



TEXAS TECH UNIVERSITY
College of Education™

**Department of
Curriculum and Instruction**

***Program Handbook of
Doctor of Philosophy
In Curriculum and Instruction****

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* This handbook provides basic information about application, course study, examination, and dissertation requirements for the Ph.D. program in Curriculum and Instruction. This information is provided for PhD students and faculty 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 <https://catalog.ttu.edu/content.php?catoid=9&navoid=954>.

Chair's Welcome Message

Welcome to the Department of Curriculum and Instruction at Texas Tech University College of Education!

We're thrilled to have you explore the opportunities within our dynamic department. The Department of Curriculum & Instruction is dedicated to fostering transformative scholarship across a wide array of disciplines. Our programs are designed to be outward-facing, meaning they directly engage with real-world challenges through service learning, community engagement, and applied research.

Whether you're pursuing a professional certificate, a master's degree, or a doctoral degree, you'll find that our curriculum is thoughtfully crafted to emphasize innovations in education for all learners. We believe in empowering educators and scholars to make a lasting impact, and our programs are a testament to this commitment.

As you embark on this exciting next step in your academic and professional journey, know that you're in excellent hands. Our department is home to a remarkable team of award-winning researchers and educators who are not only leaders in their fields but are also genuinely invested in your success. They bring a wealth of knowledge, experience, and passion to their teaching, ensuring that you'll receive both the guidance and the inspiration needed to excel.

If your goal is to transform teaching and learning environments, you'll find a welcoming and supportive community here at Texas Tech. Our programs are tailored to meet the educational needs of today's world, providing you with numerous opportunities to make a meaningful difference in various educational contexts.

As the Acting Department Chair, I am excited to connect with you and discuss how our graduate programs can help you achieve your goals. We are here to support you every step of the way as you build the skills, knowledge, and professional network necessary to advance in your career.

Thank you for considering the Department of Curriculum & Instruction as your academic home. We look forward to welcoming you into our community and to the exciting possibilities that lie ahead.

Warm regards,

Jeasik Cho, Ph.D.
Acting Department Chair and Professor
Department of Curriculum & Instruction
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Mission

The mission of the Ph.D. program in Curriculum and Instruction is threefold. The program is committed to helping students become:

- independent researchers in their area of expertise, who make theoretical and practical contributions to the field;
- ethical and caring decision makers, who work to benefit all students regardless of their race, ethnicity, class, gender, sexual orientation, religion, (dis)ability, and geographical background; and
- critical educators who are committed to improving the human condition through education and educational research.

The department will fulfill this mission by engaging students in learning actively and performing research across a range of educational topics or in the specialized tracks and programs of (1) Curriculum Studies and Teacher Education; (2) Language, Diversity & Literacy Studies; (3) Science, Technology, Engineering, and Mathematics (STEM) Education; and (4) Instructional Technology. It will use face-to-face and online program deliveries to meet the different needs and interests of its students.

Program Outcomes

The outcomes for the Ph.D. in Curriculum and Instruction include:

- Graduates of the Ph.D. in Curriculum and Instruction can publish and disseminate their research at local, state, national, and international organizations.
- Graduates of the Ph.D. in Curriculum and Instruction can articulate contemporary educational theories and pedagogies in addition to their content area knowledge, to integrate theory into practice.
- Graduates of the Ph.D. in Curriculum and Instruction can conduct scholarship in collaboration with entities outside the academy for mutual benefit in a context of partnership and reciprocity.

Career Opportunities

Graduates of the Ph.D. in Curriculum and Instruction will find the following career opportunities in various fields. They include but are not limited to:

- Faculty in higher education
- Educational program officers and policy analysts in government agencies
- Instructional specialists and leaders in school districts or schools
- Educational researchers and consultants in private or non-profit organizations

Instructional Formats

To accommodate the various needs of students, the doctoral program in Curriculum and Instruction is offered in two different instructional formats.

Lubbock TTU Campus

A **face-to-face course** is defined as a class in which planned instruction occurs when the students and the instructor are in the same place. Students within commuting distance of Lubbock may take face-to-face or hybrid/blended courses with the sequence as specified in the section on the degree plan in this handbook. The face-to-face format includes at least 51% of face-to-face courses offered on the Lubbock campus and no more than 49% of online and/or hybrid courses.

A **hybrid/blended course** is defined as a course where instruction happens both online and in face-to-face environments; and it is usually a combination of on-campus and online instruction via Blackboard Collaborate Ultra, Zoom, or another university approved online teaching platform. Note that synchronous session meetings, listed in the coursebook at the time of registration, are mandatory sessions in which attendance may be required and/or part of the course grade.

Distance Electronic TTU

An **online course** is defined as a class in which planned instruction occurs online when the students and instructor(s) are not in the same place. Online instruction tends to include both synchronous and asynchronous components. Students may take online, or hybrid courses with the same sequence taken by the face-to-face students in the program. This option is available to those who live outside of commuting distance to campus (as well as those who live within commuting distance if they choose that format). As an online format, a majority (between 50 percent and 100 percent) of the planned instruction will occur online when the students and instructor(s) are not in the same place. The online format may be completely asynchronous or with optional synchronous sessions using a university approved online teaching platform. ***If there are synchronous session meeting date/s and time/s listed in the coursebook at the time of registration***, these sessions may be mandatory (in which attendance may be required and/or part of the course grade for live attendance). *See page 11 for more information on online course delivery expectations.*

Ph.D. in C&I Specialization Areas

Advanced degrees in the area of Curriculum and Instruction 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. Graduates of the C&I program will acquire a wide range of knowledge and skills in different theories, educational foundations, research methodologies, and/or a specific area of interest of their choice. These may include areas of curriculum studies, language and literacy, bilingual education, personalized learning, blended learning, educational technology, science education, mathematics education, and more.

Specialization Areas for the Ph.D. in C&I:

General Education Track - [Website](#)

The general education track accommodates students seeking knowledge and skills in different theories, educational foundations, research methodologies, blended and personalized learning, educational technology, and/or any other content area of interest that are *unrelated to the specialization areas of the other three doctoral tracks of CSTE, LDLS, and STEM*.

Students may also take courses that count toward the general C&I doctoral degree but that are also part of a **graduate certificate**. The department offers graduate certificates in [BL/PL](#), [Developmental Literacy](#), [E-Learning and Online Teaching](#), [Teacher Mentoring and Instructional Coaching](#), and [K-12 STEM Education Advocacy Research \(Advanced\)](#). There are more graduate certificates available from [different departments](#) within the college of education. Graduates of this track may become an education generalist, a research methodologist, and/or an education specialist in the area of their study.

Curriculum Studies and Teacher Education (CSTE) Track - [Website](#)

Graduate students in the track of Curriculum Studies and Teacher Education will explore and critique theories and practices of curriculum studies and teacher education. Graduates of this track will develop inquiries into the nature of teacher learning, the nature of schooling, and the nature of knowledge creation.

Language, Diversity, & Literacy Studies (LDLS) Track - [Website](#)

The Language, Diversity & Literacy Studies track is designed to create scholars who are critically committed to empowering and advocating for linguistically and culturally diverse individuals and communities. Graduates of this track will experience collaborative, participative, and innovative research that leads to knowledge and understanding of language and literacy studies from multiple perspectives (cultural, historical, linguistic, and literary).

Science, Technology, Engineering, and Mathematics (STEM) Education Track - [Website](#)

The Science, Technology, Engineering, and Mathematics (STEM) Education track is designed to immerse student scholars in STEM education research by exploring and critically evaluating foundational and current issues in STEM education, examining methodological approaches, analyzing and interpreting research data and information, and applying research competences to produce scholarly work. Graduates of this track may transform formal and informal P-20 STEM education communities.

Other Doctoral Degrees and Programs in the Department of Curriculum & Instruction

For information about Doctoral Degree/s in Instructional Technology (EDIT), please refer to the [EDIT website](#) and contact information found on that page. ***Each program has its own application process, webpages, and handbook.***

Ph.D. Program Requirements

Student Resources Checklist

<https://www.depts.ttu.edu/education/graduate/curriculum-and-instruction/graduate-student-resources/checklist.php>

Tuition and Fees

Information on Tuition and Fees for your doctoral program study at Texas Tech can be found on the webpage of Student Business Services at <http://www.depts.ttu.edu/studentbusinessservices/>

Master's Degree Requirement

The Ph.D. program in Curriculum and Instruction requires a completed master's degree in the field of education or cognate areas of study from an accredited higher education institution in the United States or equivalent higher education institution in another country.

Completing the Degree Plan

DegreeWorks will auto-populate doctoral degree plans as soon as the student is admitted to the program. The student will need to meet with the track coordinator and/or the student's dissertation chair to go over what has been populated in DegreeWorks and review course substitutions or transfer credits that may need to be updated. To view your degree plan, go to <https://degreeworks.texastech.edu/>. Consistent with university requirements, a minimum of 63 doctoral level credits obtained at Texas Tech University is required for the degree. This number includes a minimum of 12 hours of dissertation research.

In Year 1

Complete Responsible Academic Conduct Training in the first semester of coursework:
<https://about.citiprogram.org/course/responsible-conduct-of-research-basic/>

Request your Master's Block Transfer: Students may transfer up to 30 hours from a qualifying master's degree to reduce the 93 hour degree plan to 63 hours. To complete this step, the student must send unofficial transcripts to Brandi.Stephens@ttu.edu with a request for the master's degree block transfer. The block transfer, if successful, will appear in your DegreeWorks.

If the student's master's degree is not in the research or track area that they intend to pursue, the student may be required to take up to 15 credit hours of master's level courses (courses of 5000 level) in their prospective area, which will be selected at the discretion of the area faculty before taking doctoral level courses. These additional hours will not be counted toward the 63 hours required for the degree.

If the student's master's degree is older than 8 years, it is not eligible for block transfer. Therefore, students are required 30 credit hours of master's level courses before taking doctoral level courses. Such students may be admitted to the program conditionally with an understanding that they take the leveling courses that will be selected at the discretion of the area faculty. These additional hours will not be counted toward the 63 hours required for the degree (For an exception regarding the lifespan of transfer courses, see Appendix D).

Year 2-3

Please see the Section on Proposal and Dissertation. [Dissertation Document Template](#)

Enrollment Requirements

- Doctoral students are expected to register in the semester for which admission is granted.
- Doctoral students must meet the residency requirements (see below).
- The minimum enrollment for full-time graduate student status is 9 hours in each regular semester. All doctoral students must maintain continuous enrollment by taking at least one course in the Fall and one course in the Spring.
- The minimum enrollment for part-time graduate student status is 3 hours in each regular semester. Thus, this is the minimum requirement to maintain a student status for any student and applies to those who have begun dissertation research as well.
- Students on fellowships, assistantships, or other appointments designed for the support of graduate study should enroll for 9 hours in each regular semester.
- In addition to the minimum requirement stated above, students must enroll in the appropriate number of credits that correspond with their level of involvement in research and their use of university facilities and faculty time. We advise students to seek guidance from their committee concerning the appropriate number of hours to enroll in.
- International students need to maintain full-time graduate student status in each regular semester, consistent with the requirements by the federal government.
- TAs/RAs employed for the entire summer must enroll in at least six (6) credits during the summer; those employed just summer 1 or summer 2 must enroll in at least three (3) credits during the summer (either session).

Dissertation Hours Requirements (Last 12.0 Hours of the Degree Plan)

- Once a student has begun dissertation hours (EDCI 8000), the student must take at maintain continuous enrollment (at least 1 hour) in Fall, Spring, and Summer terms.
- Full-time enrollment in a summer term is 3 hours.
- Students must be enrolled in 3.0 hours of EDCI 8000 in the semester they are graduating.
- Doctoral students who are graduating in the summer must enroll in at least three (3) credits of EDCI 8000 in the summer.

Summer Qualifying Exam, Proposal, and Dissertation Defense Guidelines

- Upon completing coursework, students must register for EDCI 8000 with their dissertation chair to take their qualifying examination.
- Students are encouraged to register for 3 credit hours in 8000 to make proper progress by working closely with their dissertation chair in summer.
- Students who cannot make any progress toward their dissertation may register for one credit hour in order to maintain their academic status.
- Dissertation proposal defenses and dissertation defenses are recommended to be scheduled in Summer I term.

- Students may schedule their qualifying exam in Summer II term in consultation with their dissertation chair and the availability of their committee members during summer.

Continuous Enrollment Requirements

- Under exceptional circumstances, when students cannot fulfill the enrollment requirements mentioned above, the department chair must approve exceptions or extensions in advance and the doctoral students are still required to satisfy a continuous enrollment requirement (prior to qualification) by registering at least 1.0 credit hour of EDCI 8000 each semester.
- Students who fail to register without an official leave of absence from program study granted by the Department of Curriculum and Instruction and the Graduate School, are required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration. Readmission is not guaranteed.

Maximum Hour Requirements

Doctoral students must complete all requirements for the doctoral degree within a period of eight consecutive calendar years or within four years of admission to doctoral candidacy, whichever comes first. Students who do not make timely progress toward completion of their doctoral program are subject to termination by the Dean of the Graduate School based on the recommendation by the track and department faculty members. **Students with more than 99 doctoral hours will be required to pay out-of-state tuition regardless of residence status.**

Leave of Absence

- Students may request a leave of absence from the continuous enrollment requirement in case of serious medical conditions and other exceptional reasons.
- A request for a leave of absence along with appropriate written documentation must be sent by the student, or by the student's dissertation chair when appropriate, to the C&I administrative business assistant and must be approved by the Department Chair. This approval, then, must be approved by the Graduate Associate Dean for Student Affairs, prior to the student leaving the university.
- The leave of absence will not exceed one year.
- Leaves of absence do not extend the maximum time allowed for degree completion.

Residency Requirements

Residency in a doctoral program is to ensure the intellectual immersion of students in research and learning environments with faculty, peers, and staff. In order to fulfill the residency requirement in the Department of Curriculum and Instruction, **students must take a minimum of 24 semester hours in four consecutive semesters, including or excluding a summer session.**

Online / Synchronous Expectations of the Ph.D. in C&I Program

The Ph.D. in C&I program can be completed completely *online*, but there are **courses** and **degree milestones** that require mandatory synchronous meetings via virtual meetings and video conferencing software.

- **Coursework:** Most C&I doctoral online classes have synchronous meetings via Zoom to maximize the effectiveness of teaching and learning; those classes may or may not require attendance at synchronous sessions as a part of the course grade. *If such courses have mandatory synchronous meetings, they are noted at the time of registration (so you will know before signing up).*
- **Degree Milestones:** Applicants should be aware that live, synchronous interaction is not only part of the coursework but also required to complete their qualifying exam (oral), proposal defense, and final dissertation defense. *These milestones may be completed remotely and online, but **not** asynchronously.*

Grade Requirement

Doctoral students in the program are required to maintain a grade point average of 3.0 as the minimum requirement for graduation exclusive of credits for the doctoral dissertation. In addition, a student must earn a B or above in the required research courses; otherwise, the course must be repeated. A failure to meet these grade requirements may cause a dismissal from the program.

Annual Review, Academic Probation, and Suspension

Consistent with the relevant requirements of the Graduate School, the Program Coordinator will fill out an annual review form for each student, as necessary, until they identify their faculty advisor. After that, the student's faculty advisor (dissertation chair) will fill out an annual review form at the end of each academic year. Any student not making satisfactory progress toward their degree may be placed on academic probation and given conditions to meet to stay in the program. Continued unsatisfactory progress in any area of a student's work may be cause for academic probation or suspension (see below for the University Policies).

Every semester, the Graduate School runs an academic standing report to identify students that have a GPA below 3.0. Notices are sent by the TTU Graduate School to students. Students whose cumulative GPA falls below 3.0, they will be placed on **probation**. If the student's GPA falls below 3.0 within two consecutive long terms, they are subject to **suspension**. Students who are placed on academic suspension are required to remain out of the Graduate School for one term and must reapply to the Graduate School (See [TTU Catalogue](#)).

Graduation Requirement

Doctoral students must satisfactorily complete all coursework for their respective track's degree plan, pass the qualifying examination, publicly propose their dissertation research, and publicly defend their dissertation research, earning a pass from all committee members.

Graduate Research Assistantship (GRA) Positions

Research Assistant is defined by Texas Tech University O.P. 70.27 as a graduate student employed in support of the research mission of the department to perform laboratory, library, field, computer, or other such activities as may assist the department's research effort. Research Assistants will assist faculty in conducting scholarly research, collection and evaluation of research data, and other projects as assigned. Important information about a GRA position includes:

- Students must be in an on-campus face-to-face degree seeking program.
- Appointments are from September 1 – May 31.
- The schedule is 10-20 hours per week during regular work hours from Monday to Friday, 8:00 a.m. to 5:00 p.m., Central Standard Time (CST).
- Students are required by the University to be enrolled in 9 credit hours each fall/spring semester of employment (6 hours if employed in the summer).
- Summer employment may be available depending on funding.
- Applications for GRA positions may be found at:
<https://www.depts.ttu.edu/education/student-resources/graduate/documents/research-assistant-application-v2.pdf>

Program Advisory

Please consult the C&I Graduate Student Resources Website:

<https://www.depts.ttu.edu/education/graduate/curriculum-and-instruction/graduate-student-resources/>

Track Coordinator / Initial Advisor

- Serves as initial point of faculty contact for newly admitted students to their respective track.
- Helps students with a variety of questions they may have including selecting courses that fulfill the C&I course requirements (track specialization) listed in DegreeWorks (<https://degreeworks.texastech.edu>).
- Encourages students to select an appropriate faculty advisor/dissertation chair upon completing 18 credit hours or by the end of the student's second year.
- Signs off on students' Change of Degree Plan forms as necessary.
- Facilitates students who wish to switch from one C&I specialization (track) to another.

Dissertation Committee Chair

- As doctoral students near the end of their coursework, they are encouraged to identify a dissertation committee chair from their track or a faculty member in the Department of C&I whose research interests and/or expertise match those of the student.
- The dissertation committee chair or co-chair must be a graduate faculty member from the Department of C&I or an affiliated faculty member (see the list of graduate program

faculty and affiliated faculty in the Department of Curriculum and Instruction in this handbook as well as the department website for the most current list).

- The dissertation committee chair works with the student to approve the student's program coursework and to conduct an annual review of the student's progress in the program.
- The dissertation committee chair answers the student's questions regarding policies, courses, and the degree plan.
- The dissertation committee chair helps the student form a 3-4 faculty member dissertation committee consisting of another member of C&I and another faculty member from TTU (can include C&I or any other faculty member from department or college).
- The third faculty member can be from outside TTU and must have related expertise, hold a terminal degree, and be approved by the Graduate School prior to serving.
- The dissertation committee chair and the dissertation committee designs and assesses the student's qualifying examination, guide the student in developing a dissertation proposal and provide formative feedback regarding the dissertation study.
- The chair may select a co-chair for his or her student's dissertation committee in special circumstances in consultation with the student. The selected co-chair should be a graduate faculty member from the Department of Curriculum and Instruction or an affiliated faculty member (see the list of graduate program faculty and affiliated faculty in the Department of Curriculum and Instruction in this handbook as well as the department website for the most current list).
- The dissertation committee chair and student may need to change chairship should the student's research interests and needs no longer be consistent with the dissertation chair's research expertise and/or time commitments. Should such a change occur, the new chair will reform the dissertation committee with current and/or new faculty members.

Dissertation Committee Members

- The dissertation chair will work with the student to identify additional at minimum, two other faculty members to serve on the committee; the student is encouraged to offer their chair suggestions for committee members.
- One of the committee members is a faculty member from the Department of Curriculum and Instruction or is an affiliated faculty member (see the list of graduate program faculty and affiliated faculty in the Department of Curriculum and Instruction in this handbook as well as the department website for the most current list).
- One of the committee members may be chosen from outside of the C&I Department. When this occurs, the member should be chosen for their expertise in a particular area.
- All members of the dissertation committee should be graduate faculty members at Texas Tech University. However, in exceptional circumstances, an external member who is not on the faculty at Texas Tech University may be recommended as a member of the dissertation committee with approval of the dissertation committee chair. The external member must have an appropriate terminal degree in his or her field and/or a specific area of expertise that is helpful to the student's dissertation. The external member must be approved by the Dean of the Graduate School prior to serving on the committee in any capacity (qualifying examination, proposal, and final defense).
- Dissertation committee members may step down from being the dissertation committee if the student's research interests and needs are no longer consistent with research expertise

and time commitments. Should such a change occur, the chair reforms the dissertation committee with current and/or new faculty members.

Graduate Dean's Representative

- For the final dissertation defense, an additional member is added to the student's dissertation committee that is external to the faculty members of the Department of Curriculum and Instruction or affiliated faculty members (see the list of graduate program faculty and affiliated faculty in the Department of Curriculum and Instruction in this handbook as well as the department website for the most current list).
- This faculty member must hold Graduate Faculty Standing at Texas Tech University.
- This faculty member ensures that the processes of the final defense are in accordance with that of the TTU Graduate School.
- The dissertation chair may ask the student to secure the Graduate Dean's Representative, otherwise the dissertation chair will ensure that a Graduate Dean's Representative attends the final dissertation defense.

Doctoral Coursework in Curriculum and Instruction (for all tracks)

Doctoral coursework in C&I consists of blocks of: research methodology requirements (18 credit hours), C&I Core course requirements (9 credit hours), Specialization/Track courses (24 credit hours), and Dissertation (12 credit hours).

Required Research Methodology (9 hours): All C&I doctoral students are required to take:

1. **EDCI 6381** *Constructivist Inquiry Methodologies in C&I*
Recommended to be taken within the first or second year of admission.
2. **EDCI 6360** *Introduction to Data-Driven Models of Inquiry in C&I*
Recommended to be taken within the first or second year of admission.
3. One qualitative *or* quantitative research course:
 - **EDCI 6382** *Advanced Field Methods in Constructivist Inquiry*
 - **EDCI 6361** *Advanced Studies in Data-Driven Models of Inquiry in C&I*

Elective Research Methodology (9 hours): Choose 3 courses in consultation with your advisor:

- **EDCI 6306** *Advanced Seminar in Curriculum & Instruction* (only if the seminar focuses on methodology/methods in the course description: *Critical Ethnography, Discourse Analysis*)
- **EDCI 6367** *Design-Based Research for Educational Contexts (Summer)*
- **EDCI 6383** *Narrative Inquiry in Education (Fall)*
- **EDCI 6393** *Advanced Practicum in Curriculum & Instruction* (Community-Engagement)
- **LDLS 6350** *Literacy Research Methods (Fall)*
- Or, other 6000 level research courses from the C&I department or the College of Education's graduate departments (examples include but are not limited to):
 - **EPSY 6302*** *Survey Research In Education*
 - **EPSY 6306*** *Educational Measurement*
 - **EPSY 6307*** *Case Study Research in Education*
 - **EPSY 6349*** *Foundations of Mixed Methods Research*

Note: * Any research course, from another department, must be approved by your advisor!

- ❖ For students admitted in **Fall of 2023 and earlier** in coursework (pre-qualification) may elect to follow the new research block above **or** follow the older 18 hour research block of courses below:

Research Methodology (18 hours): All C&I doctoral students are required to take

6 hours of qualitative research courses:

- **EDCI 6381** *Constructivist Inquiry Methodologies in Curriculum and Instruction*
- **EDCI 6382** *Advanced Field Methods in Constructivist Inquiry*

6 hours of quantitative research courses:

- **EDCI 6360** *Introduction to Data-Driven Models of Inquiry in C&I*
- **EDCI 6361** *Advanced Studies in Data-Driven Models of Inquiry in C&I*

3 hours of specialized research coursework:

- **EDCI 6393** *Advanced Practicum in Curriculum and Instruction.*
- **One research course** of the student's choice 6000 level in the College of Education (these courses may have prerequisite methods courses).
 - Example: **EDCI 6383** *Narrative Inquiry in Education*
 - Example: **EDCI 6367** *Design-Based Research for Educational Contexts*
 - Example: **EDCI 6306** *Advanced Seminar in C&I: Participatory Ethnographic Research in Education* (Note 6306 must be a seminar about research to count)

All C&I students follow the same requirements below regarding C&I Core, dissertation, and specialization (track) courses:

C&I Core (9 hours): All C&I doctoral students are required to take.

- **EDCI 6316** *Orientation to Research and Scholarship in C&I (first year)*
- **EDCI 6333** *Diversity Ideologies: Implications for Schooling (first year)*
- **EDCI 6320** *Curriculum Theory: Theoretical Frameworks in C&I (second year)*

Dissertation (12 hours): All C&I doctoral students must take during and after qualification.

Specialization (track) courses (24 hours):

General Studies

The 24 hours (8 courses) of specialization should be 6000 level and may be taken from the Department of Curriculum and Instruction, from other departments in the College of Education, or other colleges at Texas Tech, depending on the student's research and professional interests.

Classes not taken at TTU Lubbock campus (online, face-to-face, or hybrid) or TTU classes lower than the 5000 level will **NOT** count for specialization electives. Note that 5000 (master's) level courses will suffice for the specialization area, but 6000 (doctoral) level are most recommended.

Curriculum Studies and Teacher Education (CSTE)

Track Emphasis (18 hours)

ECTE 6301 Curriculum Theory: Foundation
EDCI 6303 Inquiry into Teacher Education
ECTE 6305 Critical Contemporary Issues in Curriculum Studies & Teacher Education
EDCI 6332 Advanced Study for Teacher Education Practice
ECTE 6312 Curriculum Theory: Contemporary Perspectives
ECTE 6322 Writing for Publication and Dissemination in CSTE

Electives (6 hours)

EDCI 6304 Comparative Studies in Curriculum Teaching and Teacher Learning
EDCI 6306 Advanced Seminar in Curriculum and Instruction
ECTE 6310 Theoretical Frameworks for Curriculum Inquiry
EDCI 6331 John Dewey's Theory of Education
EDCI 6370 Policy Issues in K-12 Curriculum and Instruction
EDCI 7000 Independent Study (no more than 2 3.0 hours of EDCI 7000 (6.0 hours total))
Any other course of the student's interest, from a different track (including a 5000-level course but no more than one 5000-level course.

Language, Diversity, and Literacy Studies (LDLS)

Track Emphasis (18 hours)

LDLS 6353: Investigating Theoretical Models of Literacy
LDLS 6346: Freire & American Education
LDLS 6347: Genealogy of Research in Language and Literacy Acquisition
LDLS 6343: Global Literacies
LDLS 6345: New Literacies
ECTE 6322: Writing for publication and dissemination in Curriculum Studies & Teacher Education

Electives (6 hours)

LDLS 6344: Content Area and Disciplinary Literacies Policy and Research
LDLS 6351: Critical Studies in Children's and Adolescent Literature
LDLS 6341: Trends and Issues in Literacy (*May be Repeated for Credit*)

Science, Technology, Engineering, and Mathematics (STEM) Education

Track Emphasis (18 hours)

*ESTM 6370 – Current Topics and Trends in STEM Education Research
*ESTM 6373 – Theories of STEM Education
*ESTM 6376 – Philosophy and History of STEM Education
**ESTM 6371 – Effective Policy Advocacy in STEM Education
**ESTM 6380 – Advanced Practicum in STEM Education
**ESTM 6374 – STEM Education Assessment, Policy, and Practice
**ESTM 6375 – Professional Development in STEM Education
ESTM 6381 – Equity in STEM Education
ESTM 6382 – STEM Education in Context
ESTM 6399 – STEMinar (may be repeated up to three times (12.0 hours) for credit)

** Denotes the Three Classes (9.0 hours) that are required for the STEM track emphasis.*

***Denotes the four STEM courses for the K-12 STEM Education Advocacy Research (Advanced) Graduate Certificate (the other course is **EDLD 6001**)*

Electives (6 hours)

EDCI 7000 – Independent Study (may be repeated up to two times (6.0 hours) for credit)
Or any two 5000 or 6000 hour courses from the College or University will count toward your elective classes. Please make your decisions in consultation with the program coordinator or dissertation chair.

Additionally, students can take elective courses from the EDIT program

See Appendix C

Program Study Process

Professional Training

All students pursuing a doctoral degree in Curriculum and Instruction are expected to uphold all policies, in spirit and in letter, related to ethics in research. Any study involving human or animal participants must be approved by the appropriate **institutional review board**.

There is mandatory training on **Responsible Academic Conduct** that must be completed in order to graduate by certain points each semester; information on this training is found here: <https://www.depts.ttu.edu/gradschool/training/responsible-academic-conduct-training.php>
Questions about this training. Please email: responsible.academic.conduct.gradschool@ttu.edu

When engaging with human subjects for research purposes, doctoral students must undergo CITI training, a standard for students, staff, and faculty involved in the research process.

- TTU research ethics: <https://www.depts.ttu.edu/research/integrity/RCR/index.php>
- IRB submissions and approval: <https://www.depts.ttu.edu/research/irb/submission-process.php>
- CITI Training: <https://www.depts.ttu.edu/research/irb/CITI.php>

For research studies occurring in public schools, doctoral students must receive approval for research not only from Texas Tech University, but also approval from the school district within which the research is occurring, adhering to all of their policies and procedures therein.

Satisfactory Completion of Coursework and Qualifying Examination

All students in the Ph.D. program in Curriculum and Instruction must pass a written qualifying exam(ination) with oral defense to become a doctoral candidate and begin the development of their proposal. **To be eligible for the qualifying exam, students must maintain cumulative GPA of 3.0 or above in their coursework, and a grade of B or better in all of the required 18.0 hours of research courses in the degree plan, and completed all but the last semester of their coursework satisfactorily.** When these eligibilities are met, students must take the qualifying exam within one calendar year of completing all coursework specified on the degree plan but no earlier than the student's last semester of coursework. **Students must be enrolled in EDCI 8000 when taking the qualifying exam.** Students have two opportunities to pass the exam to file for candidacy.

Written Portion

- The dissertation committee chair will determine whether the student is eligible and qualified to take the qualifying examination.
 - The dissertation committee chair may ask the student to take an additional course to prepare the student for the qualifying examination.
- The written portion of the qualifying examination may include a set of questions on (1) content area knowledge, (2) knowledge of theoretical framework, (3) research methodology and methods in relation to the dissertation research, and/or (4) a question at the discretion of the committee.
 - The length of the qualifying examination is determined by the chair or committee.
- The dissertation committee chair will work with all committee members to solicit questions for the qualifying examination, schedule and administer the examination to the student.
- The student will have two weeks to complete the written portion of the qualifying examination without unauthorized assistance from students, faculty or staff, and submit the written responses to the dissertation committee chair.
 - The document remitted by the student to the entire committee should be double spaced, with one-inch margins in 12 pt. Times New Roman font and in the current APA style.
- On or before the two week deadline, the student must email the completed qualifying exam document to their dissertation chair. Failure to submit within two weeks is a failure of the examination.
- The dissertation chair may submit the written exam to iThenticate prior to sending it to committee members: <https://www.depts.ttu.edu/research/integrity/ithenticate/index.php>

Oral Portion

- The dissertation committee will have at least two weeks to read and evaluate the student's responses before the oral portion of the examination (excluding university holidays).
 - The oral portion of the examination (oral qualifying defense) should be held no less than two weeks and no more than three weeks after the submission of the written portion.
- The dissertation chair will schedule the 2-hour oral examination.
 - The oral portion of the examination (oral qualifying defense) should be held no less than two weeks and no more than three weeks after the submission of the written portion.
 - The oral portion of the qualifying exam is NOT a public event.
- During the oral portion of the examination, the student must be able to answer questions from the committee regarding the written portion of the examination.
 - The qualifying examination may be given in either term of summer I or II, only if all committee members agree to the examination being given during that time.
 - The oral portion of the examination (oral qualifying defense) must be held during a time amenable to all committee members.
 - The student or any committee member (including the chair) may attend the oral examination meeting either face-to-face or online.

- The committee will review and evaluate both the written and oral portions of the examination, which must demonstrate the student's scholarly writing skills and competences in all three areas of content, research, and theory.
- If the committee assesses the qualifying examination as "satisfactory" (a pass from each dissertation committee member), the dissertation committee chair will send the Qualifying Exam Report form to the Graduate School for a recommendation of the student's admission to candidacy using this form:
https://www.depts.ttu.edu/education/our-people/faculty-and-staff-resources/documents/Qualifying_Exam_Report.pdf
 - With the approval of the Graduate School, the student will become an official doctoral candidate and receive an admission to candidacy letter.
- If the qualifying examination is assessed as "unsatisfactory" (a failure by one or more dissertation committee members), the student may be permitted to restart the qualifying process after at least four months and not more than 12 months from the date of the unsatisfactory examination.
 - Students only have two opportunities to pass the qualifying examination; a second failure will result in dismissal from the program irrespective of performance in other aspects of doctoral study.
 - Failure to pass the qualifying examination within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study.

Dissertation Proposal and Proposal Defense

After passing the qualifying examination and becoming a candidate, the doctoral candidate will work closely with the dissertation committee chair to prepare a dissertation proposal that is typically similar to the dissertation's first three chapters: introduction, literature review, and methodology. All students must have a public proposal defense meeting of 2 hours either in person or on zoom.

- The length of the dissertation proposal should be determined by the committee and in accordance with the rules of the graduate school.
 - A formal version of the proposal should be submitted to the committee a minimum of 14 days prior to the scheduled proposal defense date. The proposal should be double spaced, with one-inch margins in 12 pt. Times New Roman font and in the current APA style.
- A proposal defense meeting will be scheduled after drafting and revising the dissertation proposal with the student's dissertation chair (and with members of the committee when appropriate).
 - The proposal defense may be given in the summer I or II, only if all committee members agree to the defense being performed during that time.
 - The proposal defense must be held during a time that is amenable to all committee members.
- The dissertation chair will schedule the proposal defense.
- The dissertation chair must notify the Graduate School three weeks prior to the dissertation defense using this form: <https://www.depts.ttu.edu/education/our->

[people/faculty-and-staff-resources/documents/Dissertation_Thesis_Proposal_Notification_COE.pdf](https://www.depts.ttu.edu/education/our-people/faculty-and-staff-resources/documents/Dissertation_Thesis_Proposal_Notification_COE.pdf)

- The proposal defense is a public meeting and must be made available to the public. The student must complete the dissertation request announcement, found on this page: https://www.depts.ttu.edu/education/student-resources/graduate/dissertation_announcements.php
- During the proposal defense, all of the committee will be present either face-to-face or online to evaluate the proposal quality, ask questions, make suggestions, and approve the proposal. It is the student's responsibility to incorporate feedback from the committee, along with guidance from their dissertation chair, into their dissertation.
 - The proposal defense may be given in either term of summer I or II, only if all committee members agree to the examination being given during that time.
 - The proposal defense must be held during a time that is amenable to all committee members.
 - The student or any committee member (including the chair) may attend the proposal defense meeting either face-to-face or online.
- After the approval from the committee, the student will submit an IRB application for approval by the University HRPP (Human Research Protection Program) Office, if applicable. Although students can begin a draft of their IRB application before the oral defense of the dissertation proposal, the IRB application should not be submitted until all committee members officially approve of the proposed dissertation study.
- The dissertation chair will submit paperwork to the College on the outcome of the proposal defense: https://www.depts.ttu.edu/education/our-people/faculty-and-staff-resources/documents/Dissertation_Thesis_Proposal_Approval_COE.pdf

Dissertation Document and Dissertation Defense

After the committee approves the student's dissertation proposal and the university HRPP office reviews and approves the student's IRB proposal (in the case that such IRB approval is required), the student may start working on the dissertation officially (including beginning the data collection) and complete it by working closely with the committee chair and the committee members.

- Once the dissertation is written and ready to be defended, with an approval from the dissertation chair, the dissertation chair remits the dissertation (via email) to the committee members. The student should present his or her dissertation copy to all committee members at least two weeks before the defense date.
- The student and committee members are to schedule the 2 hour (minimum) final defense at a mutually acceptable time.
- The student or dissertation chair must secure a Graduate Dean's representative.
 - The Graduate Dean's representative must be a member of the graduate faculty at TTU, who does not hold an appointment in or affiliated with the C&I department.
 - The Graduate Dean's representative must hold graduate standing in another department within the College of Education or at Texas Tech University.

- The student and/or the dissertation committee chair is responsible for communicating directly with the Graduate Dean's representative to coordinate all details pertaining to the defense.
- The Graduate Dean's representative must be in receipt of the students' dissertation no later than one week prior to the final defense.
- The Graduate Dean's representative will file the following report at the conclusion of the defense to the TTU graduate school:
<https://www.depts.ttu.edu/education/our-people/faculty-and-staff-resources/documents/deans-representative-report-3182020.pdf>
- The dissertation chair must notify the Graduate School three weeks prior to the dissertation defense using this form:
<http://www.depts.ttu.edu/gradschool/academic/forms/DefenseNotification.pdf>
- The final dissertation defense is a public meeting. It must be made available to the public. The student must complete the dissertation request announcement, found on this page:
https://www.depts.ttu.edu/education/student-resources/graduate/dissertation_announcements.php
- The dissertation committee and the dean's representative will conduct the defense, which is a final public oral examination.
 - The final defense may be given in either term of summer I or II, only if all committee members agree to the examination being given during that time.
 - The final defense must be held at a time that is amenable to all committee members.
 - The student or any committee member (including the chair) may attend the final defense meeting either face-to-face or online.
- See the Dissertation Defense Guidelines for further information, available at:
<http://www.depts.ttu.edu/education/our-people/faculty-and-staff-resources/documents/dissertation-defense-guidelines.pdf>
- The dissertation chair and each committee must cast a vote, noted by the Graduate Dean's representative. The Graduate Dean's representative does not vote.
- The options for handling a situation in which a majority of the members of a student's examining committee vote to pass the student's examination, but there is a dissenting vote include the following:
 1. The members may all agree on appropriate changes in the final form of the dissertation that resolve the objections of the dissenting member.
 2. The dissenting member may accept the majority vote as a committee decision and agree to sign the dissertation.
 3. A member voting against approval, and refusing to sign the dissertation as a matter of principle, may resign from the committee, in which case another member may be appointed as a replacement (if needed to make the minimum of three), and the dissertation may be approved. The chairperson must notify the Graduate Dean by letter of the replacement member, who must be approved by the Dean.
 4. A member voting against approval may refuse to sign the dissertation and may not be willing to resign from the committee. In such a case, the matter should be referred to the Graduate School for review and assistance in solving the problem. It is stressed that occasions when committee members vote against approval

rarely occur when all of the committee members work closely with the student throughout the preparation of his or her dissertation.

- The dissertation committee often requires the student to make revisions of the dissertation manuscript after the dissertation defense. In this case, the student and the dissertation committee chair are responsible to address all of the suggestions for revision, with final approval by the committee, before submitting the final copy of the dissertation to the Graduate School. The dissertation committee may provide their signatures on the Dissertation Approval Form when they approve the finalized dissertation copy.
- At the conclusion of the defense, the committee chair will send a written notice to the Graduate School giving the result of the examination:
 - <https://www.depts.ttu.edu/education/our-people/faculty-and-staff-resources/documents/results-of-thesis-dissertation-form-9-13-2022.pdf>
 - <https://www.depts.ttu.edu/education/our-people/faculty-and-staff-resources/documents/electronic-thesis-dissertation-approval-form-9-13-2022.pdf>
- The final copy of the dissertation must be submitted electronically in PDF file format as an ETD to the University Library's server.
- Deadlines and more information on this process are available through the Graduate School website:
https://www.depts.ttu.edu/gradschool/academic/thesis_diss/defend_format_submit/etd/etd_info.php

Statement of Intent to Graduate and Graduation Fees

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees in the semester they plan to graduate. Since specific deadlines exist for filing forms and paying fees, students should consult the detailed academic calendar for the particular semester (www.depts.ttu.edu/officialpublications/calendar).

Scholarly Milestones

While the milestones listed above are necessary to graduate with a Ph.D. in C&I, students are encouraged to accomplish other academic tasks that contribute to the general field of research in education (i.e., scholarship) or educational practice. Students are also encouraged to engage in learning that occurs outside the classroom. These milestones may include, but are not limited to:

- Establishing a profile on scholarly websites such as Academia or ResearchGate and following scholars and their publications
- Serving as a speaker or facilitator for a scholarly event (e.g., classroom, professional workshop, etc.)
- Attending writing/reading groups or other scholarly presentations
- Compiling a literature review
- Attending regional, national, or international conference
- Submitting to and presenting at the above conferences
- Volunteering to review proposals for the above conferences, or reviewing articles for a journal
- Holding an editorial position for a journal

- Helping faculty with research projects as a form of mentorship
- Publication of a review, empirical, theoretical, or practice-based article or book chapter, as either co-author or single author

Every student's academic journey is different. However, this list provides suggestions for making the journey more meaningful as well as helping the student to secure a competitive position in the job market upon graduation.

University Policies

Academic Probation and Suspension

Every graduate student enrolled in the doctoral program in Curriculum and Instruction is required to maintain a high level of performance and to comply fully with the policies of the department along with those of the College of Education and the Graduate School at Texas Tech University. In addition, every graduate student should exhibit dispositions, work habits, attitudes, and ethics that are indispensable to being an educator. The Department of Curriculum and Instruction reserves the right to place on probation or to suspend any doctoral student who:

- Does not maintain satisfactory academic standing
- Makes unsatisfactory progress over time toward completion of the Ph.D. degree
- Fails to conform to the regulations of the department and the university
- Displays unprofessional conduct such as cheating or plagiarism (see the statement on Academic Integrity below)
- Exhibits inappropriate behaviors described in the Civility in the Classroom below.

Graduate students can be admitted to the doctoral program on provisional conditions. Failure to fulfill the conditions stipulated at the time of admission will result in termination from the program.

Graduate students whose overall graduate GPA falls below 3.0 will be placed on academic probation. During the following term, if their overall GPA remains less than 3.0 and their term GPA is greater than 3.0, they will be placed on continued probation.

Graduate students are placed on academic suspension if their overall GPA is less than 3.0 in two consecutive semesters. They are required to remain out of the Graduate School for one term (including summer terms). Any student who has been suspended must appeal to the Graduate School if reinstatement is desired.

For more information, please see the Undergraduate/Graduate School Catalogue.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.

❖ For more information, please see:

http://www.depts.ttu.edu/officialpublications/facultyhb/facultyaffairs_a.php#integrity

Civility in the Classroom

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom as well as the online setting such as Zoom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy:

http://www.depts.ttu.edu/officialpublications/facultyhb/facultyaffairs_c-d.php#civility.

Grievances and Complaints

We encourage all students and faculty to work through any discrepancies or disagreements related to grades or personal interaction. However, not all disagreements can be resolved through one-on-one discussion. Should a student feel that they have been improperly treated or that a grade has been entered with “demonstrable evidence that prejudice or arbitrary or capricious action on the part of the instructor has influenced the grade,” this student may appeal a grade or file a complaint against the instructor.

Information on filing a complaint: <https://www.depts.ttu.edu/dos/studentcomplaints.php>.

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*.

Faculty Members of the Ph.D. Program in Curriculum and Instruction

Name	Rank	Email	Areas of Expertise/Methodological Expertise
Aquino-Sterling, Cristian	Associate Professor	c.aquino-sterling@ttu.edu	Bi/multilingual education for 21 st century global societies; bi/multilingual teacher education; internationalizing bi-multilingual education research and practice; curriculum and pedagogy in bi-multilingual doctoral education; philosophical inquiry in bi/multilingual education; ideological discourse analyses; qualitative inquiry.
Ataide Pinheiro, Weverton	Assistant Professor	wataidep@ttu.edu	Equity in mathematics education and STEM fields; Teaching Mathematics for Social Justice; LGBTQQIA+; Qualitative Research Methods
Childers, Gina	Assistant Professor	gina.childers@ttu.edu	STEM Education; Technology use in Science Education; Informal Science Education; Community Engagement and Science Education; Program Evaluation; Quantitative Research Methods
Cho, Jeasik	Associate Professor , interim Associate Department Chair	jeasik.cho@ttu.edu	Curriculum studies; Blended learning and personalized learning; Methodological reflection; Classroom assessment/formative assessment for learning; Multicultural education and social justice education; Teacher education; Qualitative Research Validity/Trustworthiness, Phenomenology; Constructivist grounded theory; Critical theory; Arts-based research
Cruz, Joshua	Assistant Professor	Joshua.cruz@ttu.edu	Qualitative methods and theory; Academic writing; College transitions; College experience; Narrative; Grounded theory; Critical theory; Innovating methods
Funez, Jairo	Assistant Professor	jfunez@ttu.edu	Curriculum Studies, Decolonial Education, Student Protest Movements
Greenhalgh-Spencer, Heather	Associate Professor, Associate Dean of the Graduate School	heather.greenhalgh-spencer@ttu.edu	Personalized and Blended Learning; Philosophy of Technology; Gender and Technology (Technofeminism); Gender and the STEM pipeline (specifically in Engineering); ICT-assisted Global Education; Transdisciplinary Engineering Education; Discourse analysis; Network analysis; Case study; Grounded theory
Hinojosa, Denisse	Assistant Professor	Denisse.Hinojosa@ttu.edu	(1) Onsite coaching for practicing and prospective teachers; (2) Coaching in virtually rich environments in the form of modeling, messaging, and dialogic feedback; (3) Equity and access for culturally and linguistically diverse students in mathematics and literacy in elementary levels; and (4) Community-based learning in mathematics and literacy.
Hite, Rebecca	Associate Professor	rebecca.hite@ttu.edu	K-12 science, technology, and engineering education in in/formal education spaces; Non-cognitive factors; K-12 STEM teacher leadership; Emergent Technologies in science and engineering education; Qualitative and Mixed Methods
Jung, Jin Kyeong	Assistant Professor	junjung@ttu.edu	Digital Literacies, Second/Foreign/Multilingual Language Education, Youth Civic Engagement, Education in Global Context, Design-based research, Ethnography, Case study

Kaldaras, Lora	Assistant Professor	lkaldara@ttu.edu	Personalized and blended learning, Cognitive Development in STEM, Self-guided learning, Equity in STEM education, AI in Education, Learning with Technology, Curriculum development, Assessment, Quantitative and mixed methods
Kim, Jeong-Hee	Professor	jeong-hee.kim@ttu.edu	Curriculum Studies; Curriculum Theory; Posthumanism; Interdisciplinary Curriculum Development; Narrative Inquiry; Teacher Education; Post-qualitative Research; Arts-based Research
Lesley, Mellinee	Professor, Interim Department Chair	mellinee.lesley@ttu.edu	Critical Media Literacy Pedagogy, Content Area and Disciplinary Literacies, Adolescent Literacy, Writing Pedagogy, Critical Literacy, Developmental Literacy (College Readiness), Discourse Analysis, Ethnography, Portraiture, Engaged Scholarship
Maina, Faith	Professor	faith.maina@ttu.edu	Participatory Action Research; Culturally Relevant Teaching; Teacher Education
Matteson, Shirley	Associate Professor, Associate Dean for Research, Staff/Faculty Development	shirley.matteson@ttu.edu	Algebraic representations; Thinking structures and the teaching of thinking in classrooms; Middle-level pre-service teacher preparation; Qualitative; Case study; Narrative
Park, Mihwa	Assistant Professor	mihwa.park@ttu.edu	Rasch measurement; Secondary students' conceptual understanding in physics; Simulation-based science instruction; Rasch modeling; Quasi-experimental design; Group comparisons (treatment/control) using quantitative research methods
Pedersen, Rachelle	Assistant Professor	Rachelle.Pedersen@ttu.edu	Engineering and STEM Education; Motivation and Social Influence; Mentoring and Community Impact; Social Network Analysis; Quantitative Research Methodologies
Pratt, Comfort	Associate Professor	C.Pratt@ttu.edu	First and second language acquisition; Second and foreign language education; Spanish; Applied linguistics; Sociolinguistics; Study Abroad; Quantitative research methods
Saldaña, René	Professor	rene.saldana@ttu.edu	Children's Literature; Adolescent Literature; Culturally Responsive Pedagogy; K-12 Writing Pedagogy
Wang, Jian	Professor	jian.wang@ttu.edu	Teacher induction and mentoring; Teacher education practices using design-based research; Comparative study of teaching and learning practices; Case and case comparison; Large data analysis; Video analysis; Mixed methods
Neal, Teresa	Administrative Assistant	teresa.neal@ttu.edu	
Stephens, Brandi	Graduate Academic Advisor (Staff)	brandi.stephens@ttu.edu	
Watson, Beth	Graduate Advisor (Staff)	Beth.Watson@ttu.edu	

Affiliated Faculty Members of the Ph.D. Program in Curriculum and Instruction

Name	Rank	Area	Email	Research Interests
Catherine Lammert	Assistant Professor	Teacher Education	catherine.lammert@ttu.edu	Literacy Education
Delia Carrizales	Assistant Professor	Teacher Education	delia.carrizales@ttu.edu	Bilingual Education
Fanni Coward	Associate Professor, Dept. Chair	Teacher Education	Fanni.coward@ttu.edu	Teacher Education
Lacy Brice	Assistant Professor	Teacher Education	lacy.brice@ttu.edu	Teacher Education
Raymond Flores	Professor	Teacher Education	Raymond.Flores@ttu.edu	Math Education
Linnie Greenlees	Assistant Professor	Teacher Education	linnie.greenlees@ttu.edu	Special Education
Jianlan Wang	Associate Professor	Teacher Education	jianlan.wang@ttu.edu	Science Education
Fethi Inan	Professor	Education Technology	Fethi.Inan@ttu.edu	Adaptive Learning, Instructional Technology, Online Learning
Jongpil Cheon	Professor	Education Technology	Jongpil.Cheon@ttu.edu	Online Learning, Mobile Learning, Multimedia Theory and Development, Visual Design for Learning, Technology Integration, Computational Thinking
Sungwon Shin	Associate Professor	Education Technology	Sungwon.Shin@ttu.edu	Instructional design principles & strategies, student-centered instruction, Technology-enhanced instruction and learning environment design
Merve Basdogan	Assistant Professor	Education Technology	Merve.Basdogan@ttu.edu	Philosophy of technology, online active learning strategies, critical AI literacy, digital pedagogy, engaging online course design, digital ethics, adolescent cyberbullying

For more information about the areas of expertise and publications of each program faculty members, please visit: <http://www.depts.ttu.edu/education/our-people/Faculty/index.php>. Students are encouraged to become familiar with faculty publications and areas of expertise through this site and through exploring Google Scholar, ResearchGate, ERIC, and similar academic venues.

Course Sequences and Course Rotations

C&I Core, Required and Elective Research Courses

(This sequence/rotation and subsequent sequences/rotations below are offered as guidelines but may change slightly based on availability of instructors and/or enrollment; all students need to work with their advisor to determine their exact course selections.)

Note the newer research course block is mandatory for students admitted in fall 2024 and after and optional for students admitted in fall 2023 and prior.

#	Course Number	Course Title	When the course is offered			When the course is recommended to be taken/Note
			Fall	Spring	Summer	
C&I Core (9 hours, 3 classes):						
1	EDCI 6316	Orientation to Research and Scholarship in C&I	Yes		Yes	Within first year of admission
2	EDCI 6333	Diversity Ideologies: Implications for Schooling		Yes	Yes (Full summer)	Within first or second year of admission
3	EDCI 6320	Curriculum Theory: Theoretical Frameworks in C&I	Yes	Yes		Within second or third year of admission
Required Research Methodology (9 hours, 3 classes):						
1	EDCI 6381	Constructivist inquiry Methodologies in Curriculum and Instruction	Yes	Yes		Within first or second year of admission
*	EDCI 6382	Advanced Field Methods in Constructivist Inquiry	Yes	Yes		*Only if pursuing the Qualitative Track
2	EDCI 6360	Introduction to Data-Driven Models of Inquiry in Curriculum and Instruction	Yes			Within first or second year of admission
*	EDCI 6361	Advanced Studies in Data-Driven Models of Inquiry in Curriculum and Instruction	Yes	Yes		*Only if pursuing the Quantitative Track
Elective Research Methodology (9 hours, 3 classes):						
Choose 3 courses in consultation with your advisor: EDCI 6306 (<i>research method/ology focused</i>), EDCI 6367, EDCI 6383, EDCI 6393, ESPY 6302, EPSY 6306, EPSY 6307, EPSY 6349, or another 6000 level course that is recommended to you and/or approved by your advisor.						

Curriculum Studies & Teacher Education (CSTE)

#	Course Number	Course Title	When the course is offered			When the course is recommended to be taken/Note
			Fall	Spring	Summer	
Requirements (18 hours):						
1	ECTE 6301	Curriculum Theory: Foundation	Yes			Within first or second year of the admission
2	EDCI 6303	Inquiry into Teacher Education			Yes	Within first or second year of admission
3	ECTE 6305	Critical Contemporary Issues in CSTE			Yes	Within first or second year of admission
4	EDCI 6332	Advanced Study for Teacher Education Practice	Yes		Yes	Within second or third year of admission
5	ECTE 6312	Curriculum Theory: Contemporary Perspectives		Yes		Within second or third year of admission
6	ECTE 6322	Writing for Publication and Dissemination in		Yes		After second year of admission

		Curriculum Studies & Teacher Education				
Electives (6 hours):						
1	EDCI 6304	Comparative Studies in Curriculum Teaching and Teacher Learning	Yes (odd years)			
2	EDCI 6306	Advanced Seminar in Curriculum and Instruction	Yes	Yes		
3	EDCI 6331	John Dewey's Theory of Education			Yes (odd years)	
4	ECTE 6310	Theoretical Frameworks for Curriculum and Inquiry			Yes (odd year)	
5	EDCI 6370	Policy Issues in K-12 Curriculum and Instruction	Yes			
6	EDCI 7000 With faculty permission	Independent Study	Yes	Yes	Yes	No more than 2 EDCI 7000 courses
7	Any other course of the student's interest, from a different track (including a 5000-level course but no more than one 5000-level course)					

Language Diversity & Literacy Studies (LDLS)

#	Course Number	Course Title	When the course is offered			When the course is recommended to be taken/Note/Sequence
			Fall	Spring	Summer	
1	LDLS 6344	Content Area Literacy Policies and Research		Yes		Odd years
2	LDLS 6341	Trends and Issues in Literacy Pedagogy and Research			Yes	Every year (course can be taken more than once.)
3	LDLS 6353	Investigating Theoretical Models of Literacy			Yes (Full Summer)	Odd years
4	LDLS 6346	Freire and American Education		Yes		Every year
5	LDLS 6350	Research Methods in Language, Diversity, and Literacy	Yes			Odd years
6	LDLS 6347	A Genealogy of Research in Language and Literacy Acquisition	Yes			Every year
7	LDLS 6351	Critical Studies in Children's and Adolescent Literature			Yes	Even years
8	LDLS 6343	Global Literacies	Yes			Every year
9	LDLS 6345	New Literacies		Yes		Every year

Science, Technology, Engineering, & Mathematics (STEM) Education

#	Course Number	Course Title	When the course is offered			When the course is recommended to be taken/Note/Sequence
			Fall	Spring	Summer	
1	*ESTM 6370	Current Topics and Trends in STEM Education Research	X			Should be taken as the first class of the Ph.D. degree plan
2	*ESTM 6373	Theories of STEM Education		X		Should be taken with or after EDCI 6320

3	*ESTM 6376	Philosophy and History of STEM Education		X		Can be taken whenever this class is offered
4	⌘ESTM 6371	Effective Policy Advocacy in STEM Education		X		Offered as 8-week courses
5	⌘ESTM 6374	STEM Education Assessment, Policy, and Practice		X		
6	⌘ESTM 6375	Professional Development in STEM Education	X			
7	⌘ESTM 6380	Advanced Practicum in STEM Education			X	Offered as a 10 week course; Counts as a Method/ology course or as a STEM Track Emphasis Course
8	ESTM 6381	Equity in STEM Education	X			Can be taken whenever these classes are offered
9	ESTM 6382	STEM Education in Context	X			
10	ESTM 6399	STEMinar		X	X	Can be repeated 3x for up to 9.0 hours of credit; Counts as a Method/ology course if named as one in the subtitle or as a STEM Track Emphasis Course
*Denotes a required class for the STEM Education track's degree plan. ⌘Denotes a class for the K-12 STEM Education Advocacy Research (Advanced) - Graduate Certificate. <u>Notes:</u> Courses are 15 weeks unless otherwise noted in the column on the right. Additional ESTM classes taken past the 9.0 hours of Track Emphasis Courses will be counted as electives.						

(Rev. 8-11-25)

Ph.D. in Curriculum and Instruction 93-Hour Degree Plan Worksheet (NEWER)

Student: _____ **R#** _____

❖ **30 hours Block Transfer from an earned master's degree.**

Curriculum & Instruction Core (9 hours). All C&I doctoral students are required to take:

- ❖ EDCI 6316 Orientation to Research and Scholarship in C&I
- ❖ EDCI 6333 Diversity Ideologies: Implications for Schooling
- ❖ EDCI 6320 Curriculum Theory: Theoretical Frameworks in C&I

Date	Course #	Course Title

Required Research Methodologies (9 Hours). All C&I doctoral students admitted after Fall 2024 and students who elect to follow the newer research block plan are required to take:

- ❖ 6 hours of introductory qualitative and quantitative courses (EDCI 6381 and EDCI 6360)
- ❖ 3 hours of ONE advanced qualitative or quantitative course (EDCI 6382 or EDCI 6362)

Date	Course #	Course Title
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Elective Research Methodologies (9 Hours). Choose 3 doctoral level research courses:

Date	Course #	Course Title

Dissertation (12 credits required, 3 in the semester of defense/graduation)

Dates	Course #	Name/Topic
	EDCI	8000

LDLS Specialization Courses Graphic Organizer

LDLS Track Courses: (18 Hours)

LDLS 6353: Investigating Theoretical Models of Literacy

LDLS 6346: Freire & American Education

LDLS 6347: A Genealogy of Research in Language and Literacy Acquisition

LDLS 6343: Global Literacies

LDLS 6345: New Literacies

ECTE 6322: Writing for Publication and Dissemination

Elective Research: (3 Hours)

LDLS 6350: Research Methods in Language, Diversity, and Literacy (*May be Repeated for Credit*) Or Other Specialized Research Course

Electives: (6 hours)

LDLS 6344: Content Area and Disciplinary Literacies Policy and Research

LDLS 6351: Critical Studies in Children's and Adolescent Literature

LDLS 6341: Trends and Issues in Literacy (*May be Repeated for Credit*)

Recommended Course Progression by Level for LDLS Coursework

Year One	Year Two	Year Three
LDLS 6346 (content course)	LDLS 6353 (theoretical frameworks course)	LDLS 6347 (research course)

LDLS 6345 (content course)	LDLS 6343 (content course)	ECTE 6322 (scholarly writing course)
LDLS 6351 (content course)	LDLS 6341 (content course)	LDLS 6350 (advanced research methodology course)
LDLS 6344 (content course)		

STEM Education Specialization Courses Graphic Organizer

Track Emphasis, Required (9 hours, 3 courses)		
ESTM 6370 – Current Topics and Trends in STEM Education Research	Fall Semester of 1 st Year	
ESTM 6373 – Theories of STEM Education	Spring Semester of 1 st Year	
ESTM 6376 – Philosophy and History of STEM Education		
Track Emphasis, Recommended (9 hours, 3 courses)		
ESTM 6371 – Effective Policy Advocacy in STEM Education		
ESTM 6374 – STEM Education Assessment, Policy, and Practice		
ESTM 6375 – Professional Development in STEM Education		
ESTM 6380 – Advanced Practicum in STEM Education		
ESTM 6381 – Equity in STEM Education		
ESTM 6382 – STEM Education in Context		
ESTM 6399 – STEMinar (may be repeated three times for credit)		
Electives (6 hours, 2 courses)		
Elective Course 1 of 2:	Consult with your Advisor	
Elective Course 2 of 2:		

Appendix A: Admissions Appeals

Applicants who are not accepted into the Ph.D. Program in Curriculum and Instruction may appeal the Curriculum and Instruction faculty's decision. The appeal must be filed with the Curriculum and Instruction Department Program coordinator and must present new compelling academic and/or personal information that the applicant would like to add to the original application. The Program coordinator will convene a new review committee to examine the applicant's original application and additional information. The department will reconsider the application and inform the applicant of their decision on the request for reconsideration. An unfavorable ruling at the department level may be appealed to the Graduate School in writing within thirty (30) days of the date on the correspondence that is received from the academic department's decision on the initial appeal; email the Director of Graduate Admissions (shelby.l.pearley@ttu.edu) for more information on how to file such an appeal. Applicants can only appeal once, and decisions resulting from an appeal are final. Application fees are non-refundable regardless of the result of an appeal.

Appendix B: Ph.D. Track Transfer Policy

- If it becomes necessary or if you wish to switch from your current track into a different track, please contact your current track PC with the following information:
 - Identification of which track you wish to switch into;
 - A screenshot of your current DegreeWorks progress;
 - Your rationale to switch to a different track.

- When switching tracks, you may need to take additional courses to complete the degree plan of the new track, which may extend your time to (coursework) degree completion.
- Your current track advisor will contact the track PC of the requested track to discuss the transfer request.
- Please allow four weeks for a determination of transfer to be made.
- If your request is accepted, it is the student's responsibility to follow the degree plan of the new track and direct all advising inquiries to the PC of the new track.
- Track transfer requests are on a first-come, first-served basis; not all requests can be accommodated.

Appendix C: Additional Elective Courses from the EDIT Program

EDIT 5316 Foundations of Instructional Technology
 EDIT 5318 Digital Literacy
 EDIT 5320 Educational Network Applications
 EDIT 5321 Interactive Instructional Multimedia Development (summer only)
 EDIT 5322 Visual Design for Instruction (summer only)
 EDIT 5325 Instructional Systems Development
 EDIT 5326 Instructional Systems Evaluation
 EDIT 5330 Research-Based Instructional Strategies
 EDIT 5341 Online Course Design and Assessment
 EDIT 5342 Online Teaching and Learning Technologies (summer only)
 EDIT 5370 Foundations of Distance Education
 EDIT 5380 Online Course Management and Facilitation (summer only)
 EDIT 5390 Online Course Development
 EDIT 5395 Administration of the Educational Technology Program

Appendix D: The Lifespan of Transfer Courses

For master's degrees, transfer courses are considered valid for six (6) years, while for doctoral degrees, they are valid for eight (8) years.

The Graduate School for Doctoral Studies: "Credit ordinarily will not be given for transfer work completed more than eight years prior to admission to a doctoral program at Texas Tech University without exception by the Graduate Dean."

From the Graduate School, "we do allow exceptions to this policy. In such cases, we ask that the relevant department submit a validity statement (via Dynamic Forms) supporting the continued relevance of the expired transfer coursework to the student's degree program."

Therefore, C&I Doctoral Admission Committees follow the Graduate School's transfer course policy accordingly.