Department of Curriculum and Instruction Faculty Handbook
Department of Curriculum and Instruction Mission
The Overarching Aims for the Department of Curriculum and Instruction include:
1. To prepare prospective teachers committed to ethical instruction and disciplinary expertise who advance the intellectual and social conditions of all learners.
2. To prepare researchers and educational leaders for careers in university settings and in any number of government and precollege school settings.
3. To promote the advancement of research and scholarly productivity through maximizing funding, increasing student involvement, and facilitating collaboration.
4. To achieve enhanced visibility of public engagement in the work of the Department, especially as it relates to bringing improvements to schools, families and communities.
5. To develop quality improvements to the workplace and teaching environment of the Department in ways that support its mission and values.

The Department of Curriculum and Instruction is comprised of programs in early childhood/elementary education and secondary curriculum, teaching, and learning (http://education.ua.edu/departments/ci//).

The College of Education Mission

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

For further information about University of Alabama Faculty, reference the University of Alabama Faculty Handbook at http://www.facultyhandbook.ua.edu/

For further information, updates, and recent news reference the College of Education website at http://education.ua.edu/
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*All forms can be found at: http://education.ua.edu/academics/ci/
General Policies for Faculty Members

Policy on co-chairing doctoral program and dissertation committees
1. Student permission is required prior to designating a co-chair for either the doctoral program or dissertation committee.
2. Any faculty member who wishes to serve as a co-chair for a doctoral program or dissertation must be at least an associate member of the graduate faculty.
3. The duties for each co-chair should be established in writing and submitted to the department chair. Such duties include, but are not limited to:
   a. Completing appropriate paperwork as needed
   b. Meeting with the student to discuss progress and/or changes
   c. Reading dissertation drafts and providing feedback
   d. Preparing the student for comprehensive exams
   e. Arranging rooms and meeting times for the dissertation proposal and defense
   f. Preparing the student for the dissertation proposal
   g. Preparing the student for the dissertation defense
   h. Taking notes during the dissertation proposal and defense, and discussing those notes with the student

Policy on course re-assignment
Faculty course assignments are based on department needs and a faculty member’s expertise. Course enrollments must meet university and college enrollment policies. If a course does not meet the required enrollment numbers, the faculty member will be consulted before the course may be closed for the semester. A faculty member whose course was removed from the schedule due to low enrollment will be reassigned to another course. This may include a course or supervision duties in the faculty member’s area of expertise as determined by the department head.

Policy on International Programs (IP) teaching
Faculty members who contract with IP to teach a course must be approved by the Department Head of Curriculum and Instruction prior to the scheduling of a course. No faculty member may teach more than one course per semester. Only faculty with a minimum of three years in the department can contract with IP to teach a course in spring and fall semesters. Courses will not be taught abroad-on-site during the first two weeks of any term.

Policy on contacts with local school systems for teaching and research
Contact with local school systems is encouraged and supported by UA COE goal statements. Faculty members working with local schools should be cautious of duplicating the efforts of other faculty members and departments. Faculty members should also abide by all local school system policies, as well as policies required by the College of Education Dean’s Office.
Department of Curriculum and Instruction Policy on Tenure and Promotion Tenure Committee

Departmental Promotion and Tenure Committee Operational Procedures

1. The Curriculum and Instruction Departmental Promotion and Tenure Committee is composed of all departmental faculty members with tenure and at the rank of Associate Professor higher. A separate subcommittee is established as needed for review of faculty members requesting promotion to Full Professor and consists of all departmental Full Professors.

2. The Curriculum and Instruction Departmental Promotion and Tenure Committee functions for the full academic year. It meets at various times of the year outside of the scheduled promotion and tenure reviews in the fall semester, when a new faculty member is hired and the rank of Associate or Full Professor rank and/or tenure is requested.

3. The Curriculum and Instruction Departmental Promotion and Tenure Committee elects its Chair at the first meeting of the committee for the academic year (in August-September). The main committee conducts all annual reviews and requests for promotion to Associate Professor and for Tenure. A subcommittee of those faculty members with tenure and the rank of Full Professor sets its own meetings for any faculty members requesting promotion to Full Professor.

NOTE: The following procedures are followed by the main committee and by the Full Professor subcommittee (if one is established for that year).

4. The Committee Chair serves during the academic year in which he or she has been elected and organizes the first committee meeting in the following academic year.

5. Dates for future meetings of the Committee to conduct reviews are confirmed at the first meeting of the academic year.

6. A listing of faculty members undergoing annual review for promotion to Associate Professor and for tenure, and faculty member requesting promotion to Full Professor is provided to the Committee by the outgoing Chair. The list assigns a code number for each faculty member on the list.

7. The outgoing Chair provides an envelope containing a paper slip for each faculty member to be reviewed. Committee members blindly select a paper slip and are responsible for insuring the Committee’s complete review of the candidate selected and for writing a draft letter for that candidate regarding the review. The name of the Committee member insuring a well-documented review is entered into the listing of candidates’ names and code numbers. See Figure 1 for example.

Figure 1

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Candidate’s Code Number</th>
<th>Insuring Committee Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. Davis</td>
<td>001</td>
<td>T. Burroughs</td>
</tr>
</tbody>
</table>
8. Faculty members undergoing annual review for promotion to Associate Professor and for tenure, and faculty members requesting promotion to Full Professor follow College of Education guidelines for preparing and submitting the dossier.

9. The Curriculum and Instruction Departmental Promotion and Tenure Committee fulfills the following responsibilities.

   a. Members equally share out the responsibilities of insuring a well-documented review of candidates and development of a draft letter for revision by the Committee. In years when there are more candidates than Committee members, some members will be responsible for two candidates. If no volunteers are available to take on additional reviews, then they shall be assigned to the Committee members in a rotation system such as using members’ last names in alphabetical order.

   b. Members will vote on candidates only when they have fulfilled the following responsibilities and will recuse themselves if they cannot fulfill THE FOLLOWING responsibilities:

      (1) A thorough reading of the dossier.

      (2) Presence at the Committee’s meeting(s) at which the dossier is discussed since varying perspectives on the dossier’s contents may exist and other members.

   c. Members will recuse themselves if they have an administrative appointment and/or a conflict of interest.

10. A vote must be taken on each candidate. The Committee Chair will provide separate voting slips for each candidate, which will be placed in an envelope by the Committee members as they complete the vote. One Committee member will count the votes, with a second serving as proctor, record the votes on the envelope, return the votes to the envelope, and seal the envelope. The Chair will securely store the sealed envelopes for one academic year.

11. Committee members will contribute to revisions of the draft letter for a candidate until consensus is reached that no additional revisions are needed. The letters will be distributed to candidates as per College of Education policy.

12. A review meeting will be organized in keeping with the College of Education tenure and promotion policies calendar. The candidate will make a statement directing members to specific information in the dossier to clarify evidence relating to comments in the original letter. This meeting focuses only on providing time for the statement WITHOUT COMMITTEE COMMENTING TO STATEMENT. Following the statement, the Committee will meet to discuss the statement, take another vote as per the procedures described above, and will decide on revisions to the letter. The letter will report the vote and include any revisions needed. Revision will follow the process used with the original letter.
Policy on Service on Committees and Election to Committees (e.g. AIC)

Department of Curriculum and Instruction
Policy and Operational Procedures

Service on Committees
1. The university annually seeks faculty members to serve on University-wide committees. Faculty members have an opportunity to volunteer for committee membership. Those who volunteer do not automatically become committee members as decisions about membership are made at the university level with a view to representation across colleges, schools, and ranks.
2. College of Education committees typically have a rotation cycle of two years, although some members, by departmental policy, rotate on to committees each academic year.
3. The Department of Curriculum and Instruction votes for membership on college-wide committees every two years. Such voting often is staggered as members may be requested to serve an additional year by the departmental faculty or a member may leave a committee without completing a full term. With the exception of the college-wide tenure and promotion committee, where membership requires status as a tenured Full Professor, all faculty members are eligible for committee memberships.
4. The Dean has the option of adding members to college-wide committees, although these typically are ex officio.
5. The College of Education provides a listing of existing committees and their membership early in the fall semester each academic year.
6. Departmental committees, with the exception of the Promotion and Tenure Committee, usually are ad hoc with a short-term volunteer membership, although some members might be appointed by the department Chair.

Policy on Participation in TEP Writing and Interviews

Elementary Education
Both the interview and writing exam are given in the introductory Education course, CEE 320, taken in students' first Fall or Spring semester. Students must receive a passing score on both the writing exam and the interview. Program faculty members are expected to conduct any second interviews that may be needed.

After students take the writing examination in CEE 320, each faculty member is assigned a set to evaluate. Faculty serve as the third reader as needed. Each examination is given a number for blind review. Examinations are assessed with a standard rubric by a two-member faculty team. If the score is less than a 2.0 for both evaluators, the student does not pass the writing exam. If one evaluator scores the examination as 2.0 or above and the other evaluator evaluates it as under a 2.0, the examination is sent to third evaluator. Examinations are distributed equally among the faculty.
Students are offered the opportunity to retake the writing examination one time after a remediation period. Students are directed to meet with the program coordinator to discuss the assessment of the failed writing examination. Retake exams are randomly distributed to faculty members for review.

Students enrolled in CEE 320 are not required to receive passing scores on both the writing exam and interview in order to receive credit for the course, but must pass both the writing exam and interview in order to be admitted in TEP.

Faculty members are expected to participate in TEP interviewing. The process for passing and failing interviews is similar to that for TEP writing exams.

Secondary Curriculum, Teaching, and Learning (SCTL)

Students enrolled in CSE 390 are administered the TEP writing examination, which is required for TEP admission during the Fall and Spring semesters. Each examination is given a number for blind review. Examinations are assessed with a standard rubric by a two-member faculty team. If the score is less than a 3.0 for both evaluators, the student does not pass the writing. If there one evaluator scores the examination as 3.0 or above and the other evaluator scores the exam under a 3.0, the examination is sent to a third evaluator. Examinations are distributed equally among the faculty.

Students are offered the opportunity to retake the examination one time after a remediation period. Students are directed to meet with the program coordinator to discuss the evaluation of the failed writing examination. Retake exams are randomly distributed to faculty members for review.

Students enrolled in CSE 390 are not required to receive passing scores on both the writing exam and interview in order to receive credit for the course, but must pass both the writing exam and interview in order to be admitted in TEP.

Students are allowed two attempts to pass the writing exam and interview. If a student fails the first attempt at the writing exam or interview, the student is required to meet with the program coordinator for remediation prior to the second attempt. A student who fails the second attempt at either the writing exam or the interview will not be admitted into TEP and may not continue in the program.

Policy on Doctoral Screening

Elementary Education

Prospective doctoral students in Elementary Education who meet graduate school and departmental requirements (e.g., GRE test score, GPA, recommendations), are asked to participate in the doctoral screening process. This includes two writing samples and a formal screening interview. All faculty members who are not teaching or
representing the university in another capacity are required to attend. A quorum of program faculty members is required during the interview process.

**Secondary Curriculum, Teaching, and Learning (SCTL)**
Prospective doctoral in SCTL are required to submit a writing sample to the department as part of their application. SCTL disciplinary program faculty members are asked to review the writing sample and application. Faculty members may ask for an oral interview with any prospective doctoral candidate after a review of the candidate’s writing sample or application packet.

**Policies for Graduate Comprehensive Examinations (M.A., Ed.S, EdD/PhD)**

Faculty members will use the departmentally approved rubrics to score MA, Ed.S and Doctoral comprehensive exams.

**Policy and procedures for MA/EdS/Doctoral comprehensive exams**
1. Students are allowed two attempts to pass comprehensive exams, as stated in the University of Alabama Graduate Catalog.
   a. If a student fails the first attempt at comprehensive exams, a remediation plan will be established with the student and Program of Study chair. Additional faculty members may be included in the remediation plan as deemed appropriate by the Program of Study chair. The remediation plan will be submitted in writing to the department chair for approval.
   b. Students are not allowed to attempt the comprehensive exams twice within the same semester.
   c. Upon successful completion of remediation, as determined by the Program of Study chair, the student will be allowed a second attempt to pass comprehensive exams.
2. Questions for the second attempt at comprehensive exams are to be written by the same faculty members who wrote questions for the first attempt. Program of Study faculty members may use the same questions for both attempts, as deemed appropriate by the Program of Study chair.
3. Faculty members who grade responses from the first attempt at comprehensive exams are to grade the responses from second attempt.
4. A student who fails the second attempt at comprehensive exams will be dismissed from the degree program and from the Graduate School (Graduate Catalog Policies 4.11.1, 4.11.2, 4.11.3)

**Policy on Doctoral Residency**

Doctoral program advisory committees approve one of the type of residency completed by a student.
Traditional Doctoral Residency. A minimum of three academic years of graduate study beyond the Master's degree is required for completion of the Ed.D. and Ph.D. programs in the College of Education. At least one academic year of doctoral study must be spent in continuous residence as a full-time student on the campus of The University of Alabama. This entails 9 credit hours of main campus coursework in each of two consecutive semesters. Online coursework and Gadsden Center coursework may not be utilized to satisfy the 9 hours of residency.

Alternative Doctoral Residency. Students will enroll in 18 hours of graduate level coursework across three consecutive semesters in the Alternative Doctoral Residency program (ADR). The 18 hours of coursework must include at least 9 hours of approved coursework on the main campus in Tuscaloosa and 3 hours of coursework in CIE 693: Doctoral Seminar / Workshop.

At the Gadsden Center, Doctor of Education students must complete 24 hours of approved graduate coursework within 24 months. This may not include online coursework or transfer credits.

Steps to the EdD & PhD Programs and Program of Study

Policy and Operational Procedures

The Doctoral degree program is the highest professional degree and is designed primarily for advanced education practitioners and researchers. The Department offers both Ph.D. and Ed.D. degrees. The Doctor of Philosophy (Ph.D.), is intended to prepare researchers in a given field. The Doctor of Education (Ed.D.), is intended to prepare highly skilled practitioners and school leaders. Generally, three years of teaching are required to enter either of the programs.

Admission and Acceptance for Doctoral Programs

Application and acceptance to the Graduate School are the prerequisites for all graduate degrees in the Department of Curriculum and Instruction. A person holding a Bachelor’s degree from a regionally accredited institution is eligible for consideration for admission to the Graduate School.

- An application to the Graduate School is submitted electronically. Potential students should become familiar with the application site at http://graduate.ua.edu/prospects/application/. The website provides specific information and forms needed for application.

- Appropriate entrance exam results must be sent directly from the testing service. The GRE is required for doctoral programs.
• Three letters of recommendation with original signatures should be submitted electronically to the Graduate School.

• A nonrefundable fee must accompany each application for admission before it will be processed.

• Admission decisions are made by the Graduate School based on a composite of subjective and quantitative information including the applicant’s statement of purpose and letters of recommendation, academic standing, relevant professional activities and achievements, test scores, previous grades, and the recommendation of faculty members in the Department of Curriculum and Instruction.

• Elementary Education. As part of the application process for the elementary education doctoral program, each applicant must electronically submit the following to the program: a copy of the curriculum vita, and two writing samples displaying your ability to write, research, and analyze in a scholarly fashion. One writing sample should be a paper previously done in a graduate level course. The second writing sample is a three to five page, double spaced paper in 12-point font responding to the following question: What are your goals and aspirations for seeking a doctorate in elementary education at The University of Alabama? Students will be notified of a date on which to screen with the faculty. Screening involves a 30 minute scheduled face-to-face or Skype meeting with program faculty to discuss a potential student’s goals for and rationale for pursuing a doctoral program. Following the screening, the applicant will receive notification from the program coordinator regarding the recommendation of the faculty regarding the faculty advisor and committee members.

• Secondary Education. Follows the graduate application procedures.

• Time Limits. Doctoral programs of study may include appropriate coursework which has been earned 18 semesters prior to the date of the student's admission to the doctoral program. All degree requirements must be completed within seven years of the date of the student's admission to the Graduate School for doctoral study.

Advising and Program Committee

The student will select a program planning chair. The chair must be a full member of the graduate faculty and a faculty member who is in the Department of Curriculum and Instruction. Together, the student and the chair will identify four other members to serve on the program planning committee. At least three members must be from the Department of Curriculum and Instruction. The committee will be responsible for helping the student develop a person plan of study before the first 30 hours of the doctoral
program are completed. It is the student's responsibility to ask the other four members of
the five-member committee to serve. The student will obtain, complete, and distribute
copies of the Appointment/Change of Doctoral Program Advisory Committee form
(http://education.ua.edu/academics/ci/) listing the committee members of the program
planning committee. All doctoral students must be registered for coursework each
semester after beginning their studies.

Transfer of Credit

The student needs to arrange for the transfer of any credit from other institutions of
higher education. Transcripts from other institutions must be sent to the Graduate
School. The Request for Transfer of Graduate Credit for Application to a Degree
Program form (available from the Graduate School) needs to be completed in order to
have the credit evaluated by the student’s advisor and University of Alabama equivalence
established.

Plan of Study

Before completing 30 hours (including transfer hours), the student must convene the
program planning committee for the purpose of outlining and approving the program of
study and residency plan. At this meeting, the student provides each member with a
written summary of graduate coursework to date. The student and the committee then
plan a program of study to meet the academic and professional needs of the student and
fulfill all requirements of the Department, the College of Education, and the Graduate
School. The program advisory committee continues to assist the student in program
planning and advisement until the student satisfactorily completes the comprehensive
examination.

The Plan of Study form and accompanying information are available online at
http://education.ua.edu/academics/ci/. The program of study must be submitted,
approved at all levels, and sent to the Graduate School. One copy of the form must be in
the student's file in the department office.

All doctoral students must complete a 3-hour graduate course in the history and/or
philosophy of education. Furthermore, all students must take an additional 9 graduate
hours from the state-approved list of courses in foundations of education. Research and
statistics competency is also required in all Ph.D. and Ed.D. programs, (see Doctoral
Program of Study http://education.ua.edu/academics/ci/). All students must take CIE 693
for three credit hours as soon as possible within the program of study.

Elementary Education. Minimum requirements for the Ph.D. degree are 24 semester
hours in a major field of study (CIE, CEE, CRD) (including 12 hours of Curriculum and
Instruction doctoral core courses); 12 semester hours in two minor fields of study of
which one may be Educational Research (Note: When used as a minor, Educational
Research hours are counted once in the total program hours); 18 semester hours of
research courses excluding BER 540 or equivalent; 12 semester hours in foundations
courses (humanistic/behavioral studies); and 24 hours of dissertation research (http://education.ua.edu/academics/ci/).

Minimum requirements for the Ed.D. degree include 36 semester hours in the major field of study (CIE, CEE, CRD) (including 12 hours of Curriculum and Instruction doctoral core courses); 15 semester hours of research courses; 12 semester hours in foundations courses (humanistic/behavioral studies); and 12 semester hours of dissertation research (http://education.ua.edu/academics/ci/).

Secondary Curriculum, Teaching and Learning. Minimum requirements for the Ph.D. degree are 24 semester hours in a major field of study including 12 hours of Curriculum and Instruction doctoral core courses; 24 semester hours in a minor field of study; 15 semester hours of research courses; 12 semester hours of courses in foundations; and 24 hours of dissertation research (see online at Secondary Curriculum, Teaching and Learning website).

Minimum requirements for the Ed.D. degree include 36 semester hours in the major field of study (CIE, CEE, CRD) (including 12 hours of Curriculum and Instruction doctoral core courses); 15 semester hours of research courses; 12 semester hours in foundations courses (humanistic/behavioral studies); and 12 semester hours of dissertation research (http://education.ua.edu/academics/ci/).

Comprehensive Examination

The goals of the comprehensive examination are (a) to give students an opportunity to reflect on and integrate the knowledge and skills they have developed in their doctoral studies, and (b) to give faculty members the opportunity to evaluate whether students show sufficient breadth and depth of knowledge and skills in their particular fields.

Students are eligible to take the examination when they have completed all coursework in the major, at least 80% of all total coursework, a program of study must have been completed and be on file in the program office, and a Doctoral Committee Advisory form must be completed and on file in the program office. It is the student's responsibility to complete the Application for Doctoral Major/Minor Exams (available from the SCTL or Elementary Education Program office). The student must submit the request to take the major examination at least 3 weeks in advance of the time in which the exam will be taken. This request form must be signed by the program planning committee chair.

Procedures

Students will be provided with 3 questions relative to their expertise and research interests that are to be completed independently. The committee Chair contacts the program committee members who will write questions for the examination. The date will be determined by the student in conjunction with the Chair of the student’s Doctoral Program Advisory Committee. The questions will be delivered electronically to the student with receipt required by the SCTL or elementary program secretary. The completed exam must be returned electronically to the SCTL or elementary education program assistant within 10 calendar days. Each question will include appropriate
subsections to ensure that all areas identified are assessed. Faculty members from the student's advisory committee will write the questions and may assist students by clarifying any details about the questions. No additional assistance may be obtained from the faculty members or any other individuals (see http://education.ua.edu/academics/ci/).

Students are required to give numerous and appropriate references to the sources they use and to include a reference section in their examinations. Plagiarism on the exam will be considered academic misconduct, resulting in automatic failure of the examination and possible termination from the program. Students who are unclear on what constitutes plagiarism or the improper paraphrasing of others’ work are advised to ask for guidelines from department faculty members. Students wishing additional clarification on a question can approach the faculty member who wrote the question. An oral exam may be required at the discretion of the student's exam committee. The electronically submitted responses for each question should be comprehensive. Each response should not exceed 10 double-spaced pages with one-inch margins.

The comprehensive exam is considered to be passed when all questions are passed. A student may retake the exam once if all questions are not passed. A student failing one or more questions is required to retake only the part of the exam that was not passed. The committee has the option of requesting an oral defense for the student. The student may not retake any portion of the exam until the next academic semester. Students have only one chance to retake any part of the exam. Students will receive a letter in approximately four weeks indicating the results of the exam.

Dissertation Committee

Before the student can begin work on the dissertation proposal, the comprehensive examination must be passed. The dissertation committee is responsible for assisting the doctoral student in developing and conducting dissertation research. Once the dissertation committee is formed, the student's program planning committee is disbanded. To form the dissertation committee, the student meets with the chair of the program advisory committee to discuss a potential dissertation topic and identify faculty members with relevant expertise who, by virtue of full membership in the graduate education faculty, may serve as one of its members. Dissertation committee members must include at least three faculty from the Department of Curriculum and Instruction and one faculty member from outside the department. The student then requests one committee member from the Department of Curriculum and Instruction to chair the dissertation committee. Selection of the committee chairperson and members should be based on the relationship between the expertise and scholarly interests of the faculty members and the student's proposed dissertation topic. The student should prepare the Appointment/Change of Doctoral Dissertation Committee form (see http://education.ua.edu/academics/ci/) for committee members to sign. This must be done even if the same committee is retained.

The dissertation committee chair provides intense counseling in selecting the dissertation problem, developing the proposal, coordinating input from committee members, chairing committee meetings, guiding the student's dissertation research, guiding the writing of the dissertation, and chairing the oral defense of the dissertation.
The dissertation committee assists the student in developing the proposal, conducting dissertation research, writing the dissertation, and judging the adequacy of the student's dissertation defense.

Close cooperation and involvement of all committee members are expected at all stages of the dissertation process, from the development of the proposal to successful oral defense of the dissertation. The student, in consultation with the chair of the committee, is responsible for scheduling committee meetings.

**Dissertation Prospectus and/or Proposal**

In collaboration with the dissertation committee, students may develop and present a dissertation prospectus before the proposal. Development of the proposal follows the committee’s consensus that the prospectus is acceptable.

The dissertation proposal should include an introduction and rationale for the problem, statement of the problem, research questions or hypotheses, a comprehensive review of literature and research, a description of the methods of inquiry or research methods to be employed in investigation of the research questions and/or hypotheses, and the results of pilot studies where appropriate. The proposal will essentially consist of the first three chapters of the dissertation.

*Three article proposal.* In some instances, a dissertation proposal may be written as three interconnecting articles. The three article proposal should include a single introduction and rationale statement for the problem, research questions and/or hypotheses for each proposed article, a comprehensive review of literature and research for each article, a description of the methods of inquiry or research methods to be employed in investigation of the research questions and/or hypotheses for each article, and the results of pilot studies where appropriate. The proposal will essentially consist of the first dissertation chapter reviewing the three articles followed by three individual proposed article dissertation chapters.

Prior to the formal proposal meeting of the doctoral dissertation committee, the student should gain input from all committee members. The dissertation proposal must be provided to members of the committee at least two weeks prior to the proposal meeting. Upon approval of the proposal, each member of the committee will sign the Application for Admission to Candidacy form. Full details can be found on the Graduate School website: [http://graduate.ua.edu/etd/](http://graduate.ua.edu/etd/). The student will obtain and prepare the form prior to the proposal defense. The SCTL or elementary education program assistant will provide dissertation committee members with a Prospectus/Proposal Rubric which must be completed and returned to the department by the committee members.

If the proposal is not approved, the candidate must modify the dissertation proposal in accordance with the suggestions of the committee and must meet again with the committee to secure approval of the revised proposal.

**Students cannot submit a proposal and defend the dissertation in the same academic semester.** Interim and Summer (sessions one and two) constitute one academic semester.
Completion of Dissertation and Oral Examination

Once the dissertation proposal is approved, the candidate submits a request for human subjects (IRB) approval. Upon receiving human subjects’ approval, the candidate collects data, interprets the data, and completes the dissertation document.

The candidate must submit a completed version of the dissertation to each member of the committee at least two weeks before the scheduled defense of the document. The document must be a complete, well-organized, copy prepared in accordance with the manual approved by the Graduate School (A Manual for Students Preparing Theses and Dissertations). The three-article dissertation must follow the same requirements. The candidate must be sure to adhere to all guidelines for dissertations included in the manual.

Before the defense, the student must secure the Dissertation, and Oral Defense Results form from the department office in 201 Graves Hall and submit it to the chair of the dissertation committee. This form is signed by the dissertation committee members after passing the defense. The program assistant will provide each committee member with the Dissertation Defense rubric which must be submitted to the department before the dissertation is uploaded. The rubric must indicate the candidate has passed the defense. The committee chair provides the department with the completed forms.

Final Electronic Copy of Dissertation

The University of Alabama requires all dissertations be submitted electronically. Full details can be found on the Graduate School website: http://graduate.ua.edu/etd/. Although it is not required, it is customary to provide electronic copies of the dissertation to the committee members.

Application for Degree

At the time of registration for the final semester of graduate study, the student must apply to the Graduate School for the award of the degree. The form Application for Advanced Degree is required for this purpose and must be completed in duplicate and submitted to the Graduate School. The Graduate School has other deadlines that must be met during this semester. A list of deadlines should be secured from the Graduate School by the student to be sure all deadlines are met (available at http://graduate.ua.edu/calendar/index.html).

Steps to the Master’s Degree, and Literacy Degree Writing and Reading Comprehensive Examination

Policy and Operational Procedures

NOTE: Procedures may differ between the Elementary Education Program, the Secondary Curriculum Teaching and Learning Program, and the Literacy Program.

Master’s Degree
**Elementary Education Program**
Master’s degree candidates respond to one question in writing during an examination time set for all applicants in a specific semester. One question is chosen in the department for use in the comprehensive exam in the fall semester, a second for use in spring semester, and a third for use in summer semester.

Each candidate has 10 days to complete the examination from the time the question is sent electronically to the candidate. The candidate returns the completed examination question electronically which is then posted on LiveText for faculty to review using a program rubric (see [http://education.ua.edu/academics/ci/](http://education.ua.edu/academics/ci/)). Faculty have two weeks to review and grade the comprehensive exam. Final scores on the rubric will indicate a student has passed or failed. The assessment form, *Assessment Form Elementary Education Master’s Comprehensive Examinations*, is located at [http://education.ua.edu/academics/ci/](http://education.ua.edu/academics/ci/).

The plagiarism and honor code rules are in effect for all students. They are required to include a signed copy of the honor code form acknowledging that the exam represents their original work.

**Secondary Curriculum Teaching and Learning Program (SCTL)**
Master’s degree candidates respond to one question in writing during an examination time set for all applicants in a specific semester. One question is chosen in the department for use in the comprehensive exam in the fall semester, a second for use in spring semester, and a third for use in summer semester.

Each candidate has 10 days to complete the examination from the time the question is sent electronically to the candidate. The candidate returns the completed examination question electronically which is then posted on LiveText for faculty to review using a program rubric (see [http://education.ua.edu/academics/ci/](http://education.ua.edu/academics/ci/)). Faculty have two weeks to review and grade the comprehensive exam. Final scores on the rubric will indicate a student has passed or failed. The assessment form, *Assessment Form SCTL Master’s Comprehensive Examinations*, is located at [http://education.ua.edu/academics/ci/](http://education.ua.edu/academics/ci/).

The plagiarism and honor code rules are in effect for all students. They are required to include a signed copy of the honor code form acknowledging that the exam represents their original work.

**Literacy Program: Master’s in Reading with Reading Specialist Certification (Pk-12)**
Reading Master’s with Reading Specialist Certification Program requires students to complete a comprehensive exam to meet the University requirement for a culminating project or exam. This exam includes three broad questions that require the synthesis and application of concepts covered across the program. Students are to read all three questions carefully and choose two to answer. If three responses are included, only questions 1 and 2 will be graded. Depth and breadth is expected in students’ analysis of and response to each question in well-written prose. Questions are developed by the Literacy Program Faculty members.
Students are given 10 days to complete the exam. During this time period, students may use their texts and other available resources to compose their responses. Students’ responses should answer all parts of the question, be free of grammatical and spelling errors, and be well-written. The final product must be the student’s own original work completed with no outside help.

Three Literacy Program faculty members read and score the Master’s with Reading Specialist Certification comprehensive examinations. Readers score the examinations according to the program rubric. Final scores on the rubric will indicate a student has passed or failed each of the two questions (see http://education.ua.edu/academics/ci/).

The plagiarism and honor code rules are in effect for all students. They are required to include a signed copy of the honor code form acknowledging that the exam represents their original work.

**Educational Specialist Degree**

*Elementary Education Program and Secondary Curriculum Teaching and Learning Program (SCTL)*

**Action Research Thesis**
The student will develop and carry out action research with supervision by the thesis advisor. Enrollment in CEE 687 (Elementary) or CSE 670 (SCTL) and in CEE 697 (Elementary) or CSE 697 (SCTL) is required.

**Graduate Student Dissertation & Research Presentation Funding Information**

Graduate students will file a request for funds by the deadline indicated on the request forms. Graduate students will be expected to apply for Graduate School funding first (unless the deadline for application is missed). Information and forms for Graduate School funding can be found at www.graduate.ua.edu/financial/researchtravelfund.html.

**C and I awards will be given for the following:**

A. matching funds from the Graduate School Student Research and Travel Support Fund ($300 each)
B. up to $500 awards for research presentations not covered by A.
C. up to $300 awards for dissertation research

**Conditions:**

A. Graduate students may receive only 1 award for dissertation research.
B. Graduate students may receive only 1 award per academic year for research presentations unless funds are available and not requested by other students.