The Student Committee of Educational Studies is responsible for compiling and updating this program handbook. When policy changes occur at the University or College level, they supersede the information contained in this handbook. Please consult the UC Graduate School Handbook for the university-level policies and the CECH Graduate Policies for the college-level policies. International students should consult the UC International Services.

Last updated June 9, 2011
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Part I: Overview and General Information

Section 1: Program Mission and Goals

The Educational Studies program provides multidisciplinary teaching and scholarship designed to prepare skilled and committed practitioners and researchers to improve education and social policy and practice. Drawing upon multiple theoretical perspectives and research paradigms, the program represents the breadth of knowledge that leads to deeper understandings in the following three areas of concentration:

- **Psychological Foundations of Education**: The Psychological Foundations prepares academic scholars and research scientists in Human Development and Cognitive Psychology
- **Research Methodologies**: The Research Methodologies prepares researchers and methodologists in Qualitative Research Methodology, Action Research Methodology, Quantitative Research Methodology, and Assessment and Evaluation

The Educational Studies program aims to achieve the following goals:

- To prepare practitioners who are well rounded in the theoretical and methodological foundations of human learning and social dynamics both within and outside of school settings.

Figure 1. Multidisciplinary Foundations in Educational Studies.
• To train scholars who specialize in an advanced substantive theory or methodological paradigm that is informed and enriched by the interrelatedness of multiple perspectives and modes of inquiry in human research.
• To develop leaders and policy makers who are visionary pioneers in the transformation of educational theories and practices that provide guideposts in unchartered territories.
• To create an inclusive educational environment that sustains pedagogic precepts that promote the basic human rights of social justice, equality, and diversity within local and global communities.
• To foster a learning community that encourages reflective and critical thinking and engages in challenging and intellectual dialogues for knowledge generation and educational advancement.

Program graduates are prepared to make significant contributions as university faculty members, educational scholars, researchers and evaluators, and educational policymakers. Most of our graduates hold an administrative, teaching, or research position in a higher education institution. We also prepare leaders in P-12 schools, school districts, human research institutions, and social service organizations.

Section 2: Curriculum and Strands

The Educational Studies Program offers multidisciplinary courses of study in Cognitive Psychology and Human Development, Social and Cultural Foundations of Education, and Research Methodologies. Our curriculum accommodates the needs of working professionals by offering late afternoon and evening classes. Many courses are hybrid models that enhance face-to-face instruction with Web technology. Some courses are offered exclusively online. Currently no degrees in Educational Studies can be earned entirely online, but work is underway to develop online degree and certificate programs. All credit hours refer to quarter hours. 1 semester hour equals 1.5 quarter hour or 1 quarter hour equals 0.67 semester hour.

Psychological Foundations of Education

Graduate students interested in Psychological Foundations may choose courses of study in Cognitive Psychology and Human Development.

- **Cognitive Psychology**: Curriculum in Cognitive Psychology focuses on the exploration and application of learning and cognitive theories in educational settings.
- **Human Development**: Emphases in Human Development include theory and knowledge in social, personality, cross-cultural psychology and in psychological development specific to phases of the human life span.
- **General Psychology**: Other related courses include those focusing on cooperative learning, peer and teaching relationships, self concept and efficacy, motivation and social and cultural differences related to educational and human service delivery.
Social and Cultural Foundations of Education

Graduate students interested in social and cultural foundations may choose courses of study in Sociology of Education, Educational Anthropology, Educational Policy and Politics, Peace Education, History and Philosophy of Education.

- **Sociology of Education**: Courses in Sociology of Education concentrate on Marxist, feminist, and other classic and contemporary theories in education as well as research on social issues related to schooling and educational inequities.
- **Educational Anthropology**: Educational Anthropology explores the cultural contexts of schooling and the impact of cultural differences and conflict on teaching and learning.
- **Educational Policy and Politics and Peace Education**: Educational Policy and Politics examine the political spectra of education. Peace Studies offers insights on conflict resolution and other issues related to peace education.
- **History and Philosophy of Education**: Courses in History of Education focus on general historical trends in education and more specific topics such as the history of African American education. Philosophy of Education covers philosophical perspectives on education.

Research Methodologies

Graduate students interested in Research Methodologies may choose courses of study in Quantitative Research Methodology, Qualitative Research Methodology, and Action Research Methodology. Students may also specialize in Assessment and Evaluation with support from General Research Methodology and other advanced methodologies.

- **Qualitative Research Methodology**: Courses in Qualitative Research Methodology introduce students to field methods for conducting qualitative inquiries of contemporary phenomena or historic events.
- **Quantitative Research Methodology**: Courses in Quantitative Research Methodology include basic and intermediate statistical analysis and advanced applications of multivariate statistics, quantitative research synthesis, quantitative design, and experimental research.
- **Action Research Methodology**: Courses in Action Research Methodology emphasize classroom-based and community-based participatory research in which practitioners engage in scholarly pursuits of actionable impacts on their immediate environments.
- **Assessment and Evaluation**: Courses in Assessment and Evaluation examine methods for data collection, scaling, and evaluative judgment, including measurement of quantitative attributes, assessment of qualitative attributes, program evaluation, personnel appraisal, and psychometric modeling of human traits.
- **General Research Methodology**: Courses in General Research Methodology introduce students to the research process and different modes of inquiry by exploring the epistemological foundations and methodological considerations of various research paradigms.
Section 3: Degree and Certificate Programs and Centers

The Educational Studies program offers two degree tracks (MA and PhD) and six non-degree graduate certificate tracks (Assessment and Evaluation, Developmental and Learning Sciences, Jewish Education, Peace Education, Scholarship in Teaching and Learning, and Urban Education). There are three centers that support these program tracks: Center for Action Research, Center for Studies in Jewish Education and Culture, and Urban Center for Peace Education and Research. The organizational structure of these units is depicted in the following diagram:

![Diagram of the organizational structure of the Educational Studies program, featuring degree programs, certificate programs, and centers.]

Figure 2. Educational Studies Degree Programs, Certificate Programs and Centers
Master’s of Arts Degree
The Master’s of Arts (MA) in Educational Studies is a multidisciplinary graduate degree program exploring fields in Psychological Foundations of Education, Social and Cultural Foundations of Education, and Research Methodologies. The MA degree in Educational Studies emphasizes the interdisciplinary integration of the above three strands with an aim to develop well-rounded educational leaders and practitioners. Working for a Master’s degree prepares the graduate for administrative and instructional positions in educational institutions and social service agencies. Graduates of the MA program typically become educators, leaders, program developers, evaluators, and policy makers. The MA program is also an excellent introduction to further advanced study in the doctoral program of Educational Studies or related fields. Many Master’s-level courses are a critical part of advanced study as well as being tailored especially for the Master’s degree.

Doctor of Philosophy Degree
The Doctor of Philosophy (PhD) in Educational Studies is a multidisciplinary graduate degree program with areas of concentration in Psychological Foundations of Education, Social and Cultural Foundations of Education, and Research Methodologies. Students working for a PhD in Educational Studies specialize in one of the above three strands with support from one or more of the other strands. The doctoral degree emphasizes the scholarly pursuit of the theoretical underpinning and methodological advancement of educational research. Working for a PhD degree prepares the graduate for academic and administrative positions in educational institutions and social service agencies. Graduates of the PhD program typically become university faculty members, higher education administrators, research scientists, and other leadership roles. The doctoral-level courses provide critical training in the intellectual pursuit of advanced knowledge in educational, social, and behavioral sciences.

Graduate Certificate Degree
Post-baccalaureate students can earn graduate certificates either as part of their MA or PhD degree program or as a stand-alone non-matriculated program in Educational Studies. The Educational Studies program offers the following certificates:

- **Assessment and Evaluation Certificate.** The Assessment and Evaluation Graduate Certificate Program is aimed at the development of professional expertise in assessment and evaluation theories, methods, and research. The certificate requires 24 credit hours of graduate coursework.
- **Developmental and Learning Sciences Certificate.** The Developmental and Learning Sciences Graduate Certificate Program is focused on improving children’s development and learning outcomes by integrating theory and research from the fields of developmental psychology, cognitive science, neuroscience, and education. The certificate requires 21 credit hours of graduate coursework.
- **Jewish Education Certificate.** The Jewish Education Graduate Certificate Program is focused on developing and improving educators’ pedagogical skills and the acquisition of general content knowledge of Jewish culture and history. The certificate requires 18 credit hours of graduate coursework.
- **Peace Education and Urban Education Certificates.** The Peace Education Undergraduate/Graduate Certificate Program is aimed at prevention of violence, conflict resolution, and creation of positive school climates. The Urban Education Graduate Certificate Program is aimed at establishment of urban education policies and curricula. Both certificates require 21 credit hours of coursework.

**Centers**

The above degree and certificate programs are supported by three centers housed under the Educational Studies program:

- **Center for Action Research.** The Action Research Center provides a focal point for educational and community-based participatory research efforts by scholars from across the University interested in exploring ways to make research more relevant in promoting social justice and in addressing critical problems and concerns both locally and globally.

- **Center for Studies in Jewish Education and Culture.** The Center for Studies in Jewish Education and Culture research agenda seeks to advance theoretical understandings of culture, relationship, and teacher identity and develop new models for teachers’ professional development.

- **Urban Center for Social Justice, Peace Education and Research.** The Urban Center for Peace Education and Research provides training and conduct research in the establishment of policies and procedures for the prevention of violence, conflict resolution, and for effectively dealing with bullying, harassment, and violent acts.

**Section 4: Faculty**

The Educational Studies program is composed of a collective of scholars whose work is grounded in the rigors and paradigms of multidisciplinary inquiry. The diverse and multidimensional orientations of the faculty invigorate a uniquely constructive dialectical interaction that is the foundation for our status as a critical conscience within the College. Our concerns for peace and justice as well as issues of class, race, and gender and emphasis on urban education also make us a voice of advocacy for local and global communities. Our equally sound foundations in qualitative, quantitative and action research methodologies give rise to a prolific record of publication and a national reputation.

**Psychological Foundations of Education Faculty**

**Core Faculty**

- **Rhonda Brown,** Associate Professor, Cognitive Developmental Psychology (PhD, Florida Atlantic University)
  
  Office: 2130W Edwards 1; Phone: 513-556-3622; Email: Rhonda.Brown@uc.edu
  

- **Lanthan D. Camblin,** Professor Emeritus, Human Development (PhD, University of Missouri)
  
  Office: 401B Dyer; Phone: 513-556-3331; Email: Lanthan.Camblin@uc.edu
Research: Diversity issue, faculty development, the study of everyday “behaviors.” Teaching: Lifespan human development

- Marcus L. Johnson, Assistant Professor, Educational Psychology (PhD, University of Nevada)
  Office: 475D Dyer; Phone: 513-556-0555; Email: Marcus.Johnson@uc.edu
  Research: Motivation, task values, hot cognition, science education, conceptual change learning, human development (adolescence and adults). Teaching: Human Learning and Development, Adult Human Development, Introduction to Research Methodology, Modes of Inquiry

- Beth A. O'Brien, Assistant Professor, Cognitive Psychology (PhD, Tulane University)
  Office: 2150E Edwards 1; Phone: 513-556-7097; Email: obrienba@uc.edu
  Research: Cognitive, perceptual and orthographic processes involved in the development of reading, fluency, and developmental dyslexia. Teaching: Cognitive and Learning Science, Developmental cognitive neuroscience, Research methods, Psychology of reading

- Harry J. Prats, Professor, Human Development (MEd, University of Cincinnati)
  Office: 610 Q Teachers College; Phone: 513-556-1678; Email: Harry.Prats@uc.edu
  Research: Effective learning environments, motivation and self-efficacy. Teaching: Human Development, Human Learning and Development in Education

Support Faculty

- Roger Collins, Professor Emeritus, Counseling and Mental Health (PhD, Harvard University)
  Office: 401A Dyer; Phone: 513-556-3613; Email: Roger.Collins@uc.edu
  Research: Advocacy and social action in the context of ecological counseling and the use of contemporary literature in traditional social science approaches. Teaching: Children in Groups, Self-concept and Achievement, Social Inequalities and Schooling, and Cultural Diversity and Mental Health

- Miriam Raider-Roth, Associate Professor, Human Learning (EdD, Harvard University)
  Office: 610P Teachers College; Phone: 513-556-3808; Email: Miriam.Raider-Roth@uc.edu
  Research: Relational context of teaching and learning; children's and teachers' conceptions of their relationships in school; authentic assessment; use of descriptive process in teacher professional development; and feminist qualitative research methods. Teaching: Human Learning, Action Research, Feminist Qualitative Methodology.

Social and Cultural Foundations of Education Faculty

Core Faculty

- Vanessa K. Allen-Brown, Associate Professor, History, Philosophy, and Politics of Education (PhD, University of Missouri)
  Office: 401D Dyer; Phone: 513-556-3625; Email: Vanessa.Allen-Brown@uc.edu
• **Marvin J. Berlowitz**, Professor, Educational Sociology (PhD, State University of New York at Buffalo)
  Office: 341A Teachers College; Phone: 513-556-3608; Email: Marvin.Berlowitz@uc.edu
  Research: Peace education and urban education. **Teaching:**

• **Mary L. Brydon-Miller**, Professor, Action Research (PhD, University of Massachusetts)
  Office: 610K Teachers College; Phone: 513-556-5109; Email: Mary.Brydon-Miller@uc.edu
  Research: Community-based and educational action research, ethics. **Teaching:** Action Research

• **Roger Collins**, Professor Emeritus, Counseling and Mental Health (PhD, Harvard University)
  Office: 401A Dyer; Phone: 513-556-3613; Email: Roger.Collins@uc.edu
  Research: Advocacy and social action in the context of ecological counseling and the use of contemporary literature in traditional social science approaches. **Teaching:** Children in Groups, Self-concept and Achievement, Social Inequalities and Schooling, and Cultural Diversity and Mental Health

• **Miriam Raider-Roth**, Associate Professor, Action Research (EdD, Harvard University)
  Office: 610P Teachers College; Phone: 513-556-3808; Email: Miriam.Raider-Roth@uc.edu
  Research: Relational context of teaching and learning; children's and teachers' conceptions of their relationships in school; authentic assessment; use of descriptive process in teacher professional development; and feminist qualitative research methods. **Teaching:** Human Learning, Action Research, Feminist Qualitative Methodology

• **Stephen C. Sunderland**, Professor, Peace Education (PhD, Case Western Reserve University)
  Office: 341B Dyer; Phone: 513-556-4622; Email: Steve.C.Sunderland@uc.edu
  Research: Transition of students with cognitive and physical challenges in higher education; elements of compassionate and inspiring teaching; sources of religious hatred. **Teaching:** Schooling and Teaching, Conflict Resolution, Alternatives to Violence, and Mediation

**Support Faculty**

• **Lisa M. Vaughn**, Associate Professor, Social Psychology (PhD, University of Cincinnati)
  Office: 610T, Teachers College; Phone: 513-636-9424; Email: Lisa.Vaughn@cchmc.org
  Research: Community psychology, community-engaged research, public health, and community-based participatory research. **Teaching:** Modes of Inquiry, Attitude Formation and Change, Sociocultural Psychology of Immigrant Children, Community-Based Participatory Research

**Research Methodologies Faculty**

**Core Faculty**

• **Mary L. Brydon-Miller**, Professor, Action Research (PhD, University of Massachusetts)
  Office: 610K Teachers College; Phone: 513-556-5109; Email: Mary.Brydon-Miller@uc.edu
  Research: Community-based and educational action research, ethics; Teaching: Action Research
• **Wei Pan**, Associate Professor, Quantitative Research (PhD, Michigan State University)
  Office: 475A Dyer; Phone: 513-556-2610; Email: [Wei.Pan@uc.edu](mailto:Wei.Pan@uc.edu)
  Research: causal inference, resampling, hierarchical linear models, structural equation modeling, meta-analysis. **Teaching:** Multivariate Statistics, Quantitative Research Synthesis

• **Miriam Raider-Roth**, Associate Professor, Action Research (EdD, Harvard University)
  Office: 610P Teachers College; Phone: 513-556-3808; Email: [Miriam.Raider-Roth@uc.edu](mailto:Miriam.Raider-Roth@uc.edu)
  Research: Relational context of teaching and learning; children's and teachers’ conceptions of their relationships in school; authentic assessment; use of descriptive process in teacher professional development; and feminist qualitative research methods. **Teaching:** Human Learning, Action Research, Feminist Qualitative Research

• **Lihshing Leigh Wang**, Associate Professor, Quantitative Methodology (PhD, University of Illinois)
  Office: 475C Dyer; Phone: 513-556-3628; Email: [Leigh.Wang@uc.edu](mailto:Leigh.Wang@uc.edu)
  Research: Large-scale assessment, computer adaptive testing, psychometric modeling, and Monte Carlo simulation. **Teaching:** Introduction to Research Methodology, Measurement and Assessment, Item Response Theory, Experimental Research, and Quantitative Research Methods Sequence

**Support Faculty**
• **Lisa M. Vaughn**, Associate Professor, Research Methodologies (PhD, University of Cincinnati)
  Office: 610T, Teachers College; Phone: 513-636-9424; Email: [Lisa.Vaughn@cchmc.org](mailto:Lisa.Vaughn@cchmc.org)
  Research: Community psychology, community-engaged research, public health, and community-based participatory research. **Teaching:** Modes of Inquiry, Attitude Formation and Change, Sociocultural Psychology of Immigrant Children, Community-Based Participatory Research

**Section 5: Organizational Structure**

The administrative structure of the Educational Studies program is comprised of a Program Coordinator and three committees: Student Committee, Faculty Community, and Curriculum Committee.

• **Student Committee:** The Student Committee is in charge of recruitment, advisement, admissions, graduation, and financial aid. The current faculty members are Vanessa Allen-Brown, Lanthan Camblin, Wei Pan, Stephen Sunderland, and Leigh Wang.

• **Faculty Committee:** The Faculty Committee is in charge of course scheduling, faculty searches, semester conversion, and summer school. The current faculty members are Rhonda Brown, Roger Collins, Annette Hemmings, and Harry Prats.

• **Curriculum Committee:** The Curriculum Committee is in charge of strategic planning, program reviews, program development, and outreach programs. The current faculty members are Marvin Berlowitz, Mary Brydon-Miller, Marcus Johnson, Beth O’Brien, and Miriam Raider-Roth.
Section 6: Admission Requirements and Application Procedures

Criteria for Admission

Students applying for admission to the Master of Arts (MA) or Doctoral of Philosophy (PhD) programs should have:

- Those applying to the Masters Program must have a Baccalaureate Degree from an accredited college or university. Those applying to the Doctoral Program must have a Masters Degree from an accredited college or university.
- A preferred minimum grade point average for admission to the Masters Program of 3.0 [on a 4.0 scale] at the undergraduate level and for admission to the Doctoral Program a minimum cumulative grade point average of 3.0 [on a 4.0 scale] on previous graduate coursework.
- A preferred minimum combined score of 950 on the verbal and quantitative sections of the Graduate Record Examination (GRE) taken within five years prior to admission. To register for the GRE, contact the Psychological Services Center.
- If applicants' first language is not English, they are required to take the Test of English as a Foreign Language (TOEFL) unless they have previous degrees from higher education institutions in the United States. The TOEFL score must be taken less than two years prior to the admission date. The minimum TOEFL acceptable score is 520 on the paper-based version, 190 on the computer-based version, or 68 on the internet-based version. The English proficiency
requirement is also met for students who have completed level 112 of Intensive English instruction at ELS Language Centers.

- Academic credentials and professional experiences relevant to a degree in Educational Studies: interests and experiences that match the expertise available among Educational Studies faculty; and a commitment to education, diversity and the Educational Studies Program as evidenced in the goal statement and other supporting materials.

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**Application Deadlines**

**Doctoral Program:** Students who wish to apply to the Doctor of Philosophy (PhD) Program in Educational Studies must submit their application materials by **February 1.**

**Masters Program:** Students who wish to apply to the Master of Arts (MA) Program in Educational Studies must submit their application materials in accordance with the following review schedule:

<table>
<thead>
<tr>
<th>Admission Quarter</th>
<th>Application Deadline</th>
<th>Decision Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>August 1</td>
<td>September 10</td>
</tr>
<tr>
<td>Winter</td>
<td>November 1</td>
<td>December 10</td>
</tr>
<tr>
<td>Spring</td>
<td>February 1</td>
<td>March 10</td>
</tr>
<tr>
<td>Summer</td>
<td>May 1</td>
<td>June 10</td>
</tr>
</tbody>
</table>

*Figure 4. Educational Studies Master’s Degree Application Review Schedule.*

**Certificate Programs:** Most Certificate programs are on a rolling admission basis. Please refer to Part II for their admission deadlines and requirements.

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**Application Procedures**

Application to all graduate studies at the University of Cincinnati is fully online. Please go to **Graduate Apply Online** to submit your application. The required documents for application to Educational Studies are the following:

1. A typewritten statement about your academic and professional goals. Include in your statement brief narratives about: a) your academic and professional experiences; b) your immediate and long-range
aspirations; and c) how the Educational Studies Program will help you to meet your goals. When applying to the doctoral program, the applicant should explain specifically what area of concentration or strand he or she would like to study. Those who are unclear about their area of concentration are strongly encouraged to indicate potential interest in one of the three strands.

2. A copy of a curriculum vitae or resume with your name, address, phone number, e-mail address, colleges attended with degrees and dates, employment history, professional experiences and names of references who will be sending letters.

3. Official transcripts showing all undergraduate and graduate course work completed including degrees granted and dates of degrees.

4. Scores on the Graduate Record Examination (GRE) taken within the five year period prior to application.

5. Scores on the Test of English as a Foreign Language (TOEFL) if first language is not English.

6. A minimum of three current letters of recommendation which address your academic and professional background and accomplishments. Letters should be written by college or university faculty, graduate advisors or other individuals who can address your academic accomplishments or potential as a scholar.

Please note that incomplete applications will not be processed or reviewed. It is the applicant’s responsibility to ensure that all required materials and support documents are successfully submitted. Upon receiving notification of acceptance, applicants must notify the program in writing of their intent to enroll. If applicants do not receive any notification regarding acceptance or rejection after the expected decision date, they should contact the program at Educational Studies Program, C/o Beverly Reese, Teachers College 615.02, PO Box 210022, Cincinnati, Ohio 45221-0022, Tel: (513) 556-3599, Email: Beverly.Reese@uc.edu.

Admission Deferral and Waiting List

All admissions are valid for one year following the admission date. A deferral to another year would require reapplication for admission. This means that if a student is admitted for the Autumn quarter, he or she may request a deferral to any quarter within one year of the admission date (Winter, Spring, Summer). If the student wishes to defer admission to the following Autumn quarter, he or she would need to reapply. This request for deferral must be made in writing prior to the admission date to Educational Studies Program, C/o Beverly Reese, Teachers College 615.02, PO Box 210022, Cincinnati, Ohio 45221-0022, Tel: (513) 556-3599, Email: Beverly.Reese@uc.edu.

Qualified but unselected applicants will be placed on a rank-ordered waiting list. These individuals will be informed in their decision letters of this pending status. If an admitted student decides to turn down the
admission or if a confirmation of acceptance is not received at the program office, the waiting list will be employed in an attempt to fill the available positions.

Section 7: Scholarships, Assistantships, and Financial Aid

Full and part-time graduate students in Educational Students may apply for financial aid after they are admitted to the program and may reapply every year for a maximum of three years. Additional support beyond the third year may be requested and subsequently awarded depending on availability. Graduate students are ineligible for financial aid from University funds if they (1) have accumulated more than 260 graduate credit hours or 204 if their master’s degree is from another institution, (2) have cumulative GPA of less than 3.0, (3) have more than two C grades or three or more incompletes (I), no grades (N and NG), or (4) have one or more failing F grades on their graduate transcripts.

Application forms for University Graduate Scholarships and Graduate Assistantships will be sent to students after they have been officially accepted into a program. Decisions of these two types of financial aid are made at the program level. Other types of financial aid are also available but the decisions are made at the University level.

- **University Graduate Scholarships (UGS).** The University Graduate Scholarship is for full- and part-time graduate students and includes full or partial tuition minus general and other fees for one to three academic terms and no services required.
- **Graduate Assistantship (GA).** A Graduate Assistantship in Educational Studies is a work appointment for full-time graduate students that includes a living stipend, full tuition for three academic terms, and waiver of all fees. All GA appointments are for a period of one academic year (nine months) beginning September and terminating with the fulfillment of normal academic responsibilities for the Spring Quarter. Students must reapply for GA positions annually.

Applications for the next academic year are to be submitted to the School of Education (SOE) Office by February 15 (see UGS Application and GA Application). Appointments will be made by the SOE Director. An applicant must confirm in writing her/his acceptance of the award within 10 days of the date of the award letter. If acceptance of the award is not confirmed within this period of time, the offer will be withdrawn unless a specified extension has been granted by the SOE Director. Appointment decisions will be based on the anticipated ability of the applicant to (1) meet the programmatic needs associated with the specified position and (2) gain professionally as an individual from the assistantship experience. Reappointment decisions also will be based upon an evaluation of the applicant’s prior work-related performance as a graduate assistant. Job responsibilities associated with each assistantship are determined by the SOE Director and include no more than 20 hours of work-related activities per week every quarter. The required academic load for Graduate Assistants is 12 credit hours per quarter. A maximum of 3 additional hours of workload may be assigned with the approval of the academic advisor. This additional workload cannot be extended to international students.
University Financial Aid. In addition to UGS, the University offers several scholarships, fellowships, internships and special assistantships. The University Distinguished Graduate Fellowship is awarded to academically outstanding students coming to UC doctoral programs. It covers three years of graduate studies and includes a highly competitive, 12-month stipend plus a full tuition scholarship. Yates Fellowships and Scholarships provide tuition, scholarships and stipends for selected students. Advanced doctoral students may apply to a campus-wide competition for a Summer Research Fellowship that covers living expenses for two summer months.

Section 8: Advising

Advisor Assignment
Upon admittance to the program, each student is assigned one or more temporary advisors. For Master’s students, the faculty serving on the Student Committee share the initial advising load. For doctoral students, the instructor who teaches the Professional Seminar sequence serves as the initial advisor. Candidates should initiate contact with their assigned advisor as soon as possible once the admission letter is received. During that meeting the advisor will answer any questions and begin working with the student on the process of planning the program of study. This initial advising meeting must occur prior to the end of the quarter in which the student begins graduate study.

During the first year of their study, students should actively get to know faculty members’ research and teaching so as to select an academic advisor. Master’s students must fill out the Program Committee Selection and Course Planning form in consultation with their selected advisor by the time they complete 12 credit hours. In this form they indicate the selection of the Program Committee Chair and a second committee member. The Chair must be from Educational Studies and the second member may be from any relevant academic program. Doctoral students should work closely with the Professional Seminar instructor in selecting their academic advisor and developing preliminary course planning. They must select an academic advisor prior to accumulating 30 credit hours of coursework, typically by the end of the first year of full-time study (see Preliminary Hearing).

It is the student’s responsibility to confer regularly with his or her advisor and make sure the advisor has approved the course choices throughout the graduate program.

Changing Advisors
During the course of study, a student may discover that another faculty member shares similar interests. Master’s candidates may request a change of advisors any time prior to the completion of 30 credits in the program. Doctoral candidates may request a change of advisor at anytime.
Candidates interested in changing advisors, should (1) ask the particular faculty member if he or she is willing to serve as the new advisor, (2) inform the assigned advisor of the requested change, and (3) submit a written request to the Graduate Director of the School of Education. Although in most cases a request for a change in advisors will be honored, the Graduate Director has the right to deny a request. If a request is denied, an explanation will be provided.

Section 9: Degree Requirements and Graduation Procedures

Master of Arts (M.A.)

Academic Advisor and Program Committee: Following admittance to the Master’s degree program, students will be provided temporary advisement until they find a faculty advisor who will chair their Program Committee. By the time students complete 12 credit hours, they will submit a Program Committee Selection and Course Planning form indicating the selection of the Program Committee Chair and a second committee member. The Chair must be from Educational Studies and the second member may be from any relevant academic program.

Course Requirements: Students pursuing the Master of Arts in Educational Studies must complete a minimum of 45 quarter hours of coursework, including 27 credit hours in the Interdisciplinary Core and 18 credit hours of electives and thesis/project courses. A minimum of 36 credit hours must be completed at the 600 level or above.

- **Interdisciplinary Core:** The 27 credit hours in the Interdisciplinary Core consist of 9 hours in Psychological Foundations, 12 hours in Social and Cultural Foundations, and 6 hours in Research Methodologies. Of the 12 credit hours of Social and Cultural Foundations core courses, students may substitute up to 6 credit hours of coursework from African American Studies, Women’s Studies, or another appropriate area outside of Educational Studies (the original language is: “To fulfill their 6 credit hours of diversity requirement, students may select courses from the list of recommended courses in the Interdisciplinary Core or African American Studies, Women’s Studies, or another appropriate area outside of Educational Studies). See Interdisciplinary Core Course List for a complete list of these courses.

- **Electives and Thesis/Project Courses:** The 18 credit hours of electives and thesis/project courses should be taken under the direction of the student’s MA committee. The Master’s thesis/project courses must include a minimum of 3 credit hours and a maximum of 9 credit hours for the Master’s thesis and a maximum of 6 credit hours for the Master’s project. Students register for the thesis/project courses under EDST 873 Master’s Thesis.

Transfer Hours: Students may transfer total up to 18 credit hours of courses with a B grade or above into their program. Up to 9 credit hours may be Educational Studies courses taken as a matriculated or non-matriculated student prior to admission into the program. Students also may transfer up to 9 credit hours
of graduate-level course work from either another institution or from a matriculated master’s degree program in the College of Education, Criminal Justice and Human Services. No credits can be transferred if they were completed more than five years prior to admission into the program. The final 24 credit hours must be completed at the University of Cincinnati. Students must complete an Advanced Standing Form in order to make the transfer of hours official (see Transfer of UC Graduate Credit for transferring credits from UC and Recommendation for Advanced Standing for transferring credits from another institution).

Culminating Experience: Students at the end of their programs are required to complete a Culminating Experience. They must choose one of the following options:

- **Written Comprehensive Exam:** The written comprehensive exam is intended to examine the student’s degree and breadth of content knowledge and ability to critically synthesize previously learned concepts. No credit hours are given for this option. Questions and the exam format are determined by students’ Program Committee at the Written Comprehensive Exam Planning Meeting. Results of the Written Comprehensive Examination must be signed by the Committee Members and submitted to the Program Coordinator.

- **Master’s Project:** The Master’s Project is an investigation or developmental activity that is applicable to a specified setting such as a classroom, school or training program. Students may take a minimum of 3 and a maximum of 6 credit hours for this option. The proposal must be approved by the committee members (Results of Master's Thesis/Project Proposal Hearing) and the final thesis/project must be successfully defended (Results of Master's Thesis/Project Defense).

- **Master’s Thesis:** The Master’s Thesis is an original research investigation that is made available to the university community. Students may take a minimum of 3 and a maximum of 9 hours of credit hours for this option. The proposal must be approved by the committee members (Results of Master's Thesis/Project Proposal Hearing) and the final thesis/project must be successfully defended (Results of Master's Thesis/Project Defense).

**Minimum Required GPA:** To be eligible for graduation, the student must maintain a minimum of 3.0 grade point average.

**Maintaining Active Status:** In order to maintain active status in the graduate program, the student must register for at least 1 graduate credit in any quarter during every academic year. If a student fails to maintain active status, he or she must complete a Graduate School Petition for Reinstatement. This request must be received in the Office of Research and Advanced Studies no later than three weeks prior to graduation in order for the candidate to be certified for graduation in that quarter. Students who have not been enrolled in classes for more than three years are not eligible for reinstatement and must reapply for readmission to the University. Reapplication does not change the candidate’s original entry date. Time to degree will be calculated from his or her first entry date. To reapply, the candidate must submit a completed Application for Readmission to Graduate School Form.
Graduation: Students must formally apply for graduation in accordance with established Graduate School Graduation Deadlines. They must fill out the Course Completion Checklist and Program Exit Checklist to initiate the graduation process. Complete information can be found at Graduate School Graduation. They must maintain active status (i.e., enrolled for at least one credit hour) during the year they plan to graduate and all NG, N, I, UP, SP and F grades must be removed for degree courses.

Length of Study: The average time to graduation for master’s students is one year of full-time study. Students who hold a full-time job may take two to three years to complete their study. The maximum time to graduation is five years after admission into the Master’s program. (Note: For students admitted prior to Autumn of 2007, the time to degree is 7 years.) Request for extension can be petitioned by filling out a Graduate School Petition for Extension form.

Doctor of Philosophy (Ph.D.)

Course Work Requirements: Students pursuing a Doctor of Philosophy in Educational Studies must complete a minimum of 135 credit hours beyond the bachelor’s degree or a minimum of 90 credit hours beyond a master’s degree. They must include a minimum of 90 credit hours of course work and additional dissertation credit hours. The last 45 credits, exclusive of dissertation guidance credits, must be
completed while matriculated as a student in the doctoral program at the University of Cincinnati. Of the 90 course work hours, no more than 30 credit hours can consist of 500/600 level courses and no less than 30 credit hours can consist of 800/900 level course work. The student must complete at least 15 but no more than 45 credits of Individual Dissertation Guidance.

The plan for course work includes completion of credit hours in the following areas:

- **Professional Seminar Sequence**: Year-long sequence of courses which introduces first-year students to the program and fields in educational foundations.
- **Content and support areas**: Selected courses in students’ chosen area(s) of concentration as well as some interdisciplinary breadth in the form of one or more support areas.
- **Basic Research Courses**: Required courses in basic research include EDST 710 Introduction to Statistical Methods and EDST 800 Modes of Inquiry. Students must also choose one of the following courses: EDST 802 Introduction to Field Methods, EDST 850 Action Research I, or EDST 855 Quantitative Research Methods I. The chosen course must be different from the advanced research methodology sequence selected for specialization.
- **Advanced Research Specialization**: Selection of at least one three-quarter advanced research sequence in qualitative, quantitative, or action research.
- **Research Induction Experience**: A pre-dissertation research study conducted under the supervision of the student’s Doctoral Committee or designee. During their doctoral study, and prior to the dissertation, students must successfully complete a research induction experience where they apply one or more advanced research methods. The plan for this experience must be approved by the student’s committee and a record of the Committee’s approval must be included in the student’s file. This requirement can be satisfied by completing one of the three research methodology sequences (Qualitative, Quantitative, and Action Research).
- **Individual Dissertation Guidance**: Credit hours designated for the design and completion of a dissertation.

**Transfer Hours**: Students may transfer total up to 30 graduate credit hours of courses with a B grade or above into their program. Up to 15 credit hours may be Educational Studies courses taken as a matriculated or non-matriculated student prior to admission into the program. Students also may transfer up to 15 credit hours of graduate-level course work from either another institution or from a matriculated master’s degree program in the College of Education, Criminal Justice and Human Services. No credits can be transferred if they were completed more than five years prior to admission into the program. The final 45 credit hours must be completed at the University of Cincinnati. Students must complete an Advanced Standing Form in order to make the transfer of hours official (see [Transfer of UC Graduate Credit](#) for transferring credits from UC and [Recommendation for Advanced Standing](#) for transferring credits from another institution).

**Residency**: Students are expected to be full-time during their first year in the program. They must meet the University residency requirement by completing three out of five contiguous quarters of full-time
graduate study of at least 12 credit hours per quarter after admission to the doctoral program and prior to admission to candidacy, regardless of their financial aid status. At least one autumn quarter must be included. Summers may be counted as quarters for this purpose as long as the student attends three consecutive summer terms.

**Preliminary Hearing:** After students have completed at least 12 and no more than 30 credit hours, they must schedule the Preliminary Hearing. They need to assemble a Preliminary Hearing Committee and present a program plan to members for approval. The Committee must be chaired by a tenure-track faculty member in Educational Studies. One other member must be from Educational Studies and one must be from another program or university. The Committee must have at least 3 and no more than 5 members. The Preliminary Hearing Proposal should include (1) general goals explaining students’ long-range professional plans, (2) one or more content areas of study students have chosen to emphasize within the program, (3) one or more support areas students may wish to pursue within or outside of Educational Studies, (4) committee members, (5) previous and future course work, (6) the research plan and research tools, and (7) timetable for major doctoral events. See Preliminary Hearing Template for a sample template. After the Preliminary Hearing, the student must fill out a Results of Doctoral Preliminary Hearing form signed by the committee members.

**Comprehensive Examinations:** After students have successfully completed their course work but within five years after they are admitted into the doctoral program, they must take Written and Oral Comprehensive Examinations before they can be admitted to candidacy. They assemble a Doctoral Committee chaired by a tenure-track faculty member in Educational Studies. One other member of the Committee must be from Educational Studies and one must be from another program or university. The Committee must have at least 3 and no more than 5 members. It is the responsibility of the Committee to determine the nature and outcome of the Examinations at the Comprehensive Examination Planning Meeting. Students complete the written examination in a predetermined amount of time and then meet with the Committee for an oral examination. The purpose of the oral examination is to supplement the written examination in areas where the committee would like amplification of the student’s written responses. The Written Comprehensive Examination Results and Oral Comprehensive Examination Results must be signed by the committee members and submitted to the SOE Office.

**Admission to Candidacy:** After successful completion of the Comprehensive Examinations, the student fills out an Application for Admission to Doctoral Candidacy. Admission into doctoral candidacy must occur within five years of admission into the program. Failure to do so will result in termination of graduate student status. The student must then complete all requirements for the degree within four years after advancement to candidacy. Failure to do so will result in the loss of candidacy status and termination of the student’s program. Reinstatement is only possible through submission of the Reinstatement and/or Extension Petition that must first be approved by the committee of the whole Educational Studies faculty. The petition also requires the approval of the Graduate Program Coordinator, the student’s advisor, and the Graduate School.
**Dissertation Proposal and Defense:** After they have been officially admitted to doctoral candidacy, students assemble a Dissertation Committee. The Dissertation Committee must be chaired by a tenure-track faculty member in Educational Studies. One other member must be from Educational Studies and one must be from another program or university. Outside members must have an earned doctorate degree. The Committee should have at least 3 and no more than 5 members. Each student will prepare a dissertation proposal to be approved by the Committee at the **Dissertation Proposal Hearing**. The student will then complete work on her/his dissertation. When a draft of the dissertation has been judged acceptable by Committee members, an oral defense is scheduled for the purpose of posing questions to the student. The **Dissertation Defense Result** must be signed by the committee members. The degree is rewarded after final revisions on the dissertation are accepted by the Committee.

**Annual Review:** All doctoral candidates are required to complete an annual review of progress with their faculty advisor during the spring or summer quarters. A **Doctoral Student Annual Review** should be completed. The purpose of the review is to ensure that each doctoral candidate receives feedback on progress towards goals and degree completion.

**Minimum Required GPA:** To be eligible for graduation, the student must maintain a minimum of 3.25 grade point average.

**Maintaining Active Status:** In order to maintain active status in the graduate program, the student must register for at least 1 graduate credit in any quarter during every academic year. If a student fails to maintain active status, he or she must complete a **Graduate School Petition for Reinstatement**. This request must be received in the Office of Research and Advanced Studies no later than three weeks prior to graduation in order for the candidate to be certified for graduation in that quarter. Students who have not been enrolled in classes for more than three years are not eligible for reinstatement and must reapply for readmission to the University. Reapplication does not change the candidate’s original entry date. Time to degree will be calculated from his or her first entry date. To reapply, the candidate must submit a completed **Application for Readmission to Graduate School** Form.

**Graduation:** Students must formally apply for graduation in accordance with established **Graduate School Graduation Deadlines**. Complete information can be found at **Graduate School Graduation**. They must maintain active status (i.e., enrolled for at least one credit hour) during the year they plan to graduate and all NG, N, I, UP, SP and F grades must be removed for degree courses.

**Length of Study:** The average time to graduation for doctoral students is three years of full-time study. Students who hold a full-time job may take four to six years to complete their study. The maximum time to graduation is nine years after admission into the doctoral program. Request for extension can be petitioned by filling out a **Graduate School Petition for Extension** form.

**Doctoral Schedule of Events**
Figure 6. Doctoral Degree Program Schedule of Events.
Part II: Detailed Strand, Certificate, and Center Information

Section 1: Psychological Foundations Strand

Graduate students interested in the Psychological Foundations Strand may choose courses of study in life span human development and cognitive development. Course work in Human Development offers an overall theoretical and practical examination of factors involved in the physical, behavioral, social-emotional, cross-cultural, biological, cognitive, and personality development of individuals. The influences of the family, the community, and the social environments are also examined. Other related courses in Psychological Foundations concentrate on cooperative learning models, peer and teaching relationships, self-concept, motivation, and social and cultural differences as related to selected delivery strategies.

Graduate students who concentrate their course work in Psychological Foundations may be involved in educational, human resource, or community activism settings. The courses in this area of study provide graduates with a broad-based foundation for understanding human development specific to phases of the human life span and a deeper appreciation of the diversity and similarity of human behaviors. Individuals who specialize in Psychological Foundations are prepared to assume a myriad of responsibilities but, most commonly, work in the classroom, in higher education teaching and administrative settings, and in community service agencies, or in positions where they conduct educational research.

Students who want a concentration in Psychological Foundations, in addition to taking a full array of psychology-oriented course work from the Educational Studies Program, are expected to have a solid foundation of Educational Studies research courses, which will support their research interests, and Social Foundations course work that will complement their individual program.

All course work decisions will be made in concert with the graduate student’s advisor and committee and will be individualized for each student depending on previous graduate course work, areas of interest, and professional goals in consultation with the graduate student’s advisor and committee. Through this collaborative process students may be encouraged to consider courses available through other programs and centers such as Africana Studies, Women’s Gender and Sexuality Studies, Psychology, Sociology, and the Center for Peace Education and Social Justice to name but a few.

The list below represents the courses that are currently available in the Psychological Foundation Strand. It is anticipated that the course numbers, titles, and contents will be altered when the University of Cincinnati converts from a quarters system to a semesters system during the Fall Term, 2012.

Courses Available in Psychological Foundations
18 EDST 624p  Bullying in the K-12 Classroom Environment
Section 2: Social and Cultural Foundations Strand

Graduate students interested in social and cultural foundations may choose courses of study in Sociology of Education, Educational Anthropology, Educational Policy and Politics, Peace Studies, and related areas of interest. Courses in Sociology of Education concentrate on Marxist, feminist, and other classic and contemporary theories in education as well as research on social issues related to schooling and educational inequities. Educational Anthropology explores the cultural contexts of schooling and the impact of cultural differences and conflict on teaching and learning. Educational Policy and Politics examine the political spectra of education. Peace Studies offers insights on conflict resolution and other issues related to peace education. The program also offers courses on history and philosophy of education.

Graduate students who concentrate their course work in Social and Cultural Foundations of Education may be involved in educational, human resources, or community activism settings. The courses in this area of study provide students with the intellectual proficiency needed to develop interpretive, normative, and critical perspectives on education, both inside and outside of schools.

All course work decisions will be made in concert with the graduate student’s advisor and committee and will be individualized for each student depending on previous graduate course work, areas of interest, and
professional goals. Because of the cross-disciplinary nature of the program, students are encouraged to consider courses that will provide competence in broader policy issues such as Africana studies, Women’s Gender and Sexuality studies, multicultural education, democracy, and issues of educational equality and equity.

Courses Available in Social and Cultural Foundations of Education
18 EDST 623p Culturally Responsive Pedagogy
18 EDST 625p Creating Positive School Climates
18 EDST 626p Impact of Violence on Children & Community
18 EDST 627p Service Learning & School Change
18 EDST 683  Peace Education and Popular Culture
18 EDST 684  Liberation Philosophy
18 EDST 690  Introduction to Peace Education
18 EDST 691  Mediation
18 EDST 701  Politics of Education
18 EDST 747  Social Theories in Education
18 EDST 762  Women, Culture, and Education
18 EDST 771  Philosophy of Education
18 EDST 777  History of Education
18 EDST 778  Cultural Differences
18 EDST 779  Appalachian Migrants in Urban Schools
18 EDST 788  Urban Sociology & Educational Policies & Practices
18 EDST 814  Anthropology and Education
18 EDST 825  Marxist Theories
18 EDST 826  Marxist Applications
18 EDST 845  History of African American Education 1619-1865
18 EDST 846  History of African American Education 1865-present

Section 3: Research Methodologies Strand

Students interested in the Research Methodologies strand may pursue coursework that prepare them to be a methodologist or a researcher. A methodologist studies the advancement of research methods, where as a researcher studies the application of research methods. Research methodology includes the study design, data collection, and data analysis of empirical human research.

The curriculum of the Research Methodologies strand is comprised of Qualitative Research Methodology, Quantitative Research Methodology, Action Research Methodology, Assessment and Evaluation, and General Research Methodology:
• **Qualitative Research Methodology:** Courses in Qualitative Research Methodology introduce students to field methods for conducting qualitative inquiries of contemporary phenomena or historic events.

• **Quantitative Research Methodology:** Courses in Quantitative Research Methodology include basic and intermediate statistical analysis and advanced applications of multivariate statistics, quantitative research synthesis, quantitative design, and experimental research.

• **Action Research Methodology:** Courses in Action Research Methodology emphasize classroom-based and community-based participatory research in which practitioners engage in scholarly pursuits of actionable impacts on their immediate environments.

• **Assessment and Evaluation:** Courses in Assessment and Evaluation examine methods for data collection, scaling, and evaluative judgment, including measurement of quantitative attributes, assessment of qualitative attributes, program evaluation, personnel appraisal, and psychometric modeling of human traits.

• **General Research Methodology:** Courses in General Research Methodology introduce students to the research process and different modes of inquiry by exploring the epistemological foundations and methodological considerations of various research paradigms.

Prospective students applying for the Research Methodologies strand should have had at least 9 credit hours of graduate-level research methods training

**Courses Available in Research Methodologies Strand**

*Professional Seminar Sequence*

18 EDST 901 Professional Seminar in Educational Foundations
18 EDST 902 Professional Seminar in Educational Foundations
18 EDST 903 Professional Seminar in Educational Foundations

*Basic Research Courses*

18 EDST 710 Introduction to Statistical Methods
18 EDST 711 Intermediate Statistical Methods
18 EDST 755 Introduction to Research Methodology
18 EDST 800 Modes of Inquiry

*Advanced Guided Research Sequences*

18 EDST 802 Introduction to Field Methods in Educational Research
18 EDST 812 Intermediate Field Methods: Strategies for Data Collection
18 EDST 822 Advanced Field Methods: Qualitative Data Analysis
18 EDST 850 Action Research I
18 EDST 851 Action Research II
18 EDST 852 Action Research III
18 EDST 855 Quantitative Research Methods I: Research Design
18 EDST 856 Quantitative Research Methods II: Data Collection
18 EDST 857 Quantitative Research Methods III: Data Analysis and Report Writing
Specialized Research Courses

18 EDST 633 Classroom Assessment and Evaluation
18 EDST 721 Measurement and Assessment
18 EDST 750 Classroom-based Action Research and Reflective Practice
18 EDST 848 Oral History
18 EDST 878 Multivariate Analysis of Differences
18 EDST 879 Multivariate Analysis of Relationships
18 EDST 880 Advanced Multivariate Analysis: Structural Modeling and Multilevel Modeling
18 EDST 882 Quantitative Research Synthesis
18 EDST 886 Experimental Research
18 EDST 989 Seminar in Educational Research
Figure 7. Research Methodologies Curriculum.
Section 4: Certificate in Assessment and Evaluation

Program Goals

The Assessment and Evaluation (A&E) Graduate Certificate Program trains professionals and scholars to assume leadership roles in shaping the theory, practice, and future of assessment and evaluation. This certificate program aims to:

- develop professional expertise in assessment and evaluation in various academic disciplines and applied settings;
- enhance quantitative and qualitative scholarship in the methodology of assessment and evaluation, including design, instrumentation, and analysis;

The graduate certificate is designed for

- In-service teachers and administrators seeking career advancement in student assessment, counseling and guidance, and program evaluation;
- Pre-service teacher candidates seeking full-time teaching positions in P-12 schools with a career focus on a leadership role in A&E school practices;
- School district and state officials seeking expertise and specialization in A&E for policy making;
- Faculty and staff in universities and colleges seeking professional development opportunities in admission, student assessment, and institutional research;
- Administrators and researchers in human service organizations and research institutions seeking leadership roles in areas related to A&E.

Curriculum

Students must complete 24 credit hours of core, elective, and guided research courses.

**Required Core:** There are 15 hours (or five courses) of required core courses spanning foundations of assessment and evaluation including measurement, assessment, evaluation, statistics, and research methodology.

- 18 EDST 633 Classroom Assessment and Evaluation
- 18 EDST 710 Introduction to Statistical Methods
- 18 EDST 721 Measurement and Assessment
- 18 EDST 755 Introduction to Research Methodology
- 18 EDLD 814 Program Evaluation

NOTE: EDST courses are listed under “Educational Studies” and EDLD courses are under “Educational Leadership” in One Stop Class Offerings.

**Electives:** Students must complete 6 hours (two courses) of elective courses in areas of assessment and evaluation to be selected in consultation with faculty advisors. Possible electives include (but are not limited to) the following:
Guided Research Field Practice: Students must complete 3 hours (one course) of a guided research field practice experience (18 EDST 861 Guided Research Experience) in an area of assessment and evaluation. The experience will be an internship, evaluation project, or some other form of field practice in a setting approved by a faculty advisor. Most of the A&E students satisfy this requirement by doing a 75-hour/quarter internship under the supervision of a qualified staff at UC’s Evaluation Services Center. Students may waive this requirement based on prior assessment and evaluation experience.

Students who are entering the program after launching a career or have significant work experience in an A&E-related work setting may be waived of the guided research experience requirement, but a portfolio detailing professional experience must be submitted to the program director for approval.

Program Requirements
In order to receive credit toward the A&E certificate, the student must receive a grade of B- or above. All passing grades must be received within five consecutive years after a student is admitted into the program. Up to nine graduate credit hours may be transferred from UC or other institutions if they were completed less than five years prior to admission.

Admissions
Admission requirements include the following:

- Individuals with a bachelor’s degree from an accredited four-year college or university are eligible to apply. They may enroll in the certificate program when they concurrently enroll in a graduate degree program at UC, or they may take courses as a non-matriculated student.
- Only candidates with an undergraduate GPA of at least 3.0 on a 4.0 scale will be considered for admission.
- To earn the graduate certificate, an application must be submitted before the start of courses or during the first quarter of enrollment. Applications are accepted for any quarter on a rolling basis.

Application materials required for admission include the following:

- Online graduate school application form (http://www.grad.uc.edu/ApplyOnline.aspx)
- College transcripts (new students only, showing all undergraduate and graduate course work completed, including degrees granted and dates of degrees, with GPAs of 3.0 or above on a 4.0 scale)
- Career goal statement and study plan (a 1000-word or less narrative about academic and professional experiences, immediate and long-range aspirations, how the Certificate will help meet the goals, and a timetable for completing the required and elective courses)
• Curriculum vitae with name, address, phone number, e-mail address, colleges attended with degrees and dates, employment history, professional experiences and names of references who may be contacted for further information
• Application fee ($20)

Contact Info
Harry Prats
Telephone: 513-556-1678
Email address: Harry.Prats@uc.edu
Educational Studies
College of Education, Criminal Justice, and Human Services
University of Cincinnati
PO Box 210002
Cincinnati, OH  45221-0002

Section 5: Certificate in Developmental and Learning Sciences

The Developmental and Learning Sciences Graduate Certificate Program is designed to educate participants in an emergent, interdisciplinary approach to understanding children’s development and learning that includes the integration of theory and research from the fields of developmental psychology, cognitive science, neuroscience, and education. The work in the discipline of Developmental and Learning Sciences is geared toward improving developmental and learning outcomes for children. The educational objectives of the certificate are to educate participants to: 1) apply their knowledge in clinical and educational settings, and 2) conduct research that contributes to understanding children’s development and learning using an interdisciplinary approach.

Career paths of participants include practitioners and researchers in the fields of education and psychology and other fields concerned with child development and learning (e.g., Communication Sciences & Disorders, Social Work). The proposed curriculum for the Certificate in Developmental and Learning Sciences includes a required core course that introduces students to the field, electives that cover major topics in the field, and a required applied research experience under the supervision of a faculty mentor.

Required Courses
18 EDST 835 Introduction to Cognitive & Learning Sciences
18 EDST 699 Applied Research in Developmental & Learning Sciences or other approved research experience supervised by faculty associated with the certificate.

Elective Courses*
18 EDST 836 Brain Development, Cognition, & Learning
18 EDST 837 Cognitive Development

* Additional electives may be available. Please consult the program catalog for the most up-to-date information.
18 EDST 838 Cognition & Culture
18 EDST 839 Mathematics Cognition
18 EDST 840 Cognitive Science of Learning to Read

*Other courses may fulfill requirements upon approval of faculty associated with the certificate.

The following table displays credit hour requirements for quarter and semester academic calendars. For the quarter system academic calendar, 21 credit hours must be completed. Upon conversion to semesters, 15 credit hours must be completed, a reduction of approximately 1/3 of credit hours.

Table 1. Credit Hour Requirements for Cognitive and Learning Sciences Certificate

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th>Required Courses</th>
<th>Elective Courses</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter</td>
<td>6 hours</td>
<td>15 hours</td>
<td>21 hours</td>
</tr>
<tr>
<td>Semester</td>
<td>6 hours</td>
<td>9 hours</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

Section 6: Certificate in Jewish Education

Course Plan

Reflective Pedagogy Sequence:
- EDST 803P – Reflective Seminar in Jewish Education
- EDST 804P – Understanding and Teaching Jewish Texts

Intensive Studies:
- EDST 805P – Leadership in Jewish Education
- EDST 806P – Curriculum Inquiry in Jewish Education

Electives (choose two courses)
- EDST 750 Classroom Action Research
- Graduate Elective in Jewish History, Literature, or Religion (at the 500 or 600 level)
- Graduate Elective in Educational Studies (at the 600 level or above)

Application Process
Indians with a bachelor degree from an accredited four-year college or university are eligible to apply. It is not necessary to be admitted to a master’s degree program to work toward and earn the Certificate, and acceptance to the Certificate does not imply acceptance to a master’s degree program. For those who are currently enrolled in a master’s degree program, good standing with their individual degree programs is required. Application requirements for admission to the Certificate include:
- a Baccalaureate Degree (Master’s Degree is recommended but not required)
- a GPA of at least a 3.0 out of a 4.0 scale for undergraduate coursework

If Certificate courses are to be used as continuing education credits or to fulfill other specific employment requirements, it is the student’s responsibility to ascertain their applicability toward those requirements.
For a list of certificate program courses, please click here.

**Application for the Certificate program is a two step process:**

1. The first step is to go online to [www.grad.uc.edu](http://www.grad.uc.edu) and submit the Graduate Certificate application. Look on the left of the screen for the “Admissions” link and then select “Apply for Certificate Programs.” On the “select department” pull down menu, choose Educational Studies. Then, select Jewish Education to go to the online application. Please note that instructions on the form provide an address for you to mail in a $20 application fee to the Graduate School. You may do this, or you may wait and enclose the check, made payable to the University of Cincinnati, with the remaining application materials provided in this packet.

2. The second step is for you to return this completed application packet to us through the regular mail. Your completed application will include:
   - Graduate Supplemental Form
   - Unofficial transcripts from undergraduate and graduate institutions attended (official transcripts must be sent separately, directly from the issuing institutions to the address below)
   - Curriculum vita
   - Two letters of recommendation
   - A 1-2 page statement focusing on how this Certificate will contribute to your intellectual growth and professional practice.

Be sure to affix the appropriate postage and mail the application to:

Dr. Miriam Raider-Roth  
Director, Center for Studies in Jewish Education and Culture  
Educational Studies and Urban Educational Leadership  
University of Cincinnati  
610P Teachers College  
PO Box 210049  
Cincinnati, OH 45221-0049

If you have any questions, don’t hesitate to contact Miriam Raider-Roth at miriam.raider-roth@uc.edu.

**Section 7: Certificate in Peace Education**

The Peace Education Certificate requires 21 quarter credit hours of course work to be determined in consultation with one of the advisors in UCSJPER’s core faculty. Links to the course listings for these two certificates is provided below, with courses required to receive a certificate designated by an asterisk. Six hours can be electives from the University of Cincinnati’s College of Education including courses
sponsored by UCSJPER, Arts and Sciences, or another university in the U.S. Students who study abroad often arrange for electives in other nations.

Apply for admission to the Peace Education Certificate Program.

**18-EDST-690 Introduction to Peace Education***
As we enter the new millennium, the specter of violence is upon us, from the World Trade Center to the campus of Columbine, from bullying in the corridors of our schools to domestic violence at home. This course will provide you with an opportunity to survey the interdisciplinary knowledge base developed by scholars and activists committed to reorienting the human race to the non-violent resolution of conflict. (1) You will engage in written & oral discourse on the topics, research & related controversies & debates associated with Peace Studies. (2) If you are a teacher you will be able to infuse Peace Studies into your curriculum, & classroom management. If you are an administrator you will be able to incorporate Peace Studies in your educational policies. (3) You will have an opportunity to incorporate Peace Studies into your research agenda, for example, Masters Projects or Theses, dissertations, conference presentations, Spring Research Conference, & journal articles.

**18-EDST-695p Introduction to Cooperative Discipline***
The course provides an understanding of the theoretical grounding of cooperative discipline, a survey of current research and a mastery of the strategies and tactics necessary to implement it as a framework for classroom management

**18-EDST-696p Mediation***
The course will provide an understanding of the theoretical grounding of mediation, a survey of current research, and a mastery of the steps required for implementing successful mediation.

**18-EDST-683 Peace Education and Popular Culture***
The objective of this course is to empower teachers as peacemakers by enabling them to master strategies & tactics to transform popular culture into a vehicle for the dissemination of values of peace & social justice.

**18-EDST-682 Theory and Practice of Conflict Resolution in Educational Settings***
The course will provide students with both a basic theoretical understanding of school-based conflict resolution, an overview of current research, and the tools needed for successful implementation of the curriculum within the context of a student’s professional experience.

**18-EDST-694p Students Creative Response to Conflict***
The course will provide the skills necessary to implement a curriculum infusion including components of affirmation, cooperation, communications skills, bias awareness, and conflict management.
18-EDST-685p  Seminar on Violence Prevention
The seminar provides an opportunity for our Core Faculty as well as Adjunct Faculty to share their current research interests.

For a full list of UCSJPER courses, click here.
* Courses required to receive the Peace Education Certificate

For more information:
phone- 513-556-3564
e-mail  urban.peace@uc.edu
website  www.cech.uc.edu/ucsjpers

Section 8: Certificate in Urban Education

The Urban Education Certificate requires 21 quarter credit hours of course work to be determined in consultation with one of the advisors in UCSJPER’s core faculty. Links to the course listings for these two certificates is provided below, with courses required to receive a certificate designated by an asterisk. Six hours can be electives from the University of Cincinnati’s College of Education including courses sponsored by UCSJPER, Arts and Sciences, or another university in the U.S. Students who study abroad often arrange for electives in other nations.

Apply for admission to the Urban Education Certificate Program.

18-EDST-623p  Culturally Responsive Pedagogy*

18-EDST-625p  Violence Prevention*
Based on the work of Deborah Prothrow-Stith, this course provides an in-depth analysis of the violence experienced by adolescents including a focus on urban areas. A preventative approach includes the acquisition of strategies and tactics aimed at extinguishing violence before it occurs.

18-CI-705  Multicultural Education*
This course focuses on major theoretical and historical perspectives to examine the nature, role, and implications of diversity in school settings and classrooms. This course further explores issues, approaches, and implications for classroom teachers.
Students in this course will:
• Acquire an understanding of the theoretical background related to multicultural education and their applicability to practice.
• Acquire an understanding of a body of knowledge related to multicultural education and the supporting
research evidence, including its strengths and limitations.

• Develop the ability to articulate relationships between teacher behavior and student learning and the supporting research evidence.

• Acquire an understanding of how knowledge from multicultural education research can be applied to improve instruction, student motivation, and student learning.

• Develop an understanding of how their own prejudices have an effect on learning.

• Analyze their own teaching behavior using principles and concepts drawn from multicultural education research.

18-CI-706-707  Global Education I: Immigrant Learners and Their Families (on line course)
Focus on sociocultural issues impacting immigrant student learning and on communication among teachers, students and families.

18-EDST-779  Appalachian Migrants in Urban Schools*
Although Appalachian migrants constitute a majority of the student body in the Cincinnati area & many other school districts, they remain “the invisible minority.” The objective of the course is to draw upon interdisciplinary perspectives in order to prepare teachers and other professionals to better serve urban Appalachian migrants. For graduate students seeking research topics for projects, theses, and dissertations, the knowledge base offered in this course is a rich source of cutting edge research topics.

18-EDST-788  Urban Sociology and Educational Policies and Practices*
The course provides a survey of the knowledge base of urban sociology in order to enable school administrators, teachers, and other social service providers to better serve urban populations.

18-EDST-845  History of African American Education 1619-1865

18-EDST-846  History of African American Education 1865-the Present

For a full list of UCSJPER courses, click here.
*Courses required to receive the Urban Education certificate.

For more information:
phone- 513-556-3564
e-mail  urban.peace@uc.edu
website  www.cech.uc.edu/ucsjpers
Section 9: Center for Action Research
Section 10: Center for Jewish Education and Culture

The Center for Studies in Jewish Education and Culture research agenda seeks to advance our theoretical understandings of culture, relationship, and teacher identity and develop new models for teachers’ professional development. The center also offers rigorous courses of study including a Graduate Certificate in Jewish Education focused on developing and improving educators’ pedagogical skills and the acquisition of general content knowledge of Jewish culture and history. Contact us by calling 513-556-0277, 513-556-0277 or by emailing Miriam Raider-Roth at miriam.raider-roth@uc.edu.

Section 11: Urban Center for Social Justice, Peace Education, and Research

The Urban Center for Social Justice, Peace Education, and Research (UCSJPER) provides courses, certificates, and workshops and conducts research in the following areas: Peace Education, Urban Education, and Positive School Climate.

Ohio is one of the few states which outline “positive school climate standards” for the establishment of policies and procedures for the prevention of violence, conflict resolution, and for effectively dealing with bullying, harassment, and violent acts.* UCSJPER provides the following courses and training to facilitate teachers and administrators in meeting these standards:

- Course of study in Positive School Climate
- 21 quarter credit hour certificate in Peace Education
- 21 quarter credit hour certificate in Urban Education

The Urban Center for Social Justice, Peace Education, and Research (UCSJPER) offers three graduate certificates: Peace Education, Urban Education and Positive School Climate (coming soon). Both the Peace and Urban Education certificates require 21 quarter credit hours of course work to be determined in consultation with one of the advisors in UCSJPER’s core faculty. Links to the course listings for these two certificates is provided below, with courses required to receive a certificate designated by an asterisk. Six hours can be electives from the University of Cincinnati’s College of Education including courses sponsored by UCSJPER, Arts and Sciences, or another university in the U.S. Students who study abroad often arrange for electives in other nations.

Although UCSJPER does not offer degrees, the courses can be integrated into a master’s program or as a support area in the Educational Studies PhD program.

Positive School Climate Certificate: A Response to Ohio Department of Education Guidelines and Federal Mandates
The State Board of Education and the Ohio Department of Education have recently provided **Positive School Climate Guidelines** describing ways schools can create environments where every student feels welcomed, respected and motivated to learn. Schools with safe, supportive learning environments that build connections with youth produce greater numbers of graduates and students who are less likely to engage in disruptive and destructive behavior. The guidelines target building and school administrators, faculty, staff, students, parents, school boards and other community members. The Department of Education and No Child Left Behind have mandated that school districts provide anti-bullying policies by 2012.

In response to these guidelines and mandates, UCSJPER has created a Positive School Climate module consisting of four flexibly-scheduled, reduced-tuition, professional development courses. The courses, offered through schools and community centers, include the three quarter credit hour courses listed below.

**See Summer Course Offerings**

18-EDST-623p Culturally Responsive Pedagogy*

18-EDST-624p Bullying and the K-12 Classroom Environment*
Provides K-12 teachers with systematic approaches of identifying, addressing, and preventing bullying in the classroom and school-wide environment. Curriculum includes anti-bullying campaigns that may be implemented in the classroom or on a school-wide basis.

18-EDST-625p Creating Positive School Climates *
This course is a strategy-based course that will provide teachers with tools they can use to build an environment of respect, responsibility, and resilience. Mediation, problem-solving, and conflict resolution methods will be highlights.

18-EDST-626p Impact of Violence on Children and Community *
Based on the work of Deborah Prothrow-Stith, this course provides an in-depth analysis of the violence experienced by adolescents including a focus on urban areas. A preventative approach includes the acquisition of strategies and tactics aimed at extinguishing violence before it occurs.

18-EDST-627p Service Learning and School Change *
The community and school cannot be approached individually; this service learning method is designed to incorporate community and school in a holistic approach to peace education. Inclusion of hands-on, authentic experience will equip parents, teachers, and community members.

*When this course sequence becomes a certificate, these courses will be required.

For a full list of UCSJPER’s Course Offerings, click [here](#).
Courses at the 700 level and above can be incorporated into graduate degree programs. 500 & 600 level courses are “dual level” undergraduate/graduate.

**Course Offerings**

**African American Educational History**
18EDST 846 (1619-1865)
18EDST847 (1865-Present)

**Conflict Resolution**
18EDST623p Culturally Responsive Pedagogy
18EDST624p Bullying and the K-12 Environment
18EDST625p Creating Positive School Climates
18EDST626p Impact of Violence on Children and Community
18EDST627p Service Learning and School Change
18EDST693 Alternatives to Violence
18PRFS698 Student’s Creative Response to Conflict
18EDST692 Cooperative Discipline
18EDST691 Mediation
18EDST690 Introduction to Peace Education
18EDST 682 Conflict Resolution

**Multicultural and Global Ed**
18PRFS 632 Cultural Diversity
18CI 684 Global Education: Cross Cultural Studies and Communication
18CI 685 Global Education: Issues and Problems
18CI 784 Multicultural Education
18EDST 680 Education and Sex Role Stereotypes
18EDST 779 Appalachian Migrants in Urban Schools

**Theory and Research**
18CI772 Pedagogy of Adult Literacy (Focus on Freire)
18EDST684 Liberation Philosophy
18EDST685 Advance Seminar in Peace Education
18EDST690 Introduction to Peace Education
18EDST696 Readings in War and Peace

**Other Courses**
18 EDST 788 Urban Sociology and Educational Policies & Practices
18 EDST 683 Peace Education & Popular Culture
Online Courses
18PRF5509 Building an Effective School Conflict Management Program

For more information:
phone- 513-556-3564
e-mail  urban.peace@uc.edu
website  www.cech.uc.edu/ucsjpers

Center Director: Marvin J. Berlowitz
341A Teachers College
Phone: 513-556-3608
Email: marvin.berlowitz@uc.edu
Part III: Appendices

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# Master’s Program Committee Selection and Course Planning

## Educational Studies

### Master’s Program Committee Selection and Course Planning

**Student Name:** ____________________________________  **Student ID:** M___________________

### Course Plan

**Interdisciplinary Master’s Core Courses (27 hours)**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Hours</th>
<th>Course Number and Title</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology: Anthropology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology: History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology: Philosophy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology: Sociology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methodologies</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses and Thesis/Project Hours (18 hours)**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total = 18</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
(a) Total of 45 credit hours must be completed for the degree,
(b) 27 hours must come from the Interdisciplinary Core,
(c) 6 of the 12 Social Foundations courses may be substituted by Diversity courses from Women’s Studies, African American Studies, and other related programs, and
(d) 3 to 9 of the hours may be for the Master’s thesis (9 max.) or project (6 max.).

### Program Committee Selection

**Chair/Advisor:**
- **Print**
- **Signature**
- **Date**

**Committee Member:**
- **Print**
- **Signature**
- **Date**

**Committee Member (Optional):**
- **Print**
- **Signature**
- **Date**

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
### Educational Studies

### Master’s Program Interdisciplinary Core Courses

#### Psychology (9 hours)
- 18-EDST-675 Human Learning
- 18-EDST-680 Education and Sex-Role Stereotyping
- 18-EDST-735 Human Development: Early Childhood
- 18-EDST-736 Human Development: Middle Childhood
- 18-EDST-737 Human Development: Adolescence
- 18-EDST-738 Human Development: Adult
- 18-EDST-785 Learning in Groups
- 18-EDST-787 Self-Concept and Achievement
- 18-EDST-789 Socio-Cultural Issues in Child Development
- 18-EDST-792 Cultural Diversity and Mental Health
- 18-EDST-835 Cognition and Learning
- 18-EDST-836 Cognition and Thought
- 18-EDST-837 Cognition and Development
- 18-EDST-838 Computers and Cognition: Special Topics
- 18-EDST-874 Thinking and Problem Solving

#### Sociology

**Anthropology and Cultural Studies (3 hours)**
- 18-EDST-683 Peace Education and Popular Culture
- 18-EDST-762 Women, Culture, and Education
- 18-EDST-778 Cultural Differences
- 18-EDST-814 Anthropology and Education

**History (3 hours)**
- 18-EDST-701 Politics of Education
- 18-EDST-777 History of Education
- 18-EDST-845 History of African American Education, 1619-1865
- 18-EDST-846 History of African American Education, 1865-Present

**Philosophy (3 hours)**
- 18-EDST-684 Liberation Philosophy
- 18-EDST-771 Philosophy of Education
- 18-EDST-825 Marxist Theories
- 18-EDST-826 Marxist Applications

**Sociology (3 hours)**
- 18-EDST-690 Introduction to Peace Education
- 18-EDST-747 Social Theories in Education
- 18-EDST-779 Appalachian Migrants in Urban Schools
- 18-EDST-788 Community and Environmental Influences on the Schools

Note: To fulfill their diversity requirement, students may select up to 6 credit hours of courses from African American Studies, Women’s Studies, or another appropriate area outside of Educational Studies.
**Research Methodologies (6 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-EDST-633</td>
<td>Classroom Assessment and Evaluation</td>
</tr>
<tr>
<td>18-EDST-710</td>
<td>Introduction to Statistical Methods</td>
</tr>
<tr>
<td>18-EDST-711</td>
<td>Intermediate Statistical Methods</td>
</tr>
<tr>
<td>18-EDST-721</td>
<td>Measurement and Assessment</td>
</tr>
<tr>
<td>18-EDST-750</td>
<td>Classroom-based Action Research and Reflective Practice</td>
</tr>
<tr>
<td>18-EDST-755</td>
<td>Introduction to Research Methodology</td>
</tr>
<tr>
<td>18-EDST-800</td>
<td>Modes of Inquiry</td>
</tr>
<tr>
<td>18-EDST-802</td>
<td>Introduction to Field Methods in Educational Research</td>
</tr>
<tr>
<td>18-EDST-848</td>
<td>Oral History</td>
</tr>
<tr>
<td>18-EDST-878</td>
<td>Multivariate Analysis of Differences</td>
</tr>
<tr>
<td>18-EDST-879</td>
<td>Multivariate Analysis of Relationships</td>
</tr>
</tbody>
</table>

NOTE: 710, 711, 755, and 800 are highly recommended for those Master’s students intending to pursue doctoral work in the College of Education, Criminal Justice, and Human Services.

**Transfer Credits**

Students can take up to 9 credit hours of Educational Studies courses prior to admission into the program. Students also can transfer up to 9 credit hours of graduate-level course work outside the program.

(Updated 11/22/2010)
Master’s Thesis/Project Proposal Hearing Results

Educational Studies
Master’s Thesis/Project Proposal Hearing Results

Student Name: ________________________________        Student ID: M______________________

Proposed Title: _____________________________________________________________________
__________________________________________________________________________________

Decision:  ______ Go (Comments: ______________________________________________________
___________________________________________________________________)
______ Accept with Conditions (Suggested Revisions: ______________________________
___________________________________________________________________
___________________________________________________________________)
______ Reject (Reasons: ______________________________________________________
___________________________________________________________________
___________________________________________________________________)

Master’s Committee:

Chair/Advisor: ______________________   _____________________   __________
Print            Signature                     Date
Committee Member:  ______________________   _____________________   __________
Print            Signature                     Date
Committee Member:  ______________________   _____________________   __________
(  (Optional) ______________________   _____________________   __________
Print            Signature                     Date

Note: Both committee members must approve for the thesis/project proposal to be acceptable; larger committees must approve the thesis/project proposal with no more than one dissenting vote.

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
Master’s Thesis/Project Defense Results

Educational Studies
Master’s Thesis/Project Defense Results

Student Name: _______________________________          Student ID: M_____________________

Thesis/Project Title: _________________________________________________________________
__________________________________________________________________________________

Decision:  ______ Accept (Comments: ___________________________________________________
___________________________________________________________________)
________ Accept with Conditions (Suggested Revisions: ______________________________
___________________________________________________________________
___________________________________________________________________)
________ Reject (Reasons: ______________________________________________________
___________________________________________________________________
___________________________________________________________________)

Master’s Committee

Chair/Advisor:    ______________________   _____________________   __________

Committee Member:  ______________________   _____________________   __________

Committee Member:  ______________________   _____________________   __________
(Optional)          Print           Signature                     Date

Note:  Both committee members must approve for the thesis/project to be acceptable; larger committees must
approve the thesis/project with no more than one dissenting vote. Please return it to the Program Secretary,
when completed.

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the
original form to the School of Education Office.

(Updated 11/22/2010)
Student Name: _______________________________          Student ID: M______________________

Decision about Coursework Completion

_____ GO: All prerequisites have been met and the student may proceed with the written comprehensive
examination.

_____ NO GO: One or more I, N, F grades have not been resolved and/or that course work requirements have
not been completed. The student should not proceed with the comprehensive examination until the
record is cleared.

Areas of Exam Questions

1. Psychology: _______________________________________________________________
________________________________________________________________________

2. Sociology: ______________________________________________________________
________________________________________________________________________

3. Research Methodologies: ___________________________________________________
________________________________________________________________________

Exam Answers Due Date: ___________________________

Master’s Committee

Chair/Advisor: ___________________________            Print________________ Signature___________ Date_____

Committee Member: ___________________________            Print________________ Signature___________ Date_____

Committee Member: ___________________________            Print________________ Signature___________ Date_____

(Updated 11/22/2010)
Master’s Degree Written Comprehensive Exam Results

Educational Studies
Master’s Degree Written Comprehensive Examination Results

Student Name: ___________________________      Student ID: M_______________________

1. Reader: _______________________________     Decision: _____Satisfactory    _____Unsatisfactory
Comments: __________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Reader: _______________________________     Decision: _____Satisfactory    _____Unsatisfactory
Comments: __________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. Reader (Optional): ______________________     Decision: _____Satisfactory    _____Unsatisfactory
Comments: __________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Final Disposition: _____Pass     _____Fail

Comments: __________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Chair/Advisor: ___________________________   __________________________    ____________
Print               Signature       Date

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
# Master’s Program Course Completion Checklist

**Educational Studies**  
Master’s Program Course Completion Checklist

Student Name: ____________________________    Student ID: M_________________

## Interdisciplinary Core Courses (27 hours)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Hours</th>
<th>Course Number and Title</th>
<th>Quarter</th>
<th>Grade</th>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Elective Courses and Thesis/Project Hours (18 hours)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
<th>Quarter</th>
<th>Grade</th>
</tr>
</thead>
</table>

Total = 18

### Note:
- Total of 45 credit hours must be completed for the entire degree
- 27 hours must come from the Interdisciplinary Core
- 6 of the 12 Social Foundations courses may be substituted by Diversity courses from Women’s Studies, African American Studies, and other related programs
- 3 to 9 of the hours may be for the Master’s thesis (9 max.) / project (6 max.)

Advisor:  
Print  
Signature  
Date  

(Updated 11/22/2010)
### Master’s Program Exit Checklist

**Educational Studies**  
**Master’s Program Exit Checklist**

Student Name: _________________________________   Student ID: M___________________

<table>
<thead>
<tr>
<th>Forms</th>
<th>Check if in File</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Committee Selection and Course Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Completion Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Culminating Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Thesis/Project</em></td>
<td></td>
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</tr>
<tr>
<td>Proposal Hearing Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defense Results Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OR Written Comprehensive Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Meeting Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam Results Form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advisor:   ____________________     ________________________      _____________  
Print             Signature                  Date

Program Coordinator:  ___________________       ________________________      _____________  
Print             Signature                  Date

(Updated 11/22/2010)
**APPLICATION FOR UNIVERSITY GRADUATE SCHOLARSHIP (UGS)**

School of Education

**PLEASE CHECK ALL THAT APPLY:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Part-time</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying for Summer 2010? No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Applying for Autumn 2010? No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Applying for Winter 2011? No</td>
<td>Yes</td>
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</tr>
<tr>
<td>Applying for Spring 2011? No</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIREMENTS**

1. This application is required; in some cases your program may contact you for further information in determining the amount of your UGS award.
2. UGS funding is dependent on the UGS budget allocated by the university.
3. Graduate students who have attempted 260 or more graduate credit hours at the University of Cincinnati (or 209 if their master's degree is from another institution) are not eligible for a UGS award.
4. While submitting this UGS application before you have been admitted is allowable, please note that admission to a graduate degree program in the School of Education is required before awards can be allocated.
5. Applications for UGS's are due by **March 1, 2010** for aid during the following summer and/or academic year. This application is for Summer 2010 and the 2010-2011 Academic Year only -- a new application must be submitted each year.
6. You must register for classes within 7 days of the beginning of the quarter (first day of classes) or your UGS award may be cancelled.
7. UGS awards are calculated as a percentage of tuition; the UGS percentage rate for part-time status is less than the rate for full-time status.

**NAME**

<table>
<thead>
<tr>
<th>Degree</th>
<th>M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>M.Ed.</td>
</tr>
</tbody>
</table>

**If you are in a master's plus licensure program, is the coming year your internship year?**

Yes [ ] No [ ]

**Address**

**UC ID Number**

**City**

**State**

**ZIP**

**Birth Date (MM/DD/YYYY)**

**Home Phone**

**Work Phone**

**Email**

**Residency Status**

[ ] Ohio

[ ] Metropolitan Rate

[ ] Out of State

Are you a U.S. Citizen? Yes [ ] No [ ]

If not, type of VISA held:

**Quarter and year you began/ will begin your graduate program:**

Current and/or last cumulative grade point average:

**SIGNATURE**

**DATE**

Return this form to Beverly Reese, CECH/Of School of Education Teachers College, Suite 615 University of Cincinnati

OFFICE USE ONLY:

- Educational Leadership M.Ed.
- Educational Leadership Ph.D.
- Educational Studies M.A.
- Educational Studies Ph.D.
APPLICATION FOR
UNIVERSITY GRADUATE ASSISTANTSHIP (GA)
Divisions of Teacher Education and Educational Studies & Leadership

REQUIREMENTS
1. This application is required; in some cases the program may contact you for further information, a writing sample, and/or an interview.
2. University Graduate Assistant funding is dependent on the GA budget allocated by the university.
3. One 20-hour per week position is a full-time GA position. A 10-hour week position is a half-time position. Both types of positions carry with them a 100% IGES tuition award.
4. Some programs have elected to list their GA allocations as 10-hour positions. It is possible to apply for one 10-hour position and be a half-time GA, or to apply for two different 10-hour positions, which would make a full-time GA if hired for both positions. It is not always possible to combine two 10-hour positions.
5. Graduate students who have attempted 260 or more graduate credit hours at the University of Cincinnati (or 209 if their master's degree is from another institution) are not eligible for a GA award.
6. Please note that admission to a graduate degree program in the Division of Teacher Education or the Division of Educational Studies & Leadership is required before awards can be allocated.
7. This application is for the 2009-2010 Academic Year only—no new application must be submitted each year.
8. To maintain your GA status, you must register for a minimum of 12 graduate credit hours during each quarter.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>M.Ed.</td>
</tr>
<tr>
<td></td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

Address

City

State

ZIP

Home Phone

Work Phone

Email

UC ID Number

Birth Date (MM/DD/YYYY)

Residency Status

☐ OHIO

☐ Metropolitan Rate

☐ Out of State

Are you a U.S. Citizen?

☐ Yes  ☐ No

If not, type of VISA held:

Quarter and year you began/will begin your graduate program:

Current and/or last cumulative grade point average:

Total number of graduate credits expected to have earned at UC by September 1, 2009:

YOUR GRADUATE PROGRAM (CHECK ONE)

☐ Early Childhood Education M.Ed.

☐ Middle Childhood Education M.Ed.

☐ Secondary Education M.Ed.

☐ Curriculum & Instruction M.Ed.: Teaching and Learning of School Subjects

☐ Curriculum & Instruction M.Ed.: Instructional Design and Technology

☐ Curriculum & Instruction M.Ed.: Early Childhood Education

☐ Curriculum & Instruction M.Ed.: Middle Childhood Education

☐ Curriculum & Instruction M.Ed.: Secondary Education

☐ Educational Leadership M.Ed.

☐ Educational Studies M.A.

☐ Literacy M.Ed.: PreK-16 Reading Instruction

☐ Literacy M.Ed.: Teaching English as a Second Language

☐ Special Education M.Ed.

☐ Curriculum & Instruction Ed.D.: Teaching and Learning of School Subjects

☐ Curriculum & Instruction Ed.D.: Instructional Design and Technology

☐ Educational Studies Ph.D.

☐ Literacy Ed.D.: PreK-16 Reading Instruction

☐ Literacy Ed.D.: Teaching English as a Second Language

☐ Special Education Ed.D.

☐ Urban Educational Leadership Ed.D.
PAGE 2 of 2 GA APPLICATION

To which Graduate Assistantship position are you applying?
(This application may have been accompanied by a list of available GA positions. If so, please indicate here for which GA position you are applying: supervisor's name and/or descriptive title of the position. If you are not applying to a specific position, please describe the type of position you are seeking.)

Applying for:
☐ ONE 20-hr/week position
☐ ONE 10-hr/week position
☐ TWO 10-hr/week positions

What, if any, financial award(s) are you now receiving and for what dates?

Please describe your qualifications (experience, skills, knowledge, etc.) for the position for which you are applying: (attach additional pages if needed)

Please describe how the Graduate Assistantship for which you are applying aligns with your academic interests and academic career goals: (attach additional pages if needed)

List three persons who can provide additional information in support of this application:

1. __________________________________________ Phone: ________________________________
2. __________________________________________ Phone: ________________________________
3. __________________________________________ Phone: ________________________________

What else should we know as we make a decision about whether to award you a Graduate Assistantship?

SIGNATURE ________________________________ DATE ________________

Return this form to: Beverly Reese
CECH/Division of Teacher Education
Teachers College, Suite 615
University of Cincinnati
Cincinnati, Ohio 45221-0022

(This section to be completed by the review committee.)

54
Student Name: ______________________________  Student ID: M__________________________

Academic Year of Performance under Review: ______________  Admission Date: _______________

Course Work

• Credit hours completed last year: ______  Cum. hours (including transfers) as of last year: _____
• Courses completed last year: ______________________________________________________

• Any unsatisfactory grades (I, N, NG, C or below)? _____ Y/N (Explain:____________________)
• GPA: Last year: ____________  Cumulative: _____________

Schedule of Events

1. Preliminary Hearing: Planned (quarter and year): _______ Passed on: _______
2. Comprehensive Examinations: Planned (quarter and year): _______ Passed on: _______
3. Advancement to Candidacy: Planned (quarter and year): _______ Passed on: _______
6. Graduation Expected (quarter and year): _______ Within nine years of admission: ______ Y/N

Student Self-Evaluation: (include course work, awards, grants, publications, and conference presentations)

(To be Completed by Advisor)

Overall Performance: _____ Does not meet expectations (last year’s GPA below 3.25 or event timeline off track)
                  _____ Meets expectations (last year’s GPA at or above 3.25 and event timeline on track)
                  _____ Exceeds expectations (last year’s GPA at or above 3.25, event timeline on track, and
demonstrated research productivity including grants, publications, and presentations)

Faculty comments:

Student:_________________________  ____________________________  ________________
          Print                      Signature                      Date

Advisor: ________________________  ____________________________  ________________
          Print                      Signature                      Date

Please make a copy of the signed form for the advisor, save one copy for yourself, and submit the original form to the
School of Education Office.  
(Updated 11/22/2010)
# Doctor of Philosophy Preliminary Hearing Results

**Educational Studies**

**Doctor of Philosophy Preliminary Hearing Results**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID: M____________________</th>
</tr>
</thead>
</table>

**Area(s) of Concentration:**

**Support Area(s):** (1) ____________________ (2) ____________________

**Research Tool(s):** (1) ____________________ (2) ____________________

**Research Plan:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Decision:**

- Go (Comments: ________________________________________________________)
- Accept with Conditions (Suggested revisions: _____________________________)
- Reject (Reasons: ______________________________________________________)

**Committee**

<table>
<thead>
<tr>
<th>Chair/Advisor:</th>
<th>Print</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Member:</td>
<td>Print</td>
<td>Signature</td>
<td>Date</td>
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<tr>
<td>(EDST Faculty)</td>
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<tr>
<td>Committee Member:</td>
<td>Print</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>(EDST Faculty, optional)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Committee Member:</td>
<td>Print</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>(Non-EDST Faculty)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee Member:</td>
<td>Print</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>(Non-EDST Faculty, optional)</td>
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</tbody>
</table>

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form together with the approved Preliminary Hearing Plan to the School of Education Office.

(Updated 11/22/2010)
Decision about Coursework Completion

_____ GO: All prerequisites have been met and the student may proceed with the written comprehensive examination.
_____ NO GO: One or more I, N, F grades have not been resolved and/or that course work requirements have not been completed. The student should not proceed with the comprehensive examination until the record is cleared.

Areas of Exam Questions

1. Area of Concentration (I): ______________________________________________________
   ______________________________________________________

2. Area of Concentration (II, optional): __________________________________________
   __________________________________________________________________________

3. Area of Support (I): _________________________________________________________
   ______________________________________________________

4. Area of Support (II, optional): ______________________________________________
   ______________________________________________________

Timeline

Written exam questions assigned on: ______________  Written exam due date: __________
Oral exam questions assigned on: _________________  Oral exam due date: ______________

Committee

Chair/Advisor: ___________________________ _________________________ __________
Print          Signature               Date

Committee Member: ___________________________ _________________________ __________
(EDST Faculty) Print          Signature               Date

Committee Member: ___________________________ _________________________ __________
(EDST Faculty, optional) Print          Signature               Date

Committee Member: ___________________________ _________________________ __________
(Non-EDST Faculty) Print          Signature               Date

Committee Member: ___________________________ _________________________ __________
(Non-EDST Faculty, optional) Print          Signature               Date

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
Student Name: ____________________________   Student ID: M________________________

1. Chair/Advisor: ____________________________     Decision: ____Satisfactory   ____Unsatisfactory
   Comments: ______________________________________________________________________
   ______________________________________________________________________________

2. Committee Member: _______________________     Decision: ____Satisfactory    ____Unsatisfactory
   Comments: ______________________________________________________________________
   ______________________________________________________________________________

3. Committee Member: _______________________     Decision: ____Satisfactory    ____Unsatisfactory
   Comments: ______________________________________________________________________
   ______________________________________________________________________________

4. Committee Member (Optional):_______________ Decision: ____Satisfactory    ____Unsatisfactory
   Comments: ______________________________________________________________________
   ______________________________________________________________________________

5. Committee Member (Optional):_______________ Decision: ____Satisfactory    ____Unsatisfactory
   Comments: ______________________________________________________________________
   ______________________________________________________________________________

Final Disposition:
_____Pass     _____Fail (There must be no more than one “Unsatisfactory” vote for the student to have passed the Written Exam)
   Comments: ______________________________________________________________________
   ______________________________________________________________________________

Chair/Advisor: ____________________________   __________________________    ____________
   Print               Signature       Date

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
Student Name: ______________________________      Student ID: M__________________________

ORAL COMPREHENSION EXAM

1. Chair/Advisor: ____________________________    Decision: ____Satisfactory    ____Unsatisfactory
   Comments: _________________________________________________________________________

2. Committee Member: _______________________     Decision: ____Satisfactory    ____Unsatisfactory
   Comments: _________________________________________________________________________

3. Committee Member: _______________________     Decision: ____Satisfactory    ____Unsatisfactory
   Comments: _________________________________________________________________________

4. Committee Member (optional): _______________     Decision: ____Satisfactory    ____Unsatisfactory
   Comments: _________________________________________________________________________

5. Committee Member (optional): _______________     Decision: ____Satisfactory    ____Unsatisfactory
   Comments: _________________________________________________________________________

FINAL DISPOSITION: _____Pass    _____Fail  (There must be no more than one “Unsatisfactory” vote for the student to have “passed” the oral)
   Comments: _________________________________________________________________________

RECOMMENDATION FOR ADMISSION TO CANDIDACY: _____ Approve    _____ Disapprove
   (A separate Application for Admission to Doctoral Candidacy must be submitted to the Graduate School)

COMMITTEE:
   Chair/Advisor: _________________________   ________________________   __________
      Print    Signature            Date

   Committee Member: _________________________   ________________________  __________
      (EDST Faculty)          Print    Signature            Date

   Committee Member: _________________________   ________________________   __________
      (EDST Faculty, optional)              Print    Signature            Date

   Committee Member: _________________________   ________________________   __________
      (Non-EDST Faculty)         Print    Signature            Date

   Committee Member: _________________________   ________________________   __________
      (Non-EDST Faculty, optional)        Print    Signature            Date

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
GRADUATE SCHOOL
APPLICATION FOR ADMISSION TO DOCTORAL CANDIDACY
(To be completed by the department and returned to the Graduate School, ML 627)

From: ________________________________, Graduate Program Director

This is to certify that _______________________________________
Student ID Number _______________________________________

Has satisfactorily passed the comprehensive examination required for admission to
candidacy for the degree of _______________________________________

DISERTATION COMMITTEE MEMBERS:

_________________________________________ Signature
Print Name
_________________________________________ Signature
Print Name
_________________________________________ Signature
Print Name
_________________________________________ Signature
Print Name
_________________________________________ Signature
Print Name

The Committee has not been selected _______
Examination Date ________________________

_________________________________________ Signature Date
Graduate Program Director

OFFICIAL CANDIDACY DATE

An affirmative action/equal opportunity institution

Forms/Grad_Sch_Doc_Candidacy (4/07)
Student Name: ________________________________        Student ID: M______________________
Proposal Title: _____________________________________________________________________
__________________________________________________________________________________

Decision:  ______ Go (Comments: ______________________________________________________
___________________________________________________________________)

______ Accept with Conditions (Suggested Revisions: ______________________________
___________________________________________________________________
___________________________________________________________________)

______ Reject (Reasons: ______________________________________________________        
___________________________________________________________________
___________________________________________________________________)

Doctoral Committee

Chair/Advisor:   _________________________   ________________________   __________
Print    Signature            Date

Committee Member:  _________________________   ________________________   __________
(EDST Faculty)          Print    Signature            Date

Committee Member:  _________________________   ________________________   __________
(EDST Faculty, optional)              Print    Signature            Date

Committee Member:  _________________________   ________________________   __________
(Non-EDST Faculty)         Print    Signature            Date

Committee Member:  _________________________   ________________________   __________
(Non-EDST Faculty, optional)        Print    Signature            Date

Note: At least three committee members must concur in the decision. Please make a copy of the signed form for each
committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
Student Name: _______________________________          Student ID: M_____________________

Dissertation Title: ___________________________________________________________________

__________________________________________________________________________________

Decision:    ____ Accept (Comments: ___________________________________________________

___________________________________________________________________)

    ____ Accept with Conditions (Suggested Revisions: ______________________________

___________________________________________________________________

___________________________________________________________________)

    ____ Reject (Reasons: ______________________________________________________

___________________________________________________________________

___________________________________________________________________)

Doctoral Committee
Chair/Advisor: ____________________________________________________________

Print    Signature            Date

Committee Member: ____________________________________________________________

(EDST Faculty) Print    Signature            Date

Committee Member: ____________________________________________________________

(EDST Faculty, optional) Print    Signature            Date

Committee Member: ____________________________________________________________

(Non-EDST Faculty) Print    Signature            Date

Committee Member: ____________________________________________________________

(Non-EDST Faculty, optional) Print    Signature            Date

Note:  There must be no more than one dissenting or abstaining vote for the dissertation to be approved. Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/2/2010)
Assessment and Evaluation Certificate Program Exit Checklist

Educational Studies
Assessment and Evaluation Certificate Program Exit Checklist

Student Name: _______________________      Student ID: M_______________

Course Completion

Required Core Courses (15 hours)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
<th>Quarter Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18-EDST-633 Classroom Assessment and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18-EDST-710 Introduction to Statistical Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18-EDST-721 Measurement and Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18-EDST-755 Introduction to Research Methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18-EDLD-814 Program Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total = 15

Elective Courses (6 hours)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
<th>Quarter Completed</th>
<th>Grade</th>
</tr>
</thead>
</table>

Total = 6

Guided Research Field Practice (3 hours)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Number and Name of Course</th>
<th>Quarter Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18-EDST-861 Guided Research Experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total = 3

Current Official Transcript Attached:    Yes ________    No _______

Certificate Program Director: _______________________   _______________________    ____________

Print                 Signature             Date

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
# Educational Studies
## Certificate in Jewish Education Exit Checklist

**Student Name:** _______________________  **Student ID:** M_______________

### Course Completion

#### Reflective Pedagogy Sequence (6 hours)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
<th>Quarter Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EDST 803P – Reflective Seminar in Jewish Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EDST 804P – Understanding and Teaching Jewish Texts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total = 6**

#### Intensive Studies (6 hours)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course Number and Title</th>
<th>Quarter Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EDST 805P – Leadership in Jewish Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EDST 806P – Curriculum Inquiry in Jewish Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total = 6**

#### Electives (6 hours) (Choose 2 courses)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Number and Name of Course</th>
<th>Quarter Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EDST 750 Classroom Action Research</td>
<td></td>
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<tr>
<td>3</td>
<td>Graduate Elective in Jewish History, Literature, or Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Graduate Elective in Educational Studies (at the 600 level or above)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total = 6**

**Current Official Transcript Attached:** Yes _________ No __________

**Certificate Program Director:** ______________________

Print: __________________  Signature: _____________  Date: ____________

Please make a copy of the signed form for each committee member, save one copy for yourself, and submit the original form to the School of Education Office.

(Updated 11/22/2010)
Urban Education Certificate Program Exit Checklist
Transfer of UC Graduate Credit Hours

GRADUATE SCHOOL

TRANSFER OF UNIVERSITY OF CINCINNATI
GRADUATE CREDIT

FROM: ________________________________

______________________________
College

______________________________
Department

Faculty Advisor Making Recommendation: ________________________________

Graduate Program Director Approval: ____________________________

Signature Date

After review of the official transcripts of his/her academic record, this department recommends the following Student:

STUDENT'S FULL NAME: ________________________________

SOCIAL SECURITY / ID NUMBER: ____________________________

___________________________ Program Admit Date

Be granted ___________ graduate quarter credit hours of transfer.

Please attach a copy of transcript(s) and list below the course number, title and credit hours for each Course to be transferred and for each course being credited.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>UC Course#</th>
<th>UC Course Title</th>
<th>Quarter Credits</th>
<th>Quarter Hours Credited</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Send to the Graduate School ML 0627
Transfer Graduate Credit Hours from other Institutions

GRADUATE SCHOOL

RECOMMENDATION FOR ADVANCED STANDING

From: ________________________________

______________________________
College

______________________________
Department

Faculty Advisor Making Recommendation: ________________________________

Graduate Program Director Approval: ________________________________
Signature ________________________________ Date ________________________________

After review of the official transcripts of his/her academic record, this department recommends the following student:

STUDENT’S FULL NAME: ________________________________

ID NUMBER: ________________________________ Program Admit Date ________________________________

Be granted ________ graduate quarter credit hours of transfer graduate credit from:

UNIVERSITY ATTENDED: ________________________________

DATES OF ATTENDANCE: ________________________________

Please attach a copy of transcript(s) and list below the course number, title, and credit hours for each course to be transferred and for each course being credited.


<table>
<thead>
<tr>
<th>Transfer Course #</th>
<th>Transfer Course Title</th>
<th>Sens/Qur</th>
<th>UC Course #</th>
<th>UC Course Title</th>
<th>Quarter Credits</th>
<th>Quarter Hours Credited</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Total Graduate Quarter Hours: _____________

Send to the Graduate School

M.L. 0627
INSTRUCTIONS FOR COMPLETION OF GRADUATE PETITION FOR REINSTATEMENT AND/OR EXTENSION

This section explains step-by-step the process to complete the petition. These instructions will help you complete the form that follows. Please print and complete the form and then contact your program office to ensure the accuracy of the information provided prior to submission. Upon approval of the Graduate Program Director your program office will submit your petition to the Office of the Graduate School.

INCOMPLETE OR INCORRECT FORMS WILL BE RETURNED TO YOUR GRADUATE PROGRAM OFFICE.

SECTION 1: COMPLETE THIS SECTION REGARDLESS OF DEGREE LEVEL AND PETITION TYPE

1. Check (✓) your degree level and the type of petition being requested.
2. Provide your name, SSN, department/program, home address (including zip code) and e-mail address.
3. Enter your entry term which is generally the first quarter in which you were registered in your program of study. This date is used in determining the expiration of your time-to-degree and time-to-candidacy limit at the master’s and doctoral pre-candidacy program levels.
4. Enter the last quarter registered in your graduate program of study.
5. Enter your official candidacy date. This information is only applicable for doctoral graduate students. This date determines the expiration of your time-to-degree at the doctoral post-candidacy level.

Students petitioning for a Reinstatement should complete SECTION 2. Students petitioning for a Reinstatement and Extension should complete SECTIONS 2 & 3. Students petitioning for only an Extension should skip SECTION 2 and go on to SECTION 3.

SECTION 2: REINSTATEMENT

Have you maintained graduate student status by registering for at least 1 graduate credit hour each year?

1. Circle the correct response.
   a. If yes, go to “Reason for Reinstatement” and complete.
   b. If no, enter the academic year(s) in which you did not register and then complete “Reason for Reinstatement.”

SECTION 3: EXTENSION

Have you had a previous extension(s)?

1. Circle the correct response.
   a. If your response is “yes,” please indicate the approved date(s) of your extension(s), your requested extension date and the “Reason for Extension.” This date must have the approval of your advisor and graduate program director.
   b. If “no,” indicate your requested extension date and the “Reason for Extension.”

Attach the required documentation and submit to your graduate program director for signature and processing.

This form will be reviewed by the Associate University Dean of the Graduate School and you will be notified via a letter of the decision on your petition. If you have any questions your graduate program will be pleased to help you.
UNIVERSITY OF CINCINNATI
Graduate Petition for
Reinstatement and/or Extension

SECTION 1:

Degree Level:
- Master’s
- Doctoral Pre-Candidacy
- Doctoral Post-Candidacy

Petition for:
- Reinstatement - COMPLETE SECTIONS 1 and 2
  (Due to failure to register only; contingent upon payment of
  reinstatement fees)
- Extension - COMPLETE SECTIONS 1 and 3
  (Due to approaching time-to-candidacy and time-to-degree expiration date only)
- Reinstatement & Extension - COMPLETE SECTIONS 1, 2 and 3
  (Failure to petition for an extension prior to time-to-candidacy and/or time-to-
  degree expiration date)
- Reinstatement & Extension - COMPLETE SECTIONS 1, 2 and 3
  (Failure to register in an academic year and petition for an extension prior to
  time-to-candidacy and/or time-to-degree expiration date)

Name _______________________________ ID# __________ - _________

Department/Program _______________________________

Home Address _______________________________________

_____________________________________________________

E-mail address: _______________________________________

First quarter registered into program: _______________ 7-Year Time-to-Degree
  Month Year Expiration Date: _______________ Month Year
  (Master’s)

Last quarter registered: ___________________________ 5-Year Time-to-Candidacy
  ___________________________ Expiration Date: _______________ Month Year
  (Doctoral Pre-Candidacy)

Official Candidacy Date: ___________________________ 4-Year Time-to-Degree
  ___________________________ Expiration Date: _______________ Month Year
  (Doctoral Post-Candidacy)

To be continued...

SECTION 2: REINSTATMENT

1. Have you maintained graduate student status by
   registering for at least 1 graduate credit hour each
   academic year? YES NO

2. If not, indicate year(s) of non-registration: _______ _______ _______
   (example, 2002-03, etc.)

REASON FOR REINSTATMENT (attach additional page(s), if necessary):


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SECTION 3: EXTENSION

1. Have you had a previous extension(s)?

   YES  NO

2. If yes, please indicate date(s) (month/year):

   Month Year
   Month Year

3. Extension requested to:

   Month Year

REASON FOR EXTENSION (attach additional page(s), if necessary):


SIGNATURES

Include the following items with this petition:
1. Description of progress towards degree
2. Degree completion to date
3. Plan for degree completion
4. Letter of support from your Graduate Program Director

Faculty Advisor signature ___________________________ Date __________

Graduate Program Director signature ___________________________ Date __________

College Dean/Associate Dean signature ___________________________ Date __________

Associate Dean of the Graduate School signature ___________________________ Date __________

(For Office of the Graduate School Use Only)

Reinstatement Fee Assessment:  _____ 1 Year  _____ 2 Years  _____ 3 Years

Fee Due Date: ___________________________

(MM/DD/YY)

GS/July 2007
IMPORTANT:

THIS REAPPLICATION FORM IS FOR CURRENT UNIVERSITY OF CINCINNATI GRADUATE STUDENTS WHO HAVE ALLOWED THEIR STATUS TO BECOME INACTIVE FOR A PERIOD OF LONGER THAN THREE YEARS. IF YOU ARE A NEW APPLICANT TO THE UNIVERSITY OR YOU ARE APPLYING TO A PROGRAM NEW TO YOU, PLEASE USE THE GRADUATE APPLICATION FORM AT:

WWW.GRAD.UC.EDU/CONTENT/GRADAPP.CFM

Students who have been unenrolled in classes for more than three years are not eligible for reinstatement and must reapply for admission to the University with this form and a $40 application fee. The reapplication process is as follows:

PROCESS:

1. The student submits completed Reapplication Form with a $40 application fee to his or her Program Director.
2. The program reviews the student's record and determines:
   a. candidacy status at readmission
   b. earned credits acceptable toward final degree requirements
   c. acceptable time to degree from date of readmission
3. The program approves or denies readmission and, if approved, clarifies the student's remaining requirements for degree.
4. The Director signs and forwards the reapplication form to the college Dean or Associate Dean.
5. The Dean/Associate Dean denies or approves the request and, if approved, signs and forwards the form to the Associate University Dean of the Graduate School.
6. The Associate University Dean approves or denies the request and notifies the Dean/Associate Dean and Program Director by copy of the signed/unsigned form.
7. The Program Director notifies the student of the decision.
UNIVERSITY OF CINCINNATI
REAPPLICATION TO GRADUATE SCHOOL
(For use only by inactive University of Cincinnati graduate students
who have not registered in their program during the last three (3) years)

Students who have been unenrolled in graduate classes for more than three years must reapply for admission to the University.

__________________________________________  __________________________________________
Student’s Last Name                          Student’s First Name

__________________________________________
Street Address

_________________________  ________________  ________________
City                               State                               Zip Code

_________________________  ____________________________
ID #                               Date of Birth                        Phone

__________________________________________
Email Address

__________________________________________
Program of Study ___________________________ Master’s _____ Doctoral _____

First Quarter Registered in Program ____________________________________________
Month                        Year

Last Quarter ____________________________________________
Month                        Year

Month/Year Admitted into Doctoral Candidacy, if applicable __________________________
Month                        Year

Please include the following items with this reapplication:

1. Provide an explanation of non-compliance with University policy requiring that you maintain your graduate student status by registering for at least one graduate credit hour each academic year.

2. Describe progress toward degree completion to date.

3. Provide letters of support from your Graduate Program Director and Advisor, a plan for degree requirement completion, and a timeline for achieving important milestones.

4. The readmission fee is $1,236.00. A check or money order in the amount of $40.00 must be submitted with your reapplication form. If approved, the $40.00 will be applied to the total readmission fee of $1,236.00. Upon approval, balance due will be $1,196.00. Registration will not be permitted until full fee has been paid.

__________________________________________  __________________________
Student’s signature                               Date

See Page 2 – To be completed by student’s major advisor
UNIVERSITY OF CINCINNATI
REAPPLICATION TO GRADUATE SCHOOL

<table>
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<th>Student’s Last Name</th>
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Readmission is not automatic. Faculty must carefully consider the former student’s progress and length of time between his or her inception into the program and completion of remaining requirements – either denying admission or readmitting with some contingencies. It is the program’s responsibility to determine appropriate new requirements or conditions to be assigned by virtue of the student’s readmission.

Clarify new requirements and/or conditions upon which readmission is contingent:

Major Advisor’s __________________________ Date __________
Signature

Graduate Program Director’s __________________________ Date __________
Signature

College Dean’s/Associate Dean’s __________________________ Date __________
Signature

Associate University Dean __________________________ Date __________
of the Graduate School
Signature

GS/December 2008
1. What did you like most about this course?

2. What suggestions do you have to improve this course?

3. Please add any additional comments relative to this class. Make your comments as specific as possible. Your comments will be of great value to your instructor in revising this class for the next time it will be taught.
# Section 2: Semester Conversion Course Mapping

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**Research Methodologies**

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