

2023-24

# STUDENT HANDBOOK

Ph.D. in Curriculum & Instruction



College of Education

UNIVERSITY OF HOUSTON



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](mailto:jchauvot@uh.edu)

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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!

## Table of Contents

OVERVIEW .....	6
The College of Education .....	6
Goals of the Program .....	6
Specialization Areas.....	6
CUIN Ph.D. PROGRAM DETAILS .....	11
Degree Plan Overview .....	11
Timeline of Degree Plan for full-time students .....	12
Timeline of Degree Plan for part-time students.....	13
Benchmark Overview.....	13
Required Coursework Details .....	14
Research courses .....	14
Core courses.....	15
Expected Student Scholarly and Creative Work beyond Coursework.....	16
Benchmarks .....	17
Qualifying Portfolio .....	17
Candidacy Research.....	19
Doctoral Dissertation .....	19
Purpose .....	19
Overview of Dissertation Processes.....	19
Dissertation Committee.....	19
Dissertation Proposal and Defense .....	20
Enrollment in Dissertation Hours .....	21
Final Dissertation Defense .....	21
Dissertation Workflow .....	22
ACADEMIC ADVISING, STUDENT PROGRESS and ANNUAL REVIEW .....	22
Advising and valid contact information .....	22
Changing Faculty Advisors.....	23
Annual and Ongoing Review .....	23
Leave of Absence.....	23
Dismissal Policies and Procedures.....	24
UH ACADEMIC POLICIES AND OTHER RESOURCES.....	24
University of Houston Graduate and Professional Studies Graduate Catalog.....	24
University of Houston Website .....	24
COE Office of Graduate Studies Website .....	24

Department of Curriculum and Instruction.....	24
MyUH .....	24
MyAdvisor.....	25
Grievance Policy and Procedures.....	25
Rights and Responsibilities .....	25
Academic Honesty .....	25
Accommodating Students with Disabilities.....	25
Registering for Courses.....	26
Payment Deadlines .....	26
Financial Holds .....	26
Student Support Services.....	26
UH General Overview of Resources and Quick Links .....	26
Academic Calendar.....	26
Tuition, Financial Aid, Payment Due Dates and Refunds .....	27
Counseling and Psychological Services (CAPS).....	27
Student Life Resources/Wellness.....	27
Scholarships.....	27
Technology .....	27
STUDENT TASKS (HOW TO).....	27
Submit Your Degree Plan .....	27
Submit Your Candidacy Paper .....	28
Human Subjects and Training Requirements.....	30
Human Subjects Training .....	30
Institutional Review Board Applications .....	31
Committee Appointment Form.....	31
MyAdvisor: Dissertation Proposal Abstract.....	31
MyAdvisor: Proposal Defense.....	32
Doctoral Candidate Designation.....	32
Dissertation Formatting.....	32
Office of Graduate Studies Meeting .....	32
Official Dissertation Upload to MyAdvisor.....	33
Submission to the Texas Digital Library (TDL).....	33
Final Approval.....	33
Graduation.....	33
Enrollment.....	33
Graduation Application .....	33

Application Fee .....	33
Cap and Gown.....	33
Diplomas.....	34
College of Education Convocation Details .....	34

## **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 3,500 students, representing 86 nations pursue more than 30 undergraduate and graduate academic programs, both on campus and online. Students and prospective employers can be confident in the UH College of Education's commitment to rigorous national standards. Select programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) and the American Psychological Association (APA). Our counseling psychology doctoral program first earned APA accreditation in 1987, and our school psychology doctoral program became accredited in 2009. For our educator-certification programs, we were awarded full accreditation from AAQEP through June 30, 2029. Our graduate online programs are ranked #10 in the nation by U. S. News and World Report and the Teacher Education program is a 3-time winner of the Distinguished Program in Teacher Education Award from the Association of Teacher Educators (ATE), which recognizes outstanding programs that exemplify collaboration, innovation, and high quality.

### **Goals of the Program**

The Ph.D. in Curriculum and Instruction (with an emphasis in a chosen disciplinary specialization area) is a 66-hour doctoral program that establishes a link between research and practice by providing opportunities to investigate curriculum, instruction, assessment, and social justice issues within broad educational contexts. Ph.D. students will engage in rigorous research, quality teaching, and contextual service to enhance education, curriculum and instruction, and community connections. The specialization 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 educational environments.

*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 and Native American Pacific Islander-Serving Institution (AANAPISI). It welcomes the best and brightest local, national, and international students into its Ph.D. program in Curriculum and Instruction.

### **Specialization Areas**

The Ph.D. in Curriculum and Instruction is a 66-hour doctoral program that allows a study emphasis in of the following specializations: Art Education; Bilingual/ESL Education; Early Childhood Education; Learning, Design & Technology; Mathematics Education; Reading, Language Arts and Literature Education; Science Education; Social Education/Social Studies; and Teaching and Teacher Education.

Questions about a specialization should be directed to the designated faculty contact in each of the areas described below. Contact information is included.



Dr. Sheng Kuan Chung, Professor, is the contact person for the Art Education specialization within the Ph.D. He can be reached at [skchung@uh.edu](mailto: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. Mikel Cole, Associate Professor, is the contact person for the Bilingual/ESL Education specialization within the Ph.D. He can be reached at [mwcole3@uh.edu](mailto:mwcole3@uh.edu)

The doctoral program in Bilingual/ESL Education is designed to prepare researchers and educational leaders to advocate for bilingual/ESL educators, students, families and communities inside and outside of the K-12 education system. Students in the program will develop a firm foundation in cutting-edge research and best practices for emergent bilinguals or English Language Learners. Course work includes second language acquisition, curriculum design and instruction, language assessment and evaluation, Sociocultural Context and Policies, current trends and Issues in bilingual/ESL education. With a focus on theories, research and classroom practices, students will become active scholars, leaders and change agents in the bilingual/ESL education fields.



Dr. Sara McNeil, Associate Professor, is the contact person for the and Learning, Design & Technology specialization within the Ph.D. She can be reached at [smcneil@uh.edu](mailto: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, Associate Professor, is the contact person for the Mathematics Education specialization within the Ph.D. She can be reached at [jchauvot@uh.edu](mailto: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. Laveria Hutchison, Associate Professor, is the contact person for the Reading, Language Arts and Literature Education specialization within the Ph.D. She can be reached at [lhutchison@uh.edu](mailto: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. Sissy Wong, Associate Professor, is the contact person for the Science Education specialization within the Ph.D. She can be reached at [sissywong@uh.edu](mailto:sissywong@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. Jeannette D. Alarcón



Dr. Jeannette D. Alarcón , Associate Professor, and Dr. Conra D. Gist, Associate Professor, serve as Co-Specialization Leads for Teaching and Teacher Education. Dr. Jeannette D. Alarcón can be reached at [jdalarcon2@uh.edu](mailto:jdalarcon2@uh.edu), and Dr. Conra D. Gist can be reached at [cdgist@uh.edu](mailto:cdgist@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.



Dr. Conra D. Gist

## CUIN Ph.D. PROGRAM DETAILS

The 66-hour Ph.D. in Curriculum and Instruction is designed to be completed in 4 years for full-time enrollment, or in six years for part-time enrollment. 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. The courses are divided between curriculum core courses, research courses, program area courses, and a doctoral dissertation course. Embedded throughout enrollment are required benchmarks.

Since degree plans are enhanced periodically to support continuous improvement planning objectives, students will follow their approved degree plan that is in place *at the time in which they were admitted*. The most current sample degree plan and academic benchmarks are provided below.

### Degree Plan Overview

Course Type	# of Courses	# of Hours Earned
<b>REQUIRED RESEARCH CORE</b>	5	15 hrs.
CUIN 8370: Introduction to Educational Research		
CUIN 8371: Introduction to Quantitative Educational Research		
CUIN 8372: Introduction to Qualitative Educational Research		
2 research methods courses from the approved list below		
<b>Required Curriculum and Instruction Core</b> <i>All CORE course substitutions must be approved via graduate petition prior to enrolling in the course.</i>	5	15 hrs.
CUIN 8345: Curriculum and Instruction Seminar		
CUIN 8341: Critical Issues and Research in Urban Education		
CUIN 8342: Social Justice and Equity		
CUIN 7373: Instructional Strategies for Teaching Adults OR CUIN 8361: The State of the Curriculum Field in Education		
CUIN 8352: Technology Applications for Educational Leaders OR CUIN 7360: Curriculum Theory		
<b>Specialization Emphasis: CUIN 8393 (required) and approved specialization/elective courses</b>	10	30 hrs.
<b>Two</b> CUIN 8399 or <b>One</b> CUIN 8699 Dissertation Hours	<b>2*</b> CUIN 8399 or <b>1**</b> CUIN 8699	6 hrs.
TOTAL COURSES AND HOURS TO COMPLETE DEGREE	22* or 21**	66 hrs.
<b>REQUIRED BENCHMARKS:</b> Qualifying Portfolio and Candidacy Research		

The purpose of the required coursework and benchmarks are to provide students with key knowledge and practices for a Doctor of Philosophy in Curriculum and Instruction with an emphasis in students' chosen specialization. Broadly, such knowledge and practices, listed under the areas of scholarship and educational research, include:

- An ability to synthesize findings and ideas about a given topic from relevant literature.
- A grounding in the relevant literature for curriculum and instruction with an explicit focus on equity and social justice
- An ability to demonstrate scholarly writing norms of educational researchers.
- An understanding of major theories of learning in educational research.
- An understanding of major ontological and epistemological perspectives in educational research
- An understanding of major methodological paradigms in educational research
- An ability to critically consume both qualitative and quantitative educational research studies.
- An ability to design and implement basic quantitative and qualitative methods to study a research question.
- An ability to design and implement appropriate quantitative or qualitative methods to study a research question.

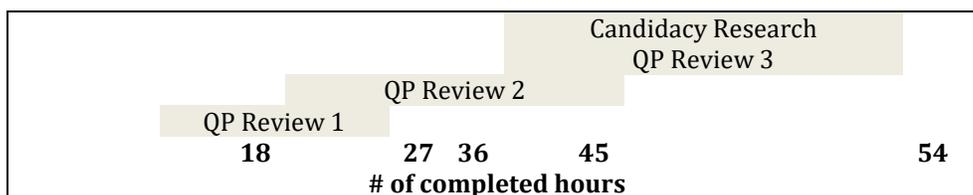
<b>Timeline of Degree Plan for full-time students</b>	
<b>FALL</b>	<b>SPRING</b>
<b>YEAR ONE</b>	
<ul style="list-style-type: none"> <li>• CUIIN 8345: Doctoral Residency Seminar</li> <li>• CUIIN 8341: Critical Issues &amp; Research Urban Ed</li> <li>• Specialization Area Course</li> </ul>	<ul style="list-style-type: none"> <li>• CUIIN 8370: Introduction to Educational Research</li> <li>• CUIIN 8342: Social Justice and Equity</li> <li>• Specialization Area Course</li> </ul>
<b>YEAR TWO</b>	
<ul style="list-style-type: none"> <li>• CUIIN 8371: Introduction to Quantitative Educational Research</li> <li>• CUIIN 7373: Adult Learning <b>OR</b> CUIIN 8361: The State of the Curriculum Field in Education</li> <li>• Specialization Area Course</li> </ul>	<ul style="list-style-type: none"> <li>• CUIIN 8372: Intro to Qualitative Ed Research</li> <li>• CUIIN 7360: Curriculum Theory <b>OR</b> CUIIN 8352: Technology Applications for Educational Leaders</li> <li>• Specialization Area Course</li> </ul>
<b>YEAR THREE</b>	
<ul style="list-style-type: none"> <li>• Research Choice course</li> <li>• Specialization Area/Elective Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Research Choice course</li> <li>• Specialization Area/Elective Courses</li> </ul>
<b>YEAR FOUR</b>	
<ul style="list-style-type: none"> <li>• Specialization Area/Elective Courses or dissertation hours</li> </ul>	<ul style="list-style-type: none"> <li>• Dissertation hours</li> </ul> <p><b>Note:</b> Dissertation hours can be in the form CUIIN 8399 or CUIIN 8699 and must total 6 hours by the end of the program</p>

Timeline of Degree Plan for part-time students	
FALL	SPRING
<b>YEAR ONE</b>	
<ul style="list-style-type: none"> <li>• CUIIN 8345: Doctoral Residency Seminar</li> <li>• CUIIN 8341: Critical Issues &amp; Research Urban Ed</li> </ul>	<ul style="list-style-type: none"> <li>• CUIIN 8370: Introduction to Educational Research</li> <li>• Specialization Area Course</li> </ul>
<b>YEAR TWO</b>	
<ul style="list-style-type: none"> <li>• CUIIN 8371: Intro to Quantitative Ed Research</li> <li>• Specialization Area Course</li> </ul>	<ul style="list-style-type: none"> <li>• CUIIN 8372: Intro to Qualitative Ed Research</li> <li>• CUIIN 8342: Social Justice and Equity</li> </ul>
<b>YEAR THREE</b>	
<ul style="list-style-type: none"> <li>• CUIIN 7373: Adult Learning <b>OR</b> CUIIN 8361: The State of the Curriculum Field in Education</li> <li>• Specialization Area Course or Research Choice course</li> </ul>	<ul style="list-style-type: none"> <li>• CUIIN 8352: Technology Applications for Educational Leaders <b>OR</b> CUIIN 7360 Curriculum Theory</li> <li>• Specialization Area Course or Research Choice course</li> </ul>
<b>YEAR FOUR</b>	
<ul style="list-style-type: none"> <li>• Specialization Area/Elective Course</li> <li>• Research Choice course</li> </ul>	<ul style="list-style-type: none"> <li>• Specialization Area/Elective Course</li> <li>• Research Choice course</li> </ul>
<b>YEAR FIVE</b>	
<ul style="list-style-type: none"> <li>• Specialization Area/Elective Course</li> <li>• Research Choice course</li> </ul>	<ul style="list-style-type: none"> <li>• Specialization Area/Elective Course</li> <li>• Research Choice course</li> </ul>
<b>YEAR SIX</b>	
<ul style="list-style-type: none"> <li>• Dissertation hours, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Dissertation hours</li> </ul> <p><b>Note:</b> Dissertation hours can be in the form CUIIN 8399 or CUIIN 8699 and must total 6 hours by the end of the program</p>

### Benchmark Overview

Doctoral students will complete two benchmark assessments, the **Qualifying Portfolio**, which will be reviewed three times, and the **Candidacy Research**. Over the estimated timeline illustrated below, the first two reviews of the Qualifying Portfolio are meant to be formative, with written feedback provided to the student. The Candidacy Research assessment includes both a paper and an oral defense, which can then be included in the Portfolio, if it is subsequently submitted for publication.

Successful completion of the Qualifying Portfolio requirement is an indication that the Ph.D. candidate has developed the necessary knowledge and skills in educational research and scholarship, equity and social justice within their specialization area to independently complete the dissertation requirement.



## Required Coursework Details

### Research courses

All doctoral students are required to complete the following research methods courses:

- CUIIN 8370: Introduction to Educational Research
- CUIIN 8371\*: Introduction to Quantitative Research Design (see minimum requirements below)
- CUIIN 8372: Introduction to Qualitative Research Design

After successful completion of the nine-hour introductory sequence, all doctoral students are required to complete two additional research courses (6 hrs.) in research methods selected from the list of approved courses below, in consultation with their advisor.

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.**

<b>APPROVED CHOICE RESEARCH COURSES:</b>	
<b>Qualitative Methods</b>	
EDRS 8383: Action Research	CUIIN 7370: Teacher as a Researcher
CUIIN 8377: Qualitative Inquiry in Education I	CUIIN 8378: Qualitative Inquiry in Education II
CUIIN 8384: Experience-Based Research I	CUIIN 8385: Experience-Based Research II
CUIIN 8386: Advanced Issues in Qualitative Research	SAER 8320: Ethnographic Methods in Ed Research
<b>Quantitative Methods</b>	
PHLS 8321: Structural Equation Modeling in Psychological and Educational Research	PHLS 8322: Intermediate Statistical Analysis in Psychological and Educational Research
PHLS 8324: Multivariate Analysis in Psychological and Educational Research	PHLS 8325: Advanced Analyses for Causal Inferences in Psy/Educ Research
PHLS 8326: Nonparametric Stats in Ed Research	PHLS 8327 Longitudinal Data Analysis in Psy/Educ Research
<b>Mixed Methods/Survey Methods &amp; Measurement</b>	
SAER 8321: Survey Methods in Educational Research	SAER 8370: Program Evaluation Research
CUIIN 8322: Mixed Methods Research	PHLS 8300: Advanced Educational & Psychological Measurement
PHLS 8301: Analysis of Complex Survey Data in Psy/Educ Research	PHLS 8323: Advanced Item-Response Theory Models in Psy/Educ Research

**\*CUIN 8371 Minimum Requirements:**

To enroll in CUIN 8371 Introduction to Quantitative Educational Research, students are expected to meet the minimum requirements as below:

\*Prerequisite research skills are determined using the following metrics

- GRE score on Quantitative section  $\geq 40\%$  OR
- Evidence of introductory statistics course on transcript

Students who do not meet the requirements above 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. Students are expected to take a free online introductory statistics module and submit the completion certification to the instructor before enrolling in the course. Below is a list of recommended Online Introductory Statistics Modules:

- Introduction to Statistics (Udacity, self-paced) <https://www.mooc-list.com/course/introduction-statistics-udacity?static=true>
- Introduction to Statistics (Stepik, self-paced)
- <https://www.mooc-list.com/course/introduction-statistics-stepik?page=3>
- 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) <https://www.mooc-list.com/course/introduction-statistics-social-sciences-coursera>

Students may request approval from the instructor of record for CUIN 8371 for another online statistics module. Requests for approval should be made through email and should include a link to the module.

**Core courses**

The **Curriculum and Instruction Seminar (CUIN 8345)** course 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.

Students will take **CUIN 8393, Advanced Internship and Practicum** as part of their specialization courses. 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.

Activity Categories	Examples
Teaching	Assisting in a graduate/undergraduate class; curriculum development; guest speakers; grading; facilitating online discussion forums; teach graduate/undergraduate class
Research & Scholarship	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
Service	Serving on local, regional, national, or international committees tied to their field; community-based volunteer activities

***Expected Student Scholarly and Creative Work beyond Coursework***

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 and to provide evidence of such in their Qualifying Portfolio. Students are encouraged to discuss publication/creative work ideas with their advisors each

year and consider presenting and publishing multiple papers and/or creative works throughout their time in the program. 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
- Preparing and Submitting Book Reviews
- Providing Editorial contributions to Professional Journals and Organizations
- Others Approved by Your Academic Advisor

## Benchmarks

### *Qualifying Portfolio*

The purpose of the **Qualifying Portfolio (QP)** and the corresponding reviews are to provide a scaffolded approach for the student to demonstrate their capacity to become an independent scholar. The required components of the QP for each review are provided in the Tables below. The suggested timeline for each review is provided, where each review must happen in a different semester. The academic advisor and the student should work closely together to decide when the student’s documentation illustrates the indicated learning outcomes.

### *Qualifying Portfolio Submission Processes*

Portfolio reviews will happen by the faculty once in the fall semester and once in the spring semester. Students who intend to submit materials for review will complete an [Intent to Submit](#) form by the Friday of the first week of classes in the given semester. Required materials will be submitted in the indicated learning management system by the second Monday in October (fall), and the second Monday in February (spring). Written feedback will be provided by the second Friday in November (fall) and the second Friday in March (spring).

<i>Review 1</i>	
<b>After 9 hours are completed and before 27 hours are completed</b>	
<b>Required Documents</b>	<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Approved Ph.D. annual review in MyAdvisor</li> <li>• Approved degree plan</li> <li>• CV</li> <li>• Teaching philosophy</li> <li>• DEI (diversity equity inclusion) statement</li> <li>• Knowledge and research statement (updated personal statement from program application)</li> <li>• CITI Certification</li> </ul>	<p><i>Social Justice/Equity Orientation:</i></p> <ul style="list-style-type: none"> <li>• Beginning understanding of foundational assumptions on which research is based are framed with a social justice/equity lens</li> <li>• Beginning understanding of assets-based/social justice-oriented terminologies and framing</li> </ul> <p><i>Research Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Knowledge of ethics in human research</li> <li>• Beginning knowledge of situating research problems in meaningful contexts</li> <li>• Beginning knowledge of responsiveness to current issues and what it means to generate new knowledge in educational research</li> </ul>

<i>Review 2</i> After 18 hours are completed and before 45 hours are completed	
Required Documents	Learning Outcomes
<ul style="list-style-type: none"> <li>• Approved Ph.D. annual review in MyAdvisor</li> <li>• Revised Review 1 documents based on feedback received</li> </ul> <p>Choose 2 from below:</p> <ul style="list-style-type: none"> <li>• Approved, orally defended prospectus of candidacy paper</li> <li>• Comprehensive literature review over student topic of interest</li> <li>• Accepted presentation at a peer-reviewed conference (must be a research-based study presentation at a national or international conference)</li> </ul>	<p><i>Social Justice/Equity Orientation:</i></p> <ul style="list-style-type: none"> <li>• Accomplished understanding of assumptions on which research is based are framed with a social justice/equity lens</li> <li>• Accomplished understanding of assets-based/social justice-oriented terminologies and framing</li> </ul> <p><i>Scholarship:</i></p> <ul style="list-style-type: none"> <li>• Formulate meaningful research questions</li> <li>• Clearly define terms and use terms consistently in writing.</li> <li>• Guard against unsubstantiated opinion (i.e., justify their writing with citations)</li> <li>• Thoroughly describe the theoretical perspective(s) used to frame a study</li> <li>• Explicitly connect theory, research, and practice in the design and write up of a study</li> <li>• Be able to consume research critically/capably – analyze and reflect on appropriateness of methods used</li> </ul>

<i>Review 3</i> After 36 hours are completed and before 54 hours are completed	
Required Documents	Learning Outcomes
<ul style="list-style-type: none"> <li>• Approved Ph.D. annual review in MyAdvisor</li> <li>• Revised Review 2 documents based on feedback received</li> <li>• Approved, orally defended candidacy paper</li> <li>• The approved candidacy paper to be submitted to a peer-reviewed journal for publication <b>OR</b> a research paper in which the student is a lead author to be submitted to a peer-reviewed journal for publication: a proof of submission required</li> </ul>	<p><i>Research Methods:</i></p> <ul style="list-style-type: none"> <li>• Assess suitability of methods for questions</li> <li>• Use appropriate quantitative, qualitative, and/or mixed methods aligned with RQs and conceptual framing</li> <li>• Align different parts of research (RQs, lit review, TF, methods, findings, and discussion)</li> <li>• Clearly articulate why they choose a particular method in the context of the research</li> </ul> <p><i>Social Justice/Equity Orientation:</i></p> <ul style="list-style-type: none"> <li>• Foundational assumptions on which the study is based are framed with a social justice/equity lens</li> <li>• Consistently use assets-based/social justice-oriented terminologies and framing</li> <li>• Use discourse that reflects an assets-based/social justice orientation</li> </ul> <p><i>Context:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the foundational aspect of their work</li> <li>• Situate research problem in a meaningful context</li> <li>• Demonstrate a responsiveness to the current issues and what it means to generate new knowledge in educational research</li> </ul>

Scoring rubrics for each required document are provided in the [CUIN Ph.D. Program Team](#). Students must earn at least a 75% for each required document and will be provided with opportunity to revise the submission once in the given semester, should the score not be met.

### ***Candidacy Research***

The purpose of the **candidacy paper** is to show evidence that the potential candidate can conduct, write, and present 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 whom 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*.

Successful oral defense of candidacy paper is required for advancement to candidacy. The paper must be circulated to the committee members at least *five* working days prior to the oral defense. 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*.

### **Doctoral Dissertation**

#### ***Purpose***

While the completion of the dissertation comes at the end of the 60 hours of coursework, students should begin formulating an idea for 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 faculty advisor who is currently active in research and publishing. Therefore, the student's investigation must be of a publishable quality for a top tier journal in the field.

#### ***Overview of Dissertation Processes***

After a successful Review 3 of the Qualifying Portfolio, the student will establish a dissertation committee, write and defend a dissertation proposal, enroll in dissertation hours, conduct the research study, and write and defend the dissertation study.

#### ***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 to provide expertise in the substantive areas and research design 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.

### ***Dissertation Proposal and Defense***

*Note.* The student must have passed the Candidacy Paper and the CUIIN Qualifying Portfolio 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 that follows the criteria found [here](#) (click on [Operating Procedures for Graduate Students](#)), and then uploads the abstract to MyAdvisor (<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. Once the dissertation proposal is approved, the student may enroll in dissertation hours.

### ***Enrollment in Dissertation Hours***

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., CUIIN 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 receiving financial aid usually must enroll in 6 credits of doctoral dissertation (CUIIN 8699) to qualify for financial aid. Students should contact the UH Financial Aid Office if they have questions.

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>.

### ***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.

### ***Dissertation Workflow***

The workflow process in *MyAdvisor* (<https://www.coe.uh.edu/MyAdvisor/login.cfm>) provides more information for completing the dissertation process, noted below.

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Dissertation Proposal Defense Phase	Step 1: Approved Degree Plan Step 2: Candidacy Report Step 3: Qualifying Portfolio Step 4: Dissertation committee formed and approved Step 5: Approved Proposal Abstract Step 6: Proposal Defense scheduled Step 7: Proposal defended successfully
Dissertation Defense Phase:	Step 1: Approved Committee Step 2: Final Abstract approved Step 3: Scheduled Final Defense Step 4: Successful Final Defense
Official Dissertation Submission Phase	Step 1: Final Document approved by the Dissertation Chairperson and the COE Graduate Studies Office Step 2: Survey of Earned Doctorate (PhD only) Step 3: Final Document uploaded to the Texas Digital Library Step 4: Graduate Exit Survey Step 5: Final Approval given by college for awarding the doctoral degree

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

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## **ACADEMIC ADVISING, STUDENT PROGRESS and ANNUAL REVIEW**

### **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 destination email address, mailing address and telephone number that will enable the faculty advisor to reliably contact the student.

The faculty advisor 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 considers 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 Specialization 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.

### **Annual and Ongoing 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:

- 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.
- An annual review MUST be submitted by all students no later than April of each year throughout their program.

### **Leave of Absence**

Students are expected to maintain continuous enrollment in the doctoral program. Doctoral students who cannot enroll in a given semester must apply for a leave of absence using a Graduate and Professional Student Petition available at <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).

## **UH ACADEMIC POLICIES AND OTHER RESOURCES**

### **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 [here](#).

Doctoral students should pay particular attention to the following UH policies:

- [Low Grade Policy](#)
- [University of Houston: Financial FAQs - University of Houston \(uh.edu\)](#)
- [99-Hour Cap](#)
- [Leave of Absence](#)
- [Academic Calendar - University of Houston - Acalog ACMS™ \(uh.edu\)](#)

### **University of Houston Website**

The [University of Houston Homepage](#) contains policies regarding 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 <https://uh.edu/education/student-services/graduate-office/>

### **Department of Curriculum and Instruction**

Please visit the Curriculum and Instruction (C&I) website for information about the Department, important dates, and additional. <https://uh.edu/education/departments/cuin/>

### **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://uh.edu/cougarnet-wizard/#/> 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](mailto:broberts2@uh.edu). Detailed information pertaining to *MyAdvisor* usage is provided within this handbook.

### **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.

- [UH Student Grievance Policy and Procedures](#) (
- [COE Student Grievance Policy](#)

### **Rights and Responsibilities**

Graduate students have many rights and responsibilities. These are listed on the Graduate School website. The UH Graduate School website is [UH Graduate School - University of Houston](#)

### **Academic Honesty**

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

*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.

### **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.

## Registering for Courses

Students should meet with their advisor each semester prior to enrollment. 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.

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.

1. Select classes to add

To select classes for another term, select the term and select Change. When you are satisfied with your class selections, proceed to step 2 of 3.

Fall 2017 | Graduate | University of Houston Change Term

Open Closed Wait List

Add to Cart

Enter Class Nbr  Enter

Find Classes

- Class Search
- My Requirements
- My Planner

Search

Schedule Planner

Fall 2017 Shopping Cart

Your enrollment shopping cart is empty.

▼ My Fall 2017 Class Schedule

Enter 5 digit class number to enroll in hidden courses

## Payment Deadlines

It is important to note that you must pay or make financial arrangements by the deadline 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/>.

## 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.

## 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

[ACADEMIC CALENDAR - UNIVERSITY OF HOUSTON - ACALOG ACMS™ \(UH.EDU\)](http://www.uh.edu/academic-calendar/)

### **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 is 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 both on the UH Scholarship page (<http://www.uh.edu/financial/undergraduate/types-aid/scholarships/>) and on the COE page (<http://www.uh.edu/education/student-services/fin-aid-scholarships/scholarships/>)

### **Technology**

The Center for Information Technology (CITE) in the College of Education) offers multi-faceted technology services to the entire College of Education. Information is available at <https://www.uh.edu/education/student-services/technology-services/team/index.php>

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. <https://uofh.sharepoint.com/sites/citelab>

University Information Technology (UIT) services cover issues pertaining to email accounts and other general technology. Additional information is available at <http://uh.edu/infotech/>.

## **STUDENT TASKS (HOW TO)**

### **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 created in consultation with the faculty advisor and submitted by the end of your first year. If a student and advisor agree upon course substitutions, the degree plan must be updated in *MyAdvisor*. 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.

- Access <https://www.coe.uh.edu/MyAdvisor/login.cfm> and login with your CougarNet
- Click on Submit/Change Degree plan
- In the Course ID field, enter the course prefix (e.g., CUIIN) and the course number (e.g., 7390).
- In the Course Name field, enter the name of the course.
- Click submit to complete your submission

**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](mailto:bernice@Central.UH.EDU)

**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 (CourseID, 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 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.

Course ID (e.g. CUIIN 7315)	Course Name (e.g. Electronic Document Design)	Grade
1. CUIIN 7331	Diagnosing and Correcting Reading Problems	
2. CUIIN 8341	Critical Issues & Research in Urban Education	
3. CUIIN 8398	Independent Study	
4. CUIIN 8379	Selected Topics in C&I (Readings/Research in Social Ed)	
5. CUIIN 8371	Introduction to Quantitative Research	- select one -
6. CUIIN 8370	Introduction to Educational Research	- select one -
7. CUIIN 8397	Selected Topics in C&I	- select one -
8. CUIIN 8397	Selected Topics in C&I	- select one -
9. CUIIN 7360	Curriculum Theory	- select one -
10. CUIIN 8393	Advanced Internship & Practicum	- select one -
11. CUIIN 8372	Introduction to Qualitative Research	- select one -
12. EPSY 8322	Intermediate Statistical Analysis in Psychological and Educational Res	- select one -
13. CUIIN 8342	Social Justice and Equity	
14. CUIIN 8378	Qualitative Inquiry in Education II	
15. CUIIN 8397	Selected Topics in C&I	- select one -
16. CUIIN 7373	Instr Strat Tchng Adult	- select one -
17. CUIIN 8361	State of the Curriculum Field	- select one -
18. CUIIN8352	Advanced Seminar in Instructional Technology	- select one -
19. CUIIN 8396	Independent Study	- select one -
20. CUIIN8397	Doctoral Seminar in Social Edu	- select one -
21. CUIIN8699	Dissertation	- select one -
22.		- select one -
23.		- select one -
24.		- select one -
25.		- select one -
26.		- select one -

This degree plan example is for illustration purposes only  
Your degree plan may contain different courses, please  
consult with your faculty advisor.

### Submit Your 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.

## Candidacy Report

<b>Student Name:</b>	<b>Contact Information:</b>	<b>My Advisor:</b>
<b>Department:</b> Curriculum and Instruction	<b>Academic Level:</b> Doctoral	<b>Program:</b>
		<b>SubPlan:</b>

**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](mailto:bernice@Central.UH.EDU)

### CANDIDACY REPORT

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

**Topic or Title:**

**Statement of Problem:**

**Defense Date:**  (Date format: mm/dd/yyyy)

You can scan and upload any files that you'd like to include in this form request.

*Please **DO NOT** upload any documents containing your social security number. Use your MyUH (PeopleSoft) number instead. If you are scanning an official transcript that contains your social security number, please cover, black out, or otherwise obscure the number before you scan the document.*

***Do not** use special characters such as foward slash (/), backward slash (\), plus sign (+), double or single quotation mark ("), dollar sign (\$), ampersand sign (&), asterisk (\*), etc. for your file name. Using underscore is the best choice (e.g. JohnSmith\_Candidacy\_Report).*

**Attach File:**  No file selected.

HOME > DOCTORAL PORTFOLIO APPLICATION

## Doctoral Portfolio Application

<b>Student Name:</b>	<b>Contact Information:</b>	<b>My Advisor:</b>
<b>Department:</b> Curriculum and Instruction	<b>Academic Level:</b> Doctoral	<b>Program:</b> I
		<b>SubPlan:</b>

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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](mailto:bernice@Central.UH.EDU)

DOCTORAL PORTFOLIO APPLICATION

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

Please answer all of the questions below:

**Number of hours completed or in progress on doctoral program:**

**Is this the first time you have taken the Doctoral Portfolio Application ?**  Yes  No

**Please indicate the semester/year in which you want to take the exam:** semester  year

**Areas to be tested** (include instructor name and course if applicable):

You can scan and upload any files that you'd like to include in this form request.

*Please DO NOT upload any documents containing your social security number. Use your MyUH (PeopleSoft) number instead. If you are scanning an official transcript that contains your social security number, please cover, black out, or otherwise obscure the number before you scan the document.*

Attach File:  No file selected.

Attach File:  No file selected.

### **Human Subjects and Training Requirements**

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 of the rights and welfare of all persons participating in research projects. <https://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 for research 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 <https://uh.edu/research/compliance/irb/hs-training/Investigator-CITI-training-instructions-CPHS.pdf>

The Human Subjects Research Course is available through the Collaborative Institutional Training Initiative (CITI). The course, consisting of multiple 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, submit the IRB application and receive a full approval from the UH IRB before collecting any data for their study.

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 <https://www.uh.edu/research/compliance/icon/>

Contact your faculty advisor/dissertation chair with questions.

### **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.

Student Name:	Contact Information:	My Advisor:
Department: Curriculum and Instruction	Academic Level: Doctoral	Program:
	Submitted on:	SubPlan:
<b>DISSERTATION COMMITTEE:</b>		
Tentative Title:		
Committee Members Name	Department	Expertise
Chair		
Normal Member		
Normal Member		
Member outside of program area		
Member outside of program area		
Submitted Document(s)		
CV.pdf		

### **MyAdvisor: Dissertation Proposal Abstract**

- Access <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 follow the the required format found at (<http://www.uh.edu/education/student-services/grad-sops-students/>),
- **\*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, 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 abstract in *MyAdvisor* and then send an email to his/her advisor. The body of the email should indicate that an abstract has been submitted for review and that all committee members have approved the abstract.

The image shows a screenshot of a web form titled "DISSERTATION WORKFLOW". The form contains a "Title:" label followed by a text input field. Below that is an "Abstract:" label followed by a larger text area. At the bottom left of the form is a button labeled "Submit Abstract to Committee".

### **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 may use scheduler apps such as [HubSpot Meetings Tool](#), [Xoyondo](#), or [NeedToMeet](#)) or ask your advisor to set up zoom.
- 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 Portfolio, and (3) the defense of the Dissertation Proposal.

### **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>.

### **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!

### **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*. <https://saprd.my.uh.edu/psp/saprd/?cmd=login> 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. Student must file a Graduate Petition with the College's Office of Graduate Studies (OGS) to be term activated for the following term.

### **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 Heff Jones website at <https://collegegrad.herffjones.com/site/descriptors>

***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 <https://uh.edu/education/student-services/graduation/Commencement-checklist.php>



College of Education

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