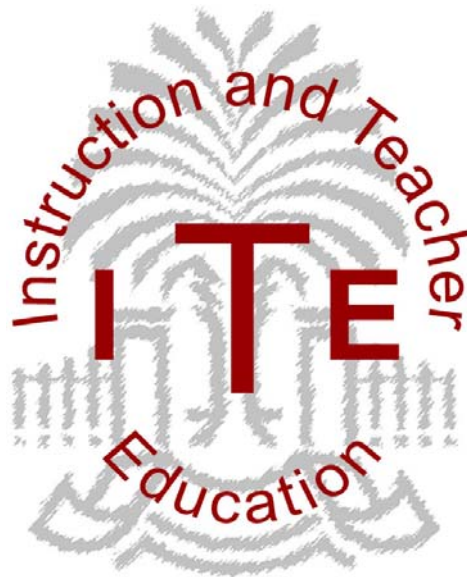


Doctor of Philosophy (Ph.D.)
in
Teaching & Learning



Program Advisement Guide



[Department of Instruction and Teacher Education](#)

[College of Education](#)

[University of South Carolina](#)

Admission Criteria

Admission to the Ph.D. in Teaching & Learning program is by application to the University of South Carolina Graduate School. Application packets are available on line from the Graduate School at gradschool.sc.edu. Specific admission criteria for acceptance into the Ph.D. degree in Teaching & Learning include all of the following:

1. receipt of an earned undergraduate degree from an accredited institution with an expected GPA of 3.0;
2. two favorable letters of recommendation;
3. complete transcripts of all undergraduate work and previous graduate work indicating degrees earned;
4. evidence of a minimum of 2 years of preK-12 teaching experience;
5. acceptable scores on the Miller's Analogy Test or Graduate Record Examination;
6. Letter of Intent outlining long-term professional goals including area(s) of interest related to the degree in Teaching & Learning.

Applicants who are assessed as meeting the above admission criteria are invited for personal interview with a committee of program faculty. Admission action will follow the interview. Applicants who successfully meet all requirements and are judged to have a successful interview will be recommended for admission to graduate study leading to the qualifying examination for the Ph.D. degree in Teaching & Learning.

Application Process

- a. Complete the on-line [Graduate School application](#).
- b. Submit 2 [letters of recommendation](#) to the Graduate School (USC Graduate School, 901 Sumter St. #304, Columbia, SC 29208).
- c. Submit a Letter of Intent to the Graduate School. This is part of your on-line Graduate School application.
- d. Submit official transcripts reflecting undergraduate degree and any graduate work to the Graduate School.
- e. Submit scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) to the Graduate School.

Program Faculty

Degree Program Leader: Kenneth Vogler

Elementary

Nathan Carnes (science)
Amy Donnelly (language and literacy)
Tambra Jackson (equity)
Tasha Laman (language and literacy)
Heidi Mills (language and literacy)
Stephen Thompson (science)
Kenneth Vogler (social studies)

Middle Level

Nathan Carnes (science)
David Virtue (social studies)

Secondary Education

Edwin Dickey (mathematics)
Christine Lotter (science)
Mary Styslinger (language and literacy, English)
Jan Yow (mathematics)

Progression

Advisor (Major): Upon admission, an advisor will be assigned to the candidate by the Degree Program Leader based on the letter of intent and interview. The candidate should contact the advisor for a recommendation of initial courses in preparation for Admission to Candidacy to the Ph.D. Degree by successful completion of the Qualify Examination. As the candidate progresses in the program, s/he may change the major professor/advisor at any time.

Initial Courses: After admission the candidate should consult with her or his assigned advisor and complete 9-15 semester hours of approved courses in preparation for writing the Qualifying Examination. No course work beyond 15 hours should be taken without successful completion of the Qualify Examination.

Qualifying Examination: The qualifying examination is a written paper to be used to assess the candidate's aptitude for completing the doctoral program. Candidates typically complete the qualifying examination within one year of admission to the Ph.D. program, but may only take the examination after completing 9 to 15 semester hours of advisor approved course work.

The Program Faculty will determine the content of the examination and will score the results of the examination as "pass" or "fail." Should the candidate fail the first administration, s/he will be allowed to take the examination a second time. The candidate's program advisor will make

recommendations concerning preparation for the final administration of qualifying examination, but the candidate cannot progress in the Ph.D. program without successful completion of the qualifying examination.

Doctoral Committees: Upon admission to degree candidacy, the candidate may form his or her doctoral committees. Three committees guide and evaluate a candidate's doctoral study:

1. Advisory Committee (determines the Program of Study)
2. Written and Oral Comprehensive Examination Committee
3. Dissertation and Dissertation Defense Committee

Program of Study: Upon successful completion of the Qualifying Examination the candidate will work with an advisor to form an Advisory Committee that will identify and approve the remaining courses required for the degree. The Advisory Committee must include at least two members from the Program Faculty and is formed through mutual consent of the candidate and an advisor chosen by the candidate. Typically, Advisory Committees include up to four members with at least one from outside the Department of Instruction and Teacher Education. The candidate has the option of having the Advisory Committee also serve as the Written and Oral Comprehensive Examination Committee. The advisor and student will sign the Program of Study and submit it to the College of Education Graduate Director who recommends it to the Dean of the Graduate School for final approval.

Written and Oral Comprehensive Examination: This examination consists of a written portion taken over 9 to 12 hours and an oral portion that will last approximately two hours. Before taking this examination the candidate should have completed all or be enrolled in the last of the course work on the approved Program of Study and have at least a "B" average on all course work completed at the doctoral level at the University of South Carolina. The questions for the written portion are developed by the members of the Written and Oral Comprehensive Examination Committee. The candidate forms this committee. It must include no fewer than four members, including the advisor who serves as chair and one of whom must be from outside the Department of Instruction and Teacher Education. The committee must be approved by the COE Graduate Director and the Graduate School using the Doctoral Committee Appointment Request ([G-DCA](#)) form.

The oral examination is to be administered within one month of the written examination. At the conclusion of the examination, the chair of the examination committee sends a memorandum documenting the result of "Pass," "Pass with Honors" or "Fail" to the College of Education Graduate Director. The Comprehensive Examination may be repeated only once and should be attempted within one calendar year based on recommendations of the examination committee. The candidate cannot progress in the Ph.D. program without successful completion of the comprehensive examination. The comprehensive examination must be completed neither less than 60 days nor more than 5 years from the date of graduation.

Dissertation Proposal: This document describes in detail the plan for the dissertation research study. The proposal is written after successful complete or the Written and Oral Comprehensive Examination. Each candidate must defend successfully the dissertation proposal before the dissertation committee. When approved unanimously by the committee, the proposal is signed and a copy is placed in the records of the student's program area.

Dissertation: The dissertation is the written report of the study described in the approved proposal and subsequently carried out. The Dissertation and Dissertation Defense Committee directs the research and preparation of the student's dissertation, examines the student on the content of the dissertation, directs the student to complete documents required for graduation, and signs forms required for graduation. The Dissertation and Dissertation Defense Committee requires no fewer than four members, at least one of whom must be from outside the Department of Instruction and Teacher Education. The chair of the Dissertation and Dissertation Defense Committee must be a regular member of the graduate faculty. The roster of the Dissertation and Dissertation Defense Committee is submitted to the COE Graduate Director and then to the dean of The Graduate School for approval on the Doctoral Committee Appointment Request ([G-DCA](#)) form. The Dissertation Signature and Approval ([G-DSF](#)) form is signed by all members of the Dissertation and Dissertation Defense Committee and sent to the graduate director of the program for signature

Dissertation Defense: Three weeks after the dissertation is completed and provided to all committee members, the advisor schedules an oral presentation of the dissertation followed by a question-and-answer period. This defense is attended by the Dissertation Defense Committee and other interested parties. This defense must be held at least thirty days prior to the date of graduation. The examination is restricted to a defense of the written draft of the dissertation as accepted by the student's dissertation committee. A majority of the committee must vote a grade of PASS for successful completion of the examination. A second examination may be held for candidates who do not receive a majority grade of PASS. Students failing the second examination are disqualified from further study toward the doctoral degree in the College of Education. Guest neither comment nor vote on the dissertation defense.

Key Assessments: The Ph.D. in Teaching and Learning has 6 key assessments 1) Qualifying Examination, 2) Written and Oral Comprehensive Examination, 3) Dissertation Proposal, 4) EDTE 850 Internship in Teaching Culminating Paper, 5) EDTE 851 Internship in Research Inquiry Project, and 6) Dissertation. These assessments will help track the progress of students from their initial entrance into the program until completion. They will assess the content knowledge; professional knowledge; internship; and ability to evaluate, design, and implement research.

Time Limitations: A minimum of 30 hours of course work applicable to the doctoral program must be completed within eight years of the date the degree is awarded. The dissertation must be completed and defended within five years after the candidate has passed successfully the Doctoral Comprehensive Examination.

Graduation: Conferring of the Ph.D. through a Hooding Ceremony (optional) based on the candidate completing all degree requirements.

Curriculum

The curriculum in the Ph.D. in Teaching and Learning is grounded in bodies of research that encompass the complex relationship between teaching and learning and the various disciplines at diverse grade levels.

The degree consists of 81 hours beyond the baccalaureate degree, the last 30 of which must be completed no more than eight years prior to graduation. These hours are distributed among six components: **Area of Specialization** which includes Pedagogical Content Knowledge, Teaching and Learning, and Curriculum; **Research**; **Internship**; **Cognate**; **Dissertation**; and **Electives**.

Degree Requirements

Area of Specialization (27 hours)

Pedagogical Content Knowledge: 9 hours in pedagogy courses within or across the core content areas of mathematics, science, language arts, and social studies. Two courses must be at the 800 level.

Teaching and Learning: 9 hours advanced and doctoral level course work involving instruction.

Required Course in Teaching and Learning (3 hours):

EDTE 870 Seminar in Instruction and Teacher Education

Recommended courses in Teaching and Learning (6 hours):

EDEL 815 Models of Teaching

EDTE 759 Teaching of Reasoning and Inquiry Skills

EDPY 706 Human Development

EDPY 741 Basic Processes: Cognition

EDPY 751 Psychological Analysis of Instruction

EDPY 805 Contemporary Research in Human Development and Education

Curriculum: 9 hours

Required Course (3 hours):

EDCS 821 Curriculum Theory

Diversity in Education Curriculum (3 hours)

EDCS 721 Social Class Diversity and the Curriculum

EDCS 722 Racial and Ethnic Diversity and the Curriculum

EDCS 723 Understanding Sexual Diversity in Schools and Other Social Institutions

EDCS 724 Gender Diversity in Schools and Communities

EDTE 776 Educating African-American Students

EDRD 811 Socio-cultural Perspectives on Literacy Learning

One additional general education foundations or curriculum course (3 hours)

Research (12 hours in educational research to include):

EDRM 710 Educational Statistics

EDRM 740 Qualitative Research in Education

Internship (6 hours):

EDTE 850 Internship in Teaching

EDTE 851 Internship in Research in Teaching and Learning

Cognate (9 hours):

A minimum of 9 hours must be in one area outside the Department of Instruction and Teacher Education.

Dissertation (12 hours):

EDTE 899 Doctoral Research and Dissertation Preparation

3 hours may be in EDRM 897 Dissertation Seminar in Education

Electives (15 hours):

A minimum of 15 hours in advanced graduate work.

Language Research Tool Requirement

The candidate must have a reading knowledge of one foreign language or an approved alternative selected from the Department of Instruction and Teacher Education language/research tool options.

Option A: Demonstrate competency in a foreign language or in an alternative language for the visually or hearing impaired by completion of one of the following courses with a grade of **B** or better:

Foreign Languages: 615 course or satisfactory performance on an examination administered by the Department of Languages, Literatures, and Cultures
EDEX 682: Introduction to Braille
EDEX 687: Manual Communication for the Hearing Impaired
(Substitute courses from other accredited institutions may be acceptable in place of EDEX 682 and 687.)

Option B: Demonstrate competency in a computer language or software package with potential for research applications by one of the following: 1) enroll in and pass EDET 603 Design and Development Tools I with a grade of **B** or better, 2) enroll in and pass both EDRM 710 and 711, Educational Statistics I and II, with grades of **B** or better, 3) submit artifacts at a time of comprehensive examination that demonstrate the ability to use a software package approved by the advisor for qualitative research; faculty in the program area will evaluate the artifacts using a departmental rubric, or 4) Demonstrate competency in a computer-related area of study outside of the College of Education by completion of one of the following courses or sets of courses with a grade of **B** or better (please check the bulletin section for the College of Engineering and Information Technology for prerequisites):

Programming: CSCE 145 and 146 or CSCE 500
Internet Resources: SLIS 703
Online Databases: SLIS 706 and SLIS 740

NOTE: With the flexibility that exists within **Pedagogical Content** (9 hours), **Cognate** (9 hours), and **Electives** (15 hours) students may choose to take courses in specific disciplines (mathematics, science, language arts, and social studies within and outside of the College of Education. For example, a student may prepare to be a teacher educator in science by taking graduate level science courses (in the College of Arts and Sciences) to meet the needs of cognate and electives and taking pedagogical content courses that focus on science methods (early childhood, elementary, and middle/secondary courses). On the other hand, a student may want to specialize in particular grade level teacher preparation, for example, middle level. That program of study would include various discipline combinations and methods courses that are appropriate for preparing teachers of students in grades 6-8. Psychology and foundation courses that focus on cognition, learning theories, and child development of preteens would become part of the program of study. Internships in Teaching and Research would also reflect that grade level preference.

USC Graduate School Doctoral Degree Requirements

(available for <http://bulletin.sc.edu/content.php?catoid=35&navoid=3814>)

Doctoral Program of Study

Every doctoral degree student must file a doctoral program of study ([D-POS](#)) in The Graduate School for approval by the dean of The Graduate School. A program of study is a list of courses that satisfy degree requirements and is one of the degree audit documents. It allows the student and the advisor to engage in early planning of course work, explore research interests, and discuss requirements for progress toward degree; facilitates subsequent advisement; and protects the student in the event of unexpected curriculum or faculty changes. The doctoral student must file a completed Program of Study (D-POS) form within the first 24 months of course work, but earlier if possible. The D-POS must be signed by the chair of the student's Advisory Committee, the graduate director of the program, and the dean of The Graduate School. If necessary, an approved program of study can be modified with a [Request for Program Adjustment](#) form.

Residency Requirement

The intent of a residency requirement is to ensure that doctoral students benefit from and contribute to the full spectrum of educational and professional opportunities provided by the graduate faculty of a research university. When establishing residency, the student should interact with faculty and peers by regularly attending courses, conferences, and seminars and using the library, library services, and other resources that support excellence in graduate education.

After admission to the doctoral program, the doctoral residency requirement is satisfied with 18 hours of course work taken in 3 consecutive major semesters. Enrollment in a summer term is not required to maintain continuity, but credits earned during summer terms (including May Session) will count toward the 18 hours required for residency.

Each graduate program may establish residency requirements that exceed these minimum standards. In doing so, the program may exclude certain courses and credit hours from meeting the residency requirement. The student's advisory committee certifies on the doctoral program of study ([D-POS](#)) form the term dates and the courses that satisfy the student's residency requirement.

Written and Oral Comprehensive Examination

Candidates must pass a written and oral comprehensive examination conducted by the student's academic program under the direction of the [Written and Oral Comprehensive Examination Committee](#). This Committee must be comprised of no fewer than four members, at least one of whom must be from outside the candidate's major department. Normally, the comprehensive examination is given after the candidate has completed all course work on the program of study except for courses in which the student may be currently registered. The comprehensive examination may not be given less than 60 days before the student receives the degree.

Note: Certification of the comprehensive examination for doctoral students remains valid for five years from the academic term taken, after which it must be revalidated.

Dissertation Submission and Approval

Candidates enrolled in a doctoral degree program are required to submit an approved dissertation to satisfy part of the requirements for the degree. The dissertation is the ultimate requirement of the doctoral program and becomes a permanent record of the student's independent research or creative effort. The best academic tradition and professional practice require The Graduate School to preserve and share graduate student work with other scholars. To do that successfully means maintaining high standards concerning the form and appearance of the dissertation. The dissertation is based on original research and is completed under the direction of the [Dissertation and Dissertation Defense Committee](#). [Dissertation formatting and organization guidelines](#) are available on the website of The Graduate School. No later than five years after passing the comprehensive examination, the student must present a dissertation that has been approved by the student's Dissertation and Dissertation Defense Committee.

Dissertation Defense

A dissertation must be successfully defended before the Dissertation and Dissertation Defense Committee. The dissertation defense should be no fewer than 30 days before the date of graduation.

The Graduate School requires that the dissertation defense be publicly announced. The Dissertation Defense Announcement ([G-DDA](#)) form must be submitted at least 14 days prior to the defense.

When the defense has been approved by the Dissertation and Dissertation Defense Committee, the signatures of the committee members must be obtained on the Dissertation Signature and Approval ([G-DSF](#)) form. The electronic submission of the dissertation will not have title page signatures; this is to prevent theft and unauthorized use of signatures that otherwise might occur. The graduate director of the academic program will also be asked to sign the G-DSF form to affirm that the dissertation follows The Chicago Manual of Style or another style manual endorsed by the program.

In addition, the student must complete the Survey of Earned Doctorates ([SED](#)) available on the website of The Graduate School. The G-DSF with signatures and the SED must be delivered to [The Graduate School program coordinator](#) who oversees the degree program. The G-DSF is to be submitted to the program coordinator in an envelope marked "Confidential." The student may [hand-deliver](#) the completed SED and G-DSF to The Graduate School program coordinator or may send it through the [mail](#).

Note: The G-DSF and SED must be received by the final submission deadline in order for the student to be cleared for graduation.

College of Education Advanced Programs Policies Related to Doctoral Programs

(available from http://www.ed.sc.edu/facinfo/AcademicPol/adv_pro.asp)

Advisors and Committees for Doctoral Degrees

1. A temporary advisor from the graduate faculty shall be appointed by the program immediately upon admission to study leading to the candidacy examination.
2. The Program Advisory Committee may be selected upon admission to study leading to the candidacy examination but must be selected as soon as possible after successful completion of the candidacy examination. The chair of the committee will recommend the appointment of committee members to the Graduate Director of the College of Education using the Doctoral Committee Request Form (GS-48). The Graduate Director will review the recommendation for consistency with Graduate School policy and the inclusion of any required supporting documentation. The recommended chair of the committee will be notified of any inconsistencies. Cleared request forms and supporting materials will be forwarded to the Dean of The Graduate School for approval.
3. The chair of any of the four doctoral committees will be a member of the graduate, tenure-track faculty of the College of Education, will hold an earned doctorate in an appropriate area of study, and will have served as a committee member of at least one doctoral committee before being eligible to serve as a chair.
4. Doctoral Committees: The membership of each of the four doctoral committees is specified by the Graduate School as noted below. Doctoral committees may be reconstituted as students progress through the program. The following are minimum criteria, of course, so additional members may participate on any committees. One group of four faculty members could serve as all four committees provided the group includes one member of an outside college or department.
 - a. Program Advisory Committee
"...a committee of three or more members, one being from outside the candidate's major department..."
 - b. Oral Comprehensive Examination Committee
"...at least four members including one outside member..."
 - c. Dissertation Committee
"...three or more faculty from the major field..."
 - d. Dissertation Oral Examination Committee
"...at least four members, one of whom is from outside the major department..."
 - e. Eligibility of Committee Members:
 - i) All Graduate School Faculty are automatically eligible to serve on committees (See p. 3 for definition of Graduate Faculty).

ii) To include a member other than regular Graduate Faculty on a committee, the Doctoral Committee Request Form should be accompanied by a current curriculum vitae and a memo from the doctoral committee chair explaining why the nominee is uniquely qualified to serve on the committee.

iii) The department can propose an individual other than regular Graduate Faculty be approved for "extended eligibility" by submitting a packet to The Graduate School including form GS 58, a curriculum vitae, a justification regarding the person's contribution to the unit's graduate program, and signatures of endorsement from the department chair and Associate Dean for Academic Affairs.

iv) Retired members of the faculty may continue to chair doctoral committees for a maximum period of two years following their retirement. In the case of special circumstances, appeals of this policy, which should include a rationale statement, may be made to APGC which may grant extensions of up to two years at one time.

Doctoral Degree Programs

1. Program: Requirements for doctoral programs are determined by graduate faculty at the program level after admission to candidacy. All program requirements must meet general Graduate School requirements. Each Ph.D. program must include at least 3 post-masters/700-800 level courses (not to include the cognate) within the College of Education, USC-Columbia, but outside the department of the degree program*. The amount of course work taken as a non-degree student that can apply to a program of study is limited as stipulated by Graduate School policy and individual program requirements. A student's program of study must be approved by the student's committee, the Graduate Director of the College of Education, and the Dean of The Graduate School. Eligibility for graduation will be judged on the basis of completion of this document. Changes in the program of study shall be submitted on the Adjustment in Graduate Program form.

2. Language: Language requirements vary by program area with department approval.

3. Comprehensive examination: In accordance with program schedules, the doctoral committee chair will schedule a comprehensive examination consisting of a written and an oral portion. (See Doctoral Examinations section A and B.)

4. Dissertation proposal will be submitted in accordance with program policies.

5. Dissertation: Each candidate must undertake original research and prepare a dissertation based on the research. All dissertations in the College of Education will carry single authorship. The research must be conducted under the supervision of the student's doctoral committee and the dissertation must be approved by both the committee and the Dean of The Graduate School. The dissertation must be completed and defended within five years after the candidate has successfully completed the comprehensive examination. Failure to

complete all requirements for graduation, including the dissertation, within this period of time will necessitate retaking or revalidating successfully the comprehensive examination.

6. Defense of Dissertation: Each candidate must defend successfully the dissertation before an approved examining committee of no less than four persons at least thirty days prior to graduation.

7. Residence: Residence requirements will be determined by programs within Graduate School guidelines.

8. Time Requirement: A minimum of 30 hours of course work above the master's applicable to the doctoral program must be completed within eight years of the date the degree is awarded.

*Existing COE policy (see p. 20) requires that each Ph.D. program must include at least 3 post-masters/700- 800 level courses (not to include the cognate) within the College of Education, but outside the department of the degree program. APGC proposed and had accepted by the Faculty in the College a clarification of the policy as follows:

1. The intent of the "post-masters three course requirement within the College but outside a Ph.D. student's home department" is to broaden the student's knowledge, experience, and understanding of the field of education.

2. Programs or departments within the College may petition the APGC to approve programmatic/departmental exceptions to the policy and procedures for student appeals. The APGC will evaluate such proposals based on the original intent of the COE policy-providing Ph.D. students with a broader perspective on the field of education.

3. Courses taken in a second masters degree may be used to fulfill the three course requirement. This is subject to the discretion of the student's advisor and applicable rules related to transfers and age of the course. The courses used from a second masters either have to be in education but outside the student's department or an appeal process would have to be followed.

4. Courses used to meet the three course requirements must be the equivalent of 700 or higher level courses and be courses designed to fulfill graduate programs of study requirements.

5. The term "USC Columbia" referred to in the policy statement includes courses taught by departmentally approved faculty on the USC Columbia campus AND USC Columbia tenure-track faculty on other USC system sites.

Doctoral Examinations

1. Doctor of Philosophy

a. Candidacy/Qualifying Examination: A screening process, prepared by the program faculty, will be used to determine the applicant's potential for successful

completion of the Ph.D. in that particular department or program. If an examination is used, students have two opportunities to successfully complete the exam.

b. Comprehensive Examination: At the time recommended by the doctoral committee chair in accordance with program guidelines, each student must complete satisfactorily a comprehensive examination with written and oral portions based upon study in education and the student's cognate field. Before taking this examination the candidate should have completed all or be enrolled in the last of the course work originally prescribed and have at least a "B" average on all course work completed on the doctoral level at the University of South Carolina. The written portion of the examination will be scheduled for 9-12 hours. The oral portion of the examination will last approximately two hours. The oral examination is to be administered within one month of the written examination. A doctoral comprehensive examination must be completed not less than 60 days nor more than 5 years from the date of graduation.

i. Scale: Pass with Honors, Pass or Fail for written portion of exam. Pass or Fail for oral portion of exam. Pass with Honors may be earned only on the first administration of the test.

ii. Scorers: The student's doctoral examination committee shall grade the examination. Additional members may be appointed when needed to assure expertise in the subject areas covered by the student's courses.

iii. Procedures for Evaluation of Student Performance: At the completion of the oral portion of the examination, each member of the student's doctoral committee votes on the grade as Pass, Pass with Honors, or Fail. A majority of the members' decisions must be Pass or Pass with Honors for the student to receive a grade of Pass or Pass with Honors on the examination.

iv. Retaking the Examination: A student who does not successfully complete the examination or designated portions on the first attempt may take the examination a second time. The chair of the doctoral committee, in accordance with program guidelines, will determine the appropriate time for retaking the exam. Students failing the exam a second time are disqualified from further graduate study toward a doctoral degree in the College of Education.

v. Final Recommendation for Student's Curriculum: If the student passes the examination, the examining committee shall determine the additional courses, if any, the student shall be required to take for the Ph.D. Additional courses can be added to the student's program if a majority of the examining committee members sees a need for additional course work to remedy weaknesses. This shall represent the final opportunity for the faculty to add to the student's course requirements.

DISSERTATION

A. Dissertation Proposal: Each candidate must defend successfully the dissertation proposal before the dissertation committee. When approved unanimously by the committee, the proposal is signed and a copy is placed in the records of the student's program area.

B. Dissertation Writing: Each candidate must undertake original research and prepare a dissertation based on it. The research is conducted under the supervision of the student's dissertation committee, and the dissertation must be approved by both the committee and the Dean of The Graduate School.

C. Dissertation Defense: Candidates may not defend a dissertation until the doctoral comprehensive examination has been successfully completed. Each candidate must defend successfully the dissertation before an approved examining committee at least thirty days prior to the date of graduation. The examination will be open to the faculty and guests. Invited guests shall not vote or comment on the student's performance. The examination is restricted to a defense of the written draft of the dissertation as accepted by the student's dissertation committee. A majority of the committee must vote a grade of PASS for successful completion of the examination. A second examination may be held for candidates who do not receive a majority grade of PASS. Students failing the second examination are disqualified from further study toward the doctoral degree in the College of Education.

D. Dissertation Credits: A minimum of twelve semester hours of dissertation preparation credit is required for the completion of a dissertation. A candidate must register for dissertation credit in the semester in which the degree is conferred.

E. Time Limitations: A minimum of 30 hours of course work applicable to the doctoral program must be completed within eight years of the date the degree is awarded. The dissertation must be completed and defended within five years after the candidate has passed successfully the Doctoral Comprehensive Examination.

F. Additional Requirements: Students should consult with the degree program representatives in their proposed area of study for specific courses or other requirements.