Educational Studies
PhD Student Handbook

2020 - 2021

Policy changes at the University or College level supersede the information contained in this Handbook. Please consult the **UC Graduate School Handbook** for university-level policies and the **CECH Graduate Policies** for college-level policies. International students should consult with **UC International Services**.

Revised 9.7.2020

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Section 1: Program Mission and Areas of Concentration

The Doctor of Philosophy (Ph.D.) in Educational Studies encompasses the rigorous preparation of educational researchers who have the knowledge and skills needed to design, conduct, and disseminate high-quality scholarship, and who have a strong foundation in one or more high-demand areas of specialization. The Ph.D. degree emphasizes the scholarly pursuit of the theoretical underpinning and methodological advancement of educational research. Courses provide critical training in the intellectual pursuit of advanced knowledge in educational, social, and behavioral sciences. A distinguishing feature of the program includes research apprenticeships with faculty who have Graduate Faculty Status in the School of Education. Through faculty mentoring, students author and/or co-author publications and presentations at national and international conferences. The Ph.D. degree prepares the graduate for academic and administrative positions in educational institutions and social service agencies. Graduates of the Ph.D. program typically become university faculty members, higher education administrators, research scientists, or assume other leadership roles. Drawing upon multiple theoretical perspectives and research paradigms, the program represents the breadth of knowledge that leads to deeper understanding in the following areas of concentration:

- **Curriculum Studies and Teacher Education**
- **Developmental and Learning Sciences**
- **Educational and Community-Based Action Research**
- **Educational Policy and Higher Education**
- **Instructional Design and Technology**
- **Literacy**
- **Quantitative and Mixed Methods Research Methodologies**
- **Second Language Studies**
- **Special Education**

Section 2: Administration and Governance

The Educational Studies Ph.D. program is administered in the School of Education (SOE) in the College of Education, Criminal Justice, and Human Services (CECH). It is governed by core faculty who have Graduate Faculty Status. The program is administrated through the Ph.D. Council, comprised of one core faculty member representing each area of concentration, in coordination with the Director of Graduate Studies and the Director of the School of Education.

Section 3: Admission Requirements and Application Procedures

Criteria for Admission
Minimum admission criteria for all areas of concentration are consistent; however, additional criteria may be applied by individual concentrations. The Ph.D. program is selective, because there are limits on the number of students a faculty member may mentor at any given time.

- *Degrees.* Earned Bachelor's degree or Master's degree in areas of concentration or closely related area

from an accredited college or university. Students with bachelor's or master's degrees in unrelated areas, but with clear evidence of experiences and/or credentials appropriate to the Ph.D. degree and a specific area of concentration may be accepted.

- **_Transcripts._** All previous transcripts are required for admission, and applicants must follow this submission process:

   Providing academic records during the application process. All applicants are required to upload their unofficial transcripts during the application process. The university defines "unofficial" transcripts as transcripts that have been in the hands of students, are typically printed on plain paper, and do not have a college seal or registrar's signature. Applicants should NOT send official transcripts as part of the application process.

   Providing academic records after admission. Once applicants have been extended an offer of admission to the University of Cincinnati *and* have accepted the offer, they must submit an official transcript showing conferral of a baccalaureate degree or higher, as soon as possible, to the address below. The university defines "official" transcripts as transcripts that have been received from a secure, authenticated issuing institution and bear validation (e.g., a seal, logo, or watermark), including a date, and an appropriate signature. Official transcripts MUST be sent forward in the original, sealed envelope. ***The absolute final deadline for submission of official transcripts is one week before start of the student's first semester.*** Students will NOT be allowed to complete a full semester without providing verification of an earned baccalaureate degree or higher. Any discrepancy later found between student-provided unofficial transcripts and official transcripts will be grounds for dismissal. Official transcripts should be sent to one of the following addresses:

Regular U.S. postal mail:	*Delivery via parcel delivery service (FedEx, DHL, UPS, etc.):*
Graduate School	Graduate School
University of Cincinnati	University of Cincinnati
110 Van Wormer Hall	2614 McMicken Circle
P. O. Box 210627	110 Van Wormer Hall
Cincinnati, OH 45221-0627	Cincinnati, OH 45221-0627

   UC Alumni
   Students who have received degrees from the University of Cincinnati do not need to submit official paper copies of their UC transcripts.

   Students with degrees received in China
   Applicants who have received degrees in China will upload their unofficial transcripts during the application process. The university defines "unofficial" transcripts as transcripts that have been in the hands of students, are typically printed on plain paper, and do not have a college seal or registrar's signature. Unofficial transcripts do NOT need to be verified at this stage of the application process.

   After admission: Applicants who have earned a degree in China must submit an English-version verification report from the China Academic Degrees and Graduate Education Development Center (CDGDC) of their final transcripts and degree certificates. All verification reports must be sent to the University of Cincinnati directly by the CDGDC to be

considered official. **No other verification will be accepted.** Applicants with Chinese transcripts must contact the CDGDC after their degree is completed and request that their degree verification report be submitted directly to the University of Cincinnati. Students who request a verification report prior to degree conferral will be required to submit a second report after conferral.

Verification reports can be ordered at the following websites:

Chinese: http://cqv.chinadegrees.cn/cn/

English: http://www.chinadegrees.cn/en/

Verification reports are due to the Graduate School one week prior to the start of the student's first semester. Failure to submit verification reports on time will result in a student being placed in non-matriculated status and loss the student visa status. Verification reports should be sent to one of the following addresses:

Regular U.S. postal mail:	*Delivery via parcel delivery service (FedEx, DHL, UPS, etc.):*
Graduate School	Graduate School
University of Cincinnati	University of Cincinnati
110 Van Wormer Hall	2614 McMicken Circle
P. O. Box 210627	110 Van Wormer Hall
Cincinnati, OH 45221-0627	Cincinnati, OH 45221-0627

- *Minimum Grade Point Average (GPA).* Successful applicants must have cumulative GPAs of 3.0 (on a 4.0 scale) from their undergraduate coursework and 3.2 (on a 4.0 scale) from previous graduate work.
- *Graduate Record Examination (GRE).* Applicants must take the GRE within the five years prior to application to the program. The recommended minimum GRE scores are 152 (56th percentile) for Verbal Reasoning, 151 (56th percentile) for Quantitative Reasoning, and 4.5 for Analytical Writing. To register for the GRE, contact the **Testing Services Center**.
- *Speakers of English as a Second Language.* If applicants' first language is not English, they must take the Test of English as a Foreign Language (TOEFL) or another comparable test unless they have previous degrees from higher education institutions in the United States. The recommended test scores are: 92-93 for Internet-based TOEFL; 237 for Computer-based TOEFL; 580 Paper-based TOEFL; 6.5 for IELTS; and 62-63 for PTE. The test must be taken within two years prior to application to the program.
- *Letters of Recommendation.* Applicants must have a minimum of three current letters of recommendation that address their academic background, professional accomplishments, and potential as educational researchers. Letters of recommendation should be submitted by college or university faculty, graduate advisors, or other individuals who can address the applicant's academic accomplishments or potential as an educational researcher.
- *Statement of Research Interests and Professional Goals.* A typewritten statement about research interests and academic and professional goals must be submitted. The statement should include brief narratives about: a) previous research experiences, (b) academic and professional experiences; c) immediate and long-range aspirations; and d) how the Educational Studies Ph.D. Program, and the specific area of Concentration you have chosen, will help you to meet the goals you have outlined. The statement must identify the area of concentration the applicant is applying to for focused study. Applicants who are undecided about their area of concentration must submit their application to one specific concentration but are strongly encouraged to indicate potential interest in the other area of concentration in their goals statement.

- ***Curriculum Vitae***. A copy of a curriculum vitae or resume that includes the applicant's name, address, phone number, e-mail address, colleges attended with degrees and dates, employment history, professional experiences, any publications or conference presentations, and names of individuals who will be sending recommendation letters.
- ***Interview***. Applicants may be selected for participation in a face-to-face, internet, or phone interview.

Application Deadline and Procedures

Prospective students will complete the on-line application for the EDST Ph.D. degree by **December 1**, at which time they will select a concentration from among the options available. *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. Core Faculty in each concentration will review completed applications and require interviews at their discretion. A minimum of two faculty affiliated with a concentration will review each application. Admission decisions will be determined in the spring semester of each year, and new students will begin their program of study in fall semester of the following academic year.

Admission Acceptance, Deferral, and Waiting List

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 may contact the program at Educational Studies Program**,** c/o Graduate Director, Teachers College 615.02, P.O. Box 210022, Cincinnati, Ohio 45221-0022, Tel: (513) 556-3600.

All admissions are valid for one year following the admissions date. A deferral to another year requires reapplication for admission. That is, if students are admitted for the fall semester, they may request a deferral to spring semester or summer semester within one year of the admission date. If students wish to defer admission to the following fall semester, they would be required to reapply. A request for deferral must be made in writing prior to the admission date and sent to the Graduate Director at the contact information listed in the above paragraph.

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 admitted students decide 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 4: Scholarships, Assistantships, and Financial Aid

Full and part-time graduate students in Educational Studies may apply for financial aid after they are admitted to the program, and they 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 the number of credit hours specified by The Graduate School, (2) have a cumulative GPA of less than 3.0, (3) have three C grades, incomplete (I) grades, and/or no grades (N and NG), or (4) have one or more failing F grades on their graduate transcripts.

Application forms for Graduate Incentive Award (GIA) Scholarships and Graduate Assistantships (GA) will

be sent to students after they have been officially accepted into a program and have accepted the offer of admission. Decisions about these two types of financial support are made at the School level. Other types of financial aid also are available, but those decisions are made at the University level.

The Graduate Incentive Award Scholarships (GIA) are awarded based on academic merit to full- and part-time graduate students and cover a portion of tuition (minus general and other fees) for one academic year. No service is required. Students must reapply annually.

Graduate Assistantship (GA). A Graduate Assistantship is a work appointment for a full-time graduate student that includes a living stipend and full tuition remission (fees are not covered). Most GA appointments are for a period of one academic year (nine months) beginning Fall Semester and terminating with the fulfillment of normal academic responsibilities for the Spring Semester. Students must reapply for GA positions annually.

Applications for GIA and GA positions will be available during spring semester each year. Application forms will be sent to all graduate students via the listserv. Applicants must confirm in writing their 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 Graduate Program 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 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 GA position supervisor and include no more than 20 hours of work-related activities per week each semester. The required academic load for Graduate Assistants is 12 credit hours per semester.

University Financial Aid
More information is available at http://grad.uc.edu/prospective/funding.html

Section 5: Mentorship

Mentor Assignment
Upon admittance to the program, each student is assigned a Graduate Faculty Mentor based on fit of research interests. Candidates should initiate contact with their assigned mentor as soon as possible once the admission letter is received. During the first semester of study, the student and mentor will meet to begin the process of planning the program of study. It is an individual student's responsibility to confer regularly with their mentors and ensure that the mentor has approved the student's coursework throughout the graduate program. In addition to a primary mentor, students will be assigned a back-up mentor. The purpose of this assignment is to provide students with guaranteed on-going advising in the event that a primary mentor is unavailable (e.g. on leave), retires, or leaves the University.

During the first year of study, students should actively get to know PhD faculty members' research and teaching expertise and interests so as to form a Doctoral Advisory Committee.

Changing Mentors

During the course of study, a student may discover that another faculty member shares similar interests or has expertise in the student's intended area of research. Students may request a change of mentor at any time. Students interested in changing mentors should (1) ask particular faculty members if they are willing to serve as the new mentor, (2) inform the assigned mentor of the requested change, and (3) submit a written request to the Graduate Program Director of the School of Education. In most cases a request for a change in mentors will be honored; however, the Graduate Program Director has the right to deny a request. If a request is denied, an explanation will be provided.

Section 6: Degree Requirements, Core Curriculum, and Graduation Procedures

Degree Requirements

Students pursing the Ph.D. in Educational Studies must complete a minimum of 90 semester credit hours. Coursework should be completed within three to four years for students with relevant prior graduate work and in five to six years for students entering the program without prior graduate work, given a full-time schedule of 12 hours per semester.

Students who are registered with the Disabilities Services Office of the University and have special needs related to their participation in their program of study (including identified visual impairments, hearing impairments, physical impairments, communication disorders, and/or specific learning disabilities) should meet with their Faculty Mentor, and course instructors, to discuss provisions and accommodations. The PhD program faculty wants to ensure an equitable opportunity for students to meet all requirements and expectations related to the PhD degree.

Advanced Standing and Transfer Credits

Students entering the program post-baccalaureate or with a Master's degree may transfer up to 30 graduate credit hours for comparable courses with a B grade or above if those courses were completed within 5 years prior to admission, excluding Core Coursework. Transfer credits must adhere to Graduate School policy and are subject to approval by the student's Doctoral Advisory Committee. Graduate School policy regarding the transfer of UC course credits while students are not matriculated into a degree program will be applied. Faculty Mentors must complete an Advanced Standing Form for the student in order to make the transfer of hours official.

Graduate degrees at UC each have a stated number of credit hours that must be completed satisfactorily to earn the degree. In all cases, to earn a degree at UC, at least 67% of the relevant coursework credit must be earned while a matriculated student at UC.

Should the program choose to accept the credits, the program (not the student) will complete the appropriate form/s—the "Internal Transfer of UC Credit" form and/or the "Graduate School Recommendation for Advanced Standing" form for credit external to UC—and submit the form/s and accompanying transcripts to the SoE Graduate Director's Office. Both forms are available in the SoE Graduate Director's Office.

Additional general information:

- The number of credit hours transferred from a course taken at another institution into a UC program cannot exceed the number of credit hours given for a UC course that covers equivalent material.
- Normally, credits are not transferred if they were earned more than five years prior to the date of the student's application to the UC program that is considering the credit transfer without approval by the Associate Dean or Director of the Graduate School. Advanced Standing requests where the credits were earned more than five years prior to the student's admit term require narrative justification.

Programs are permitted to award up to one third of the credits of the UC doctoral program through advanced standing (graduate courses taken outside of UC). Note that for doctoral students the advanced standing credit total will include any use of the ODHE allowance of up to 30 credits for a prior master's degree.

Any graduate course credits, including those earned from previously earned graduate or undergraduate degrees, are eligible as advanced standing credits.

Advanced Standing can only be offered for courses (including electives) entered in e-curriculum for the UC graduate program.

Program faculty must evaluate courses for equivalence or comparabilitiy prior to granting students Advanced Standing credit for courses taken at another institution, meeting all the following criteria:
  a) Courses taken at a recognized University or College
  b) Courses taken at the graduate level
  c) Requested advanced standing credits must be the lower of the following two choices
     - Credits originally earned for the course
     - Credits available in the UC course listed in e-curriculum
  d) For 1:1 course equivalency, one or more of the following criteria must be met when compared to the Unviersity of Cincinnati course for which Advanced Standing credit is sought:
     - Course was taken in the same field with the same title
     - Course had similar topics
     - Course had similar learning outcomes
     - Course assignemtn and assessment requirements were similar
     - Course readings requirements are similar
  e) This evaluation process should be documented for each case in which it is applied

The one-third rule doesn't apply to dual degrees, sequential Masters to doctorate programs, or others with shared content that have received approval from the Graduate School.

Advanced Standing credit recommended by program faculty must first be approved by the graduate program director and then submitted for final review by the Graduate School to assure the request complies with the criteria above.

Transfer credit (graduate courses taken at UC). When leaving one graduate degree program to join another

at UC, all UC graduate credits taken as part of the incomplete UC degree may be eligible for transfer to fulfill requirements in the new degree program, based on faculty evaluation of the equivalence to courses in the new curriculum and program approval. This same policy applies when a student in an incomplete UC graduate certificate program matriculates into a graduate degree program.

For SoE graduate certificate programs requiring 12 hours for completion, students may bring 9 credit hours (max) from the graduate certificate program into the SoE degree program; for SoE graduate certificate programs requiring 15 or more hours for completion, students may bring 12 credit hours (max) from the graduate certificate program into the SoE degree program.

When a non-matriculated student enters a graduatedegree program at UC, non-matriculated UC graduate credits are eligible to be transferred toward obtaining the new degree, if the coursework is listed in e-curriculum as part of the degree requirements. Subject to program approval, students may transfer up to 12 credits or one-third of the credits required to earn their UC graduate degree (whichever is greater).

For more details about advanced standing and transfer credits, see here.

Degree Summary
- Minimum: 90 semester credit hours
- Transfer up to 30 credit hours of comparable graduate level coursework from another degree program within UC or from another institution. (All transfer credit must be approved by the Doctoral Advisory Committee, meet Graduate School requirements, and follow Graduate School policy.)

Residency
Prior to admission to doctoral candidacy, all doctoral students shall complete a residency requirement by enrolling in 10 graduate credit hours (12 graduate credit hours if funded by a Graduate Assistantship) per semester for two out of three consecutive semesters of study, including Summer (i.e., residency in Fall and Spring or residency in Spring and Summer or residency in Summer and Fall). Part-time students are not exempt from enrollment requirements to achieve residency. All doctoral students must complete a residency requirement prior to achieving candidacy. Full-time UC employees using their tuition remission benefit to complete a part-time doctoral program may request a waiver of this requirement from the Associate Dean of the Graduate School.

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

Core Curriculum

Required Common Core Courses (36-54 credits): A core set of courses is designed to provide a common set of experiences and is required of all students. The focus of core courses is scholarly activity (e.g., research, writing for publication, conference presentations, and grant writing).
- *Basic Research Methods* (2 courses; 6 credits).
    - *EDST 7011 Statistical Data Analysis II* (3 credits). *EDST 7010 Statistical Data Analysis I* is recommended as a pre-requisite. One or more of these courses may be transferred from previous graduate coursework (given Committee approval).
    - Doctoral Level Introduction to Research Approaches (3 credits). To be taken during the 1st year of study. Students may choose from *EDST 8000 Paradigms of Inquiry* or *LSLS 9021 Frameworks for Literacy Research*.
    - More advanced courses may be substituted with approval of the student's Committee and the Ph.D. Council.
- *Professional Induction* (2 courses; 9 credits).
    - *EDST 9001 Professional Seminar in Educational Studies*. (3 credits). To be taken in the 1st semester of study for students who hold a Master's degree and in the 2nd year of study for students who enter the program with bachelor's degree. This seminar will include discussions on general topics related to preparation for a career as a faculty member and/or educational researcher, including academic writing, conference presentations, and grant writing. Faculty from all areas of concentration will serve as guest discussants to share their research agenda and current projects. This course is required of all students and cannot be covered by a course taken at another institution.
    - Research Apprenticeship (3 credits minimum, repeatable to 12 credit hours). To be taken during the 2nd or 3rd year. A pre-dissertation research study conducted under the supervision of the student's doctoral mentor or designee in which students apply one or more advanced research methods. Outcomes of this apprenticeship should be tied to a conference presentation and/or publication. The general plan for this apprenticeship (timing and potential topic and/or research approach) should be discussed during the Preliminary Coursework Planning Meeting and the details should be finalized between the student and advisor at a later time, typically the semester before enrolling in EDST 8061. Students are required to register for *EDST 8061 Guided Research Experience* in the appropriate section for the mentor or the comparable course offered by their area of concentration.
    - Additional options for professional induction:
        - CI 9003 Theory, Ethics, and Application of Research in Teaching (3 credits)
        - LSLS 9055 Writing for Publication in Education (3 credits)
        - EDST 8001 Research Ethics in Education and Community Research (3 credits)
- *Advanced Research Methods* (1 two-semester sequence plus 1 additional course from a different sequence or with a different focus; 9 credits).
    - Students may choose from the following sequences:
        - **Action:** *EDST 8021 Action Research I, EDST 8022 Action Research II*
        - **Practitioner Action:** *EDST 7043 Practitioner Action Research I, EDST 7053 Practitioner Action Research II*
        - **Qualitative:** *EDST 8051 Qualitative Research Methods I, EDST 8052 Qualitative*

> *Research Methods II*
- **Mixed Methods:** *EDST 8081 Mixed Methods I, EDST 8082 Mixed Methods II (Note: EDST 8051 is a required prerequisite for EDST 8081)*
- **Quantitative:** *EDST 8044 Conducting Quantitative Research* and one of the following: *EDST 8014 Fundamentals of Evaluation Methods, EDST 8033 Introduction to Survey Research Methods, EDST 8034 Measurement and Assessment, EDST 8041 Multivariate Data Analysis, EDST 8043 Reading Advanced Quantitative Research, EDST 8086 Experimental and Quasi-Experimental Design, EDST 8087 Multilevel Models for Educational Research, EDST 8088 Item Response Theory,* and *EDST 8089 Structural Equation Modeling.*
- Other course options:
  - *EDST 7041 First-Person Action Research*
  - *EDST 7042 Appreciative Inquiry*
  - *EDST 7044 Action Research and Feminist Theory*
  - *EDST 7045 Community-Based Participatory Research*
  - *EDST 7047 Arts-Based Action Research*
  - *EDST 8001 Ethics in Education and Community Research*
  - *EDST 8048 Research Seminar in Oral History*
  - *EDST 8053 Feminist Qualitative Methodologies*
  - *IDT 9100 Design Based Research*
- Other course combinations may be substituted with the approval of the student's Doctoral Advisory Committee and the Ph.D. Council.

- *EDST 9073 Dissertation Guidance in Educational Studies* (12 credit hours minimum to 30 credit hours maximum.) **Students may not register for dissertation credit hours until they have passed the Qualifying Examination and advanced to candidacy**. Dissertation credit hours are designated specifically for the design and completion of a dissertation.

Area of Concentration Requirements and Electives (24+ credits): Area of concentration requirements and electives focus on specialized content that supports student interests, expands on current research and evidence-based practices in the field, and facilitates student research. This may include courses shared across programs, such as additional requirements for research methods and/or statistics courses. A secondary area of concentration, which is optional, should extend students' knowledge base by providing coursework in an area outside of, but complimentary to, the student's primary area of concentration. The secondary area of concentration may include coursework in other concentrations or outside the SOE. Mentors within areas of concentration may recommend or require additional coursework.

- *Primary Area of Concentration* (18 hours minimum).
- *Optional Secondary Area of Concentration* (12 credits minimum). For example, a student in Special Education may be interested in a stronger background in Qualitative Research Methodologies or may complete the Post-Secondary Literacy Instruction Certificate.

Courses Available*
CI 8001 Topical Seminar - Diversity in Higher Education
CI 8002 Attitude Formation and Change in the Classroom
CI 8040 Issues in Mathematics Education
CI 8050 Higher Education Seminar

CI 8051 Program Development in Higher Education
CI 8052 Organization and Administration in Higher Education
CI 8090 Independent Study in Curriculum and Instruction
CI 8091 Readings in Curriculum and Instruction
CI 8092 Critical and Postmodern Theories on Educating for Democracy
CI 9003 Theory, Ethics, Application of Research
CI 9004 Curriculum Theory
CI 9005 Policy Issues in Teaching and Learning
CI 9006 Teacher Education and Professional Development
CI 9007 STEM Policy Development and Implementation
CI 9030 Science Education Research: Teacher Preparation
ECE 7027 Partnerships/Families
ECE 7031 Projects and Documentation in Early Childhood Education
ECE 7032 Environments as the Third Teacher
ECE 7033 The Languages of Children: The Role of Graphic Arts in ECE
ECE 7055 Early Intervention /Field Experience
ECE 7064 Romancing Nature with Young Children
ECE 7066 Playscapes, Science, and Young Investigators
ECE 7067 Environmental Education and Young Children
ECE 7086 Readings in Early Childhood Education
ECE 7096 Constructivism in Education
ECE 7097 Learning through Inquiry
ECE 9025 Seminar in Early Development and Education
EDLD 8002 Fiscal Policy Development in P-20 Education
EDLD 8015 Advanced School Law Seminar: Contemporary Issues
EDLD 8016 Educational Policy Analysis
EDLD 8085 Economics of Education
EDST 6060 Human Learning
EDST 6099 Applied Research in Developmental and Learning Sciences
EDST 7010 Statistical Data Analysis I
EDST 7011 Statistical Data Analysis II
EDST 7030 Childhood to Adolescent Development
EDST 7031 Human Development: Early & Middle Childhood
EDST 7032 Human Development: Adolescence
EDST 7034 Lifespan Human Development
EDST 7040 Relational Context of Teaching and Learning
EDST 7041 First-person Action Research
EDST 7042 Appreciative Inquiry
EDST 7043 Practitioner Action Research
EDST 7044 Action Research and Feminist Theory
EDST 7045 Community-Based Participatory Research
EDST 7046 Critical Pedagogy
EDST 7047 Arts-Based Action Research
EDST 7075 Learning Analytics Fundamentals
EDST 7093 Learning, Working, and Thriving in Groups

EDST 7094 Self-Concept and Achievement
EDST 7095 Motivation and Cognition
EDST 8001 Ethics in Education and Community Research
EDST 8014 Fundamentals of Evaluation Methods
EDST 8017 Organization Development in Education
EDST 8021 Action Research I
EDST 8022 Action Research II
EDST 8033 Introduction to Survey Research Methods
EDST 8034 Measurement & Assessment
EDST 8035 Introduction to Cognitive and Learning Sciences
EDST 8036 Brain Development, Cognition, & Learning
EDST 8037 Cognitive Development
EDST 8038 Culture & Cognition
EDST 8039 Mathematics Cognition
EDST 8040 Cognitive Science of Learning to Read
EDST 8041 Multivariate Data Analysis
EDST 8043 Reading Advanced Quantitative Research
EDST 8048 Research Seminar in Oral History
EDST 8051 Qualitative Research Methods I
EDST 8052 Qualitative Research Methods II
EDST 8053 Feminist Qualitative Methodologies
EDST 8061 Guided Research Experience
EDST 8071 Individual Study in Educational Studies
EDST 8080 Quantitative Research Synthesis
EDST 8081 Mixed Methods Research I
EDST 8082 Mixed Methods Research II
EDST 8086 Experimental and Quasi-Experimental Research
EDST 8087 Multilevel Models for Educational Research
EDST 8088 Item Response Theory
EDST 8089 Structural Equation Modeling
EDST 9001 Professional Seminar I in Educational Studies
EDST 9073 Dissertation Guidance in Educational Studies
EDST 8089 Seminar in Educational Studies
IDT 7070 Conducting User Experience Focus Groups
IDT 7080 Creating Digital Professional Portfolios
IDT 7085 User Experience Questionnaires
IDT 7090 Conducting Usability Evaluations
IDT 7095 Trends & Issues in Learning Technology Evaluation
IDT 7100 Assessing Learning in Online and Blended Environments
IDT 7110 Universal Design for Learning in Blended and Online Contexts
IDT 7120 Tools for Online Learning Creation and Assessment
IDT 7130 Applications and Issues of Teaching with Technology
IDT 7150 Educational Game Design
IDT 7160 Multimedia Studio
IDT 7170 Mobile Learning

IDT 8010 Instructional Design
IDT 8020 Learning Sciences and Technology
IDT 8030 Design of Blended and Online Learning Environments
IDT 9000 Seminar in Instructional Technology
IDT 9100 Design Based Research
LSLS 7030 Discourse Analysis
LSLS 7031 Principles of Organizing a Literacy Curriculum
LSLS 7032 Teaching Ethnic American Literature
LSLS 7033 Seminar in Literature for Children and Adolescents
LSLS 8030 Miscue Analysis
LSLS 8032 Language and Emergent Literacy
LSLS 8036 Adolescent Literacy
LSLS 8037 New Literacies
LSLS 8040 Research in Reading and Writing
LSLS 8041 Current Issues in Literacy
LSLS 9021 Frameworks for Literacy Research
LSLS 9046 Advanced Seminar in Literacy I
LSLS 9047 Advanced Seminar in Literacy II
LSLS 9051 Mentored Research in LSLS
LSLS 9055 Writing for Publication in Education
LSLS 9057 Seminar in University Teaching
LSLS 9059 Mentored University Teaching

*Courses may not be available every year or may be cancelled due to low enrollment. Mentors will work with students to accommodate for cancellations to ensure that students' course needs are met.

Mentorship and Committees

At program entry, each student will be paired with a Faculty Mentor who will serve as the initial academic advisor and help students to assemble the **Doctoral Advisory Committee** that reviews and approves students' coursework proposals during the first year.   The **Candidacy Committee** and the **Dissertation Committee** are formed at later stages in the program. Following the policies of the Graduate School, each of these committees must be comprised of at least 3 faculty members (tenure track full, associate, or assistant professors). Research faculty may also serve on the committees. The committees should include the student's Faculty Mentor, a representative from the secondary area of concentration, if applicable, as well other faculty members representing the student's area(s) of concentration. It is recommended that each committee include one member from outside the student's area of concentration. Student may include up to 5 committee members, but members with non-permanent professorial faculty lines (e.g., adjunct, educator, or visiting) or who are outside of UC (e.g., a faculty member who is retired or teaches at another institution) require approval in advance from the Director of the Graduate School and would serve in addition to the minimum number of 3 qualified full-time UC faculty.

Preliminary Coursework Planning Meeting

Before the end of their first year, students must assemble a **Doctoral Advisory Committee** and schedule a **Preliminary Coursework Planning Meeting** to present a program plan to committee members for their

approval. The Doctoral Advisory Committee should include a minimum of three individuals and must include the Faculty Mentor. The following composition for the two remaining members is highly recommended:

- One faculty member from outside the concentration with expertise supportive of the student's interests. If the student has a secondary area of concentration, a faculty member from that area should be included to ensure course requirements are met.
- One faculty with expertise in the student's methodology of interest. This individual need not be a member of the research methodologies faculty but should have clear expertise in the identified method(s) of interest so as to advise the student regarding needed coursework and experiences. This methodology expert may be a faculty member from within the concentration.

Students will prepare a **Preliminary Coursework Proposal** for this meeting, which should include (1) general goals explaining the student's long-range professional plans, (2) one or more areas of concentration that the student has chosen to emphasize within the program, (3) one or more support areas that the student may wish to pursue within or outside of Educational Studies, (4) a list of committee members, (5) previous and proposed course work, (6) the research plan and research tools, including discussion of the Research Apprenticeship (EDST 8061) timeline and focus, and (7) a timetable for major doctoral events. After the Preliminary Coursework Planning Meeting, a **PhD Universal Form** is completed/signed by the committee members and submitted to the office of the Graduate Program Director in the SOE.

Admission to Candidacy

Upon successful completion of their coursework, students assemble a **Candidacy Committee** that will judge the completion of candidacy requirements and plan for, write, and evaluate the Qualifying Examination. Candidacy requirements are consistent across areas of concentration to provide a common experience. Admission to candidacy requires: (1) completion of the residency requirement, (2) successful completion and oral defense of a Qualifying Examination, (3) lead author submission of a manuscript to a peer-reviewed journal or as a book chapter, and (4) lead author presentation at a national or international conference.

The requirements for submission of a manuscript to a peer-reviewed journal or as a book chapter and a presentation at a national or international conference may be completed any time during pre-candidacy. Manuscripts and presentations may be single-authored or co-authored. In the case of co-authored manuscripts or conference presentations, the student should be the lead author.

Description of the Qualifying Examination

The EDST PhD program defines the qualifying examination as: an examination in which individual students demonstrate that they have acquired the ability (knowledge, skills, and dispositions) to successfully complete the dissertation. The EDST PhD qualifying examination includes four steps: (1) qualifying exam preparation, (2) qualifying exam planning meeting, (3) written portion of the exam, and (4) oral portion of the exam.

Step 1: Qualifying Exam Preparation

Students will submit the following documentation to their Ph.D. Candidacy Committee at least two weeks in advance of the Qualifying Exam Planning Meeting (Step 2 below):

- A reflective statement (2-6 double-spaced pages) that revisits the student's professional goals and self-assesses steps taken toward achieving those goals, and also describes the student's authorship role(s) in both the conference presentation and manuscript submission that are required for advancement to candidacy.
- Evidence that the student has met program requirements (coursework complete, residency satisfied, first-author national/international conference presentation, and authored manuscript submitted for publication).
- Indicates a preferred format for the qualifying exam and justification for that preference, which will be discussed and possibly changed during the planning meeting to ensure the best fit for the student's professional purposes.

Step 2: Qualifying Exam Planning Meeting

At the qualifying exam planning meeting, students provide a brief introduction to their dissertation interests and state their preferred option for the written portion of the exam (i.e., Scholar Position Statements, Essay Exam, or Literature Reviews, described below). The Ph.D. Candidacy Committee reviews the student's documentation of completed program requirements to determine whether all prerequisites have been met. This is an appropriate time to discuss the student's preferred written exam format and ideas related to the student's key areas of interest. There are two possible outcomes: (1) The student must complete program requirements or further clarify areas of interest and preferred format before moving forward, or (2) the student is ready to move forward to the written exam. An individual action plan will be put in place for students who do not successfully complete program requirements within the timeframe established by the Candidacy Committee. Results of the meeting and questions for the exam should be reported on the **Qualifying Exam Agreement Form**.

Step 3: Qualifying Exam Written Portion

There are three options for fulfilling the written portion of the EDST Ph.D. qualifying examination: (1) Scholar Position Statements, (2) Essay Exam, or (3) Literature Reviews. Each option (described below) asks students to demonstrate their depth of understanding of the identified content/subject matter, theoretical, and methodological areas and readiness to take on the dissertation. The Ph.D. Candidacy Committee, in consultation with the student, determines the exam option and sets the exam start date and end date. The information (assigned option, assigned questions, dates) is documented on the Qualifying Exam Agreement form and submitted to the Office of the Graduate Program Director when the committee has finalized the questions. The Agreement is kept in the student's file in the Graduate Program Director's Office; however, it is the Ph.D. Candidacy Committee's responsibility to monitor student progress toward completion of the qualifying exam process.

The writing of the qualifying exam is meant to demonstrate a student's ability to complete independent work. Therefore, there are restrictions on the assistance that a student may receive during the written portion of the qualifying exam. The student is permitted to ask committee members for clarification on the assigned questions. Requests for clarification of exam questions must represent a student-driven conversation. Examples of student-driven requests for clarification include students asking for verification of their interpretation of an assigned question or requesting assistance to identify a bug in a software program. Students are NOT permitted to receive feedback on written drafts or assistance with their writing

during the exam period. This restriction means no assistance from the committee members, the Academic Writing Center, peers, family members, or paid editors. The written document (including any required revisions) must be the student's own writing.

Students must submit their qualifying examination written responses by the stated due date to be considered by the committee. Late responses will result in a failed qualifying examination. In the unusual event of a personal crisis that significantly interferes with timely completion of the written response, the student may request an extension from the committee. The committee will inform the student as to whether the extension request is granted. If the committee grants an extension, then a revised Qualifying Examination Agreement form will be submitted to the Graduate Program Director's Office.

The Ph.D. Candidacy Committee members are given at least two weeks to review the written responses before the oral portion of the examination. The committee members are expected to provide a brief summary of their initial assessment to the Advisor at least three (3) business days prior to the scheduled date of the oral portion of the examination. This summary should indicate an overall assessment of the quality of the written responses, highlight any particular areas of concern, and indicate whether or not such feedback should be shared with the student prior to the oral examination.

Step 4: Qualifying Exam Oral Portion
In advance of the oral portion of the examination, the Advisor will provide the student guidance on the format and expectations of the oral portion of the examination, and, at her or his discretion, global feedback on the Committee's initial assessment. Committee members will provide their feedback (verbally and/or in writing) on the written responses to the student during, or shortly after, the oral portion of the exam.

At the qualifying exam oral hearing, the committee has the opportunity to ask the student questions in response to the written exam or questions related to other material covered within the doctoral program. Examples of questions include clarification of written points, further explanation of ideas, and/or extension of ideas to broader contexts. The oral portion of the qualifying exam typically lasts 1-1.5 hours.

Outcomes from the Qualifying Examination
The expectations for a successful qualifying exam call for the individual students to demonstrate their knowledge, skills, and dispositions for independent scholarly work. When reading the student's responses, the Ph.D. Candidacy Committee considers whether the student has a good command of the relevant literature, is able to critically synthesize ideas from the literature, builds a persuasive argument based on the ideas of other scholars, and explicitly articulates their own ideas and stance in relation to the extant literature. The expectations also include the student completing the work independently, in a timely fashion, and using scholarly writing conventions.

The Ph.D. Candidacy Committee determines what constitutes a successful outcome of the qualifying examination. There are four possible outcomes of the qualifying exam.

- ***Pass***: The committee determines that the student's written responses demonstrate that he or she has acquired the knowledge, skills, and dispositions needed to successfully complete the dissertation.

- *Minor revisions required*: Overall the written responses are deemed acceptable, but a specific, narrow deficiency is identified in one or more of the responses. The committee requires the student to complete a minor revision to address the specific deficiency. The student has two weeks to complete and submit the minor revision. A minor revision can only be offered one time. There are two possible outcomes for the minor revision: *pass* or *fail*.

- *Major revisions required*: There are significant problems with one or more of the written responses. The committee provides feedback and requires the individual student to significantly revise their work and submit a new written response. The student has two weeks to complete and submit the major revision. A major revision can only be offered one time. There are three possible outcomes for the major revision: *pass*, *minor revisions required*, or *fail*.

- *Fail*: The student did not submit written responses by the required deadline (unless an extension was granted in light of a personal crisis that significantly interfered with timely completion) or submitted inadequate work and therefore did not successfully complete the qualifying exam. The Ph.D. Candidacy Committee provides the student with feedback on the knowledge, skills, and dispositions that were not sufficiently demonstrated in the exam. A student who fails the qualifying exam will be exited from the EDST Ph.D. program. While academic decisions cannot be grieved, students may consult the Graduate School if they want to grieve the act of dismissal.

Options for the EDST PhD Qualifying Exam Written Portion

There are three options for fulfilling the written portion of the qualifying exam: (1) Scholar Position Statements, (2) Essay Exam, or (3) Literature Reviews. Within each option, small parts of one response can be used to answer parts of another response, though this approach is generally discouraged, as unique responses are preferred.

Option #1 – Scholar Position Statements
This option requires the student to write three position statements: substantive, theoretical, and methodological. The focus is on having the individual students describe the substantive, theoretical, and methodological landscape of their field and provide an argument for their position within that landscape and the implications of the position for their professional work. The student is expected to demonstrate breadth of understanding of the field and depth of understanding about their position.

Exam Purpose:
- *Knowledge*: To demonstrate general knowledge about major movements within the field and specific knowledge about key content/theory/methodology areas of interest
- *Skills*: To situate one's work within the profession, articulate one's own position, demonstrate critical analysis, craft an argument, and identify salient literature
- *Dispositions*: To demonstrate professional awareness, self-reflection

Exam Parameters:
- Timeframe: a maximum of 10 weeks
- The individual students develop three position papers that articulate their position in terms of content interest, theoretical stance, and methodological orientation. Each position is

defined/described, critically situated within the larger field, and examined in terms of its implications for the scholar's work
- Each of the three response papers is typically 15-20 double-spaced pages with about 20-25 references
- Oral exam focuses on the individual students defending/explaining their position in the field

Activities Before the Exam:
- The individual students actively reflect on course content, experiences, viewpoints in the field throughout their program and considers their own positions
- Student may find it helpful to prepare a preliminary bibliography

Relationship to the Dissertation:
- Position statements would be foundational to the topics being considered for the dissertation and foreshadow the student's approach to the dissertation topic

Option #2 –Essay Exam

This option requires the student to write formal papers in response to three questions that apply and/or extend key areas of interest to the student. The focus is on having the individual students synthesize and apply bodies of literature and procedures that have been studied as part of their program. Typical questions involve comparing/contrasting, synthesizing pieces into a whole, and critiquing strengths/limitations/implications of research literature. Each question may have sub-questions at the discretion of the committee, but there should not be more than three sub-questions per question.

Exam Purpose:
- *Knowledge*: To demonstrate expertise with specific bodies of knowledge
- *Skills*: To demonstrate critical analysis, ability to craft an argument, problem solving, scholarly writing skills
- *Dispositions*: To demonstrate independent work, attention to detail, timeliness in writing production

Exam Parameters:
- Timeframe: a maximum of 3 weeks
- Committee members prepare 3 questions that address content/theory/methodology
- Each of the three response papers is typically 10-15 double-spaced pages with about 15-25 references
- Oral exam focuses on the student's depth of understanding

Activities Before the Exam:
- Student identifies major topics (substantive, theoretical, and methodological) of interest for which he/she has developed expertise and describes how they relate to potential dissertation research
- Student may find it helpful to prepare a preliminary bibliography
- Student drafts ideas about potential questions, which may be used, adapted, or replaced by the committee

Relationship to the Dissertation:
- Topics may be specific to the potential dissertation, but questions would be focused on in-depth examination of those topics

Option #3 –Literature Reviews

This option requires the student to identify, examine, and synthesize new topics and bodies of literature as an emerging scholar. The focus is on the student's skills for working as a scholar to develop and apply new expertise. Typical questions involve identifying major themes/perspectives, explaining/applying/developing methodological procedures, and articulating implications of key viewpoints expressed in the research literature. Each question may have sub-questions at the discretion of the committee, but there should not be more than three sub-questions per question.

Exam Purpose:
- *Knowledge*: To demonstrate proficiency with specific topic areas
- *Skills*: To demonstrate ability to identify, synthesize, and engage new bodies of literature; recognize multiple viewpoints; develop scholarly opinions; critical analysis; scholarly writing; and advanced methodological expertise
- *Dispositions*: To demonstrate curiosity, intellectual engagement, openness to new ideas, attention span, persistence, attention to detail

Exam Parameters:
- Timeframe: a maximum of 12 weeks
- Committee members write 3 questions in consultation with the student to explore and apply content/theory/methodology areas of interest
- Each of the three response papers is typically 20-25 double-spaced pages with about 25-35 references
- Oral exam would focus on the student's writing process, content, and clarifying points

Activities Before the Exam:
- Student identifies major topics of interest for which they need to develop expertise
- Student may find it helpful to prepare a preliminary bibliography
- Student drafts ideas about potential questions, which may be used, adapted, or replaced by the committee

Relationship to the Dissertation:
- Topics directly relevant to the potential dissertation and provide background knowledge/skills needed to develop the dissertation proposal

Material produced for the qualifying exam, regardless of option, may be used in the dissertation.

Equitable Opportunities and Accommodations

Students who are registered with the Disabilities Services Office of the University and have special needs related to their participation in their doctoral program (including identified visual impairments, hearing

impairments, physical impairments, communication disorders, and/or specific learning disabilities) should meet with their Committee to discuss reasonable provisions and accommodations for the Qualifying Examination. The PhD program faculty wants to ensure an equitable opportunity for students to meet all requirements and expectations related to the Qualifying Examination.

The results of the qualifying exam must be indicated on the **PhD Universal Form**, signed by the Candidacy Committee members, and submitted to the office of the Graduate Program Director in the SOE.

After successful completion of candidacy requirements, the student completes an **Application for Admission to Doctoral Candidacy.** After students have been advanced to doctoral candidacy, they assemble a **Dissertation Committee**.

Dissertation Committee

Students may register for dissertation credit hours only after they have been admitted to Candidacy. In assembling their **Dissertation Committee**, candidates must select a chair from the candidate's area of concentration. (Exceptions to this rule may be granted by the PhD Council.) Following the policy of the Graduate School, the Dissertation Committee must be comprised of at least 3 full-time UC faculty members with permanent professorial rank (tenure-track full, associate, or assistant professors) and no more than 5 faculty members, including the student's Faculty Mentor/Chair, a representative from the secondary area of concentration, if applicable, as well other faculty members representing the student's area(s) of concentration. It is recommended that each committee include one member from outside the student's area of concentration and a member knowledgeable in the methodological area employed in the dissertation. The 3 required members of the Dissertation Committee must have Graduate Faculty Status. Research faculty with Graduate Faculty Status may also serve on the committee and chair. Other non-tenure track faculty, faculty at external institutions, or other professional practitioners may, on a case-by-case basis and with advance approval from the Director of the Graduate School, serve as additional committee members (beyond the 3 minimum) if their expertise is demonstrably beneficial for the dissertation project. Students have the right to request a change in the committee but must do so in consultation with the School of Education Director of Graduate Studies.

Dissertations will be original research projects based on empirical data, sophisticated theoretical reasoning, and/or methodological innovations. Dissertations can take on an array of formats. The most common format is a traditional multi-chapter research study. One alternative is a three-paper dissertation format (alternatively referred to as an article-style, journal-ready, or three-paper format), which is composed of an introductory chapter that situates the dissertation in the literature and relevant theory, three papers, and a concluding chapter than summarizes what was learned, limitations, and next steps. The decision regarding format should be made between the candidate and the dissertation committee. Some dissertations raise concerns regarding authorship and level of dissertation advisor involvement. These should be addressed up front, using guidance listed in the "Ethical Issues" section below.

Each student will prepare a **Dissertation Proposal** to be approved by the Dissertation Committee. When the proposal has been approved, the student may begin data collection (assuming any necessary IRB approval is in place). When a draft of the **Dissertation** has been judged acceptable by Dissertation Committee members, an oral defense is scheduled for the purpose of posing questions to the student. The student must enter the details of their defense, including time and location, into the Graduate School website

through the graduation checklist steps. The **Dissertation Defense** form must be signed by committee members and submitted to the Director of Graduate Studies in the School of Education. Dissertations require rigor and quality, and at least ¾ of the committee must approve the dissertation. The degree is awarded after final revisions to the dissertation are accepted by the Dissertation Committee. Upon filing an approved dissertation following the deadlines and procedures posted on the Graduate School's website, students will be eligible for graduation.

Minimum Required GPA

To be eligible for graduation, the student must maintain a minimum 3.25 grade point average.

Maintaining Active Status

In order to maintain active status in the graduate program, the student must register for and complete at least 1 graduate credit in any semester during every academic year. If students fail to maintain active status, they 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 semester. 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 the first entry date. To reapply, the candidate must submit a completed **Application for Readmission to Graduate School Form**.

Ethical Issues and Resolving Conflicts

The Educational Studies program takes the ethical practice of teaching and research seriously. Should conflicts or issues arise with the ethical conduct of research, qualifying examination, mentorship, authorship or more, students are encouraged to work with their advisor (when relevant) and to consult the following resources:

The Graduate School Handbook
The Publication Manual of the American Psychological Association
University of Cincinnati Institutional Review Board
University of Cincinnati Ombuds Office
The Office of Research Integrity

Some of these sites provide extended information about the proper handling of issues such as authorship. For further assistance, students are encouraged to come forward with concerns or grievances to their advisors and/or the Director of Graduate Studies in the School of Education.

Course Waivers and Substitutions

Sometimes situations arise where a student needs to waive a required course or substitute it with another course. In such an event, the student must seek official approval of the waiver or substitution from the advisor. Approval must be documented on the Course Waiver / Substitution Form available within the School of Education and Graduate School Forms file within the Graduate Faculty Blackboard Site. The form must be submitted to the Graduate School through the School of Education Director of Graduate Studies. Advisors and students are encouraged to keep a copy for their records. Course substitutions can never account for more than 50% of the student's curriculum.

Submission of Dissertation and Graduation

Students must submit their final dissertation and formally apply for graduation in accordance with established **Graduate School Graduation Deadlines**. Complete information can be found at **Graduate School Graduation**. Students 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 from degree program courses.

Time to Degree

The average time to graduation for doctoral students who have a Masters Degree is three years of full-time study. Students who begin the program without a Masters Degree and/or hold a full-time job may take four to six years to complete their program of study. Students have five academic years (pre-candidacy) to reach candidacy and the four following years (post-candidacy) to complete their dissertation. Candidacy for the doctorate automatically terminates after this time. Requests for extension can be petitioned by submitting a **Graduate School Petition for Extension** form.

NOTE: All extensions to time-to-degree must be approved by the Faculty Advisor and the Ph.D. Council. The Faculty Mentor must submit extension requests in writing to the Ph.D. Council, including a rationale for the extension, and then attend the Ph.D. Council meeting to discuss the request with council members.

Part II: Concentration Requirements and Information
Section 1: Curriculum Studies and Teacher Education

Curriculum Studies and Teacher Education offers two pathways for developing, examining, implementing, and assessing curriculum. Curriculum Studies employs theory and research in curriculum as a broadly construed discipline and Teacher Education engages school curriculum issues, especially the teaching of particular subject areas in classroom settings. This Ph.D. concentration provides students with a general introduction to the study of curriculum, while allowing students to specialize in either Curriculum Studies or Teacher Education in ways that are flexible for meeting their needs.

Curriculum Studies aims to make sense of teaching and learning by inquiring into the purposes of curriculum, questioning whose interests are served by curriculum, and considering research in successful teaching approaches. To do so, Curriculum Studies is not narrowly technical in application; rather, it employs a historically-informed and critical theoretical perspective. Moreover, it views curriculum as more than just a list of content to be taught by also taking into account the sociopolitical contexts of education, the organization of the school, and the hidden or unintended implications of what is taught and learned in schools. Curriculum Studies is interdisciplinary in nature, bringing together work in the foundations of education (including the history, philosophy, anthropology, and sociology of education) and educational policy analysis.

The Teacher Education emphasis develops candidate's knowledge of teacher development across the life and learning span of teachers, including pre-service teacher preparation, the induction years, and teacher professional development. Within this wide construct, individual candidates may choose to focus on areas such as policies that impact teachers' work; the development of teachers' content knowledge, attitudes, beliefs and behaviors; the role of student knowledge and learning in a content area, or the social and political environment in which teachers work.

Our program engages rigorous theory in applied, real-life school situations so that intellectual inquiry and professional practice are always closely in praxis. Aligned with the UC 2019 initiative, the Curriculum Studies and Teacher Education program is transformative in nature. It is aimed at understanding current problems in schools and employing theory and research to construct innovative solutions that improve the learning conditions for all stakeholders. Special attention is paid to members of school communities who have historically been marginalized by attending to issues of difference, access, and equity. Courses in Curriculum Studies and Teacher Education prepare students to develop and assess curricula, examine the teaching-learning relationship, and understand and engage in research in curriculum. All coursework decisions are made in concert between the student, the mentor, and the committee and will be individualized depending on previous graduate course work, areas of interest, and professional goals. Our graduates will be able to work as faculty members in higher education teaching or administrative settings, work for community education agencies, or serve in positions where they conduct research related to curriculum.

Required courses for all Curriculum Studies students (18 hours minimum required in primary concentration area):
CI 9004 Curriculum Theory (3 hours)
CI 9005 Policy Issues in Teaching and Learning (3 hours)
CI 9003 Theory, Ethics, Application of Research (3 hours)

CI 8092 Critical and Postmodern Theories on Educating for Democracy (3 hours)

Elective courses in Curriculum Studies and Teacher Education:
The following list provides a sample of electives, but it is not a comprehensive list. Electives are chosen in coordination with a student's mentor and in light of the student's goals.
CI 8001 Topical Seminar in Curriculum and Instruction
CI 8002 Attitude Formation and Change in the Classroom
CI 8040 Issues in Mathematics Education
CI 8050 Higher Education Seminar
CI 8051 Program Development in Higher Education
CI 8052 Organization and Administration in Higher Education
CI 8090 Independent Study in Curriculum and Instruction
CI 8091 Readings in Curriculum and Instruction
CI 9006 Teacher Education and Professional Development
CI 9007 STEM Policy Development and Implementation
CI 9030 Science Education Research: Teacher Preparation
EDST 8034 Measurement & Assessment
EDST 8039 Mathematics Cognition
EDST 8040 Cognitive Science of Learning to Read
EDST 8043 Reading Advanced Quantitative Research
EDST 8048 Research Seminar in Oral History
EDST 8086 Experimental and Quasi-Experimental Research
EDST 8088 Item Response Theory
IDT 8010 Instructional Design
IDT 8020 Learning Sciences and Technology
IDT 8030 Design of Blended and Online Learning Environments
IDT 9000 Seminar in Instructional Technology
IDT 9100 Design Based Research

Core Faculty

Christopher Atchison, Associate Professor of Geoscience Education
Ph.D., Ohio State University, Science Education
Contact: 511E Teachers College; 513-556-3613; email: christopher.atchison@uc.edu
Research Interests: Geoscience Education, access and inclusion in the geosciences for individuals with disabilities
Teaching: Middle Grades Science Methods, Special Education Science Methods, Research Methods, Geology

Lauren Colley, Assistant Professor of Social Studies Education
Ph.D., University of Kentucky, Education Sciences
Contact: 610J Teachers College; 513-556-3600; email: lauren.colley@uc.edu
Research Interests: Gender and Feminism in the Social Studies; Historical Thinking; Critical Pedagogy in Social Studies Education
Teaching: Secondary Social Studies Methods, Teaching and Learning in Diverse Classrooms

Anna DeJarnette, Assistant Professor of Mathematics Education
Ph.D., University of Illinois at Urbana-Champaign, Mathematics Education
Contact: 511H Teachers College; 513-556-4547; email: anna.dejarnette@uc.edu
Research interests: Students' mathematical thinking and reasoning, group work and classroom discourse, the use of technology for learning mathematics
Teaching: Mathematics methods, problem solving in mathematics, technology

Helen Meyer, Associate Professor of Curriculum & Instruction
Ph.D., University of Wisconsin-Madison, Curriculum & Instruction
Contact: 511A Teachers College; 513-556-5115; email: helen.meyer@uc.edu
Research interests: qualitative methods, action research, teacher beliefs, science education, urban education, organizational change, social justice, and democracy in education.
Teaching: science education research, science methods, introduction to academic writing, history and philosophy of science, role of teachers in a democratic society.

Linda Plevyak, Associate Professor of Curriculum & Instruction
Ph.D., Ohio State University, Teacher Education/Environmental Education
Contact: 511F Teachers College; 513-556-5106; email: linda.plevyak@uc.edu
Research interests: environmental education and scientific inquiry research within K-6 grades.
Teaching: science methods, environmental education, teacher effectiveness, and attitude formation.

Sarah M. Stitzlein, Professor
Ph.D., University of Illinois, Philosophy of Education
Contact: 610-F Teachers College; 513-556-2439; email: sarah.stitzlein@uc.edu
Research interests: curriculum theory, philosophy of education, educational equality, education for democracy, politics of education.
Teaching: curriculum theory, theory and ethics of research.

Support Faculty

Victoria Carr, Professor
*Ex
cecutive Director, Arlitt Center for Education, Research, and Sustainability*
Ed.D., University of Cincinnati
Contact: 2150H Edwards 1; 513-556-3805; Email: victoria.carr@uc.edu
Research interests: Play and STEM learning in natural settings; environmental psychology, teacher effectiveness, preschool education.
Teaching: Education for Sustainability; Playscapes, Contemporary Issues in Child Study

Kathy Koenig, Associate Professor of Physics
Ph.D., University of Cincinnati, Physics Education
Contact: 417 Geo-Phys; 513-556-0507; email: kathy.koenig@uc.edu
Research interests: undergraduate science and mathematics teaching and learning with physics emphasis, retention of STEM majors, acquisition and transfer of scientific reasoning abilities.
Teaching: Calculus-Based Physics; Algebra-Based Physics; Research in Physics Education

Mark Sulzer, Assistant Professor
Ph.D., University of Iowa, Language, Literacy, & Culture
Contact: 615E TC; (513) 556-3588; email: mark.sulzer@uc.edu
Research interests: Dialogic teaching, young adult literature, reader response theory, middle and secondary English/language arts teaching methods, critical literacies, critical youth studies

Section 2: Developmental and Learning Sciences

The Developmental and Learning Sciences area of concentration focuses on an interdisciplinary approach to understanding development and learning that includes theory and research from the fields of developmental psychology, cognitive science, neuroscience, and education. Students may choose courses in lifespan human development, cognitive development, and early childhood education. 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. Course work in the Developmental and Learning Sciences offers an overall theoretical and practical examination of age-related and individual differences that emerge in factors affecting physical, behavioral, social-emotional, cross-cultural, biological, cognitive, and personality development and learning. The influences of family, community, and social environments are also examined. Examples of research opportunities for students available through the Developmental and Learning Sciences Research Lab and the Arlitt Center for Education, Research and Sustainability include working with faculty on projects investigating math cognition and learning difficulties, motivation, nature play and science learning, and preschool education.

Work in the discipline of Developmental and Learning Sciences is geared toward improving development and learning for individuals. Graduates are prepared to assume a myriad of responsibilities but, most commonly, work as faculty members in higher education teaching or administrative settings, and in community service agencies, or in positions where they conduct research related to development and learning.

All course work decisions are made in concert between the student, the mentor, and the committee and will be individualized depending on previous graduate course work, areas of interest, and professional goals. The list below represents the courses that are currently available in the Developmental and Learning Sciences area of concentration.

Required Courses

Applied Research Experience (3 credit hours required):
EDST 6099 Applied Research in Developmental and Learning Sciences

Developmental and Learning Sciences Core Courses (3 credit hours required):
EDST 6060 Human Learning
EDST 8035 Introduction to Cognitive and Learning Sciences

Human Development Courses (3 credit hours required):
EDST 7030 Childhood to Adolescent Development

EDST 7031 Human Development: Early & Middle Childhood
EDST 7032 Human Development: Adolescence
EDST 7034 Human Development: Lifespan

Emphasized Developmental and Learning Sciences Courses/Seminars (at least 9 credit hours required):
EDST 7094 Self-Concept and Achievement
EDST 7095 Motivation & Cognition
EDST 8036 Brain Development, Cognition, & Learning
EDST 8037 Cognitive Development
EDST 9089 Seminar in Educational Studies (with DLS core faculty)

Electives
ECE 7027 Partnerships/Families
ECE 7031 Projects and Documentation in Early Childhood Education
ECE 7032 Environments as the Third Teacher
ECE 7033 The Languages of Children: The Role of Graphic Arts in ECE
ECE 7055 Early Intervention /Field Experience
ECE 7064 Romancing Nature with Young Children
ECE 7066 Playscapes, Science, and Young Investigators
ECE 7067 Environmental Education and Young Children
ECE 7086 Readings in Early Childhood Education
ECE 7096 Constructivism in Education
ECE 7097 Learning through Inquiry
ECE 9025 Seminar in Early Development and Education
EDST 8038 Culture & Cognition
EDST 8039 Mathematics Cognition
EDST 8040 Cognitive Science of Learning to Read
EDST 8061 Guided Research Experience
EDST 8071 Individual Study in Educational Studies

Core Faculty

Mary B. Boat, Associate Professor
Ph.D., University of Minnesota
Contact: 615B Teachers College; 513-556-3817; Email: mary.boat@uc.edu
Research interests: Early intervention methods and policy, social development, assessment
Teaching: Learning Strategies and Inclusive Classrooms, Young Learners in Early Childhood Special Education, Readings in Early Childhood Education

Rhonda Douglas Brown, Associate Professor
Ph.D., Florida Atlantic University
Contact: 2110B Edwards 1; 513-556-3622; Email: rhonda.brown@uc.edu
Research interests: Neural correlates of children's memory development and mathematics cognition using fMRI; Math and science learning in early childhood
Teaching: Brain Development, Cognition, and Learning; Cognition and Culture; Cognitive Development; Mathematics Cognition

Victoria Carr, Professor
Executive Director, Arlitt Center for Education, Research, and Sustainability
Ed.D., University of Cincinnati
Contact: 2150H Edwards 1; 513-556-3805; Email: victoria.carr@uc.edu
Research interests: Play and STEM learning in natural settings; environmental psychology, teacher effectiveness, preschool education
Teaching: Education for Sustainability; Playscapes, Contemporary Issues in Child Study

Marcus L. Johnson, Assistant Professor
Ph.D., University of Nevada
Contact: 2150Q Edwards 1; 513-556-0555; Email: marcus.johnson@uc.edu
Research interests: Motivation, task values, hot cognition, science education, conceptual change learning, human development (adolescence and adults)
Teaching: Motivation and cognition; Research methods; Self-concept and achievement

Tina Stanton-Chapman, Professor
Ph.D., Vanderbilt University
Contact: 2150X Edwards 1; 513-556-1678; Email: tina.stanton-chapman@uc.edu
Research interests: Social communication interventions; peer relationships within the early childhood classroom and on a playground setting; coaching of teachers; interventions targeting young children with disabilities; behavioral observation; single subject research design.
Teaching: Inclusion of young children with disabilities; assessment with young children

Support Faculty

D. Michael Malone, Professor
Ph.D., University of Georgia
Contact: 2150U Edwards 1; 513-556-3833; Email: d.michael.malone@uc.edu
Research interests: Children's play, observational methodology, early intervention, personnel preparation.

Cheri Williams, Professor
Ph.D., Ohio State University, Language, Literature, & Reading
Contact: 615O Teachers College; (513) 556-3571; cheri.williams@uc.edu
Research interests: Emergent literacy; early childhood reading and writing instruction; literacy and deafness; qualitative research methods

<center>Section 3: Educational and Community-Based Action Research</center>

The Educational and Community-Based Action Research (ECAR) area of concentration reflects the interdisciplinary, community-engaged, and problem-focused nature of action research with a mission to "promote social justice and strengthen communities, locally and globally, by advancing research, education, and action through participatory and reflective practices."[1] The ECAR area of concentration in association with the Action Research Center is recognized internationally for its contributions to the

theory and practice of action research in a variety of education, health, community services, and organizational settings. Students interested in the ECAR area of concentration can focus on practitioner inquiry in educational and organizational settings or community-based action research and are encouraged to take courses that reflect the broad interdisciplinary nature of action research. Courses focus on integrating theory and practice and on building strong collaborative relationships among students, interdisciplinary faculty and with our partners in the community.

Program Requirements

The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor's degree. The program is comprised of a core set of courses common across all EDST program concentrations and ECAR requirements.

EDST Core courses:
- Professional induction and guided research (15 credits)
  I. EDST 8000 Paradigms of Inquiry
  II. EDST 7011 Statistical Data Analysis II
  III. EDST 9001 Professional Seminar in Educational Studies
  IV. EDST 8061 Guided Research Experiences

- Advanced research methods (12 credits)
  I. EDST 7043 Practitioner Action Research I
  II. EDST 8021 Action Research I
  III. Choose from one of the following:
    - EDST 7053 Practitioner Action Research II
    - EDST 8022 Action Research II
  IV. Another research course that differs from the Action Research sequence

- Educational and Community-Based Action Research Requirements (24 hours total)
  o EDST 7045 Community-Based Action Research (3 credits)
  o Theory (3 credits)
    - Choose one of the following or other with permission of your advisor:
    - EDST 7040 Relational Context of Teaching and Learning
    - EDST 7046 Critical Pedagogy

- Ethics (3 credits)
  o Choose one of the following or other with permission of your advisor
  o EDST 8001 Ethics in Education and Community Research
  o CI 9003 Theory, Ethics, and Applications of Research

- ECAR electives (15 credits)
  o EDST 7040 Relational Context of Teaching and Learning
  o EDST 7041 First-person Action Research
  o EDST 7042 Appreciative Inquiry
  o EDST 7043 Practitioner Action Research I
  o EDST 7044 Action Research and Feminist Theory
  o EDST 7045 Community0Based Participatory Research
  o EDST 7046 Critical Pedagogy
  o EDST 7047 Arts-based Action Research
  o EDST 7053 Practitioner Action Research II
  o EDST 7093 Learning, Working, and Thriving in Groups
  o EDST 8001 Ethics in Education and Community Research
  o EDST 8014 Fundamentals of Evaluation Methods

- o EDST 8021 Action Research I
- o EDST 8022 Action Research II
- o EDST 8053 Feminist Qualitative Methodologies
- o BE 8093 Participatory Methods for Community-Engaged Research

- Dissertation (12-30 credits)

Core Faculty

Miriam Raider-Roth, Professor
Ed.D., Harvard Graduate School of Education

Contact: 638-G Teachers College; (513) 556-3808; Email: miriam.raider-roth@uc.edu
Webpage: http://www.cech.uc.edu/education/employees/raidermm/
Research Interests: Relational context of teaching and learning, practitioner inquiry, teacher professional development, feminist qualitative methodologies.
Teaching: Practitioner Action Research; Relational Context of Teaching and Learning; Feminist Qualitative Methodology

Lisa M. Vaughn, Professor
Ph.D., Social Psychology, University of Cincinnati

Contact: Kasota Building (CCHMC); 638-H Teachers College; (513) 636-9424; Email: lisa.vaughn@cchmc.org
Research Interests: Community-based participatory action research, health and educational outcomes particularly for immigrant and minority children/families, community-academic partnerships, youth participatory action research, sociocultural foundations of health and well-being
Teaching: Action Research; Community-based participatory action research; Learning, Working, and Thriving in Groups; Action Science

Support Faculty

Vicki L. Plano Clark, Associate Professor
Ph.D., University of Nebraska – Lincoln, Quantitative and Qualitative Methods of Education

Contact: 638-N Teachers-Dyer; 513-556-2610; Email: vicki.planoclark@uc.edu
Research interests: Mixed methods research designs, mixed methods procedural issues, adoption of mixed methods research across disciplines, application of interpretive qualitative approaches in mixed methods research, qualitative research designs
Teaching: Mixed Methods Research Sequence, Advanced Mixed Methods Topics, Paradigms of Inquiry

Steve Kroeger, Associate Professor
Ed.D., University of Cincinnati

Contact: 600C Teachers College; (513) 556-2729; Email: steve.kroeger@uc.edu
Research interests: Action Research and the development of personal narrative about race, understanding cultural conflict, and learning to teach in context; Exploration of educational contexts in the Middle East such as the Palestinian West Bank. Other areas of concentration include behavior disorders and learning disabilities in middle grades.

Teaching: Content literacy; Student Teaching Seminar; Co-Teaching MDL Methodology; Critical Pedagogy

Helen Meyer, Associate Professor of Curriculum & Instruction
Ph.D., University of Wisconsin-Madison, Curriculum & Instruction
Contact: 511A Teachers College; (513) 556-5115; email: helen.meyer@uc.edu
Research interests: qualitative methods, action research, teacher beliefs, science education, urban education, organizational change, social justice, and democracy in education
Teaching: science education research, science methods, introduction to academic writing, history and philosophy of science, role of teachers in a democratic society

Susan Watts Taffe, Associate Professor
Ph.D., State University of New York at Buffalo, Reading Education
Contact: 615J Teachers College; (513) 556-2534; taffesn@ucmail.uc.edu
Research and teaching interests: Vocabulary teaching and learning; teacher professional development; community-based research

Section 4: Educational Policy and Higher Education

The Educational Policy & Higher Education (EPHE) concentration within the Educational Studies (EDST) PhD program is a platform for students seeking advanced degrees to work within both education and policy settings within the PK-20 spectrum. While each student's course of study is highly individualized, most typically fall into one or more of the following areas:
- P-12 policy and administration
- Higher education leadership and policy
- Education policy analysis and governance

Our mission is to develop graduates who have a thorough grounding in current policy and research relevant to PK-20 education. One of the many benefits of pursuing doctoral study at the University of Cincinnati is conducting applied research in an urban environment, while also taking advantage of the many opportunities at one the nation's leading public research universities.

Career Opportunities
Expertise will be developed through coursework, mentored experiences, and original research. Through a combination of required courses and electives, doctoral students, together with their advisor, design a program of study uniquely fitted to their individual interests, expertise, and professional goals.

Students can tailor their course of study that best serves their professional aspirations. Examples of career areas include:
- Faculty and researchers in K-12 education, higher education, and/or policy-oriented programs
- Scholar-practitioners in higher education administration
- Statewide coordinating boards and agencies
- K-12 school district administrators
- University systems
- Foundations and associations

The Ph.D. requires a minimum of 90 semester credit hours beyond the bachelor's degree. The program is comprised of a core set of courses common across all EDST program concentrations and EPHE requirements:

- Educational Studies Core (24 credits total)
  - Basic and advanced research methods (15 credits)
  - Professional induction and applied research apprenticeship (9 credits)
- Education Policy & Higher Education (24-27 hours total)
  - Policy core (9 credits)
  - Electives (15-18 credits)
- Dissertation (12-15 credits total)

Required Courses
EPHE Policy Core (12 credits)
The Policy Core is comprised of policy-focused courses our faculty believe everyone should take to earn a PhD in EPHE (substitutions allowed as approved by your advisor):

- CI 9005 – Policy Issues in Teaching & Learning (alternating years with policy analysis – long term plan to teach as a sequence)
- EDLD 8016 – Educational Policy Analysis (alternating years with policy issues – long term plan to teach as a sequence)
- Other policy electives (3 credits) with advisor approval (NOTE: We strongly recommend you select a law or finance course)

Electives (15-18 credits)[1]
EPHE elective courses are selected in concert with an advisor and committee to allow students to specialize in their planned area of expertise. Pre-approved courses include the following, but additional courses within the SOE and outside can be included with advisor approval:

K-12 focus
EDLD 8037 School & Community Partnerships
CI 7004 The Role of Teachers in a Democratic Society
CI 9004 Curriculum Theory
CI 9006 Teacher Education & Professional Development
Students interested in adding principal license may be able to apply up to 6 credits, including:
EDLD 7035 Educational Leadership Theory
EDLD 8034 School Finance
EDLD 8035 School Law
EDLD 8036 Curriculum Development & Data Analysis
EDLD 8038 Instructional Supervision

Higher Ed focus
EDLD 8061 Finance in Higher Education

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[1] Students without advanced standing transfer credit from a related master's program will have to supplement their course of study with additional credits, to be selected in concert with an advisor.

EDLD 8063 Organization & Administration in Higher Education
EDLD 8064 Legal Issues & Law in Higher Education
EDLD 8065 Governance & Policymaking in Higher Education
EDLD 8062 Educational Equity and Diversity in Higher Education
Other EDLD Higher Electives, as offered
EDST 6060 Human Learning

General Policy focus
EDLD 7038 Leadership for Social Justice
EDST 7001 Politics of Education
EDST 7021 Philosophy of Education
EDST 8014 Program Evaluation
CI 8003 Critical Race Theory in Education
CI 8092 Critical & Post-Modern Theories
CI 9003 Theory, Ethics, and Applications of Research in Teaching

Core Faculty

Amy Farley, Assistant Professor
Ph.D., University of Colorado Boulder: Educational Foundations, Policy, & Practice and Research & Evaluation Methodology
Contact: 610K Teachers; 513-556-5111; Email: amy.farley@uc.edu
Research interests: Education policy and reform; educator effectiveness; equal educational opportunity; democratic theories of education; quantitative methods; survey design/measurement
Teaching: Educational leadership; educational policy; social justice in education

Everrett A. Smith, Assistant Professor
Ph.D., University of Arkansas, Higher Education
Contact: 610P Teachers College; 513-556-8028; Email: everrett.smith@uc.edu
Research interests: Higher education finance and fundraising, governance and policy in postsecondary education, college student success
Teaching: Higher education governance and finance, higher education administration and policy, community colleges

Antar Tichavakunda, Assistant Professor
Ph.D., University of Southern California, Urban Education Policy
Contact: 610G Teachers College, 513-556-2006; Email: antar.tichavakunda@uc.edu
Research interests: Sociology of race and higher education, equity and higher education, college access, race relations in higher education
Teaching: Diversity in higher education, qualitative inquiry, critical race theory

Support Faculty

Mitchel D. Livingston, Professor Emeritus
Ph.D., Michigan State University, Higher Education
Contact: 610M Teachers College; Email: mitchel.livingston@uc.edu mailto: steve.kroeger@uc.edu

Sarah M. Stitzlein, Professor
Ph.D., University of Illinois, Philosophy of Education
Contact: 610-F Teachers College; 513-556-2439; email: sarah.stitzlein@uc.edu
Research interests: curriculum theory, philosophy of education, educational equality, education for democracy, politics of education.
Teaching: curriculum theory, theory and ethics of research.

Section 5: Instructional Design and Technology

The Educational Studies doctoral program offers a concentration in Instructional Design and Technology (IDT). The objective of this concentration is to prepare researchers and practitioners for leadership roles in the design, evaluation, and use of media and technology for education. Put simply, IDT professionals are experts in using media and technology to help people learn.

IDT students learn how to design and research instructional technology for a variety of content areas, learners, and settings. For example, graduates of the IDT concentration could apply the knowledge and skills gained in the Ph.D. program in settings such as higher education institutions, corporate training centers, health institutions, museums, non-profit research organizations, and educational media production companies. Within these work environments, graduates may work as administrators, directors, faculty members, researchers, designers, or evaluators.

The central focus of this concentration is the study of underlying learning theories and their implications for the design and application of educational media and new technologies. Students study what is known about how people learn in order to more effectively design and assess technology-rich learning environments. Students in the program learn from experts in the field and also have the option to complete an internship wherein they conduct research or assessment within a real-world setting. Students are prepared to conduct research and development with a variety of new media and technology to support learning such as social media, gaming and simulations, interactive videos, and other computer tools.

This area of concentration provides opportunities for graduate students to specialize in the study of research methodologies, theories, and issues surrounding the use of instructional technology. This is accomplished through the delivery of relevant coursework and carefully guided dissertation study. A distinguishing feature of the program includes research apprenticeships with faculty who have Graduate Faculty Status in the School of Education. Through faculty mentoring, students author and/or co-author publications and presentations at national and international conferences.

Course Requirements
Doctoral Advanced Courses (6 credit hours required - complete all):
IDT 9000 Seminar in Instructional Technology
IDT 9100 Design Based Research

Additional IDT Core Courses (6 credit hours required - complete all):
IDT 8010 Instructional Design
IDT 8020 Learning Sciences and Technology

IDT Specialization Courses (at least 12 credits):
IDT 7070 Conducting User Experience Focus Groups
IDT 7080 Creating Digital Professional Portfolios
IDT 7085 User Experience Questionnaires
IDT 7090 Conducting Usability Evaluations
IDT 7095 Trends & Issues in Learning Technology Evaluation
IDT 7100 Assessing Learning in Blended Environments
IDT 7110 Universal Design for Learning in Blended and Online Contexts
IDT 7120 Tools for Online Learning Creation and Assessment
IDT 7130 Applications and Issues of Teaching with Technology
IDT 7150 Educational Game Design
IDT 7160 Multimedia Studio
IDT 7170 Mobile Learning
IDT 8030 Design of Blended and Online Learning Environments

Core Faculty

Kay Seo, Professor
Ph.D., Utah State University
Contact: 600K Teachers College; 513-556-2531; Email: kay.seo@uc.edu
Research interests: Interactive learning with social media, Social cognitive development in virtual worlds, Digital safety and internet regulability
Teaching: Seminar in Instructional Technology, Instructional Design, Design of Blended and Online Learning Environments, Multimedia Studio, Educational Technology

Janet Zydney, Associate Professor
Ph.D., New York University
Contact: 600 N Teachers College; 513-556-9138; Email: janet.zydney@uc.edu
Research interests: Technology-based scaffolding to promote inquiry, critical thinking and problem solving in online and multimedia environments
Teaching: Design Based Research, Learning Sciences and Technology, Applications and Issues of Technology in the Classroom, Universal Design for Learning in Blended and Online Contexts, Educational Technology, Fundamentals of Learning Analystics, Conducting User Experience Focus Groups

Support Faculty

Anna DeJarnette, Assistant Professor
Ph.D., University of Illinois at Urbana-Champaign
Contact: 511H Teachers College; 513-556-4547; Email: anna.dejarnette@uc.edu
Research interests: Students' mathematical thinking through the use of technology, group work and classroom discourse
Teaching: Mathematics methods, problem solving in mathematics, technology

Karen Lankisch, Professor, Clermont: Business, Law and Technology and Adjunct Assistant Professor CECH
Ph.D., Capella University
Contact: Clermont College, 285 West Woods Academic Building; 513-732-5250; Email: karen.lankisch@uc.edu
Research interests: Emerging technology, Constructivist approach to integration of technology in classroom, Design of online learning environments, Alternative assessment in online learning environment
Teaching: Applied Technology in the Classroom, Educational Technology, Education Technology Issues, Computer Tools Design for Teachers

Hazem Said, Associate Professor, Information Technology
PhD, University of Cincinnati
Contact: 250C Teachers College; 513-556-4874; Email: hazem.said@uc.edu
Research interests: Mobile application development, Social networks platforms, Applying technology and problem solving to learning Information Technology, Curriculum Development
Teaching: Mobile development environments; Computer Programming; Enterprise Application Development; Open Source Web Development; Social network platforms; Systems Analysis & Design

Section 6: Literacy

The purpose and mission of the Concentration in Literacy is to prepare literacy professionals who will hold research and literacy education positions in universities across the country as well as for roles in local, regional, state, or national educational agencies and corporations. The program of study engages doctoral students in a theoretical and research-based examination of the cognitive, linguistic, social, cultural, political, and economic factors that impact literacy teaching and learning at all levels of development, from early childhood through adult, and emphasizes social opportunity and educational access for all learners.

The Concentration in Literacy is designed to provide doctoral students with the knowledge and skills essential for reading and interpreting scholarship in the field, as well as conceptualizing, designing, implementing, and disseminating original research. To that end, students engage in a variety of mentored and guided experiences that integrate theory, research, and practice. The program faculty expects doctoral candidates to provide leadership locally as well as contribute to a national research community. The Concentration in Literacy also offers doctoral students the opportunity to engage in mentored and guided university teaching experiences.

Through a combination of required courses and electives, doctoral students, together with their mentors, design a program of study uniquely fitted to their individual interests, expertise, and professional goals. The degree program requires a minimum of 90 semester credit hours, as described below. At least one year of the program of study must be completed through full time study.

Required Courses
LSLS 9021 Frameworks for Literacy Research   (3 cr.)
LSLS 9046 Advanced Seminar in Literacy I   (3 cr.)

LSLS 9047 Advanced Seminar in Literacy II   (3 cr.)
LSLS 9051 Mentored Research in LSLS   (3 cr.)
LSLS 9055 Writing for Publication in Education (3 cr.)
LSLS Elective   (3 cr.)
Elective   (3 cr.)
Elective   (3 cr.)
                                          24 cr. total

Elective Course Options (some offered online)

LSLS 9057 Seminar in University Teaching
LSLS 9059 Mentored University Teaching
LSLS 8001 Foundations in Postsecondary Literacy Instruction
LSLS 8003 Practicum in Postsecondary Literacy Instruction
LSLS 8007 Projects in Postsecondary Literacy
LSLS 8030 Miscue Analysis
LSLS 8032 Language and Emergent Literacy
LSLS 8036 Adolescent Literacy
LSLS 8037 New Literacies
LSLS 8040 Research in Reading and Writing
LSLS 8041 Current Issues in Literacy
LSLS 8102 Literacy Instruction: Methods for Teaching Reading
LSLS 8104 Literacy Instruction: Methods for Teaching Writing
LSLS 8105 Teaching Literacy in a Diverse Society
LSLS 7030 Discourse Analysis
LSLS 7031 Principles of Organizing a Literacy Curriculum
LSLS 7032 Teaching Ethnic American Literature
LSLS 7033 Seminar in Literature for Children and Adolescents

Core Faculty

Allison Breit-Smith, Associate Professor
Ph.D., University of Cincinnati, Speech-Language Pathology

Contact: 260B Teachers College; (513) 556-7119; Email: sma5@ucmail.uc.edu
Research and teaching interests: Early language and emergent literacy acquisition in children with disabilities (e.g., autism, specific language impairment); effects of parent and teacher-implemented literacy interventions; pragmatic language

Ying Guo, Associate Professor
Ph.D., Florida State University, Educational Psychology

Contact: 260C Teachers College; (513) 556-0204; Email: guoy3@ucmail.uc.edu
Research and teaching interests: Early language and literacy acquisition for children who are at risk for reading difficulties; development and evaluation of classroom-based literacy interventions and empirically-based curricula; classroom dynamics and teacher quality facilitating child development

Holly Johnson, Professor
Ph.D., University of Arizona, Language, Reading, & Culture
Contact: 410H Teachers College; (513) 556-0469; Email: holly.johnson@uc.edu
Research and teaching interests: Adolescent literacy and literature, middle level education, disciplinary literacy, social justice

Connie Kendall Theado, Associate Professor and Director of Graduate Studies
Ph.D., Miami University (Ohio), English
Contact: 615W Teachers College; (513) 556-1427; Email: connie.kendall@uc.edu
Research and teaching interests: Postsecondary literacy education, writing theory, literacy testing, rhetorical analysis

Mark Sulzer, Assistant Professor
Ph.D., University of Iowa, Language, Literacy, & Culture
Contact: 615E Teachers College; (513) 556-3588; Email: mark.sulzer@uc.edu
Research and teaching interests: Dialogic teaching, young adult literature, reader response theory, middle and secondary English/language arts teaching methods, critical literacies, critical youth studies

Susan Watts Taffe, Associate Professor
Ph.D., State University of New York at Buffalo, Reading Education
Contact: 615J Teachers College; (513) 556-2534; Email: taffesn@ucmail.uc.edu
Research and teaching interests: Vocabulary teaching and learning; teacher professional development; community-based research

Cheri Williams, Professor
Ph.D., Ohio State University, Language, Literature, & Reading
Contact: 615O Teachers College; (513) 556-3571; Email: cheri.williams@uc.edu
Research and teaching interests: Emergent literacy; early childhood reading and writing instruction; literacy and deafness; qualitative research methods

Section 7: Quantitative and Mixed Methods Research Methodologies (QMRM)

The mission of the Quantitative and Mixed Methods Research Methodologies (QMRM) concentration is to provide training with both breadth and depth in the understanding, application, and development of quantitative and/or mixed methods research methodologies as tools to gather evidence in the field of education and other social and behavioral sciences.

Students in the QMRM concentration pursue coursework that prepares them to be a methodologist or a researcher. A methodologist studies the advancement of research methods, whereas a researcher studies the application of research methods. The QMRM concentration includes course work in study design, data collection, and data analysis of empirical human research. Students in this concentration obtain an introduction to diverse approaches to empirical research. Students who focus on quantitative methodologies complete coursework and research experiences that enable them to advance understanding and application of quantitative research designs, quantitative data collection procedures, and statistical data analysis techniques. Students who focus on mixed methods research complete

coursework and research experiences that enable them to advance understanding and application of research that combines and integrates quantitative and qualitative approaches. Students in the QMRM concentration are expected to make a contribution to our understanding of research methodology as part of their dissertation research.

Prospective students applying for the QMRM concentration should have had at least 9 credit hours of graduate-level research methods training (e.g., Statistics, Introductory Research Methods). Students are required to earn at least 18 credit hours from the QMRM elective courses (or a preliminary meeting approved substitution). The course list is subject to approval of your mentor and preliminary meeting committee, where appropriate substitutions can be negotiated.

Courses Required to Satisfy *Advanced Research Methods* Requirement of Core Curriculum
EDST 8034 Measurement and Assessment
EDST 8044 Conducting Quantitative Research
EDST 8051 Qualitative Research Methods I

QMRM Required Courses [6 credits]
EDST 8043 Reading Advanced Quantitative Research
EDST 8081 Mixed Methods Research I

QMRM Elective Courses [18 credits]
EDST 8014 Fundamentals of Evaluation Methods
EDST 8033 Introduction to Survey Research Methods
EDST 8041 Multivariate Data Analysis
EDST 8082 Mixed Methods Research II
EDST 8086 Experimental and Quasi-Experimental Design
EDST 8087 Multilevel Models for Educational Research
EDST 8088 Item Response Theory
EDST 8089 Structural Equation Modeling
EDST 9089 Seminar in Research Methodologies

Core Faculty

Benjamin Kelcey, Associate Professor
Ph.D., University of Michigan, Quantitative Research Methods
Contact: 638-O Teachers College; 513-556-3608; Email: kelceybn@ucmail.uc.edu
Research interests: Mixed effects and multilevel models, mulitilevel mediation, power analyses, causal inference, experimental and quasi-experimental study design, psychometrics, measurement invariance, propensity score methods, structural equation modeling, Monte Carlo simulation
Teaching: Multilevel Models, Structural Equation Models, Experimental and Quasi Experimental Design, Item Response Theory

Vicki L. Plano Clark, Associate Professor
Ph.D., University of Nebraska – Lincoln, Quantitative and Qualitative Methods of Education
Contact: 638-N Teachers-Dyer; 513-556-2610; Email: vicki.planoclark@uc.edu

Research interests: Mixed methods research designs, mixed methods procedural issues, adoption of mixed methods research across disciplines, application of interpretive qualitative approaches in mixed methods research, qualitative research designs
Teaching: Mixed Methods Research Sequence, Advanced Mixed Methods Topics, Paradigms of Inquiry

Christopher M. Swoboda, Associate Professor
Ph.D., University of Wisconsin – Madison, Educational Psychology Quantitative Methods
Contact: 638-Q Teachers College; 513-556-0782; Email: christopher.swoboda@uc.edu
Research interests: Quantitative research designs, methods and applications, including: Missing data, multilevel models, causal inference, data analytics and single-case research design
Teaching: Introductory and Intermediate Statistics, Reading Advanced Quantitative Research, Multilevel Modeling, Multivariate Statistics, Professional Seminar

Section 8: Second Language Studies

The Second Language Studies concentration within the School of Education Ph.D. Program prepares students to be researchers and teacher-researchers of second/foreign language acquisition, psycholinguistics, sociolinguistics, bilingualism, and assessment who work in regional, national, or international universities or in other educational institutions and corporations. The program of study engages Ph.D. students in rigorous theory- and research-based exploration of various contributors/factors that impact second/foreign language learning and teaching, from early childhood through adulthood, with emphasis on cognitive development, social opportunities, and educational access.

Ph.D. students in the Second Language Studies concentration receive rigorous training through coursework, individualized mentored research experience, and other professional development activities such as conference presentations and scholarly publications. Through intensive scientific training, students acquire and consolidate knowledge and skills essential for critical evaluation of existing knowledge and development of new knowledge in second language studies. Ph.D. students are expected to be active members of scholarly communities at regional, national, and international levels through their contribution to and leadership in the field.

Second Language Studies Ph.D. students also have opportunities to gain research experience through various programs and research centers in the School of Education and across the University. There are also ample opportunities to gain teaching experience through the Center for English as a Second Language, ELS, and several other English language institutes, schools, and programs in the region.

An SLS Ph.D. student's advisor should be a faculty member of the Second Language Studies concentration. Under the supervision of a faculty advisory committee, students design programs of study that suit their unique research interests, expertise, and professional goals. This can be achieved through a combination of required courses and electives. At least one year of the program of study must be completed through full time study. *During the year of full-time study, Ph.D. students may not hold full-time employment.*

In addition to the EDST Ph.D. core courses, the Second Language Studies concentration requires seven (7) required courses (21 semester hours) and a minimum of two (2) elective courses (6 or more semester hours), as outlined below:

Required Courses (21 hours)

LSLS 9053: Doctoral Seminar in Literacy and Second Language Studies	(3 cr.)
LSLS 9061: Foundations of Second Language Acquisition	(3 cr.)
LSLS 9062: Advanced Study of Second Language Acquisition	(3 cr.)
LSLS 9063: Advanced Seminar in Teaching English as a Second Language I	(3 cr.)
LSLS 9064: Advanced Seminar in Teaching English as a Second Language II	(3 cr.)
LSLS 9051: Mentored Research	(3 cr.)
LSLS 9052: Advanced Mentored Research	(3 cr.)

Recommended Elective Courses (minimum 6 cr., some offered online)

LSLS 8060: Content-Based second Language Education	(3 cr.)
LSLS 7068: Sociolinguistics and Bilingual Education	(3 cr.)
LSLS 9055: Writing for Publication in Education	(3 cr.)
LSLS 7054: Literacy as a Linguistic and Cultural Tool	(3 cr.)
LSLS7060: Applied Linguistics	(3 cr.)
LSLS7069: Pre-K-12 TESOL Methods	(3 cr.)
LSLS7070: Assessment for K-12 TESOL	(3 cr.)
LSLS8061: Teaching and Assessing College ESL: Reading and Writing	(3 cr.)
LSLS8062: Teaching and Assessing College ESL: Oral	(3 cr.)
CI 7006: Immigrant Children and Families	(3 cr.)
CI 8006: Global Education: Educational Systems	(3 cr.)

Core Faculty

Haiyang Ai, Assistant Professor
Ph.D., Pennsylvania State University
Contact: 615P Teachers College; (513) 556-5116; Email: haiyang.ai@uc.edu
Research and teaching interests: Applied corpus linguistics; Intelligent computer-assisted language learning; Second language acquisition; Second language writing

Hye Pae, Professor
Ph.D., Georgia State University
Contact: Teachers College 615R; (513) 556-7112; E-mail: hye.pae@uc.edu
Research and teaching interests: Second-language acquisition; Psycholinguistics; Assessment challenges across cultures; Psychometric properties of measurement tools; L1 effects on L2 reading acquisition

Dong-shin Shin, Assistant Professor
Ed.D., University of Massachusetts – Amherst, Language, Literacy & Culture
Contact: 615-T Teachers College; (513) 556-2327; E-mail: shindi@ucmail.uc.edu
Research and teaching interests: Digital literacy; Multimodal writing; CALL/CMC; Academic language and disciplinary literacies in content areas; Systemic functional linguistics; Second language teacher professional development

Support Faculty

Mary Benedetti, Associate Professor
Ed.D., University of Cincinnati
Contact: Teachers College 610R; (513) 556-3590; E-mail: mary.benedetti@uc.edu
Research and teaching interests: Adult TESL and Teaching English as a Foreign Language (TEFL) in relation to oral language and literacy development

Section 9: Special Education

The purpose of the Special Education area of concentration is to prepare students to engage in research, teaching, and service that positively influences the lives of individuals with disabilities. Graduates are prepared to work as faculty members in higher education, including administrative positions in colleges and universities or other community agencies, or for positions where they conduct special education related research. Through coursework and internship, students develop specialized skills in the research and practices in their chosen area. Upon admission to the program, the student is assigned a Faculty Mentor with whom the student will work. All coursework decisions are made collaboratively among the student, the mentor, and the committee, and will be individualized depending on previous graduate coursework, areas of interest, and professional goals.

Below is a list of courses required in the Special Education concentration. These courses provide students with the foundation for researching and teaching related to the current issues in the field, and reflect faculty commitment to preparing high quality teacher educators and researchers, collaboration as the foundation for our work in the field, and rigorous standards for students.

The degree program requires a minimum of 90 semester hours. At least one year of the program must be completed through full time study. *During the year of full-time study, doctoral candidates may not hold full-time employment.*

Students will complete the EDST required core courses, at least 18 semester hours in special education (see below), and electives.

Required Core Courses (18 hours)
Select 4 of the following:
- · *18 SPED 8007 - Topics in Special Education
- · 18 SPED 9002 - Readings in Special Education
- · 18 SPED 9003 - Doctoral Seminar I in Special Education
- · 18 SPED 9004 - Doctoral Seminar II in Special Education
- · 18 SPED 9005 - Clinical Evaluation and Diagnosis
- · 18 SPED 9011 - Current Trends in Special Education

NOTE: Because the topics vary from semester to semester, students can repeat *SPED 8007 and apply those credit hours toward the Special Education PhD Core Courses Requirement.

Al students are required to take these two courses:
- · 18 SPED 9020 - Mentored Research in Special Education I
- · 18 SPED 9021 - Mentored Research in Special Education II

Electives

18 SPED 6004   Autism Spectrum Disorders
18 SPED 7055   Autism Spectrum Disorders: Theory to Practice
18 EDST 8036   Brain Development, Cognition, & Learning
18 EDST 8037   Cognitive Development
18 EDST 8038   Culture & Cognition
18 EDST 8039   Mathematics Cognition
18 EDST 8040   Cognitive Science of Learning to Read
18 LSLS 7030   Discourse Analysis
18 LSLS 7031   Principles of Organizing a Literacy Curriculum
18 LSLS 7032   Teaching Ethnic American Literature
18 LSLS 7033   Seminar in Literature for Children and Adolescents
18 LSLS 8030   Miscue Analysis
18 LSLS 8032   Language and Emergent Literacy
18 LSLS 8036   Adolescent Literacy
18 LSLS 8040   Research in Reading and Writing
18 LSLS 8041   Current Issues in Literacy
*Other courses as determined by the doctoral committee

Core Faculty

Anne Bauer, Professor
Ed.D., Southern Illinois University, Edwardsville
Contact: 600J Teachers College; (513) 556-4537; Email: anne.bauer@uc.edu
Research interests: Reform efforts to increase the achievement of p-12 students in high poverty low performing schools; professional development of teachers in terms of culturally responsive practice and understanding of cultural, linguistic, ethnic, and ability diversity

Christina R. Carnahan, Associate Professor
Ed.D., University of Cincinnati
Contact: 600N Teachers College; (513) 556-2529; Email: christi.carnahan@uc.edu
Research interests: autism spectrum disorders, interventions for students with severe disabilities, teacher development
Teaching: Literacy, language, and instructional strategies for students with severe disabilities; autism spectrum disorders; current trends in special education

Todd Haydon, Associate Professor
Ph.D., University of Florida
Contact: 600F Teachers College; (513) 556-3580; Email: todd.haydon@uc.edu
Research interests: Emotional and behavioral disorders, effective teaching practices, functional behavior assessment, positive behavior and supports, and integrating instructional and behavioral interventions for students with behavioral difficulties
Teaching: Doctoral Seminar in Special Education I, II, III; Doctoral Seminar and Practicum on Multidiscipline Evaluation and Diagnosis of Exceptional Children; Assessment &

Intervention; Management of Challenging Behavior; Applied Behavior Analysis for Teachers; Survey of Mild—Moderate Learning Disabilities; Special Education and the Law

Casey Hord, PhD, Associate Professor
Ph.D., Purdue University
Contact: 600G Teachers College; (513) 556-2481; Email: casey.hord@uc.edu
Research interests: Developing interventions in mathematics for students with high incidence disabilities, mathematics curriculum analysis with regards to the needs of students with learning disabilities, the role of visual representations in mathematics teaching for addressing working memory deficits, and the mathematical reasoning processes of students with high incidence disabilities
Teaching: assessment and instructional strategies for students with mild to moderate disabilities

Steve Kroeger, Associate Professor
Ed.D., University of Cincinnati
Contact: 600C Teachers College; (513) 556-2729; Email: steve.kroeger@uc.edu
Research interests: Action Research and the development of personal narrative about race, understanding cultural conflict, and learning to teach in context; Exploration of educational contexts in the Middle East such as the Palestinian West Bank. Other areas of concentration include behavior disorders and learning disabilities in middle grades.
Teaching: Content literacy; Student Teaching Seminar; Co-Teaching MDL Methodology

Song Ju, Assistant Professor
Ph.D., Texas A&M University
Contact: 600E Teachers College; (513) 556-5693; Email: song.ju@uc.edu
Research interests: secondary transition for students with disabilities, with specific foci on transition to employment and postsecondary education; students with disabilities in the Juvenile Justice System and self-determination
Teaching: Teaching students with moderate to intense educational needs; UDL and Assistive Technology; Transition Strategies for Individuals with Disabilities; Introduction to Exceptionality

Support Faculty

Mary B. Boat, Associate Professor
Ph.D., University of Minnesota
Contact: 615B Teachers College; 513-556-3817; Email: mary.boat@uc.edu
Research interests: Early intervention methods and policy, social development, assessment
Teaching: Learning Strategies and Inclusive Classrooms, Young Learners in Early Childhood Special Education, Readings in Early Childhood Education

Renee Hawkins, Associate Professor
Ph.D., University of Tennessee
Contact: 450F Teachers College; 513-556-3342; Email: renee.hawkins@uc.edu
Research interests: Identifying effective interventions to improve the academic skills and social behavior or struggling students, including students with emotional and behavioral disorders

Teaching: Academic assessment and intervention, disabilities and disorders in childhood, and behavioral research methods; supervision of psychology practicum students

Yvette Pennington, Assistant Professor-Educator
Ed.D., East Tennessee State University
Contact: 600H Teachers College; (513) 556-5982; Email: yvettepennington@uc.edu

Research interests: Creating inclusive schools through teacher and administrator preparation programs; cyberbullying and students of color; recruitment and retention of teachers of color; due process proceedings
Teaching: introduction to exceptionalities; special education leadership; instructional strategies for teaching students with mild and moderate disabilities; educational leadership theory; curriculum development; data analysis

Part III: Graduate Certificates

Section 1: Certificate in Assessment and Evaluation

Program Goals

The Assessment and Evaluation (A&E) Graduate Certificate Program develops professional expertise in assessment and evaluation methodology in a variety of academic disciplines and applied settings. The program goal is to enhance scientific scholarship and methodological rigor in the design, instrumentation, and analysis of empirical human data. Our mission is to promote evidence-based research and practice in guiding polices and advancing knowledge. Broadly trained in cutting-edge methodology, our graduates are well positioned to assume the leadership roles in shaping the theory, practice, and future of assessment and evaluation. The A&E Graduate Certificate is designed for:

• Research scientists in institutions and work places seeking career advancement in assessment and evaluation research;
• Administrators in human service organizations and research institutions seeking leadership roles in areas related to A&E;
• Faculty and staff in universities and colleges seeking professional development opportunities in admission, student assessment, and institutional research;
• School district and state officials seeking expertise and specialization in A&E for improving policy making and accountability;
• 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.
• Community program developers, implementers, and consumers interested in making data-informed decisions for program improvement and to evidence processes and outcomes.

Curriculum

Students must complete a minimum of 18 credit hours of core courses and one 1-to-6 credit hours of internship training, totaling a minimum of 19 credit hours.

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

• 18 EDST 7000 Introduction to Research Methodology
• 18 EDST 7010 Statistical Methods and Data Analysis I
• 18 EDST 7011 Statistical Methods and Data Analysis II
• 18 EDST 8014 Fundamentals of Evaluation Methods
• 18 EDST 8034 Measurement and Assessment

NOTE: EDST courses are listed under "Educational Studies."

Internship Training: Students must complete 1 to 6 credit hours of internship through enrolling in 18 EDST 7090 Internship in Assessment and Evaluation. This internship training provides students with hands-on exposure to various research projects at different stages of completion in a field setting. Interns are expected to work 2 to 3 hours a week for each credit hour they are enrolled in. Payment is negotiated

between the intern and the supervising staff at the training site. Most of the A&E students satisfy this requirement by doing an internship under the supervision of a qualified staff at UC's **Evaluation Services Center**. Other training sites are possible but must be approved by the certificate program director. 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 this internship requirement, but a statement detailing the previous professional experience must be submitted to the certificate program director for approval.

Electives: Recommended electives include (but are not limited to) the following:
- EDST 7045 Community-Based Participatory Research
- EDST 8021 Action Research I
- EDST 8033 Introduction to Survey Research Methods
- EDST 8044 Conducting Quantitative Research
- EDST 8051 Qualitative Research Methods I
- EDST 8081 Mixed Methods Research I (Note: EDST 8051 is a required prerequisite)
- EDST 8088 Item Response Theory

Students are encouraged to consult with the certificate program director for selecting electives.

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. Most full-time students can complete the certificate in one to two years.

Transfer Credits
Up to six graduate credit hours may be transferred into the A&E Certificate from UC or other institutions if they are B- or above and completed less than five years prior to admission. Many of the A&E courses are transferrable to other degree programs at UC, subject to program approval.

Admissions
Successful candidates are driven by the desire to improve the rigor of evidence-based research and practice. They are comfortable working with numbers but at the same time welcome human interactions. Analytical and critical thinking skill is a must for the candidate to thrive academically and meet the real- world challenge.

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 should be submitted before the start of courses or during the first semester of enrollment.
- Applications are accepted for any semester on a rolling basis. To ensure full consideration, application materials should be received at least one month prior to the intended enrollment date. Late submission may be rolled over to the following semester.

Admission Term	Application Deadline	Notification By
Fall	July 1	August 1
Spring	November 15	December 15
Summer	April 1	April 15

Application materials required for admission include the following:
- Online graduate school application form (http://grad.uc.edu/admissions.html)
- 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

For more information, contact Youn Seon Lim at limyo@ucmail.uc.edu.

Section 2: Certificate in Blended Online Learning and Teaching

Instructional Design and Technology is a quickly growing field with a growing need for highly trained graduates. With the growing trend in online and blended learning in higher education, K-12 schools, and corporate employee training, the ability to create, manage and facilitate online learning is vital for educators in every field. UC's Blended and Online Learning and Teaching (BOLT) certificate program prepares students to meet this demand by offering an interdisciplinary program drawing from the fields of cognitive science, education, design, information technology, and computer science.

Blended and online learning and teaching are modern, technology-mediated distance learning modes that require specific skill sets combining facilitation, collaboration, management, learning design, and assessment. Teaching and facilitating courses in such environments requires understanding of the nature of online and blended learning experiences, how they differ from traditional classrooms, and how to overcome the challenges and leverage the benefits.

With a focus on teaching, the BOLT program leverages pedagogy, theory, instructional design, and user experience in order to prepare educators to develop and facilitate learning using online and digital tools. Students will learn to facilitate effective learning in online and blended learning environments, create strategies for assessment and accessibility, obtain mastery of contemporary learning technologies, and develop skills to be lifelong learners. Led by educators with proven success in the field, students will examine current and projected trends, experience authentic online classrooms, complete hands-on practice with eLearning authoring tools, and complete project-based assignments, developing the skills needed to design, manage, and lead their online classroom.

Objectives

At the end of the program, the student will be able to:

- Apply learning theories and sound pedagogical practices to the instructional design and development process.
- Apply a systematic process to design instructional strategies that meet identified learning contexts and needs.
- Create authentic, technology-mediated learning experiences.
- Evaluate learning technologies and strategies using a variety of methods.
- Analyze current research and emerging trends in the area of learning technologies.
- Develop strategies to encourage active learning, application, interaction, participation, and collaboration in online and blended environments.
- Facilitate effective learning in online and blended learning environments.
- Demonstrate mastery of contemporary learning technologies.
- Explain the instructional delivery continuum, including associated strengths and affordances.
- Remain cognizant of the diversity of student academic needs and make appropriate accommodations.
- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards.

Curriculum

The program is designed for students to take two courses in the fall and one or two courses in the spring and summer semesters to complete the certificate in one academic year. Courses in the program include:

IDT 7100: Assessing Learning in Online and Blended Environments
IDT 7110: Universal Design for Learning
IDT 7120: Tools for Online Learning Creation and Assessment
IDT 7130: Applications and Issues of Teaching with Technology
IDT 8010: Design of Blended and Online Learning Environments

Admissions

The program welcomes graduate applications from students who:

- Hold a baccalaureate degree from a college or university regarded as standard by a regional or general accrediting agency and
- Have at least a B average (3.0/4.0 system) in relevant undergraduate coursework or otherwise give evidence of promise that is judged satisfactory by the admitting program and the Graduate School.

Application materials required for admission include the following:

Goal Statement: A typewritten statement about professional goals should be submitted that includes brief narratives about: a) previous professional experiences; b) immediate and long-range goals; and c) how the BOLT certificate will help you to meet your goals.

Transcripts: Applicants are responsible for providing academic records during the application process. All applicants are required to upload their unofficial transcripts during the application process. Once an applicant has been extended an offer of admission to the University of Cincinnati and has accepted the offer, s/he must submit an official transcript showing conferral of a baccalaureate degree or higher as soon as possible.

To apply for the BOLT program, go to https://gradapps.uc.edu/StartMyApplication.

Contact Info
Joseph W. Waddle
Program Manager
College of Education, Criminal Justice, & Human Services
Suite 615 Teachers College
PO Box 210022
Cincinnati, OH 45221-0022
513-556-3599
Email: joseph.waddle@uc.edu

Section 3: 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 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 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.

Fifteen (15) credit hours must be completed.

Required Courses *(6 credit hours)*
EDST 8035 Introduction to Cognitive & Learning Sciences
EDST 6099 Applied Research in Developmental & Learning Sciences or other approved research experience supervised by faculty associated with the certificate.

Elective Courses* *(9 credit hours)*
EDST 7094 Self-concept & Achievement
EDST 7095 Motivation & Cognition
EDST 8036 Brain Development, Cognition, & Learning
EDST 8037 Cognitive Development
EDST 8038 Cognition & Culture
EDST 8039 Mathematics Cognition
EDST 8040 Cognitive Science of Learning to Read

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

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.
- Applications are accepted for any semester on a rolling basis.

Application materials required for admission include the following:
- Online graduate school application form (http://grad.uc.edu/admissions.html). 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 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 that may be contacted for further information.
- Application fee ($20).

Contact Info

Rhonda Douglas Brown, Ph.D.
Telephone: 513-556-3622
Email address: rhonda.brown@uc.edu
University of Cincinnati
PO Box 210105
Cincinnati, OH 45221-0002

Section 4: Certificate in Jewish Education

Course Plan

The Certificate in Jewish Education immerses students in the theory and practice of Jewish Education. Intended to support teachers from diverse settings, this certificate will assist teachers in deepening their subject area expertise, developing their pedagogical stance, and building inquiry approaches to their teaching and learning. Course work will offer investigations of reflective practice and Jewish education content areas (curriculum, leadership, text study).

Rooted in an educational action research orientation, this course of study will encourage students to construct questions about their own practice, and design projects within their courses that support these questions. In addition, students will be able to make choices regarding electives that deepen their inquiry. Currently, the CJE is limited to participants in the Mandel Teacher Educator Institute (MTEI). For more information about MTEI please visit www.mtei-learning.org

Core Courses
- EDST 6050 – Reflective Seminar in Jewish Education
- EDST 6051 – Understanding and Teaching Jewish Texts
- EDST 6052 – Leadership in Jewish Education
- EDST 6053 – Curriculum Inquiry in Jewish Education

Required Methodology Course (3 credits)
- EDST 7043 Practitioner Inquiry

Application Process
Individuals 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.

To apply for a certificate in Jewish Education:
- Go to https://grad.uc.edu/admissions.html.
- Click on "Apply to UC" in the horizontal navigation menu in the middle of the page.
- Click on the appropriate choice for "returning users" or "first time users."
- If first time user, click on the "Create New Account" link in the left hand navigation menu.
- Create a new account. (Please note, all new applicants must do this. Your UC central log in information will not suffice.)
- Enter your newly created username and password into the "Log In" section, which appears after you create your account.
- Click on the term you wish to apply for and "graduate programs."
- Follow the application instructions (Please note that this will appear to be a very general application until you get to the "Program Choice" section, in which you will select "Jewish Education" from the list of program choices.)

Contact Info
If you have any questions about the CJE certificate, please contact Miriam Raider-Roth, Ph.D.
Phone: 513-556-3808
Email: raidermm@ucmail.uc.edu

Section 5: Certificate in Higher Education Leadership

The Graduate Certificate in Higher Education Leadership is designed for individuals who currently work in or aspire to have a rewarding career in the field of higher education, including areas such as student affairs,

academic affairs, intercollegiate athletics administration, institutional advancement, and enrollment management.

The certificate enhances students' understanding of and skills in higher education administration by contextualizing contemporary challenges and issues, including best practices for managing various areas at colleges and universities. The purpose and design of the certificate is to provide thoughtful exposure to content that will better prepare graduates with the foundational knowledge and skills essential to their development as higher education administrators and leaders. At the same, the certificate will provide students who do not have a masters in higher education, a foundation in higher education administration content.

The Graduate Certificate in Higher Education Leadership requires the completion of 12 credit hours of higher education coursework. Classes are offered both face-to-face and online each semester.

Courses for the certificate include:

EDLD 8063 Organization and Administration in Higher Education
EDLD 8065 Governance and Policymaking in Higher Education
EDLD 8064 Legal Issues and Law in Higher Education
EDLD 8061 Finance in Higher Education

Admissions
The program is listed as Higher Education Leadership.
The admissions requirements are that you:
1. Hold a baccalaureate degree from a college or university regarded as standard by a regional or general accrediting agency
2. Have at least a B average (3.0/4.0 system) in relevant undergraduate course work or otherwise give evidence of promise that is judged satisfactory by the admitting program and the Graduate School

Contact Info
For more information regarding the Graduate Certificate, contact:
Dr. Everrett Smith
Email: everrett.smith@uc.edu

Part IV: Research Centers
Section 1: Center for Action Research

The Action Research Center was established in the fall of 2005 to serve as the focal point for educational and community-based participatory research efforts by faculty and students from across the University working together with our partners in the community. The mission of the ARC is to "promote social justice and strengthen communities, locally and globally, by advancing research, education, and action through participatory and reflective practices."[2]

Our vision is to become a leader in action research in our community, the university, and internationally by providing a welcoming home to all forms of action research and sharing a common set of values. The Action Research Center is currently involved in a number of projects both locally and internationally including the publication of a book describing the range of projects that the ARC is engaged with here at UC including teaching, research, institutional change and community partnerships. Members of the Action Research Center are also actively contributing to the scholarship of action research. Miriam Raider-Roth serves on the editorial board of the International Journal of Jewish Education Research. Her work has been published in *Teachers College Record, Teachers and Teaching: Theory and Practice, Teaching and Teacher Education, and the Journal of Educational Change.* She presents her work across North America and Israel. Lisa Vaughn is nationally and internationally known for her work in community-based participatory research on health and well-being and cultural competency. A prolific writer, she has published over 50 academic journal articles/ book chapters and three books including a volume entitled, *Psychology and Culture: Thinking, Feeling and Behaving in a Global Context.* She has been guest editor for journals such as *Prevention and Intervention in the Community* and has worked with universities and communities all over the world including Guatemala, South Africa, Lithuania, Denmark, and the Dominican Republic.

Supporting the work of students interested in using an action research model continues to be a key aspect of the work of the Action Research Center and our students have been active in publishing and presenting their work. Student projects include a partnership with Gorman Heritage Farm, a local environmental education center, studying teachers' practice at Hughes STEM high school, a service learning partnership course with Sharon Woods, student and teacher learning in Place Out of Time, an on-line simulation game, a social justice leadership project with girls at a local K-8 school, a media-based partnership with middle school students to produce infomercials and comic books about healthy eating and nutrition, a support group and digital stories of Zimbabwean immigrant women. Students have also been involved in several Action Research Center community consulting projects where they are able to apply action research skills in the field and collaborate directly with Action Research Center faculty and community partners.

We also seek to provide opportunities for students, faculty, and members of the community to deepen their understanding of the theory and practice of action research through a series of guest lectures and other events including visitors from the Highlander Research and Education Center in Tennessee and presentations by well-known action researchers Randy Stoecker from the University of Wisconsin, Madison and Patricia Maguire from Western New Mexico University among many others. We have also participated with partners from the Medical School and Cincinnati Children's Hospital in sponsoring visits from community-based participatory researchers including Meredith Minkler and Sheryl Walton, Barbara

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[2] From the Mission Statement of the Action Research Center
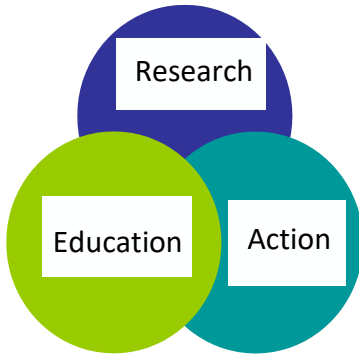
Israel and Sonya Grant, and Sarena Seifer and Susan Ann Gust. We have also hosted a number of prominent international scholars including Shankar Sankaran from Australia, Victor Friedman from Israel, Anne Inga Hilsen from Norway, Gunilla Harnsten and Lars Holmstrand from Sweden, Mia Husted and Ditte Tofteng from Denmark and Annegret Wenz-Haubfleisch from Germany. In addition our students have taken part in a shared Ph.D. course which included a trip to Roskilde, Denmark and have presented at international conferences in the United Kingdom.

Strategic Planning Report

Mission
The mission of the Action Research Center is to promote social justice and strengthen communities, locally and globally, by advancing research, education, and action through participatory and reflective practices.

Vision
To become a leader in action research in our community, the
University, and internationally by providing a welcoming home to all forms of action research and sharing a common set of values.

Guiding Principles
We believe Action Research:
- Is about community empowerment
- Is collaborative, democratic and inclusive
- Can be adapted to every discipline
- Strives to create opportunities for transformative experiences

Furthermore, as the Action Research Center:
- We support the development and dissemination of all forms of Action Research
- We respect the knowledge and experience of the people we work with
- We have a long-term commitment to work with community partners for social action and change
- We will practice an ethic of caring
- We believe every single person can engage in Action Research
- We respect the knowledge and experience of the people we work with
- We will strive to provide mentorship through a process of reflection and dialogue
- We will provide a supportive environment for researchers
- We will deepen our values through our practice

Section 2: Center for Jewish Education and Culture

The Center for Studies in Jewish Education and Culture (CSJEC) seeks to advance our theoretical understandings of culture, relationship, and teacher identity and develop new models for teachers' professional development. Combining active research projects with in-depth professional development the CSJEC aims to maintain a strong bridge between theory and practice. The CSJEC 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.

Currently, the CSJEC partners with the Mandel Teacher Educator Institute (MTEI), funded by the Jack, Joseph and Morton Mandel Foundation. to support the administration, curriculum development research with MTEI. An important dimension of this partnership focuses on the Certificate in Jewish Education opportunity offered to MTEI participants.

Since 2007, the CSJEC has also offered professional development seminars for teachers in North America to deepen their subject knowledge expertise and develop reflective and relational pedagogies concerning the teaching of Jewish culture. Funded by local foundations, the Ohio Humanities Council, and the Posen Foundation - US, these seminars have included over 200 teachers. Assuming an educational action research stance, the CSJEC has actively investigated the nature of our participants' learning. Results of these studies have been presented at the American Educational Research Association conferences, the Ethnography in Education Research Forum- University of Pennsylvania, the North American Network for Research on Jewish Education, and the Israel Association for Research in Jewish Education. Findings have been published in *Teaching and Teacher Education, Journal of Educational Change* and *Journal of Jewish Education.*

In addition to important funding that has made our work possible, talented graduate students help create a vibrant learning community through graduate assistantships, research apprenticeships, and interpretive learning communities.

Website
For more information please visit http://cech.uc.edu/centers/jewish_education.html

Contact Info
Phone: 513-556-0277
Email: Miriam Raider-Roth at miriam.raider-roth@uc.edu

Section 3: Developmental & Learning Sciences Research Center

The mission of the Developmental & Learning Sciences Research Center (DLSRC) is to improve developmental and learning outcomes for children and adolescents by generating research, educational experiences, and applications using an emergent, interdisciplinary approach to understanding development and learning that includes the integration of theory and research from the fields of

developmental psychology, cognitive science, neuroscience, and education.

The DLSRC is designed to support synergistic activities between the Arlitt Center, Early Childhood Education & Human Development faculty, university-wide faculty (e.g., Psychology; Communication Sciences & Disorders), and Children's Hospital. Goals include engaging in research at the Arlitt Center, including the lab school and the PlayScape initiative, and its community of children and families, and collaborating on grant writing, and pedagogical innovation.

Current faculty and student research includes investigations into the ***neural correlates of mathematical cognition and disabilities*** using functional Magnetic Resonance Imaging (fMRI) technology (Dr. Rhonda Brown), the interaction of ***motivational mechanisms*** and learning (Dr. Marcus Johnson), and children's play and science learning in Playscapes (Dr. Vicki Carr).

Section 4: Literacy Research and Innovation Center (LRIC)

As part of their program of study, doctoral students may choose to participate in the activities of the Literacy Research and Innovation Center (LRIC), a research and teaching laboratory dedicated to advancing knowledge about how children learn and are instructed in literacy. A multi-disciplinary team of faculty and researchers comprise the LRIC. The collaborative team includes individuals with specialized literacy knowledge from various fields such as literacy and second language studies, educational leadership, educational studies, special education, speech-language pathology, and design. The Center focuses on conducting and translating research into best practices for the classroom, developing innovative literacy practices, and delivering professional development programs. The mission of the LRIC is to conduct scientific research on literacy learning and instruction to further understand important educational questions; to innovate novel solutions to education's most pressing problems related to literacy learning and instruction; and to disseminate knowledge about literacy learning and instruction through professional development programs for teachers and parents. The Center's faculty believes in the interdependence of research and practice to inform best approaches to literacy learning and instruction. Faculty who are affiliated with the LRIC include: Allison Breit-Smith, Ying Guo, Holly Johnson, and Susan Watts-Taffe.

Section 5: Fusion Center

Inspiring Innovation through Partnerships
We value the advancement of meaningful STEM literacy for all learners and the strengthening of professional communities of practice to extend life opportunities associated with a deeper understanding of science, technology, engineering, and mathematics.

Goals
In order to advance meaningful STEM literacy and strengthen professional communities of practice, we aim to:
- Connect partner expertise to establish a dynamic STEM learning infrastructure
- Support and sustain pre-service and in-service teachers in developing and delivering high quality STEM instruction

- Design, refine, and implement engaging and meaningful STEM learning approaches
- Conduct research to further develop the knowledge base of effective STEM education experiences within the complexities of authentic learning environments and to determine our impact on STEM literacy for all learners
- Coordinate the efforts of the Southwest Ohio Hub of OSLN

In order to implement these goals the Fusion Center has sought and received millions of dollars in State, Federal and Foundation grants to engage in program development, outreach and research. Currently the center participates in six active grants totaling more than six million dollars. These funds provide opportunities for graduate students to participate in large scale, sustained research projects as well as in the development of individual student research embedded within the larger grant activities. In addition, the center is working to develop an infrastructure to support interdisciplinary research with faculty in STEM areas across campus as they work to improve instructional pedagogies and student learning outcomes in the University.

Contact Info
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