving the use of human or animal subjects must be reviewed by the appropriate University Committee for the Protection of Human Subjects or University Committee for the Protection of Animal Subjects. Forms for this purpose are available online at website: http://www.research.uh.edu/Departments/Policies_Compliance_Committees/Committees_for_the_Protection_of_Human_Subjects (Office of the Vice President for Research 316 E. Cullen).

Dissertation Defense

Defense of the candidate's dissertation is open to faculty of the University, graduate students of the College of Education, and others approved by the research chairperson. ***The student must pass have passed the candidacy paper and comprehensive examination prior to the defense of the dissertation.*** The research committee chairperson notifies the Executive Associate Dean with a copy to his assistant at least ten (10) working days in advance of the date, time and location of the candidate's final oral defense. The room scheduled for this examination must accommodate at least ten (10) people. The Executive Associate Dean posts announcements of the defenses scheduled for the ensuing week.

Doctoral students are required to circulate to the College of Education faculty an abstract of completed dissertations, ***signed by the chairperson and methodologist***, ten days prior to the final defense of the dissertation. Completed dissertation abstracts are to be distributed to all faculty electronically 10 working days prior to the defense of the dissertation. The chairperson of the Dissertation Committee is responsible for ensuring that the ***chairperson*** and ***methodologist*** have approved and signed the original of the abstract. This signature page is to be given to the Executive Associate Dean for Graduate Studies' assistant, at which time information (user name, password, and month) will be given to the candidate in order to announce the defense and to provide the abstract, which can then be uploaded to the College server for distribution to the faculty. At this same time the chairperson must send an email to the Executive Associate Dean indicating the date, time, and location of the defense with a copy of the e-mail to the Dean's assistant.

The oral defense may not take place if more than one member of the research committee is absent at the time of the defense. Both the quality of the dissertation and the candidate's oral defense will be evaluated. The dissertation must be approved by the research committee, with no more than one dissenting

member. Upon approval, the dissertation is signed by all approving members of the candidate's research committee and the Dean of the College of Education. The dissenting committee member's name will not appear on the title page.

The candidate secures the signatures of the committee members and the Dean of the College on at least three copies of the dissertation. The candidate will then schedule an appointment in the Office of Student Services, 112 Farish Hall, on the dates set by the office to submit their dissertation for binding. The candidate delivers copies of the dissertation to the Office of Student Services, Room 112 Farish Hall for binding. The candidate's chairperson then assigns a grade for dissertation credits.

The candidate's research committee chairperson must notify the Executive Associate Dean of College Administration, either by e-mail or hardcopy memo, that the dissertation is approved ***at least one month prior to graduation***. The candidate must supply the Office of Student Services with an abstract of the dissertation prior to or at the time the dissertation is submitted.

9. GRADUATION AND GRADUATION APPLICATION

The application for graduation should not be confused with the application for candidacy. The information below can be found at http://www.uh.edu/grad_catalog/garr/grad_appli.html

Degrees are not awarded automatically upon completion of all scholastic requirements. An official transcript showing that a prior bachelor's degree, or its equivalent, has been conferred must be on file prior to graduation from UH with a graduate degree. In addition, to be considered a candidate for a degree, the student must submit an application for graduation to the Office of Registration and Academic Records, 108 Ezekiel W Cullen Building.

Applications should be filed either the semester prior to or in the semester which the student plans to graduate. Applications are available in the Office of Registration and Academic Records, 108 Ezekiel W Cullen Building. Deadlines for filing the application for graduation are listed in the academic calendar. Candidates for graduation who have been previously disapproved must reapply for graduation at no additional charge.

Any student who expects to graduate in a given semester must be enrolled for that semester. This regulation applies to students who have not submitted a thesis or dissertation by the deadline of the previous semester. Certification for graduation is performed by the dean's office in the college of the student's major. Diplomas usually are mailed about one month after graduation. However, students may indicate on the graduation application form that they will pick up their diplomas in the Office of Registration and Academic Records.