

2025-26

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 and policies. 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.

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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 researchers and leaders to meet today's challenges in multicultural educational 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.

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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 26 countries 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 #15 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 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. Coursework 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 and Contacts

The Ph.D. in Curriculum and Instruction is a 66-hour doctoral program that allows for an emphasis in one or two specializations. Questions about a specialization should be directed to the designated faculty contact in each of the areas described below. Contact information is included.

Art Education

Dr. Sheng Kuan Chung, 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.

Bilingual/ESL Education

Dr. Mikel Cole, 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.

Early Childhood Education

Dr. Xin Li, xli104@Central.UH.EDU

The doctoral program in Early Childhood Education is designed to prepare graduates who can bridge the gap between research and practice in early childhood settings. Through close collaboration with faculty and hands-on research opportunities, graduates are equipped to assume positions such as early childhood education researchers in academi or early childhood industry, early learning specialists or directors in school systems, and faculty members in higher education. This program empowers early childhood educators to lead innovation, meet the diverse and inclusive needs of every child, and transform the landscape of early learning for the next generations.

Learning, Design & Technology

Dr. Sara McNeil, 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.

Mathematics Education

Dr. Jennifer Chauvot, 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 to prepare graduates to fill a variety of academic and leadership positions. Graduates have assumed positions as mathematics education researchers and teacher educators, professional developers, mathematics supervisors in school districts, and mathematics teachers at elementary, secondary, and post-secondary levels. The degree offers students opportunities to investigate mathematics education at all grade levels (pre-school through secondary).

Reading, Language Arts and Literacy Education

Dr. Laveria Hutchison, lhutchison@uh.edu

The doctoral program in Reading, Language Arts, and Literacy Education 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 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.

Science Education

Dr. Sissy Wong, 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 such as: science education researchers and teacher trainers at universities; science supervisors in school systems; science teachers at pre-college and college levels; education; 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.

Social Studies/Social Education – we are not accepting new applications for the 26/27 academic year.

Teaching and Teacher Education

Dr. Jeannette D. Alarcón, jdalarcon2@uh.edu,

Dr. Conra D. Gist, 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.

CUIN PhD Program Coursework and Benchmarks

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.

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, 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.

Coursework Overview

Degree Plan & Expected Timelines for Coursework Completion

Course Type	# of Courses	# of Hours Earned
REQUIRED RESEARCH CORE	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		
Required Curriculum and Instruction Core*	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		
Specialization Emphasis: CUIN 8393 (required) and approved specialization/elective courses	10	30 hrs.
Two CUIN 8399 or One CUIN 8699 Dissertation Hours	2 CUIN 8399 or 1 CUIN 8699	6 hrs.
TOTAL COURSES AND HOURS TO COMPLETE DEGREE	22 or 21	66 hrs.
* All CORE course substitutions must be approved via graduate petition prior to enrolling in the course.		

Expected Timeline of Coursework for Full-time Students	
FALL	SPRING
YEAR ONE	
<ul style="list-style-type: none"> CUIN 8345: Doctoral Residency Seminar CUIN 8370: Intro to Educational Research Specialization Area/Elective Course 	<ul style="list-style-type: none"> CUIN 8372: Intro to Qualitative Ed Research CUIN 8341: Critical Issues & Research Urban Ed Specialization Area/Elective Course
YEAR TWO	
<ul style="list-style-type: none"> CUIN 8371: Intro to Quantitative Ed Research CUIN 8342: Social Justice & Equity Specialization Area/Elective Course 	<ul style="list-style-type: none"> CUIN 7373 Instructional Strategies for Teaching Adults OR CUIN 8361 The State of the Curriculum Field in Education Research Elective 1
YEAR THREE	
<ul style="list-style-type: none"> CUIN 8329 Academic Publishing CUIN 7360 Curriculum Theory OR CUIN 8352 Technology Applications for Educational Leaders Research Elective 2 	<ul style="list-style-type: none"> Specialization Area/Elective Course Specialization Area/Elective Courses Dissertation hours, if eligible
YEAR FOUR	
<ul style="list-style-type: none"> Specialization Area/Elective Courses Dissertation hours 	<ul style="list-style-type: none"> Specialization Area/Elective Courses Dissertation hours
Note: Dissertation hours can in the form of CUIN 8399 or CUIN 8699 and must total 6 hours by the end of the program.	

Expected Timeline of Coursework for Part-time Students	
FALL	SPRING
YEAR ONE	
<ul style="list-style-type: none"> CUIN 8345: Doctoral Residency Seminar CUIN 8370: Intro to Educational Research 	<ul style="list-style-type: none"> CUIN 8372: Intro to Qualitative Ed Research Specialization Area/Elective Course
YEAR TWO	
<ul style="list-style-type: none"> CUIN 8371: Intro to Quantitative Ed Research Specialization Area/Elective Course 	<ul style="list-style-type: none"> CUIN 8341: Critical Issues & Research Urban Ed Specialization Area/Elective Course OR Research Elective 1
YEAR THREE	
<ul style="list-style-type: none"> CUIN 8342: Social Justice & Equity CUIN 8329 Academic Publishing 	<ul style="list-style-type: none"> CUIN 7373 Adult Learning OR CUIN 8361 The State of the Curriculum Field in Education Specialization Area/Elective Course OR Research Elective 1
YEAR FOUR	
<ul style="list-style-type: none"> CUIN 7360 Curriculum Theory OR CUIN 8352 Technology Applications for Educational Leaders Specialization Area/Elective Course OR Research Elective 2 	<ul style="list-style-type: none"> Specialization Area/Elective Courses
YEAR FIVE	
<ul style="list-style-type: none"> Specialization Area/Elective Courses 	<ul style="list-style-type: none"> Specialization Area/Elective Courses Dissertation hours, if eligible
YEAR SIX	
<ul style="list-style-type: none"> Specialization Area/Elective Courses Dissertation hours 	<ul style="list-style-type: none"> Specialization Area/Elective Courses Dissertation hours
Note: Dissertation hours can in the form of CUIN 8399 or CUIN 8699 and must total 6 hours by the end of the program.	

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

CUIIN 8371 Minimum Requirements:

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

- 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 (CUIIN 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 CUIIN 8371 for another online statistics module. Requests for approval should be made through email and should include a link to the module.

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.**

APPROVED CHOICE RESEARCH COURSES:	
Qualitative Methods	
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

Quantitative Methods	
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 8327 Longitudinal Data Analysis in Psy/Educ Research
Mixed Methods/Survey Methods & Measurement	
SAER 8321: Survey Methods in Educational Research	SAER 8370: Program Evaluation Research
CUIN 8322: Mixed Methods Research	PHLS 8300: Advanced Educational & Psychological Measurement

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	<ul style="list-style-type: none"> Assisting in a graduate/undergraduate class; curriculum development; guest speakers; grading; facilitating online discussion forums; teach graduate/undergraduate class
Research & Scholarship	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Serving on local, regional, national, or international committees tied to their field; community-based volunteer activities

Benchmark Overview

Benchmark assessments consist of three reviews of a **Qualifying Portfolio (QP)**, described below. The purpose of the Qualifying Portfolio and the corresponding reviews are to provide a scaffolded approach for the student to demonstrate their developing capacity to become an independent scholar.

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. Students are encouraged to discuss publication/creative work ideas with their advisors each semester 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:

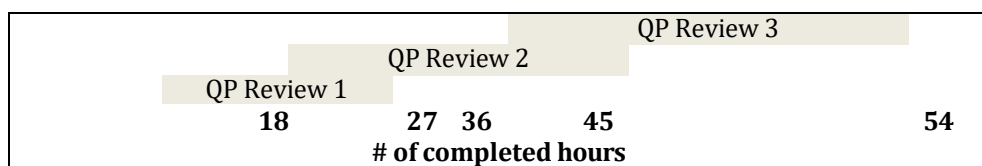
- Preparing and Submitting a Manuscript for Publication
- Submitting a Proposal for Presentation at a State, Regional or National Conference
- Developing Creative Work for Juried Recognition
- Developing a Grant Proposal with Faculty and Doctoral Peers
- Preparing and Submitting Book Reviews
- Providing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

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.

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.

Expected Timeline for Benchmark Reviews

Students should complete Review 1 by the completion of 27 hours; they should complete Review 2 by the completion of 45 hours, and Review 3 by the completion of 54 hours, as illustrated in the diagram below.



Learning Outcomes for each Benchmark Review

The expected learning outcomes for each review are provided in the tables below. Scoring rubrics and descriptions of each required document are provided in the CUIN Ph.D. Sharepoint. Students must earn at least 75% for each required document and may be provided with an opportunity to revise the submission once in the given semester, should the score not be met.

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

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

Review 3

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

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 determines that the contact information is not valid.

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 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

Along with the Qualifying Portfolio reviews, 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 in accordance with the length of time that the student has enrolled in the program.
- Maintain adequate progress and performance in their coursework.
- Maintain adequate progress in their QP Benchmark Reviews
- An annual review **MUST** be submitted by all students no later than April of each year throughout their program.

Adequate Progress

A student is **not** making adequate progress if:

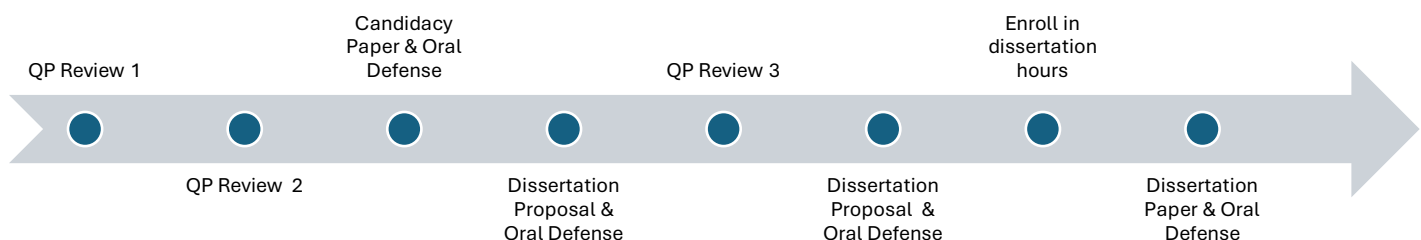
- Enrollment is interrupted without an approved formal leave of absence.
- Student is not making adequate progress and performance in their coursework.
- After 27 completed hours, the student has not successfully completed QP Benchmark Review 1
- After 45 completed hours, the student has not successfully completed QP Benchmark Review 2
- After 54 completed hours, the student has not successfully completed QP Benchmark Review 3

If a student is identified as not making adequate progress, then an Action Plan will be developed by the student and advisor for submission to the CUIN PhD Director and Office of Graduate Student Success. Failure to adhere to the conditions of the Action Plan may lead to dismissal from the program.

Processes and Procedures

The Journey to Graduation

The diagram below illustrates the sequence of key accomplishments, in addition to the coursework, to graduation. Working from right to left, and starting with enrollment in dissertation hours, a student must have successfully orally defended the dissertation proposal. The dissertation proposal oral defense can occur before or after a successful QP Review 3, as long as QP Review 2 was successful and the candidacy oral defense was successful.



Qualifying Portfolio/Benchmark Processes and Procedures

This section describes the main tasks of the Qualifying Portfolio Review Processes and who is responsible for what task and when the task should be complete.

What	<i>Intent to Submit Form</i>	<i>Identify Committee & Notify Director</i>	<i>Submit Materials</i>	<i>Review of Materials Feedback to Student Re-submission if needed</i>	<i>Final Scores submitted in LMS</i>
Who	Student	Student & Advisor	Student	Committee	Advisor
When	Friday of 2 nd week of classes	By Sept 15 (Fall) By Feb 15 (Sp)	Early Oct (Fall) Early Feb (Sp)	Oct – Nov (Fall) Feb – March (Sp)	Last day of the final exam period.

When

Portfolio reviews occur by the faculty once in the fall semester and once in the spring semester. The academic advisor and the student should work closely together in the beginning of each semester to decide if the student will have the required materials that illustrate the [indicated learning outcomes](#) for the given review. Students who intend to submit materials for a review will complete an [Intent to Submit](#) form by the Friday of the second week of classes in the given semester. The PhD Director then enrolls the student in the QP Canvas course. The review process must be complete, with final scores submitted in the learning management system by 5:00 pm, the last day of the final examination period. Students and advisors should note that there cannot be more than one Review in a semester.

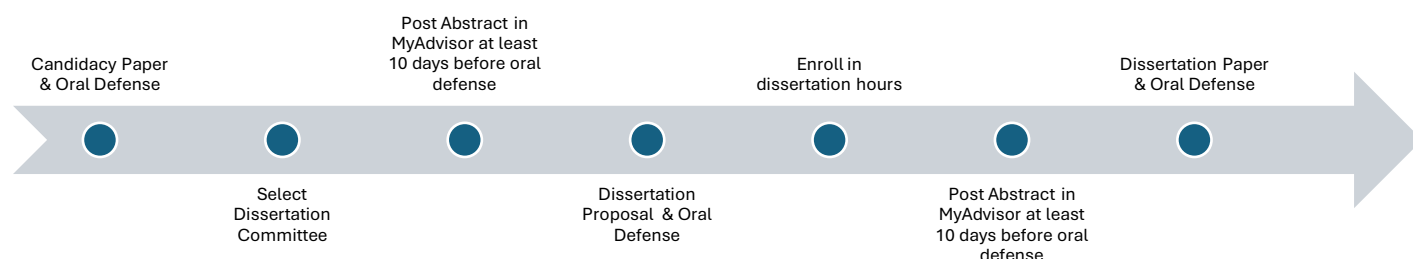
Who

The reviewing committee of three faculty is identified by the student and their advisor; two faculty must be in the Curriculum and Instruction Department. The reviewing committee can change for each review. Once faculty have agreed to serve as reviewers, the advisor emails the PhD Director so that the faculty member can be added to the learning management system to have access to the submitted materials.

The advisor facilitates the review process and submits the final scores in the learning management system at the end of the review. In order to provide adequate time for the student to revise and resubmit, if needed, it is recommended that the required materials be submitted in the learning management system in early October (fall), and early February (spring) so that written feedback can be provided to the student in case revisions are needed. The student and advisor can negotiate this timeline; however, 1) the committee must have at least 10 working days to review the materials, and 2) if the scores are not submitted by the last day of the final examination period, the submission is considered incomplete, and the student will need to resubmit the following semester. Students and advisors should note that there cannot be more than one Review in a semester.

Candidacy Paper & Oral Defense Processes and Procedures

The figure below illustrates the details of candidacy through dissertation.



The candidacy paper & oral defense is one of the required components of the QP Review 3. The purpose 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 upon approval from the advisor, and must be defended before the review committee.

The paper should include at a minimum the following components:

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

The reviewing committee of three faculty is identified by the student and their advisor and can be different from the reviewing committees used for the Qualifying Portfolio. The student's advisor along with other members of the candidacy review 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 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*.

A successful oral defense of the 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. Once approved, the Candidacy Paper is also uploaded in *MyAdvisor*. The advisor approves the candidacy paper and oral defense following the established *MyAdvisor* process.

Dissertation Proposal & Oral Defense Processes and Procedures

The dissertation proposal oral defense can occur before or after a successful QP Review 3, as long as QP Review 2 was successful and the candidacy oral defense was successful.

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.

The workflow is as follows:

1. The student develops a dissertation proposal under the supervision of the dissertation committee, led by the chairperson.
2. When the proposal is ready, the student and/or advisor coordinates and sets a defense date with the committee. The committee must have at least 10 working days to review the full proposal.
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>.

Dissertation and Oral Defense Processes and Procedures

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, the student will submit the final abstract in *MyAdvisor*. 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 and the committee must have the completed final dissertation at least 10 working/business days before the defense occurs. Again, after approval by the dissertation advisor, a student should choose a date that all of the committee members have agreed 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.

Important Policies to Know

The CUIN PhD Program adheres to all posted UH and COE Graduate Policies. The most utilized policies are summarized here; however, the student is responsible for being aware of and adhering to **all** UH and COE Graduate Policies. The UH Graduate Catalog can be found [here](#). COE Policies can be found [here](#).

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/>. Students who are not enrolled and have not filed the required paperwork are considered to be not making adequate progress.

A leave 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.

Before returning, the student must file a second Graduate and Professional Student Petition, <http://www.uh.edu/graduate-school/forms/>, and indicate the intent to return from leave.

Grading Policies

Policies related to grading such as the Low Grade Policy, and a grade of Incomplete can be found [here](#).

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

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, also called an Action 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

[ACADEMIC CALENDAR - UNIVERSITY OF HOUSTON - ACALOG ACMS™ \(UH.EDU\)](#)

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/>.



College of Education

UNIVERSITY OF **HOUSTON**