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.
Welcome Message

We welcome you to the Ph.D. program in Curriculum and Instruction at Texas Tech University. We are part of an institution that has a rich tradition of engaging with the community and connecting research with practice. My colleagues are highly successful individuals with diverse talents and great accomplishments in their work. In the meantime, our department is small enough that we are all familiar with each other’s work. Many faculty also present and publish research with students. We are delighted that you have selected Texas Tech University and the department of Curriculum & Instruction as your program of study. We hope to prepare you to make significant contributions to the various areas in the field of curriculum and instruction in the future.

Our program offers three tracks: (1) Curriculum Studies and Teacher Education, (2) Language, Diversity and Literacy Studies, and (3) Science, Technology, Engineering and Mathematics Education to enhance your C&I degree. All the tracks use the formats of both face-to-face and hybrid/blended, in which courses can be delivered through face-to-face instruction, hybrid/blended instruction, or online instructions. Specifically, the hybrid/blended option provides you with flexibility to complete the program online according to your professional schedule, and the benefits of face-to-face interactions during 2-week summer intensive courses.

While we expect that you will make a great, consistent, and conscious effort and commitment to completing your program study, we, as a university, a college, and a department, are committed to supporting your program study with support and resources. This handbook is one of these important resources. It will help you to navigate important policies and procedures in the department and guide you in your study in the program. Please read this handbook carefully and please let us know if you have any questions.

Welcome aboard!

Fanni Liu Coward, Ph.D.
Interim Department Chairperson & Associate Professor
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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.
- Critical educators who are committed to improving the human condition through education.

The program will fulfill this mission by engaging students in learning actively in the following three tracks. These tracks include (1) Curriculum Studies and Teacher Education; (2) Language, Diversity & Literacy Studies; and (3) Science, Technology, Engineering, and Mathematics. It will use both face-to-face and hybrid/blended program deliveries to meet the different needs and interests of its students.

Trademark Outcomes

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

- Graduates of the PhD in Curriculum and Instruction can publish and disseminate their research at local, state, national, and international organizations.
- Graduates of the PhD 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 PhD in Curriculum and Instruction can conduct scholarship in collaboration with entities outside the academy for mutual benefit in a context of partnership and reciprocity.

Each track has its own trademark outcomes consistent with the department’s PhD trademark outcomes.

Career Opportunities

The graduates of the Ph.D. in Curriculum and Instruction with the above trademark learning outcomes will find the following career opportunities in various fields in curriculum and instruction in general and in different tracks in particular. 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
C&I Doctoral Program

To accommodate the various needs of students, the doctoral program in Curriculum and Instruction has two different options and three tracks.

Two Options

**Face-to-Face Option**
For full-time or part-time students in each of the three tracks on campus or living in Lubbock, face-to-face or hybrid/blended courses will be offered with the sequenced program courses as specified in the section on the degree plan in this handbook. These courses include at least 51% of face-to-face courses offered on the Lubbock campus and no more than 49% of online and/or hybrid courses.

**Hybrid/Blended Option**
For part-time students in each of the three tracks who live at a distance from campus, a blended/hybrid course option will be offered with the same sequenced program as courses taken by the face-to-face students in the program. As a hybrid/blended option, a majority (more than 50 percent but less than 85 percent) of the planned instruction will occur when the students and instructor(s) are not in the same place such as online courses, and at least another 15% is face-to-face instruction, which will be accomplished through the department’s two weeks of summer intensive program. Therefore, students enrolled in this option must travel to the TTU campus in Lubbock, Texas for two weeks each summer for three years. Attendance is mandatory for the entire two-week period. Students should plan to register for credit hours every summer.

Three Tracks

**Curriculum Studies and Teacher Education Track (CSTE)**
Graduates in the track of Curriculum Studies and Teacher Education (CSTE) in the Ph.D. program in Curriculum and Instruction will practice engaged scholarship, which includes critique, inquiry, and exploration into existing theories and practices of teaching and learning. Our engaged scholars will produce intellectual products that provide novel opportunities for growth for all partners and stakeholders in local and global communities.

**Language, Diversity, & Literacy Studies Track (LDLS)**
Graduates of Language, Diversity & Literacy Studies are scholar-advocates who conduct community-based research to promote and advocate for the literacies affecting linguistically and culturally diverse learners.

**Science, Technology, Engineering, and Mathematics Track (STEM)**
The Science, Technology, Engineering, and Mathematics (STEM) track is designed to produce graduates who can “make a difference” in formal and informal P-20 STEM education at the
local, state, national, and/or international levels through community engaged scholarship and/or
global education.

**Program Application**

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.

When applying for the program, you must apply to the Graduate School of Texas Tech
University for General Admission. Information about the graduate school application is available
at 328 Admin Building, Texas Tech University or you can call 806-742-2787 or send an email to
gradschool@ttu.edu. Specific information concerning the Ph.D. program in Curriculum and
Instruction can be obtained from the Office of Graduate Education and Research in the College of
Education.

**Graduate School Application**

To apply for general admission to the Graduate School at Texas Tech University, please
complete the following process:

1. Start your application to the Graduate School by reading to understand the process and
   specific requirements about the application. Visit:
   http://www.depts.ttu.edu/gradschool/admissions/howtoapply.php
2. Please specify the concentration area of interest from the following list:
   - Curriculum Studies/Teacher Education
   - Language Diversity & Literacy Studies
   - STEM Education
3. Submit official transcripts of all of your college studies. Include ALL official collegiate
   academic transcripts (if you attended community college, those are required also along
   with transcripts of schools where you may have just taken a class or two). As a Master’s
   Degree in a field of Education or equivalent area of study is required for the admission to
   the Ph.D. in Curriculum and Instruction, all transcripts including those of your Master’s
   program must be made available to the Graduate School.
4. Other required documents
   - Your resume (curriculum vita)
   - An applicant statement in which you discuss your academic background, work
     experience, and personal insights that led you to the decision to pursue this
     degree
   - A sample of your scholarly writing
   - Three letters of recommendation that have been written within the last year. (As
     you complete your application, you will be given web addresses, which you pass
     to each of your recommenders to make their recommendation for you).
5. Provide Graduate Record Examination (GRE) scores for the “general test.” Scores must
   be within the past five years. Older scores will not be accepted. 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.

(6) International students should also submit 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.

(7) Pay the application fee.

(8) From http://www.depts.ttu.edu/gradschool/, you can track your Graduate School application.

Ph.D. Program Admissions

Once all of the materials required by the Graduate School and the PhD program in Curriculum and Instruction have been received, an admission committee of faculty in Curriculum and Instruction will review your application materials and make a recommendation for admission to the chair of the Department of Curriculum and Instruction and then to the Graduate School for the final decision. You will be informed officially about the decision on your admission at the conclusion of this process.

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 Graduate Advisor and must present new compelling academic and/or personal information that the applicant would like to add to the original application. The Graduate Advisor 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 you received from the academic department’s decision on the initial appeal; email the Director of Graduate Admissions (shelby.l.cearley@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.

Tuition and Fees

Information on Tuition and Fees for your doctoral program study at Texas Tech can be found by visiting the webpage of Student Business Services at http://www.depts.ttu.edu/studentbusinessservices/
Program Requirements for Admitted Students

Prior Degree Requirements

- As stated earlier, 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.
- Consistent with university requirements, a minimum total of 63 doctoral level credits is required for the degree. This includes at least 12 hours of dissertation research.
- If the student’s master’s degree is not in the track area that he/she intends to pursue, the student will be required to take up to 15 credit hours of master’s level courses (courses of 5000 level) in his/her prospective track, which will be selected at the discretion of the track faculty before taking doctoral level courses.
- If the student’s master’s degree is older than seven years, he/she may be required to take up to 15 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 track faculty.

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. Full-time enrollment in a summer term is 3 hours. This rule applies to those who have begun dissertation research as well.
- 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.
- 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).
- Doctoral students who are graduating in the summer must enroll in at least three (3) credits in the summer.
- International students need to maintain full-time graduate student status in each regular semester, consistent with the requirements by the federal government.
Continuous Enrollment Requirements

- Under special 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 by registering at least 1 credit hour during each semester and the summer term. 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.

Leave of Absence

- Students may request for a leave of absence from the continuous enrollment requirement in case of serious medical conditions and other exceptional reasons.
- A request for 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 and the Associate Dean for Graduate Education and Research in the College of Education. This approval, then, must be approved by the Graduate Associate Dean for Student Affairs, prior to the student leaving the university.
- A leave of absence will not exceed one year.
- Leaves of absence do not extend the maximum time allowed for completion of the degree.

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. The graduate dean must approve exceptions or extensions in advance.

Residency Requirements

The purpose of residence in a doctoral program is to ensure the intellectual immersion of students in a research and learning environment with faculty, peers, and staff. The residence requirements in the Department of Curriculum and Instruction include:

- Students must take a minimum of 24 semester hours in four consecutive semesters including or excluding a summer session.
- Students must fulfill the summer intensive requirement.
Summer Intensive Requirement

Doctoral students who are in the hybrid program (Not face-to-face) must attend a summer intensive session that takes place on the TTU campus in Lubbock for two weeks each summer for the first three years of their degree. Attendance is mandatory for the entire two-week period. This is to fulfill part of the Ph.D. degree requirements. As a hybrid/blended program, at least 15% of the course work is face-to-face instruction.

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.

Program Advisory

Graduate Advisor

- Serves as initial point of faculty contact for new students.
- Sets up initial degree plan for students by the beginning of the student’s second year and helps students to pick an appropriate faculty advisor.
- Answers questions from existing C&I graduate students regarding policies, courses, or degree plan issues.

Dissertation Committee Chair

- Before or upon completing 18 credit hours, doctoral students are encouraged to identify a dissertation committee chair possibly from their track or a faculty member in the Department of Curriculum and Instruction, whose research interest matches the student’s.
- The dissertation committee chair or co-chair must be a graduate faculty member from the Department of Curriculum and Instruction or an affiliated faculty (see the list of graduate program faculty and affiliated faculty in the Department of Curriculum and Instruction in this handbook).
- The dissertation committee chair will work with the student to plan the rest of the student’s program coursework and to conduct an annual review of the student’s progress in the program.
- Dissertation committee chair will help the student form a dissertation committee.
- The dissertation committee chair and the dissertation committee will design and assess the student’s qualifying examination and guide the student in developing and writing the student’s dissertation proposal and dissertation study.
- The student may select a co-chair for his or her dissertation committee in special circumstances in consultation with the dissertation committee chair. The selected co-chair should be a graduate faculty member from the Department of Curriculum and Instruction, or a graduate faculty member outside the department who is on the faculty at Texas Tech University, have a terminal degree, and experience with supervision of doctoral dissertations.
• Upon consultation with the dissertation committee chair, the student has an option to change the dissertation committee chair if the student’s research interests and needs are no longer consistent with the dissertation committee chair’s research expertise.
• The dissertation committee chair has an option to step down from being the dissertation committee chair if the student’s research interests and needs are no longer consistent with the chair’s research expertise.
• The request form for a committee chair change should be filled out and submitted to the department chair and then forwarded to the Graduate School for final approval. The committee change form can be accessed and downloaded from the following link: http://www.depts.ttu.edu/hs/hdfs/graduate/documents/Title-Committee-Change-Form.pdf.

Dissertation Committee Members

• A dissertation committee includes two or three faculty members in addition to the dissertation chair.
• One of the committee members must come from the outside of the student’s track or the department.
• All members of the dissertation committee should be graduate faculty members at Texas Tech University. However, in special 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 project. The external member must be approved by the Dean of the Graduate School.

Doctoral Coursework in Curriculum and Instruction

Courses and Course Hours  (Effective Fall 2017)

All doctoral students in C&I must take a total of 63 hours, which includes C&I core courses (9 hours), research methodology courses (18 hours), track courses (24 hours), and dissertation hours (12 hours).

(Please note that as stated earlier, if the student’s master’s degree is not in the track area that he/she intends to pursue, the student will be required to take up to 15 credit hours of master’s level courses (courses of 5000 level) in his/her prospective track, which will be selected at the discretion of the track faculty before taking doctoral level courses.)

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

o EDCI 6333 Diversity Ideologies: Implications for Schooling
o EDCI 6320 Curriculum Theory: Inquiry (The title will change to Curriculum Theory: Theoretical Frameworks in C&I)
ECTE 6316 Research Design in Curriculum Studies & Teacher Education (The course prefix and title will change to EDCI 6316 Orientation to Research and Scholarship in C&I)

**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 Curriculum and Instruction
  - EDCI 6361 Advanced Studies in Data-Driven Models of Inquiry in Curriculum and Instruction
- 3 hours of specialized research coursework (One of the following):
  - EDCI 6383 Narrative Inquiry in Education
  - EDCI 6367 Design-Based Research for Educational Contexts
  - Or other research courses such as Mixed Methods, etc.
- 3 hours of APEX coursework (Application Experience/Engaged Scholarship)
  - EDCI 6393 Advanced Practicum in Curriculum and Instruction
    (*This is a supervised laboratory or field experience in a curricular area which includes assessment, planning, instruction, and evaluation.*)

**Dissertation Hours (12 hours)**

**Track Courses (24 hours)**

1. **Curriculum Studies and Teacher Education (CSTE) Track**

   **Requirements (18 hours)**
   - ECTE 6301 Curriculum Theory: Foundation (Phase 1)
   - EDCI 6303 Inquiry into Teacher Education (Phase 1)
   - ECTE 6305 Critical Contemporary Issues in Curriculum Studies & Teacher Education (Phase 2)
   - EDCI 6332 Advanced Study for Teacher Education Practice (Phase 2)
   - ECTE 6312 Curriculum Theory: Contemporary Perspectives (Phase 3)
   - ECTE 6322 Writing for publication and dissemination in Curriculum Studies & Teacher Education (Phase 3)

   **Electives (6 hours)**
   - EDCI 6304 Comparative studies in curriculum teaching and teacher learning
   - ECTE 6310 Theoretical frameworks for curriculum inquiry
   - EDCI 6306 Advanced seminar in curriculum and instruction
   - EDCI 6331 John Dewey’s Theory of Education
   - EDCI 6346 Freire and American Education
EDCI 6370 Policy Issues in K-12 Curriculum and Instruction
EDCI 7000 Independent Study (*no more than 2 EDCI 7000 courses can be included in the degree plan*)
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)

2. **Language, Diversity, and Literacy Studies (LDLS) Track**

**Requirements (18 hours)**
EDCI 6346 Freire and American Education
LDLS 6331 Research and Pedagogical Approaches in Latino/Bilingual (ESL) education.
LDLS 6332 Research and Language Policy in American Education.
LDLS 6347 Research in Language (Bilingual) and Literacy Acquisition.
LDLS 6353 Investigating Theoretical Models of Literacy
LDLS 6350 Research Methods in Language, Diversity, and Literacy.

**Electives (6 hours)**
LDLS 6345 New Literacies
LDLS 6333 Issues in Immigration and Education.
LDLS 6341 Trends and Issues in Literacy
LDLS 6343 Global Literacy
LDLS 6351 Critical Studies in Bilingual Bicultural in Children’s and Adolescent Literature
EDCI 7000 Independent Study (*no more than 2 EDCI 7000 courses can be included in the degree plan*)

3. **Science, Technology, Engineering, and Mathematics (STEM) Track**

**Requirements (18 hours)**
ESTM 6377 – Global STEM Education (P1)
ESTM 6370 – Research in STEM Education (P1)
ESTM 6373 – Advanced Theory of Inquiry in STEM Education (P1)
ESTM 6372 – Applied Assessment in STEM Education (P2)
ESTM 6371 – Effective Policy Advocacy in STEM Education (P2)
EDIT 6380 - Distance Education: Trends, Issues, Research (could possibly be another technology course from EDIT) (P1)

**Electives (6 hours)**
Students will select either Global Emphasis OR Engaged Scholars Emphasis (2 courses)

**Global Emphasis** (must take both courses)
ESTM 6378 - Applications of Global Science Education (P2) [Change “Science” to “STEM”]
ESTM 6380 - Advanced Practicum in Global STEM Education (P3)

**Engaged Scholars Emphasis** (must take both courses)
Course Phases

Doctoral coursework in Curriculum and Instruction consists of three course phases in appropriate scope and sequence that are recursive, relevant, and rigorous.

These phases are:

1. **Phase 1** (P1) courses are designed for students to acquire foundational knowledge, skills, and professional judgments that are required to succeed in their track area. Students who complete all P1 courses should be able to:
   - Understand overall perspectives in curriculum and instruction
   - Understand foundational literature in the track area
   - Understand what it means to be a scholar and a researcher

2. **Phase 2** (P2) courses are designed for students to gain advanced knowledge, skills, and professional judgments that are required for the analysis and synthesis of research and practice using relevant research methodology. Students who complete all P2 courses should be able to:
   - Possess an extensive knowledge of theoretical and empirical literature in the student’s own track area.
   - Acquire an in-depth knowledge of research methodology including data collection and analysis skills in the student’s own track area.
   - Conduct research in a small-scale setting in the student’s own track area.

3. **Phase 3** (P3) courses are designed to help students become independent researchers who can apply advanced knowledge, skills, and professional judgments to real life settings. Students who complete all P3 courses should be able to:
   - Design a research project based on theoretical and empirical literature in the student’s own track area.
   - Implement the application experience (APEX) research project.
   - Write a research report.
   - Submit the research report for publication and/or presentation.
Program Study Process

Complete Degree Plan

Upon completion of the first year, a degree plan must be developed under the direction and guidance of the student’s faculty advisor. The student will fill out the degree plan worksheet attached at the end of this handbook. The student will fill out the official degree plan based on the worksheet and submit it to the faculty advisor. Revisions of the degree plan are permitted as needed during the coursework.

Annual Review

Consistent with the relevant requirements of the Graduate School, the student’s faculty advisor 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 p. 18 of this handbook for the University Policies).

Qualifying Examination

All students in the PhD program in Curriculum and Instruction must pass a qualifying examination to enter the dissertation stage as a doctoral degree candidate. To be eligible for the qualifying examination, students must maintain cumulative GPA of 3.0 or above, and a grade of B or better in all of the required research tool courses. After these eligibilities are met, students must take the qualifying examination within one calendar year of completing all coursework specified on the degree plan but no earlier than the student’s last semester of coursework. As described in the TTU Graduate Catalog, successful completion of coursework does not guarantee a successful performance of a qualifying examination. Students will have two opportunities to pass the examination and file for candidacy.

The examination includes a written portion and an oral portion that requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree. The following statements govern the administration of both portions of the qualifying examination.

- The dissertation committee chair will determine whether the student is eligible and qualified to take the qualifying examination including the student’s scholarly writing skills, a formed committee, and a record of academic integrity. The dissertation committee chair may ask the student to take an additional course to prepare the student for the qualifying examination.
- The dissertation committee chair will work with all committee members to compose questions for the qualifying examination, schedule and administer the examination, and evaluate the quality of the answers.
- 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 dissertation proposal should be determined by the committee.

- The student will have 14 days to complete the written portion of the qualifying examination indecently, without unauthorized assistance from students, faculty or staff, and submit the written responses to the dissertation committee chair.
- The document should be double spaced, with one-inch margins in 12 pt. Times New Roman font and in the current APA style.
- The dissertation committee will have at least two weeks to read and evaluate the student’s responses before the oral portion of the examination.
- The oral portion of the examination (oral qualifying defense) should be held no more than three weeks after the submission of the written portion.
- 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 the summer, only if all committee members agree to the examination being given then.
- 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” (pass), 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. 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” (fail), the student may be permitted to retake it after at least four months and not more than 12 months from the date of the unsatisfactory examination. 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**

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.

- The length of the dissertation proposal should be determined by the committee. 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). A formal version of the proposal should be submitted to the committee at least 14 days prior to the scheduled proposal defense date.
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, in guidance from their dissertation chair, in their dissertation.

The proposal defense date will be announced to the college and open to the public.

The student may attend the 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.

Dissertation

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 student and committee schedule a final oral examination at a mutually acceptable time. The oral examination must be scheduled by the student and the committee after the committee has read the completed dissertation and prior to the defense deadline set by the Graduate School during the semester of graduation.

The dissertation chair and/or the student must identify the Dean’s Representative to attend the defense.

The Dean’s Representative must be a member of the graduate faculty at TTU, who does not have an appointment in the student’s department but may have an appointment in the College of Education.

The student should present his or her dissertation copy to all committee members and the Dean’s Representative at least three weeks but no later than two weeks before the defense date.

The dissertation chair must notify the Graduate School three weeks prior to the dissertation defense. The required Defense Notification Form noting the time, place, and other information concerning the examination is available at www.depts.ttu.edu/gradschool. Acceptance of the Defense Notification Form by the Graduate School constitutes acceptance of the recommended dean’s representative.

The student and/or the dissertation committee chair is responsible for communicating directly with the dean’s representative to coordinate all details pertaining to the defense.

The dissertation committee and the dean’s representative will conduct the defense, which is a final public oral examination.

The student may participate in the defense face-to-face or online.

The dissertation committee chair or a committee member may participate in the defense face-to-face or online.

The dissertation chair and the committee must cast a vote.
• The dissertation committee may require a revision of the dissertation. 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.

• 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.

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).

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 provisionary conditions. Failure to fulfill the conditions stipulated at the time of admissions 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)

**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

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<th>Name</th>
<th>Rank</th>
<th>Track</th>
<th>Email</th>
<th>Research Interests/ Areas of Expertise</th>
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<tbody>
<tr>
<td>Benavides, Alfredo</td>
<td>Professor</td>
<td>LDLS</td>
<td><a href="mailto:alfredo.benavides@ttu.edu">alfredo.benavides@ttu.edu</a></td>
<td>Bilingualism and Language Policy; Foundations of Bilingual &amp; Multicultural Education, Freirian Educational Philosophy, Immigration and Education, Mexican American Education &amp; Resiliency</td>
</tr>
<tr>
<td>Coward, Fanni</td>
<td>Associate Professor</td>
<td></td>
<td><a href="mailto:fanii.coward@ttu.edu">fanii.coward@ttu.edu</a></td>
<td>Human Development; Learning Science; Teacher Identity</td>
</tr>
<tr>
<td>Dwyer, Jerry</td>
<td>Professor</td>
<td>STEM</td>
<td><a href="mailto:jerry.dwyer@ttu.edu">jerry.dwyer@ttu.edu</a></td>
<td>Math Teacher Education; STEM Learning; Complex dynamics</td>
</tr>
<tr>
<td>Gottlieb, Jessica</td>
<td>Assistant Professor</td>
<td>STEM</td>
<td><a href="mailto:jessica.gottlieb@ttu.edu">jessica.gottlieb@ttu.edu</a></td>
<td>STEM education policy; teacher workforce policy; access and equity in STEM</td>
</tr>
<tr>
<td>Greenhalgh-Spencer, Heather</td>
<td>Assistant Professor</td>
<td>CSTE</td>
<td><a href="mailto:heather.greenhalgh-spencer@ttu.edu">heather.greenhalgh-spencer@ttu.edu</a></td>
<td>Educational Technology; Global Studies in Education; Blended and Personalized Learning</td>
</tr>
<tr>
<td>Hite, Rebecca</td>
<td>Assistant Professor</td>
<td>STEM</td>
<td><a href="mailto:rebecca.hite@ttu.edu">rebecca.hite@ttu.edu</a></td>
<td>Science Education, Emergent Technologies, Non-cognitive factors</td>
</tr>
<tr>
<td>Kim, Jeong-Hee</td>
<td>Professor</td>
<td>CSTE</td>
<td><a href="mailto:jeong-hee.kim@ttu.edu">jeong-hee.kim@ttu.edu</a></td>
<td>Curriculum Theory; Narrative Inquiry; Teacher Education</td>
</tr>
<tr>
<td>Lesley, Mellinee</td>
<td>Professor, Associate Dean</td>
<td>LDLS</td>
<td><a href="mailto:mellinee.lesley@ttu.edu">mellinee.lesley@ttu.edu</a></td>
<td>Content Area Literacy; Adolescent Literacy; Critical Literacy; Developmental Literacy</td>
</tr>
<tr>
<td>Maina, Faith</td>
<td>Professor</td>
<td>CSTE</td>
<td><a href="mailto:faith.maina@ttu.edu">faith.maina@ttu.edu</a></td>
<td>Participatory Action Research, Culturally Relevant Teaching, Teacher Education</td>
</tr>
<tr>
<td>Matteson, Shirley</td>
<td>Associate Professor</td>
<td>CSTE</td>
<td><a href="mailto:shirley.matteson@ttu.edu">shirley.matteson@ttu.edu</a></td>
<td>Thinking structures; Teaching of thinking in classrooms</td>
</tr>
<tr>
<td>Midobuche, Eva</td>
<td>Professor</td>
<td>LDLS</td>
<td><a href="mailto:eva.midobuche@ttu.edu">eva.midobuche@ttu.edu</a></td>
<td>Second Language Methodology, Bilingual and ESL Content Area Teaching and Curriculum Development, Latino Education Research; Bilingual/ESL Teacher Preparation. Mexican American Education &amp; Resiliency: School, Home, &amp; Community</td>
</tr>
<tr>
<td>Name</td>
<td>Rank</td>
<td>Track</td>
<td>Email</td>
<td>Research Interests/ Areas of Expertise</td>
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<tr>
<td>Morgan-Fleming, Barbara</td>
<td>Professor</td>
<td>CSTE</td>
<td><a href="mailto:barbara.morgan-fleming@ttu.edu">barbara.morgan-fleming@ttu.edu</a></td>
<td>Curriculum Theory</td>
</tr>
<tr>
<td>Saldaña, René</td>
<td>Associate Professor</td>
<td>LDLS</td>
<td><a href="mailto:rene.saldana@ttu.edu">rene.saldana@ttu.edu</a></td>
<td>Culturally-relevant Literacy; Liminality and Borderlands Pedagogy; Children’s and Adolescent Literature; Creative Writing for the Classroom Teacher</td>
</tr>
<tr>
<td>Smit, Julie</td>
<td>Assistant professor</td>
<td>LDLS</td>
<td><a href="mailto:julie.smit@ttu.edu">julie.smit@ttu.edu</a></td>
<td>Literacy Development, Literacy Teacher Education, Motivation and Engagement, Design Based Research</td>
</tr>
<tr>
<td>Smith, Patriann</td>
<td>Assistant Professor</td>
<td>LDLS</td>
<td><a href="mailto:patriann.smith@ttu.edu">patriann.smith@ttu.edu</a></td>
<td>Black Immigrant Englishes/Literacies; Multicultural Teacher Education; Literacy Assessment</td>
</tr>
<tr>
<td>Smith, Walter</td>
<td>Professor</td>
<td>STEM</td>
<td><a href="mailto:walter.smith@ttu.edu">walter.smith@ttu.edu</a></td>
<td>Science Education</td>
</tr>
<tr>
<td>Wang, Jian</td>
<td>Professor</td>
<td>CSTE</td>
<td><a href="mailto:jian.wang@ttu.edu">jian.wang@ttu.edu</a></td>
<td>Teacher Education, Teacher Mentoring, Comparative Studies of Teaching and Learning</td>
</tr>
<tr>
<td>Zimmerman, Aaron</td>
<td>Assistant Professor</td>
<td>CSTE</td>
<td><a href="mailto:aaron.zimmerman@ttu.edu">aaron.zimmerman@ttu.edu</a></td>
<td>Teacher Education; Curriculum Theory</td>
</tr>
</tbody>
</table>

**Affiliated Faculty Members of the PhD Program in Curriculum and Instruction**

<table>
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<tr>
<th>Name</th>
<th>Rank</th>
<th>Department</th>
<th>Email</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Button</td>
<td>Associate Professor</td>
<td>Teacher Education</td>
<td><a href="mailto:Kathryn.Button@ttu.edu">Kathryn.Button@ttu.edu</a></td>
<td>Language &amp; Literacy</td>
</tr>
<tr>
<td>Raymond Flores</td>
<td>Associate Professor</td>
<td>Teacher Education</td>
<td><a href="mailto:Raymond.Flores@ttu.edu">Raymond.Flores@ttu.edu</a></td>
<td>Math Education</td>
</tr>
<tr>
<td>Doug Hamman</td>
<td>Professor</td>
<td>Teacher Education</td>
<td><a href="mailto:doug.hamman@ttu.edu">doug.hamman@ttu.edu</a></td>
<td>Teacher Education</td>
</tr>
<tr>
<td>Comfort Pratt</td>
<td>Associate Professor</td>
<td>Teacher Education</td>
<td><a href="mailto:C.Pratt@ttu.edu">C.Pratt@ttu.edu</a></td>
<td>Multiculturalism</td>
</tr>
<tr>
<td>Jianlan Wang</td>
<td>Assistant Professor</td>
<td>Teacher Education</td>
<td><a href="mailto:jianlan.wang@ttu.edu">jianlan.wang@ttu.edu</a></td>
<td>Science Education</td>
</tr>
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</table>

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](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.
Ph.D. in Curriculum and Instruction
Degree Plan Worksheet

Student: ________________________________  R# __________________________

Curriculum & Instruction Core (9 hours)

   EDCI 6333 Diversity Ideologies: Implications for Schooling
   EDCI 6320 Curriculum Theory: Inquiry (The title will change to Curriculum Theory: Theoretical Frameworks in C&I)
   ECTE 6316 Research Design in Curriculum Studies & Teacher Education (The course prefix and title will change to EDCI 6316 Orientation to Research and Scholarship in C&I)

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Research Methodologies (18 Hours): All C&I doctoral students are required to take.

- 6 hours of qualitative courses
- 6 hours of quantitative courses
- 3 hours of specialized research (e.g. Narrative Inquiry, Mixed Methods)
- 3 hours of EDCI 6393 Advanced Practicum in Curriculum and Instruction (APEX, Application Experience/Engaged Scholarship)

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Track (24 hours):

1. Curriculum Studies and Teacher Education (CSTE) Track

Requirements (18 hours)
ECTE 6301 Curriculum Theory: Foundation (Phase 1)
EDCI 6303 Inquiry into Teacher Education (Phase 1)
ECTE 6305 Critical Contemporary Issues in Curriculum Studies & Teacher Education (Phase 2)
EDCI 6332 Advanced Study for Teacher Education Practice (Phase 2)
ECTE 6312 Curriculum Theory: Contemporary Perspectives (Phase 3)
ECTE 6322 Writing for publication and dissemination in Curriculum Studies & Teacher Education (Phase 3)

Electives (6 hours)
EDCI 6304 Comparative studies in curriculum teaching and teacher learning
ECTE 6310 Theoretical frameworks for curriculum inquiry
EDCI 6306 Advanced seminar in curriculum and instruction
EDCI 6331 John Dewey’s Theory of Education
EDCI 6346 Freire and American Education
EDCI 6370 Policy Issues in K-12 Curriculum and Instruction
EDCI 7000 Independent Study (no more than 2 EDCI 7000 courses can be included in the degree plan)
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)

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<th>Date</th>
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</table>
2. Language, Diversity, and Literacy Studies (LDLS) Track

Requirements (18 hours)
EDCI 6346 Freire and American Education
LDLS 6331 Research and Pedagogical Approaches in Latino/Bilingual (ESL) Education.
LDLS 6332 Research and Language Policy in American Education.
LDLS 6347 Research in Language (Bilingual) and Literacy Acquisition.
LDLS 6353 Investigating Theoretical Models of Literacy
LDLS 6350 Research Methods in Language, Diversity, and Literacy.

Electives (6 hours)
LDLS 6345 New Literacies
LDLS 6333 Issues in Immigration and Education.
LDLS 6341 Trends and Issues in Literacy
LDLS 6343 Global Literacy
LDLS 6351 Critical Studies in Bilingual Bicultural in Children’s and Adolescent Literature
EDCI 7000 Independent Study (no more than 2 EDCI 7000 courses can be included in the degree plan)

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3. Science, Technology, Engineering, and Mathematics (STEM) Track

Requirements (18 hours)
ESTM 6377 – Global STEM Education (P1)
ESTM 6370 – Research in STEM Education (P1)
ESTM 6373 – Advanced Theory of Inquiry in STEM Education (P1)
ESTM 6372 – Applied Assessment in STEM Education (P2)
ESTM 6371 – Effective Policy Advocacy in STEM Education (P2)
A technology course from EDIT

**Electives (6 hours)**
Students will select either Global Emphasis OR Engaged Scholars Emphasis (2 courses)
Global Emphasis (must take both courses)
ESTM 6378 - Applications of Global STEM Education (P2)
ESTM 6380 - Advanced Practicum in Global STEM Education (P3)

Engaged Scholars Emphasis (must take both courses)
EDCI 6370 – Policy Issues in K-12 Curriculum and Instruction (P2)
EDLD 6300 – Organizational Theory in Educational (P3)

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**Dissertation** (12 credits required)

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**Leveling Courses** (maximum of 15 hours)
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