Student Handbook

Doctor of Philosophy (Ph.D.) in Curriculum and Instruction

Prepared by:
Department of Curriculum, Culture and Educational Inquiry

Revised:
April 2022
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Welcome to the Ph.D. program in the Department of Curriculum, Culture and Educational Inquiry (CCEI), where we hope you will become the next member of our engaged and supportive community of scholars.

We offer you a program that is academically flexible and rigorous. Our required coursework provides a foundation in theory, research and methodology, as well as program electives that allow for a wide range of specializations. Our focus in curriculum and instruction is enriched by departmental course offerings in early childhood education, multicultural education and TESOL/Bilingual education. CCEI faculty members bring a rich range of personal and professional experiences in local, national and international contexts to inform their work in these areas of scholarship.

The scholarship of our doctoral candidates and recent graduates represents a wide variety of research interests. The faculty has worked hard to identify coursework and colleagues across departments, colleges and institutions to make this possible. Methodologically, in addition to positivist, post-positivist, constructivist and critical approaches to gathering and analyzing qualitative and quantitative data, our students also explore research traditions that include historical, philosophical, autoethnographic, and narrative studies.

The program is committed to supporting your academic development as you read widely and deeply, think in ways that challenge your assumptions, and grow as a student, educator, scholar, and citizen. For us, the desired graduate is a bridge builder, a leader by example, a scholar committed to the meticulous details of data gathering and analysis with a clear focus on the “big picture” to which our work is linked. This is not achieved alone. It is forged through the development of supportive networks with colleagues and faculty and through collegial dialogue and debate.

We look forward to working with you to make a positive difference in our communities through our scholarly endeavors. Welcome to the program!

Sabrina F. Sembianente, Ph.D.
Associate Professor, TESOL and Bilingual Education
Coordinator, Ph.D. Program in Curriculum and Instruction
ssembiante@fau.edu
Tel: (954) 236-1107
Faculty & Staff Information
## Faculty & Staff Information

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Contact Information</th>
<th>Areas of Scholarship</th>
</tr>
</thead>
</table>
| Acosta, Melanie CI  
[Faculty Website](#)  
Ph.D. in Curriculum, Teaching & Teac  
*University of Florida* | Phone: 561-297-6594  
[acostam@fau.edu](mailto:acostam@fau.edu)  
Campus: Boca – ED 475 | Critical issues in teacher learning and preparation; supporting African American educational excellence in elementary classrooms and in local communities; professional practice and identity of African American educators |
| Ariza, Eileen TESOL/BE  
[Faculty Website](#)  
Ed.D in Multilingual/Multicultural Education  
*University of Massachusetts* | [eariza@fau.edu](mailto:eariza@fau.edu)  
Campus: Boca-ED 316 | Foreign Language Teaching Methods, Language Arts and the Teaching Profession, TESOL and Bilingual Education |
| Baxley, Traci MCE, CI  
[Faculty Website](#)  
Ed.D. in Curriculum and Instruction  
*Florida Atlantic University* | Phone: 561-297-6594  
[baxley@fau.edu](mailto:baxley@fau.edu)  
Campus: Boca- ED 491 | Anti-racist curriculum, anti-racist parenting, race identity, culturally responsive pedagogy, multicultural education and Black feminist thought |
| Bhagwanji, Yash ECE  
[Faculty Website](#)  
Ph.D. in Early Childhood and Special Education  
*University of Illinois* | Phone: 561-297-6594  
[ybhagwan@fau.edu](mailto:ybhagwan@fau.edu)  
Campus: Boca- ED 330 | Early childhood curriculum; Early intervention strategies; Parent involvement; Administration and advocacy in early education; Early childhood environmental education. |
| Bousalis, Rina SO  
[Faculty Website](#)  
Ph.D. in Curriculum & Instruction: Social Science Education  
*University of South Florida* | [rbousalis@fau.edu](mailto:rbousalis@fau.edu)  
Campus: Boca -ED 318 | Research interests include immigration, multiculturalism, human rights, United States history, and global and civics education |
| Brown, Susannah Art  
[Faculty Website](#)  
Ph.D. in Art Education  
*Florida State University* | Phone: 561-297-2635  
[sbrow118@fau.edu](mailto:sbrow118@fau.edu)  
Campus: Boca ED 329 | Arts Education, Curriculum Integration, Arts Integrated Curriculum, STEAM, Professional Development for Educators, Reading and Language Arts Early Childhood and Elementary |
| Brown, Victoria IT  
[Faculty Website](#)  
Ed.D. in Curriculum & Instruction: Educational Management  
*University of West Florida* | [vbrown22@fau.edu](mailto:vbrown22@fau.edu)  
Campus: Davie ES 209 | Instructional technology for both educational and training professionals; Media Literacy; best practices in the teaching online, online support services, and management of distance learning programs for both K-12 and higher education. Experience in development of applications and products within distance education and training. |
| Dernikos, Bessie R  
[Faculty Website](#)  
Ed.D in Curriculum & Teaching with specialization in Literacy Education,  
*University of West Florida* | Phone: 561-297-2326  
[bdernikos@fau.edu](mailto:bdernikos@fau.edu)  
Campus: Boca ED 323 | Reading and Language Arts, Literacy Education, Reading and Writing Development, Assessment-based Literacy instruction. |
| **Teachers College, Columbia University** | **Diaz, Carlos** MCE, Professor Emeritus  
Ed.D. in Curriculum and Instruction  
*Florida Atlantic University* | Phone: 561-297-6594  
cdiaz@fau.edu | Multicultural education; global education; teacher preparation; ESOL. He is an international consultant for the US State Department’s Fulbright Scholar Specialist program. |
|---|---|---|---|
| **Furner, Joseph M. M**  
[Faculty Website](#)  
Ph.D. in Curriculum and Instruction/Mathematics Education  
*University of Alabama* | jfurner@fau.edu  
Campus:  
Jupiter, EC 207D | Mathematics Education, Best Practices in teaching mathematics, Math Anxiety  
Research, Math Ed. technology research, i.e. GeoGebra |
| **Gonzalez-DeHass, Alyssa** EP  
[Faculty Website](#)  
Ph.D. in Educational Psychology, minor in Psychology  
*University of Florida* | agonzale@fau.edu  
Campus:  
Jupiter, EC 207F | Educational Psychology, Parental Involvement, Student Motivation and Achievement Goals, Self-Efficacy and Self-Regulated Learning, the Case Study Method of Instruction, and Human Development |
| **Harris, Deborah R**  
[Faculty Website](#)  
Ph.D. in Curriculum Teaching and Educational Policy,  
*Michigan State University* | dharris@fau.edu  
Campus:  
Jupiter, EC 207B | Reading, Language arts and Literacy |
| **Kumar, David S**  
[Faculty Website](#)  
Ed.D. in Science Education  
*Vanderbilt University* | Phone: 954 236 1044  
david@fau.edu  
Campus:  
Davie, ES 219 | Science/STEM education; STEM teacher preparation for high need schools; Analysis of gaps in policy, curriculum and classroom practice in STEM; Program evaluation; Needs assessment; Digital media supported problem-based learning; Nanoscale materials education |
| **Lapp, Susanne R**  
[Faculty Website](#)  
Ed.D. in Curriculum and Instruction  
*University of Cincinnati* | slapp@fau.edu  
Campus:  
Davie, ES 215 | Reading, Language Arts and Children Literature |
| **Musgrove, Ann IT**  
[Faculty website](#)  
Ed.D. in Adult and Community Education  
*Florida Atlantic University* | musgrove@fau.edu  
Campus:  
Boca, ED 319 | Instructional Technology, Instructional design and Technology Integration. Best practices in online learning and cognitive styles. |
| **Nichols, Bryan S/EE**  
[Faculty Website](#)  
Ph.D. in Science Education  
*University of South Florida-Tampa* | Nicholsb@fau.edu  
Campus:  
Jupiter, EC 207e | Science & Environmental Education  
Importance of science and environmental literacy to global wellbeing. Emotional and moral implications of science education. Motivations for non-majors to use scientific skills and thinking, especially connection and compassion for wildlife |
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/E-mail</th>
<th>Phone</th>
<th>Campus/Address</th>
<th>Research Interests</th>
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<tbody>
<tr>
<td>Nightengale-Lee, Bianca CI</td>
<td>Assessment Coordinator <a href="mailto:bnightengalelee@fau.edu">bnightengalelee@fau.edu</a></td>
<td>561-297-6594</td>
<td>Boca - ED 345</td>
<td>Critical pedagogy &amp; teacher preparation: intersectionality, humanizing pedagogy; language, literacy and power in the classroom, hip-hop based education &amp; the literacy development of Black youth.</td>
</tr>
<tr>
<td>Powers, Jillian IT</td>
<td>Faculty Website <a href="mailto:jrpowers@fau.edu">jrpowers@fau.edu</a></td>
<td></td>
<td>Boca-ED 321</td>
<td>Technology integration in K12 education, information and media literacy education, computational thinking and STEM education, online and blended learning and assistive technology.</td>
</tr>
<tr>
<td>Ramirez, J. Andrés</td>
<td>TSL/BE, CI <a href="mailto:ramirezj@fau.edu">ramirezj@fau.edu</a></td>
<td>561-297-6594</td>
<td>Boca- ED 346</td>
<td>Bilingual and TESOL education; Critical Applied Linguistics; Systemic Functional Linguistics and Critical pedagogy. His current scholarship explores advocacy and responsive curricular practices for academic literacy achievement for culturally and linguistically diverse students.</td>
</tr>
<tr>
<td>Rhone, Angela EP</td>
<td>Faculty Website <a href="mailto:arhone@fau.edu">arhone@fau.edu</a></td>
<td></td>
<td>Davie ES 227</td>
<td>Educational Psychology, Multicultural Education and Technology</td>
</tr>
<tr>
<td>Schoorman, Dilys MCE, CI</td>
<td>Faculty Website <a href="mailto:dschoorm@fau.edu">dschoorm@fau.edu</a></td>
<td>561-297-6594</td>
<td>Boca – ED 467</td>
<td>Critical perspectives in research and pedagogy, teacher education and professional development in multicultural/global contexts, family literacy, faculty governance, leadership for social justice.</td>
</tr>
<tr>
<td>Sembiante, Sabrina</td>
<td>TSL/BE, CI, Ph.D. Program Coordinator <a href="mailto:ssembiante@fau.edu">ssembiante@fau.edu</a></td>
<td>954-236-1107</td>
<td>Davie- ES 220</td>
<td>TESOL; Bilingual Education; Early Childhood; Early Bilingual Child Development; Language and Literacy Instructional Practices; Applied Linguistics; Sociolinguistics.</td>
</tr>
<tr>
<td>Vaughan, Michelle CI</td>
<td>Master’s Program Coordinator <a href="mailto:mvaugha3@fau.edu">mvaugha3@fau.edu</a></td>
<td></td>
<td>Boca- ED 344</td>
<td>Teacher change and growth through action research; Technological pedagogical content knowledge; Technology integration; Online program development; Inclusion practices.</td>
</tr>
<tr>
<td>Willems, Patricia EP</td>
<td>Master’s Program Coordinator <a href="mailto:pwillems@fau.edu">pwillems@fau.edu</a></td>
<td></td>
<td>Davie ES 207</td>
<td>Educational Psychology, Motivation; Self-Efficacy in preservice teacher preparation; Authentic instructional approaches for online learners; Case-study method/Case-based learning; Parental involvement in children’s learning and their educational success. Teach graduate courses in the areas of Child Development, Development of the Adolescent</td>
</tr>
</tbody>
</table>
Zainuddin, Hanizah  
**TSL/BE**  
Faculty Website  
Ph.D. in Language Education  
*Indiana University at Bloomington*  
Phone: 561-297-6594  
zainuddi@fau.edu  
Campus:  
Boca- ED 347  
Teacher professional development in TESOL; International initiatives; ESOL and bilingual development; Program evaluation; Family literacy, authentic assessments and content-based instruction for English Learners.

| Faculty with Joint Appointments Eligible to Chair Dissertations |
|------------------|------------------|------------------|
| **Bogotch, Ira**  
**EDLRM**  
Ed.D. in Educational Leadership  
*Florida International University*  
Phone: 561-297-3558  
iibogotch@fau.edu  
Campus:  
Boca, ED 252  
Leadership for social justice; socio-cultural and historical factors influencing school leadership; leadership pedagogies; internationalizing educational leadership; and theorizing on the possible relationships between school leaders and social justice. |

<table>
<thead>
<tr>
<th>Staff</th>
<th>Contact Information</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Cantor, Jodi**  
Phone: 561-297-6594  
jcantor2@fau.edu  
Campus:  
Boca- ED 495  
GTA Contracts  
Graduate Admissions  
Grade Changes  
Scheduling of Qualifying Exam  
Hearing & Defense Announcements  
Directed Independent Studies  
Student Petitions & Graduate College Forms  
General Student Inquiries |

**TBD**  
Phone: 561-297-6598  
Electronic Plan of Study Administrator  

**KEY**

<table>
<thead>
<tr>
<th>BE</th>
<th>Bilingual Education</th>
<th>TSL</th>
<th>Teaching English as a Second Language</th>
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<tbody>
<tr>
<td>CI</td>
<td>Curriculum &amp; Instruction</td>
<td>EDLRM</td>
<td>Department of Educational Leadership and Research Methodology</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
<td>R</td>
<td>Reading/Literacy</td>
</tr>
<tr>
<td>MCE</td>
<td>Multicultural Education</td>
<td>IT</td>
<td>Instructional Technology</td>
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<td>EP</td>
<td>Educational Psychology</td>
<td>M</td>
<td>Math</td>
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<tr>
<td>S/EE</td>
<td>Science/Environmental Education</td>
<td>SO</td>
<td>Social Science</td>
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</table>
Admission Requirements
Admission Requirements

As of Fall 2015, doctoral candidates are admitted for the Fall semester only. The application deadline is 15th February. Admission to the Ph.D. in Curriculum and Instruction requires submission of the graduate application form. You will find information about the application process at [http://www.fau.edu/graduate/](http://www.fau.edu/graduate/). You may complete the actual graduate application at [http://www.fau.edu/graduate/apply.php](http://www.fau.edu/graduate/apply.php). For questions regarding your application status or general inquiries, please call the Graduate College Office at (561) 297-3624, the office for Academic and Student Services at the College of Education (561) 297-3570, or send an email to graduatecollege@fau.edu.

For more information on the program, please contact the Department of Curriculum, Culture, and Educational Inquiry:

- Office: Bldg 47, ED 495
- Campus: Boca
- Phone: (561) 297-6594
- Department Website: [http://www.coe.fau.edu/academicdepartments/ccei/](http://www.coe.fau.edu/academicdepartments/ccei/)

To be admitted, a student must meet the following requirements:

1. Send in official transcripts of all undergraduate and graduate coursework to the Graduate College at FAU indicating the courses taken and noting completion of a bachelor’s and a master’s degree.
2. Have a grade point average (GPA) of 3.00 or better in the last 60 semester hours of undergraduate work, and a GPA of 3.25 or better in a completed master’s degree program.
3. Present GRE scores on the quantitative, verbal, and written sections which are not more than 5 years old from the date of your application to the program.
4. Provide two letters of recommendation from supervisors and/or professors.
5. A professional statement describing your career goals, research interests, and reasons for wanting to enter the program.
6. Shortlisted applicants will be invited to an interview with department faculty during the application review process. These applicants will be asked to complete a 45 minute on-site writing sample after the interview.
7. Additional requirements for international students may apply. Please refer to the Graduate College for more information.

- If you have any further questions about the admission requirements, please contact the program assistant, Lizeth Garcia (information listed on page 8).
- If you have any further questions about the program or coursework, please contact the doctoral coordinator (information listed on page 4).

Once admitted:

Upon notification of admission, the candidate must contact their assigned Program Advisor to design a preliminary plan for their coursework. The Program Advisor explains the process of the doctoral program, states our expectations for doctoral students, answers questions about the curriculum, and discusses the student’s prior experiences, current interests, and future plans. The doctoral coordinator is also available to answer any questions about the program, coursework, and can assist you with other program-related issues or questions.

The electronic Plan of Study (POS) must be completed at the midpoint of the coursework. Students eligible for Graduate Assistantships will need to complete a POS within their first semester of coursework. All doctoral work, inclusive of the dissertation requirements, must be completed within 10 years of date of admission. During the entire Ph.D. process, students are required to enroll for at least 1 credit during at least 2 semesters (fall, spring, or summer) of every academic year, in order to remain eligible for the degree. For special cases
where a student is unable to do so, a petition can be filed (please refer to the “Policies and Procedures” section for more information on this).

A maximum of 17 semester hours of graduate credit earned from Florida Atlantic University in a non-degree-seeking status and a maximum of 6 semester hours of graduate credit earned from another university may be transferred into the program, subject to approval by the Program Advisor.

All College of Education Programs are approved by the Florida Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) previously NCATE. Please keep and consult the Florida Atlantic University catalogue from the semester that you were admitted to the program, for more details regarding your program.
Program Description
Program Description

The Doctor of Philosophy (Ph.D.) in Curriculum and Instruction degree provides a theoretical and practical course of study in curriculum and instruction. The program is designed for teachers, curriculum coordinators, college instructors, corporate and agency curriculum planners, academics, and other professional educators. The program enables students to develop a theoretical and conceptual framework for studying teaching and learning, and also encourages professional educators to develop knowledge and practice in their own fields of specialization. The Ph.D. culminates in a dissertation, focused on an area of investigation that interests the doctoral candidate and benefits the profession. Doctoral candidates have opportunities to participate with faculty on research, in teaching, and in professional activities, including publishing and conference presentations. A 3.0 GPA or better must be maintained, with nothing lower than a C earned in all coursework, throughout the program.

Students need to complete a minimum of 66 credits for the Doctoral degree in Curriculum and Instruction (including dissertation credits). Credits should be accumulated in the following categories of required courses and credits listed below.

| Core Courses (15 credits) + Initial Research Courses (6 credits) + Area of Specialization Electives (21 credits) + Advanced Research Courses (9 credits) + Dissertation (15 credits) = 66 credits |

Florida Atlantic University requires that doctoral students complete a minimum of 81 post-baccalaureate credits for their degree, so the difference between the 66 credits below and the 81 mandatory credits required by the university can be made up by including selected courses from a student’s previous Master’s degree as a part of their program of study.

Core Courses: 15 credits

Take all of the following courses (preferably in this order, but only 1 per semester) (all each 3 credits):

- EDG 7938 Foundations of Curriculum Inquiry (Take this course in the first semester of your program)
- EDF 7758 Trends in Analyzing Instructional Practices
- EDG 7944 Research in Curriculum and Instruction
- EDG 7221 Curriculum Theory
- EDF 7917 Instructional Policies and the Teaching Profession (Take this course after EDF 7758 and before/during the semester of Qualifying Examination)

Core Courses may not be substituted for or taken as independent studies except under extreme circumstances.

Initial Research Courses: 6 credits

Take these courses early in the program (preferably in this order).

- STA 7114 Advanced Statistics (Dept. of Educational Leadership & Research Methodology; This course requires a pre-requisite of STA 6113 – Educational Statistics, unless the student has taken an equivalent course in a previous graduate degree program)
- EDA 6415 Introduction to Qualitative Analysis (Dept. of Educational Leadership & Research Methodology)

Area of Specialization Electives: 21 credits at the 6000 level or above

These courses are chosen after speaking with the Program Advisor. Please see “Possible Program Electives” on the program website - http://www.coe.fau.edu/academicdepartments/ccet/doctordate/docs/areaofspecialization.pdf (You are not limited to this list.)

Students may bring up to 15 credits from their Master’s Degree into the Ph.D. program to meet this requirement. These electives will be added on to the 21 Elective credits taken at FAU in order to make the difference between
the department’s 66 doctoral credits and the FAU requirement of 81 credits. In other words, any credits transferred from a student’s Master’s degree cannot substitute any of the above 21 elective credits.

Advanced Research Courses: 9 credits
Take these courses at the midpoint or later of the program (preferably in this order).
EDF 7578 Critical Approaches to Educational Inquiry (For those admitted after Spring 2015) (This course requires a pre-requisite of EDF 6415 - Intro to qualitative and STA 6113 - Initial Research course)
EDA 7416 Advanced Qualitative Inquiry (Dept. of Educational Leadership & Research Methodology
EDF 7482 Advanced Educational Research (Dept. of Educational Leadership & Research Methodology) (Take this course before or during the semester of the Qualifying Examination)

Qualifying Examination
The date of the Qualifying Examination is arranged with your Dissertation Chair upon completion of coursework, or in the same semester as the student completes the coursework.

Dissertation: 15 credits
Dissertation credits are taken after the student has passed the Qualifying Examination, and has an approved Dissertation Proposal.
EDG 7980 Dissertation
Ph.D. in Curriculum and Instruction

CCEI Program Advising Form

Last Name: ___________________________ First Name: ___________________________ MI: _____________

Street: ___________________________________________________________________________________

City: ___________________________ State: ________________ Zip: ______________________

Daytime Phone #: ___________________________ Cell Phone #: ___________________________

E-Mail Address: __________________________________________________________ Z #: _____________

Degree(s) Held: __________________________________________ Number of Years Teaching: __________

Present Position (title): ___________________________ Name of School: __________________________________

FL Teaching Certifications: __________________________________________________________________________

Area of Specialization: __________________________________________________________________________

Core Courses: 15 credits

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>EDG 7938</td>
<td>Doctoral Seminar</td>
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<td>______</td>
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<tr>
<td>EDF 7758</td>
<td>Trends in Analyzing Instructional Practices</td>
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<td>______</td>
<td>___</td>
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<tr>
<td>EDG 7944</td>
<td>Research in Curriculum and Instruction</td>
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<td>______</td>
<td>___</td>
</tr>
<tr>
<td>EDG 7221</td>
<td>Curriculum Theory</td>
<td>3</td>
<td>______</td>
<td>___</td>
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<tr>
<td>EDF 7917</td>
<td>Instructional Policies and the Teaching</td>
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</table>

**Take all of the following courses (preferably in this order):**

**(Register for this course the first or second term)**

**Profession (Take just before the semester of the Qualifying Examination)**

Initial Research/Statistics Courses: 6 credits

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>STA 7114</td>
<td>Advanced Educational Statistics</td>
<td>3</td>
<td>______</td>
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</tr>
<tr>
<td>EDA 6415</td>
<td>Introduction to Qualitative Analysis</td>
<td>3</td>
<td>______</td>
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Area of Specialization Electives: 21 credits at the 6000 level or above

**These courses should be chosen after speaking with the Program Advisor. Please see “Possible Program Electives.”**

<table>
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</table>
Advanced Research Courses: 9 credits

These courses should be taken at the midpoint or later of the coursework (preferably in this order):

<table>
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</table>

| EDG 7578 | Critical Foundations of Educational Inquiry | 3 |       |           |
| EDA 7416 | Advanced Qualitative Inquiry | 3 |       |           |
| EDF 7482 | Advanced Educational Research | 3 |       |           |

(Take before or during the semester of the Qualifying Examination)

Qualifying Examination

The date of the Qualifying Examination is arranged with your Program Advisor upon completion of coursework.

Dissertation: 15 credits

Dissertation credits are taken after the student has passed the Qualifying Examination and has an approved Dissertation Proposal.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Grade</th>
<th>Term/Year</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

| EDG 7980 | Dissertation |       |       |           |

(Totaling 15 credits)

Record dates for full-time residency requirement:

Semester 1: _______________________________
Semester 2: _______________________________

University Residency requires 2 semesters of “full-time study” (9 hours in Fall or Spring semesters, 6 hours in the Summer semester) during your program.

Note: The student may also have to take some of the following courses, depending on previous coursework:

| EDG 6224 | U.S. Curricular Trends and Issues |
| EDG 6253 | Design Components of Curriculum |
| EDG 6285 | Program Evaluation in Curriculum and Instruction |
| STA 6113 | Educational Statistics |
| EDF 6481 | Educational Research |

Comments: __________________________________________________________________________________________________________

Minimum credit hour (c.h.) requirement: 66 hours

Total program c.h. _________________

• Indicate, if applicable, total c.h. taken at FAU as a non-degree seeking student: _____ (maximum 17 c.h.)
• Indicate, if applicable, total c.h. transferred from an institution other than FAU: _____ (maximum 6 c.h.)

Submit an electronic Plan of Study in consultation with your academic advisor. The electronic Plan of Study must be submitted to the Graduate College at the mid-point of your coursework. Directions to do this are located at:

http://www.fau.edu/graduate/forms-and-procedures/degree-completion/plan-of-study.php

Submit a Research Compliance and Safety Information form (along with your electronic Plan of Study), located at:

https://www.fau.edu/graduate/forms-and-procedures/docs/FORM_12_Research_Compliance_and_Safety.pdf

Student’s Signature / Date

Advisor’s Signature / Date
Program Overview Flowcharts

Early to Midpoint Coursework
- For more information about coursework, please see page 13 & 22.

Midpoint to Final Coursework
- For more information about coursework, please see page 13 & 22.
Coursework leading up to Qualifying Examinations

- For more information about Qualifying Examinations, please see page 28.

Proposal Hearing leading up to Candidacy

- For more information about Preparing for the Proposal Hearing, please see page 35.
Dissertation Research leading up to Dissertation Defense

- For more information about Preparing for the Dissertation Defense, please see page 35 & 38.

Preparation for Graduation

- For more information about Preparing for Graduation, please see page 38.

This flowchart serves as a brief overview of the program. It does not represent the program in its entirety. It is the responsibility of the doctoral student to read this handbook for more detailed information.
# Scholarship, Teaching and Service Opportunities

Below is a list of opportunities or activities that doctoral students can be engaged in throughout their doctoral career.

<table>
<thead>
<tr>
<th>Scholarship/Publications</th>
<th>Service School/Organization</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit articles manuscripts to refereed journals: State/regional/national/international</td>
<td>Write technical reports, educational documents, curriculum guidelines</td>
<td>Fulbright, Rotary, and other awards that involve teaching</td>
</tr>
<tr>
<td>Submit articles manuscripts to non-refereed journals: State/regional/national/international</td>
<td>Participate on an accrediting visitation team</td>
<td>Innovative teaching experiences</td>
</tr>
<tr>
<td>Publish proceedings of a conference</td>
<td>Do statewide professional activities</td>
<td>Excellence in Teaching awards</td>
</tr>
<tr>
<td>Write a monograph</td>
<td>Have an administrative role such as coordinator or supervisor</td>
<td>National Board Certification</td>
</tr>
<tr>
<td>Publish an article in an educational magazine</td>
<td>Be an officer or member in a local/state/national organization</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grants</th>
<th>Community</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a grant proposal</td>
<td>Participate in a community project</td>
<td>Mentor other doctoral students</td>
</tr>
<tr>
<td>Review grant proposals</td>
<td>Develop a community project</td>
<td>Be involved in collegial groups with fellow doctoral students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching/ Professional Development</th>
<th>Presentations</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend conferences, workshops, lectures as a participant</td>
<td>Make a poster board presentation at a conference</td>
<td>Classroom-based research projects initiative by teacher</td>
</tr>
<tr>
<td>Teach a university course</td>
<td>Make a refereed presentation</td>
<td>Participate in mentored research projects with a faculty member</td>
</tr>
<tr>
<td>Develop curriculum materials or a new course</td>
<td>Make a non-refereed presentation</td>
<td></td>
</tr>
</tbody>
</table>
Coursework
Coursework

In this section of the Handbook, you will find information about when to take certain courses and course descriptions, how to select a committee, and resources for working on your dissertation.

Coursework should be thought of in two stages – foundational and specialized. Foundational coursework should provide you with a “big picture” view of curriculum and instruction. This coursework has three components – core curriculum and instruction (C&I) courses, five research courses, and specialized electives. The specialized coursework will build on the foundational courses, which will lead to your thesis research interest. Specialized coursework may include one or more Directed Independent Study courses. Try to take courses with a variety of faculty members in order to learn a range of educational perspectives and identify potential committee members.

* Remember to take electives in between or along with the following courses listed here:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course</th>
<th>Content</th>
<th>When you should take this course</th>
</tr>
</thead>
</table>
| Core Course   | EDG 7938 (Doctoral Seminar)                  | In this important introductory course, you will learn about the nature of doctoral work and program requirements. You will examine current research in order to understand expectations and requirements for scholarly research, and begin to frame your investigations. You will also interact with your doctoral peers, analyze dissertations, interview faculty members, and discuss challenges facing those in leadership roles. | ● This course is only offered in the Fall.  
● Should be taken during your first semester                                                  |
| Core Course   | EDF 7758 (Trends in Analyzing Instructional Practices) | In this course, you will examine research about instructional practices and analyze your own practice.                                                                                                                                                                                                                                       | ● This course is offered in the Spring.  
● Should be taken as early as possible in your program, before EDF 7917 if possible.          |
| Initial Research Course | EDA 6415 (Introduction to Qualitative Analysis) | In this course, you will be guided through the design and implementation of a qualitative research project. You will learn about the research design, data collection methods, and data analysis methods used in qualitative research                                                                                                                              | ● This course is offered every semester, including the summer.  
● Should be taken earlier or at the midpoint of your program.                                    |
| Core Course   | EDG 7944 Research in Curriculum and Instruction | In this course, you will learn about the process of writing a literature review. The hopeful outcome is a publishable literature review in your subject area.                                                                                                                                                                              | ● This course is offered in the Fall.  
● Should be taken at the midpoint of your program.                                               |
| Advanced Research Course | EDG 7578 (Critical Foundations of Educational Inquiry) | This course addresses critical paradigms in educational research. Students will explore the links between their theoretical framework and their design/methodology and the distinctions among diverse epistemologies.                                                                                                  | ● This course is offered every Summer.  
● Should be taken at the midpoint or later of your program.                                       |
### Core Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 7221</td>
<td>(Curriculum Theory)</td>
<td>This course gives you a historical and philosophical understanding of curriculum and enables you to understand different ways to conceptualize curriculum.</td>
<td>This course is offered in the Fall. Should be taken later in your program.</td>
</tr>
<tr>
<td>Initial Research Course</td>
<td>STA 7114 Advanced Statistics</td>
<td>This course provides you with a foundation that will help you as you gather and analyze statistical data for your own studies.</td>
<td>This course is offered every semester, including the summer. Should be taken at the midpoint or later of your program. May require pre-requisite of STA 6113.</td>
</tr>
<tr>
<td>Advanced Research Course</td>
<td>EDA 7416 (Advanced Qualitative Inquiry)</td>
<td>This course teaches about qualitative research design, theory building, data analysis, and how to write up qualitative research. In this course, students will design and implement an individually defined study.</td>
<td>This course is offered every semester, including the summer. Should be taken at the midpoint or later of your program. It requires the advising professor’s signature to enroll.</td>
</tr>
<tr>
<td>Core Course</td>
<td>EDF 7917 (Instructional Policies and the Teaching Profession)</td>
<td>This course will help you move from thinking about what happens in your classroom or in your school, to what happens and what should be happening in education on a larger scale.</td>
<td>This course is offered in the Spring. Should be taken at the end of your program. It requires the Dissertation Chair’s signature to enroll.</td>
</tr>
<tr>
<td>Advanced Research Course</td>
<td>EDG 7482 (Advanced Educational Research)</td>
<td>This course will help you prepare your proposal. Your dissertation topic should be developed throughout coursework. While doing research and class projects, think about how classwork and assignments can help shape your dissertation topic.</td>
<td>This course is offered in the Fall and Spring. Before taking this course, you should meet with your Dissertation Committee to get approval for your research topic. Should be taken in your last semester of coursework.</td>
</tr>
</tbody>
</table>

### Area of Specialization Coursework / Electives

Specialized coursework should focus on your area of specialization in preparation for writing your dissertation. Consult with your Program Advisor and/or Dissertation Chair when selecting courses related to your Area of Specialization. These courses will help you build upon what you learned in the Core C&I courses and begin to help shape your research question.

You may want to include at least one Directed Independent Study course in your program. An independent study will give you the opportunity to design a project around your special area of interest. If you have a topic of particular interest that cannot be met through traditional coursework, meet with your Program Advisor to discuss independent study requirements.

The Ph.D. in Curriculum and Instruction is flexible; program advisors welcome your investigation of courses throughout the university that may be of interest. To assist in the process of choosing Area of Specialization Electives, please consult the Ph.D. in Curriculum and Instruction website where you will find Departmental, College, and University Electives that other doctoral students have found to be beneficial:

Directed Independent Study (DIS)

A Directed Independent Study (DIS) is a course option, representing an elective, that provides a more in-depth and comprehensive study of a specific topic. Students can choose to take a DIS for a variety of reasons during their coursework, including to learn more about a faculty member’s expertise or area/method of research, prepare aspects of their proposal chapters, or to collaborate with a faculty member on a conference presentation or manuscript. A student can enroll in a DIS for 1, 2, or 3 credits, with each credit representing 15 hours of class time as well as normal preparation time. Students are discouraged from taking more than 6 credits of DIS over the extent of their program.

Procedure for developing and enrolling in a DIS:

1. A proposal for DIS is developed with the doctoral student after initial consultation with the faculty member.
2. The faculty member and student will determine the specific title of study that will appear on the transcript (up to 32 characters/spaces), a description of the study, the objectives of the study, the method of evaluation of the study, and the readings that the study will include. This information is included in the DIS form and more information can be attached in an additional word document, if needed. The DIS form is available here:
3. Once, the proposal for directed independent study form is completed, the form must be signed by the doctoral student and the faculty member, and must be submitted to the CCEI office for the department chair’s approval and signature.
4. The proposal must be submitted to the Student Services Office and must be approved prior to registration for the DIS.
5. The independent study must be completed and final product submitted to the faculty at least one week before grades are due in to the registrar.

Important information to note:

- The title that is given to the DIS should be named explicitly and with an effort not to duplicate the names or areas of other courses that a doctoral student has taken as the DIS title will be reflected in the doctoral student’s transcript.
- For auditing purposes, the faculty member should make sure that they are credentialed in the area of the DIS (as titled). Faculty members should ensure that the DIS title matches one or more of their teaching or research qualifications.
- A grading scale should be submitted with the DIS in the section of “evaluation” determining specific criteria for the grade of A, B, C, etc. This will ensure that the progress of the doctoral student in their DIS can be clearly captured by the grade they have earned and any potential grade disputes can be avoided.
Filing your Plan of Study (POS)

A Plan of Study (POS) provides you and your advisor with a roadmap to help you arrive at your destination – graduation – in a timely manner and with few detours. Students should meet with their advisor early and often to devise a POS. Before drafting your plan, familiarize yourself with degree requirements for your major in *curriculum & instruction* and your *area of specialization* (AOS), many of which are available in this handbook. You should also make sure that you have followed all FAU regulations, noting concerns with continuous enrollment and planning which courses you are “bringing in” to the program (max of 12 credits prior to admission). You must file your POS before the final year of doctoral coursework (or earlier, at the midpoint of your coursework). Students eligible for Graduate Assistantships will need to complete a POS within their first semester of coursework.

Details to Note when Filing your POS:

- Chronological order – Present courses from earliest to latest
- Note courses from a separate master’s degree in a separate section of the POS (these courses are being transferred or “added in” to help you fill the difference between the 66 credits needed for our program and a total of 81 credits needed by the university for a Ph.D. degree)
- If entering courses for a separate master’s degree prompts the system to ask you about continuous enrollment; merely include a note stating that these courses are from a previous degree
- Dissertation credits need to be spread out over multiple courses; please consult your advisor on this!
- The answers to prompts about Research Compliance are typically:
  - YES – Human Subjects
  - NO – FAU cannot assert rights
  - NO – Environmental Health training needed
- You must submit a Research Compliance and Safety Information form along with your electronic Plan of Study, located at: [https://www.fau.edu/graduate/](https://www.fau.edu/graduate/)

To access the Electronic My POS:

1. Log in to your MyFAU account at [https://myfau.fau.edu/](https://myfau.fau.edu/)
2. Click on the Graduate College Tab in top row
3. Click on your respective college in box at top left
4. Follow the prompts

Further directions to help you complete the POS are available here:

- [http://dorsrv1.fau.edu/GCEF/Support/MyPOS_Student_Quick_Guide.pdf](http://dorsrv1.fau.edu/GCEF/Support/MyPOS_Student_Quick_Guide.pdf)
Policies and Procedures
Dissertation Committee and Chair

Updated August 2, 2017

A. Selection of the Dissertation Committee Chair

1. All Chairs and Co-Chairs of Dissertation Committees from the CCEI department or another department must have Graduate Faculty Status (as determined under the Graduate College Governance Document: http://www.fau.edu/graduate/docs/Graduate_College_Governance_Document.pdf).

2. All committees must have at least two CCEI faculty members serving on the Committee. This may include faculty with Joint Appointments in the CCEI department.

3. Doctoral students will first choose a faculty member who has Graduate Faculty Status to be their Dissertation Committee Chair. After that has happened, a student may, in consultation with their Dissertation Chair, invite a Co-Chair with Graduate Faculty Status.

4. Students should formally select a Dissertation Chair after they have finished at least half of their program courses, and have a dissertation topic. It is important that students meet a number of faculty members and have sufficient coursework to enable them to discuss possible dissertation research questions and methods.

5. The Dissertation Chair may or may not be the student’s Program Advisor

B. Selection of the Dissertation Committee

1. Each doctoral candidate shall have an advisor and a Supervisory Committee comprised of at least three members of the Graduate Faculty. One of the members shall serve as the Chair of the Supervisory Committee. We encourage students to have at least 4 members in order to eliminate any possible problem with a meeting held without the requisite minimum number of members (3).

2. Students will consult with the Dissertation Committee Chair to choose prospective committee members. The Chair will work with the student on a Concept Paper (template provided by CCEI). After the Chair approves the Concept Paper, the student will send it to prospective committee members before meeting with them to discuss committee membership.

3. At least two Dissertation Committee members must be chosen from the Department of Curriculum, Culture, and Educational Inquiry. Students should select committee members based on their knowledge of curriculum and instruction, their experience conducting research, their knowledge of the student’s area of specialization, their expertise in methodology, their ability to help students write better, and their willingness to work closely with the student. The student should make these aspects clear to the faculty member when inviting them to serve on the dissertation committee. Students should present a clear rationale to the committee member who they are inviting for that member’s inclusion based on the above information.

4. The following people who do not have Graduate Faculty Status or Associate Graduate Faculty Status may serve as members of a Doctoral Dissertation Committee, following their approval by the department and the University Graduate Programs Committee:
   a. A faculty member in the department who is not in a tenure-track position.
   b. A Florida Atlantic University faculty member in another College at FAU.
   c. A faculty member from other university.
d. A community member not working at a university.

In case the student or the Dissertation Committee Chair wishes to request a different Dissertation Committee Chair:
The candidate contacts the Department Chair to discuss reasons for requesting this change. If a change is recommended, the Department Chair will notify the current Dissertation Chair of the change. The candidate will then identify and secure agreement from a CCEI faculty member with Graduate Faculty Status to serve as the new Dissertation Committee Chair. The candidate verbally confirms with the other members of the Committee to see if they will continue to serve on the committee. If they will not, additional members must be identified, with at least two of them being from the CCEI Department. The candidate then files a new Appointment of Dissertation Committee form with the signatures of the new Dissertation Committee Chair and Committee members along with Graduate College Form 9 to the department.

If a Dissertation Committee Member Change is necessary:
The student and the Dissertation Committee Chair should identify a faculty member with Graduate Faculty Status or Associate Graduate Faculty Status who wishes to serve as a Dissertation Committee member. The student then files a new Revision to Existing Plan of Study (Form 9) with the signatures of the members to be removed and the members to be added, along with Dissertation Committee Chair. Form 9 needs to be submitted to the department.
This concept paper is intended to be used with the Dissertation Chair’s support and guidance to share initial dissertation ideas with prospective Dissertation Committee members. The Chair will work with the student on a Concept Paper using this template. After the Chair approves the Concept Paper, the student may then send it to prospective committee members before meeting with them to discuss committee membership.

A. Introduction
   1. Coursework I have not yet completed:
   2. Courses that have especially informed my research interests:

B. Background
   1. How I came to this dissertation topic:
   2. What I hope to learn in my research study:
   3. My research questions:
   4. Concepts or theories that will form the basis of my study:

C. Literature
   1. Specific studies or researchers that I have read which have particularly influenced my research interests:
   2. Specific researchers or theorists that I have been introduced to and would like to read more extensively:
   3. How this research might contribute to the knowledge base in my field of study:

D. Method
   1. Possible participants in my study:
   2. Qualitative and/or quantitative data sources I might utilize, and why I would choose them:
   3. My proposed timeline for the study:
Written Qualifying Examination

Updated August 9, 2017

When the faculty members have agreed to serve and the committee has been chosen, the Dissertation Committee Chair calls a committee meeting. At that meeting, the student discusses ideas for a dissertation and the committee decides on a timeline for the qualifying examination. Prior to the scheduling of the exam, the doctoral student is responsible for obtaining signatures from the committee on the Appointment of Doctoral Dissertation Committee form: (http://www.coe.fau.edu/academicdepartments/ccei/doctorate/docs/AppointmentofDoctoralDissertationCommitteeForm.pdf)

A. Scheduling the Examination
   1. The Qualifying Examination may be taken:
      i. During or after the last semester of coursework.
      ii. If a minimum GPA of 3.25 on all graduate work attempted during the Doctoral Program at FAU has been maintained.
      iii. With the approval of the Dissertation Committee Chair.

   During the semester in which Qualifying Examinations are taken, candidates may enroll in EDF 7482, Advanced Educational Research. If Qualifying Examinations are taken after coursework, the student must be enrolled in at least 1 credit of directed independent study with their Dissertation Chair or committee member to take the exam. The Qualifying Examination is scheduled and administered on two days, with dates to be set by the student and dissertation chair. The exam lasts 2 consecutive half-days, for 3 - 4.5 hours each day (90 minutes allotted per question). Department staff can be contacted regarding test day protocol (location, breaks, etc.). The exams are based on the candidate’s Plan of Study and are directed by the Dissertation Committee Chair.

B. Preparation for the Examination
   1. The Qualifying Examination (QE) questions are selected/created with the Dissertation Chair and must consist of the following listed below. Students should plan to select/create questions with their Dissertation Chair 2 months before the date of the Qualifying Examination.
      i. 2 questions from the Methods section of suggested QE questions
      ii. 2 questions for the Area of specialization (AOS) (created with the Dissertation Chair)
      iii. 4 questions from the Curriculum & Instruction (C&I) section of suggested QE questions

C. Structure of the Examination
   While the doctoral student will be preparing for the total of 8 questions above, they will write on approximately 4 or 5 questions on the day of the comprehensive exam, which will include: 1 Method question, 1 AOS question, and 2 C&I questions. This means that of the 2 Methods questions, the student will receive 1 Method question to answer on the day of the exam. Suggested questions are available on page 31 of the handbook.
   
   ***Qualifying Examination questions SHOULD NOT be revealed to the doctoral student prior to the exam, with the exception of the Area of Specialization question which, at the Dissertation Chair’s discretion, may be provided to the student 1 week before the Qualifying Examination.

D. Role of Committee, and Evaluation Procedures
   ● Members of the Dissertation Committee act as Reviewers of the student’s responses. Other Reviewers may be solicited from departmental faculty, based on the student’s Area of Specialization.
● Committee Chairs should inform the members of each student’s committee that the exam will be taking place, and determine who will review which questions.

● Chairs also need to solicit Area of Specialization questions from Dissertation Committee members.

● The set of Curriculum & Instruction responses and the set of Area of Specialization responses should each be read by a minimum of 2 reviewers (not all the same people for every question). Responses will be scored using the Qualifying Examination Assessment Rubric. Give the reviewers 2 weeks to read the responses and return their evaluations.

● Each question is worth 20 points. The following Grading Scale is used to assess each question, and the final numerical score for the response is reported, along with comments, in the last box in the template:
  0-13 points: Not Passing
  14-17 points: Passing
  18-20 points: Passing with Honors

● If there turns out to be great differences in inter-rater scores on any response, the Committee Chair may contact the Reviewers to determine how to reconcile the gap and move toward greater consensus.

● The doctoral student will be given the mean score from the Reviewers for each question, when all responses are evaluated and a results summary. Then, the Dissertation Committee Chair will send a results summary to all Committee Members, Reviewers, and the CCEI Department Chair.

● A doctoral student’s Qualifying Examination scores should be recorded by the Dissertation Committee Chair on the Qualifying Examination Rubric and sent to the CCEI Assessment Coordinator to be uploaded to Livetext.

● If the student does not pass all questions on the Qualifying Examination, the Dissertation Committee Chair will notify the CCEI Department Chair about the results and the plan for retaking the examination. The policy for failure on the exam follows (an amendment of the policy passed in April 2006):
  o Students must rewrite any question that they fail on the first Qualifying Examination.
  o If it is necessary to rewrite any or all questions from the first Qualifying Examination, this process must be completed in less than 1 year from the date of the first Qualifying Examination.
  o If the student fails any question on the second Qualifying Examination, he or she will not be able to continue in the program.
  o Any exception to this policy will require an official appeal to the Department of Curriculum, Culture, and Educational Inquiry by the student, within 1 semester following the second Qualifying Examination.
  o New scores from a rewrite should be noted on the Qualifying Examination Rubric and sent to the CCEI Assessment Coordinator to be added to the original rubric uploaded to Livetext.
Qualifying Examination Study Guide

Updated August 8, 2017

Information about the Examination

● The Qualifying Examination is the culminating assessment linked to your coursework in the Doctoral program. The overall purpose is for you to demonstrate your “core” knowledge from our departmental courses and your “specialized” knowledge from electives and research courses taught outside of our department. In addition, you will exhibit the strong academic writing skills that you have learned throughout the program.

● In line with our mission, we want you to analyze, evaluate, and synthesize key aspects of what you have learned in the courses. You will be asked to describe major theories and relate them to issues of research, practice, and policy. We think it is quite important that you participate in a Study Group to prepare for the Qualifying Examination. By doing this, you will gain other perspectives on the ideas and information required to respond in depth to the questions. The following procedures can guide you through the process.

● Note that quality of writing and scholarship are important factors in ensuring success at the Qualifying Examination level.

The questions below do not include Area of Specialization questions specifically designed by the Dissertation Committee for an individual student. The Chair of the Dissertation Committee may consult with any or all committee members in the development of Area of Specialization questions.

Students will be asked to respond to the following:

At least 1 Area of Specialization Question (written for specific student)
At least 2 Curriculum and Instruction Questions (see pool below)
At least 1 Methodology Question (see pool below)

All students will write in response to a minimum of 4 and a maximum of 5 questions for the Qualifying Examination. Students will have 90 minutes for each question in the Qualifying Examination.

A committee of faculty members will read your responses to the questions and complete a Qualifying Examination Assessment Rubric. Rubrics will be forwarded to your Dissertation Committee Chair, who will average the quantitative results for each question. Results, with written commentary from readers, will be forwarded to you approximately 2 weeks after you submit your Qualifying Examination.
Qualifying Examination Questions for Curriculum and Instruction

(Theese questions do not include Area of Specialization questions designed for specific students)

The following are suggested questions for the Qualifying Examination. In consultation with your Dissertation Chair, these questions can be chosen as is, or modified based upon the student’s needs. Please note that the Curriculum, Pedagogy, and Policy questions are representative of the questions for the Curriculum & Instruction area.

Curriculum
1. Identify three scholars central to your theoretical framework as a scholar. Answer the following question: How does each scholar define the central concepts and purposes of curriculum? Then answer 1 of the following 3 questions:
   a. How did each scholar address the question of how curriculum should be organized?
   b. How did each scholar address the issue of what content should be included in the curriculum?
   c. How did each scholar address the issue of how curricular decisions should be made and by whom?
   Finally, answer the following question: What relevance do his/her ideas have for curriculum questions in contemporary contexts?

2. The field of curriculum is often analyzed through reference to schools of thought (e.g. Humanists, Developmentalists, Social Efficiency scholars; Social Meliorists; Pragmatists; Essentialists, Perennialists, Social Reconstructionists…)
   Identify the “school” of curriculum thought with which you most closely identify and discuss its central tenets, its key proponents, and its historic evolution. Finally, explain why this school of curriculum thought makes sense or does not make sense to you in the context of contemporary curriculum concerns.

3. What do we mean by a “link between theory and practice”? Give one example of how a particular theory seems to have influenced curriculum and teachers’ practices in schools. Describe and then critique the central tenets of the theory. Give one example of how teachers’ practices may affect the theory you just described and critiqued.

4. What are the differences and similarities between “traditional”, “progressive”, and “critical” educational beliefs and practices? Cite major writers about these ideas. Give two examples of how these forms of education are represented in our current curriculum. How have these forms changed, in relation to past educational practices?

5. How has "integrated curriculum" or an "integrative curriculum" been defined? In what ways might the school curriculum be integrated, and what would be the purposes of doing so? How might curriculum integration be related to the notion of democratic education?

Pedagogy
1. Current research about student learning, teachers' subject matter knowledge and teachers' pedagogical content knowledge has direct implications for the classroom. Discuss this research in a specified subject area and level (early childhood, elementary, middle, secondary, community college, university), then propose a pedagogical framework that demonstrates your understanding of the relationships between student learning, teacher subject matter knowledge, and teacher pedagogical content knowledge. Identify the research and theoretical bases that contribute to your framework.

2. Teacher learning is the basis for improvement of practices in today’s school classrooms, whether at the preK-12, community college, or university level. Describe the literature on professional development and methods for effecting change in teacher practices. Propose a framework for effective professional development in a local school context, either in a specific subject area or for a whole school faculty. Discuss elements including, but not limited to the following: leadership; research-based approaches to professional development; choice; focus; assessment; resources; action research; and collaboration.

3. Explain what is meant by the term “Critical Pedagogy.” Provide a brief historical overview of this concept and its evolution in the context of traditional/dominant discourses. Drawing on the work of at least 5 scholars, discuss the
central tenets of this perspective, assess its contribution (actual or potential) to the educational experiences of teachers and students, and the challenges and opportunities it raises and faces among policy makers and practitioners.

Policy

1. Identify a current curriculum issue in education today that has engendered debate or controversy. Explain briefly but clearly the issue and the bases for the controversy/debate. Then present your position on this debate by:
   a. Casting this issue within its historic, cultural, and political contexts
   b. Identifying key scholars who support and oppose your position
   c. Advocating desired policy or practice that will address the controversy, drawing on extant research/literature, where applicable.

2. Policy makers seldom pay much attention to what teachers and administrators would actually have to learn and what their activities should be to behave consistently with regard to policy (Cohen & Barnes, 1993). Propose a policy for instructional change and the necessary specific professional development in a local school context, citing the research to support your proposal. Discuss elements including, but not limited to leadership, evaluation of impact, resources needed, and the role of collaboration.

3. Describe the relationship between research, practice and policy in the United States today. How do they influence each other? How has research entered into policy debates? Use the literature to support your argument.

4. It is often claimed that university professors as well as prek-12 teachers are not as involved in policy making as they might be. Offer your proposal for why that may be and offer some action steps that may engage such practitioners and researchers more directly in decisions that affect their profession. Use the literature on the relationship between research, practice and policy to support your argument.

Methodology (Questions may be adapted by Dissertation Chair to address doctoral student’s research)

1. Identify the research problem/topic that you would like to investigate and state the central research questions associated with the problem/topic. Then:
   Describe how the data for at least one qualitative method (e.g., observation) would be utilized for one of the following approaches: narrative, phenomenology, grounded theory, ethnography or case study design. Explain why that approach is most appropriate for your proposed study. Justify the decisions you would make about the best site, participant sampling, and how they are analyzed. From the same research question(s), present a description of the data collection for one quantitative method (e.g., surveys) that would be utilized to answer the question. Explain why that method would be appropriate for your proposed study. Justify the decisions you would make about the best site, participant sampling, and how the data are analyzed.

2. Identify your research question(s) and the major data sources for your dissertation study. Describe how the research questions and data sources might differ if your dissertation used a case study, grounded theory, ethnographic, narrative, and phenomenological design. Be sure to consider the sampling, forms of data, and means of data analysis for the 5 different approaches to qualitative research. Finally, provide a rationale for why you chose your data sources and your qualitative approach, given your research questions.

3. Identify the research problem/topic that you would like to investigate and state a central research question associated with the problem/topic. Present a description of the data collection for one quantitative data collection tool or approach (e.g., survey, test score analysis,) that will be utilized to answer the question. Discuss the procedures you will follow with respect to participant/subject sampling, instrumentation, and site selection. Then describe the data analysis procedures you would use to address the research question. Delineate the role of each variable in the statistical method(s) that you choose. For instrumentation, sampling, data analysis and any other design characteristics, explain why that particular method is appropriate for this specific research question.

4. What does a critical perspective to educational research contribute to our understandings of the nature and purpose of scholarship? Summarize the uniqueness of the ontology and epistemology of a critical paradigm with specific discussion of the purpose and desired outcomes of research, the role of the researcher vis-à-vis the researched, the methodology, the validity issues, and the ethical consideration.
1. Addams, Jane  
2. Anzaldua, Gloria  
3. Apple, Michael  
4. Ashton-Warner, Sylvia  
5. Ayers, Bill  
6. Banks, James  
7. Beane, James  
8. Behar, Ruth  
9. Belensky, Clinchy, Goldberger, Tarule  
10. Bell, Derrick  
11. Berliner, David  
12. Bernal, Dolores Delgado  
13. Bhabhha, Homi  
14. Bigelow, William  
15. Billings, Gloria Ladson  
16. Borko, Hilda  
17. Bransford, John  
18. Britzman, Debbie  
20. Cannella, Gail  
21. Chomsky, Noam  
22. Cochran-Smith, Marilyn  
23. Coles, Robert  
24. Cummins, Jim  
25. Darder, Antonia  
26. Darling-Hammond, Linda  
27. Delgado, Richard  
28. Delphit, Lisa  
29. Dewey, John  
30. Eisner, Elliot  
31. Etzioni, Amatai  
32. Feiman-Nemser, Sharon  
33. Ferguson, Ron  
34. Fillmore, Lily Wong  
35. Foucault, Michel  
36. Freire, Paulo  
37. Fullan, Michael  
38. Gay, Geneva  
39. Giroux, Henry  
40. Good, T. and Brophy, J. E.  
41. Goodlad, John  
42. Gramsci, Antonio  
43. Grant, Carl  
44. Greene, Maxine  
45. Holt, John  
46. hooks, bell  
47. Ilich, Ivan  
48. Johnson, Susan Moore  
49. Kincheloe, Joe  
50. Knowles, Malcolm  
51. Kohn, Alfie  
52. Kozol, Jonathan  
53. Lather, Patti  
54. Leont’ev, Alexei  
55. Lieberman, Ann  
56. Lightfoot, Sarah  
57. Loewen, James  
58. Lytle, Susan  
59. Macedo, Donaldo  
60. Marx, Karl  
61. McCarthy, Cameron  
62. McDonald, James  
63. McLaughlin, Milbrey  
64. Memmi, Albert  
65. Montessori, Maria  
66. Nieto, Sonia  
67. Noddings, Nel  
68. Oakes, Jeanne  
69. Ogbu, John  
70. Pestalozzi, Johan  
71. Peterson, Penelope  
72. Piaget, Jean  
73. Pinar, William  
74. Popkewitz, Thomas  
75. Raths, James  
76. Ravitch, Diane  
77. Rosaldo, Renato  
78. Rousseau, Jean-Jacques  
79. Sarason, Seymour  
80. Schon, Donald  
81. Schwab, Donald  
82. Shor, Ira  
83. Short, Kathy  
84. Shulman, Lee  
85. Sizer, Theodore  
86. Sleeter, Christine  
87. Smith, Linda T.  
88. Socrates  
89. Spillane, J.  
90. Spivak, G.  
91. Spring, Joel  
92. Steinberg, Shirley  
93. Steiner, Rudolf  
94. Strickland, Dorothy  
95. Taba, Hilda  
96. Tierney, William  
97. Tobin, Joseph  
98. Tyler, Ralph  
99. Valenzuela, Angela  
100. Villenas, Sofia  
101. Vygotsky, Lev  
102. Walberg, Herbert  
103. Weiner, Kathleen  
104. Willard, Emma  
105. Wollstonecraft, Mary  
106. Wong, Harry  
107. Zeichner, Kenneth  
108. Zinn, Howard
Terminology, concepts, strategies, and approaches relevant to curriculum and instruction represent the knowledge base for our profession. They do not represent an exhaustive list. Be familiar with the terms below; be prepared to discuss relationships between the concepts and to evaluate their usefulness in education.

1. Advance organizers  
2. Alternative certification  
3. Authentic assessment  
4. Automaticity  
5. Backward design  
6. Cases  
7. Classroom discourse  
8. Classroom management theory  
9. Cognitive apprenticeship  
10. Cognitive modeling  
11. Cognitive motivation  
12. Comprehension monitoring  
13. Concept analysis  
14. Concept mapping  
15. Concepts  
16. Constructivism  
17. Cooperative learning  
18. Culturally engaged teaching  
19. Critical pedagogy  
20. Curriculum integration  
21. Curriculum mapping  
22. Curriculum reform  
23. Developmentally appropriate practices  
24. Dialogue  
25. Direct-Instruction Model  
26. Discussion  
27. Epistemology  
28. Ethnography  
29. Expectancy-value theories  
30. Frankfurt School  
31. Generalizations/Generalizability  
32. Grounded theory  
33. Hegemony  
34. Heuristics  
35. Hypothesis  
36. Inquiry  
37. Inquiry Model  
38. Intrinsic/extrinsic motivation  
39. Learning theory  
40. Lecture  
41. Mentoring  
42. Metacognition  
43. Modeling  
44. Observational learning  
45. Ontology  
46. Open ended-questions  
47. Organized bodies of knowledge  
48. Pedagogical content knowledge  
49. Performance assessments  
50. Phenomenology  
51. Primary data sources  
52. Problem-based learning development  
53. Professional development  
54. Professional ethics  
55. Progressive education  
56. Rating scales  
57. Replication  
58. Rote learning  
59. Scaffolding  
60. Schema theory  
61. Schemas  
62. School reform  
63. Scientific method  
64. Secondary data sources  
65. Self-directed learning  
66. Self-efficacy  
67. Self-regulation  
68. Skills  
69. Social construction  
70. Social curriculum  
71. Social interaction models  
72. Social structure  
73. Sociocultural theory  
74. Systematic observation  
75. Task analysis  
76. Task specialization  
77. Teacher efficacy  
78. Teacher leadership  
79. Teacher learning  
80. Teachers as change agents  
81. Technology integration  
82. Transfer  
83. Zone of Proximal Development
Admission to Candidacy, Dissertation Credits, Proposal Hearing, and IRB Training

Before a candidate can register for dissertation credit(s), he/she must:

● Have an approved electronic Plan of Study on file with the Graduate College
● Assemble a dissertation committee with guidance from your Dissertation Committee Chair
● Complete the Appointment of Doctoral Dissertation Committee form (For the form, see page 42)
● Pass the Qualifying Examination
● Decide upon the dissertation topic with the guidance and approval of the Dissertation Committee Chair
● Be admitted to Candidacy by:
  1. successfully defending a proposal; or
  2. obtaining approval from the majority of the dissertation committee that the student has a preliminary proposal, a draft of all three chapters required for the proposal, that can be defended within the course of the first semester of admission to candidacy. The student should share the proposal chapters with members of the dissertation committee prior to seeking their approval for this option.

● Complete and print the Graduate College Form 8 Admission to Candidacy (http://www.fau.edu/graduate/forms-and-procedures/index.php) and obtain the signatures of each committee member. If there is a change in the doctoral committee members, FORM 9 must be submitted to the department. Both forms should be submitted to the CCEI office for the Department Chair’s approval.

STUDENTS WILL NOT BE ABLE TO REGISTER FOR DISSERTATION CREDIT(S) WITHOUT A GRADUATE COLLEGE APPROVED FORM 8.

After passing the Qualifying Examination, the student has 3 semesters to gain formal Dissertation Proposal approval from the Dissertation Committee. The Committee may formally approve the Dissertation Proposal (Approval of Dissertation Proposal Form [Form 8] from the Department of CCEI) or may accept a draft of the Proposal that needs further work, to be formally approved later. If the topic has not been formally approved (signed by Committee members) within 3 semesters, the student is ineligible to continue in the Ph. D. program.

If a student registers for Dissertation Credit/s and does not complete a Proposal Hearing during the semester in question, the Dissertation Chair has the option to grade the credits as Unsatisfactory or Incomplete. If rated as Unsatisfactory, no Dissertation Credit will be awarded for the semester.

1. As of January 1, 2012, a doctoral student working on a dissertation proposal (and who has also passed the CCEI Qualifying Examination) will have one academic year to complete the proposal and hold a hearing with the committee.
   a. If the proposal is not complete and a proposal hearing has not been held, the Chair of the Dissertation Committee will convene a meeting with the Committee, the CCEI Department Chair and the doctoral student in order to assess progress, set specific performance goals and a reasonable deadline, agreed upon in writing by all, toward a completed proposal and subsequent hearing. Should the doctoral student not meet that deadline, the Chair of the Dissertation Committee and the CCEI Department Chair may recommend dismissal from the program which would then be voted upon by the CCEI department faculty. Then the department chair or designee will provide written notification to the student of the facts and circumstances of the dismissal, including the availability of an appeal under this policy, and the fact that the final decision on dismissal rests with the provost. For more detailed information refer to the link.
   b. If a majority vote for dismissal is not achieved in the Department, the Dissertation Chair and CCEI Department Chair will meet with the doctoral student and establish a further reasonable deadline
agreed upon in writing (FORM 11) by the student, the Dissertation Chair and the Department Chair, for completion of the proposal and subsequent hearing. If that deadline is not met, the CCEI Department will again be asked to vote on the dismissal of the doctoral student from the Ph.D. Program. Then the department will follow the graduate academic dismissal protocol. 
http://www.fau.edu/graduate/forms-and-procedures/index.php

c. Students should work closely with their Dissertation Chair to complete the Dissertation Proposal within one year of completing the Qualifying Examination.

d. In extreme circumstances, the student and Dissertation Chair can decide to pursue the procedure for the Education Specialist Program (see page 37).

Please also note that while doctoral students are allowed to complete the qualifying examinations in the same semester as their proposal hearing, students must seek and gain approval from their Dissertation Chairs to do so. Given that both activities require months of preparation, students will need to advise their Dissertation Chairs, gain approval, and prepare for this well in advance of the semester in which they hope to complete both activities.

**IRB Training**

All candidates pursuing research with human subjects, must go online to complete a mandatory IRB training program before they may begin data collection on their study. This training module, which is called CITI, is accessible through: http://www.fau.edu/research/

After successfully completing this training module online, the student should print and/or save a copy of the completion certificate for his/her records. The student will then complete the IRB process in consultation with their Dissertation Chair, during which a copy of the CITI training certificate will need to be uploaded to IRBnet. IRB forms can be submitted only after the Dissertation Committee Chair has approved the documents: http://www.fau.edu/research/
Continuous Enrollment, Leave of Absence, and the Education Specialist Petition

Continuous Enrollment
Per the University Catalog, Graduate students are required to enroll for at least 1 credit during at least two semesters (fall, spring or summer) of every academic year in order to remain eligible for the degree. This means that doctoral students who would like to take one semester off (either Fall, Spring, or Summer) each academic year may do so without filing any formal paperwork or petitions, but with the understanding that they need to be enrolled in at least 1 credit for the other two semesters of that academic year. Students who have been admitted to candidacy normally should enroll in the Dissertation (EDG 7980) course in their departments. Those who have not yet been admitted to candidacy, but do not need to take additional courses, should enroll in an appropriate Directed Independent Study course or Advanced Research course.

Students who fail to maintain continuous enrollment, as defined above, lose their eligibility for the degree. In such cases, students are required to submit a new application and pay a new $30 application fee. In addition, students may be required to register for additional credits of Directed Independent Study, Thesis or Dissertation in an amount equal to the number of such credits missed while not continuously enrolled.

Petition for a Waive of the Continuous Enrollment Requirement
If a doctoral student would like to take two semesters off in an academic year, s/he will need to complete a petition to waive the continuous enrollment requirement (described above). This will allow the student to enroll in only one semester for that academic year without having to submit a new application and pay a new $30 application fee. To petition to waive the continuous enrollment requirement, students use a Form 10-Request to Waive a University Requirement. To initiate this process in the CCEI Department, the doctoral student must petition in writing their Dissertation Chair and the CCEI Department Chair. Form 10 can be found here: http://www.fau.edu/graduate/forms-and-procedures/docs/FORM_10_Request_to_Waive_a_University_Requirement_Form.pdf.

Petition for a Leave of Absence
Graduate students who find it necessary to suspend their studies for more than two semesters may apply for a leave of absence from graduate study. Leave of absence is intended for students who are unable to pursue their studies at all, rather than for students who are actively working on a thesis or dissertation after completing coursework. Leave of absence is approved by the Graduate College on the basis of the recommendation of the student's faculty advisor, department chair and college dean. The leave of absence is for one full academic year (Fall, Spring, & Summer). This means that when applying for a leave of absence, students will be barred from enrolling in credits for 1 full academic year. To apply for a leave of absence, students use a Form 10-Request to Waive a University Requirement. To initiate this process in the CCEI Department, the doctoral student must petition in writing their Dissertation Chair and the CCEI Department Chair. Form 10 can be found here: http://www.fau.edu/graduate/forms-and-procedures/docs/FORM_10_Request_to_Waive_a_University_Requirement_Form.pdf.

The Education Specialist Petition
In some unusual cases, the Department Chair, the Dissertation Chair, and the Coordinator of the Ph.D. program may recommend, after meeting with the student and the Dissertation Committee, that the student petition the department in writing to receive the Ed.S. instead of the Ph.D. This circumstance would only be considered if a student has passed the Qualifying Examination and has worked on a proposal for a minimum of one year without a successful hearing. The petition would then be considered and voted upon by the faculty of CCEI. If the petition is denied by a majority vote of the faculty, dismissal from the Ph.D. program is still possible. For
more information on the graduate academic dismissal process, please refer to the link.  
Dissertation and Graduation

1. The student enrolls in dissertation credit/s during the semester in which the degree is to be awarded. Candidates need to register for at least 1 semester hour during the term of graduation, even if the dissertation credit requirement of 15 semester hours has been meet.

2. Prior to the Dissertation Defense, students must be encouraged to submit their manuscripts to the Graduate College for a format check. Each student is allowed two format checks prior to the turn-in deadline.

3. The Dissertation Committee Chair and the student schedule a date with the Dissertation Committee for the Dissertation Defense. The defense should take place a minimum of 8 weeks prior to the anticipated date of graduation (refer to the FAU Academic Calendar for all dissertation deadline dates).

4. A minimum of 2 weeks in advance of the defense, the student should send an electronic copy of the dissertation manuscript to the Dissertation Committee.

5. At least 2 weeks before the defense, the Dissertation Committee Chair notifies the Department Staff of the date, time, and title of the final defense of the dissertation. Invitation for the defense is then distributed to the entire department and is added to the College of Education Events Calendar.

6. In the Dissertation Defense, the doctoral candidate makes a summary statement of the intent and findings of the investigation, and responds to questions from the Dissertation Committee.

7. The Dissertation Defense is open to faculty of the College of Education, graduate students of the College of Education, and others approved by the Dissertation Committee Chair. The defense may not take place if more than 1 member of the Dissertation Committee is absent at the time the defense is scheduled to occur. All or all but one of the Dissertation Committee members must vote for approval of the dissertation (2 out of 3 members, 3 out of 4 members, or 4 out of 5 members).

8. After successfully defending the dissertation, the student must obtain signatures of the Dissertation Committee Chair and Dissertation Committee members indicating approval of the dissertation. The (3) signature pages should be printed on the watermarked bond paper. A black flare tipped pen MUST be used by all Committee members on the signature pages. No name abbreviations and/or initials are acceptable.

9. After the Dissertation Defense meeting, the student completes the dissertation work under the direction of the Dissertation Committee Chair and the Dissertation Committee.

10. After completing all revisions to the dissertation that are suggested during the defense, the student submits an electronic WORD DOC. file and 1 clean copy of the dissertation on plain white copy paper in a loose leaf binder (do not spiral bind). The signature pages printed on bond paper should also be turned in to the Chair of the Department of Curriculum, Culture, and Educational Inquiry.

- The Department Chair will review the dissertation. If any changes need to be made, the Department Chair will advise the Dissertation Chair.
- The Department Chair, after approving and signing the Dissertation, will take it to the Dean’s Office, with the electronic WORD DOC. file on CD or USB, for the Dean’s review and signature.
If any changes need to be made, the Dean’s office will inform the department chair, and the department will inform the student.

- After approval and signature from the Dean’s office, the student will pick up the Dissertation from the Department of CCEI main office ED 353. The student submits two (2) copies of their manuscript on the bond paper to the Graduate College. The student pays the cashier to have these two copies bound. One of the copies goes to the CCEI Department Library and the second copy to the doctoral student. If the student wishes to purchase additional copies (for themselves or for a dissertation committee member), it is done by the student, independent of the university.

It is the candidate’s responsibility to adhere to the deadline dates set by each of the above offices and to follow up with each to ascertain whether any changes are necessary, and to make the changes. See the Thesis and Dissertation submission checklist available on the Graduate College Website for information about what should be included in the Dissertation.

**Graduation**

- Student completes Evaluation of Doctoral Program form and returns it to the Department of Curriculum, Culture, and Educational Inquiry.
- Student completes the Application for Degree found on the Graduate College Website. [http://fau.edu/registrar/pdf/Application_for_degree.pdf](http://fau.edu/registrar/pdf/Application_for_degree.pdf)
- Student checks degree completion deadlines on: [http://www.fau.edu/graduate/forms-and-procedures/degree-completion/index.php](http://www.fau.edu/graduate/forms-and-procedures/degree-completion/index.php)
- Student orders cap and gown from the FAU Bookstore. [http://www.fau.edu/registrar/graduation/attire.php](http://www.fau.edu/registrar/graduation/attire.php)
- Student contacts Dissertation Committee Chair to remind him/her about the graduation ceremony date, location, and time.

Commencement convocations are held in the Fall, Spring and Summer semesters.
Graduate College Forms

All the forms are available on the Graduate College website:
http://www.fau.edu/graduate/forms-and-procedures/index.php

**Form 8 - Admission to Candidacy for the Doctoral Degree**

**Form 9 - Revision to Existing Plan of Study**
This form is used when requesting deletion, addition, or substitution of course(s) or committee member(s) on an existing Plan of Study (Form 6).

**Form 10 - Request to Waive a University Regulation**
This form is to be used when you wish to have a University regulation waived. It is always submitted with a letter of explanation.

**Form 11 - Academic Progression Plan**
The Graduate College requires students to maintain a minimum cumulative GPA of 3.0 throughout their course of graduate study. This is a minimum, university-wide graduate program continuation requirement. Individual graduate programs may have stricter standards of satisfactory performance than this minimum. This form is to list all courses the student must take and the minimum grades he/she must earn in order to continue in the graduate program.

**Form 12 - Research Compliance and Safety Information**
This form is part of the electronic Plan of Study (e-POS) and must be submitted prior to any activity that involves human subjects, intellectual property or environmental health and safety issues.

**Form 13 - Request to Waive SITA Training (For international students only)**
This form is for international graduate students who wish to become graduate teaching assistants at FAU. They must successfully complete the Seminar for International Teaching Assistants (SITA) unless granted a waiver by the use of this form. This waiver exempts students from participating in the SITA program; however, all ITA candidates must give a presentation before a SITA review panel and obtain their recommendation before they teach at FAU. If an ITA is granted a waiver, but subsequently fails to obtain the required recommendation by the review panel, the waiver will be revoked. This person will then be required to complete the SITA program and ultimately obtain their recommendation to teach.

**Form 15 - Graduate Equivalent Full Time Status Waiver**
This form is for graduate students to notify the Graduate College of their intent to officially withdraw from a graduate program.
CCEI Internal Forms

All internal forms listed below are now available on the Doctoral program website: 
http://www.coe.fau.edu/academicdepartments/ccei/doctorate/internalforms.php

Proposal for Directed Independent Study
This form is to be used when you wish to complete a Directed Independent Study with a faculty member.
Available here: 
http://www.coe.fau.edu/academicdepartments/ccei/doctorate/docs/ProposalforIndependentStudyForm.pdf

Appointment of Doctoral Dissertation Supervisory Committee
This form is to be used to obtain signatures from your faculty members who have agreed to serve on your dissertation committee. This form must be completed prior to your qualifying examination.
Available here:
https://www.fau.edu/education/academicdepartments/ccei/doctorate/docs/appointmentofdoctoraldissertationcommitteeform.pdf

Approval of Dissertation Proposal
This form is to be used to obtain signatures from your dissertation committee after you have successfully completed your dissertation proposal.
Available here:
https://www.fau.edu/education/academicdepartments/ccei/doctorate/docs/approvalofdissertationproposalform.pdf

Approval of Doctoral Dissertation
This form is to be used to obtain signatures from your dissertation committee after you have successfully defended your dissertation.
Available here:
https://www.fau.edu/education/academicdepartments/ccei/doctorate/docs/approvalofdoctoraldissertationform.pdf
Frequently Asked Questions
Frequently Asked Questions

1. **Can I take graduate courses prior to graduate admission?**
   Yes, CCEI allows non-degree seeking students to enroll in courses. No more than 1/3 of the course credits in your program may be earned as a non-degree seeking student. Furthermore, for credits to count towards your doctoral program of study, they must be at the 6000 level or above. A non-degree seeking student is one who has not been admitted into a degree program at FAU, and must complete the admission process through the Office of the Registrar. Completing non-degree coursework does not guarantee acceptance into a degree program. [https://www.fau.edu/registrar/registration/non-degree.php](https://www.fau.edu/registrar/registration/non-degree.php)

2. **When do I have to apply for admission?**
   Admission occurs once a year, for the Fall semester. You must submit all application materials by **February 15** (for both domestic and international Applicants).

3. **What does tuition cost, for in-state or out-of-state students?**
   Refer to the Controller’s Office for tuitions and fees: [http://www.fau.edu/controller/student_information/tuition_breakdown.php](http://www.fau.edu/controller/student_information/tuition_breakdown.php)

4. **How can I apply for a Graduate Assistantship (GA)?**
   GA applications are submitted every Spring semester to the CCEI department for the upcoming academic year (3 semesters). Interviews are held in late April. For any questions, call (561) 294-6598. Students can also apply for a GA position in other departments. Please contact the respective department for an application.

5. **Where can I find out about the availability of financial aid?**
   The Financial Aid Office ([http://www.fau.edu/finaid/](http://www.fau.edu/finaid/)) and the Graduate College ([http://wise.fau.edu/graduate/](http://wise.fau.edu/graduate/)) will be helpful. See also General Scholarships and Individual College Scholarships sections in the catalogue for a listing. International Students may also speak with someone at the Office of International Student and Scholar Services: [http://www.fau.edu/isss/](http://www.fau.edu/isss/)

6. **How am I assigned a Program Advisor?**
   When you are admitted to the doctoral program, the Department Chair, in consultation with the Doctoral Program Coordinator, assigns each student to a Program Advisor who is a full-time faculty member. The match of student and advisor is based on your interests, and we try to assign an advisor on the campus nearest where you live and work. You should contact your Program Advisor early in the Fall and Spring semesters to talk about your current and future course work. Also, you should discuss your evolving research interests and possible questions with the advisor.

7. **How do I determine which courses to take in my Area of Specialization (a minimum of 21 credits)?**
   In consultation with your program advisor / dissertation chair each semester, you will enroll in courses that relate directly to your program and interests. Early in your program, you should take courses that may help you to gain a better focus on your study topic and research questions. For additional information refer to COURSEWORK section.

8. **Do I need to maintain continuous enrollment?**
   Yes, graduate students are required to enroll for at least 1 credit during at least 2 semesters (fall, spring, or summer) of every academic year, in order to maintain degree eligibility.
11. Do I need to be registered for coursework in the term in which I take the Qualifying Examination?  
Students who are U.S. residents may take the Qualifying Examination without being registered for courses,  
as long as they are registered in the two semesters prior to the Exam and the two semesters following the  
Exam. Of course, they may choose to register for at least one course during the semester that they take the  
Exam.  
International students are required to be registered full time, if they are planning to take the Qualifying  
Examination during Fall or Spring semesters; however, they can fill out a Waiver Application (Form 10) in  
order to be exempted from the requirement. For Summer semester, international students may not be  
required to register for any courses. It is however, advisable that international students consult with their  
program advisor, the department chair, and the office of the International Students and Scholar Services  
(ISSS) before making any decision.  

12. What GPA must I maintain?  
For all graduate students, a satisfactory record is defined as an average of B or higher on all work attempted  
(3.0 or better on a 4.0 scale) at FAU by the end of the second term of enrollment and all subsequent terms.  
Students must earn a grade of C or higher in all core courses taught in CCEI to receive credit for the course  
in their program.  

13. Do I need to be registered for coursework in the term in which I graduate?  
Yes, you must register for at least 1 dissertation credit.  

14. How do I apply for graduation?  
● Student completes the Application for Degree found on the Graduate College Website.  
  http://www.fau.edu/graduate/forms-and-procedures/index.php  
  It is the student’s responsibility to be certain that he/she meets all requirements of the degree. If the  
school does not graduate in the semester in which they applied, a new Application for Degree Form  
must be completed.  
● Student checks Degree Completion Deadlines.  
  http://www.fau.edu/graduate/forms-and-procedures/student-deadlines.php  

15. How do I find out the proper format for my Thesis or Dissertation?  
Thesis and Dissertation Guidelines is available from the Graduate College:  

16. What are the Doctoral Dissertation submission deadlines?  
Submission deadlines for the Graduate College are announced on the Academic Calendar.  
Academic Calendar (Choose a Year)  
Prior to submitting the dissertation to the Graduate College, there are two internal deadlines that must be  
met (CCEI Department Deadline & COE Dean Deadline). Internal deadlines for the CCEI Department,  
College of Education Dean, and Graduate College are disseminated to all doctoral students via email at  
the beginning of each semester. Below is a sample internal calendar.
17. Is there a job placement office on campus?
Yes, career-related assistance is available on campus to graduate and professional students. The Career Development Center has a Co-Operative Education Department located in the Student Support Building on the Boca Raton Campus:

777 Glades Road
SU 220
Boca Raton, FL 33431

Phone: (561) 297-3533
Fax: (561) 297-2740
Email: career@fau.edu
Website: Career Development Center
Career advisors are available at the Boca Raton campus at (561) 297-3520, and at the Davie campus at (954) 236-1214.