This Handbook is intended for students in the Ph.D. program in the Department of Curriculum and
Instruction in the College of Education at the University of Houston. It provides an overview of
program requirements, policy, rules, and regulations. The information included is designed to
facilitate students’ progress toward the attainment of their degree. The purpose of this handbook is
to supplement and clarify – not supersede – policies and procedures provided at the College of
Education and the University of Houston level.

Please send any comments or questions about this handbook to Dr. Jennifer Chauvot at
(jchauvot@uh.edu)
Welcome to the University of Houston and congratulations on starting your journey in the Doctor of Philosophy in Curriculum and Instruction program.

The Ph.D. in Curriculum and Instruction prepares aspiring scholars and researchers to meet today’s challenges to education in multicultural urban settings. The Houston metropolitan area, with over one and a half million K-12 students, is a laboratory of practice for our Ph.D. students from nearby and from around the world. Here, they can engage in inquiry on critical issues and needs germane to education in an increasingly diverse society.

Each of our faculty brings a commitment to providing you with the highest standard of excellence through their teaching, advising and mentorship.

We look forward to accompanying you on your educational journey!
Overview

THE COLLEGE OF EDUCATION

The University of Houston's College of Education prepares graduates to change the world - through teaching, leadership, research and content-based learning. Currently, over 3,000 students pursue more than 30 undergraduate and graduate academic programs, both on campus and online.

Our programs exceed national standards for excellence, including by the Council for the Accreditation of Educator Preparation (CAEP) and the American Psychological Association (APA). Our graduate online programs are ranked #2 in the nation by U. S. News and World Report and the National Council on Teacher Quality (NCTQ) Teacher Preparation Review ranked Undergraduate and Secondary Teacher Preparation in the top five (5) nationwide #2 in the nation by US News and World Report, and the National Council on Teacher Quality ranks our teacher preparation program among the nation's top 5 percent nationwide.

GOALS OF THE PROGRAM

The Ph.D. in Curriculum and Instruction (with an emphasis in a chosen program area) is a 66-hour doctoral program that establishes a link between research and practice, providing opportunities to investigate curriculum, instruction, assessment, and social justice issues within an urban education context. Ph.D. students will engage in rigorous research, quality teaching, and contextual service to enhance education, curriculum and instruction, and community connections. The program area, core, and research courses, in addition to the dissertation process and other experiential opportunities, prepare students for positions in higher education or other related areas that expect continued examination of research and practice in urban environments.

SPECIALIZATION AREAS

The Ph.D. in Curriculum and Instruction is a 66-hour doctoral program which focuses on Urban Education with a study emphasis in of the following specializations: Art Education, Early Childhood Education, Learning, Design & Technology, Mathematics Education, Reading, Language Arts and Literature Education, Science Education, Social Education/Social Studies, Teaching and Teacher Education. Innovation, diversity and excellence are words that characterize this Ph.D. program at the University of Houston. UH is recognized as one of only three national Tier One Hispanic-serving public research universities. It is also designated as an Asian-American serving institution. It is now
welcoming the best and brightest local, national and international students into its Ph.D. program in Curriculum and Instruction.

Questions about a specialization should be directed to the faculty advisor in each of the areas described below. Contact information for each faculty specialization lead can be found online section (http://coe.uh.edu/degree-programs/cuin-phd/)
Program Leads

**Dr. Sheng Kuan Chung is a Professor and Program Lead for Art Education. He can be reached at skchung@uh.edu**

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

**Dr. Nicole Andrews is an Associate Professor and Program Lead for Early Childhood Education. She can be reached at nlandrews@uh.edu**

The Early Childhood Education emphasis is designed to meet the educational needs of researchers who seek to improve their investigative and instructional skills in early childhood education settings within urban environments. Courses, field experiences, and research studies are complemented with progressively more involved curricula encompassing young children in group settings within public and private settings. Such training is the best possible preparation for careers in higher education, in schools as educational leaders and in child-related agencies.
Dr. Sara McNeil an Associate Professor and Program Lead for Learning, Design & Technology. She can be reached at smcneil@uh.edu

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

Dr. Jennifer Chauvot is the Department Chair for Curriculum and Instruction, Associate Professor and is also the Program Lead for Mathematics Education. She can be reached at jchauvot@uh.edu

The doctoral program with an emphasis in Mathematics Education integrates curriculum and instructional theories, technology, issues of equity and social justice, research, and practice in order to prepare graduates to fill a variety of leadership positions. Graduates have assumed positions as mathematics education researchers, professional developers, mathematics supervisors in school districts, and mathematics teachers at elementary, secondary, and post-secondary levels. The degree offers students with opportunities to investigate mathematics education at all grade levels (pre-school through secondary).
Dr. John M. Ramsey is an Associate Professor and Program Lead for Science Education. He can be reached at jramsey@uh.edu

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

Dr. Laveria Hutchison is an Associate Professor and Program Lead for Reading, Language Arts and Literature Education. She can be reached at lhutchison@uh.edu

The doctoral program in Reading, Language Arts, and Literature concentrates on the effective teaching of reading, writing, and communicating. Literacy development, content area reading, clinical diagnosis, psychology of reading, reading comprehension, and the analysis of reading programs and other curriculum materials in language arts are studied in advanced seminars. In addition, this program provides for advanced study in literature for children and young adults. Graduates from the program are university professors, literacy curriculum specialists, school administrators, and campus literacy coaches.
Dr. Cameron White is Professor and Program Lead for Social Studies/Social Education. He can be reached at cswhite@uh.edu

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

Dr. Freiberg is a Moores Professor and Program Lead for Teaching and Teacher Education. He can be reached at hjfreiberg@uh.edu

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

UNIVERSITY OF HOUSTON GRADUATE AND PROFESSIONAL STUDIES GRADUATE CATALOG

It is the responsibility of students to read the Graduate and Professional Studies Catalog and be familiar with the requirements, rules, and policies currently in effect for all graduate students at the University of Houston. The catalog is available online at www.uh.edu/grad_catalog.

Doctoral students in this program need to pay particular attention to the following UH policies:

- Low Grade Policy
- Financial Responsibility
- 99-Hour Cap
- Leave of Absence
- Academic Calendar

UNIVERSITY OF HOUSTON WEBSITE

The University of Houston Homepage contains policies in regard to student business services including tuition/fees amounts, payment options with due dates, and refunds; the academic calendar; enrollment schedules; and more.

COE OFFICE OF GRADUATE STUDIES WEBSITE

The COE Office of Graduate Studies (OGS) provides leadership and continuous support for all graduate programs, faculty and students in the College of Education. COE policy information is available on the OGS website at College of Education Office of Graduate Studies.

CURRICULUM AND INSTRUCTION DEPARTMENT

Please visit the Curriculum and Instruction (C&I) website for information about the Department, important dates, and additional C&I Department information.

MYUH

The University of Houston is a student-focused, yet self-service, academic community. As such, students must complete many administrative actions themselves. Through the myUH portal, students may check admission status, register for classes, reserve parking, reset passwords, add classes, view financial aid, make payments, download 1098Ts, and much more. For more information about myUH, visit http://www.uh.edu/academics/courses-enrollment/The-New-myUH/Info-for-students/
Personal contact information such as phone numbers, mailing addresses, and destination email addresses change; students are required to update myUH so that the latest information is available.

**MYADVISOR**

The *MyAdvisor* portal is the electronic interface for student services in the College of Education. Students use this online application primarily to document their progress toward their degree completion and to submit required forms for approvals. This portal is an internal program and not part of *myUH*.

Please note that you must use your UH CougarNet credentials to log into the *MyAdvisor* at https://www.coe.uh.edu/MyAdvisor/login.cfm

For password assistance or to reset/change to a new password, please access https://ssl.uh.edu/password/index.php#/ and follow the prompts.

If you have questions about how to enter information in *MyAdvisor*, please contact your advisor or Ms. Bernice Roberts in the College of Education Office of Graduate Studies (Farish Hall, Room 256) at broberts2@uh.edu.

Detailed information pertaining to *MyAdvisor* usage is provided within this handbook.

**FACULTY ADVISOR AND DEPARTMENTAL STAFF**

A faculty advisor and the administrative staff within the Curriculum and Instruction Department as well as the College of Education Office of Graduate Studies also serve as resources and will provide guidance on policies and procedures. They are able to answer questions or concerns about the doctoral program.

**GRIEVANCE POLICY AND PROCEDURES**

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the College of Education Student Grievance Policy and in the UH Graduate Studies Catalog.

- COE Student Grievance Policy [www.coe.uh.edu/student-services/graduate-office/Current Students/grievance-policy/](www.coe.uh.edu/student-services/graduate-office/Current Students/grievance-policy/)
RIGHTS AND RESPONSIBILITIES

Graduate students have many rights and responsibilities. These are listed on the Graduate School website at http://www.uh.edu/graduate-school/current-students/student-rights-responsibilities/

PROGRAM REQUIREMENTS

The 66-hour Doctoral Ph.D. in Curriculum and Instruction is designed to be completed in 4 years for students who enroll full-time or in six years for students who enroll in part-time. The degree program enrollment time is equal to eight (8) academic semesters for full-time students and twelve (12) academic semesters for part-time students. These courses are divided between curriculum core courses, research courses, program area courses, and doctoral dissertation course.

DOCTORAL COURSE REQUIREMENTS

The 66 hours of the Ph.D. courses are distributed as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Number of Courses</th>
<th>Number of Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>REQUIRED RESEARCH CORE</td>
<td>5</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>CUIN 8370: Introduction to Educational Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 8371: Introduction to Quantitative Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 8372: Introduction to Qualitative Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 research methods courses from the approved list below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Curriculum and Instruction Core</td>
<td>8</td>
<td>24 hrs.</td>
</tr>
<tr>
<td>CUIN 7360: Curriculum Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 8345: Curriculum and Instruction Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 8393: Advanced Internship &amp; Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 8341: Critical Issues and Research in Urban Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 8342: Social Justice and Equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 8352: Advanced Seminar in Instructional Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 7373: Instructional Strategies for Teaching Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUIN 8361: The State of the Curriculum Field in Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Area Emphasis and approved electives</td>
<td>7</td>
<td>21 hrs.</td>
</tr>
<tr>
<td>Dissertations</td>
<td>2</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>TOTAL COURSES AND HOURS TO COMPLETE DEGREE</td>
<td>20 + 2 DISSERTATION</td>
<td>66 hrs.</td>
</tr>
</tbody>
</table>

REQUIRED BENCHMARKS:
Candidacy Paper and Qualifying Examination
## APPROVED CHOICE RESEARCH COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRS 8383: Action Research</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>CUIN 7370: Teacher as a Researcher</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>CUIN 8377: Qualitative Inquiry in Education I</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>CUIN 8378: Qualitative Inquiry in Education II</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>CUIN 8384: Experience-Based Research I</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>CUIN 8385: Experience-Based Research II</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>CUIN 8386: Advanced Issues in Qualitative Research</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>SAER 8320: Ethnographic Methods in Educational Research</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>SAER 8321: Survey Methods in Educational Research</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>PHLS 8300: Advanced Educational &amp; Psychological Measurement</td>
<td>Survey Methods &amp; Measurement</td>
</tr>
<tr>
<td>PHLS 8301: Analysis of Complex Survey Data in Psy/Educ Research</td>
<td>Survey Methods &amp; Measurement</td>
</tr>
<tr>
<td>PHLS 8327: Longitudinal Data Analysis in Psy/Educ Research</td>
<td>Survey Methods &amp; Measurement</td>
</tr>
<tr>
<td>PHLS 8321: Structural Equation Modeling in Psychological and Educational Research</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>PHLS 8325: Advanced Analyses for Causal Inferences in Psy/Educ Research</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>PHLS 8322: Intermediate Statistical Analysis in Psychological and Educational Research</td>
<td>Statistics</td>
</tr>
<tr>
<td>PHLS 8324: Multivariate Analysis in Psychological and Educational Research</td>
<td>Statistics</td>
</tr>
<tr>
<td>PHLS 8326: Nonparametric Stats in Ed Research</td>
<td>Statistics</td>
</tr>
<tr>
<td>SAER 8370: Program Evaluation Research</td>
<td>Program Evaluation</td>
</tr>
</tbody>
</table>

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

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

Research Methods Courses

All doctoral students are required to complete CUIN 8370: Introduction to Educational Research, CUIN 8371: Introduction to Quantitative Research and CUIN 8372: Introduction to Qualitative Research, before taking other research courses. After successful completion of the nine-hour introductory sequence, all doctoral students are required to complete two additional research courses (6 hrs.) in quantitative or qualitative research methods selected from the list of approved courses below in consultation with their advisor.

Approved Research Courses

All three courses below are required (Introduction to Educational Research)

- CUIN 8370: Introduction to Educational Research
- CUIN 8371: Introduction to Quantitative Research
- CUIN 8372: Introduction to Qualitative Research

Curriculum and Instruction Seminar (CUIN 8345)

The Curriculum and Instruction Seminar (CUIN 8345) is intended to prepare students for the demands and responsibilities of the doctoral program as well as to further their scholarly progress needed to be successful in an academic or research position. The main purpose for the seminar is to take at least one significant step forward in completing one of the major doctoral program requirements, such as to initiate a literature review pertinent to dissertation, prepare a candidacy paper, conduct research for the comprehensive examination, or begin a dissertation proposal.
Additionally, the Curriculum and Instruction Seminar (CUIN 8345) introduces students to a variety of experiences designed to immerse doctoral students in the academic activities, conversations, and traditions of educational studies throughout their Ph.D. program. In particular, the Department of Curriculum and Instruction intends for students to gain exposure to ideas and experiences beyond their courses at the University. As a critical part of the doctoral degree, activities must be integrated into the student’s larger education experience.

**Ph.D. Portfolio**

During CUIN 8345, students are introduced to a Ph.D. Portfolio detailing evidence of each activity and reflections on what was learned from each activity. The Ph.D. Portfolio should also include a revised Curriculum Vita. The final Student Portfolio will be presented and submitted during CUIN 8393: Advanced Internship and Practicum.

**Student Professional Development Workshops and Enrichment Activities**

Students are encouraged in their participation in enrichment activities throughout their time in the program. Professional Development workshops are provided annually from the University, the College and the CUIN department as well as from outside organizations both locally and nationally. When considering enrichment activities, consider students should consider activities that further develop their academic knowledge, skills, and practices.

Examples of student enrichment activities might include:

- Webinar
- Seminar
- Workshops
- Lectures
- Conferences
- Proposal defenses

Students should document these activities in their Ph.D. Portfolios, and include them in their Annual Student Progress Report submitted in MyAdvisor.
Internship and Practicum (CUIN 8393) Purpose and Requirements

Students will take CUIN 8393, Advanced Internship and will engage in the internship process during that semester. Initial arrangements for the internship may be made by the student in consultation with the academic advisor. An internship must also receive the final approval of the instructor of record for CUIN 8393. An internship proposal is thus due prior to the beginning of the semester in which the student will be enrolled in the internship course. The instructor of record will facilitate the course and work with the academic advisor (if different) and student on specific needs and expectations for the internship.

A doctoral internship must involve the student actively in an educational setting (e.g., participating in research/scholarship or teaching) related to the student’s program of study or career plan. It should involve the student in integrating coursework and extending the student’s professional experience. Sample internship experiences regarding teaching include teaching courses at the college/university level either on campus or off campus, serving as co-instructor, or Graduate Assistant (GA) for courses. Sample internship experiences regarding scholarship include working on grant projects or proposals, developing manuscripts for publication review and proposing or presenting at professional conferences. Developing a research study / protocol, completing a literature review, or engaging in a pilot project / study may also satisfy internship expectations. Additional scholarship expectations can be negotiated with the instructor, student, and academic advisor.

Customarily, the instructor of record meets periodically with the student while the internship is in progress to discuss specific learning goals. While the internship experience is mostly conducted individually, the instructor of record will also conduct regular seminars on teaching, scholarship, and service for all students to attend.

Every internship must include as a culminating product a written report that communicates the key learning outcomes by the student from the internship. This product must include an analysis of the experience and how learning outcomes are related to the student’s prior learning and career plan.
<table>
<thead>
<tr>
<th>Activity Categories</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Assisting in a graduate/undergraduate class; curriculum development; guest speakers; grading; facilitating online discussion forums; teach graduate/undergraduate class</td>
</tr>
<tr>
<td>Research &amp; Scholarship</td>
<td>Submit IRB proposal; submit an IES, NIH, or other federal student-based grant application; attend a local, regional, national, or international conference; prepare and submit a paper for publication; act as research assistant on a research project; present a paper at professional meeting/conference; attend student presentations/defenses</td>
</tr>
<tr>
<td>Service</td>
<td>Serving on local, regional, national, or international committees tied to their field; community-based volunteer activities</td>
</tr>
</tbody>
</table>

**Student Scholarly and Creative Work**

The process of performing first author responsibility during the entire publication process from submission, through reviews and resubmission, and on to final acceptance, provides unique and valuable professional training.

It is expected that Ph.D. students will engage in scholarly and creative works during the program. Students are encouraged to discuss publication/creative work ideas with their advisors each year, and consider submitting, publishing, and presenting multiple papers and/or creative works throughout their time in the program. The CUIN department believes scholarly and creative work can be demonstrated in a variety of ways such as the following examples:

- Preparing and Submitting a Manuscript for Publication
- Submitting a Proposal for Presentation at a State, Regional or National Conference
- Developing Creative Work for Juried Recognition
- Developing a Grant Proposal with Faculty and Doctoral Peers
- Research Proposals
- Preparing and Submitting Book Reviews
- Providing Editorial contributions to Professional Journals and Organizations
- Others Approved by Your Academic Advisor
Degree Plan Example for full-time students

YEAR ONE
Fall Semester Courses
  - CUIN 8345: Curriculum and Instruction Seminar
  - CUIN 8341: Critical Issues & Research Urban Education
    Program Area Course

Spring Semester Courses
  - CUIN 8370: Introduction to Educational Research
  - CUIN 7360: Curriculum Theory
    Program Area Course

YEAR TWO
Fall Semester Courses
  - CUIN 8371: Introduction to Quantitative Research
  - CUIN 8361: The State of the Curriculum Field in Education
    Program Area Course

Spring Semester Courses
  - CUIN 8372: Introduction to Qualitative Research
  - CUIN 8342: Social Justice and Equity
    Program Area Course

YEAR THREE
Fall Semester Courses
  - CUIN 7373: Instructional Strategies for Teaching Adults
    Research Choice course
    Program Area Course

Spring Semester Courses
  - CUIN 8352: Advanced Seminar in Instructional Technology
    Research Choice course
    Program Area Course
YEAR FOUR

Fall Semester Courses

CUIN 8393: Advanced Internship and Practicum
CUIN 8398: Independent Study or Dissertation (3hrs)
Program Area Course

Spring Semester Courses

Dissertation (6hrs)
Degree Plan Example for part-time students

YEAR ONE
Fall Semester Courses

CUIN 8341: Critical Issues & Research Urban Education
Program Area Course

Spring Semester Courses

CUIN 8370: Introduction to Educational Research
Program Area Course

YEAR TWO
Fall Semester Courses

CUIN 8371: Introduction to Quantitative Research
Program Area Course

Spring Semester Courses

CUIN 7360: Curriculum Theory
Program Area Course

YEAR THREE
Fall Semester Courses

CUIN 8345: Curriculum and Instruction Seminar
Program Area Course

Spring Semester Courses

CUIN 8372: Introduction to Qualitative Research
Program Area Course

YEAR FOUR
Fall Semester Courses

Research Choice course
CUIN 8361: The State of the Curriculum Field in Education

Spring Semester Courses

Research Choice course
Program Area Course
YEAR FIVE

Fall Semester Courses

CUIN 7373: Instructional Strategies for Teaching Adults
CUIN 8393: Advanced Internship and Practicum

Spring Semester Courses

CUIN 8342: Social Justice and Equity
CUIN 8352: Advanced Seminar in Instructional Technology

YEAR SIX

Fall Semester Courses

Dissertation (6hrs)

Spring Semester Courses

Dissertation (if needed)

*Please Note: All CORE course substitution must be approved via graduate petition prior to enrolling in the course.

Effective Fall 2017 prior to enrolling in CUIN 8371 Introduction to Quantitative Research you must meet the prerequisite below:

*Prerequisite research skills are determined using the following metrics

- GRE score on Quantitative section >= 40% OR
- Evidence of introductory statistics course on transcript

Students without the required prerequisites in research will be given a remediation that must be fulfilled before the student begins the core quantitative research course (CUIN 8371) required in the PhD program.
Possible online modules are:

Introduction to Statistics (Udacity, self-paced)

Introduction to Statistics (Stepik, self-paced)

Statistics in Education for Mere Mortals (Canvas.net, 5 weeks)
https://www.mooc-list.com/course/statistics-education-mere-mortals-canvasnet

Introduction to Statistics for the Social Sciences (Coursera, 11 weeks)

Introduction to Statistics (3-Module Series) Stat2.1x: Introduction to Statistics: Descriptive Statistics (edX, 5 weeks)
https://www.edx.org/course/introduction-statistics-descriptive-uc-berkeleyx-stat2-1x

Stat2.2x: Introduction to Statistics: Probability (edX, 5 weeks)
https://www.edx.org/course/introduction-statistics-probability-uc-berkeleyx-stat2-2x

Stat2.3x: Introduction to Statistics: Inference (edX, 5 weeks)
https://www.edx.org/course/introduction-statistics-inference-uc-berkeleyx-stat2-3x

*Students may request approval from the research faculty (Dr. Jie Zhang; jzhang64@uh.edu) for another online statistics module. Requests for approval should be made through email and should include a link to the module.

Reading list

During the first semester of the program, all Ph.D. students will receive a reading list of articles and books that are considered required reading for the program. Students are responsible for studying the entire list before they apply for the qualifying examination. Specialization area will provide separate reading lists.
Registering for Courses

ENROLLMENT SCHEDULE

Students can begin enrolling in courses according to the enrollment schedule at http://www.uh.edu/academics/courses-enrollment/enrollment-schedule/index.php

NOTE: After the final day to add a class, posted on the Academic calendar, we cannot add you to a class.

ENROLLING IN COURSES

The name and class number of the courses will be sent to you by email before each semester. These courses are hidden and NOT listed in the UH class schedule, so please follow the instructions to add a course listed below. If you need assistance with enrollment please contact Ms. Becky Perez at rperez@uh.edu. Please include your PeopleSoft ID on all emails.

Login to myUH here: https://saprd.my.uh.edu/psp/saprd/?cmd=login&languageCd=ENG&

Choose the Enroll tab and select the classes to add. Enter the 5-digit class number, not the course number.

![Figure 5. Adding hidden classes.](image-url)
PAYMENT DEADLINES

It is important to note that you must pay or make financial arrangements by the deadline in order to stay enrolled in courses. The UH website has information about installment plans at http://www.uh.edu/financial/payment/plans/ and many other financial options at http://www.uh.edu/financial/payment/faq/.

REGISTRATION FOR DOCTORAL DISSERTATION CREDITS / INDEPENDENT STUDY COURSES

Doctoral students cannot enroll in dissertation hours until a successful dissertation proposal defense is approved. Once students sign up for doctoral dissertation credits they must continuously enroll for a minimum of 3 credits of doctoral dissertation (CUIN 8399) every subsequent semester until the doctoral dissertation is completed. Students typically should be enrolled in 3 credits of doctoral dissertation (CUIN 8399) the semester after a successful dissertation defense and the semester of the final defense. Students receiving financial aid usually must enroll in 6 credits of doctoral dissertation (CUIN 8699) in order to qualify for financial aid. Students should contact the UH Financial Aid Office if they have questions.

In summary, students need to be enrolled in CUIN 8399 or CUIN 8699 during the semesters in which they plan to hold their proposal and their final doctoral dissertation defense.

Students can take more than 6 doctoral dissertation hours, but they only get credit for having taken 6 credit hours. Sometimes students need to take additional hours in order to stay continuously enrolled in the program.

COURSE AND BENCHMARKS INQUIRIES

Contact your faculty advisor regarding questions related to course content, course sequence, and benchmarks.

FINANCIAL HOLDS

A financial hold is posted in myUH will prevent registration until payment or financial arrangements have been made. Contact the Office of Student Business Services at http://www.uh.edu/about/offices/enrollment-services/student-business-services/ with questions related to financial holds. Students may register once the financial hold is cleared.
Academic Advising

ADVISING AND VALID CONTACT INFORMATION

The student’s relationship with his or her faculty advisor is one of the primary means by which the program monitors and facilitates student progress through the program. Students are expected to maintain regular contact with their faculty advisors throughout their matriculation, keep their faculty advisors apprised of any problems or concerns that may affect their academic work, complete degree plans in close consultation with their faculty advisors, and seek their faculty advisor's consultation and assistance as appropriate.

Students must keep their myUH accounts updated with their UH email address and/or destination email address, mailing address and telephone number that will enable the faculty advisor to reliably contact the student. Failure to maintain valid contact information is a serious issue since the faculty must be able to have confidence that time-sensitive and/or important information will be delivered to the student. Failure to maintain valid contact information is a serious deficiency that may lead to the development of a Performance Improvement Plan (PIP), at any time that the faculty determine that the contact information is not valid. How to set up Email Alias

CHANGING FACULTY ADVISORS

Based on similar interests identified during the application process, a doctoral program advisor is assigned to each student upon matriculation. The initial assignment of a faculty advisor takes into account current faculty advising loads, a variety of other factors, and the consistency of research interests between the student and the faculty member. This primary advisor assists the student in planning a program of study to meet degree requirements. However, during the first year or beyond, a student’s research may diverge from the advisor’s area of expertise or specialization. In this case, the student or the faculty member may request a change in assignment.

Students who desire to change their faculty advisors should first alert their current faculty advisor and the Program Area Coordinator about this intention prior to soliciting other faculty as potential faculty advisors. Once this reassignment has been approved, the student must complete and submit a Request for Change of Advisor Form on MyAdvisor so that this change is officially recognized. The student’s current faculty advisor continues serving in this capacity until another faculty member in the Program agrees to accept the student as a new advisee.
Student Progress and Annual Review

**ONGOING AND ANNUAL REVIEW**

The overall progress of all doctoral students is evaluated annually by faculty advisors associated with the Ph.D. program. Students are given feedback each year concerning the outcome of this evaluation. Students are in good standing if they: (*see page 48 & 49 for example of Annual Review form)

- register continuously at the University in courses consistent with the approved degree plan, or seek a formal leave of absence from the program if they must interrupt their enrollment;
- maintain close contact with their faculty advisor concerning progress toward the degree;
- make adequate progress in their research (e.g., candidacy paper, etc.) in accordance with the length of time that the student has enrolled in the program; and,
- maintain adequate progress and performance in their coursework. Adequate progress includes formally resolving all Incompletes received in any course during the previous semesters.

**LEAVE OF ABSENCE**

Students are expected to maintain continuous enrollment in the doctoral program. Any doctoral students who cannot enroll in a given semester must apply for a leave of absence using a Graduate and Professional Student Petition available here [http://www.uh.edu/graduate-school/forms/](http://www.uh.edu/graduate-school/forms/).

Leaves of absence may only be granted by the Dean of the College of Education for exceptional circumstances such as educational opportunities which will not require the use of university resources, personal problems which temporarily interfere with the student's ability to continue in the program, or other such circumstances as the dean determines are extenuating. Leaves of absence shall be granted for specific periods of time, e.g. one semester, one year, etc. and may contain requirements for readmission into the program. A student who requests an extension of a current leave of absence shall have that request considered as a new request.

**DISMISSAL POLICIES AND PROCEDURES**

Dismissal action is typically the outcome of careful inquiry and collection of data from multiple sources as well as communication with the student regarding his or her unsatisfactory performance in basic or, where appropriate, remedial work, as outlined in a Performance Improvement Plan. The
dismissal of a student from the program is a significant event for the student, the program, and the program faculty. Dismissal from the program will be evaluated if the student has not demonstrated appropriate, consistent matriculation; has engaged in academic dishonesty; has not met multiple program milestones; has been charged with or convicted of a criminal offense; has failed to demonstrate an adequate level of professional or personal competency, or for other serious reasons (e.g., has been disruptive to the education and training process).
Student Support Services

There is a wide array of support services sponsored by a variety of campus offices and facilities. This section describes some of these services and resources.

**UH GENERAL OVERVIEW OF RESOURCES AND QUICK LINKS:**

Please visit http://www.uh.edu/students/index.php for details regarding multiple resources available to students at University of Houston.

**ACADEMIC CALENDAR**

http://catalog.uh.edu/content.php?catoid=8&navoid=1555

**TUITION, FINANCIAL AID, PAYMENT DUE DATES, AND REFUNDS**

Information about these programs are available through the University of Houston Office of Student Business Services at http://www.uh.edu/about/offices/enrollment-services/student-business-services/.

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**

More information about University of Houston services are available at http://www.uh.edu/caps/.

**STUDENT LIFE RESOURCES/WELLNESS**

A great education extends beyond the classroom. At the University of Houston, we support your success with wellness programs, counseling services, a professional police service and much more. The University of Houston also offers specialized programs for international students and students with disabilities. More information is available at http://www.uh.edu/student-life/resources/.

**SCHOLARSHIPS**

Information about scholarships is available on the UH Scholarship page (http://www.uh.edu/financial/undergraduate/types-aid/scholarships/) and on the College of Education page (http://www.uh.edu/education/student-services/fin_aid_scholarships/scholarships/).
TECHNOLOGY

Center for Information Technology (CITE) in the College of Education

CITE offers multi-faceted technology services to the entire College of Education. Information is available at [http://www.coe.uh.edu/student-services/technology-services/services/](http://www.coe.uh.edu/student-services/technology-services/services/)

CITE also provides a Training Library with many tutorials about technology and technology tools. In addition, a section on “Dissertation Resources” provides videos about thesis and dissertation formatting, citation style, and a sample dissertation.

![Figure 6. Training video about dissertation formatting available on the CITE website.](image)

University Information Technology (UIT)

UIT services cover issues pertaining to email accounts and other general technology. Additional information is available at [http://uh.edu/infotech/](http://uh.edu/infotech/).
Student Tasks: Submit Your Degree Plan

Students in the program are required to complete a degree plan using MyAdvisor that lists the coursework a student will complete for the degree. The degree plan should be submitted by the end of the first semester. A degree plan must be approved by the student’s faculty advisor, the program area lead, the program director and the Dean or his/her designee.

A change in a student’s degree plan must be approved by the faculty advisor. To make changes to an approved degree plan, students submit via MyAdvisor a Submit/Change Degree Plan form indicating the changes to the degree plan and the reason for such changes.

Also, ensure that you have the correct faculty advisor assigned to your MyAdvisor account. Please contact your faculty advisor if you have questions about your degree plan.

**MYADVISOR: SUBMIT A DEGREE PLAN**

- Access [https://www.coe.uh.edu/MyAdvisor/login.cfm](https://www.coe.uh.edu/MyAdvisor/login.cfm) and login with your CougarNet
- In the Course ID field, enter the course prefix (e.g., CUIN) and the course number (e.g., 7390).
- In the Course Name field, enter the name of the course.
- Click submit to complete your submission.
### Degree Plan

Data and information from your previous degree plan are populated into the new template below. Please review and/or make some changes if necessary before you submit it. After your degree plan is submitted, you are able to edit your text (Course ID), Course Name, Semester, Hours, Grade, or Transfer Credit and/or add more rows if they are available, but you cannot delete a row from the degree plan.

This form must be filled out within one hour. If you attempt to submit it after an hour has passed, the submission will fail.

An interruption in attendance for more than one academic year invalidates the current submission. Approval of this degree plan cannot occur unless the student has applicable transfer credit and/or Wave courses evaluated by their advisor and submitted to the College of Education Graduate Studies Office using the Graduate and Professional Student Petition. Do not list Transfer Credit or Wave courses on this degree plan. After the approval of your request, the College of Education Graduate Studies Office will contact you with information for the listing of your Transfer Credit or Wave courses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUIN 7331</td>
<td>Diagnosing and Correcting Reading Problems</td>
<td></td>
</tr>
<tr>
<td>CUIN 8341</td>
<td>Critical Issues &amp; Research in Urban Education</td>
<td></td>
</tr>
<tr>
<td>CUIN 8396</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>CUIN 8379</td>
<td>Selected Topics in CAl (Readings Research in Social Ed)</td>
<td></td>
</tr>
<tr>
<td>CUIN 8371</td>
<td>Introduction to Quantitative Research</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8370</td>
<td>Introduction to Educational Research</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8397</td>
<td>Selected Topics in CAl</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8397</td>
<td>Selected Topics in CAl</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 7360</td>
<td>Curriculum Theory</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8393</td>
<td>Advanced Internship &amp; Practicum</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8372</td>
<td>Introduction to Qualitative Research</td>
<td>select one</td>
</tr>
<tr>
<td>EPSY 8322</td>
<td>Intermediate Statistical Analysis in Psychological and Educational Research</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8342</td>
<td>Social Justice and Equity</td>
<td></td>
</tr>
<tr>
<td>CUIN 8378</td>
<td>Qualitative Inquiry in Education II</td>
<td></td>
</tr>
<tr>
<td>CUIN 8397</td>
<td>Selected Topics in CAl</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8373</td>
<td>Inst Sft Tchng Adult</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8361</td>
<td>State of the Curriculum Field</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8352</td>
<td>Advanced Seminar in Instructional Technology</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8391</td>
<td>Independent Study</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8357</td>
<td>Doctoral Seminar in Social Edu</td>
<td>select one</td>
</tr>
<tr>
<td>CUIN 8359</td>
<td>Dissertation</td>
<td>select one</td>
</tr>
</tbody>
</table>

**Figure 7. Degree plan view in MyAdvisor**
Student Tasks: Write and Defend Your Candidacy Paper

PURPOSE
The purpose of the candidacy paper is to show evidence that the potential candidate is capable of conducting, writing, and presenting a comprehensive research project. Prior research projects (e.g., master’s thesis, published research articles, and evaluation reports) can be submitted and must be defended before the examining committee.

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

- a theoretical/conceptual framework
- a review of the research/literature
- description of methods or inquiry procedures

The student's advisor along with other members of the candidacy examining committee may require a more complete study to include components such as summary and discussion of findings, and conclusions and implications of results. The three-member examining committee must include at least two tenure-track members or one tenured faculty, one of which must be in the student’s department.

The paper should follow guidelines appropriate for the discipline, e.g., see the most current version of the Publication Manual of the American Psychological Association.

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

The Candidacy Paper is also uploaded in MyAdvisor.
MYADVISOR: SUBMIT CANDIDACY PAPER

- Access https://www.coe.uh.edu/MyAdvisor/login.cfm and login with your CougarNet credentials.
- Click Candidacy Report.
- Paste the title of your paper in the first field.
- Paste the statement of the problem in the second field.
- Add your defense date.
- Upload your Candidacy Paper.
- Click submit to complete your submission.

Figure 8. Candidacy Paper form in MyAdvisor.
QUALIFYING EXAMINATION

Note. Students may not take the qualifying examination until they have successfully defended their candidacy paper.

DESCRIPTION

The CUIN doctoral qualifying examination is intended to assess the student’s understanding of educational research methodologies, of the chosen field of study, and of how this chosen field is situated in the broader field of Curriculum and Instruction. It is also intended to assess the student’s capacity to move into the dissertation phase of the program. The CUIN doctoral qualifying examination will be offered only in the fall and spring semesters.

APPROVAL TO TAKE THE QUALIFYING EXAMINATION

After the student applies for the qualifying examination, the Department of Curriculum and Instruction determines if the student has met all requirements to take the examination. In order to be approved at the Departmental level to take the qualifying examination you must meet the following requirements:

- You may not have any Incomplete grades ("I")
- You must have an approved degree plan on MyAdvisor
- You must have defended your candidacy prior to the comp application deadline and an approved candidacy form must be on file on MyAdvisor
- You must apply for the comprehensive exam by the application deadline.
  - Please list the three areas you are to be tested on Qualitative and Quantitative Research Methods, Urban Education and Program Area specialization
- You must be enrolled and have continuous enrollment
- Minimum GPA requirement 3.0 or above
- Have competed at least 36 doctoral hours at UH

An email is then sent to the student indicating approval to begin the qualifying examination administration.

PROCEDURES

The qualifying examination consists of three questions covering the following topics:

- General Curriculum and Instruction (CUIN)/Urban Education
- Qualitative and Quantitative Research Methods
- Program Area Specialization
The qualifying examination is prepared and administered by the Program Area, members of the Research Examination Committee, and members of the CUIN/Urban Education Examination Committee.

Figure 9. Doctoral Portfolio Exam application form in MyAdvisor.
GRADING OF THE EXAMINATION

The grading system will consist of the following ratings: a) Pass or b) Fail. Within 10 working days of completing the examination, the appropriate committee members will evaluate and submit examination results. After the Committee's evaluation, a copy of the written examination, including evaluation comments by the Committee is submitted to the Office of the College of Education Associate Dean of Graduate Studies.

If a student fails one of the three questions, he/she must retake a similar question from the same (failed) topic area within the next academic year. If a student fails two or more of the three questions, he/she must retake the entire examination (all three questions) within the next academic year. The student may not re-take the examination within the same semester. Students have two opportunities to pass all three parts from the examination. Should the student fail any portion of the qualifying examination a second time, the student shall not be eligible for a Ph.D. degree in Curriculum and Instruction in the College of Education at the University of Houston.

GENERAL POLICIES

Academic Honesty. “Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the University of Houston or a course instructor to fulfill academic requirements.

Plagiarism or cheating will not be tolerated. Notification to all concerned parties will be made immediately. Learn more at http://www.uh.edu/provost/policies/honesty/

All students are bound by the University of Houston Academic Honesty Policy at http://catalog.uh.edu/content.php?catoid=6&navoid=1025.

NOTIFICATION OF EXAMINATION RESULTS

The Associate Dean of Graduate Studies and the advisor will notify the student of the results of his/her examination through MyAdvisor.

ACCOMMODATING STUDENTS WITH DISABILITIES

In accordance with 504/ADA guidelines, reasonable academic accommodations will be provided to students who request and require them. Call the Center for Students with DisABILITIES at 713-743-5400 or visit Justin Dart, Jr. Center for Students with DisABILITIES for more assistance.
Student Tasks: Human Subjects and Training Requirements

INSTITUTIONAL REVIEW BOARD AND THE COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

Review and oversight of research involving human subjects or identifiable data derived from human subjects is the charge of a federally mandated committee called an Institutional Review Board, or IRB. The University of Houston has three IRBs, collectively known as the Committees for the Protection of Human Subjects (CPHS). CPHS is responsible for safeguarding the rights and welfare of all persons participating in research projects. [http://www.uh.edu/research/compliance/irb/](http://www.uh.edu/research/compliance/irb/)

All University of Houston faculty, staff, or students proposing to engage in any research activity involving the use of human subjects must have approval from the IRB prior to the recruitment of subjects or the initiation of research procedures.

It is important to remember that the University of Houston will not allow data collected prior to IRB certification, or IRB research study approval, to be utilized for any research project, including a doctoral dissertation.

HUMAN SUBJECTS TRAINING

Any student preparing to collect qualitative or quantitative data for dissertation development, proposal, or doctoral dissertation MUST COMPLETE Human Subjects Training and BE CERTIFIED by the University of Houston Institutional Review Board. Information about Human Subjects Research Training Requirements is available at [http://www.uh.edu/research/compliance/icon/IRB/training/](http://www.uh.edu/research/compliance/icon/IRB/training/)

The Human Subjects Research Course is available through the Collaborative Institutional Training Initiative (CITI). The course, consisting of 10 online modules, provides basic information on the ethical principles and federal regulations that protect human participants in research. Completion of CITI training ensures that researchers understand key concepts such as research misconduct, informed consent and conflict of interest. A minimum score of 80 percent correct overall is required to obtain a certificate of completion for the CITI modules. The CITI Completion Report should be sent to your advisor at the completion of the training.
INSTITUTIONAL REVIEW BOARD APPLICATIONS

The student must fill out the appropriate IRB forms – and receive approval – in order to collect data. A comprehensive guide to CPHS policies is available on their website at http://www.uh.edu/research/compliance/irb/policies/ IRB applications must be submitted online through ICON.

Contact your dissertation chair with questions.

Students may submit a Human Subjects application as soon as the dissertation committee agrees on the research question(s) and methodology.
Student Tasks: Doctoral Dissertation

*Note.* Students may not defend their Dissertation Proposal until they have passed the Qualifying Examination.

**PURPOSE**

While the completion of the dissertation comes at the end of the 60 hours of coursework, students should begin formulating the study early in the program.

The dissertation is a research study representing a scholarly work that contributes significantly to the student’s major field. The study should be part of a research program, guided by a mentor who is currently active in researching and publishing a given line of research. Therefore, the student’s investigation must be of a publishable quality for a top tier journal in the field.

**DISSERTATION WORKFLOW**

The workflow process in *MyAdvisor* ([https://www.coe.uh.edu/MyAdvisor/login.cfm](https://www.coe.uh.edu/MyAdvisor/login.cfm)) provides more information for completing the dissertation process.

Your *MyAdvisor* Dissertation Workflow steps are noted below:

<table>
<thead>
<tr>
<th>Dissertation Proposal Defense Phase</th>
<th>Step 1: Approved Degree Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step 2: Candidacy Report</td>
</tr>
<tr>
<td></td>
<td>Step 3: Qualifying Examination</td>
</tr>
<tr>
<td></td>
<td>Step 4: Dissertation committee formed and approved</td>
</tr>
<tr>
<td></td>
<td>Step 5: Approved Proposal Abstract</td>
</tr>
<tr>
<td></td>
<td>Step 6: Proposal Defense scheduled</td>
</tr>
<tr>
<td></td>
<td>Step 7: Proposal defended successfully</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation Defense Phase</th>
<th>Step 1: Approved Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step 2: Final Abstract approved</td>
</tr>
<tr>
<td></td>
<td>Step 3: Scheduled Final Defense</td>
</tr>
<tr>
<td>Official Dissertation Submission Phase</td>
<td>Step 4: Successful Final Defense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Official Dissertation Submission Phase</th>
<th>Step 1: Final Document approved by the Dissertation Chairperson and the COE Graduate Studies Office</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step 2: Survey of Earned Doctorate (Ph.D only)</td>
</tr>
<tr>
<td></td>
<td>Step 3: Final Document uploaded to the Texas Digital Library</td>
</tr>
<tr>
<td></td>
<td>Step 4: Graduate Exit Survey</td>
</tr>
<tr>
<td></td>
<td>Step 5: Final Approval given by College for awarding the doctoral degree</td>
</tr>
</tbody>
</table>

*Note.* For the steps 1, 2 and 3, the student will work under the guidance of the COE Graduate Studies Office.

You are finished!
**Enrollment in Dissertation Hours**

*Note.* Students may not enroll in dissertation hours until they have successfully defended their dissertation proposal.

Once enrolled for dissertation credit, the candidate must be continually enrolled (except for summers) to receive dissertation credit. However, the student must enroll in summer terms if working on the dissertation, utilizing faculty time or university facilities during the summer sessions, or if graduating during the summer. Continuous enrollment should be for at least three credit hours each semester the candidate works on the dissertation; and the students must have a total of at least six (6) dissertation credit hours (i.e., CUIN 8399). Specifically, students must be enrolled in a minimum of 3 dissertation credit hours during the semester that the student defends his/her dissertation.

Students may register in absentia for dissertation credit if arrangements are made through the College of Education’s Office of Graduate and Professional Studies at least two weeks before the registration period. Registration for all other students must be completed in the prescribed manner during the announced registration period through [myUH online](https://myuh.uh.edu).

Helpful resources for dissertation formatting and printing, such as video tutorials, are available in the CITE (Center for Information Technology in Education) training library at [http://www.coe.uh.edu/cite](http://www.coe.uh.edu/cite).

**Dissertation Committee**

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

The dissertation committee shall be composed of at least four members who meet the following criteria:

- A tenured or tenured-track faculty will serve as the chairperson from the candidate’s department (a co-chairperson may be from the candidate’s department, another department or from outside the College).
- Two tenured or tenured-track faculty from the candidate’s department or College.
- Additional committee member(s) is/are:
  - on the faculty of the College of Education; or
on the faculty of another college or school of the University of Houston; or

a person from outside the University.

A person can hold adjunct faculty status at the University of Houston and be recommended to serve on a dissertation committee on a one-time only basis by the committee chair and approved by the appropriate College designee. A complete vita for the faculty member must be submitted with each approval.

The student must complete the Committee Appointment form found in MyAdvisor https://www.coe.uh.edu/MyAdvisor/login.cfm. Appointment of the research committee follows the established MyAdvisor approval process.

MYADVISOR: COMMITTEE APPOINTMENT FORM

- Access https://www.coe.uh.edu/MyAdvisor/login.cfm and login with your CougarNet credentials.
- Click Dissertation Committee.
- Type or paste the title of your dissertation in the Tentative Title field.
- Add the members of your dissertation committee, beginning with your chairperson. Use this format: Last name, Dr. First name. Add their department and area of expertise. For your methodologist, add ”Methodologist” in the expertise field.
- For an external committee member, please add their university in the department field and upload their CV.
- Click submit to complete your submission.

Figure 10. Committee Appointment form view in MyAdvisor.
DISSERTATION PROPOSAL DEFENSE

*Note.* The student must have passed the Candidacy Paper and the CUIN Qualifying Examination or the prior to the defense of the Dissertation Proposal.

The workflow is as follows:

1. The student develops a dissertation proposal under the supervision of the dissertation committee chairperson. The chairperson should notify the student when the proposal is ready to be distributed to the dissertation committee for the defense.
2. The student coordinates and sets a defense date with the committee.
3. With the approval of the dissertation chair, the student prepares an abstract no more than 300 words and uploads the abstract to MyAdvisor ([https://www.coe.uh.edu/MyAdvisor/login.cfm](https://www.coe.uh.edu/MyAdvisor/login.cfm)) at least ten working days prior to the student's oral defense of the proposal.
4. The student uploads the Dissertation Proposal in MyAdvisor and adds the defense date. Approval of the dissertation Proposal defense follows the established MyAdvisor approval process.
5. The student defends the proposal to the Dissertation Committee. A Dissertation Committee cannot approve a proposal if more than one (1) member of the committee is absent at the time of the student's defense. The committee may approve the proposal as presented, suggest changes, or disapprove the proposal. All members of the Dissertation Committee must approve the proposal.
6. The Chairperson approves the defense following the established MyAdvisor process.

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

**MYADVISOR: DISSERTATION PROPOSAL ABSTRACT**

- Access [https://www.coe.uh.edu/MyAdvisor/login.cfm](https://www.coe.uh.edu/MyAdvisor/login.cfm) and login with your CougarNet credentials.
- Click Proposal Abstract.
- All College of Education graduate student abstracts for dissertations and thesis will provide a brief overview of the study in a maximum of 300 words, and will not include citations.
All abstracts, including those posted in MyAdvisor, will include the following structure (this should be in paragraph form double-spaced)

On the first line of the abstract page, center the word **Abstract** (no bold, no italics, no underlining, no quotation marks).

The following should be in one paragraph with no indentations.

The line below the centered Abstract word starts the paragraph with the word **Background:** typed in **bold.** The student should then state the thesis/dissertation background which describes the problem statement. (3-4 sentences) Next the word **Purpose:** typed in bold. The purpose should describe the research question. (5-6 sentences) Next the word **Methods:** typed in bold. The methods should describe the participants, instruments, or sources of data, planned analyses, etc. (5-6 sentences) Next the word **Results:** typed in bold. The results will not be included in the Abstract of the proposal. The results will only be included for the final Abstract only. (6-7 sentences) Lastly the word **Conclusion:** typed in bold. The conclusion will not be included in the Abstract of the proposal. Conclusion will only be included for the final Abstract only. (3-4 sentences) Insert a “Section Break (Next Page).” This will allow the page to be different by assigning it a page number but not allowing it be shown. In Word this can be done by going to the Insert tab and clicking Page Break on the left side of the page. – If you have additional questions or concerns, please check with your dissertation or thesis chair or the office of Graduate Studies.

*Effective Fall 2017:* Before a student submits the abstract, he or she should distribute the abstract for approval from each committee member. Approval of an abstract indicates that the committee member has checked for grammar and spelling, that the abstract follows the required format (http://www.uh.edu/education/student-services/grad-sops-students/), and that the research design, methods, and reporting of findings, if applicable, is sound.

- Once the student has approval from all committee members, the student should submit in MyAdvisor and then send an email to the Director of the program (Dr. Margaret Hale, Ed.D. program; Dr. Jennifer Chauvot, Ph.D. program) with committee members cc’d. The subject line of the email should read “Abstract submitted in MyAdvisor”. The body of the email should indicate that an abstract has been submitted for review and that all committee members have approved the abstract.
MYADVISOR: PROPOSAL DEFENSE

- Access https://www.coe.uh.edu/MyAdvisor/login.cfm and login with your CougarNet credentials. Once your Abstract is approved on MyAdvisor.
- Click Proposal Defense.
- Select the date of your defense (must be 10 working days in the future).
- Select the time of your defense.
- Select the location of your defense, (you must reserve a conference room)
- Click button that says, “Preview Email to Faculty.”
- Click submit to complete your submission.

DOCTORAL CANDIDATE DESIGNATION

Students will be granted the title “Doctoral Candidate” following sequential completion of the (1) Candidacy Paper, (2) Qualifying Examination, and (3) the defense of the Dissertation Proposal.

ENROLLMENT IN DISSERTATION HOURS

Note. Students may not enroll in dissertation hours until they have successfully defended their Dissertation Proposal.

Once enrolled for dissertation credit, the candidate must be continually enrolled (except for summers) to receive dissertation credit. However, the student must enroll in summer terms if working on the dissertation, utilizing faculty time or university facilities during the summer sessions, or if graduating during the summer. Continuous enrollment should be for at least three credit hours each semester the candidate works on the dissertation; and the students must have a total of at least
six (6) dissertation credit hours. Specifically, students must be enrolled in a minimum of 3 dissertation credit hours during the semester that the student defends his/her dissertation.

**DISSERTATION FORMATTING**

Helpful resources for dissertation formatting and printing are available in the CITE (Center for Information Technology in Education) training library at [http://www.coe.uh.edu/cite](http://www.coe.uh.edu/cite).

**FINAL DISSERTATION DEFENSE**

The same steps used for the proposal defense are repeated for the final dissertation defense. Once the proposal defense successfully occurs and the final chapters are approved, a student will be able to submit the final abstract in *MyAdvisor*. Again, in consultation with the dissertation chairperson, the student will prepare and submit the final abstract for the doctoral dissertation. There should be no typographical errors in this submission, as again, it is a part of the College’s record of your doctoral dissertation.

Before submitting the final abstract, the system requires confirmation of the doctoral dissertation committee. If the committee has changed, the student should follow the instructions in *MyAdvisor* to update the committee members.

Students must enter a final defense date in the *MyAdvisor* system at least 10 working/business days before the defense occurs. Again, after approval of the dissertation advisor, a student should choose a date that all of the committee members have agree upon, and then contact the department Program Manager to schedule a room where the defense will be held.

Once a student schedules a final dissertation defense, a notice goes out to all faculty informing them of the date, time, and location of the defense as well as the names of the committee members and a copy of the proposal abstract. After a successful defense, the dissertation advisor confirms this in *MyAdvisor* and the final defense will show as “Approved.”

Defense of the student’s dissertation is open to faculty of the University, graduate students of the College of Education, and others approved by the dissertation chairperson.

The final (oral) defense of the dissertation may not take place if more than one member of the research committee is absent at the time of the defense. Evaluation of the quality of the dissertation and the student’s oral defense occurs during the defense.
Approval by the dissertation/dissertation committee is possible with no more than one dissenting member. Upon approval, the student obtains the signatures of all approving members and the Dean of the College of Education. The dissenting committee member’s name will not appear on the title page.

**OFFICE OF GRADUATE STUDIES MEETING**

After the final dissertation defense, a student should make an appointment with the doctoral representative in the College of Education Office of Graduate Studies who must confirm appropriate APA formatting as well as provide information on how to upload the dissertation to *MyAdvisor* and the Texas Digital Library.

**OFFICIAL DISSERTATION UPLOAD TO MYADVISOR**

After the final defense and the completion of any corrections that the committee recommends, the student should upload the final doctoral dissertation to *MyAdvisor*. The doctoral dissertation uploaded to *MyAdvisor* must be saved as a PDF file and contain a signature page, signed by members of the dissertation committee and the Dean of the College of Education.

**SUBMISSION TO THE TEXAS DIGITAL LIBRARY (TDL)**

The link in *MyAdvisor* takes you to the TDL website. This version of the doctoral dissertation must include a blank signature page, be in appropriate APA format, and saved as a PDF file. The Office of Graduate Studies reviews and approves all TDL submissions.

**FINAL APPROVAL**

With the successful submission of all documents and a final graduation audit, you will receive your final approval from the College of Education.

Congratulations! You completed your doctoral dissertation submission process!
Student Tasks: Graduation

ENROLLMENT

Any student who expects to graduate in a given semester must be enrolled during that semester. This regulation applies to students who have not submitted a dissertation by the deadline of the previous semester.

GRADUATION APPLICATION

Students should complete a graduation application in myUH at the beginning of the semester in which they plan to finish the program. The application can be completed by logging in to myUH. Application filing deadlines are included in the UH Academic Calendar at http://publications.uh.edu/content.php?catoid=22&navoid=6057

APPLICATION FEE

A non-refundable application fee will be assessed for each graduation application filed during the regular and late graduation filing period. Candidates for graduation who have missed the final deadline for late filing of the application must petition with their college. If such request is approved by the college, students will be assessed the non-refundable graduation application fee.

A student who has applied for graduation, but does not complete the requirements, must submit a new graduation application in a future term that they expect to meet the requirements to be considered a candidate for the degree. Each subsequent graduation application submitted will be assessed the appropriate graduation application fee according to the filing period during which the application is submitted.

CAP AND GOWN

Students are responsible for ordering and paying for caps and gowns at the University Bookstore for all commencement exercises. Information is available on the HerffJones website at http://colleges.herffjones.com/college/uh/

DIPLOMAS

Certification for graduation is performed by the Graduate Dean’s office in the College of Education and a decision of approved or disapproved is rendered within 4-6 weeks after the close of the term.
Diplomas are typically mailed within 1-2 weeks from the time the approved certifications for graduation are processed.

COLLEGE OF EDUCATION CONVOCATION DETAILS

For details please visit http://www.uh.edu/education/student-services/graduation/
**Annual Review form sample on MyAdvisor**

**Student Name:**

**Department:** Curriculum and Instruction

**Contact Information:**

**Academic Level:** Doctoral

**Program:** Doctorate in Curriculum and Instruction

**SubPlan:**

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**Questions? Need help?**

Need Academic Assistance or non-technical assistance, contact your Faculty Advisor.

For Assistance only, contact Bernice Roberts at bernice@central.uh.edu

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**ANNUAL REVIEW**

Please fill out this form in one hour. If you attempt to submit it after an hour has passed, the submission will fail.

Please select the statement under each category that describes your progress in your program.

**Coursework** (Choose one option)
- 3-12 hours of coursework completed
- 15-24 hours of coursework completed
- 25-36 hours of coursework completed
- 37-48 hours of coursework completed
- 51-60 hours of coursework completed
- 61+ hours of coursework completed

**Candidacy Paper** (Choose one option)
- I am not working on my candidacy paper yet.
- I am working on the first draft of my candidacy paper.
- I am working on revisions to my candidacy paper.
- I have successfully defended my candidacy paper.

Semester and year you intend to finish: [select a semester]

**Examination Application** (Choose one option)
- I applied for, but did not take the Comprehensive/Qualifying Examination, yet.
- I applied for, but did not take the Superintendent Examination, yet.

Semester and year you intend to take: [select a semester]

**Examination Result (if taken):**
- Pass
- Fail

**Doctoral Thesis** (Choose one option)
- I am not working on my Thesis/Dissertation, yet.
- I am working on the first draft of my Thesis/Dissertation.
- I am working on revisions to my Thesis/Dissertation proposal.
- I have successfully defended my Thesis/Dissertation proposal.
- I am working on corrections to my Thesis/Dissertation.

**Graduation** (Choose one option)
- I expect to graduate in [select a semester]
- I have applied for graduation.
- I have not applied for graduation.
- I scheduled my review by the Graduated Studies Office.

List the course(s) (Name and Number) that you completed this semester:
In the space below, indicate your suggestions, concerns, or questions about your graduate program:

In the space below and using APA formatting, please provide citations of any publications you have had for the past calendar year.

In the space below and using APA formatting, please provide citations of any presentations you have delivered for the past calendar year.

In the space below, please detail teaching activities you have participated in, as part of your doctoral program.

In the space below, please detail research activities you have participated in, as part of your doctoral program.

In the space below detail any service activities you have participated in for the past calendar year.