FAU
FLORIDA ATLANTIC UNIVERSITY

Student Handbook

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



Prepared by:
Department of Curriculum and Instruction

Revised:
June 2026

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Doctoral Coordinator Welcome Letter



Welcome



Doctoral Co-Coordinators



Welcome to the Ph.D. program in the Department of Curriculum and Instruction (DCI), 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. DCI 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. Sembiante, Ph.D.
Professor, TESOL and Bilingual Education
ssembiante@fau.edu
Tel: (954) 236-1107

Traci P. Baley, Ed.
Professor, Multicultural Education
baxley@fau.edu

Faculty & Staff Information



Faculty & Staff Information

Faculty	Contact Information	Areas of Scholarship
Acosta, Melanie CI Faculty Website Ph.D. in Curriculum, Teaching & Teac *University of Florida*	Phone: 561-297-6594 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
Antonelli, Melissa R Faculty Website Ph.D. in Curriculum & Instruction *Florida Atlantic University*	mantonel@fau.edu Campus: Boca – ED 322	LGBTQ issues in education, specifically policy and curriculum; reading and literacy development and instruction.
Ariza, Eileen TESOL/BE Faculty Website Ed.D in Multilingual/Multicultural Education *University of Massachusetts*	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 Campus: Boca- ED 491	Belonging & Affirming pedagogy; Children's literature; Critical literacy; Identity and Social emotional learning (SEL)
Bhagwanji, Yash ECE Faculty Website Ph.D. in Early Childhood and Special Education *University of Illinois*	Phone: 561-297-6594 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 Florida*	Phone: 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 Campus: Boca ED 329	Arts Integration, Literacy and the Arts, Arts and Social Justice issues, Professional Development in the Arts
Brown, Victoria IT Faculty Website Ed.D. in Curriculum & Instruction: Educational Management *University of West Florida*	Phone: vbrown22@fau.edu Campus: Davie ES 209	Instructional technology for both educational and training professionals. Media Literacy.

Dernikos, Bessie R Faculty Website Ed.D in Curriculum & Teaching with specialization in Literacy Education, *Teachers College, Columbia University*	Phone: 561-297-2326 bdernikos@fau.edu Campus: Boca ED 323	Reading and Language Arts, Literacy Education, Reading and Writing Development, Assessment-based Literacy instruction.
Diaz, Carlos MCE, Professor Emeritus Faculty Website 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 Faculty Website Ph.D. in Curriculum and Instruction/Mathematics Education *University of Alabama*	Phone: 561-799-8517 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*	Phone: agonzale@fau.edu Campus: Jupiter, EC 207F	Educational Psychology, Parental involvement, Student Motivation, Achievement Goals and Case Study Method of Instruction
Kumar, David S Faculty Website Ed.D. in Science Education *Vanderbilt University*	Phone: 954 236 1044 david@fau.edu Campus: Davie, ES 219	Areas of Scholarship: STEM Education; Science Education; Curriculum & Instruction; Teacher Education
Lapp, Susanne R Faculty Website Ed.D. in Curriculum and Instruction *University of Cincinnati*	Phone: 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*	Phone: 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*	Phone: Nicholsb@fau.edu Campus: Jupiter, SR 224	Science and Environmental Education
Powers, Jillian IT Faculty Website	Phone: jrpowers@fau.edu	Instructional Technology, Instructional Design

Ph.D in Curriculum & Instruction: Instructional Technology *Florida Atlantic University*	Campus: Boca-ED 321	Adoption and integration of technology into classroom practice, and preparing pre-service teachers to integrate technology into their future classrooms.
Ramirez, J. Andrés TSL/BE, CI Faculty Website Ed.D. in Language Literacy and Culture *University of Massachusetts – Amherst*	Phone: 561-297-6594 ramirezj@fau.edu Campus: Boca- ED 346	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.
Rhone, Angela EP Faculty Website Ed.D. in Curriculum & Teaching University of North Carolina	Phone: 954-236-1035 arhone@fau.edu Campus: Davie ES 227	Educational Psychology, Multicultural Education and Technology
Schoorman, Dilys MCE, CI, Faculty Website Ph.D. in Curriculum Theory *Purdue University*	Phone: 561-297-6594 dschoorm@fau.edu Campus: Boca – ED 495	Critical perspectives in research and pedagogy, teacher education in multicultural/global contexts, family literacy, faculty governance, leadership for social justice
Sembiante, Sabrina TSL/BE, CI, Ph.D. Program Coordinator Faculty Website Ph.D. in Teaching and Learning *University of Miami*	Phone: 954-236-1107 ssembiante@fau.edu Campus: Davie- ES 220 Boca- ED 486	Sociocultural and systemic functional linguistics: Emergent bilingualism/ bi-literacy; Early bilingual childhood development; Teacher practices in dual language preschool education settings; Applied linguistics.
Vaughan, Michelle CI, Master's program coordinator Faculty Website Ed.D. in Curriculum and Instruction *Florida Atlantic University*	Phone: 561-297-4651 mvaugha3@fau.edu Campus: Boca- ED 344	Teacher change and growth; Technological pedagogical content knowledge; Technology integration; Online program development; Inclusion practices; Special education.
Willems, Patricia EP, Master's program coordinator Faculty Website Ph.D. in Educational Psychology *University of Florida*	Phone: pwillems@fau.edu Campus: Davie ES 207	Educational Psychology, Student Motivation; Self-Efficacy; Self-Regulation; Online Learning; Parent Involvement; Authentic Instruction and the Case Study Method
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 ibogotch@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.
Staff	**Contact Information**	**Responsibilities**
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
Susan Foley D'Ariano	Phone: 561-297-3621 Fax: 561-297-2925 sfoley@fau.edu Boca – ED 350	Course Scheduling Directed Independent Studies Room Scheduling Grade Changes General Undergraduate Student Inquiries

KEY

BE	Bilingual Education	TSL	Teaching English as a Second Language
CI	Curriculum & Instruction	EDLRM	Department of Educational Leadership and Research Methodology
ECE	Early Childhood Education	R	Reading/Literacy
MCE	Multicultural Education	IT	Instructional Technology
EP	Educational Psychology	S/EE	Science/Environmental Education
SO	Social Science	M	Math

Admission Requirements



Admission Requirements

Doctoral candidates are admitted during fall semesters only. Applications are due February 1st for program initiation in the fall term. Admission to the Ph.D. in Curriculum and Instruction requires submission of the graduate application form at https://www.fau.edu/graduate/applyonline/. You will find information about the application process at http://www.fau.edu/graduate/.

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 & Instruction at (561) 297-6594. The department website is: https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/

To be admitted, a student must meet the following requirements AND must submit all documentation to the Graduate College online application portal, upon which departmental approval will be contingent:

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 from a regionally/nationally accredited college or university.
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. Students may apply to the program with a GPA of less than 3.00 (undergraduate) or 3.25 (graduate) but they must address the score in their professional statement.
3. Provide two letters of recommendation from supervisors and/or professors. Preference is given to recommendation letters which speak to a candidate's (a) academic research ability, (b) potential for doctoral studies, (c) ability to write, and (d) preparation for rigor of doctoral program.
4. A professional statement describing career goals, research interests, reasons for wanting to enter the C&I program, and identifying potential faculty members in the department with whom the student would like to work. Students with lower than stipulated GPA scores or areas of weakness in their undergraduate and/or graduate transcripts must also address this information in their professional statement.
5. A curriculum vitae (CV) or resume.
6. Upon successful submission and referral of the application to the department, the department will invite applicants to engage in a pre-interview writing task to support their deliberation of the application. Selected applicants will then be invited to an interview with department faculty. Applicants will be asked to complete a 45- minute writing task after the interview.
7. Additional requirements for international students may apply. Please refer to the FAU Graduate College for more information email: graduatecollege@fau.edu

- **If you have any further questions about the program or coursework, please contact the office manager, Jodi Cantor at 561-297-6594 or the doctoral coordinator, Sabrina Sembiante, Ph.D. at ssembiante@fau.edu**

Upon notification of admission, the candidate must contact the 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 electronic Plan of Study must be completed at the midpoint of the coursework. Students eligible for Graduate Assistantships will need to complete a Plan of Study within their first two semesters of coursework.

All doctoral work 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.

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



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

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. degree requires 66 credits and 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. A student can take no more than 17 credits in this program as a non-degree student before being officially admitted; those credits are subject to approval by a program advisor.

Core Courses: 15 credits

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

EDG 7938 Foundations of Curriculum Inquiry (Take this course in the first or second semester of your program)
EDF 7758 Trends in Analyzing Instructional Practices
EDF 7917 Instructional Policies and the Teaching Profession
EDG 7221 Curriculum Theory
EDG 7944 Research in Curriculum and Instruction *(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 Educational Statistics *(Dept. of Educational Leadership & Research Methodology; This course requires a pre-requisite of STA 6113 - Initial Research, 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 - https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/docs/areaofspecialization.pdf (You are not limited to this list.)

Advanced Research Courses: 9 credits

EDF 7578 Critical Foundations to Educational Inquiry (For those admitted after Spring 2015) *(This course requires a prerequisite 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; At the discretion of the student's program advisor/chair, this course may be substituted by EDF 7932, a directed independent study, or a 7000 level course that covers similar methodological objectives)*

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

A minimum of 72 credits post baccalaureate is needed for the completion of the Ph.D. Program. Students may bring up to 6 credits from their Master's Degree into the Ph.D. program to meet this requirement.

C&I Doctoral Program Plan of Study

Program Description

Students need to complete a minimum of 66 credits for the Doctoral degree in Curriculum and Instruction (including dissertation credits). A 3.0 GPA or better must be maintained, with nothing lower than a C earned in all coursework, throughout the program. Credits should be accumulated in the following categories of required courses and credits listed below. Florida Atlantic University also requires that doctoral students complete a minimum of 72 credits for their degree, so the difference between the 66 credits in our program below and the 72 mandatory credits required by the university can be made up by transferring two of a student's master's level courses as a part of their program of study.

Core Courses (15 credits) + Initial Research Courses (6 credits) + Area of Specialization Electives (21 credits) + Advanced Research Courses (9 credits) = 51 credits (coursework)

+ Dissertation (15 credits) = 66 credits (post-coursework)

+ 2 masters courses transferred in = 72 credits (university-required total)

Core Courses: 15 credits

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

EDG 7938 Foundations of Curriculum Inquiry **(All incoming students take this course in their first semester; Fall course)**

EDF 7758 Trends in Analyzing Instructional Practices **(Spring course)**

EDG 7221 Curriculum Theory **(Fall course)**

EDF 7917 Instructional Policies and the Teaching Profession **(Spring course; Take this course after EDF 7758)**

EDG 7944 Research in Curriculum and Instruction **(Fall course; WHERE YOU WRITE CHAPTER 2 – Literature Review; Take this course before/during the semester of Qualifying Examination; this course needs program advisor approval)**

**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 Educational Statistics (This course requires a prerequisite of **STA 6113** - Initial Research, unless the student has taken an equivalent course in a previous graduate degree program)

EDA 6415 Introduction to Qualitative Analysis

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/ccei/doctorate/docs/areaofspecialization.pdf (You are not limited to this list.)

Advanced Research Courses: 9 credits

Some of these courses require having taken the initial research courses.

EDF 7578 Critical Approaches to Educational Inquiry **(Summer course)**

EDA 7416 Advanced Qualitative Inquiry

EDF 7482 Advanced Educational Research **(WHERE YOU WRITE CHAPTER 3 – Methodology; Take this course before/during the semester of Qualifying Examination)** (*At the discretion of the student's doctoral advisor/chair, this course may be substituted by EDF 7932, a directed independent study, or a 7000 level course that covers similar methodological objectives)*

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

Your Schedule

Some pointers:

- Avoid taking more than 1 core course per semester. These are typically very demanding courses with heavy reading and writing requirements, so you want to avoid 2 core courses in a semester.
- Electives should be chosen in consultation with your program advisor.
- If you are working full time, my advice is **not** to take more than 2 courses a semester (but it is best to check with your own program advisor on this). Students with graduate assistantships are required to take 3 courses Fall/Spring, and up to 3 courses in the Summer.
- You can search for courses using the searchable schedule, which allows you to look at semesters up to two years in advance: https://bannerxe.fau.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search
- You want to try and vary the course types each semester so that you have a good mix each semester (core, initial research, advanced research, elective). This will make sure that you're not going too heavy in one area, and so that you have some flexibility later on in your schedule if there isn't a research offering or a core course offering, you can use an elective in that slot instead (which can typically be more flexible).
- Summer courses are an excellent time to take initial/advanced research and elective courses. There is 1 advanced research course offered only in the summer which is **EDF 7578** Critical Approaches to Educational Inquiry
- For core courses, here is when they're typically offered:
  - EDG 7938 Foundations of Curriculum Inquiry (Fall) **(All incoming students take this course in their first semester)**
  - EDF 7758 Trends in Analyzing Instructional Practices (Spring)
  - EDG 7221 Curriculum Theory (Fall)
  - EDF 7917 Instructional Policies and the Teaching Profession (Spring)
  - EDG 7944 Research in Curriculum and Instruction (Fall) **(last class you take in the program - (WHERE YOU WRITE CHAPTER 2 - LITERATURE REVIEW)**

Example Plan of Study

Semester	Course No.	Course Name	Course Category	Credits
Fall 2023	EDG 7938	Foundations of Curriculum Inquiry	(Core Courses – 3 of 15 credits completed)	3
	STA 7114	Advanced Educational Statistics	(Initial Research – 3 of 6 credits completed)	3
				6
Spring 2024	EDF 7758	Trends in Analyzing Instructional Practices	(Core Courses – 6 of 15 credits completed)	3
	EDA 6415	Introduction to Qualitative Analysis	(Initial Research – 6 of 6 credits completed)	3
				12
Summer 2024	EDF 7578	Critical Approaches to Educational Inquiry	(Advanced Research – 3 of 9 credits completed)	3

		(ADD ELECTIVE)	(Elective – 3 of 21 credits completed)	3
				18
Fall 2024	EDG 7221	Curriculum Theory	(Core course – 9 of 15 credits completed)	3
		(ADD ELECTIVE)	(Elective – 6 of 21 credits completed)	3
				24
Spring 2025	EDF 7917	Instructional Policies and the Teaching Profession	(Core course- 12 of 15 credits completed)	3
		(ADD ELECTIVE)	(Elective – 9 of 21 credits completed)	3
				30
Summer 2025		(ADD ELECTIVE)	(Elective – 12 of 21 credits completed)	3
				33
Fall 2025	EDA 7416	Advanced Qualitative Inquiry	(Advanced Research – 6 of 9 credits completed)	3
		(ADD ELECTIVE)	(Elective – 15 of 21 credits completed)	3
				39
Spring 2026	EDF 7482	Advanced Educational Research	(Advanced Research – 9 of 9 credits completed)	3
		(ADD ELECTIVE)	(Elective – 18 of 21 credits completed)	3
				45
Summer 2026		(ADD ELECTIVE)	(Elective – 21 of 21 credits completed)	3
				48
Fall 2026	EDG 7944	Research in Curriculum and Instruction	(Core course- 15 of 15 credits completed)	3
	QUALIFYING EXAMS			
			TOTAL COURSEWORK CREDITS (COMPLETED)	51
Spring 2025	EDG 7980	Dissertation credits		1
	Write your proposal which is a draft of chapters 1-3; Schedule and pass your proposal hearing			
Summer 2025	EDG 7980	Dissertation credits		1
Fall 2025	EDG 7980	Dissertation credits		2
Spring 2026	EDG 7980	Dissertation credits		3
Summer 2026	EDG 7980	Dissertation credits		4

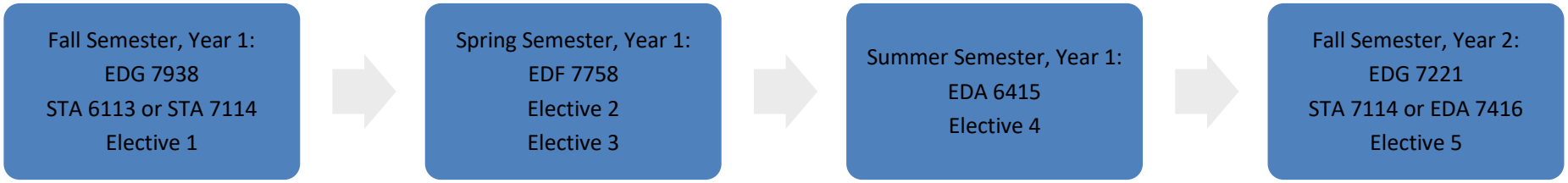
Fall 2026	EDG 7980	Dissertation credits	4
		TOTAL DISSERTATION CREDITS (COMPLETED)	15
		TOTAL PROGRAM CREDITS	***66

***The University Requirement is 72 credits for a PhD, so the program requires that you transfer in 2 of your masters courses in addition to the 66 total credits for the program.

Program Overview Flowcharts

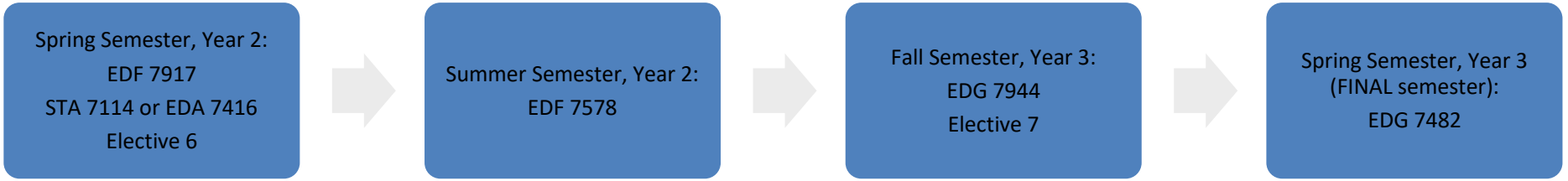
Early to Midpoint Coursework

- For more information about coursework, please see Coursework section.



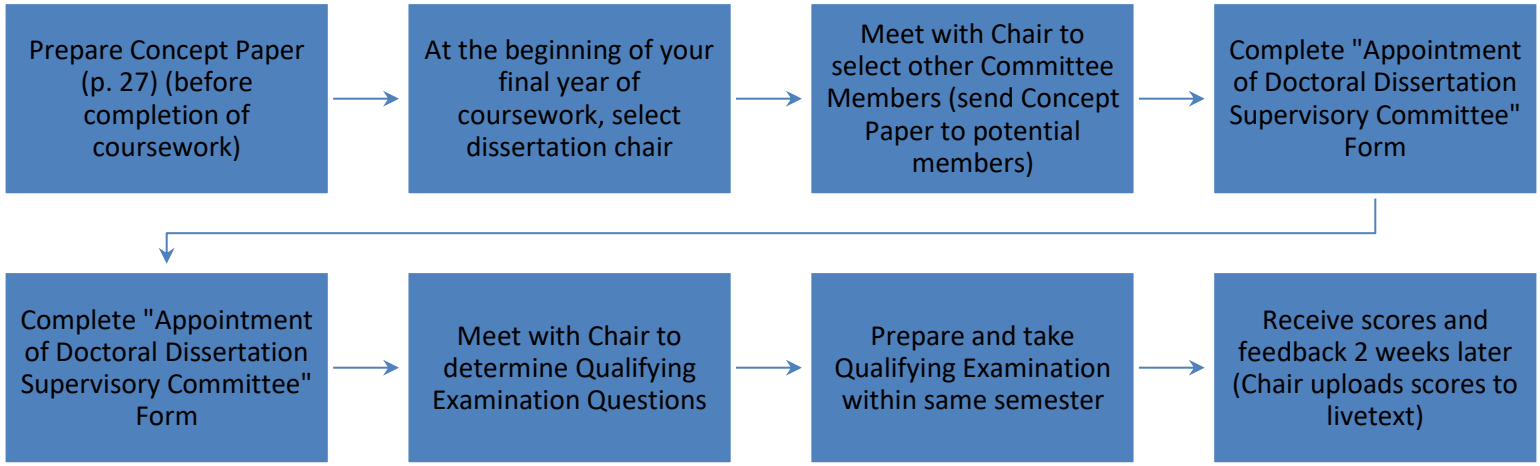
Midpoint to Final Coursework

- For more information about coursework, please see Coursework section.



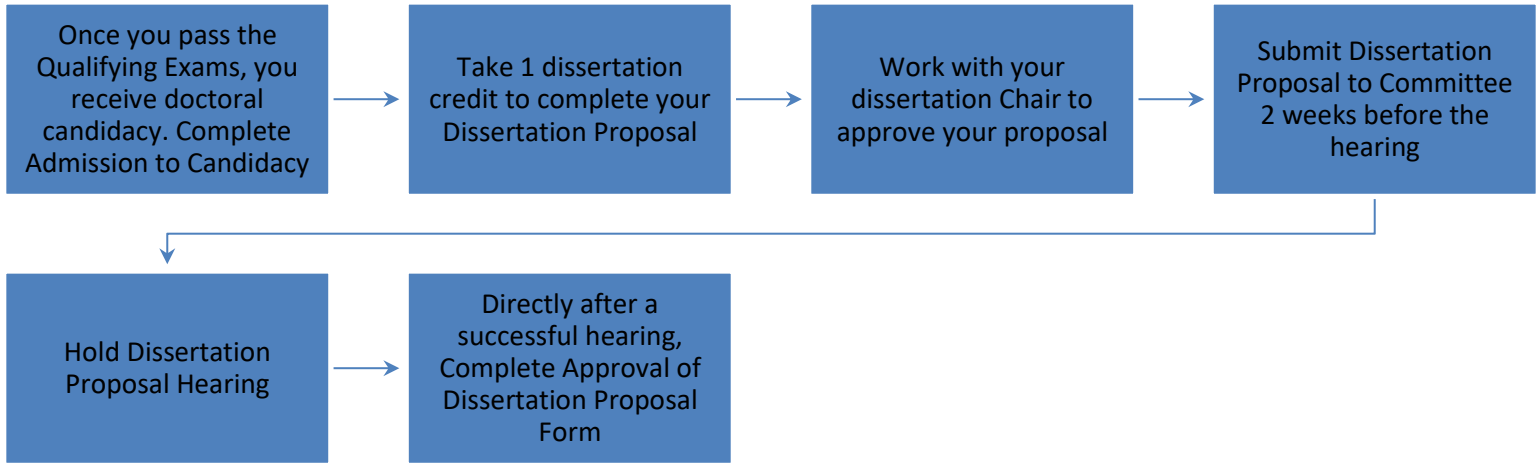
Coursework leading up to Qualifying Examinations

- For more information about Qualifying Examinations, please see the Qualifying Examination Section



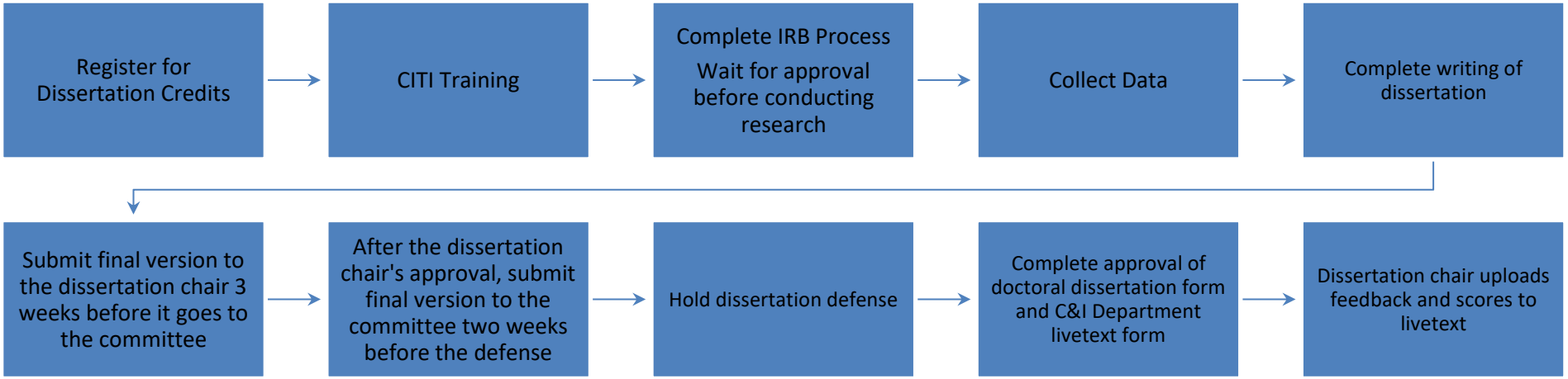
Doctoral Candidacy leading up to Proposal Hearing

- For more information about Preparing for the Proposal Hearing, please see the Proposal Hearing Section



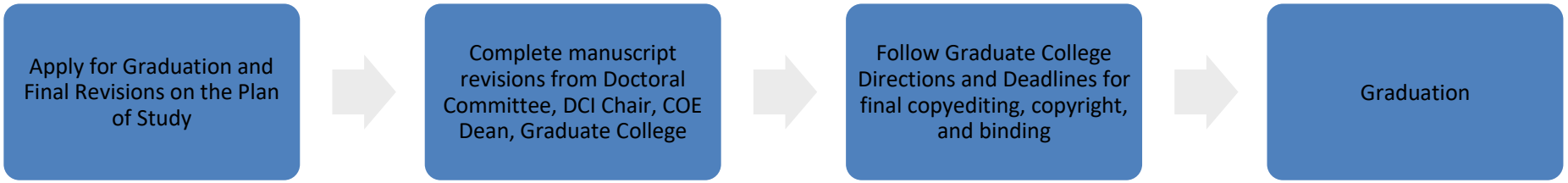
Dissertation Research leading up to Dissertation Defense

- For more information about Preparing for the Dissertation Defense, please Dissertation Defense section



Preparation for Graduation

- For more information about Preparing for Graduation, please see Graduation Preparation section



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.

Scholarship/Publications	Service School/Organization	Awards
Submit articles manuscripts to refereed journals: State/regional/ national/international	Write technical reports, educational documents, curriculum guidelines	Fulbright, Rotary, and other awards that involve teaching
Submit articles manuscripts to non-refereed journals: State/regional/ national/international	Participate on an accrediting visitation team	Innovative teaching experiences
Publish proceedings of a conference	Do statewide professional activities	Excellence in Teaching awards
Write a monograph	Have an administrative role such as coordinator or supervisor	National Board Certification
Publish an article in an educational magazine	Be an officer or member in a local/state/national organization	
Grants	**Community**	**Mentoring**
Write a grant proposal	Participate in a community project	Mentor other doctoral students
Review grant proposals	Develop a community project	Be involved in collegial groups with fellow doctoral students
Teaching/ Professional Development	**Presentations**	**Research**
Attend conferences, workshops, lectures as a participant	Make a poster board presentation at a conference	Classroom-based research projects initiative by teacher
Teach a university course	Make a refereed presentation	Participate in mentored research projects with a faculty member
Develop curriculum materials or a new course	Make a non-refereed presentation	

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:*

Course Type	Course	Content	When you should take this course
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 in your second semester of the program and before EDF 7917.
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.
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	EDG 7221 **(Curriculum Theory)**	This course gives you a historical and philosophical understanding of curriculum and enables you to understand different ways to conceptualize curriculum.	● This course is offered in the Fall. ● Should be taken between the midpoint or later in your program.
Initial Research Course	STA 7114 **Advanced Statistics**	This course provides you with a foundation that will help you as you gather and analyze statistical data for your own studies.	● 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.
Advanced Research Course	EDA 7416 **(Advanced Qualitative Inquiry)**	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.	• 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.
Core Course	EDF 7917 **(Instructional Policies and the Teaching Profession)**	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	• 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.
Advanced Research Course	EDG 7482 **(Advanced Educational Research)**	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.	• 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.
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. • Before taking this course, you should meet with your Dissertation Committee to get approval for your research topic and question. • Should be taken in your last semester of coursework.

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. These courses are chosen after speaking with the Program Advisor. Please see "Possible Program Electives" on the program website: https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/docs/areaofspecialization.pdf (You are not limited to this list.)

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. DISes for doctoral students must be 7000 level or above.

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: http://coe.fau.edu/academicdepartments/el/formDocuments/DirectedIndependentStudyForm.pdf
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 DCI 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 program 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 72 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 program 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/forms-and-procedures/docs/FORM_12_Research_Compliance_and_Safety.pdf

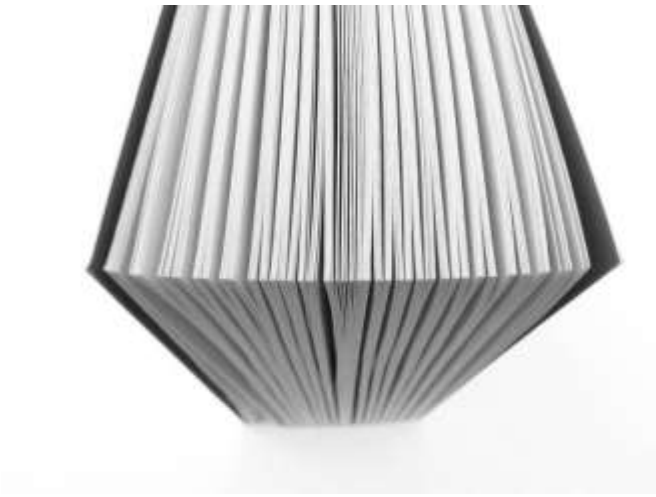
To access the Electronic My POS:

1. Log in to your MyFAU account at 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://www.fau.edu/graduate/forms-and-procedures/degree-completion/plan-of-study.php
- http://dorsrv1.fau.edu/GCEF/Support/MyPOS_Student_Quick_Guide.pdf

Policies and Procedures



Dissertation Committee and Chair

Updated August 14, 2024

A. Selection of the Dissertation Committee Chair

1. All Chairs and Co-Chairs of Dissertation Committees from the DCI 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 DCI faculty members serving on the Committee. This may include faculty with Joint Appointments in the DCI 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. 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). One of the members shall serve as the Chair of the Dissertation Committee.

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 DCI). 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 and Instruction. 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 another university.
    d. A community member not working at a university.

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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 DCI 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 DCI 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.

Concept Paper Template

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 April 24, 2024

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:**
https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/docs/appointmentofdoctoraldissertationcommitteeform.pdf

A. Scheduling the Examination

- The Qualifying Examination may be taken:
    i. During the last semester or two 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 with dates to be set by the student and dissertation chair. Department staff can be contacted regarding test protocol (logistics, timeline, location, etc.). The exams are based on the candidate's Plan of Study and are directed by the Dissertation Committee Chair.

The Qualifying Examination is scheduled and administered on two days, with dates to be set by the student and dissertation chair. The exams are based on the candidate's Plan of Study and are directed by the Dissertation Committee Chair. The exam lasts 2 consecutive half-days, for 3 or 4 hours each day (90-120 minutes allotted per question, for example: 8am-noon; 1-5pm). That is, students will have up to 4 hours each day to complete their responses, although they are free to conclude their exam earlier. Students will be allowed to use a limited number of notes (one regular letter size sheet of paper with a single side of printed notes single-spaced in Times New Roman 12 font size per each of the exam days). Students may or may not choose to bring a single-sided page of notes each day of the 2-day exam (i.e., students can use a different page of notes on the second day of the exam if they so wish). Dissertation Committee Chairs will need to be prepared to proctor in deference to department staff availability. Department staff can be contacted regarding test day protocol (location, breaks, etc.). Students must complete this option at least 3 weeks before the end of the semester, in order to provide enough time for committee members to evaluate the essays and provide a result back to the student.

B. Preparation for the Examination

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. Students will continue to have the advantage of dissertation committee chair coaching practices (e.g., review outlines) over the 8 weeks prior to the exam.

i. Two (2) questions from the Methods section of suggested QE questions
ii. Two (2) questions for the Area of specialization (AOS) (created with the Dissertation Chair)
iii. Four (4) questions from the Curriculum & Instruction (C&I) section of suggested QE questions

***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.

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.

D. Examination Rubric

Criteria	**Question #1**	**Question #2**	**Question #3**	**Question #4**
Thoroughness of response *(5 points)*				
Demonstration of knowledge of the theoretical foundations of the topic *(5 points)*				
Appropriate use of published literature and research *(5 points)*				
Organization, writing skills, APA formatting, adherence to essay length requirements *(5 points)*				
TOTAL (20 points)				

E. 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 DCI 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 DCI 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 DCI 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):
    - Students must rewrite any question that they fail on the first Qualifying Examination.
    - 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.
    - If the student fails any question on the second Qualifying Examination, he or she will not be able to continue in the program.
    - 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.
    - New scores from a rewrite should be noted on the Qualifying Examination Rubric and sent to the DCI Assessment Coordinator to be added to the original rubric uploaded to Livetext.

Portfolio Qualifying Exam Pathway

Updated June 6, 2026

Purpose
The purpose of the qualifying exams and portfolio is to offer a decision point to assess a student's ability to engage in independent research and their ability to integrate the core knowledge of their coursework in analyzing central problems and experiences in the field of education. The overall purpose is for students to demonstrate core knowledge of the field that will showcase your ability to be an independent researcher. The Portfolio Qualifying Pathway provides an option to meet criteria for entering the candidacy for the Ph.D. in Curriculum and Instruction. The portfolio will represent the scope and depth of the student's goals, research experiences, teaching accomplishments, and service to their field of study. Portfolio items must be selected with guidance and approval of the dissertation chair. Completion of a successful portfolio demonstrates that the student is able to articulate the information gathered through their studies in a scholarly manner, understanding of the methodology in the creation of study, and a willingness to actively participate as a scholar in their field of study through teaching and/or service. The goals of the portfolio include:

- Students must demonstrate proficiency through teaching, research, and service.
- Artifacts reflect skills and knowledge essential for successful dissertation completion.
- Portfolios promote ongoing scholarly engagement and integration of research into practice.

(Note: Students may decide not to proceed with the portfolio and take a qualifying exam at any time.)

Structure and Expectations of the Portfolio
The portfolio will consist of five sections: introduction, research, teaching, service, and reflection. The introduction section has artifacts expected from all candidates. **The candidate is responsible for submitting a complete portfolio**. Through the portfolio process the student will:

a. Make the decision to select the portfolio option early in the academic journey for their Ph. D. in Curriculum and Instruction.
b. Work with their academic advisor to develop a plan for working on the possible artifacts to showcase the student's work in the portfolio preferably before completing the first 18 hours of the program.
c. Meet periodically with their academic advisor to ensure they are on track to complete the portfolio.
d. Identify the dissertation chair and work with that faculty member to form a dissertation committee.
e. Identify at least 3 committee members (two members must be from the Department of Curriculum and Instruction) including their dissertation chair to evaluate the portfolio.
f. Seek advice from dissertation committee on portfolio items (strongly recommended but not required)
g. Receive approval from dissertation chair on portfolio items.
h. Submit that paperwork before finalizing their portfolio.
    a. Plan of Study
    b. Signed Committee Form.
i. All materials in the portfolios must meet ADA accessibility requirements.
j. **Incomplete portfolios will not be reviewed by the dissertation committee**.

Showcase of the Portfolio
The student will create the portfolio using an electronic tool (to be determined). The portfolio will include the core, research, teaching, service and reflection sections in every portfolio. You may also add a supplemental section with additional artifacts at your discretion. **Prior to the scheduling of the Qualifying Portfolio, the**

doctoral student is responsible for obtaining signatures from the dissertation committee on the Appointment of Doctoral Dissertation Committee form:
https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/docs/ appointmentofdoctoraldissertationcommitteeform.pdf

Scheduling the Presentation of the Portfolio
The Qualifying Exam Portfolio may be presented during the last semester or two of coursework. The student must maintain a minimum GPA of 3.25 on all graduate work attempted during the Doctoral Program at FAU. The presentation date will be selected based on consultation with the dissertation chair and the dissertation committee. If the Qualifying Portfolio is taken after coursework, the student must be enrolled in at least 1 credit of directed independent study with their Dissertation Chair or other dissertation committee member.

Expectations of the Presentation
The purpose of the presentation is to determine the readiness of a student to begin the dissertation and to ensure they have the skills necessary to complete that process. The student will present a summary of the portfolio including how their course work informed them in the development of the artifacts and how these artifacts indicate their readiness to start the dissertation. After the presentation, the committee members will ask for clarification about the different artifacts.

Role of the Committee and Evaluation Procedures
- The dissertation committee chair will inform the members of each student's dissertation committee that the portfolio is available for review.
- Members of the dissertation committee act as reviewers of the student's portfolio.
- The dissertation committee will have two weeks to review and score the portfolio after the student's oral presentation of the portfolio.
- The dissertation committee members will use the scoring rubric to assess each aspect of the portfolio. Scoring rubric is available below.
- **Not passing based on total score for the Qualifying Portfolio**: If a student does not receive a passing score on the research, teaching, or service criteria of the Qualifying Portfolio, the dissertation committee will notify the DCI Department Chair about the results with a plan for
    - taking the In-Person Qualifying Exam.
    - resubmission of the portfolio with revisions or additional artifacts to the portfolio.
- **Not passing a section of Qualifying Portfolio:** If a student does not pass a section (research, teaching, or service) of the Qualifying Portfolio, the student will consult with the dissertation chair to determine next steps, which will include deciding whether to revise and strengthen the submission or elect to complete the in-person qualifying examination.
- If there turns out to be a great difference in the inter-rater scores on any criterion, the committee chair may contact the reviewers to determine how to reconcile the gap and more towards a greater consensus.
- The dissertation chair shares the mean score and sectional scores from the reviewers for each criterion, after evaluation of all responses and provides a results summary to the student and the dissertation committee members and the DCI department chair. The dissertation chair then records the summary results in the college assessment platform.

Sections Within the Qualifying Portfolio
This section describes the types of artifacts to include within each section. The examples here are not inclusive of all the possible ways to demonstrate research, teaching, and service.

- **Introduction and Professional Identity**

1. One-to-two page APA-formatted narrative summary. Students are responsible for describing in their narrative how their work achieves the criteria in each section and how the artifacts provide supporting evidence in the portfolio.
2. LinkedIn Account populated with professional information or Research Gate with a developed profile and populated with published items.
3. Include an updated CV

- **Research Competency & Artifacts (Only two artifacts required, of which one must be from the Published/In Review/Publishable Manuscript category. Artifacts must be representative of the Curriculum and Instruction Area of Specialization.)**
  - Published/In Review/Publishable Manuscript (examples below)
    - Publishable/published proceedings (state, regional/national/international)
    - Publishable/published journal article (state, regional/national/international)
    - Publishable/published in an educational magazine
    - Publishable/published book chapter
    - Other dissertation chair-approved publishable/published written work
  - Conference presentation such as presenting a poster or paper at a conference presentation (local, state, regional/national/international; for example: SAC, FERA, EERA, AERA, SITE, NAME, etc.

- **Teaching Competency (A teaching philosophy is required, and a total of two artifacts from the options below)**
  - Required of all portfolios: An updated teaching philosophy referencing what they have learned in classes.
  - Provide artifacts from the options below to demonstrate teaching and/or curriculum development:
    - Teaching a class for a post-secondary institution
    - Teaching assistant for undergraduate course of 20+ students
    - Excellence in teaching awards for higher education
    - The results and/or evidence of an action research project implemented in the student's K-12/higher education classroom
    - Leading workshops for professional development
    - Guest speaker for a college or university course
    - Other dissertation chair-approved experiences
    - Demonstration of teaching content based upon college or university level course work by leading a workshop or similar learning experience
    - Created a new syllabus for a post-secondary class
    - Development of instructional assets, materials, or multimedia resources for a college or university course.
    - Evaluation of an educational program
    - Innovative teaching experiences
    - Other dissertation chair-approved experiences

- **Service to the Profession (Select a total of two)**
  - Assist at a professional organization at their conference, reviewer, serving on a governing board, SIG Leaders.
  - Reviewer of journal manuscript- (submit the description of the article and the comments)
  - Part of a professional academic conference team in the planning and coordinating of the event.
  - Develop or participate in a community engagement project
  - Supporting a professor in the design, implementation, and writing of a journal article.
  - Hold an office in a student, local, state, or national organization.

- Be involved in collegial groups with fellow doctoral students
- Mentorship of other doctoral students
- Other activities approved by the dissertation chair

- **Presentation to the Committee**
  - Committee meeting for the presentation of the portfolio will take approximately 60-90 minutes
    - 15-20 minute oral presentation of the student's portfolio
    - Engaged dialogue with the committee following student's portfolio presentation

Dissertation Qualifying Portfolio Rubric Scoring

- Introduction & Professional Identity (5 pts)
  - 0 - 3 pts: Not Passing
  - 3.5 - 4.5 pts: Passing
  - 4.5 - 5 pts: Passing with Honors
- Research Competency & Artifacts (30 pts)
  - 0 - 22 pts: Not Passing
  - 22.5 - 26.5 pts: Passing
  - 27 - 30 pts: Passing with Honors
- Teaching Competency (Teaching or Curriculum Development) (25 pts)
  - 0 - 17 pts: Not Passing
  - 17.5 - 22 pts: Passing
  - 22.5 - 25 pts: Passing with Honors
- Service to the Profession (25 pts)
  - 0 - 17 pts: Not Passing
  - 17.5 - 22 pts: Passing
  - 22.5 - 25 pts: Passing with Honors
- Presentation to Committee (15 pts)
  - 0 - 10 pts: Not Passing
  - 10.5 - 13 pts: Passing
  - 13.5 - 15 pts: Passing with Honors

Rubric Table

Criteria	Comments	Points
1. Introduction & Professional Identity (5 pts; 3.5 pts to pass) 8. Narrative exemplifies a coherent synthesis of artifacts, professional goals, and scholarly identity and trajectory. 9. CV accurately reflects the student's activities and uses APA formatting. 10. CV includes active links to professional profiles (LinkedIn or ResearchGate). 11. Candidate effectively responds to committee questions, concerns, and requests for clarification during the presentation.		
2. Research Competency & Artifacts (30 pts; 22.5 pts to pass) Includes at least 1. Two high-quality research artifacts demonstrating exemplary methodological understanding and scholarly writing. 2. Artifacts show readiness for dissertation research and active engagement in research communities.		

3. Candidate effectively responds to committee questions, concerns, and requests for clarification during the presentation.		
3. Teaching Competency (Teaching or Curriculum Development) (25 pts; 17.5 pts to pass) 6. Teaching philosophy is exemplary, supported by coursework that is reflective and theoretically grounded. 7. The two selected artifacts (teaching or curriculum development) demonstrate exemplary pedagogical skill, innovation, and impact. 8. Candidate effectively responds to committee questions, concerns, and requests for clarification during the presentation.		
4. Service to the Profession (25 pts; 17.5 to pass) Includes at least ● Two high-quality service artifacts demonstrating meaningful engagement in professional, academic, or community contexts through leadership, initiative, and commitment to scholarly activities. ● Candidate effectively responds to committee questions, concerns, and requests for clarification during the presentation.		
5. Presentation to Committee (15 pts; 10.5 pts to pass) ● Presentation is clear, well-organized, and demonstrates exemplary reflective insight into growth, goals, and scholarly identity. ● Effectively articulates connections among artifacts, research trajectory, teaching, and service. ● Presentation is professional and confident in the delivery. ● Strong coherence between goals, experiences, and future research trajectory.		

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

(These 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.

4. 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.

5. 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.

6. 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 <u>one</u> 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 date 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

Key Scholars Study Guide for Qualifying Examination

Approved and Updated March 1, 2012

4. Addams, Jane
5. Anzaldua, Gloria
6. Apple, Michael
7. Ashton-Warner, Sylvia
8. Ayers, Bill
9. Banks, James
10. Beane, James
11. Behar, Ruth
12. Belensky, Clinchy, Goldberger,Tarule
13. Bell, Derrick
14. Berliner, David
15. Bernal, Dolores Delgado
16. Bhabbha, Homi
17. Bigelow, William
18. Billings, Gloria Ladson
19. Borko, Hilda
20. Bransford, John
21. Britzman, Debbie
22. Bruner, Jerome
23. Cannella, Gail
24. Chomsky, Noam
25. Cochran-Smith, Marilyn
26. Coles, Robert
27. Cummins, Jim
28. Darder, Antonia
29. Darling-Hammond, Linda
30. Delgado, Richard
31. Delpit, Lisa
32. Dewey, John
33. Eisner, Elliot
34. Etzioni, Amatai
35. Feiman-Nemser, Sharon
36. Ferguson, Ron
37. Fillmore, Lily Wong
38. Foucault, Michel
39. Freire, Paulo
40. Fullan, Michael
41. Gay, Geneva
42. Giroux, Henry
43. Good, T.and Brophy, J. E.
44. Goodlad, John
45. Gramsci, Antonio
46. Grant, Carl
47. Greene, Maxine
48. Holt, John
49. hooks, bell
50. Ilich, Ivan
51. Johnson, Susan Moore
52. Kincheloe, Joe
53. Knowles, Malcolm
54. Kohn, Alfie
55. Kozol, Jonathan
56. Lather, Patti
57. Leont'ev, Alexei
58. Lieberman, Ann
59. Lightfoot, Sarah Lawrence
60. Loewen, James
61. Lytle, Susan
62. Macedo, Donaldo
63. Marx, Karl
64. McCarthy, Cameron
65. McDonald, James
66. McLaughlin, Milbrey
67. Memmi, Albert
68. Montessori, Maria
69. Nieto, Sonia
70. Noddings, Nel
71. Oakes, Jeanne
72. Ogbu, John
73. Pestalozzi, Johan
74. Peterson, Penelope
75. Piaget, Jean
76. Pinar, William
77. Popkewitz, Thomas
78. Raths, James
79. Ravitch, Diane
80. Rosaldo, Renato
81. Rousseau, Jean-Jacques
82. Sarason, Seymour
83. Schon, Donald
84. Schwab, Donald
85. Shor, Ira
86. Short, Kathy
87. Shulman, Lee
88. Sizer, Theodore
89. Sleeter, Christine
90. Smith, Linda T.
91. Socrates
92. Spillane, J.
93. Spivak, G.
94. Spring, Joel
95. Steinberg, Shirley
96. Steiner, Rudolf
97. Strickland, Dorothy
98. Taba, Hilda
99. Tierney, William
100. Tobin, Joseph
101. Tyler, Ralph
102. Valenzuela, Angela
103. Villenas, Sofia
104. Vygotsky, Lev
105. Walberg, Herbert
106. Weiner, Kathleen
107. Willard, Emma
108. Wollstonecraft, Mary
109. Wong, Harry
110. Zeichner, Kenneth
111. Zinn, Howard

Key Concepts Study Guide for Ph. D. in C&I Qualifying Examination

Approved and Updated March 1, 2012

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
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 DCI 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.

Policies on Selection and Eligibility of Dissertation Chair (*Approved February 2024*)

- C&I Department Policy: Visiting instructors can only serve in a dissertation co-chair role rather than dissertation chair role.
- C&I Department Recommendation: A faculty member with a doctoral degree who has not served on a dissertation committee before is recommended to serve as dissertation committee member first before serving in a co-chair or chair position.

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 C&I) 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 DCI Qualifying Examination) will have one academic year to complete the proposal and hold a hearing with the committee.
   k. 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 C&I 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 C&I Department Chair may recommend dismissal from the program which would then be voted upon by the C&I 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.
http://www.fau.edu/cdsi/pdf/SKMBT_C45011051109590.pdf

l. If a majority vote for dismissal is not achieved in the Department, the Dissertation Chair and C&I 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 C&I 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

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

n. 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 C&I Department, the doctoral student must petition in writing their Dissertation Chair and the DCI 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 C&I Department, the doctoral student must petition in writing their Dissertation Chair and the C&I 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 DCI. 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.
http://www.fau.edu/cdsi/pdf/SKMBT_C45011051109590.pdf

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 C&I's 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 C&I 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
- Student checks degree completion deadlines on :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
- 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.







Forms

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 14* - Graduate Equivalent Full Time Status Waiver**
This form is for graduate students enrolled in fewer than nine credit hours in the fall and spring terms and six credit hours in the summer term who are requesting to be certified as equivalent to full-time.

***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.

DCI Internal Forms

All internal forms listed below are now available on the Doctoral program website:
https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/

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:
https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/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/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/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/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/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/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/docs/approvalofdoctoraldissertationform.pdf

Take Home Qualifying Exam Rules and Academic Conduct Form
This form is to be used to obtain student signature of commitment to adhere to the Take Home Qualifying Exam rules and procedures.
https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/docs/qualifying-take-home-exam-form-final.pdf

Specification of Dissertation Chair Form
This form is to be used to identify the dissertation chair that a doctoral student has selected towards the end of their coursework.
https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/docs/specification-of-dissertation-chair-form.pdf

Change of Doctoral Advisor Form
This form is to be used to alert the department that a doctoral student is changing their doctoral advisor.
https://www.fau.edu/education/academicdepartments/curriculum-instruction/academic-programs/graduate/doctorate-curriculum-instruction/docs/change-of-doctoral-advisor-form.pdf

Frequently Asked Questions



Frequently Asked Questions

1. **Can I take graduate courses prior to graduate admission?**
   Yes, DCI 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

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 1st** (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

4. **How can I apply for a Graduate Assistantship (GA)?**
   GA applications are submitted every Spring semester to the DCI department for the upcoming academic year (3 semesters). Interviews are held in late March. 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/) and the Graduate College (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/

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 program 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 DCI 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 student 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:
http://www.fau.edu/graduate/forms-and-procedures/degree-completion/thesis-and-dissertation/index.php
http://www.fau.edu/graduate/forms-and-procedures/degree-completion/thesis-and-dissertation/formatting.php

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 (DCI Department Deadline & COE Dean Deadline). Internal deadlines for the DCI 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.

18. If I have a concern or complaint about any aspect of my doctoral program, who can I reach out to?

Students should email the department chair regarding their concern. Alternatively, the student can alert the doctoral coordinator of the concern who will then advise the department chair of the concern or complaint. The department chair will reach out to student via email to discuss further with them. Please note that students are expected to take an active and collaborative role in addressing the issues encountered in the program.