

Doctoral Handbook
Doctoral Degree Programs in the
Department of Curriculum & Instruction

College of Education
New Mexico State University

Updated: January 2014

Introduction

Dear Potential/Current Curriculum and Instruction (C&I) Doctoral Degree Student:

All of the faculty and staff are pleased that you have chosen to concentrate your graduate studies in the Department of Curriculum & Instruction at NMSU. As a progressive, innovative and social justice-oriented doctoral program, we look forward to working with you.

Our accomplished, caring and dedicated faculty members are eager to work with students committed to serving and improving the learning communities of New Mexico, and beyond, through mutual learning, research, service and scholarship. Interacting with our faculty, participating in our core courses, and studying in one of our well-developed program areas will provide exciting and challenging opportunities for learning, as well as professional and personal growth.

Applications to our Doctoral Program are accepted by December 15th of each year (every other year for our online program with coursework beginning in 2016, 2018 etc.) as part of our Doctoral Intake Process. Applicants who are accepted are notified no later than May 1st, assigned an Interim Advisor, and can begin taking classes. (Students cannot begin taking doctoral level classes until they are admitted to the program, although they can take MA-level prerequisites). Please note that applying is a two-step process. First, an application is completed online after following the link on the NMSU Graduate School website. Next, faculty members in the Department of Curriculum & Instruction review the application. Finally, if accepted, final official transcripts are sent to the NMSU Admissions Office (see the Doctoral Intake Process below).

This Handbook describes the Doctoral Degree Program and Focus Areas offered through the Department of Curriculum & Instruction. These focus areas include: Bilingual Education/Teaching English to Speakers of Other Languages (TESOL); Critical Pedagogies; Early Childhood Education; Educational Learning Technologies; and Literacy, Language & Culture (Reading).

For further information, or a PDF document of this Doctoral Handbook, please visit <http://ci.education.nmsu.edu/programs/graduate-programs/phd/> and/or contact:

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Department of Curriculum & Instruction
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We look forward to working with you and are sure you will enjoy the many challenging and rewarding learning and research opportunities the department provides. Our best wishes to you as you embark on this road of continued professional development.

Sincerely,

Dr. David Rutledge, Associate Department Head for Graduate Programs
Dr. Jeanette Haynes Writer, Department Head

New Mexico State University
Department of Curriculum and Instruction

Departmental Vision Statement

The Department of Curriculum and Instruction at New Mexico State University provides a complex, diverse, and professional environment for students to grow as socially responsive educators and professionals in a variety of disciplines.

- The department prepares teachers for schools, community agencies, post-secondary teaching and scholarship, and educational leadership through a critical multicultural lens.
- The department is composed of diverse and experienced educational practitioners, scholars, and activists who support learners in a multiplicity of ways.
- The department envisions and enacts dispositions, competencies, and pedagogies that will build and sustain social justice communities within geo-political, socio-cultural, and historical contexts.
- The department demands learning as activism, which is fundamental for students and faculty to become responsible and committed professionals to create educational, cultural, and social change.
- The department emphasizes how contexts inform how knowledge is shaped and represented, transforming classrooms, schools, agencies and communities.

The Department of Curriculum and Instruction recruits students who show potential and interest, both personal and professional, to embrace multicultural education and a social justice view of curriculum and pedagogy. The multicultural professional experience for undergraduates and graduates at New Mexico State University is intended:

- To enable students to begin a process of learning about themselves, their social roles, and the necessity of that process for their socio-cultural and socio-political transformations.
- To commit students to take risks in developing the knowledges, dispositions, competencies, and pedagogies to transform themselves, their classrooms, their schools, and their communities.
- To create change that emanates from understanding the intersections of race, ethnicity, nationality, class, gender, language, gender orientation, sexuality, diverse abilities, and many other hidden or seemingly invisible manifestations.

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Part II: Overview

The Philosophy & Organization of Our Doctoral Program

Curriculum & Instruction Faculty members want to facilitate a community of learners and teachers based on core understandings of the need for multicultural education, post-modern changes in curriculum, pedagogy and assessment, liberating uses of technology, broader and stronger approaches to educational research and the development of a vital learning community. Our goal is to build a community in which each of us is valued for our own unique abilities and value each other's abilities and expertise in different aspects of the educational enterprise. We believe students will gain from an open, critical, respectful sharing of these differing views and talents. We also want students to get involved with advisors and experienced students much earlier, to publish, present, participate in seminars, question, do research, assist us in real change efforts in the community and learn through their involvement with authentic tasks.

The faculty and the department's Doctoral Committee continually work to refine the Doctoral Program and process to provide a core foundation, develop well-articulated opportunities for specialization, provide additional opportunities for students to learn through internships and reflective practice, and to ensure we have a flexible program which can provide increased opportunities for interdisciplinary study and work.

The Doctorate of Education (EdD) and the Doctorate of Philosophy (PhD) are rigorous degrees requiring an intellectual and personal commitment. Both degrees ask for a lifelong commitment to teaching, learning and pedagogy, to research and to service in the areas of the recipient's interests and desires. The academic course of study for both degrees is the same. The EdD doctoral program of study requires a minimum of 66 credit hours (48 hours coursework and 18 hours of dissertation) to complete. The PhD doctoral program requires students to demonstrate competency in the computer tools or second language sequence. (See below in program descriptions). For both programs (EdD and PhD) 66 credit hours is only the minimum and students may be asked to complete additional hours as per their advisor and committee recommendations.

Both degrees require a dissertation based on original research, grounded with an array of primary and secondary sources. Both degrees have required courses of study, but are additionally individualized based on those scholarly and academic expectations set by the doctoral student in collaboration with the Dissertation Committee.

Foundations

The first component of the Doctoral Program, "foundations," provides an opportunity for students to develop up-to-date understandings related to the current state of curriculum, teaching and pedagogy. There are four courses in the foundations component: EDUC 603: *Curriculum for a Diverse Society*, and EDUC 604: *Pedagogy of Learning for a Diverse Society* (focus on curriculum, teaching and learning from a multicultural and critical perspective; and EDUC 613: *Evaluation of Quantitative Research in Education*, and EDUC 576: *Qualitative Research Methodology* (comprise two of research sequence courses); and EDUC 693/4 Research Design Seminar. These foundational courses provide doctoral students with an introduction to the

academic research and the tools and abilities needed for research. These five courses are required of all doctoral students regardless of their program areas and provide rich, multi-perspective approaches to educational study. The sixth foundational class is included within the Program Area in which the doctoral student will complete in the program of study.

Students in Our Doctoral Program

A doctoral student in The Department of C&I will be:

- An ethical thinker and actor who uses the discourses of curriculum and pedagogy to address problems creatively and constructively in diverse socio-cultural contexts

Doctoral study is an intellectual process and praxis that engages students in:

- Scholarship (production/creation of knowledge);
- Action (transformation of society); and,
- Compassion (a disposition towards social justice and democracy)

Doctoral students will develop scholarship in these contexts:

- Course content;
- Participation in research with faculty, peers and independently;
- Participation in local, regional, national and international conferences;
- Scholarly reading, writing and discussion beyond courses (broad approach);
- Use of technology and information resources;
- Submission of manuscripts for publication;
- Development of reading lists for comprehensive exams; and,
- Historical development of their own curriculum and pedagogy (autobiography, self-knowledge, etc.)

Doctoral students will take action in these contexts:

- Teaching apprenticeships in a variety of settings;
- Participation in professional and community action groups;
- Writing and managing grants; and,
- Recognizing discourses and acts of racism, sexism, classism, homophobia, etc.

Doctoral students will foster compassion in these contexts of doctoral study:

- Core courses focusing on curriculum and pedagogy that reflect a broad worldview;
- Building of a community of scholars in association with doctoral faculty;
- Addressing social concerns in student and faculty research agendas;
- Advising students in ways that are sensitive to their needs;
- Building of mutual trust among faculty and students; and,
- Interrupting discourses and acts of racism, sexism, classism, homophobia, etc.

The outcome of this conceptual praxis will be a dissertation study that manifests scholarship, action and compassion as we have operationally defined them here.

Focus Areas

Currently there are five Focus Areas for the Doctoral Program of the Department of Curriculum & Instruction. These are:

1. Bilingual/TESOL
2. Critical Pedagogies

3. Early Childhood Education
4. Learning Design and Technology
5. Language, Literacy & Culture

Research Sequence

Our Research Sequence provides doctoral students with a firm grounding in both quantitative and qualitative research methodologies, while allowing them to then additionally develop a deeper level of understanding specifically in either methodology, or toward mixed methods.

Internships/Practica

The internships and/or practica are applied experiences constructed through focused theoretical understandings. These understandings will be developed and practiced as a process through a series of interactions with the selected professor of record, research and/or leadership sites, and the intern's area(s) of continued academic engagement. The academic "habits of mind" to be honed during the internship or practicum must be inclusive of academic interests and the deepening of intellectual propinquity to those curiosities that will enable a rich doctoral experience. The extensive development of an epistemic bibliography during an internship or practicum should continue so as to enrich the doctoral student's long-term intellectual engagement while synchronically meshing with his or her doctoral plan.

Decisions about the internships/practica are to be made by the Student's Advisor and Program Committee, and will vary between Focus Areas.

Applying to the C&I Doctoral Program

The Department of Curriculum & Instruction accepts applications once every year for our face-to-face (F2F) program in Las Cruces, New Mexico. We accept applications for our online (OL) program once every other year, for admission on even-numbered years (2016, 2018, etc.). Please note that an MA degree is a prerequisite. If that degree is not an MA in education, or if courses equivalent to basic core prerequisites are absent or outdated, necessary prerequisites will be added to the doctoral program of study.

The Department of Curriculum & Instruction will only admit students to the doctoral program during the spring semester. Applicants must submit a complete portfolio and attachments through the on-line application system from the Graduate School that include the specific items (see 1-8, below) prior to consideration by the Doctoral Intake Committee. **The portfolio must be submitted by December 15th. The portfolio must be complete:** i.e., every item listed below must be included at the time of submission (including letters of reference). Failure to submit any of the listed items by the deadline will result in a disqualification of the Doctoral Intake Application. Portfolios are reviewed by the Associate Department Head of Graduate Programs and the Doctoral Intake Committee. Potential students who have submitted portfolios that have been accepted for further consideration will be invited to interview personally with a Doctoral Intake Committee. Potential students who reside at an extreme distance from the Las Cruces campus (typically more than 100 miles) may choose to participate in the oral interview via conference call or via Skype (preferred). Additional requirements for International students speaking English as a Second language: The Graduate School requires a TOEFL score of 550 [paper-based] or 197 [computer-based].

Admission to the doctoral program in Curriculum & Instruction is selective, attempting to serve students who will most benefit from our unique departmental programs and research interests. Curriculum & Instruction accepts only a limited number of doctoral students, dependent upon quality of applicants' credentials and departmental resources. The following criteria are used when considering applicants:

1. *Submitted Materials and Writings* - The Doctoral Intake Committee will judge data submitted with regard to minimum expectations for success in the doctoral program.
2. *Teaching or Related Experience* - Three years teaching, or equivalent experience, relevant to education is required. Students accepted into the doctoral program without appropriate prior work experience will be required to participate in an internship/practicum experience.
3. *Doctoral Intake Oral Interview* - This interview is offered to applicants who have a satisfactory portfolio. The interview takes place between the applicant and members of the Doctoral Intake Committee (Graduate Faculty in the Department of Curriculum & Instruction).

We notify all applicants of their admission status no later than May 1st of each year. The Graduate School applications of those who are accepted are then processed, and the new incoming group can begin taking classes.

Doctoral Intake Application Instructions

Applying to the Doctoral Program in C&I is a two-step process. Be sure to read all the instructions for the application because you will need the same components for the graduate school application and the C&I Intake Application Portfolio. First, you must apply to the NMSU Graduate School: <http://gradschool.nmsu.edu>. Second, you need to complete the Doctoral Intake Application (see details below).

1. Letter of Application to the Doctoral Program addressed to:

**Associate Department Head for Graduate Programs
Department of Curriculum & Instruction
New Mexico State University
MSC 3CUR
Las Cruces, NM 88003**

Include in the letter your area of interest: Bilingual Education/TESOL; Critical Pedagogies; Early Childhood Education; Educational Learning Technologies; or, Language, Literacy & Culture. Also include your current address, phone number, e-mail and if you are applying to our **face-to-face** or **online** Program.

2. Transcripts of **all** college work to the Graduate School **and** in the Application Portfolio;
3. Three current letters of reference (not more than 24 months old);
4. A sample of your edited, scholarly writing (a term paper, published article, etc.);
5. Verification of teaching experience (copies of teaching evaluations, letters from supervisors, etc.);
6. Choose three research articles on the same topic; write a single *synthesis* paper, taking a position in relation to the findings of the three articles (limit: three (3) double-spaced pages). **Enclose one copy of each article;**
7. Written responses to the following items (maximum of 10 pages total for items A-F). Each of the items below should have its own subheading for easy reference:
 - _____ A. Brief professional autobiographical sketch, including a listing of academic preparation and professional career.
 - _____ B. What is your reason for wanting a doctorate (PhD or EdD) in Curriculum & Instruction?
 - _____ C. What is your major area of interest (see above)? And why?
 - _____ D. What is your philosophy of education?
 - _____ E. What qualities do you find necessary in an effective teacher?
 - _____ F. What is your knowledge and/or education experience regarding schooling for diverse student populations?
8. Each student will sign a statement of authenticity, attesting that the submitted responses are her/his own work (see the last section of this Doctoral Handbook for this form)

Forms

Statement of Authenticity

I do certify that all of the work contained in this portfolio is my own and that all quoted material is identified and cited as per the style of the American Psychological Association style (A.P.A.) publication manual.

Name

Date

Doctoral Intake Portfolio Application Agreement

All Portfolio Applications submitted to the Department of Curriculum & Instruction will be retained by the department for a period of one year following the Doctoral Intake Process. The student may request return of her or his portfolio (in writing) and either pick it up or, pay for mailing expenses in advance.

Name

Date

Received by the Associate Department Head
for Graduate Programs C&I

Date

The C&I Doctoral Student Checklist

1. _____ Submit complete application via the NMSU Graduate School online application process by December 15th (<http://prospective.nmsu.edu/graduate/apply/index.html>).
2. _____ Await approval of portfolio for Interview.
3. _____ Coordinate with the Associate Department Head to schedule your Oral Intake Interview.
4. _____ If accepted send OFFICIAL copy of transcripts to Graduate School.
5. _____ Contact your assigned Preliminary Advisor, in order to register, before May 1st.
6. _____ Develop preliminary program of study in consultation with your Advisor.
7. _____ Submit request for transfer of graduate credit through Advisor (if applicable).
8. _____ Submit mid-program review (Qualifying Exam) in consultation with advisor at 18 hours of coursework.
9. _____ Select a Dissertation Committee Chair. This graduate faculty member will advise you for your program.
10. _____ Select Graduate Faculty to sit on your Dissertation Committee.
11. _____ File Program of Study form initialed by all Dissertation Committee members.
12. _____ Complete coursework and prepare for your Comprehensive exam.
13. _____ Work with Dissertation chair and committee to formulate Comprehensive Examination.
14. _____ Write Comprehensive Examination (“Written exam”) during or after your last semester of courses.
15. _____ File Comprehensive Examination Exam date application to Graduate School.
16. _____ Complete Comprehensive Oral Examination (“Pass Comps”).
17. _____ Work with Dissertation chair and committee to develop a defensible proposal.
18. _____ Doctoral Dissertation Proposal defended and approved by Dissertation Committee.
19. _____ Submit Approval of Research paperwork (“IRB approval”). Doctoral Students are required to complete their proposal defense prior to submitting their request for IRB approval.
20. _____ File completion of degree with Graduate School at time of registration for last semester.
21. _____ Arrange final examination (dissertation defense) and submit the Doctoral Examination form.
22. _____ Complete dissertation defense/examination.
23. _____ Submit draft of dissertation to the Graduate School to approve formatting.
24. _____ Submit final copies of Dissertation to the Graduate School and NMSU Library.

Part III: Details for Understanding the Doctoral Program

Forming a Committee

As the student becomes familiar with the program and the faculty, selecting a Dissertation Committee Chair and interviewing other Committee members becomes very important. Doctoral students are encouraged to select a Chair as soon as they have completed the Mid-program Review - 18 credit hours (see below). Students should seek a Chair who will assist and protect their scholarly and academic interests, but who will also make sure that serious needs in their scholarly and academic profile are met. It is important to remember that the Chair/Doc Student relationship typically begins in a more formal setting and requesting someone to be your Chair should be thoughtfully and respectfully considered. Faculty members have the responsibility to support doctoral students in the pursuit of a challenging education in both formal and informal settings. However, after considering many professors, doctoral students need to be aware that faculty members also have the right to decline the invitation to chair or to be on a committee. When the four or more committee members have been selected, the student completes and submits the “**Program of Study and Committee for Graduate Students Pursuing the Doctorate**” form (see, <http://prospective.nmsu.edu/graduate/forms/index.html>). This Program of Study form includes your coursework completed and to be completed, in consultation with your Advisor and/or Chair. Finally, this form requires signatures from your Chair, Department Head, and Minor faculty (if completing a minor) and becomes the official Program of Study Plan that is submitted to the Graduate School at NMSU.

The Role of the Dissertation Committee Chair & Members

The role of the Dissertation Committee Chair is to supervise the dissertation process and assist the student in selecting additional appropriate Committee members who also support the student in the development and direction of the research. The Chair and Committee Members for any student depend upon what the student wants and needs from the doctoral degree. The Chair makes sure that the student selects Committee Members who will genuinely assist the student in developing areas of interests and expertise and supporting areas, giving direction to the student’s growing bibliography. The Chair, with the student, makes panoramic assessments, to avoid gaps in the area of expertise of the committee as a whole. The doctoral process is an evolving one that may result in negotiations with Committee Members. Students may ask new members to join the committee as new foci emerge for the student, and Committee Members may withdraw from the Committee if that becomes appropriate for that student. By the time a student has drafted the final chapters of the dissertation, it is too late to make changes on the Committee. A Dean’s Representative from outside the student’s department will also join the committee. This Graduate School representative can be selected by the student, in consultation with the Chair; at the suggestion of the Chair; or, by the Graduate School. Generally, a Committee will have four members: the Chair (from C&I), two additional members from C&I; and, the Dean’s Representative (from outside of C&I). The minor may be represented by one of the additional C&I members or the Dean’s Representative; depending if the minor is from within or outside of the department (see Graduate Catalog section “Requirements for Doctoral Degrees – Graduate Committee”). In addition, to these Committee Members, you may wish to include an additional member on the committee – even if that person is not a faculty member at NMSU.

However all Committee Members, including one from another university, must have “Graduate Faculty Status” according to the NMSU Graduate School.

Doctoral Program Comprehensive Written & Oral Exams

The goal of the comprehensive exam is for you to begin developing expertise in your area of interest and to convey this evolving knowledge. At the beginning of the semester prior to the taking the Comprehensive Exam, the student notifies the Chair of the decision to sit for the exam the following semester. The Chair of the Committee initiates the exam process by informing all committee members that the student will meet with them to discuss questions and determine general areas for the written exam. The student meets with each professor to focus on the specific area(s) of expertise that the faculty member brings to the committee in relation to the student’s interests and prior coursework. Together the chair and committee members locate areas that may require further study. After these initial meetings with Committee Members, the student along with each faculty member, begins to construct questions based on the student’s interests, areas, needs and prior coursework; ordinarily at this time the committee does not introduce new areas for questioning. These questions are designed to explore your epistemological and ideological depth in a way that will serve you well in the future. The student is responsible for synthesizing these conversations and sharing that synthesis with the Chair of the Dissertation Committee. The Chair collects the questions from both the major and minor area Committee Members. These questions comprise the exam based on collaboration between the student and the other Committee Members.

Upon completion of the written portion of the exam, the Committee receives copies of the exam. Each Committee member serves as both a primary and secondary reader. As primary reader, the Committee member responds directly to the respective question(s) posed. As a secondary reader, the Committee member provides a general assessment of the rest of the comprehensive examination. These assessments are not anonymous and the Committee members have 2 to 3 weeks to complete their assessments. At the end of this period, the Chair collects the assessment forms on which Committee members have indicated pass or fail. The student is then provided with critical comments and awarded a pass or no pass on the written portion of the Comprehensive Exam.

The oral component of the Comprehensive Exam poses questions pertinent to the student’s studies in general, and is an opportunity for you to clarify and elaborate on your responses on the written exam. Therefore, in preparing for the orals, the student must keep in mind the critical comments from all Committee Members. The student is encouraged to meet with each committee member to receive in-depth feedback in preparation for the orals. While Committee Members are still reading the written exam, the student should set a mutually agreed upon time and arrange a room for the orals (this should be coordinated through the C&I Executive Assistant for Graduate Programs). The student finalizes all arrangements with the C&I office and Graduate School.

The orals consist of a 2-hour meeting that may begin with a 20 minute formal presentation by the doctoral student, followed by dialog with the Committee, or can consist entirely of discussion. During the oral examination, the student responds to the questions posed by the Committee members and addresses any concerns that they voice. At the end of the oral exam,

the Committee meets without the student present to determine the quality of the orals and grant pass or no pass status, and the graduate representative distributes and collects ballots. Once the student's comprehensive exam receives a "pass," the student's status will change from "doctoral student" to "doctoral candidate."

Dissertation Process

The Dissertation Proposal provides formal documentation of the doctoral candidate's intended research. The Proposal is a blueprint, as well as the scaffolding, for the candidate's dissertation work. It must be very thorough and requires in-depth conceptualization. The candidate's prior and continuing extensive and careful reading should clarify the conceptual directions in their field that are both of interest to the student and remain to be explored by new research. These conceptual directions in which the candidate is proposing to become expert are ideological (How do we value this knowledge?), epistemological (Who decides on which knowledge?), ontological (How does this knowledge affect me as a scholar in the making?) and axiological (What are moral implications of this knowledge?).

Expertise from each of the Committee members should be sought as the candidate continues to read widely and deeply, to analyze and to critique research, theory and practice. **The bibliography of works and articles the candidate has developed in courses and examination preparation will serve to frame the research, support its significance and ground its theoretical premises.** At this time, the candidate should have begun formulating ideas in writing and the questions or hypotheses to address or test in the proposed dissertation research.

The Proposal is a document that becomes a contract between the student and Committee members. The capstone course (EDUC 693 or EDUC 694) should also be a forum in which the candidate can begin to develop the proposal, receiving feedback from the course professor and from peers. The Proposal defines your research goals and how you proposes to conduct that research. The Proposal must be inherently flexible, for the research process is always evolving, yet, changes judged as major by the Chair with, at least, consultation by one additional Committee member, must be taken back to the Committee for re-negotiation of the blueprint. As the student develops the proposal, the committee, in particular the Chair, remains involved for guidance.

The Proposal has three main parts. The first introduces the concepts under study and outlines the question(s) and/or hypotheses to be pursued. It communicates the purpose, rationale and significance of the study and provides all necessary background information and definitions. The second part is an extensive well-articulated literature review that is clearly linked to the purpose of the study. The candidate should be able to defend each of the citations for its significance in the proposed study, its inter-relationships and its particular and holistic impact on the research. The references in the literature review, and all other works cited in the Proposal, should be found at the end. The third part of the Proposal describes the research method or methods to be used, which must be thoroughly understood within the original context of the proposed study. The doctoral candidates should become sufficiently well grounded in the chosen methodology to defend why the processes described in the Proposal were chosen.

In addition, the Proposal must include:

1. A title page;
2. A committee page;
3. An abstract;
4. A table of contents; and
5. A Bibliography

It is the responsibility of the Dissertation Committee Chair to work with the candidate until the proposal is ready to defend, and it will not be formally presented to the committee until the Chair gives approval. The Chair may ask for input from other Committee members if it is necessary. Two to four weeks prior to the date of the defense – no less than **ten working days** before the defense – the candidate must provide a final copy of the Proposal to each committee member. The final copy includes a completed **Human Subjects Form**. For details on the IRB/Human Subjects application process, and all relevant details, please see the Research Compliance Page of the Vice President for Research of NMSU, located at <http://research.nmsu.edu/compliance.html>.

Each Committee member is obligated to prepare for the Proposal Defense by reading the proposal and crafting questions that will help the student refine the research analysis and theory under development. The student arranges a time and place for the Proposal Defense, through and with the assistance of the C&I Executive Assistant for Graduate Programs, and submits the appropriate paperwork to the Graduate School in a timely manner (<http://prospective.nmsu.edu/graduate/forms/index.html>).

At the Proposal Defense, the candidate makes a brief presentation (20 minutes) of the Proposal. A discussion follows at which time the Chair takes notes on comments made by Committee members and by the candidate. Candidates who have revisions to the Proposal must make them before moving to the next step in the doctoral process. Candidates with minor revisions may show them to each member individually (with the approval of their Chair). Major revisions require an additional Committee meeting once the revisions are completed. At the Proposal Hearing, the candidate will be informed if that additional meeting will be necessary. The Chair summarizes the notes and attaches them to the signed Proposal form. This form indicates the student is ready to proceed to the dissertation process (see form below). After passing the Proposal Defense, the candidate is ready to conduct the research and write the dissertation.

N.B.: While students may engage in pilot studies that help them formulate their proposed research design, the actual research may not begin until after the Proposal is officially approved by the Dissertation Committee and IRB approval is given.

The Dissertation is the last and most important step before earning a doctorate. While working on the Dissertation, the student is enrolled for dissertation credits (EDUC 700 hours). The dissertation requires the development of negotiation practices, not only with research participants and/or research sites, but also with the committee members. In the process of researching, analyzing and writing, the doctoral candidate's inquiry is negotiated

and balanced with the Committee's views and expertise, leading ultimately to the successful Defense of the Doctoral Dissertation and the awarding of the EdD or PhD. Finally, it is understood that the dissertation study will be a work of original research and that the final bibliography will not only ground the present study, but also serve as points of departure for the candidate's future work and for the work of others.

The research and writing of the dissertation is an introduction to the importance of research in everyday life for candidates who will become academics and/or educational practitioners. Although the topic of the dissertation may become a life-long passion for you, the Doctoral Dissertation is only one step, the first step, along the way to a research career. The dissertation should be thought of as part of the process of development into the world of inquiry, research interests and socially relevant research that can impact on an array of teaching and learning settings.

The dissertation process requires perseverance, patience and the ability to negotiate. Each candidate demonstrates these characteristics in very personal ways. The dissertation also requires a commitment of time. Researching and writing the dissertation should not be construed as something that can be done over the summer or over a semester. While the candidate is researching and writing the dissertation, Committee members should be critical of every aspect of the conduct of the study as delineated in the Proposal.

Committee members should be kept informed of the candidate's progress at key points scheduled by the candidate (and as approved by the Committee Chair). A more harmonious dissertation process occurs when all Committee members are consistently kept informed of the research and writing process so that the doctoral candidate seriously considers all comments and thoughtfully responds to them. The candidate is responsible for managing much of the dissertation process while articulating the developing knowledge and new ways of thinking that stem from the dissertation process. Similarly, Committee members should know when their comments and suggestions may actually be of hindrance rather than of assistance and should act accordingly.

The semester candidates anticipate graduating they must apply for graduation at the Graduate School and the entire draft of the dissertation must be given to the chair and committee members. Each semester's deadlines are published in a memo from the Graduate School (<http://www.nmsu.edu/~uar/importantdates.htm>)

The last step in the Doctoral process is the Defense of the Dissertation. Although each Committee member will come to the dissertation defense with questions for the candidate, any major concerns should have been addressed before the scheduled Defense. As with the Proposal, the candidate provides final copies of the Dissertation to each committee member **four (4) weeks prior to the date of the defense**. The candidate will know when to defend the dissertation when every member of the committee has read a final version and agrees that the dissertation is acceptable for the oral presentation for the dissertation defense. After approval to proceed with the defense has been given, the candidate confers with the Administrative Assistant for Graduate Programs to assist in arranging the time, place, and contingent paperwork. Many times recommendations are made to the candidate regarding the

dissertation and the final copy of the dissertation that is submitted to the Graduate School must address these changes.

Faculty and students at large are encouraged to attend the Final Dissertation Defense when invited. The date and location is to be posted on the bulletin board outside of the Curriculum & Instruction office and shared with the Associate Department Head and the Administrative Assistant for Graduate Programs for further dissemination.

On the day of the Defense, the Committee gathers and the candidate makes a 20-minute presentation of the Dissertation. Next, each committee member has the opportunity to ask questions of the candidate that relate to the dissertation. This discussion is, in fact, a hermeneutic celebration with interested colleagues. After a brief conference without the candidate, the candidate is re-invited into the room as the recipient of the doctoral degree. Paperwork contingent upon any final minor revisions completes this part of the process.

In a timely manner, the candidate presents a copy of the Dissertation to the Graduate School. All revisions as suggested by Committee members must be completed by the candidate with the assistance of the Chair, prior to this. After approval by the editor, three unbound copies signed by the advisor will be presented to the Dean of the Graduate School for signature. **The three copies of the Dissertation, with an abstract of not more than 350 words, binding slip, with receipt for all fees, and the completed UMI form can then be presented to the NMSU Librarian.**

Part IV: The C&I Doctoral Program & Focus Areas**Notes**

- Additional coursework and/or practica may be required for a doctoral student upon admission (see “Pre-requisites” below), depending upon previous coursework and the recommendations of the Doctoral Intake Committee;
- The Required core courses (EDUC 603, EDUC 613, EDUC 604, EDUC 576, Focus Area, and EDUC 693/4) are 15 hours included in the 48 required hours of coursework;
- It is expected that a student will communicate with an Advisor by 18 hours of coursework;
- By the completion of the student’s first 24 hours of coursework, the student and the Chair of their Dissertation Committee will meet with the Associate Department Head and conduct a “Mid-program Review” (see below);
- It is expected that the student will have assembled a Dissertation Committee before the completion of their first 36 hours of coursework;
- The Doctoral Program of Study requires a minimum of 66 credit hours (48 hours of coursework and 18 hours of dissertation);
- The doctoral student and Chair will develop the Program of Study to include studies in the student’s Program Area; Course credit can only be counted in one area (i.e., Focus Area, Minor Area, Research Sequence, etc.) to complete a program of study;
- However, 66 credit hours is only the minimum, and students may be required to complete additional hours based on recommendations from the Chair and Committee.

I.) PREREQUISITES:

An MA degree in education, or related field, with coursework that includes the following, or equivalents: EDUC 515: Multicultural Education (3); EDUC 516: Curriculum & Pedagogy I (3); EDUC 518: Technology & Pedagogy (3); EDUC 519: Research in Curriculum & Pedagogy (3); EDUC 520 Action Research Projects

-- Prerequisites may vary according to Focus Area; Faculty Recommendation; and student need

(see details in Focus Areas below).

II.) C&I CORE COURSES (required of all doctoral students):**18 credit hours**

To be taken before classes in the Focus Area:

	<u>Offered</u>
• EDUC 603: Curriculum for a Diverse Society (3)	Fall
• EDUC 613: Evaluation of Quantitative Research in Education (3)	Fall
• EDUC 604: Pedagogy of Learning in a Diverse Society (3)	Spring
• EDUC 576: Qualitative Research Methodologies (3)	Spring
• FOCUS Area course (3)	
• EDUC 694: Qualitative Research Designs Seminar (3-6) [To be taken concurrently during the last semester of coursework]	Fall
OR	
EDUC 693: Quantitative Research Designs Seminar (3-6) [To be taken concurrently during the last semester of coursework]	as needed

III.) FOCUS AREA:**12-15 credit****hours**

Currently there are five Program Areas available in Curriculum & Instruction:

- Critical Pedagogies;
- Bilingual/TESOL;
- Early Childhood Education;
- Learning Design and Technology; and,
- Literacy, Language & Culture

IV.) MINOR AREA:**9-12 credit hours**

Doctoral students must develop interdisciplinary expertise related to their area of study. This requirement may be fulfilled by courses in the Department of Curriculum & Instruction (other Program Areas – See Part V Minors below), but it is also encouraged to complete a minor from other departments in the College of Education or in another college altogether (it must be an approved minor according to the Graduate School Catalog). Students must have a faculty member from their minor area on their Dissertation committee, and assist in the design and approval of the student's Program of Study. Some departments require 12 credit hours for the minor.

V.) RESEARCH SEQUENCE:**+6-9 credit hours**

Every doctoral student (PhD and EdD) is required to take (EDUC 576 and EDUC 613 – Core Requirements) which are intended to provide doctoral students with an introduction to both quantitative and qualitative research methodologies.

The remaining 6-9 credit hours need to be determined by the doctoral student in consultation with the student's Advisor/Chair (or Dissertation Committee) based on the student's research focus and needs. The courses mentioned below represents many, but not all, the high-quality quantitative and qualitative research courses presently offered in the Department of C&I, the College of Education, and across departments at NMSU.

A sampling of C&I courses:	A sampling of College of Education courses:	A sampling of NMSU courses:
EDUC 606: In-depth interviewing: A qualitative research method EDLT 607: Current research in learning & technology RDG 630: Ethnography of reading & writing EDUC 615: Application of computer tools for research EDUC 633: Praxis &	CEP 511: Edometrics CEP 532: Counseling research CEP 636: Advanced educational measurement & statistics CEP 637: Multivariate research procedures & analyses EMD 585: Elements of research	ANTH 505L: Issues in anthropological practice ANTH 520: Ethnographic field methods ENGL 601: Ethnography of communication HIST 544: Oral & community history SOC 551: Issues in advanced quantitative analysis ESTAT 503: SAS Basics ESTAT 505: Statistical

Reflexivity EDUC 634: Research as praxis		Inference I ENGL 602: Quantitative research in written composition
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VI.) COMPUTER TOOLS/LANGUAGE REQUIREMENT (for the PhD)

Doctoral students pursuing the PhD must demonstrate competency in computer tools or demonstrate proficiency in a language other than English. If one is unable to demonstrate competency/proficiency then the student must complete a series of courses (at least six (6) credit hours in computer tools; or sufficient courses in a language other than English) to develop these skills. Completion of this requirement is determined by the student's Chair and Committee in consultation with the Department of Curriculum and Instruction.

Computer Tools Courses (examples):

EDLT 522: Technology and language learning	3 credits
EDLT 620: Advanced multimedia curriculum development	3 credits
EDLT 615: Application of computer tools for research	3 credits
EDLT 628: Educational Resources on the Internet	3 credits
EMD 569: Computer Apps in Educational Administration	3 credits

VII.) DISSERTATION SEQUENCE

EDUC 700: Dissertation Hours minimum	18 credits
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[Register for EDUC 700 hours with Dissertation Chair or Co-chairs]

Doctorate in C&I in the Bilingual Education/TESOL Focus Area

The doctoral program in Bilingual Education prepares scholars, practitioners and leaders in understanding multilingualism within the context of schools, families, communities and society. The Southwest Borderlands situates participants uniquely such that they might critically examine issues confronting Spanish-speaking and heritage language populations. A key dimension of the program is the advancement of issues related to equity and social justice by encouraging participants to serve as advocates for bilingual children, their families and communities. Admission to the doctoral program and interview with Bilingual/TESOL education faculty is required.

For additional information about this Program Area, you can visit <http://ci.education.nmsu.edu/programs/concentrations/bi/>

I. PREREQUISITES:

Masters degree in Bilingual Education, Teaching English to Speakers of Other Languages, Literacy, Reading or related field. This degree is to include courses, or equivalents stated above in Prerequisites in Doctoral Program Overview. And, the following or appropriate equivalencies must be reflected in coursework:

BIL 520	Issues for Bilingual Learners	3 credits
BIL 522	Language & Literacy for Bilingual Students	3 credits
EDUC 587	Pedagogy of TESOL	3 credits

LANGUAGE REQUIREMENT:

Students must demonstrate proficiency in a second language in academic contexts (see above).

II. C&I CORE COURSES and FOCUS AREA COURSE: 18 credits

EDUC 603	Curriculum for a Diverse Society	3 credits
EDUC 613	Advanced Research Methods	3 credits
EDUC 604	Pedagogy of Learning for a Diverse Society	3 credits
EDUC 576	Qualitative Research	3 credits
EDUC 693/4	Research Design Seminar	3 credits
BIL 616	Acquiring Emancipatory Discourses	3 credits

III. FOCUS AREA: 12-15 credits

The Focus area will be co-constructed with and approved by the chair and doctoral committee.

BIL 617	Multiple Critical Literacies	3 credits
BIL 621	Literacy/Biliteracy Assessment and Evaluation	3 credits
BIL 633	Praxis and Reflexivity	3 credits
BIL 637	Social Justice Issues in Education	3 credits

And from the following cross-listed courses in consultation with the student's chair and doctoral committee:

BIL 623	Critical Literacies for Democratic Communities	3 credits
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BIL 630	Ethnography of Reading and Writing	3 credits
BIL 635	Critical Theory and Pedagogy	3 credits
EDUC 605	Independent Study	3 credits
BIL 640	Internship in Bilingual Education	3 credits

Complete the rest of the doctoral program requirements: 48 required hours of coursework (see above).

Doctorate in C&I in the Critical Pedagogy Focus Area

An emphasis in Curriculum and Instruction prepares educational leaders for institutional and community research, curriculum, and pedagogy in order to enhance educational opportunities for all students through a praxis that enhances diversity and pluralism via a social justice perspective. Educational leaders, as facilitators, mediators, and change agents, will demonstrate scholarship and professional acumen in the areas of teaching, research, and service.

NOTES

- Students must be accepted into the department's doctoral program, and complete all necessary prerequisite work, before they begin taking doctoral courses (600-level);
- Doctoral programs can be individualized to each student's interests and needs, and will be constructed with and approved by the student's Chair and Doctoral Committee;
- Minimum number of 66 credit hours required for the doctorate; and,
- For additional information about this Program Area, you can visit <http://ci.education.nmsu.edu/programs/concentrations/mce/>:

I. PREREQUISITES:

An MA in Curriculum & Instruction, or related field. This degree is to include courses, or equivalents stated above in Prerequisites in Doctoral Program Overview.

II. C&I CORE COURSES and FOCUS AREA COURSE: 18 credits

EDUC 603	Curriculum for a Diverse Society	3 credits
EDUC 613	Advanced Research Methods	3 credits
EDUC 604	Pedagogy of Learning for a Diverse Society	3 credits
EDUC 576	Qualitative Research	3 credits
EDUC 693/4	Research Design Seminar	3 credits
EDUC 608:	Issues in Multicultural Education, Curriculum & Teacher Education	3 credits

III. Focus Area: 12-15 credit hours

All students in this Program Area, in consultation with their Chair and Dissertation Committee, will choose from the following courses:

EDUC 614:	Schooling for a Democratic Society	3 credits
EDUC 623:	Curriculum and Instructional Leadership	3 credits
EDUC 632:	Multicultural Education Curricular & Pedagogical Trends	3 credits
EDUC 635:	Critical Theory & Pedagogy	3 credits
EDUC 637:	Social Justice Issues in Education	3 credits

And from these cross-listed courses:

EDUC 633:	Praxis & Reflexivity	3 credits
EDUC 602:	Internship	1-6 credits

Complete the rest of the doctoral program requirements: 48 required hours of coursework (see above).

Doctorate in C&I in the Early Childhood Focus Area

Doctoral students in Early Childhood Education are expected to develop a sound theoretical background that is integrally linked to the practice of Early Childhood Education in a diverse, global community. Students are expected to develop professional abilities in the field through publication; research; service that includes program support and development, teacher supervision and mentoring, and advocacy activities; grant writing; and, professional presentations.

NOTES

- Students must be accepted into the department's doctoral program, and complete all necessary prerequisite work, before they begin taking doctoral courses (600-level);
- Doctoral programs can be individualized to each student's interests and needs, and will be constructed with and approved by the student's Chair and Doctoral Committee;
- Minimum number of credit hours required for the doctorate: 66; and,
- For additional information about this Program Area, you can visit:
<http://ci.education.nmsu.edu/programs/concentrations/eced/>

I. PREREQUISITES:

An MA in Curriculum & Instruction with emphasis in Early Childhood Education, Early Childhood Development, or related field. This degree is to include courses, or equivalents stated above in Prerequisites in Doctoral Program Overview.

II. C&I CORE COURSES and FOCUS AREA COURSE:

18 credits

EDUC 603	Curriculum for a Diverse Society	3 credits
EDUC 613	Advanced Research Methods	3 credits
EDUC 604	Pedagogy of Learning for a Diverse Society	3 credits
EDUC 576	Qualitative Research	3 credits
EDUC 693/4	Research Design Seminar	3 credits
ECED 612:	History & Philosophy of Early Childhood Education	3 credits

III. FOCUS AREA:

12-15 credit hours

All students in this Program Area, in consultation with their Chair and Dissertation Committee, will choose from the following courses:

EDUC 602: Internship		3-6 credits
ECED 605: Independent Study Topics in Early Childhood Education		1-3 credits
ECED 607: Interdisciplinary Doctoral Seminar		3 credits
ECED 614: Early Childhood, Communities & Social Policy		3 credits
ECED 636: Teacher Education & Professional Development		3 credits
ECED 698: Selected Topics in Early Childhood Education		1-6 credits

Complete the rest of the doctoral program requirements: 48 required hours of coursework (see above).

Doctorate in C&I in the Learning Design and Technology Focus Area

Students pursuing an emphasis in Educational Learning Technologies are expected to develop a sound theoretical background in the integration of technology with curriculum and instruction as appropriate to a diverse, global community and to apply these theoretical perspectives to the design, implementation and evaluation of learning environments. Students are encouraged to use technology tied to innovative pedagogical and leadership approaches to solve educational problems in a variety of educational settings. Students are also expected to develop professional leadership in the field through publication, research, service, grant writing, and participation in professional organizations.

NOTES

- Students must be accepted into the department's doctoral program, and complete all necessary prerequisite work, before they begin taking doctoral courses (600-level);
- Doctoral programs can be individualized to each student's interests and needs, and will be constructed with and approved by the student's Chair and Doctoral Committee;
- Minimum number of credit hours required for the doctorate: 66; and,
- For additional information about this Program Area, you can visit:
<http://ci.education.nmsu.edu/programs/concentrations/edlt/>

I. PREREQUISITES:

An MA in Curriculum & Instruction with emphasis in Learning Design and Technology, or related field. This degree is to include courses, or equivalents stated above in Prerequisites in Doctoral Program Overview.

II. C&I CORE COURSES and FOCUS AREA COURSE: 18 credits

EDUC 603	Curriculum for a Diverse Society	3 credits
EDUC 613	Advanced Research Methods	3 credits
EDUC 604	Pedagogy of Learning for a Diverse Society	3 credits
EDUC 576	Qualitative Research	3 credits
EDUC 693/4	Research Design Seminar	3 credits
EDLT/EDUC 610:	Technology, Society & Education	3 credits

III. FOCUS AREA (required courses): 12-15 credit hours

All students in this Program Area will take:

EDLT 607: Current Research in Learning & Technology	3 credits
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Optional courses

All students in this Program Area, in consultation with their Chair and Dissertation Committee, will choose from the following courses:

EDLT 612: Advanced Fieldwork (or EDUC 602)	3 credits
EDLT 620: Advanced Multimedia Curriculum Development	3 credits
EDLT 628: Designing Educational Resources on the Internet	3 credits
EDLT 633: Praxis & Reflexivity	3 credits
EDLT 673: Literacy & Technology	3 credits

EDLT 573: Critical Thinking & Technology	3 credits
EDUC 614: Schooling for a Democratic Society	3 credits
EDUC 600: Doctoral Research	3 credits
EDUC 601: Special Topics	3 credits
EDUC 605: Independent Study	3 credits
EDUC 623: Curriculum & Instructional Leadership	3 credits

Complete the rest of the doctoral program requirements: 48 required hours of coursework (see above).

Doctorate in C&I in the Literacy, Language & Culture Focus Area

The Language, Literacy & Culture Program prepares educational leaders and scholars who understand in complex and diverse ways reading, language and literacy education, particularly as these relate to all issues of social justice and equity. This program emphasizes the development of critical and expansive perspectives on language and multiculturalism with a focus on the relevance of these for K-12 students from diverse ethno-linguistic backgrounds. Participants are encouraged to engage in leadership and research activities in a variety of settings at local, state and federal levels.

NOTES

- Students must be accepted into the department's doctoral program, and complete all necessary prerequisite work, before they begin taking doctoral courses (600-level);
- Doctoral programs can be individualized to each student's interests and needs, and will be constructed with and approved by the student's Chair and Doctoral Committee;
- Minimum number of credit hours required for the doctorate: 66; and,
- For additional information about this Program Area, you can visit:
<http://ci.education.nmsu.edu/programs/concentrations/lc/>

I. PREREQUISITES:

An MA in Curriculum & Instruction; Literacy, Language & Culture/Reading, or related field. This degree is to include courses, or equivalents stated above in Doctoral Program Overview and:

RDG 530: Sociopsycholinguistics in Reading	3 credits
RDG 511: Literacy Assessment & Evaluation	3 credits

II. C&I CORE COURSES and FOCUS AREA COURSE: 15 credits

EDUC 603	Curriculum for a Diverse Society	3 credits
EDUC 613	Advanced Research Methods	3 credits
EDUC 604	Pedagogy of Learning for a Diverse Society	3 credits
EDUC 576	Qualitative Research	3 credits
EDUC 693/4	Research Design Seminar	3 credits
RDG 608:	Critical Issues in Literacy Education	3 credits

III. FOCUS AREA (required courses): 12-15 credit hours

RDG 621:	Literacy/Biliteracy Assessment and Evaluation	3 credits
RDG 630:	Ethnography of Reading & Writing	3 credits
RDG 639:	Multiculturalism, Literature and Inquiry	3 credits

Optional courses

All students in this Focus Area, in consultation with their Chair, will choose from the following courses:

RDG 616:	Acquiring Emancipatory Discourses	3 credits
RDG 617:	Multiple Critical Literacies	3 credits
RDG 636:	Special Studies in Literacy	3 credits

And from the following additional cross-listed courses:

RDG 600:	Doctoral Research in Literacy	3 credits
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RDG 633: Praxis & Reflexivity	3 credits
• (Cross-listed with BIL/ECED/EDUC/EDLT/RDG)	
RDG 640: Higher Education Teaching Apprenticeship	1-6 credits
RDG 673: Literacy & technology	3 credits
RDG 698: Selected Topics in Literacy	1-6 credits
ECED 607: Interdisciplinary Doctoral Seminar	3 credits

Complete the rest of the doctoral program requirements: 48 required hours of coursework (see above).

Part IV: The C&I On-line Doctoral Program

The C&I On-line Doctoral Program (ODP) was designed to provide students with an overview of educational issues across a spectrum of discipline perspectives. The core courses identified below meet this objective. In addition, the following courses are identified as “Area of Focus Courses” and are designed to allow students to begin to gain an in-depth exploration of their particular Focus Area (e.g., critical pedagogies; bilingual/TESOL; early childhood education; educational learning technologies; and, literacy, language & culture). The courses are sequenced to meet this objective.

<http://ci.education.nmsu.edu/programs/graduate-programs/phd/the-online-program/>

Area of Focus Courses:

- EDUC 605: Independent study – Faculty have created a list of books/readings that they find essential for an extended introduction to the field given students’ introduction in the survey Core course.
- EDUC 607: Current research in educational practice – Students from their EDUC 605 course will have identified a research problem. In this course students read further upon the problem and begin to discuss the research and begin to formulate a research study.
- EDUC 698: Selected topics – This course provides further in-depth reading, study and discussion of the research problem.

General Overview: The EdD doctoral program of study requires a minimum of 66 credit hours (48 hours coursework and 18 hours of dissertation) to complete. However, 66 credit hours is only the minimum and students may be asked to complete additional hours as per their advisor and committee recommendations. All students enrolled in the ODP **seeking the PhD** must complete an additional 6 credits in either the computer tools courses or meet the requirements of the second language sequence (see below).

PREREQUISITES

Masters Degree to include EDUC 515, EDUC 516, EDUC 517, EDUC 518 and EDUC 519 or equivalent courses (This degree is to include courses, or equivalents stated above in Prerequisites in Doctoral Program Overview.).

C&I CORE COURSES:

48 credit hours

First Summer I (On Campus)

EDUC 603: Curriculum for a Diverse Society 3 credits

EDUC 613: Evaluation of Quantitative Research in Education (Research) 3 credits

Summer II

EDUC 637: Social Justice Issues in Education 3 credits

Fall

BIL 616: Acquiring Emancipatory Discourses 3 credits

EDLT 610: Technology, Society & Education 3 credits

Spring

EDUC 576: Qualitative Research (Research) 3 credits

EDUC 623: Curriculum Mediation for Democratic Communities 3 credits

Second Summer I (On Campus)

EDUC 604: Pedagogy of Learning in a Diverse Society	3 credits
EDUC 600: [Formally CEP 511: Edometrics (Quantitative Research)]	3 credits

Summer II

EDUC 605: Independent Study (Focus Area – Theoretical Framework)	3 credits
ECED 614: Early Childhood, Communities & Social Policy	3 credits

Fall

RDG 608: Critical Issues in Literacy Education	3 credits
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EDUC 607: Current Research in Educational Practice (Focus Area)	3 credits
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Spring

EDUC 606: In-depth Interviewing: A Qualitative Research Method	3 credits
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EDUC 698: Selected Topics (Focus Area – Intellectual Genealogy)	3 credits
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Third Summer I (On Campus)

EDUC 694: Qualitative Research Designs Seminar	3 credits
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PhD Option: All doctoral students pursuing the PhD must demonstrate competency in computer tools or demonstrate proficiency in a language other than English. If one is unable to demonstrate competency/ proficiency then the student must complete a series of courses (at least six (6) credit hours in computer tools; or sufficient courses in a language other than English) to develop these skills. The completion of this requirement is determined by the student's Chair and Committee in consultation with the Department of Curriculum and Instruction.

Computer Tools Courses (examples):

EDLT 522: Technology and language learning	3 credits
EDLT 620: Advanced multimedia curriculum development	3 credits
EDLT 615: Application of computer tools for research	3 credits
EDLT 628: Educational Resources on the Internet	3 credits
EMD 569: Computer Apps in Educational Administration	3 credits

DISSERTATION SEQUENCE

EDUC 700: Dissertation Hours minimum	18 credits
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Additional course recommendations: Additional courses may be required for the EdD or PhD, dependent upon previous coursework; recommendations from the Doctoral Intake Committee and/or the student's Chair and Dissertation Committee.

Part V: Minors

The Minor a doctoral student chooses typically supports the professional perspective that a student wants to enhance as part of the program of study. Some Focus Areas simply allow a total of 9-12 credit hours in the designated Focus Area's coursework, whereas, some Focus Areas require a specific set of courses to be allowable for the Minor (as negotiated by the faculty and the graduate school). Typically, the Minor will include the required Core course from the minor Focus Area with additional coursework added to this Focus Area in consultation with the Advisor/Chair and Committee.

Approved Minors from the Graduate School:

Reading

RDG 608 Critical Issues in Literacy
Evaluation

RDG 630 Ethnography of Reading and Writing

RDG 639 Multiculturalism, Literature, and Inquiry

EMD (PK-12)

EMD 660 Educational Leadership, Supervision &

EMD 675 The Principalship

EMD 676 Educational Finance Management

EMD 679 Public School Law

EMD Higher Education Admin

EMD 672 Community College Admin

EMD 650 Higher Education Law

EMD 655 Higher Education Finance & Funding

EMD 665 Higher Education Admin

Part VI: Other Important Information

Students should take courses with a variety of professors, especially at the start of their program, in order to gain as many perspectives as possible and to get to know potential Dissertation Committee members. **In the taking of all courses, students should develop an on-going and increasingly more extensive bibliography of works and articles read.** Student should utilize and critically analyze electronic and print resources. Through this process, students will have created a bibliography that is comprehensive and has a good sense of perspective as they practice the academic habits necessary in the doctoral process and for future work as a scholar. As students develop this bibliography, they may wish a more long-term and substantive intellectual engagement. Independent Studies then are open for them with the professors of their choice. **To prepare for their comprehensive exam, students should maintain a file of all coursework including syllabi, personal reflections, notes and research papers.**

Doctoral Student Mid-Program Performance Review (Qualifying Exam)

Purpose

The purpose of the Mid-program Performance Review is to give timely advice to you about your performance at the doctoral level in a comprehensive way, before you finish coursework, prepare to take the comprehensive exam, and start working on your dissertation.

Background

Given the commitment of the Department of Curriculum and Instruction (C&I) to social justice, we are aware that some of our doctoral students find the culture of academia strange and difficult to navigate. These same students often are doing deeply committed work in their own communities. The Mid-program Performance Review would allow every faculty member who had the student in class, or in any capacity with you, to address and offer advice to you about some academic challenges. Over many years C&I faculty have identified some challenges that doctoral students may face and with early identification combined with an action plan for improvement the potential for success increases. Below, there is a list of some of the most frequent challenges faced by doctoral students that need to be considered early in the doctoral program process.

- a. Difficulty in conceptualizing and discussing thoughtfully on a given topic
- b. Difficulty with academic writing at the graduate level
- c. Difficulty in doing work beyond minimal requirements, despite the capability for doing far better work
- d. Having extraordinary difficulty in doing things on time and working according to an agreed schedule
- e. Moving from one advisor to another, thus avoiding compliance with assignments, requirements, or recommendations by the previous advisor
- f. Rushing to finish the coursework without having a well thought out program of study, and without allocating sufficient time to do quality work
- g. Lacking commitment to doctoral level learning and pursuit of graduation
- h. Inability or unwillingness to receive and implement feedback from advisor and/or faculty

Mid-Program Review Procedure

In brief, this is a holistic evaluation of your performance as a doctoral student by the academic advisor and members of faculty with whom you have worked in your first 18 credit hours of doctoral coursework. The evaluation will be conducted through the following procedure:

- When you have completed 18 credit hours, you and your advisor will be informed by the Associate Department Head for Graduate Programs office that you need to need to complete the “Mid-Program Performance Review”
- Your advisor and you will fill out the “Mid-program Performance Review” basic information form (Part A below) to start the process. A copy of the preliminary program of studies will be attached.
- The advisor sends your Mid-program Performance Review form to each faculty member involved in the assessment (see part B) for review and writing comments of advice for improvement, as needed. Faculty will have THREE weeks maximum for filling out this form and returning it to your advisor, who files a copy of this information with the Associate Department Head for Graduate Studies office. Your advisor may involve you in answering questions of faculty and/or reminding them to respond within the time frame.
- Your advisor collects and summarizes the feedback and recommendations, having TWO weeks to do so and informs you that official results of the evaluation will come from the

Associate Department Head, and that a copy of this evaluation will be placed in your academic file.

- Your advisor shares the student review summary and recommendations with your doctoral committee members (if constituted) and might engage you in obtaining their signatures. The Advisor then sends a letter to the Associate Department Head for Graduate Programs for signature. The latter will issue an official letter to the student and file a copy in your academic file.
- The results of the review will be one of three alternatives:
 - Pass unconditionally
 - Pass with recommendations (action plan with timeline)
 - Administrative withdrawal from the program
- Follow-up if action plan has been set up: Your advisor and other faculty included in the plan will oversee your progress through the action plan and report its completion, according to the timeline, to the office of Associate Department Head for Graduate Studies. Two extensions to complete the action plan will be allowed. If a student does not show significant improvement within the agreed time frame, the advisor and other faculty involved will advise the Associate Department Head to write a letter to the student with a strong recommendation to leave the doctoral study program.

Note: This process may appear burdensome for both doctoral students and faculty advisors, but the support from faculty and the Associate Department Head will be very useful for both you and your advisor while there is still time to improve the necessary abilities and skills to be successful and graduate with your doctorate degree.

C & I Doctoral Student’s Mid-Program Performance Review
Part A

Every C&I doctoral student needs to complete this review after 18 credit hours of doctoral coursework.

Student Name _____ Concentration Area _____

Academic Advisor _____

Number of credit hours completed (including current semester) _____

List courses taken (prefix and course title), credits per course, grade, semester, and Faculty name [attach preliminary program of studies]

Course Prefix #	Course Title	Credits	Grade	Semester &
<i>EDUC 603</i>	<i>Curriculum for a Diverse Society</i>	<i>3</i>	<i>A</i>	<i>Prof. Example</i>

Faculty

Part B

Evaluator name: _____ *Date* _____

Each faculty member involved (advisor, committee members, or faculty who have had the student in class) needs to write briefly about student performance concerning:

- a) Conceptualizing and discussing thoughtfully on a given topic
- b) Writing in academic genres
- c) Working beyond minimal requirements
- d) Turning in assignments punctually
- e) Following agreed program schedule
- f) Rushing to finish the coursework without having a well thought out program of studies
- g) Commitment to doctoral level learning and pursuit of graduation
- h) Willingness to receive and implement feedback

Graduate Assistantships

Graduate Assistantships are available through the Department of Curriculum & Instruction.

- **ELIGIBILITY:** Applicants must be admitted to the Graduate School. Students with experience as educators will be given priority in appointments to assistantships. Because of the strong commitment of New Mexico State University, the College of Education and the Department of Curriculum and Instruction to diversity in education, persons from underrepresented groups are especially encouraged to apply.
- **STIPEND:** Stipends are for a nine-month appointment.
- **SPECIAL BENEFIT:** During their appointments all graduate assistants pay only resident tuition fees.
- **RESPONSIBILITIES:** Assistants typically work 10-20 hours per week. Duties may be in the areas of instruction, research or administration. However, the majority of assistants are assigned instructional responsibilities such as supervising field experiences, teaching of lower division courses or assisting a professor with the course instruction.
- **COURSE LOAD:** Assistants are required to enroll in 9 hours of graduate coursework.
- **APPLICATION DEADLINE:** Applications should be submitted by February 15 to the Department of Curriculum & Instruction for the following fall semester. The candidate should be admitted to the Graduate School and submit an application, a curriculum vita and three letters of reference to:

Department Head
Curriculum & Instruction
Attention: Graduate Assistantships
New Mexico State University
MSC 3CUR
Las Cruces, NM 88003-0001

Final Words

If you have any additional questions regarding C&I's Doctoral Program, please do not hesitate to contact the department, the Associate Department Head for Graduate Programs or the Department Head.

Many thanks for your interest in Curriculum & Instruction!

This revised Doctoral Handbook has been in effect starting in: September 2013

This Doctoral Handbook was last up-dated on: Dec. 4, 2015