



TEXAS TECH UNIVERSITY
College of Education™

*Doctor of Philosophy
in Curriculum and Instruction*

Program Handbook

College of Education
Graduate Education and Research
Texas Tech University
Box 41071
Lubbock, TX 79409-1071
(806) 742-1997
Fax (806) 742-2179
www.educ.ttu.edu

Overview

The Doctor of Philosophy in Curriculum and Instruction program is designed to produce advanced practitioners for P-12 settings and faculty members for post-secondary institutions in the U.S. and abroad. Some of our students are full-time; others are part-time. Students come to the program from Texas, other states in the U.S. and countries around the world. The majority of courses are offered face to face but an increasing number of courses are offered at a distance.

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

- Bilingual/ESL Education
- Curriculum Studies/Teacher Education
- Language and Literacy Education
- Physical Education and Sports Science
- Science and Mathematics Education

The degree requirements are designed so students will:

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

This handbook provides information to help you apply to and complete the doctoral program in Curriculum and Instruction. Specific descriptions of courses appear in the *Texas Tech University Graduate Catalog* (http://www.depts.ttu.edu/officialpublications/catalog/_viewcat.php). 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.

Contact

Call the Administrative Assistant in the Department of Curriculum & Instruction at (806) 742-1998 ext. 430, email teresa.neal@ttu.edu, or come by Room 104 in the Education Building. We can arrange for you to talk with faculty in your area of interest to get your questions answered.

Application and Admissions

You must apply to both the Graduate School of Texas Tech University (03 Holden Hall; 806/742-2787) for “General Admission” to the Graduate School and the Graduate Office of the College of Education (Education Room 105; 806/742-1998 x434 or x433) for specific admissions to the PhD in Curriculum and Instruction program. In this section an overview of the process is provided. The application form, which appears later in the handbook, has more details.

Graduate School Application:

- A. Go to <http://www.depts.ttu.edu/gradschool> for overall information about the Graduate School and drill down or go directly to <http://www.depts.ttu.edu/gradschool/admissions> for a description of the process to be admitted to the Graduate School. Also, see the *Graduate Catalog* at http://www.depts.ttu.edu/officialpublications/catalog/_viewcat.php.
- B. As part of the Graduate School application process, you will fill out an application, pay a \$50 application fee, submit official transcripts of all of your college studies, and provide Graduate Record Examination (GRE) scores for the “general test.” International students will also be submitting scores for the Test of English as a Foreign Language (TOEFL). See www.ets.org/toefl/ for more information and an application for that test.

- C. Upon receipt of your application, the Graduate School will inform you about how to track your application process on line.
- D. GRE applications may be obtained from the Testing and Evaluation Center in West Hall on campus or other authorized testing centers or on line at *www.ets.org/gre*, which also has more information.
- E. The Graduate School may grant you either full admission or graduate temporary (GTMP) admissions. Students may enroll as a “Graduate Temporary” (GTMP) graduate student for one semester (or two summer sessions in the same summer) while awaiting the application results.

College of Education Program Application:

- A. Submit a completed application cover sheet, which appears on the next page. The application has specific instructions about other documents to submit.
- B. You will also be submitting a letter of application, your vita (resume), a sample of your scholarly writing, and recommendations.

Admissions:

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

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

PhD in Curriculum and Instruction
Texas Tech University College of Education
Application Cover Sheet

Thank you for your interest in our doctoral level program. We look forward to receiving your application.

Name: _____
Last
First
Middle

Social Security Number: _____ Email: _____

Address: _____
Street and Number
Apt. #

City, State, Zip

Telephone: _____
Home
Office
Other

Concentration

What is your intended concentration within the PhD in Curriculum and Instruction? (check one)

- Bilingual/ESL Education Language and Literacy Education
- Physical Education and Sports Science Curriculum Studies/Teacher Education
- Science and Mathematics Education

Advisor

(Optional) If you would like to request an advisor, who is that person? _____

The advisor must be a member of the Graduate Faculty of Texas Tech University and the concentration to which you are applying.

Letter of Application

As part of your application process to the Texas Tech University PhD in Curriculum and Instruction, the faculty requires completion of a letter of application from you. In this letter discuss your (a) professional goals, (b) teaching and other professional experience, (c) research interests, and (d) other pertinent information. The information you provide enables us to more accurately assess the compatibility between your educational and career goals and the Curriculum and Instruction program goals.

Writing Sample

As part of your application process to the Texas Tech University PhD in Curriculum and Instruction program, submit a writing sample (e.g., exam, paper, manuscript) that demonstrates your composition skills and scholarship.

Vita (Resume)

Please attach your vita (resume) to this application.

I certify that all the information in my application is true and correct.

 Signature

 Date

PhD in Curriculum and Instruction
Texas Tech University College of Education
Recommendation Form

To the applicant: Complete the information requested below and give this form to at least three people who will serve as references along with stamped envelopes addressed to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, TX 79409. Sign the waiver below if you want the recommender's comments to remain confidential. *At least three recommendations must be submitted.*

Applicant's Name: _____
Last
First
Middle

Recommender's Name: _____
Last
First
Middle

I waive my rights to ever see this form and any supplementary notes or letters.	
_____ Signature	_____ Date

Applicant: Do Not Write Below This Line

To the recommender: The person named above is applying for admission to the PhD in Curriculum and Instruction at Texas Tech University. We would appreciate having your appraisal of the applicant's qualifications for doctoral work. Please respond on this form and attach an additional letter if you wish. Thank you for your assistance.

1. How long have you known the applicant? less than one year more than one year
2. How well do you know the applicant? casually fairly well very well
3. In what capacity have you known the applicant? _____

4. Please rate the applicant on the characteristics shown below by checking a box to indicate your assessment of the applicant relative to each characteristic.

First, indicate below to whom you are comparing the applicant.

- undergraduates master's level students doctoral level students

	Very Weak	Weak	Strong	Very Strong	Can't Judge
a. Capacity for analytical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accepts responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Motivation and enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Organizational ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Ability to work with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Weak	Weak	Strong	Very Strong	Can't Judge
f. Ability to handle stressful situations effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Possesses integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Written and oral communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Ability to synthesize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Creative problem solving ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you have knowledge of the applicant ever behaving in an unethical or unprofessional manner?

Yes No If yes, please explain.

6. What is your assessment of the applicant's potential as a scholar in curriculum and instruction?

7. What is your assessment of the applicant's potential as a leader in education?

8. What is your estimation of the applicant's chances of successfully completing the program of study in Curriculum and Instruction? What characteristics does the applicant possess that will contribute or detract from her or his success in this program?

9. If you alone were making the decision to accept this applicant as a doctoral student, which of the following would best describe your decision?

- Recruit – will be a truly outstanding student and professional
- Definitely accept – will complete the degree at a superior level
- Accept – will complete the degree at an adequate level
- Do not accept

**Please promptly return the completed recommendation form.
The application will not be reviewed until all recommendations are received.**

Name: _____

Signature: _____ Date: _____

Position: _____

Phone: _____ Email: _____

Thank you for your assistance.

Please return this form in the envelope provided to:
Associate Dean for Graduate Education and Research
College of Education
Texas Tech University
Box 41071
Lubbock, Texas 79409-1071

Advisor and Members of the Doctoral Advisory Committee and Planning your Program and Residency

Temporary Advisor and Advisor:

Upon admission to the PhD in Curriculum and Instruction you will be assigned a Temporary Advisor from your concentration to help you begin your program. Before completing 18 credit hours, you must choose an Advisor, who may be your Temporary Advisor and must be from the Department of Curriculum and Instruction, to guide you through planning your coursework, selecting an advisory committee, leading your qualification exam, and carrying out other tasks to help you succeed in your doctoral program.

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

Advisory Committee:

Before completing 18 credit hours you need to select an advisory committee. You must talk with your advisor about potential committee members and visit individual faculty members you might want to serve on your committee to determine their areas of expertise, research interests, and willingness to work with you. At least four (4) faculty members must be selected to constitute your doctoral advisory committee. Your advisor will serve as the advisory committee chair and there will be at least one other member from Curriculum and Instruction. At least one committee member must be from outside Curriculum and Instruction. All members of your doctoral advisory committee must be members of the Graduate Faculty. Membership of your advisory committee will be listed on the program form which is submitted to the Graduate School.

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

Preliminary Exam:

Depending on your concentration you may be required to complete a preliminary exam to help your advisor and advisory committee plan your program. Depending on the concentration, this evaluation may consist of a formal written or oral examination, a review meeting with a committee or graduate advisor, or the successful passing of a key course or courses.

Planning Your Program:

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

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

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

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

2. Assign additional course work and experiences (e.g., internships and practica) as dictated by the results of the formal evaluation (i.e., preliminary examination), the student's professional goals, and the judgment of the committee.
3. Discuss potential research topics for the dissertation.
4. Approve the doctoral program of studies and report the required information in the proper form prescribed by the Graduate School (go to <http://www.depts.ttu.edu/gradschool/current/DocForms.php>).

Note: This form must be signed by the advisor and forwarded to the department chair along with a copy of the Program of Studies – Work Sheet that appears later in this handbook. The College of Education requires that the doctoral program be reviewed and signed by the department chair and the Associate Dean for Graduate Education and Research before it is sent to the Graduate School for final review and approval. Subsequent changes can be made by completing the proper form (go to <http://www.depts.ttu.edu/gradschool/current.php>) which must be signed by your advisor and submitted to the department chairperson.

Changing Advisors or Advisory Committee Members:

On rare occasions and for significant reasons, it might be necessary to replace your advisor or other members of your committee. Should this be necessary, you should consult your committee chair or Department Chair to select appropriate replacements. A change of advisor or committee membership form, a copy of which appears on the next page, must be sent to the Graduate School through the Department Chair and Associate Dean of Graduate Education and Research requesting the change. Only the Graduate Dean can approve changes in a doctoral advisory committee.

Change of Advisor or Advisory Committee Member

PhD in Curriculum and Instruction

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

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

Name: _____ Date: _____

Concentration (Circle One):

- Bilingual/ESL Education Language and Literacy Education Physical Education and Sports Science
 Curriculum Studies/Teacher Education Science and Mathematics Education

Change of Advisor:

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

Proposed New Advisor: _____
Printed Name *Signature* *Date*

Current Advisor: _____
Printed Name *Signature* *Date*

Change of Advisory Committee Member:

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

Proposed New Member: _____
Printed Name *Signature* *Date*

Current Member: _____
Printed Name *Signature* *Date*

Current Advisor: _____
Printed Name *Signature* *Date*

Approval by the Department Chairperson:

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

Department Chairperson: _____
Printed Name *Signature* *Date*

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

Transfer Credit

Work completed in the doctoral program of another recognized graduate school will be considered on the recommendation of the student's doctoral advisory committee, but no assurance can be given that such work will reduce the course or residence requirements at Texas Tech University. In no case can transfer credit reduce the minimum residence. (Information concerning residence requirements is available in the current TTU graduate catalog.)

Continuation of Enrollment

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

Program of Study

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

The degree requires a minimum of 93 graduate level courses, which includes at least 12 hours of dissertation research.

The nine hour Core requirement varies by concentration, as follows:

ESL/Bilingual Education, Language and Literacy Education,
and Physical Education and Sports Science:

Nine hours selected from EDCI 5320 Curriculum Theory: Foundations, EPSY 5310 Philosophy of Education, EPSY 5314 History of Education, EPSY 5323 Cultural Foundations of Education, EPSY 5331 Human Development in Education, and EPSY 5332 Advanced Educational Psychology. Core courses may also meet other degree requirements.

Science and Math Education:

Nine hours selected from curriculum, instruction, diversity, instructional technology, history of education, philosophy of education, or educational psychology. Each of the courses must be in a different area on the list. None of the courses may be in the science and mathematics education concentration, but any of these core courses may also meet other degree requirements. The goal of this requirement is for students to understand foundational educational concepts that undergird the teaching of math and science education.

Curriculum Studies/Teacher Education:

Nine hours selected from philosophical/historical, political, cultural, arts, global education, or psychological/developmental. Each of the courses must be in a different area on the list. None of the courses may be in the curriculum studies/teacher education concentration, but any of these core courses may also meet other degree requirements. The goal of this requirement is for students to understand foundational educational concepts that undergird curriculum studies/teacher education.

Requirements for the PhD in Curriculum and Instruction

Goals	Requirements
Core Courses	9 hours – Varies by concentration
Become independent researchers in at least one concentration and one research paradigm.	15 hours, including: <ul style="list-style-type: none"> • 2 courses in statistics and 2 courses in qualitative methods. • 1 research course that provides depth of skills in either qualitative, quantitative, or mixed methods.
Understand qualitative and quantitative research methods.	(EPSY5379 is a leveling course and does not meet this requirement.) ----- 12 hours of dissertation.
Develop the ability to communicate research to a broad range of audiences (e.g., researchers, school board members, or the general public).	3 hours A course on educational policy and current issues in education with the assignments being submissions for newspapers and other media that influence the general public.
Refine their knowledge, skills and dispositions to teach a diverse range of students and enable others to teach the same range of students.	6 hours Coursework in English as a second language, bilingual education, linguistics, foreign language, diversity studies or special education as approved by the student's committee.
Further develop their ability to use traditional and emerging technology when instructing others and in conducting research.	3 hours A course on using available and emerging technology to develop and teach distance delivery courses.
Be able to apply, synthesize and evaluate curriculum and instruction theory.	9 hours Foundations of curriculum. Foundations of instruction. A course in depth on an educational theory or theorist.
Demonstrate mastery of content, pedagogical content knowledge and instructional practices in their field of study.	27 hours in a concentration Including <ul style="list-style-type: none"> • a course on introduction to the research in one's concentration. • a course that focuses on designing one's dissertation. • a practicum applying curriculum and/or instruction theory to a practical educational problem, requiring analyzing the situation and making recommendations for solving the problem. • An internship in which students work closely with faculty members to learn how to teach a course in their discipline.
Electives – Could be a minor.	15 hours.
Total	93-99 hours (In some cases a course may meet more than one requirement, but in no case may the total number of hours be less than 93.)

Program of Studies – Work Sheet

PhD in Curriculum and Instruction

Name: _____ Date: _____

Concentration (Check One):

- Bilingual/ESL Education

 Language and Literacy Education
 Physical Education and Sports Science

 Curriculum Studies/Teacher Education
 Science and Mathematics Education

Advisor: _____ *From Concentration*

Other Committee Members: _____

Includes at least one more C&I faculty member and includes at least one member from outside C&I. (Include a total of at least three members besides your advisor to make a total of at least four people on your committee.)

Date Residency Completed: _____ Date Qualifying Exam Passed: _____

Date Dissertation Proposal Approved: _____ Date Dissertation Defended: _____

1. **Core Curriculum – 9 hours** – Varies by concentration. (Courses must be outside one's concentration.)

Course Name	Course #	Credits	When Plan to Take	When Taken

2. **Research – 27 hours** – Become independent researchers in at least one concentration and one research paradigm and understand qualitative and quantitative research methods.

- a. Two courses in statistics – Many students take EPSY 5380 and 5381.

Course Name	Course #	Credits	When Plan to Take	When Taken

- b.* Two courses in qualitative methods. Many students take EDCI 5386 and 6382.

Course Name	Course #	Credits	When Plan to Take	When Taken

- c.* A research course that provides depth of skills in either qualitative, quantitative, or mixed methods.

Course Name	Course #	Credits	When Plan to Take	When Taken

- d.* Dissertation (12 hours) – EDCI 8000.

Course Name	Course #	Credits	When Plan to Take	When Taken

3. **Communicate Research – 3 hours** – Develop the ability to communicate research to a broad range of audiences (e.g., researchers, school board members, or the general public). (A course on educational policy and current issues in education with the assignments being submissions for newspapers and other media that influence the general public.

Course Name	Course #	Credits	When Plan to Take	When Taken

4. **Diversity – 6 hours** – Refine their knowledge, skills and dispositions to teach a diverse range of students and enable others to teach the same range of students. (Coursework in English as a second language, bilingual education, linguistics, foreign language, diversity studies or special education as approved by the student’s committee.) EDCI 6333 and EPSY 5323 are two possibilities, but other courses may meet this requirement.

Course Name	Course #	Credits	When Plan to Take	When Taken

5. **Teach at a Distance – 3 hours** – Further develop their ability to use traditional and emerging technology when instructing others and in conducting research. (A course on using available and emerging technology to develop and teach distance delivery courses.) EDIT 5370 and EDIT 5390 are possible.

Course Name	Course #	Credits	When Plan to Take	When Taken

6. **Curriculum and Instruction – 9 hours** – Be able to apply, synthesize and evaluate curriculum and instruction theory.

- a. A course in curriculum – EDCI 5320 is a possible course.

Course Name	Course #	Credits	When Plan to Take	When Taken

- b. A course in instruction – EDCI 5310 and EDCI 5335 are possible courses.

Course Name	Course #	Credits	When Plan to Take	When Taken

- c. A course in depth on an educational theory or theorist – EDCI 6331 is a possible course.

Course Name	Course #	Credits	When Plan to Take	When Taken

7. **Concentration– 27 hours** – Demonstrate mastery of content, pedagogical content knowledge and instructional practices in their field of study.

- a. a course on introduction to the research in one's concentration.

Course Name	Course #	Credits	When Plan to Take	When Taken

- b. a course that focuses on designing one's dissertation.

Course Name	Course #	Credits	When Plan to Take	When Taken

- c. a practicum applying curriculum and/or instruction theory to a practical educational problem, requiring analyzing the situation and making recommendations for solving the problem – EDCI 6393 is a possible course.

Course Name	Course #	Credits	When Plan to Take	When Taken

- d. An internship in which students work closely with faculty members to learn how to teach a course in their discipline – EDCI 6393 is a possible course.

Course Name	Course #	Credits	When Plan to Take	When Taken

- e. Other courses in the concentration

Course Name	Course #	Credits	When Plan to Take	When Taken

- 8. **Electives– 15 hours (or more)** – To bring the total number of hours to at least 93 (but not more than 99). Could be a minor.

Course Name	Course #	Credits	When Plan to Take	When Taken

Submit a copy of the completed worksheet with the Graduate School Program Form to the Department Chair.

Residency Requirement

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

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

Qualifying Examination

All Curriculum and Instruction doctoral students must pass a qualifying examination prior to receiving their degree. Students are permitted to take the examination no earlier than their last semester of coursework, excluding the dissertation. Students must apply to take the examination in the office of the College of Education Associate Dean for Graduate Education and Research (Ed., Room 105). For additional information about the Doctoral Qualifying Examination, see the Student Handbook.

The following statements govern the administration of the Qualifying Examination.

1. At the discretion of the student's committee, the written portion of the qualifying examination for the PhD in Curriculum and Instruction must be composed of either (1) questions for which students write their answers, without notes, in a proctored room in the College of Education, (2) questions given to the student to answer at home, or (3) a combination of both options one and two.
2. Regardless of which of the three options for the written exam is used, an oral exam must be administered following the written portion of the qualifying examination.
3. The written portion of the examination must ask questions about (1) the student's concentration, (2) their research skills, and (3) the remaining goals for the PhD program with attention to the concentration being about equal to the sum of the attention to the research skills and other goals. (It is inappropriate to ask students to write the first three chapters of their dissertation as their qualifying exam.)
4. If the written examination is composed only of questions to be answered in a proctored room in the College of Education, the student will be given twelve hours spread over a

one week period to respond, using a computer (e.g., four three-hour sessions)

5. If the written examination is composed of only questions to answer at home, the student must return their answers two weeks after receiving them. The sum of their typed answers must be no longer than 30 pages, double spaced, with one inch margins in 12 pt. Times New Roman font.
6. If a combination of proctored and take home responses is used, the sum of the two parts of the exam should approximate the parameters for the proctored or take home only written examination.
7. When either the proctored and/or take home exam is given, the student may ask their committee chair for clarification of questions; but no further assistance may be given by the student's committee members.
8. The student's committee members compose the student's questions, following these guidelines, for the written and oral examination, oversee the administration of the examination, and evaluate the student's answers.
9. The oral examination of approximately two hours must be limited to questions that ask the student to clarify and/or extend their written answers plus other questions that address the goals for the program.
10. If the qualifying examination is given in the fall or spring semester the oral examination must be held no more than three weeks after the student turns in their answers.
11. The qualifying examination may be given in the summer only if all committee members agree to the examination being given then.
12. If the written portion of the qualifying examination is given in Summer I, the written and oral portions must be completed prior to the end of Summer I.
13. If the qualifying examination is given in Summer II, then the deadline for the orals will be September 15 of the subsequent fall semester.
14. At the discretion of the student's committee, the committee members may give the student, prior to the written portion of the examination, guidance in what questions might be asked. Options for guidance include but are not limited to giving the student a brief or detailed list of topics to be covered, sample questions from other exams, and possible questions that could be asked.
15. Nothing about these statements may be construed to contradict other university policy.

Candidacy and Dissertation Committee

After passing the qualifying examination, the student becomes a "candidate" and at that point a dissertation committee, which may be the same as the advisory committee, is appointed. At least two members, one of whom is the committee chair, must be from Curriculum and Instruction; and at least one member must be from outside Curriculum and Instruction. As with the advisory committee, any changes in the dissertation are rare and may be done only for significant reasons. Any changes are approved via the change in committee form that appears above.

Steps to Complete the PhD in Curriculum and Instruction

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

	What	When
1	Student applies for admission to both the Graduate School and the College of Education. Upon receipt of their application the Graduate School emails the student telling them how to track the status of their application on line.	Prior to admission
2	Admission to the degree program and a concentration. Upon recommendation of the Department, the College of Education Graduate Office notifies the student about the admissions decision; and if they are admitted, the letter includes the name of the Temporary Advisor. Soon thereafter the Graduate School updates their site indicating the admissions and sends a letter of acceptance to international students only verifying the admissions.	Upon admissions The Temporary Advisor and Program Coordinator for the student's concentration are also informed of the admission.
3	First semester's enrollment. The student must contact the Temporary Advisor for advice. Then the student enrolls in the classes.	Contact the Temporary Advisor upon admissions; enrollment dates are announced.
4	Continuous enrollment is required in all long semesters. The student must apply to the Graduate School for re-admission after not taking coursework in one or more long semester. The Graduate School may approve or deny re-admission.	Prior to taking courses after a layoff, if needed.
5	The student must take a preliminary exam, the nature of which is governed by each concentration.	Usually in the first semester of coursework
6	From the graduate faculty the student selects a Doctoral Advisor who assists the student in planning their doctoral studies. If that person is the Temporary Advisor, no further action is needed. If that person is different than the Temporary Advisor, then a Change of Advisor form must be completed. (Changing advisors does not constitute a change in concentration.)	As early as possible but at least before completing 18 hours
7	With advice from the Doctoral Advisor, the student selects an Advisory Committee of the Doctoral Advisor plus at least three other faculty, at least one of whom must be from Curriculum and Instruction and one of whom must be from outside Curriculum and Instruction. Steps 6 & 7 are reported to the Grad School by the Doctoral Advisor with approval of the Department Chairperson.	Before completing 18 hours

8	The student's Advisory Committee plans the student's program of studies, using the "Program of Studies – Work Sheet." At the discretion of the Doctoral Advisor, the Committee may meet face-to-face or the student may meet individually with the Committee members.	Before completing 18 hours
9	After the Advisory Committee approves the student's program, the student's Doctoral Advisor, with approval of the Department Chairperson, submits the "Program for Doctoral Degree and Report of Preliminary Examination" to the Graduate School.	Before completing 18 hours Failure to complete this step by 18 hours will result in a warning; failure to complete this step by 27 hours will result in a block on further enrollment.
10	The student's Doctoral Advisor submits changes in degree program, if necessary.	As needed
11	Complete residency. See the doctoral handbook for options.	Complete before taking the Qualifying Examination. (Completion of this requirement is checked by the Graduate School prior to graduation.)
12	The student's Advisory Committee administers the Qualifying Exam; the Doctoral Advisor reports the results of the examination and the appointment of the Dissertation Committee, often the same as the Advisory Committee, to the Graduate School who admits the student to candidacy. The form is available on the Graduate School site.	No earlier than the last semester of coursework and at least three months prior to graduation. After passing the exam, the Grad. School approves the student as a "candidate."
13	The candidate proposes their dissertation topic and procedure to their Dissertation Committee for their approval. (With consent of the Dissertation Advisor, the student informs the College of Education Graduate Office of the defense at least two weeks before the proposal defense.) The Doctoral Advisor reports via memo the results of the proposal meeting to the College of Education Graduate Office.	After admission to candidacy and prior to formally conducting dissertation research.
14	The student submits an Institutional Review Board (IRB) approval form for the dissertation research, if human subjects are involved.	After the proposal has been approved by the student's Dissertation Committee.
15	Continuous student enrollment in all long semesters and in Summer School, if that is the semester of graduation, is required of candidates.	All semesters.
16	Candidate files with the Graduate School a "Statement of Intention to Graduate" form with official title of dissertation listed. (If the student does not graduate that semester, she or he must file a new form in their intended graduation semester.)	Semester of graduation.
17	Candidate must pay document fees through the Student Business Services Office	Semester of graduation. (This fee is paid only once.)

18	With consent of the Dissertation Advisor, the candidate schedules a final oral defense of dissertation. (The candidate submits defense notification form to the College of Education Graduate Office at least three weeks before the dissertation defense.)	At least three weeks prior to the defense.
19	Candidate completes on line College of Education and Department of Curriculum and Instruction doctoral surveys.	Prior to dissertation defense.
20	The candidate stands for their oral defense of their dissertation and the results are reported by the Dissertation Advisor via a form, which is available on the Graduate School website, to the Graduate School.	Prior to announced deadline in semester of graduation.
21	After incorporating committee changes, the candidate submits PDF file of dissertation to the Graduate School's Dissertation Supervisor for review	Prior to announced deadline in semester of graduation. (Usually 5 weeks before graduation date.)
22	Final grade (A or B) submitted by the Dissertation Advisor to the Registrar.	End of semester when dissertation was defended.
23	The candidate submits official PDF file of dissertation to ETD web site, orders and takes all personal/paper copies to Graduate School	Prior to announced deadline
24	The candidate is hooded by their advisor at graduation ceremonies. A celebration ensues.	At an announced date at the end of either the fall, spring or summer semester.

Statement of Intention to Graduate and Graduation Fees

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

Additional Suggestions and Information

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