Curriculum and Instruction

Doctor of Philosophy
Program Handbook

College of Education
Graduate Education and Research
Texas Tech University Box 41071
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http://www.depts.ttu.edu/education
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WELCOME MESSAGE FROM THE DEPARTMENT CHAIR

Thank you for your inquiry in the Ph.D. Programs in Curriculum & Instruction in the College of Education at Texas Tech University! Your interest in our program(s) signifies your desire to learn more and to become an integral part of educational research and practice.

Whether you are applying to be a member of one of our online/blended cohorts or in our face-to-face program, each are designed to assist you in becoming a viable contributor to schools, agencies, entities of higher education, and/or local communities. The Ph.D. in Curriculum & Instruction is a multi-faceted degree with several concentration areas from which to choose: Curriculum Studies and Teacher Education, Exercise & Sports Science, Language, Diversity and Literacy Studies, and Science, Technology, Engineering and Mathematics Education. Each of these strands is designed to help prepare you to investigate the specific challenges of your concentration area and to contribute to the research and changes in that area.

The faculty and staff in Texas Tech College of Education are here to assist you with the process of admissions and support of your program. We anticipate your conscious effort and commitment to utilizing all resources to help you through your particular program. We are here to help you with this process. We look forward to working with you and supporting your studies, which we hope will make significant contributions to the education field.

We have created the following department handbook to help you gather information about and to navigate through our College and department procedures, policies, programs, and degree possibilities. As education is a dynamic and constantly changing field, there will be periodic changes to this document. The handbook is intended to provide foundational knowledge about these areas.

We welcome your inquiries and look forward to serving you as you take this very important step in your educational/professional future.

Margaret A. (Peggie) Price, Ph.D.
Associate Professor and Department Chair
Overview

Ph.D. in Curriculum & Instruction

The PhD. in Curriculum and Instruction focuses on curricular issues as a field of inquiry and develops strengths in the areas of understanding and addressing the complex and multiple questions that influence curriculum theory, design, development, delivery, assessment, and evaluation. The primary goal of this program is to prepare curriculum leaders, researchers, and professors with the knowledge, skills, and dispositions needed to analyze, construct, and evaluate curricula in ways that create optimal learning conditions for all learners. This comprehensive preparation will enable graduates to examine unconscious assumptions and identify complex challenges associated with working in schools and other institutions in a multicultural democracy. Consequently, particular attention is devoted to the philosophical, theoretical, historical, cultural, ethical, and political constructs and assumptions that affect curricula, including courses and programs.

Students in the PhD in Curriculum and Instruction program study in one of four concentrations:

- Curriculum Studies and Teacher Education (CSTE)
- Language, Diversity & Literacy Studies (LDLS)
- Exercise and Sports Science (ESS)
- Science, Technology, Engineering & Math (STEM)

The degree requirements are designed so students will:

- Become independent researchers in at least one concentration and one research paradigm.
- Understand qualitative and quantitative research methods.
- Develop the ability to communicate research to a broad range of audiences (e.g., researchers, school board members, or the general public).
- Refine their knowledge, skills and dispositions to teach a diverse range of students and enable others to teach the same range of students.
- Further develop their ability to use traditional and emerging technology when instructing others face to face and at a distance and in conducting research.
- Be able to apply, synthesize and evaluate curriculum and instruction theory.
- Demonstrate mastery of content, pedagogical content knowledge and instructional practices in their field of study.

This handbook provides information to help you apply to and complete the doctoral program in Curriculum and Instruction. Information about Texas Tech University can be found on-line at www.ttu.edu. Information about the College of Education can be found at www.educ.ttu.edu. The Graduate School catalog can be accessed through http://www.depts.ttu.edu/officialpublications/catalog/_viewcat.php.

Career Opportunities

A Ph.D. in Curriculum and Instruction may prepare you to work as a teacher, professional development coordinator, or educational researcher. The degree can also lead to work in academia, government and
business. It can also lead to a teaching career at the university level. If you are an EC-12 teacher, a Ph.D. in Curriculum and Instruction may provide opportunities for leadership roles as curriculum and instructional leaders in your school or district. This degree will provide coursework in research methods, statistics, and policy. These areas are highly valued in government agencies and businesses. Large corporations often have their own education departments and have needs for curriculum designers and trainers.

Concentration Areas in Curriculum & Instruction

**Curriculum Studies and Teacher Education (CSTE)**

Program Description:
The Curriculum Studies and Teacher Education specialization is designed for people who want an in-depth understanding of the issues and that are faced by curriculum and teacher education specialists, regardless of whether they are leaders in a classroom, at central office, an agency, a professional organization, the community college or the university. The program provides opportunities for students to develop an understanding of the philosophical, cultural, ethical, political, and historical contexts that influence curriculum design, development, delivery, and evaluation.

Strands in the CSTE Concentration:
Students in the concentration may select a strand in Curriculum Studies, Teacher Education or a combination of the two

**Language, Diversity & Literacy Studies (LDLS)**

Program Description:
The Language, Diversity & Literacy Studies concentration is designed to create scholars who are critically committed to empowering and advocating for linguistically and culturally diverse communities of learners. Graduates of this program will experience collaborative and innovative research that leads to knowledge and understanding of multiple learners and their literacies, shape and impact policies, and embrace critical pedagogies for 21st century global learners.

Strands in the LDLS Concentration:
Students in the concentration may select a strand in Language & Literacy, Bilingual/ESL or a combination of the two.

**Exercise and Sports Science**

Program Description:
This program is designed to meet the needs of students who wish to teach, conduct research, and serve as faculty members in departments of kinesiology, exercise science or physical education within institutions of higher education. Faculty members in these departments are engaged in preparing future teachers and coaches.

**Science Technology Engineering and Math (STEM)**

Program Description:
This PhD in Curriculum and Instruction program with a concentration in STEM education is designed to produce graduates who can "make a difference" in science, technology, engineering and mathematics.
education at the local, state, national or international level with skills as a pragmatic STEM education researcher and a global STEM educator.

**Getting Started**

**Contact**

Call April Chavez, the Graduate Recruiter in the Department of Curriculum & Instruction, at (806) 834-5629, email april.chavez@ttu.edu. We can arrange for you to talk with faculty in your area of interest to get your questions answered.

**Face-to-Face, Online, and Hybrid Delivery Options**

All four concentrations are offered through these delivery options: face-to-face (Lubbock-based), web-enhanced, online, and hybrid both synchronously and a-synchronously. The Ph.D. in Curriculum & Instruction can be completed fully online, fully face-to-face, or a combination.

**Blended/Online Cohort Program**

Two of the concentration areas in Curriculum & Instruction, CSTE and GlobalPRiSE *, occasionally offer admission to a blended/online degree cohort program. The CSTE cohort completes all courses in the same sequence with no variation. There is also a mandatory “Summer Intensive” program. Students enrolled in the cohort must travel to Lubbock for two weeks in the summer, for the first two years in the program. Attendance is mandatory for the entire two week period. This does not include the weekend. The time at TTU will be spent in several ways. In the first summer, there will be several orienting activities to the program, the College of Education and Texas Tech University. There will be opportunities to network with program faculty and peers. Each summer, students will engage in face-to-face class sessions while in residence.

Other online concentration areas in C&I also have a Summer Intensive. Information on this can be found on pages 20-21.

*The information for the GlobalPRiSE program is not covered in this document. If you would like to know more about this program, see the GlobalPRiSE Handbook.

**Application and Admissions**

You must apply to both the Graduate School of Texas Tech University (328 Admin Building; 806/742-2787; gradschool@ttu.edu) for “General Admission” to the Graduate School and to the PhD program in Curriculum and Instruction in the College of Education.

1. **Graduate School Application:**

   A. To apply to the Texas Tech Graduate School go to [http://www.depts.ttu.edu/gradschool/adm_titlepage.php](http://www.depts.ttu.edu/gradschool/adm_titlepage.php)

   B. As part of the Graduate School application process, you will fill out

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1. an application through ApplyTexas https://www.applytexas.org/adappc/gen/c_start.WBX
2. pay an application fee,
3. submit official transcripts of all of your college studies, and ALL official collegiate academic transcripts (if you attended community college, those are required also along with transcripts of schools you may have just taken a class or two). We will be looking particularly at your Master's program; however, all transcripts must be made available to the graduate school.
4. provide Graduate Record Examination (GRE) scores for the “general test." Scores must be within the past five years. Older scores will not be accepted.
5. International students will also be submitting scores for the Test of English as a Foreign Language (TOEFL). See http://www.ets.org/toefl for more information and an application for that test.

C. From http://www.depts.ttu.edu/gradschool/adm_titlepage.php you can track your Graduate School application.

D. GRE applications may be obtained from the Testing and Evaluation Center in West Hall on campus or other authorized testing centers or on line at http://www.ets.org/gre which also has more information.

2. College of Education application:

PhD in Curriculum and Instruction Program

A. To apply to the PhD in Curriculum and Instruction program, in addition to applying to the Graduate School you also need to go to https://appspace.ads.ttu.edu/EDUCGraduateApplication and click on the concentration in which you are interested.

B. You will also be submitting

1. your resume (vita),
2. an applicant statement in which you discuss your academic background, work experience, and personal insights that led you to decide to pursue this degree, and
3. a sample of your scholarly writing.

C. You must also have three people submit professional recommendations for you. As you complete your application you will be given web addresses to give to your recommenders.

Admissions:

Once all of the materials required by the Graduate School and the PhD in C&I program have been received, a committee of faculty in your intended concentration will review your application materials in a holistic manner. Their recommendation for admission will be acted upon by the Graduate School and you will be informed of the decision.

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Applicants who are not accepted into the Doctoral Program in Curriculum and Instruction may appeal the Curriculum and Instruction Program faculty’s decision. The first level of appeal is to reapply to the program, addressing the program faculty’s reasons for rejection, as delineated in the notification of the rejection letter. If an applicant is still rejected by the Curriculum and Instruction Program faculty, the next level of appeal is the College of Education Graduate Academic Affairs Committee. In making an appeal to the Graduate Academic Affairs committee, the applicant must address the Curriculum and Instruction Program faculty’s reasons for rejection as defined in the two previous letters. If the applicant’s appeal is denied by the College of Education Graduate Academic Affairs Committee, there is no further recourse for admission.

Tuition and Fees

Information on Tuition and Fees can be found by visiting the Student Business Services webpage [http://www.depts.ttu.edu/studentbusinessservices/](http://www.depts.ttu.edu/studentbusinessservices/)

Advising

Advisor:

Upon admission to the PhD in Curriculum and Instruction you will be assigned an Initial Informal Advisor from your concentration to help you begin your program. Before completing 18 credit hours, you must declare a Formal Advisor, who may be your Initial Informal Advisor but this is not required. Your Formal Advisor must be from the Department of Curriculum and Instruction. Your Formal Advisor will guide you through planning your coursework, selecting members for your doctoral committee, leading your advancement to candidacy, and completing your dissertation.

Selection of your Formal Advisor (sometimes known as your major professor) and members of your doctoral advisory committee is one of the most important choices you will make in your doctoral studies. These individuals frequently will be your mentors through your program and subsequent professional life. Certainly during your doctoral studies they will make key judgments (e.g., approve your program of study) about your progress toward the degree.

Advisory Committee:

Before completing 18 credit hours you need to select an advisory committee. You must talk with your advisor about potential committee members and visit individual faculty members you might want to serve on your committee to determine their areas of expertise, research interests, and willingness to work with you. At least three (3) faculty members must be selected to constitute your doctoral advisory committee. Your advisor will serve as the advisory committee chair and there will be at least one other member from Curriculum and Instruction. At least one committee member must be from outside Curriculum and Instruction. All members of your doctoral advisory committee must be members of the Graduate Faculty. Membership of your advisory committee will be listed on the program form which is submitted to the Graduate School.

If you are unsure who qualifies for doctoral committee membership, contact the Department Chair in May 2015
Curriculum & Instruction or the Associate Dean for Graduate Education and Research. In special circumstances, you may select an individual who is not on the faculty at Texas Tech University to serve on your advisory committee. Such a person must have an appropriate terminal degree in his or her field, the approval of your committee chair, and the approval of the Graduate School. In order to secure the Graduate School's approval, your committee chair must submit to the Department’s Chairperson the person's vita along with a written request. This should be done at the time your advisor requests the appointment of your doctoral advisory committee.

Planning Your Program:

Your degree program must be submitted to the Graduate School before you complete 18 credit hours. At the discretion of your advisor, your advisor may convene a meeting of you and your advisory committee to plan your program of study; or your advisor may choose to have you talk individually with your advisory committee members to plan your program. At this time your advisory committee will:

1. Determine the doctoral program of study (i.e., coursework) and the residence pattern. In some cases, it might be necessary to determine the acceptability of prior graduate coursework.

   Note: Coursework that is seven or more years old will not typically be accepted. Exceptions will require written justification through the department chairperson, Associate Dean for Graduate Education and Research, and final approval by the Graduate Dean.

The College of Education generally will accept up to 36 hours of appropriate graduate courses from any accredited university. Any transfer work beyond 36 hours must be from doctoral-level institutions. The decision regarding transfer work rests with the members of your doctoral advisory committee with appropriate review by the College of Education and final approval by the Graduate School.

2. Assign additional coursework and experiences (e.g., internships and practica) as dictated by the results of the formal evaluation (i.e., preliminary examination), the student's professional goals, and the judgment of the committee.

3. Discuss potential research topics for the dissertation.

4. Approve the doctoral program of studies and report the required information in the proper form prescribed by the Graduate School. For doctoral program forms from the Graduate School, go to http://www.depts.ttu.edu/gradschool/current/DocForms.php.

   Note: This form must be signed by the advisor and forwarded to the department chair along with a copy of the Program of Studies – Work Sheet that appears later in this handbook. The College of Education requires that the doctoral program be reviewed and signed by the Department Chair in Curriculum & Instruction before it is sent to the Graduate Office in the College of Education and ultimately forwarded to the Graduate School for final review and approval.

   Subsequent changes can be made by completing the proper form (go to http://www.depts.ttu.edu/gradschool/current.php) which must be signed by your advisor and submitted to the
Changing Advisors or Advisory Committee Members:

On rare occasions and for significant reasons, it might be necessary to replace your formal advisor or other members of your committee. Should this be necessary, you should consult with the Program Coordinator of your concentration area or Department Chair in Curriculum & Instruction to select appropriate replacements. A change of advisor or committee membership form, a copy of which appears below, must be sent to the Graduate Office in the College of Education. It is then forwarded to the Graduate School through the Department Chair and Associate Dean of Graduate Education and Research requesting the change. Only the Graduate Dean can approve changes in a doctoral advisory committee.
Change of Advisor or Advisory Committee Member
PhD in Curriculum and Instruction

Use this form to change your doctoral advisor or a member of your Advisory Committee:

This form is not to be used to change concentrations. If you wish to change concentrations, you must submit a new College of Education application for your proposed new concentration’s consideration and action.

Name: ________________________________ Date: ________________________________

Concentration (Circle One):

- Bilingual/ESL Education
- Language and Literacy Education
- Exercise and Sports Science
- Curriculum Studies/Teacher Education
- STEM Education

Change of Advisor:

1. Obtain the signature of your proposed new advisor signifying their willingness to become your advisor.
2. Obtain the signature of your current advisor signifying they have been informed of the change.

Proposed New Advisor:

Printed Name ____________________________ Signature ____________________________ Date ____________________________

Current Advisor:

Printed Name ____________________________ Signature ____________________________ Date ____________________________

Change of Advisory Committee Member:

1. Obtain the signature of your proposed new member signifying their willingness to join your committee.
2. Obtain the signature of your current member signifying they have been informed of the change.
3. Obtain the signature of your advisor signifying their approval of the change of committee member.

Proposed New Member:

Printed Name ____________________________ Signature ____________________________ Date ____________________________

Current Member:

Printed Name ____________________________ Signature ____________________________ Date ____________________________

Current Advisor:

Printed Name ____________________________ Signature ____________________________ Date ____________________________

Approval by the Department Chairperson:

1. Obtain the signature of the department chairperson approving the change.
2. The department chairperson will provide you a copy of the signed form and give the original to the College of Education Graduate Office for your file.

Department Chairperson:

Printed Name ____________________________ Signature ____________________________ Date ____________________________

If the current advisor or committee member has left the Graduate Faculty of Department of Curriculum and Instruction, the Department Chair may sign for them.

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Transfer Credit

Work completed in the doctoral program of another recognized graduate school will be considered on the recommendation of the student’s doctoral advisory committee, but no assurance can be given that such work will reduce the course or residence requirements at Texas Tech University. In no case can transfer credit reduce the minimum residence. In most cases we can accept up to 30 graduate hours from an accredited university that have been taken within the last ten years. (Information concerning residence requirements is available in the current TTU graduate catalog.)

Continuation of Enrollment

Students who have been granted admission are expected to register in the term for which admission is granted. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Curriculum and Instruction department and the Graduate School, may be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration.

Program of Study

The doctoral program in Curriculum and Instruction is designed to prepare students for professional positions as faculty members, administrators, researchers, supervisors, and consultants at the highest degree of expertise and is designed to achieve the goals listed previously in this handbook.

Trademark Outcome:

Graduates will have a proven record of their abilities to connect theory to practice to improve curriculum and pedagogical problems.

Specifically through the 4 lenses of

- Traditional Curriculum
- Teacher Characteristics
- Pedagogical Strategies
- School environments

Distinctiveness of the Trademark Outcome:

Many graduate programs provide students with a theoretical foundation. Few graduate programs provide students with opportunities to apply that theory to practice.

Courses:

- Foundations of Educational Research
- Curriculum Theory: Inquiry
- Curriculum Evaluation for Improvement & Accountability
- Constructivist Inquiry Methodologies
- Advanced Field Methods in Constructivist Inquiry
- Advanced Practicums & Internships

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Skills:
- Qualitative and quantitative research skills
- Logical analytical skills
- Assessment
- Research-based problem solving ability

Products:
Teacher educators with a proven record of
- creating and implementing, and evaluating the impact of research based intervention plans
- Instructing, mentoring, and evaluating the effectiveness of educators’ use of research to improve student outcomes

Assessments:
- Plan evaluation rubric
- Data analysis rubric
- Final action plan evaluation rubric

**Embedded Phase Assessments**

- Curriculum Studies and Teacher Education

**Phase 1: EDCI 5320/6320, Freirean Letter**
Students will complete a Freirean Letter in which they develop an argument for the application of specific literacy theories to a contemporary real world issue.
- **Coursework:** EDCI 5320, EDCI 5375, EDCI 5362
- **A&E Lessons:** Freirean Letter, position statement, applied project

**Phase 2: EDCI 5386, Conceptual Research Project**
Students will complete a preliminary conceptual research project in which they engage in a systematic analysis of published research in the field of curriculum studies and teacher education.
- **Coursework:** EDCI 5386, EDCI 5321, EDCI 5330, EDCI 6333, EDCI 6331
- **A&E Lessons:** Conceptual Research Project, Inquiry Project, Case Study, Curriculum Design Project

**Phase 3: EDCI 6382, Research Project**
Students will conduct a research project that contains a complete research cycle and addresses trademark outcomes of conducting innovative research that examines the needs of diverse and underserved populations.
- **Coursework:** EDCI 6382, EDCI 6320, EDCI 6306, EDCI 6393 I, EDCI 6393 II
- **A&E Lessons:** Research Project, Case Study, Inquiry Project, Preliminary Research Project, Research Project

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### Degree Plan

The degree requires a completed Masters’ Degree from an accredited university in the United States or another country. Course credit may be awarded for a maximum of 30 hours (36 hours with a Masters’ Degree from Texas Tech University). The advisor will determine the number of hours that will be counted toward the doctoral degree plan, resulting in a minimum total of 93 graduate level credits required for the degree. This includes at least 12 hours of dissertation research.

<table>
<thead>
<tr>
<th>1. Research Methodology Courses</th>
<th>18 hours</th>
<th>Recommended Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 hours</td>
<td>EDCI 5306 Fundamentals of Education Research I in C&amp;I (Quant)</td>
</tr>
<tr>
<td></td>
<td>6 hours</td>
<td>EDCI 5306 Fundamentals of Education Research II in C&amp;I (Quant)</td>
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<tr>
<td></td>
<td></td>
<td>EDCI 5386-Constructivist Inquiry in C&amp;I (Qual)</td>
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<td>EDCI 6382-Advanced Field Methods in Constructivist Inquiry (Qual)</td>
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<td></td>
<td></td>
<td>EDCI 6306 - Narrative Inquiry</td>
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<td></td>
<td>EDLL 6347—Analyzing, Designing, and Conducting Literacy Research</td>
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<td>*Courses must be selected in consultation with an advisor</td>
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<thead>
<tr>
<th>2. Diversity Studies, ESL/BLED/Linguistics/Foreign Language, Special Education</th>
<th>6 hours</th>
<th>Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EDCI 6333—Diversity Ideologies: Implications for Schooling</td>
</tr>
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<td>*Options:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDBL 5333—Teaching the Multicultural-Multilingual Student</td>
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<td></td>
<td></td>
<td>EDBL 5345 Immigration and Education</td>
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<tr>
<td></td>
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<td>EDLL 6343 Global Literacy</td>
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<td></td>
<td></td>
<td>EDLL 6350 Studies in Literacies</td>
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<tr>
<th>3. eLearning in C&amp;I</th>
<th>6 hours</th>
<th>Required:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>EDCI 5306 Fundamentals of E-Learning in Curriculum &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Options:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDLL 6341 New Literacies</td>
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<tr>
<th>4. C&amp;I Core Courses</th>
<th>9 hours</th>
<th>Required:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>EDCI 5320—Curriculum Theory: Foundations or</td>
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<td></td>
<td></td>
<td>EDCI 6320—Curriculum Theory</td>
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<tr>
<td></td>
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<td>EDCI 5330—Ethics and Teaching</td>
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<td></td>
<td></td>
<td>EDCI 6303—Inquiry into Teaching in the Disciplines or</td>
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<td>EDLL 5341 or</td>
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<td>EDLL 5344—Content Area Literacy</td>
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5. **Concentration** | 33 hours | Determined in consultation with the student’s advisor

*Note: if student is transferring in 30 hours of master’s level coursework, the concentration and electives hours will consist of **8 hours of 6000 level doctoral courses in EDCI, EDLL or EDBL**.

6. **Electives** | 15 hours | Determined in consultation with the student’s advisor

7. **Dissertation Hours** | 12 hours | EDCI, EDLL, or EDBL 8000
PhD in Curriculum and Instruction
Degree Plan Worksheet

Student: _________________________________________ R# ________________________

Research (Required COE minimum 18+12=30) ________ credits
Requirements include:
• 2 courses in statistics and 2 courses in qualitative methods.
• 2 research course that provides depth of skills in either qualitative, quantitative or mixed methods.
Recommended Courses:
• EDCI 5306 Fundamentals of Education Research I in C&I (Quant)
• EDCI 5306 Fundamentals of Education Research II in C&I (Quant)
• EDCI 5386-Constructivist Inquiry in C&I (Qual)
• EDCI 6382-Advanced Field Methods in Constructivist Inquiry (Qual)
• EDCI 6306 - Narrative Inquiry
• EDLL 6347—Analyzing, Designing, and Conducting Literacy Research

*Courses must be selected in consultation with an advisor

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<tr>
<th>Date</th>
<th>Course #</th>
<th>Name/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDCI 6333</td>
<td>Diversity Ideologies</td>
</tr>
</tbody>
</table>

Diversity (6 credits required) ________ credits
Required:
• EDCI 6333—Diversity Ideologies: Implications for Schooling
Options:
• EDBL 5333—Teaching the Multicultural-Multilingual Student
• EDBL 5345 Immigration and Education
• EDLL 6343 Global Literacy
• EDLL 6350 Studies in Literacies

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<tbody>
<tr>
<td></td>
<td>EDCI 6333</td>
<td>Diversity Ideologies</td>
</tr>
</tbody>
</table>

eLearning in C&I (6 credits required) ________ credits
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Required:
- EDCI 5306 Fundamentals of eLearning in Curriculum & Instruction

Options:
- EDLL 6341 New Literacies

<table>
<thead>
<tr>
<th>Date</th>
<th>Course #</th>
<th>Name/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDCI 5306</td>
<td>Fundamentals of eLearning</td>
</tr>
</tbody>
</table>

Curriculum and Instruction – Foundations Core (9 credits required) ____ credits

Required:
- EDCI 5320—Curriculum Theory: Foundations or
  EDCI 6320—Curriculum Theory
- EDCI 5330—Ethics and Teaching
- EDCI 6303—Inquiry into Teaching in the Disciplines or
  EDLL 5341 or EDLL 5344—Content Area Literacy

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<th>Date</th>
<th>Course #</th>
<th>Name/Topic</th>
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<td></td>
<td>EDCI 5320</td>
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<td>Ethics and Education</td>
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<td>EDCI 6303</td>
<td>Inquiry into Teacher Education</td>
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CSTE/LDLS/STEM Concentration (33 credits required) ____ credits
* Determined in consultation with the student’s advisor

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May 2015
**Electives (15 credits possible) ____ credits**  
*Determined in consultation with the student’s advisor*

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**Dissertation (12 credits required) ____ credits**  
EDCI, EDLL, or EDBL 8000

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**NOTE:**  
Degree Plans are reviewed by Dr. Peggie Price, Department Chair, prior to filing the Degree Plans with the Graduate School.

**Summer Intensive sessions for online programs (NOTE: This does NOT apply to the CSTE Blended/Online Cohort):**

- See concentrations for specific information.
- All classes are offered online. Some classes may have synchronous video-conferencing requirements.
- Summer Intensive I—Last two weeks of the Summer I term during the first year of coursework. Activities will focus on socializing, advising and orientation to the program.
- Summer Intensive II—Last two weeks of the Summer I term during the second year of coursework. Activities will focus on mentoring students into the profession and preparing them for dissertation work.
- If students cannot attend the summer intensive sessions, they may attend a professional conference in lieu of their attendance at the summer intensives. Decisions about suitable conferences will be
determined in consultation with one’s advisor.

**Residency Requirement**

In order to immerse the doctoral student in the life of the scholar for an extended period of time, one year of residency or a comparable residency is required for the doctorate in Curriculum and Instruction. This requirement may be met in one of five ways:

- Registration as a full-time student for two consecutive fall and spring semesters with at least 12 semester hours during each term.
- For students holding half-time graduate assistantships, or students involved for no more than half-time in other work closely related to the doctoral study, 9 semester hours in each of the long terms and at least 6 semester hours in the preceding or subsequent summer.
- A full summer term of 12 weeks, earning 12 semester hours of graduate credit plus the completion of at least 12 semester hours of graduate credit during the adjacent spring or fall semester.
- Three consecutive full summers of at least 9 weeks each while earning at least 9 semester hours of graduate credit during each summer.
- A combination of 21 hours of graduate credit completed during a 12-month period plus at least 3 additional hours of graduate credit completed in an immediately preceding or subsequent full semester or summer session. (online/blended option)

**Qualifying Examination**

All Curriculum and Instruction doctoral students must pass a qualifying examination prior to receiving their degree. Students are permitted to take the examination no earlier than their last semester of coursework, excluding the dissertation.

The following statements govern the administration of the Qualifying Examination:

1. Questions will be given to the student to answer at home.
2. An oral exam must be administered following the written portion of the qualifying examination.
3. The written portion of the examination must ask questions about (1) the student’s concentration, (2) their research skills, and (3) the remaining goals for the PhD program with attention to the concentration being about equal to the sum of the attention to the research skills and other goals. (It is inappropriate to ask students to write the first three chapters of their dissertation as their qualifying exam.)
4. The student must return their answers two weeks after receiving them. The sum of their typed answers must be no longer than 30 pages, double spaced, with one inch margins in 12 pt. Times New Roman font.
5. Once the test is disseminated, the student may ask their committee chair for clarification of questions; but no further assistance may be given by the student’s committee members.
6. The student’s committee members compose the student’s questions, following these
guidelines, for the written and oral examination, oversee the administration of the
examination, and evaluate the student’s answers.

7. The oral examination of approximately one to two hours must be limited to questions that ask
the student to clarify and/or extend their written answers plus other questions that address the
goals for the program.

8. If the qualifying examination is given in the fall or spring semester the oral examination
must be held no more than three weeks after the student turns in their answers.

9. The qualifying examination may be given in the summer only if all committee members
agree to the examination being given then.

10. If the written portion of the qualifying examination is given in Summer I, the written and oral
portions must be completed prior to the end of Summer I.

11. If the qualifying examination is given in Summer II, then the deadline for the orals will be
September 15 of the subsequent fall semester.

12. At the discretion of the student’s committee, the committee members may give the student,
prior to the written portion of the examination, guidance in what questions might be asked. Options for guidance include but are not limited to giving the student a brief or detailed list of
topics to be covered, sample questions from other exams, and possible questions that could be asked.

13. Nothing about these statements may be construed to contradict other university policy.

**Candidacy and Dissertation Committee**

After passing the qualifying examination, the student becomes a “candidate” and at that point a
dissertation committee, which may be the same as the advisory committee, is appointed. At least two
members, one of whom is the committee chair, must be from Curriculum and Instruction; and at least
one member must be from outside Curriculum and Instruction. As with the advisory committee, any
changes in the dissertation committee are rare and may be done only for significant reasons. Any
changes are approved via the change in committee form that is accessed from the Graduate School:
http://www.depts.ttu.edu/gradschool/forms/Title%20or%20Committee%20Change%20Form.pdf

**Steps to Complete the PhD in Curriculum and Instruction**

Following is a list of steps a student follows to complete the PhD in Curriculum and Instruction
degree requirements. The list is intended as an aid and not as a replacement for policy statements
written elsewhere.

<table>
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<tr>
<th>What</th>
<th>When</th>
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<tr>
<td>1 Applicants apply for admission to both the Graduate School and their intended concentration in the PhD in Curriculum and Instruction. Applicants may follow directions provided by the Graduate School to track the progress of their application through Raiderlink.</td>
<td>Prior to admission.</td>
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May 2015
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<tr>
<th></th>
<th>After the admissions decision is made a letter is sent to the applicant. If they are admitted, the letter includes the name of a Temporary Advisor.</th>
<th>Upon admissions.</th>
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<tbody>
<tr>
<td>3</td>
<td>First semester’s enrollment. The student must contact the Initial Advisor for advice. Then the student enrolls in classes.</td>
<td>Contact the Initial Advisor upon admissions; enrollment dates are announced.</td>
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<tr>
<td>4</td>
<td>Continuous enrollment is required in all long semesters. The student must apply to the Graduate School for re-admission after not taking coursework in one or more long semester. The Graduate School may approve or deny re-admission.</td>
<td>Prior to taking courses after a layoff, if needed.</td>
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<tr>
<td>5</td>
<td>The student must take a preliminary exam, the nature of which is governed by each concentration.</td>
<td>Usually in the first semester of coursework, if required.</td>
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<tr>
<td>6</td>
<td>From the graduate faculty the student selects a Doctoral Advisor who assists the student in planning their doctoral studies. If that person is the Temporary Advisor, no further action is needed. If that person is different than the Temporary Advisor, then a Change of Advisor form must be completed. (Changing advisors does not constitute a change in concentration.)</td>
<td>As early as possible but at least before completing 18 hours</td>
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<td>7</td>
<td>With advice from the Doctoral Advisor, the student selects an Advisory Committee of the Doctoral Advisor plus at least three other faculty, at least one of whom must be from Curriculum and Instruction and one of whom must be from outside Curriculum and Instruction. Steps 6 &amp; 7 are reported to the Grad School by the Doctoral Advisor with approval of the Department Chairperson.</td>
<td>Before completing 18 hours</td>
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<td>8</td>
<td>The student’s Advisory Committee plans the student’s program of studies, using the “Program of Studies – Work Sheet” found above. At the discretion of the Doctoral Advisor, the Committee may meet face-to-face or the student may meet individually with the Committee members.</td>
<td>Before completing 18 hours</td>
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<tr>
<td>9</td>
<td>After the Advisory Committee approves the student’s program, the student’s Doctoral Advisor, with approval of the Department Chairperson, submits the “Program for the Doctoral Degree” form to the Graduate School.</td>
<td>Before completing 18 hours</td>
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<td>10</td>
<td>The student’s Doctoral Advisor submits changes in degree program, if necessary.</td>
<td>As needed</td>
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<tr>
<td>11</td>
<td>Complete residency. See the doctoral handbook for options.</td>
<td>Complete before taking the Qualifying Examination. (Completion of this requirement is checked by the Graduate School prior to graduation.)</td>
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<tr>
<td>12</td>
<td>The student’s Advisory Committee administers the Qualifying Exam; the Doctoral Advisor reports the results of the examination and the appointment of the Dissertation Committee, often the same as the Advisory Committee, to the Graduate School who admits the student to candidacy. The form is available on the Graduate School site.</td>
<td>No earlier than the last semester of coursework and at least three months prior to graduation. After passing the exam, the Grad. School approves the student as a “candidate.”</td>
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<td>13</td>
<td>The candidate proposes their dissertation topic and procedure to their Dissertation Committee for their approval. (After receiving consent of the Dissertation Advisor, the student informs the College of Education Graduate Office of the defense at least two weeks before the proposal defense.) The Doctoral Advisor reports via memo the results of the proposal meeting to the College of Education Graduate Office.</td>
<td>After admission to candidacy and prior to formally conducting dissertation research.</td>
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<tr>
<td>14</td>
<td>The student submits an Institutional Review Board (IRB) approval form for the dissertation research, if human subjects are involved.</td>
<td>After the proposal has been approved by the student’s Dissertation Committee.</td>
</tr>
<tr>
<td>15</td>
<td>Continuous student enrollment in all long semesters and in Summer School, if that is the semester of graduation, is required of candidates.</td>
<td>All semesters.</td>
</tr>
<tr>
<td>16</td>
<td>Candidate files with the Graduate School a “Statement of Intention to Graduate” form with official title of dissertation listed. (If the student does not graduate that semester, she or he must file a new form in their intended graduation semester.)</td>
<td>Semester of graduation.</td>
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<tr>
<td>17</td>
<td>Candidate must pay document fees through the Student Business Services Office</td>
<td>Semester of graduation. (This fee is paid only once.)</td>
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<td>18</td>
<td>With consent of the Dissertation Advisor, the candidate schedules a final oral defense of dissertation. (The candidate submits defense notification form to the College of Education Graduate Office at least three weeks before the dissertation defense.)</td>
<td>At least three weeks prior to the defense.</td>
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<td>19</td>
<td>Candidate completes online College of Education and Department of Curriculum and Instruction doctoral surveys.</td>
<td>Prior to dissertation defense.</td>
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<tr>
<td>20</td>
<td>The candidate stands for their oral defense of their dissertation and the results are reported by the Dissertation Advisor via a form, which is available on the Graduate School website, to the Graduate School.</td>
<td>Prior to announced deadline in semester of graduation.</td>
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<tr>
<td>21</td>
<td>After incorporating committee changes, the candidate submits PDF file of dissertation to the Graduate School’s Dissertation Supervisor for review</td>
<td>Prior to announced deadline in semester of graduation. (Usually 5 weeks before graduation date.)</td>
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<tr>
<td>22</td>
<td>Final grade (A or B) submitted by the Dissertation Advisor to the Registrar.</td>
<td>End of semester when dissertation was defended.</td>
</tr>
<tr>
<td>23</td>
<td>The candidate submits official PDF file of dissertation to ETD website, orders and takes all personal/paper copies to Graduate School</td>
<td>Prior to announced deadline</td>
</tr>
<tr>
<td>24</td>
<td>The candidate is hooded by their advisor at graduation ceremonies. A celebration ensued.</td>
<td>At an announced date at the end of either the fall, spring or summer semester.</td>
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</table>

**Statement of Intention to Graduate and Graduation Fees**

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should contact the Office of the Associate Dean for Graduate Education and Research (Ed., Room 105) for additional information.

**Additional Suggestions and Information**

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Graduate Catalog, College of Education Doctoral Student Handbook*, and the *Education Student Handbook*.

**Curriculum & Instruction Graduate Faculty**

- Margaret A. (Peggie) Price, Department Chair
- Amma Akrofi, Associate Professor
- Connie Anderson, Associate Professor
- Alfredo Benavides, Professor
- Daniel Carpenter, Assistant Professor
- Heather Greenhalgh-Spencer, Assistant Professor
- Carole Janisch, Associate Professor
- Jeong-Hee Kim, Professor
- Mellinee Lesley, Professor
- Faith Maina, Professor
- Shirley Matteson, Associate Professor
- Sally McMillan, Associate Professor
- Eva Midobuche, Professor
- Barbara Morgan-Fleming, Professor
- Patricia Patrick, Assistant Professor
- Rene Saldaña, Associate Professor
- Walter Smith, Professor
- Jian Wang, Professor