MISSION OF THE UNIVERSITY OF NORTH TEXAS
COLLEGE OF EDUCATION

The College of Education at UNT prepares professionals and scholars who contribute to the advancement of education, health, and human development.

MISSION OF THE DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

The mission of the Department of Teacher Education and Administration is to improve educational practice through the generation of knowledge and the preparation of education professionals who serve all students in an effective, inclusive, and equitable manner. The department offers graduate programs to develop highly competent educators, researchers, and school administrators to provide educational leadership. Effective pedagogy, curriculum development, and evaluation are emphasized in all programs. Students use current theory and research to make decisions about effective practice. The department also strives to improve practice through generation of new knowledge and through service to educational institutions, governmental agencies, and practitioners at all levels.
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OVERVIEW OF DOCTORAL PROGRAM

The Department of Teacher Education and Administration is pleased to offer the Ph.D. in Curriculum and Instruction with concentrations in Curriculum Studies, Early Childhood Studies, and Language and Literacy Studies. This is a research-intensive degree intended primarily for individuals who will have careers as scholars, researchers, and teacher educators in higher education or will hold other research-oriented leadership positions. The overall objectives of this doctoral program are for students (1) to gain an integrative perspective on education, (2) to have a firm grounding in educational theory, pedagogical practice, and research methodology, (3) to engage in educational efforts focused on social justice and equity, (4) to develop research agendas to pursue in their own professional careers, and (5) to be prepared to be leaders in research and pedagogy.

The policies and procedures included in this handbook apply to all students, both continuing students and those newly admitted for fall of 2015 and beyond. Those students who submitted their degree plan by August 1, 2015, should continue to work with their major advisor to complete their degree. Continuing students who have not filed their degree plan by August 1, 2015, must file a degree plan that follows the revised Ph.D. program. Beginning the fall of 2015, all newly admitted students must follow the program of study as described in this handbook.

Many of the steps doctoral students take as they progress through their program require particular forms. The UNT College of Education makes most of these forms available at http://www.coe.unt.edu/graduate-forms.

Concentration Areas
Students select a concentration area from the three that are offered: Curriculum Studies, Early Childhood Studies, and Language and Literacy Studies.

Concentration in Curriculum Studies
Curriculum Studies refers to advanced graduate level course work grounded in the basic areas of Curriculum and Instruction. Specifically Curriculum as an area of study is distributed over the following five categories: theory, research, history, planning and implementation, and evaluation. Instruction is distributed over the following five categories: theory, research, teaching, planning, and evaluation. Curriculum Studies is an integrated area of study that combines Curriculum and Instruction and intellectually and practically considers questions of the aptness of fit and the effectiveness of selected educational experiences, which are usually intentional as the field of curriculum is built on work in schools.

Whereas Curriculum Studies generally refers to broad general questions that are universal in nature, at times Curriculum Studies also includes more focused specific problems or issues including levels of schooling, social policy, and content areas of the curriculum.
Concentration in Early Childhood Studies
The doctoral emphasis in Early Childhood Studies focuses on developing professionals who are critical educational leaders, researchers, and facilitators of social change for children, their families, and their teachers and caregivers. Research and various forms of scholarship are created for purposes of increased equity, social justice, and life/education opportunities for those who are younger. Graduates are prepared to assume diverse teaching, research, and administrative responsibilities.

Concentration in Language and Literacy Studies
The doctoral concentration in Language and Literacy Studies (LLS) focuses on theories, practices, and policies associated with language and literacy in the preparation of scholars, researchers, and educational leaders. The LLS program strives to improve educational practice through the generation of new knowledge and through service to education institutions, government agencies, and practitioners at all levels of education. Committed to theory-driven research that informs effective practice, the LLS faculty acknowledge the complex role of language and culture in literacy as they mentor literacy leaders who will contribute to the profession in substantive ways.

APPLICATION PROCESS

Application to Toulouse Graduate School
Students should follow the application procedures detailed on the website of the UNT Toulouse Graduate School, http://www.tsgs.unt.edu, and the website of the Department of Teacher Education and Administration, Curriculum and Instruction Program.

1. Submission of transcripts verifying that the applicant has a minimum grade point average of 3.4 on the master’s degree.
2. Submission of verbal and analytical writing scores on the GRE.

Ph.D. Curriculum and Instruction Admission Requirements
In order to be considered for Graduate scholarships, assistantships and other opportunities, completed applications are due by February 1.

All students admitted to this doctoral program must meet admission requirements established by the Toulouse Graduate School. Also, for admission into this program, they are expected to have competitive scores on the Graduate Record Exam (verbal, quantitative, and analytical writing); and for applicants whose native language is not English, a score of at least 550 on the Test of English as a Foreign Language (TOEFL).

Admission to the Ph.D. program in Curriculum and Instruction is a two-step process. Each applicant must first apply to and meet the general admission requirements of the Toulouse Graduate School. Then applications for students who meet initial admission standards are forwarded to the faculty in Curriculum and Instruction for review. Admission takes into
consideration several critical factors deemed important for success in graduate studies. No single factor determines an individual’s eligibility for admission. Initial acceptance into the program is contingent upon the applicant’s meeting the following program admission standards:

1. For the Curriculum Studies and the Language and Literacy Studies concentrations only, evidence of three years of successful teaching experience or related acceptable experience. In the event the student does not meet this requirement, the faculty in Curriculum and Instruction (C&I) may recommend the student participate in extensive practicum or internship experiences as part of the doctoral degree requirements. This practicum or internship will be in addition to requirements of the regular degree program.

2. Submission of the following items directly to the C&I program area:
   a. A letter of intent to pursue doctoral studies in curriculum and instruction (containing a discussion of motivation for doctoral study, specifications of research interests, and a statement of how the applicant envisions using doctoral studies to address educational issues of interest)
   b. A professional résumé that details the applicant’s career path and professional development activities
   c. Three letters of recommendation, which support the potential of the applicant to engage in doctoral level studies (at least two from graduate-level instructors/professor and one from education-related employers)
   d. The Curriculum and Instruction program application. A link to the form is in the graduate program information for C & I on the department's website: http://www.coe.unt.edu/teacher-education-and-administration.

Decisions regarding admission are based on a holistic review of the information from all sources. Applicants will be granted full admission into the Curriculum and Instruction program only after the C & I graduate faculty members have reviewed and approved all documents submitted to the Toulouse Graduate School and to the C & I program. Accepted students will receive letters of notification listing a graduate faculty advisor to help them plan their courses of study.
# COURSE REQUIREMENTS

## UNT Course Requirements

<table>
<thead>
<tr>
<th>Core Courses (12 semester credit hours)</th>
<th>Curriculum Studies (CS)</th>
<th>Early Childhood Studies (ECS)</th>
<th>Language and Literacy Studies (LLS)</th>
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</thead>
<tbody>
<tr>
<td>EDUC 6040 Traditions of Inquiry</td>
<td>EDUC 6040 Traditions of Inquiry</td>
<td>EDUC 6040 Traditions of Inquiry</td>
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<td>EDUC 6050 Culture, Identity, and Education</td>
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<td>EDUC 6120 Theoretical Foundations for Educational Studies</td>
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<th>Concentration Courses (18 semester credit hours)</th>
<th>Curriculum Studies (CS)</th>
<th>Early Childhood Studies (ECS)</th>
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<tr>
<td>*EDCI 6220 Conceptual Models of Curriculum Development</td>
<td>EDEC 6533 Current Readings and Research in Early Childhood Studies</td>
<td>*EDLL 6060 Research Design in Literacy and Language Arts</td>
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<tr>
<td>*EDCI 6230 Implementation and Evaluation of Curriculum Development</td>
<td>EDEC 6543 Contemporary Critical Issues in Early Childhood Studies</td>
<td>EDLL 6070 Politics of Literacy</td>
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<td>*EDCI 6340 Conceptual Models of Learning and Instruction</td>
<td>EDEC 6623 Advocacy/Activism in Early Childhood Studies</td>
<td>EDLL 6080 Survey of Literacy Research,</td>
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<td>*EDCI 6360 Critical Issues in Curriculum Studies</td>
<td>EDEC 6800 Special Topics in Early Childhood Studies</td>
<td>EDLL 6100 Seminar in Language, Culture, and Literacy</td>
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<tr>
<td>Plus 2 courses in concentration area chosen with consent of advisor</td>
<td>Plus 2 courses in concentration area chosen with consent of advisor</td>
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<th>Courses in Research Methods (15 semester credit hours)</th>
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<th>Early Childhood Studies (ECS)</th>
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<td>*EPSY 6020 Research Methods in Education</td>
<td>*EPSY 6020 Research Methods in Education</td>
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<tr>
<td>*EDCI 6280 Qualitative Research in Education</td>
<td>*EDCI 6280 Qualitative Research in Education</td>
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<tr>
<td>Plus two additional research-methods courses selected with consent of advisor</td>
<td>Plus two additional research-methods courses selected with consent of advisor</td>
<td>Plus two additional research-methods courses selected with consent of advisor</td>
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<tr>
<th>Elective (6 hours)</th>
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<tr>
<td>Electives chosen with consent of advisor. Three hours are for the CS qualifying exam; EDCI 6910 Qualifying Papers</td>
<td>Electives chosen with consent of advisor. Three hours are for the ECS qualifying exam; EDEC 6910 Qualifying Papers</td>
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<th>Dissertation (9 semester credit hours)</th>
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<tbody>
<tr>
<td>EDCI 6950 (taken over multiple semesters)</td>
<td>EDEC 6950 (taken over multiple semesters)</td>
<td>EDLL 6950 (taken over multiple semesters)</td>
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<th>Total SCH</th>
<th>Curriculum Studies (CS)</th>
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<td>60 semester credit hours</td>
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*Requires pre-requisite(s)
## Four-Year Plan for Offering Course

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Courses</th>
<th>Required Concentration Curriculum Studies Core Courses</th>
<th>Other Curriculum Studies Courses</th>
<th>Required Early Childhood Studies Courses</th>
<th>Other Early Childhood Studies Courses</th>
<th>Required Language and Literacy Studies Courses</th>
<th>Other Language and Literacy Studies Courses</th>
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<td>EDCI 6220</td>
<td>EDCI 6350</td>
<td>EDEC 6533</td>
<td>EDEC 6523</td>
<td>EDLL 6060</td>
<td>EDLL 6040</td>
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<td>2017</td>
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<td>SP 2017</td>
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<td>2018</td>
<td>F 2018</td>
<td>SP 2018</td>
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### Four-Year Plan for Offering Course (Continued)

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<td>SP</td>
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**Required Courses in Research Methods**


**Other Courses in Research Methods**

- **EPSY 6210**: F 2015, F 2016, F 2017, F 2018
- **EPSY 6270**: SP 2016, SP 2017, SP 2018, SP 2019
- **EPSY 6290**: SP 2016, SP 2017, SP 2018, SP 2019

**Electives**


**Dissertation**


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**Transfer Courses or Course Substitutions**

Transfer courses or course substitutions in the degree plan must be approved by the student’s advisor and the C & I doctoral program coordinator following the relevant policies of the Toulouse Graduate School.

**Cross-Registering in Graduate Level Courses**

Any UNT graduate student admitted to a master's or doctoral degree program or pursuing certification may cross-register in graduate level courses at TWU or TAMU-Commerce that are being used toward their current degree program. Students must have the approval of their department and verify that TWU and/or TAMU-C does not have restrictions on the course. For more information regarding cross-registering go on this link [https://tsgs.unt.edu/new-current-students/federation](https://tsgs.unt.edu/new-current-students/federation) and for registration information go to [http://tsgs.unt.edu/new-current-students/federation/student-information](http://tsgs.unt.edu/new-current-students/federation/student-information).
TIMELINE FOR THE DOCTORAL PROGRAM

Continuing students are expected to complete their degrees in a timely manner. The College of Education expectation for doctoral program completion is 6 years. It is possible that a full-time student can successfully complete the program in 4 years. Full time students are those who take at least 9 hours each semester. (Note that this is not the definition of full-time students used for financial aid qualifications. For financial aid information go to [http://financialaid.unt.edu/](http://financialaid.unt.edu/)).

Students are not required to take courses in the summer semesters but should still finish in the expected time period for their degree. While the Graduate School speaks to an 8 year limit, each department has been charged with setting a reasonable expectation for their students to complete the program. Failure to complete the program within the 6 year period can result in dismissal from the program. A leave of absence should be filed if health or other anticipated emergency situations are anticipated, but the “clock” for completion does not stop unless the absence is a medical leave requested by a physician. The following coursework or during the last semester of coursework, students take their qualifying exams. After passing the qualifying exams, they become doctoral candidates and begin registering for the dissertation. During the first semester of dissertation hours, students should present and defend their dissertation proposal to their committee. Upon proposal approval, they continue to register for the dissertation course until the dissertation is defended. Continuous registration is required during the academic year (fall and spring). All students, with limited exceptions, should complete their dissertation and defend it in the 9 hours that are required for dissertation credit.

This time frame gives all doctoral students extra time to complete their dissertation, if needed, and still fall well below the 6 year absolute maximum. Appeals for extensions of time will rarely be supported and then only if the case made is compelling and related to serious health or emergency situations. Occasionally, such situations create legitimate reasons for a student needing more time to complete their degree. Students who exceed the COE Expected-Time-to-Completion may request an extension of up to one year. The student submits this request in writing to one’s major professor or program advisor. The recipient of the request, in consultation with the student’s advisory or dissertation committee, decides whether or not to endorse the request. If the request is endorsed, the request is forwarded to the Chair of the Department for his endorsement and on to the COE Dean for Academic Affairs for approval. Students for whom exigent circumstances arise during their degree programs are expected to take a leave of absence rather than just discontinuing coursework (see below). Both the COE and the Graduate School time-to-degree limits begin with the student’s first semester of enrollment; no student may exceed the Graduate School degree limit including time on leaves of absence.

THE DEGREE PLAN

The initial faculty advisor and the student work together to prepare a degree plan. This plan must be filed no later than the semester when 18 semester credit hours are completed, or after the first year of classes. All hours taken after admission to the program count toward this
requirement. A continuing student who does not submit a degree plan within the hours required will be blocked from enrollment the following semester, and a student who has not filed a degree plan after one blocked semester will be dismissed from the program.

Before filing with the Toulouse Graduate School, the degree plan must be signed by the advisor, the program coordinator, the department chair, and the dean. After it is signed by the advisor, the administrative assistant in the program area will see that other signatures are obtained. It is the student’s responsibility to get it to the administrative assistant with the signature of the advisor.

It is possible to make a change in the degree plan at some point in the program if a change of courses is required. This would be the case, for instance, if a course on the plan is no longer offered or if another special course is designed that better fits the student’s academic focus. There is a degree plan change form for situations like this. If a course is being taken during a different semester than initially planned, the student does not have to file a change form. The form is available from the C&I Administrative Assistant, or available at https://www.coe.unt.edu/graduate-forms.

Independent study and special problems courses may not be substituted for core courses, required concentration courses, or core research courses. These may be designed as one of the concentration 6 hours beyond the required courses or for electives.

ENROLLMENT REQUIREMENTS

Good Standing
To remain in good academic standing, graduate students must maintain a minimum cumulative grade point average of 3.0. A graduate student is placed on academic probation at the end of any enrollment period in which the cumulative GPA drops below 3.0. A graduate student who is placed on academic probation and who does not receive either a semester or a cumulative 3.0 graduate GPA during the semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to reapply for graduate admission and enroll for further graduate courses. After the one-year period of suspension, students may re-enroll in graduate courses under probation. Students who are then suspended a second time without having returned to good academic standing will be dismissed from the university.

In the Curriculum & Instruction Doctoral Program a student is expected to not only maintain a 3.0 GPA but to maintain grades of A and B. If a student makes more than one C, the student can potentially be dismissed from the program after review of his/her work by advisors within the program.

The doctoral degree must be completed within the requirements established by the Graduate School, the UNT College of Education, and the Department of Teacher Education and Administration. Please see the Graduate Catalog for other relevant policies. For instance, a course in which a student’s grade is D cannot be used toward completion of graduate degree requirements.
**Doctoral Program Progress Review**
At the completion of each year of enrollment, a doctoral student’s progress will be assessed by the doctoral faculty of the student’s concentration area. This review will consider the student’s academic achievements in light of the knowledge and processes required in the program. Students will be asked to meet with his/her advisor if academic expectations are not met. If a student is not able to meet the requirements of the program courses, he or she will be counseled about whether or not to continue doctoral work. A student in good standing is encouraged to meet with his/her advisor as needed to confirm progress.

**Qualifying Exam & Dissertation**
The student is required to complete the written and oral qualifying events within one year following coursework. Successful completion of the written and oral qualifying events results in a student being admitted to candidacy. After admission to candidacy, a student must complete and successfully defend the dissertation proposal within one year. A student who fails to meet these requirements will be reviewed by program faculty for potential dismissal from the program.

A student is expected to submit written evidence of the dissertation research to the major professor each semester the student is enrolled in dissertation hours. The student is strongly encouraged to complete and defend the dissertation within one to one and one half years after proposal defense.

**Continuous Enrollment**
A continuing doctoral student must be in continuous enrollment in the long semesters between the semester of the first course applicable to the degree and the completion of the degree. A student who does not maintain continuous enrollment may apply for a leave of absence if circumstances warrant the leave. If the pattern of non-enrollment continues into a second long semester when the student is not taking courses and is not on a leave of absence, the Graduate School requires the student to reapply for admission. If the student is a doctoral candidate working on dissertation hours, he/she must enroll every semester until completion.

**Residency Requirement**
The minimum residence requirement will consist of two consecutive semesters at UNT with a minimum of 9 graduate hours in each term or three consecutive terms with a minimum of 6 graduate hours in each term.

**QUALIFYING EXAMINATION PROCEDURES**

**General Requirements for Qualifying Examinations**
To take the qualifying examination in the Department of Teacher Education and Administration, a student must have accomplished the following:

- Be fully admitted to the program;
• Have a degree plan on file in the program office that has been signed by the Graduate School;
• Have completed all coursework or be in the final semester of coursework;
• Have no incomplete grades for courses on the degree plan; and
• Have established residency.

Selection of Dissertation Chair and Committee
A doctoral student can select a major professor (dissertation chair) and form a dissertation committee at any point in the program prior to the qualifying examinations, but this must be done before the student sits for the exam. The Appointment of Doctoral Dissertation Committee must be signed by the major professor and committee members and filed in the program area and with the Graduate School. This form is found at https://www.coe.unt.edu/graduate-forms.

The College of Education now requires that students have four-member committees: the chair plus three other members. Of this four-member committee, two members should be from the student’s area of program. Students who had dissertation proposals approved prior to January 2010 may continue with a three-member committee if their proposal was approved with only three members. The student’s dissertation committee chair will advise about the inclusion of any individual on the committee that is outside the TEA faculty. The Graduate School must approve outside committee members to serve on each committee that individual may be requested to serve. Any change in the members in the dissertation committee must follow the TE&A established procedure.

Guidelines for selection of dissertation chair and committee can be found at http://catalog.unt.edu/content.php?catoid=14&navoid=1129 under Composition of the dissertation examination committee section.

Qualifying Examination Procedures for Specific Doctoral Programs
Curriculum Studies
Purpose and Goals. The doctoral written qualifying exercise will consist of three to four questions, developed by members of the candidate’s dissertation committee in consultation with the candidate. In order to assist the committee in creation of the questions, the candidate will prepare a two-page summary of his or her dissertation idea before the questions are written. The committee members, collectively and individually, will write and approve the questions with this common knowledge base in mind.

Each set of questions should be tailored to guide the individual candidate toward a dissertation. At least one question should address research design (epistemology, theoretical approach, methodological approach). Collectively, the candidate’s responses to the questions should show that the candidate has some reasonable basis for designing a study that makes sense in view of a problem area and a theoretical framework; can apply a set of tools for review of literature (including literature related to the problem, the theoretical base, and the method or approach); is
comfortable with APA style; and accepts the ethical principles inherent in research and scholarship in education.

Process. During the semester in which the candidate is enrolled in the last course (other than EDCI 6910), he or she should attend an orientation session about the written qualifying paper requirements and process. Then, the candidate should complete the “Qualifying Paper Seminar” form before enrolling in EDCI 6910 with the major professor and should attach the qualifying questions to the form. During the semester in which the candidate is enrolled in EDCI 6910, he or she will write a substantive paper (approximate minimum of 15 pages, excluding references) for each question. The candidate’s dissertation committee will decide the due date for the set of papers. Typically, the due date would fall during the twelfth week of classes at the latest.

Evaluation. Each dissertation committee member will serve as the primary reader/evaluator for the question he or she creates; however, all committee members will review all questions. To assist committee members in this review, the candidate will prepare a 500-word abstract for each question and submit the abstracts along with the papers. Before the end of the semester, the majority of the committee members must agree whether the set of papers rates (a) pass, (b) pass when specified revisions are made to individual papers, or (c) fail.

If the majority of the dissertation committee members determine that all papers pass, the candidate will then arrange for the oral defense of the body of work. The committee members may decide to proceed to the oral defense if only one paper is rated “pass when specified revisions are made” and the remaining papers are rated “pass.” In the event that a candidate does not pass on the first attempt and needs another semester to make revisions, the candidate would be given a grade of “I” in EDCI 6910 by the major professor and allowed one more opportunity to complete the paper successfully. Should a candidate be unable to complete the paper in the semester in which he or she is enrolled in EDCI 6910 due to life circumstances, the candidate may request an incomplete with no penalty of failure and allowed to complete the paper in a subsequent semester.

The candidate will have two opportunities to pass the entire set of qualifying papers. Candidates who fail to pass the entire set of papers on their second attempt will be dismissed from the doctoral program.

Early Childhood Studies
Purpose and Goals. The purposes of the written and oral doctoral examinations are to place doctoral students in an academic position in which they will demonstrate their understanding of the depth and complexity of the issues on the topic they have selected for their dissertation research. In addition to the scholarly content knowledge, the students will demonstrate their skill in critically examining published research both quantitative and qualitative, and their scientific writing skills.

Examination questions may be related to completed coursework, but also to new knowledge, dependent upon student’s research interests and committee agreement. The questions will generally focus on one or more content areas in the field that are likely to be part of the dissertation proposal literature review, and research methods that could be a content component for the dissertation proposal.
Process. Each doctoral student is responsible for initiating the qualifying examination process (See application form to be completed upon construction of written questions.) The written and oral comprehensive examinations will take place when students have completed all coursework in the approved program of study (or are in the final semester of courses, excluding dissertation hours) and prior to beginning full-time work on the dissertation. Examinations can be scheduled during any semester; however, the student is reminded that committee members may not be available to evaluate written examinations or conduct the oral examination during the summer semester. The committee chairperson will meet with the doctoral student and identify the major areas from which possible questions will be constructed based on (a) content in the field of early childhood studies, related to the student’s career plan and research interests, and (c) committee member expertise.

Written Examination. Each committee member will be offered the opportunity to construct a question that relates to the topic most related to his or her expertise, but taking into consideration the students’ research interest. Students will write a substantive paper (approximate minimum of 15 pages, excluding references) for each question. The candidate’s dissertation committee will decide the due date for the set of papers. Typically, the due date would fall during the twelfth week of classes in the semester, at the latest.

All committee members will be given copies of all four questions. The student will respond to each of the questions (1) using the written examination, take-home activity and (2) during an oral examination in which written responses will be discussed. The student should expect that completing the written and oral examinations will take approximately one semester. Upon completion of the writing, hard copies of responses to each question should be provided by the student to each committee member for review. To assist committee members in this review, the candidate will prepare a 500-word abstract for each question and submit the abstracts along with the papers. The completed written responses are to be distributed at least one month before the student plans to schedule the oral examination.

Assessment Guidelines and Oral Examination. Each committee member may read any of the four responses and provide feedback during the oral examination. However, for initial evaluation of responses, each committee member will focus on the one question that was designed as closest to the faculty member’s expertise. Within ten working days of receiving the question response, the committee member is requested to notify the chairperson of the evaluation results. Before the end of the semester, the majority of the committee members must agree whether the set of papers rates (a) pass, (b) pass when specified revisions are made to individual papers, or (c) fail. The oral examination will not be scheduled until all four questions are considered ready for oral examination (pass or pass when specified revisions are made); if a question has failed entirely, a complete rewrite is necessary.

Oral Examination. The oral examination will be a two-hour meeting in which the doctoral student will be asked to explain each question and the written response. Any committee member may ask the student questions regarding any of the four response papers. When all discussions are complete, the student will be asked to leave the room for a short period so that committee members may discuss the overall demonstration of skills, knowledge, and understanding of the complexity of the particular issues. The committee members will determine if the oral examination was “passed” or “failed” (based on majority vote) and announce the result to the student.
The candidate will have two opportunities to pass the entire set of written questions and the oral examination. Students who fail on the second attempt will be dismissed from the doctoral program.

**Language and Literacy Studies**

*Purpose and Goals.* A central purpose of the qualifying examination is to give students the opportunity to provide evidence of a strong knowledge base in literacy research and theory and to synthesize and apply this knowledge to tasks they might face engaging in professional and scholarly positions and activities. The questions and prompts in the qualifying examination ask students to go beyond a mere summary of what is learned in the courses to demonstrate an analysis and synthesis that contributes to the professional discourse. In order to assist the committee in creation of the questions, the candidate will prepare a two-page summary of his or her dissertation idea before the questions are written. The committee members, collectively and individually, will write and approve the questions with this common knowledge base in mind.

*Process.* Each doctoral student is responsible for initiating the qualifying examination process (See application form to be completed prior to the semester in which the student takes the qualifying examination.) The qualifying examination will take place when the student has completed all coursework in the approved program of study or are in the final semester taking only one course that is not a required course. Students must be enrolled in at least one course during the qualifying examination semester. If coursework is completed he/she may take a special problems course to prepare for the exam. If the student has not filled the elective requirement, this special problems can count towards an elective.

*Written Exam.* The written qualifying exam, administered once in the spring and once in the fall, has four parts that include the following:

1. Understanding of the field of literacy education – the various components or areas of research/practice that comprise the whole field; eminent researchers and major theorists in various areas; current issues of interest to literacy educators; and historical perspectives on literacy education (or particular issues within literacy education).
2. In-depth understanding of research and practice that serve as the background for the student’s research agenda.
3. Understanding of research approaches, design, and methods; the ability to write a critical analysis of a research report.
4. Application of theory and research to contemporary issues, such as problem solving for program, curricular, or instructional situations.

The student will prepare for two 3-hour writing sessions in one day during which he or she will respond to (1) a question regarding research and theory in the literacy field and (2) a question specifically created for his or her own research interests.

Responses to two other questions will be prepared and brought to the session: (1) a critical analysis of a research report/article and (2) a practical question regarding an issue in the literacy field for which substantive support must be provided for his/her response. A few days prior to the examination, the student will be given a research article to critique in terms of purpose, methodology, findings, and overall rigor and usefulness of the research. The analysis of the
article must show the student’s knowledge of research design and methods. The student will also be given an application question related to a contemporary issue or problem for which he or she must use theory and research to respond.

For the questions related to literacy education, the committee will negotiate the questions based on the student’s courses, personal research interests and focus, and possible needs for the upcoming dissertation. Although the selected committee chair provides guidance in how the student should review these general areas, all qualifying exam questions will require the synthesis of information across the courses taken. For this reason, key information from each area should be highlighted at the time it is studied and revisited prior to the examination. A study guide is available from the faculty.

Evaluation criteria for the written exam are as follows:

**Relevance:** Evidence of a clear thesis or perspective in direct response to the question.

**Support and Detail:** Supporting details, examples, illustrations, or other evidence for each claim.

**Knowledge of relevant research and theory:** Knowledge of how the work of major theorists and researchers contributes to the topic or issue addressed in each question; understanding of the specific contributions of researchers and theorists.

**Clarity:** Logical organization and coherent communication via a scholarly discourse; few distractions resulting from mechanical errors; application of APA formatting in written responses.

Each committee member will serve as reader/evaluator for the responses produced for the written portion of the exam. Based on the above criteria, each member will assess the student responses as *pass* or *fail*. Each question must receive a passing mark by three of the four committee members, and each student must pass at least three of the four examination questions to be eligible to proceed to the oral examination. Students who do not pass the written exam are allowed to retake the exam one time, and this re-examination must take place during the next long semester (spring or fall) following their first attempt. They must pass the exam this time or be dismissed from the program.

**Oral Exam.** Once passing the written examination, the student can proceed to take the oral examination. This is done within three to four weeks of completing the written examination and is a 1½ hour meeting. During the oral examination, a student may be asked to respond to questions that relate to gaps in the written portion or to clarify his or her understanding of certain concepts that were unclear in the written portion. This exam is determined either *pass* or *fail* by the committee members.

After the qualifying examination is passed, the student proceeds to planning and writing the dissertation proposal.
THE DOCTORAL DISSERTATION

Overview of the Dissertation Process
The dissertation must be an original contribution to knowledge in the field, a demonstration of the candidate’s ability to conduct original and significant research. The dissertation is the culminating product associated with the doctoral degree and must receive approval by the committee at a dissertation defense. The major professor (who serves as a guide as the student prepares the dissertation) and committee members are all chosen because of their expertise in the area of inquiry. The candidate should consult with the major professor and all other members of the committee throughout the process. Some committee members may want to see chapters as they are completed, and others may want to see only the pre-defense version of the dissertation with all chapters. The candidate’s responsibility is to determine how each committee member prefers to work with the student.

Dissertation Proposal
Candidates propose and defend their dissertation plan and conduct dissertation research under the supervision of a dissertation committee, chaired by the major professor who has agreed to work with the candidate. After achieving candidacy, a student must register for a minimum of three hours of dissertation credit each fall and spring semester until the dissertation is defended. Students need to enroll during the summer only if they are using university resources, including consultations with members of their dissertation committee. The development of a dissertation proposal involves careful thought and planning by the doctoral student, the major professor, and committee members. The goal is to produce a proposal that is scientifically and methodologically sound as well as written clearly and accurately and formatted correctly. The exact format used for the proposal is determined by the major professor in consultation with the committee.

When the major professor believes the proposal is ready to defend:

- The student provides a complete copy of the proposal to each committee member and to the department chair.

- The student should provide at least two weeks for committee members to read the proposal. A period greater than two weeks for review is highly recommended. The committee then determines whether the proposal is ready to defend. The major professor and student, in consultation with the committee members, determine the defense site, day, and time.

- It is the student’s responsibility to reserve a room for the defense, to fill out the Dissertation Proposal Scheduling Form, and secure signatures of the committee members. Signatures of Committee members indicate that they have read the proposal and agree that it is ready to be defended. The signed form is given to the administrative assistant for C & I who sees that the chair signs the form.

- After the signatures are completed on the scheduling form, the form is sent to the Student Advising Office by the administrative assistant. The form must be received by the Student Advising Office at least five days prior to the defense.
There are four possible results of the proposal defense: (1) accept with minor revisions, (2) accept with major revisions, (3) require major revision and another defense, (4) or reject with dismissal from program.

Dissertation Formats
Early in the process, a student should download the *UNT Thesis and Dissertation* Manual from UNT Graduate School. The student is again reminded that the exact format should be determined in consultation with the major professor and dissertation committee members. The following are example formats.

*Chapter-Formatted Dissertations*: Many dissertations have five chapters: Introduction, Literature Review, Methodology, Results, and Discussion. These divisions may not be appropriate for all. Depending on methodologies and results, more than five chapters may be necessary. For more information the candidate and committee should consult Toulouse Graduate School’s formatting requirements for expanded journal format located at [http://tsgs.unt.edu/downloads/thesis/Thesis%20manual%202013-rev1.pdf](http://tsgs.unt.edu/downloads/thesis/Thesis%20manual%202013-rev1.pdf)

*Journal-Formatted Dissertations*: Another possibility is the journal-formatted dissertations. A doctoral candidate and his or her committee may decide that the candidate should follow procedures for a journal-formatted dissertation. This format also includes the traditional components of a chapter-formatted dissertation, but they are organized differently. For more information the candidate and committee should consult Toulouse Graduate School’s formatting requirements for expanded journal format located at [http://tsgs.unt.edu/downloads/thesis/Thesis%20manual%202013-rev1.pdf](http://tsgs.unt.edu/downloads/thesis/Thesis%20manual%202013-rev1.pdf)

The Defense and Filing of the Dissertation
Copies of the completed dissertation, including the abstract, are given to the major professor, all dissertation committee members, and the chair of the Department of Teacher Education and Administration. The copies must arrive a minimum of three weeks prior to the projected date of the defense. (Providing dissertation copies three to four weeks prior to that date is recommended because there must be time for reading the dissertation and determining if it is ready to be defended before signing the Dissertation Defense Scheduling Form.)

- The Dissertation Defense Scheduling form is signed only after each member has read the dissertation and determined that it is ready to be defended.
- Once all committee members’ signatures are obtained, the Dissertation Defense Scheduling form and abstract go to the department chair. The administrative assistant for Curriculum Studies sees that the chair signs the form and forwards it to the Student Advising Office.
- The abstract that is posted with the dissertation defense announcement should be a compression of the entire study and should, for the most empirical studies, include rationale, purpose/questions, method, findings, and contribution. It should be no more than 350 words in length.
After a successful defense and completion of any revisions that are required by the committee, the document that is submitted to the Toulouse Graduate School must be the final version. The Graduate School provides a Filing Envelope into which all materials should be placed. All documents must be turned in by the appropriate deadlines. In addition, the Final Defense Form is signed by committee members and department chair verifying that the dissertation was successfully defended. This form is given to the Committee Chair at the time of the Defense and the Chair is responsible for seeing that it is completed.

After the dissertation is filed and processed, it will be available to a wide range of readers electronically by means of the UNT repository in the online libraries catalog. It will also be indexed by online search engines, such as Google. There are, however, some rare instances for particular dissertations and particular kinds of data when limited access may be granted. (See UNT Thesis Manual and the current Toulouse Graduate School guidelines.)

Electronic versions of dissertations are also sent to ProQuest. As part of the graduation paperwork, students must sign and submit a ProQuest publication agreement. The microfilm graduation fee covers ProQuest's Traditional Publishing option. **In preparing the dissertation, students should keep in mind that ProQuest limits the abstract to 350 words.**

**Dissertation Support Grants from the College of Education**

Doctoral students in the College of Education are eligible to apply for small grants, up to $1000, to support research expenses associated with dissertation research. Candidates should submit the application to the department chairperson well before spring and fall deadlines. **Department chairpersons review and forward up to five applications to the Dean’s Office for review.** Deadlines for submission to the Dean’s Office are **March 1** and **October 1**, and the department chair should receive submissions two weeks prior to these dates. Priority in funding is given to proposals that have strong potential for publication in national/international refereed journals and they **must be in journal format**. Each applicant must submit the grant form, an annotated budget, a one-page abstract, and required approvals (obtained from the major professor and department chairperson). The annotated budget must demonstrate how the requested funds will be directly used for collection of data (e.g., materials, tests, travel, mailings, data collection processes).

**Dissertation Fellowships from Toulouse Graduate School**

Doctoral candidates who are in the last year of dissertation research and writing are eligible to be considered for a dissertation fellowship, which provides financial support to the fellows. Program faculty members nominate the candidates. This award provides tuition and fees plus a monthly stipend.

Dissertation Support Grant Information can be found at [https://tsgs.unt.edu/future-students/funding-your-graduate-education/awards](https://tsgs.unt.edu/future-students/funding-your-graduate-education/awards)
The Department of Teacher Education and Administration provides graduate assistantships on a competitive basis to full-time doctoral students. To qualify, students must be enrolled in a minimum of 9 semester credit hours during the term they hold an appointment unless they have achieved doctoral candidacy. Assigned duties for a semester require 20 hours of work per week, which in most cases means teaching two undergraduate classes. However, some graduate assistants serve as teaching assistants or research assistants for faculty. Because graduate assistants are full time at the university (half for their coursework and half for their assistantship responsibilities), they cannot be employed elsewhere. If it is determined that a recipient is employed elsewhere on a full-time basis, that individual’s assistantship will be eliminated. Graduate assistants who hold a full appointment of 20 hours a week are eligible to participate in the university’s group insurance program.

For students who have completed all coursework and are registered for the dissertation, the minimum number of hours for course load is reduced to three semester hours. **Upon achievement of candidacy, the pay scale is increased beyond the salary for students who are still taking courses.** Graduate assistants are expected to maintain high performance in their academics and their teaching and/or research responsibilities and to make satisfactory progress toward the completion of their degree.

Students are encouraged to apply when they submit an application for a doctoral program. Assistantships are limited and subject to the student’s qualifications. Students can find more information regarding assistantships, including the application form and who to contact at [https://www.coe.unt.edu/teacher-education-and-administration/graduate-programs/graduate-assistantships](https://www.coe.unt.edu/teacher-education-and-administration/graduate-programs/graduate-assistantships)

**Curriculum and Instructions (C&I) Graduate Assistant Testimonies**

**Curriculum Studies**
- “The C&I program is an even blend of both challenging and rewarding experiences. The professors are exemplary in the teaching of graduate students about life at the academy. The courses and research opportunities are only limited by students’ choice, and they provide a well-rounded experience for those who wish to pursue and/or work in higher education.”
  
  -Mark Felts

- “As a first-year doctoral student, I presented at state and national level conferences with faculty members. The coursework has been challenging, yet manageable (which is important for me as a mother of a young family), and professors are approachable and available for conversations. The community of support has helped me thrive within my first year in the academic environment. I look forward to my continued growth in the program and returning the mentorship for incoming students!”

  -Eloise Kuehnert
Early Childhood Program

- "The UNT Early Childhood Ph.D. program has provided a unique opportunity to study and learn with international peers. The professors empower us to open our minds and stretch our knowledge to learn more beyond our horizons. Not only do they want us to succeed but also to make a difference in the world of early childhood."

  - Darla Taylor

- “The Curriculum and Instruction doctoral program at University of North Texas is student-oriented, comprehensive, and research-based. The professors are supportive and highly competent. I strongly recommend this program to anyone who is wishing to acquire a doctoral degree in education.”

  - Inna Robitaille-Dolzhenko

Language and Literacy Studies

- “As I progressed through the Language and Literacy doctoral program, I most appreciated the opportunity to work with such a diverse group of professors and doctoral students, gaining from their international and pedagogical knowledge. The exposure to various methodologies and philosophies, and especially applications of distinct statistical approaches, challenged me and encouraged my growth as a scholar.”

  - Lois Knezek

- “The Language and Literacy Ph.D. program at UNT has provided me with opportunities that have challenged my intellect and pushed me to become a stronger student. The faculty and staff within the Department of Curriculum and Instruction have provided the support and assistance needed to achieve my personal and professional goals. Through this program, I have been able to gain a wealth of knowledge that will set me up for success as I progress towards my professional career in academia.”

  - Jessica Edwards

GRADUATION

It is the responsibility of the student to file the appropriate graduate degree applications with the Toulouse Graduate School. All application materials should be submitted to the Graduate School early in the graduation semester. See deadlines on website. [https://tsgs.unt.edu/new-current-students/graduation-information](https://tsgs.unt.edu/new-current-students/graduation-information)
Intellectual Integrity

“As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship.” This statement is from UNT’s policy on Student Standards of Academic Integrity.

According to the policy, violations of academic integrity include the following:

“Cheating: The use of unauthorized assistance in an academic exercise, including but not limited to:

1. Use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
2. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
3. Dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
4. Any other act designed to give a student an unfair advantage on an academic assignment.

Plagiarism: Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

1. The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. The knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.”

Other violations are forgery, fabrication, and facilitation of academic dishonesty.

Instructors of students who violate academic integrity are expected to report the violations to the university’s database. The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred: admonition, assignment of educational coursework, partial or no credit for an assignment or assessment, or course failure. Admonitions and educational assignments are not appealable.

Other sanctions may be imposed by the UNT Academic Integrity Office: probation extending for up to two long semesters, suspension for up to one year, expulsion from the university, or revocation of degree.

The complete policy is available at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf
**Incomplete in Course**

Incomplete is a nonpunitive grade given only during the last one-fourth of a term/semester and only if the student is (1) passing the course and (2) has a justifiable reason (such as serious illness or death in the family) for not completing the work on schedule. An incomplete form, obtained through the department, must be completed by the student and the instructor who provides (1) the rationale for the incomplete, (2) the work that must be completed, (3) the date by which the work must be submitted, and (4) the grade the student will receive if the work is not submitted on time. This form is signed by both the student and the faculty member and is forwarded to the department chairperson before grades for the course are submitted.

**Leave of Absence Procedure**

A continuing student who is experiencing exigent circumstances that temporarily prevent progress on the degree may request a leave of absence for up to one year. The student must make the request for a leave in writing to the major professor and the program coordinator. If no major professor has been assigned, the student submits the request to the program coordinator.

If a leave is granted, the program coordinator notifies the Graduate School. Doctoral candidates—those who have passed the qualifying exam and who are required to enroll continuously in dissertation during each subsequent long semester—must also request directly from the Graduate School a waiver of continuous enrollment in dissertation. During an approved leave, the COE continuous enrollment requirements are suspended, and the duration of the leave is added to the COE time limit for degree completion.

A student who needs more time may request one or more additional leaves from the college. **College leave does not extend the Graduate School’s limit for total time to degree completion.**

**99 Hour Limit**

Students with more than 99 doctoral hours will pay nonresident tuition, regardless of their residency status, unless exempted by the Texas Higher Education Coordinating Board.

Unless students have had exemptions approved by the Coordinating Board (under either the program or individual exemption provisions of this policy), teaching or research assistantships, teaching or research fellowships, and all other internal or external scholarships, fellowships, or financial aid will not exempt them from payment of nonresident tuition when they have accumulated more than 99 doctoral hours, regardless of their residency.

Students with more than 99 doctoral hours will pay nonresident tuition until any program or individual exemptions affecting them are officially approved by the Coordinating Board. However, in any given semester, students otherwise entitled to pay resident tuition who pay nonresident tuition as a consequence of this policy and who receive their exemption approvals prior to the audit class day of a semester will be refunded the difference between nonresident and resident tuition. Refunds will not be considered for exemptions that are officially approved after the audit class day or for prior semesters.
**Academic Probation and Suspension**

A student who fails to achieve the required cumulative average of 3.0 GPA (B average) on all courses carrying graduate credit in a semester will be placed on academic probation for the subsequent semester. If the student achieves a 3.0 semester GPA in the subsequent semester, but the cumulative GPA is still below 3.0, the student will remain on academic probation for a period of up to one calendar year. The student will be removed from probation when the 3.0 cumulative GPA is achieved. A student who is on probation cannot apply for graduation and cannot graduate.

A student on academic probation who does not receive either a semester or a cumulative 3.0 GPA during the semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to re-enroll for further graduate courses. Graduate work completed elsewhere during a period of graduate suspension at UNT may not be counted for graduate credit at UNT. After the period of suspension, students must reapply for admission to the Graduate School; if readmitted, students may then enroll in graduate courses under probation with the same probation conditions as previously described. Students who are suspended a second time without having returned to good academic standing by achieving a cumulative GPA of 3.0 or better will be dismissed from the university.

The student whose UNT graduate GPA falls below 3.0 must make up the deficit either by repeating courses in which the grades are low or by completing other UNT courses with grades high enough to bring the UNT GPA up to 3.0. These courses must be repeated at UNT, not at other institutions.

**Dismissal and Appeals of Dismissal**

During the first semester following dismissal from a program, a student may appeal the dismissal decision. The student must submit the appeal in writing, directed to the program coordinator. The program coordinator in consultation with the program appeals committee decides whether to grant the appeal. Upon receiving the appeal, the committee must render a judgment and designate a specific action in regard to the student’s readmission in a timely manner by the end of the following long semester. The judgment of the appeal committee is final. If the appeal is granted, the student is reinstated to pre-dismissal status. In the case of dismissal for failure to complete the degree within the COE time limit, an appeal may be granted for reinstatement of up to one additional year.

**SUPPORT STRUCTURES AND NETWORKING**

**Doctoral Student Association**

The UNT Doctoral Student Association is an organization open to all doctoral students in the College of Education. The purpose of this organization is to promote scholarship, research, and peer relationships within the college. The goal of this group, which meets several times each year, is to support the needs and interests of students as they pursue their doctoral studies. As well as the regular meetings, the DSA hosts an annual conference, which is open to all doctoral
students. Information is available at the DSA website at [https://www.coe.unt.edu/doctoral-students-association](https://www.coe.unt.edu/doctoral-students-association), and meeting times, dates, and topics are announced two weeks prior to the meeting. The DSA is here to serve the doctoral student community.

**Graduate Student Council**
The Graduate Student Council is the representative body for graduate students at UNT, which advocates on behalf of all graduate students while providing personal and professional development opportunities across all programs and departments. GSC representatives serve on a variety of committees throughout the university to promote and defend the interests of UNT graduate students. For more information regarding GSC follow the link at [https://gsc.unt.edu/](https://gsc.unt.edu/)

**Toulouse Graduate School Workshops**
The Graduate School offers a number of workshops centered on the four themes of planning, resilience, engagement, and professionalism. Workshops for graduate students address such practical matters as preparing a curriculum vitae, learning about the job market, and getting ready for graduation. To participate in the workshops, hosted by the library, individuals must first register at [www.library.unt.edu/forms/workshop-registration-form/](http://www.library.unt.edu/forms/workshop-registration-form/). It is also possible to view the workshop videos online at [www.tsgs.unt.edu/graduatelife/workshops](http://www.tsgs.unt.edu/graduatelife/workshops).

**Library Services**
Doctoral students at UNT are fortunate to have access to an excellent library, which carries countless journals in electronic and in print form and is well stocked with scholarly books associated with various fields of education and related areas. One of the first things a new doctoral student should learn is how to access the online catalog and the journals immediately and electronically. The library also provides an Interlibrary Loan service. Doctoral students can use their university ID to request materials that are not available at UNT.

The UNT library offers various services to assist students in their research. Through the [http://www.library.unt.edu/ask-us](http://www.library.unt.edu/ask-us) service, students can contact a reference specialist by means of live chat, email, phone, or in person; and workshops are provided to show students how to conduct searches. Jo Monahan is a Distributed Learning Coordinator who works with the university libraries, and is part of the Library Research Support Services. She will be able to provide help to anyone who requests her service. She is housed in Matthews Hall as a resource to our department.

Facilities include photocopy machines, public computers, printing from most public terminals, and a cyber café.

**Writing/Research/Discussion Groups**
Many doctoral students have benefited from organizing and participating in regular meetings of small groups of students who get together for specific purposes related to their doctoral studies. The purpose may be, for instance, to discuss readings that they are all doing, to look into an interesting line of research, or to respond to one another's writing. This type informal group serves as a support system that can contribute to a student's success in meeting the rigorous
demands associated with doctoral study. For more information visit the UNT Writing Lab at http://writinglab.unt.edu/.

**Seminars, Conferences, and Brown Bag Sessions**
UNT provides many opportunities for students to expand their knowledge of research methods and, at the same time, expand their network of colleagues. Doctoral students are encouraged to participate in these various events and also to begin to propose conference presentations of their own. Along with the meetings here at UNT, there are a number of state, national, and international research conferences students should attend. One local example of an interdisciplinary research forum is the Qualitative Interest Brown Bag (QUIBB), which meets monthly during the fall and spring semesters.

When writing papers or conducting research for their courses, students are expected to demonstrate a depth of scholarship that is suitable for high quality, peer reviewed research presentations and publications.

**Graduate Student Travel Awards**
**Travel Grants from Toulouse Graduate School**
The Graduate School offers a limited number of grants to selected graduate students who are in good academic standing. These travel grants are offered to support the costs of travel to professional meetings that are relevant to their degree.

To be eligible, graduate students should be presenting research or a creative activity which they have authored or co-authored. It must have been peer reviewed and accepted for presentation. If acceptance is pending, students can still apply, but the awarding of travel grants is contingent upon final acceptance.

Travel grants are also available for students who are conducting or participating in professional development workshops that will enhance their professional skills. Students who are simply attending a meeting without any active participation are ineligible for travel grant funding.

Interested students must have an approved degree plan on file in the Graduate School and must be receiving at least $100 in matching funds from their departments (or other appropriate sources). The guidelines and forms are available at the website for Toulouse Graduate School, and students submit their applications online.

Travel grants applications can be submitted at any point throughout the academic year. The grants are awarded on a rolling basis with three evaluation deadlines throughout the semester (October 1, February 1, and June 1). Students are advised to submit their applications as early as possible because applications that are not awarded will be forwarded to the next review period and reconsidered for funding during that period. Applications must be submitted and travel must occur within the same academic year (September 1-August 31). Preference is given to students who are first authors of scholarly research or creative presentations.

The maximum amount awarded ranges between $300 and $500, and students can receive only one travel grant from the Graduate School in a single academic year. For projects that involve
more than one student, a maximum of two travel grants can be awarded. The application from each student should identify the coauthor who is also applying.

**Travel Awards from the College of Education**
The College of Education supports the scholarly development of our graduate students. As part of this support, the COE provides awards for graduate students to travel to conferences. Graduate students seeking this support must be enrolled in at least 6 hours of coursework in the semester they apply for the funds. Students are limited to one COE Graduate Student Travel award per academic year (September 1-August 31). Awards will be made until funds are exhausted. These awards are intended to support students attending national and international conferences, although presentations or training at regional conferences will be considered. The funds are not available for state or local conference presentations or training. The amounts for the awards are $500 for students presenting at a conference and $300 for students attending specific training sessions at a conference.

To qualify, students must have a degree plan on file with the Graduate School. Forms and detailed guidelines are available on the COE webpage, and the proposal should be given to the Associate Dean for Academic Affairs and Research, MH 214. Applications will be processed as received.

Awardees must attach a list of two journals to which this paper might be submitted. A copy of the manuscript should be sent to the College of Education after submission and notification of acceptance. Students are strongly encouraged, after receiving a COE travel award, to submit their paper for publication after the conference.
IMPORTANT CONTACT INFORMATION

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Email: http://tsgs.unt.edu/contact
*follow link to submit an electronic question.

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