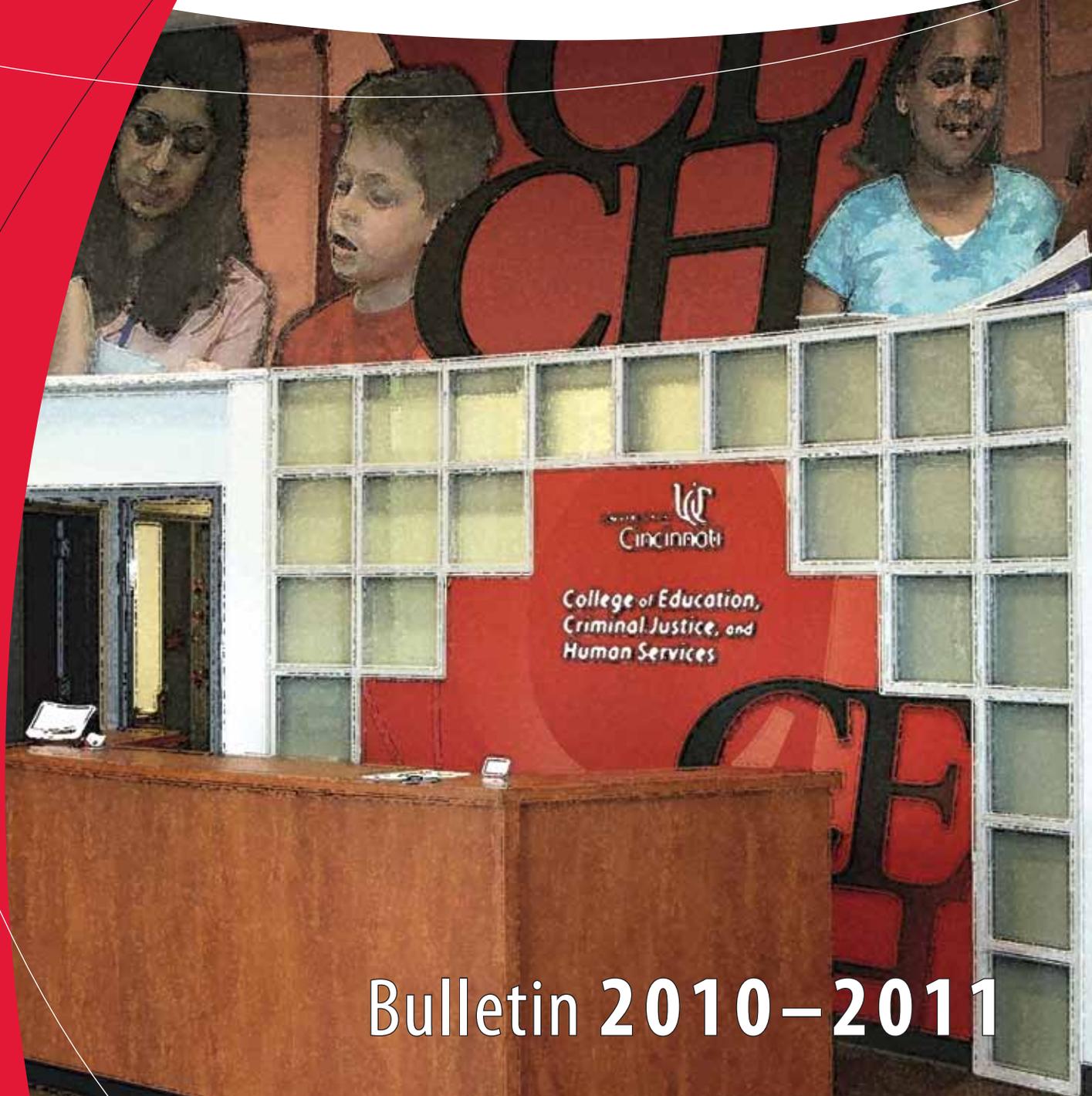


College of
**Education, Criminal Justice,
& Human Services**



COLLEGE OF EDUCATION, CRIMINAL JUSTICE, & HUMAN SERVICES

Greetings from the College of Education, Criminal Justice, and Human Services (CECH)! Thank you for pursuing your educational goals with our college and joining our family of dedicated students, faculty, and staff.

Established as the College for Teachers in 1905, CECH has educated students from all 50 states and 29 countries — and offers doctoral, masters, baccalaureate, associate, and certificate programs leading to careers in teaching, counseling, criminal justice, health promotion, legal assisting, and related academic, leadership, and social service fields. As evidence of our continued growth, current enrollment is nearly 4,000, with 31,000 alumni, and construction is underway for a major building renovation, to be completed by 2011.

By offering you the very best academic programs, our goal is to prepare you for success. Through course work, field experience, and internships, you will learn the skills necessary to meet the challenges and changing needs of schools, agencies, corporations, and communities. As you look through this bulletin, we hope you will take away a greater understanding of our college, our mission, and your own future here at UC.

Congratulations for choosing the College of Education, Criminal Justice, and Human Services. We are committed to supporting your educational journey toward fulfillment of your dream.

Sincerely,



Lawrence J. Johnson, PhD
Dean

Information contained in this Bulletin is geared primarily toward undergraduate students. Graduate students should contact the appropriate office.

Information about the College of Education, Criminal Justice, and Human Services, including a college calendar, can be found on our Web site, www.cech.uc.edu.

Contacting the College

To contact the college, use the following information:

College of Education, Criminal Justice, and Human Services
Student Services Center
PO Box 210014
Cincinnati, OH 45221-0014

Campus Office: 1110 One Edwards Center
Telephone: 513-556-2336
Fax: 513-556-3020
Web site: www.cech.uc.edu

Baccalaureate Degree Programs

Athletic Training

Criminal Justice (Day and evening courses)

Early Childhood Education (Grades Pre-K–3)

Early Childhood Education (Pre-K only) — Distance Learning

Health Education

- Public and Community Health
- Exercise and Fitness

Middle Childhood Education (Grades 4–9)

Paralegal Studies

Secondary Education (Adolescent to Young Adult, Grades 7–12)

- English-Language Arts
- Mathematics
- Science
- Social Studies

Special Education (Grades K–12)

Special Education — Sign Language Interpreting
Sport Administration
Substance Abuse Counseling (Day and evening courses)
Substance Abuse Counseling — Distance Learning (Evening courses only)

Associate Degree Programs

Early Childhood Education (Pre-K only) Distance Learning

Certificates

Child Abuse Recognition
Deaf Studies
Paralegal Studies
Substance Abuse Counseling

Each program and certificate is described in this Bulletin. For a more complete description, please request a program outline from the College of Education, Criminal Justice, and Human Services Student Services Center, 1110 One Edwards Center, 513-556-2336, or check the college Web site, www.cech.uc.edu.

FREQUENTLY ASKED QUESTIONS

How do I register for classes?

UC has three ways to register: Early Registration, Open Registration and Web Registration at www.onestop.uc.edu.

Do you accept credits from other Universities?

Equivalent or parallel credits earned from a regionally accredited institution with a grade of “D” or better will be acceptable unless otherwise specified by program requirements. Your official transcript will indicate the institution’s accreditation status. The academic program in which a student is admitted will determine which courses will apply to the degree program.

I have never attended UC. Is there an orientation for the college?

New student orientations are scheduled and specific orientation dates are set for first year students entering the fall quarter. Call the Orientation Office for the dates at 513-556-2486. If a student is beginning in the Winter, Spring or Summer terms please contact the Student Services Center at 513-556-2336 to schedule an orientation meeting with an Academic Advisor. This is an excellent opportunity to meet with representatives

of the college to learn about college policies, program requirements, parking, class locations, or other questions you might have.

How long will it take me to complete a degree?

The length of time it takes to complete your degree is based on the number of credits required for your program and the number of credit hours successfully completed each quarter. Your academic adviser can help you plan your program completion date.

ABOUT THE COLLEGE

Administrative Officers and Academic Directors

Lawrence J. Johnson, PhD, *Dean*
410 Teachers College

Regina H. Sapon, PhD, *Associate Dean of Academic Affairs*
410 Teachers College

Nelson Vincent, EdD, *Associate Dean of Administrative Services/Research and Development/Outreach*
432 Teachers College

Carol Livingston, MA, *Assistant Dean of Development and Alumni Affairs*
410 Teachers College

Richard Stackpole, MEd, *Assistant Dean of Student Affairs and Support Services, Student Services Center*
1110 One Edwards Center

Lisa Holstrom, *Assistant Dean of Enrollment Management*
410 Teachers College

Brad Wilson, *Director of Graduate Studies*
526 Dyer Hall

College Mission Statement

The College of Education, Criminal Justice, and Human Services at the University of Cincinnati is a professional college committed to serving schools, agencies and communities, by:

- Preparing students for using best practices,
- Creating and disseminating knowledge to further professional practice,
- Linking pedagogy and research to learning,
- Preparing students to work within diverse communities, serving as a model of and resource for diversity,
- Developing a community of life-long learners, and
- Developing and assuming leadership in professional communities at the local, national and international levels.

FACILITIES

Offices, classrooms and other facilities of the college are located in the Teachers College building, Blegen Library, Dyer Hall and the Edwards Center. University Libraries provide facilities for both undergraduate and graduate students.

Student Services Center

1110 One Edwards Center
College of Education, Criminal Justice, and Human Services
University of Cincinnati
PO Box 210014
Cincinnati, OH 45221-0014
513-556-2336

Student Services Staff

Alvaro Aristizabal, *Academic Adviser*
Isabel Castro, *Assistant Director*
Amanda Cluxton, *Assistant Director*
Beth Fisher, *Academic Adviser*
Ethan Fletcher, *Academic Adviser*
Gretchen Hart, *Assistant Director*
Ryan Hopper, *Academic Adviser*
Rick Lang, *Academic Adviser*
Pam Luttmers, *Academic Adviser*
Betsy Macke, *Academic Adviser*
Daniel Majesky, *Records Management Officer*
Stella Mowery, *Executive Staff Assistant*
Pilar Ramos-Richey, *Academic Adviser*
Julie Schraden, *Executive Staff Assistant*
Beth Shelton, *Academic Adviser*
Richard Stackpole, *Assistant Dean*
Josh Stout, *Academic Adviser*
Ann West, *Sr. Academic Adviser*

Advising Services

The College of Education, Criminal Justice, and Human Services provides students the opportunity to meet with a member of the advisory staff for assistance. Academic advising is an integral and necessary component of the learning process. Advisers are here to:

- Improve academic performance and seek academic challenges
- Identify appropriate resource personnel to assist students with resolving individual problems
- Identify and develop career-related skills
- Assist students with making good academic choices

You should meet with your adviser on a regular basis.

Academic advisers help students with:
Admission requirements
Admission processing
New student orientation
Registration process
College undergraduate program requirements

Course requirements in your major
Program course alternatives
Credit evaluation for previously earned college work
Progress toward your program completion
Record issues
Dropping/adding course work
How to calculate your grade point average
Clarification of college/program policies
Cohort application/processing for teacher education
Test requirements for teachers (PRAXIS I and II)
Graduation application process
Teacher education licensure
Other academic support services

Preparing for Advising Appointments

Academic advising is one of the most important services you will receive while you are a student at the University of Cincinnati. The process of academic advising is a shared responsibility in which the student and their adviser work together to achieve a common goal.

Student Responsibilities:

- Give thoughtful consideration to your social, academic and career goals.
- Review the college Bulletin, program profile associated with your major, and course schedules to keep current on academic policies, procedures, and requirements.
- Prepare a list of questions before each meeting with your adviser. Have a tentative written schedule prepared when registering for courses.
- Ask questions if you do not understand a policy or procedure; ask questions until you do understand.
- Know the academic calendar. Do not miss deadlines. Know when to register and drop or add courses.
- Save personal copies of schedules, tentative degree plans, transfer credit evaluations, petitions and other important information regarding your academic progress.
- Schedule courses that are consistent with your educational goals and that will meet degree requirements.
- Contact and make an appointment with an adviser when in need of assistance.
- Accept full responsibility for making final decisions on academic choices.

Appointment Information

Most students meet with an adviser each quarter. To schedule an appointment to meet with an academic adviser call the Student Services Center at 513-556-2336. Student Services Center hours are:

Monday through Thursday	8 a.m. to 7 p.m.
Friday	8 a.m. to 5 p.m.

NOTE: Appointment schedules fill quickly close to the beginning of a new academic quarter and during the early registration period. As a courtesy to other students, always cancel

your appointment as much ahead of time as possible if you are unable to meet with your academic adviser.

UNDERGRADUATE ADMISSION

To the University

General information and current admission requirements for all undergraduate divisions of the university are published in the university's Viewbook. Prospective students should write or call the university Office of Admissions, University Pavilion, University of Cincinnati, Cincinnati, Ohio 45221-0091, 513-556-1100 for application materials and admission counseling. On-campus conferences usually are not required but often prove helpful to the prospective student.

The application, transcript(s) and test scores (if required) should be filed as early in the year as possible. Prospective students can apply online via the Web at www.admissions.uc.edu. Tentative application deadline dates for each quarter are:

Application Deadlines

General Deadlines for Freshmen Applying for Fall Admission

Priority Deadline: Feb. 1
Apply by June 1
Confirm by July 1

Transfer Student Deadlines

Fall Quarter:
Apply by Aug. 1
Confirm by Sept. 1
Winter Quarter:
Apply by Nov. 1
Confirm by Dec. 1
Spring Quarter:
Apply by Jan. 15
Confirm by February 15
Summer Quarter:
Apply by April 15
Confirm by May 15

Other Priority Deadlines

Cincinnatus Scholarship consideration: Dec. 1
University Honors Program: Dec. 1

Students applying for admission after closing dates may be referred to Raymond Walters College or Clermont College. Autumn quarter applicants who desire residence hall space or who are planning to apply for financial aid should file their complete admissions applications by January 1 to assure full consideration.

UC operates on a quarter system, with 10-week grading periods beginning late September, early January, late March, and mid-June. While mid-year admission is possible, autumn is generally the best time to enter the college since many course sequences begin that quarter.

Applicants to the College of Education, Criminal Justice, and Human Services who are already enrolled in a degree program in another UC college should apply for admission to the college in the Student Services Center.

All other applicants who wish to earn an undergraduate degree from the College of Education, Criminal Justice, and Human Services should apply through the Office of Admissions, University Pavilion 513-556-1100.

Application for Admission — All Undergraduate Programs

Freshmen and transfer students from colleges outside of UC

All students seeking admission for purposes of earning an undergraduate degree shall file formal application through the Office of Admissions, University Pavilion, University of Cincinnati, Cincinnati, Ohio 45221-0091, by telephone at 513-556-1100 or on the Web at www.admissions.uc.edu. Applications are included in the university's Viewbook, available from the Office of Admissions.

First-year students (those who have not enrolled in college or university courses since graduating from high school) must provide an official transcript of their record at the secondary school from which they graduated or from which they will graduate, as well as Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores.

Admission of First-Year Students

All College of Education, Criminal Justice, and Human Services Undergraduate Programs

Students who were graduated from high school in 1985 or thereafter and who apply for admission to a baccalaureate college should have completed the following high school units, which have been recommended by the State Department of Education and the Ohio Board of Regents, and meet the following criteria:

1. Sixteen units made up of high school courses in:

English	4 units
College-preparatory mathematics	3 units
Science	2 units
Social science	2 units
A foreign language	2 units
Fine arts	1 unit
Additional units of above	2 units

2. Graduation from an accredited high school in the top 10 percent of their class, or 22 on the ACT or 1020 on the SAT, or a combined top 60 percent of their class with a high school GPA of 2.7 or higher and 21 on the ACT or 980 on the SAT.

Articulation deficiencies: Students who have not completed all of the units stated above will not necessarily be denied admission, but may be given the opportunity to complete up to two of the recommended requirements. In the early childhood, middle childhood, secondary and special education programs, all deficiencies (no more than two) must be completed within one year of the student's initial enrollment.

Candidates should apply early. Tentative admission will be granted on the basis of six semesters of high school work for the student in the top third of his class and seven semesters for other qualified applicants pending submission of the complete transcript. An applicant whose high school credentials do not meet standards for admission to the college will be notified promptly.

Additional Requirements Teacher Education Programs

Admission to Professional Cohort Bachelor of Science Teacher Education Programs

Admission to all teacher licensure programs involve admission into the professional cohort, which occurs during the second year for early childhood education, special education and middle childhood education, and in the third year for secondary education. During these respective years, education majors who meet requirements for advancing in the program must attend a mandatory information meeting during autumn quarter and submit a completed application for admission to the professional cohort by early January. Notification of acceptance into the professional cohort is sent during winter quarter. Admission into the professional cohort is competitive and enrollment in some programs is limited.

Students must be admitted into a professional cohort to participate in clinical and field experiences.

During the cohort year(s), teaching associates (students in the first quarter of the professional cohort) are required to attend a mandatory information meeting (scheduled during November-December) and then submit a completed information packet for the internship year. Applicants are notified in early spring quarter of their acceptance.

Admission to a cohort or to an internship is not guaranteed. **When the number of applicants exceeds the number of available openings the best qualified candidates will be admitted.**

Admission Procedure

The admissions procedure is competitive and not all students who meet the minimum criteria set by the program will be accepted. Admission will be based on an examination of the candidate's qualifications in comparison with other applicants and with consideration of faculty and resources available in the College of Education, Criminal Justice, and Human Services.

A primary goal of the early childhood, middle childhood, secondary and special education programs in the college is to admit, retain and license an academically strong, culturally diverse student body prepared to contribute significantly to the teaching profession and a pluralistic society. To that end, each teacher education student must understand, respect and accept diversity in students, classrooms, and communities. Candidates will be required to complete courses that strengthen their content knowledge, instructional capabilities and sensitivities to individual abilities and needs. They will be able to work effectively with all students, including learners with variations in development and with differences of a racial, ethnic, linguistic and socioeconomic nature. The programs are both didactic and experiential.

Professional Cohort Program Requirements

Third year course work for early childhood, special education, and middle childhood, and fourth year course work for secondary education majors:

1. Minimum grade point average for the 2011 Professional Cohort only:
 - Early childhood — Minimum 2.8 overall GPA.
 - Middle childhood — Minimum 2.6 in content, 2.8 cumulative GPA.
 - Secondary education — Minimum 2.5 in content, 2.8 cumulative GPA.
 - Special education — Minimum 2.7 cumulative GPA, 2.5 content GPA.
2. The Pre-Professional Skills Test (PPST) or PRAXIS I, designed to provide information about basic proficiency in communication and computational skills, is required of all incoming students who have not achieved an ACT composite of 22 or better or a total SAT score of at least 1000. The minimum passing scores, effective fall quarter, 2008, for the PPST (PRAXIS I) are 173 in reading, 172 in mathematics and 172 in writing. These minimums are subject to change to satisfy state mandates.
3. Early childhood, special education and middle childhood education majors have generally completed 60 hours of course work at cohort application time, 90 hours completed at start of cohort (third year course work). Secondary majors have generally completed 105 hours at cohort application time, 135 hours completed at start of cohort (fourth year course work). For secondary education majors, a baccalaureate degree in education must be completed before the internship.

Students in teacher education programs are required to complete an internship experience as specified in their particular program. The internship is the culmination of the prospective teacher's practical experience in the schools and is required for licensure by the State of Ohio.

Good Moral Character and Conduct

Criminal background checks are part of the state's application process for teacher licensure. Many schools also require this as a condition for accepting students into a field placement. Therefore, all candidates for admission to early childhood, middle childhood, secondary and special education are required to sign an affidavit that they have not pled guilty to, or been convicted of, any misdemeanor (other than traffic offenses), any felony, any violation of Section 2907.04 (corruption of a minor), or Section 2907.06 (sexual imposition), or Division (a) or (c) of Section 2907.07 (importuning) of the Ohio Revised Code, any offense, or drug abuse offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state. Any student who fails to meet this requirement may be denied admission to a licensure program.

Although an applicant who has pled guilty to, or has been convicted of an offense has the right to have an application for licensure considered by the State Board of Education, provided said individual meets the conditions specified in Rule 3301-23-23 of the Administrative Code, each student is hereby notified of this rule. It is possible that an application for teacher education licensure will be denied. If you have questions, please contact an adviser in the Student Services Center.

Teacher Licensure

Upon admission to a program, students preparing for teaching should designate the field(s) in which they wish to be licensed. Students completing an approved program successfully and who pass the state required tests will be rewarded a baccalaureate degree from the College of Education, Criminal Justice, and Human Services, and be recommended for an Ohio teaching license. Ohio law requires that an individual who successfully completes a required teacher licensure program, passes state required PRAXIS II examinations and has a clear BCI and FBI report may apply for a two-year provisional license. Additional professional development requirements will be required by the state of Ohio at this point.

Students must meet standards of quality required by their program before being recommended for licensure in their chosen field. In general, a 2.8 grade point average in a specified set of courses is required before a student will be permitted to register for Internship teaching. (See specific program descriptions for more detail.)

Field Placement/Licensure Recommendation

Each teacher education program provides on-site contact with schools and social agencies. These experiences are intended to give students the professional point of view and practical un-

derstanding essential to the preparation of effective teachers. In cooperation with area school systems, practica are arranged in area classrooms, ensuring students of relevant opportunities for observation and participation.

All teacher education preparation programs in the college require students to spend a significant amount of time working with adults and children in schools, clinics or other agencies. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students in the College of Education, Criminal Justice, and Human Services come in contact.

Accordingly, when evidence emerges that a student threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to make field placement assignments for that student and/or to recommend favorably for licensure. If necessary, the college may terminate the student's association with the program with appropriate efforts at counseling for alternate career goals. Decisions of this kind are made by the division head in consultation with the field placement director and/or dean.

The Middle Childhood Education program requires candidates to spend a significant amount of time working with adults and children in schools. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements involving children or youths (of any length or purpose), must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation, prior to entering a school setting. All documents are submitted to the Field Coordinator. We have a commitment to the schools to send them candidates with approved reports.

When evidence emerges that a candidate threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to make field placement assignments for that candidate and/or to recommend favorably for licensure. If necessary, the college may terminate the candidate's association with the program with appropriate efforts at counseling for alternate career goals. Decisions of this kind are made by the program coordinator in consultation with the field placement coordinator.

All field experiences will be approved by the building principal, the appropriate district contact, and the Field Coordinator prior to notification of candidates or cooperating teachers/mentors. Candidates may be denied enrollment in a field experience if there are concerns/reservations expressed by faculty regarding the candidate's preparedness to enroll in a field experience, or because of an evaluation that is unfavorable regarding the candidate's disposition or negative evaluation in course work.

The Secondary Education program provides on-site contact with schools and social agencies. These experiences are intended to give candidates the professional point of view and practical understanding that is essential to the preparation of effective teachers. In cooperation with area school systems, practica are arranged in area classrooms, ensuring candidates relevant opportunities for observation and participation. All placements are made by the Field Placement Coordinator for each program. Candidates may not attempt to coordinate their own placements, nor may they attempt to change their assignment with another candidate. Candidates are able to state geographic placement preferences when they apply for field placements and need to be aware that preferences are requests and are NOT guaranteed. Each candidate must be placed in a variety of settings in order to provide him or her with differing experiences that address grade level, licensure area, content area, and diversity. Candidates need to be aware that field placements will involve travel to different areas of the region in order to meet these requirements.

All teacher education preparation programs in the college require candidates to spend a significant amount of time working with adults and children in schools, clinics or other agencies. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students in the College of Education, Criminal Justice, and Human Services come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements involving children or youth (of any length or purpose) must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation prior to entering a school setting. All documents are submitted to the appropriate Licensure Program Field Coordinator. We have a commitment to the schools to send them candidates with approved reports.

When evidence emerges that a candidate threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to make field placement assignments for that candidate and/or to recommend that candidate for licensure. If necessary, the college may terminate the candidate's association with the program with appropriate efforts at counseling for alternate career goals. Decisions of this kind are made by the program coordinator in consultation with the field placement coordinator.

Candidates may be denied enrollment in a field experience if there are concerns/reservations expressed by faculty regarding the candidate's preparedness to enroll in a field experience, or because of an evaluation that is unfavorable regarding the candidate's disposition or negative evaluation in coursework.

Accreditation

Teacher licensure and degree programs are accredited by the National Council for Accreditation of Teacher Education, the North Central Association of Colleges and Schools, and the Ohio State Department of Education, and have been reviewed

by relevant professional associations. All teacher education programs meet the Ohio Reading Mandate and are aligned with the Ohio Content Area Standards.

University Council on Educator Preparation

The vision of the University of Cincinnati unit is that we administrators, faculty members, candidates, members of the professional community and community members are working together to prepare caring, reflective and effective scholar-educators able to support learning and the development of efficacy in a variety of contexts. We seek to prepare our candidates in the "knowing," "being," and "doing" of their profession.

Institutional Standards

The conceptual framework identified by the University of Cincinnati educator preparation community is to prepare committed, caring and competent educators. In view of this mission, the unit's standards for performance expectations for candidates are educators:

- with foundation knowledge, including knowledge of how individuals learn and develop;
- with content knowledge, able to articulate the central concepts, tools of inquiry and the structures of their discipline;
- who successfully collaborate and who demonstrate leadership;
- who are able to address issues of diversity with equity;
- who are able to use technology to support their practice;
- who use assessment to inform their efforts.

For those who are teachers in either initial preparation or pursuing continuing education, we have the additional standard of educators:

- who demonstrate pedagogical knowledge, including organizing content knowledge for learning, creating supportive learning environments, instruction which maximizes the opportunity for learning, and professionalism.

In addition to these institutional standards, we have identified the following dispositions for our candidates. Dispositions are "the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice" (NCATE, 2001, p. 53).

Candidate Dispositions

Our Unit Dispositions reflect our "Ways of Being." As committed, caring, and competent educators we:

- are concerned about all aspects of a child's well being, assets and needs.
- are willing to give and receive help, appreciating that none of us can be giving without first receiving.
- dedicate ourselves to continuous learning, professional discourse and an enthusiasm for the discipline each of us teaches.

- support each other in our efforts to be resourceful, creative and ready to think on our feet.
- are sensitive that “context matters” in how we approach our craft.
- see ourselves as agents of social change through education.
- respect the diverse talents of all learners and recognize developmental differences.
- appreciate the historical, social, and cultural issues that affect each child’s ability and willingness to learn.
- dedicate ourselves to making the classroom a safe community for inquiry, which presupposes civil discourse and responsible exchange of ideas.
- recognize that strategies that may be ultimately self-defeating (e.g. withholding effort, procrastination, passive and active aggression) may be efforts to protect self-worth.
- share responsibility for establishing and sustaining a positive climate.
- respect and value students and community members in educational settings.
- anticipate that students will learn.
- persist in supporting the development of competence, autonomy and self-efficacy.
- accept reasonable risks for learning, which requires the ability to tolerate failed expectations.
- recognize the need for learning environments to be predictable and safe.
- delight in exploration, inquiry, reflection and self-evaluation.

Licensure/Testing (PRAXIS II)

All students whose programs lead to a teaching license should apply for licensure through the licensure officer. All students must have an appropriate content GPA, a 2.8 cumulative GPA, passing scores on the required PRAXIS II tests, and background checks before a license will be issued by the State of Ohio.

Liability Insurance

Students are advised to carry professional liability insurance from the time they begin field experiences in the schools through the end of their programs. Such insurance is available from private companies and as a benefit of student National Education Association (NEA) or American Federation of Teachers (AFT) membership. Contact the Professional Experiences office at 513-556-2313 for details.

Leave of Absence Policy

Candidates may apply for a leave of absence. However, due to the competitive nature of some licensure programs and enrollment limits, program faculty members cannot guarantee the approval of a candidate’s reapplication. Admission to a new cohort or to an internship, following a leave of absence, will be at the discretion of the program faculty. Individual Program faculty will review a candidate’s reapplication to a cohort or internship along with all of the other candidates for that cohort.

If program faculty members grant a leave of absence to a professional-year candidate, that candidate must submit a new cohort application and complete any new licensure or program requirements. If program faculty members grant a leave of absence to an internship-year candidate, that candidate must submit a new internship application and complete any new licensure or program requirements.

Admission by Transfer

Transfer students from other colleges and universities may apply for admission to undergraduate programs of the college, provided they are in good standing with the institutions they previously attended and meet the minimum requirements of the program requested. All off-campus transfer applications should be completed and returned to the Admissions Office. All on-campus transfer applications should be completed and returned to the Student Services Center. For off-campus transfer applicants, it is the student’s responsibility to supply the necessary credentials, including a high school transcript, official transcripts from all collegiate institutions attended, including work done in other colleges of the University of Cincinnati, and ACT and SAT examination scores through the Office of Admissions.

Often the number of openings available for transfer students is exceeded by the number of applicants. Transfer students should expect that additional time may be required to complete program requirements. Transfer students, in most instances, must possess the same unit requirements (taken either in high school or college) that are required for entering freshmen.

Teacher Education Program Transfers

It is very important that transfer students to early childhood, middle childhood, secondary and special education see an adviser in the college’s Student Services Center, to clarify licensure and cohort eligibility as well as applicability of previously earned course work.

Transfer students are recommended to have a 2.8 cumulative grade point average. All students must have a 2.8 GPA to be eligible for application for a license. To apply for a graduate program in the internship year, students must have a minimum 2.8 GPA. Please refer to the graduate program section for information.

Additional Transfer Requirements for Teacher Education Programs

The holder of a baccalaureate degree wishing to take courses in the College of Education, Criminal Justice, and Human Services for teacher licensure will apply for admission as a matriculated student — full or part-time — whether the courses are to be taken for graduate or undergraduate credit. However, an applicant with a degree wishing to earn a second **undergraduate degree** may be admitted to the college as a matriculated **undergraduate** student, taking undergraduate courses only, for the purpose of completing a program for a bachelor of science in education degree and teacher licensure.

Students will be recommended for teaching licensure provided they have met minimum standards and requirements of the appropriate teaching program in the college. A student who has less than 45 quarter credits of work at the University of Cincinnati cannot be recommended for teaching licensure by the college. Completion of requirements for the master of education degree does not necessarily meet standards for state licensure in a particular field.

The Divisions of Teacher Education, Educational Studies, and Human Services offer additional programs of study, licenses and endorsements at the graduate level. Please refer to the Graduate Programs section of this **Bulletin**.

Absences

Students are expected to attend every class session of each course for which they are registered and, if absent, may be required, at the discretion of the instructor, to make up the missed work. Students who are continuously absent from a course for three weeks, or who incur several absences in a course, may be given a **W** or **F** at the discretion of the instructor. Students who are absent without a valid reason from a final examination may receive a **UW** in the course for the quarter. Absences incurred by students while officially representing the university in any capacity will be excused, provided that notice of such absence has been given in advance to each course instructor.

Academic Honesty

Academic honesty is expected of each student. Academic dishonesty is a serious offense and cannot be tolerated in an academic community. Dishonesty in any form, including cheating, plagiarism, deception of effort or unauthorized assistance, may result in a failing grade in a course and/or suspension or dismissal from the college.

Academic Standing

Students are expected to make continuous progress toward completion of their programs. Failure to do so in any quarter endangers academic standing.

Academic standing is based on two criteria:

- (1) the cumulative grade point average and
- (2) mastery of the knowledge, skills, attitudes and values prerequisite to success in a professional role as evidenced by performance in academic programs and professional settings.

Additionally, graduate students must successfully complete comprehensive examinations, portfolios, orals, culminating experiences, dissertations or other projects as required by their programs of study.

In general, courses in which a **C-** grade is received may not be used to meet a teacher education degree or licensure requirements. All courses included in professional sequences must be passed with a grade of **C** or higher.

The cumulative GPA is computed by dividing the total quality points earned by the total credit hours taken. The **minimum** GPA required for graduation from the college is 2.0 for undergraduate students in criminal justice, substance abuse counseling, and sport administration 2.0 for paralegal, 2.5 for health education and athletic training, 2.8 for teacher education programs, and 3.0 for graduate students providing also that, at the master's level, at least two-thirds of the formal courses assigned letter grades are completed with a minimum **B** grade. Higher averages are required for retention and graduation in some programs.

Mastery of the knowledge, skills, attitudes and values prerequisite to success in professional roles is evaluated by performance in courses of study and in work settings. Students must demonstrate:

- A. ability to perform in a professional manner as documented by university and/or field supervisors;
- B. effective oral and written communication skills;
- C. effective thinking and problem solving skills; and
- D. a receptive attitude toward learning as indicated by attendance in university classes and field experiences.

Academic Probation

Undergraduate students, regardless of the number of credit hours carried, shall be placed on academic probation at the end of any quarter in which their university cumulative GPA falls below a 2.0. Students who are in programs that require a GPA higher than 2.0 to graduate or to receive licensure must maintain the GPA specified by the program to fulfill those requirements. In addition, graduate students, regardless of the number of credit hours carried, shall be placed on scholastic probation at the end of any quarter in which their quarter GPA falls below 2.0. For both graduate and undergraduate students, failure to demonstrate the minimum knowledge, skills, attitudes and values necessary for successful professional performance, as documented and judged by the college program faculty or field experience supervisors, may also result in probation.

All undergraduate students on probation are required to meet with an academic adviser in the Student Services Center before registering for classes.

A student on probation may be required to carry a reduced course load and/or enroll in prescribed remedial courses or other experiences until deficiencies are corrected.

Academic Suspension/Dismissal

Students will be subject to suspension: (1) when their University GPA has been below 2.0 in three consecutive quarters in which a student is enrolled; or (3) when deficiencies identified in field settings are not corrected by the prescribed remedial work/action plan. A student who incurs academic suspension is not permitted to register as a College of Education, Criminal Justice, and Human Services student for a period of at least 12 months. Such students may be reinstated only by applying for readmission through the Student Services Center and must meet current admission requirements. Please see an Academic Adviser for details.

A student is subject to dismissal if a second suspension is warranted. Dismissal constitutes a final and permanent separation from the College of Education, Criminal Justice, and Human Services.

ADDING COURSES

Students must complete all schedule adjustments, except for withdrawal from a course or courses, within the first calendar week of a quarter. After the first week students must have the professor's signature. Adjustments include adding courses to the schedule, changing the time a course is taken (changing the "section"), changing the number of credits in a variable credit course, opting for pass/fail status, and opting for status as an auditor rather than for credit (or vice versa). Forms used to accomplish these changes are available in 1110 One Edwards Center or www.onestop.uc.edu. Click on forms for the document required.

ADVANCED STANDING

Accredited Institutions

Advanced standing will be granted only for courses taken in an accredited college or university, which are equivalent to courses required by the student's program and in which the applicant has earned a mark of D or better unless required by the program. Courses taken more than 10 years prior to the date of submission of the transcript for evaluation, or more than 15 years prior to the date of graduation, **MUST** be petitioned for advanced standing toward program completion. No advanced standing will be awarded for teaching experience.

Semester credits are multiplied by 1.5 to convert them to quarter credits. New students are admitted as freshmen, sophomores, juniors, or seniors based upon the number of transfer credits accepted rather than by a determination of the graduation date.

The paralegal program will accept legal specialty credits from other schools if approved by the ABA or in substantial compliance with ABA guidelines. Credits from non ABA approved schools will be evaluated by the program coordinator on an individual basis.

Class Status

For official purposes, students are considered to be in a particular class standing not by the intended date of graduation but according to the number of credits earned as follows:

0–44.5	Freshman (class 1)
45–89.5	Sophomore (class 2)
90–134.5	Junior (class 4)
135+	and above, Senior (class 5)

COLLEGE-RELATED EXPENSES

Competency Tests

All teacher education students with ACT composite scores below 22 or SAT total scores below 1000, must sit for the Pre-Professional Skills Test (PPST — also called PRAXIS I) as a prerequisite for cohort admission. Students should take this test before winter quarter of their second year. Teacher education students transferring into the college, and graduate students planning to seek teaching licensure must sit for the PRAXIS I at the first opportunity. Satisfactory scores from the PRAXIS I are required for admission to a cohort. All teacher education students, undergraduate and post baccalaureate, must take and pass the PRAXIS II in order to apply for licensure. PRAXIS II scores as required by the Ohio Department of Education must be on file before a student will be recommended for a state teaching license.

COURSE POLICIES

Completion of Courses

A student failing any course is strongly encouraged to retake the course as soon as possible, unless for some special reason the adviser directs that another course be substituted. No student may be excused from a final examination because of excellence in class work. All undergraduate students registered in graduate courses shall meet all requirements for such courses, including research projects, reports, field projects and examinations. Graduate courses do not count in the hours required for an undergraduate major.

Course Load and Outside Employment

A three credit-hour undergraduate course normally meets three hours per week in class and requires six hours per week of outside preparation. A standard academic load is five courses totaling 15 credit hours — a 45-hour per week commitment of class time and outside preparation. No student should carry more than 18 credit hours in a quarter. More than 18 credits taken in one quarter will result in a tuition surcharge. Fewer than 12 credits taken in one quarter will result in prorated tuition and may disqualify a student for many sources of financial aid. Such students are listed as being in class six (part-time). Students carrying a full academic load each term can complete the baccalaureate degree requirements (depending on program, 180 to 200 hours more or less) in 12 quarters, normally spread over a four year period.

Students who must work long hours during the regular school year should not attempt to carry a 15-hour academic load, and will need more than 12 quarters to complete baccalaureate degree requirements. With less than a 15-hour course load, completion may require summer sessions or a fifth year or more of enrollment. The recommended course load varies with the amount of each individual's outside employment.

Hrs./Week Employment	Maximum Course Load	Credit Hours
<6	6	16–18
6–18	5	13–15
18–24	4	9–12
25–33	3	6–9
34–40	2	3–6

Grade Replacement

Students may repeat up to five (5) courses taken for undergraduate credit and for no more than 15 credit hours, under a policy that computes only the new grade earned in the cumulative GPA. **The student must register for the repeated course and then submit a completed grade replacement application no later than the 58th calendar day of the term during which the repeated course is taken.** Although a course instructor may allow a student to drop a repeat class later in the term without penalty, an approved application to repeat is irrevocable. A W grade will still count toward the five course limit.

Upon successful completion of the repeated course, the student's cumulative GPA will be recomputed from that point forward, using the grade from the repeated course. Prior GPAs will not be recomputed. For courses repeated prior to January, 1999, both grades will be computed in the cumulative GPA. Earlier grades will also be computed for courses repeated after that date unless a student submits a Grade Replacement Application for approval.

To be eligible, the student must:

- register in the current term for the course being repeated;

- complete the grade replacement application;
- submit the grade replacement application to the college office of the college offering the course no later than the 58th calendar day of the term during which the repeated course is taken.

The college office will determine whether the student has properly registered for the original or a renumbered course and forward all three copies to the Registrar's Office. The Registrar's Office will distribute copies of the approved application to the student and that student's home college, and will note the repeated course on the student's permanent academic record.

Course Withdrawal

Students may withdraw from (drop) a course on their own initiative within the time frame designated by the registrar's office. During this time frame no formal approval of the add/drop form is required and the course will be deleted from the student's permanent record. Students have the option to drop a class via the Web through the 58th day of the quarter. At the time of withdrawal, the instructor has the option of issuing a grade of **W** or **F**.

Only under rare and exceptional circumstances (illness, change in residence, etc.) will a student be permitted to withdraw from a course after the 58th day of the quarter. Requests for withdrawals after the eighth week of class must follow the normal petition process in the college.

Course Withdrawal (Complete)

Students wishing to withdraw from all courses for which they are registered must submit a complete withdrawal form, available in the Student Services Center, to the university registrar by the final Friday of classes. Students submitting a complete withdrawal form for a particular quarter shall be entitled to grades of **W** for all courses in which, in the judgment of the instructor, they have done satisfactory work to that point. Instructors may, however, report a failing grade. The sole grades which shall appear on the record of a student who has officially withdrawn are **W** or **F**. It is strongly recommended that the student confer with an adviser in the Student Services Center before withdrawing. The Student Services Center is committed to immediate advising in such instances. This procedure is done only in rare and exceptional circumstances. For general information on registration, see the general university information section of this **Bulletin**.

DEAN'S LIST

Full-time and part-time undergraduate students who earn a grade point average of 3.4 on a 4.0 scale while carrying 6 hours or more during any quarter are placed on the college's dean's list.

DEGREE REQUIREMENTS

The minimum number of quarter credits for each program of specialization and licensure is listed under the particular program. In order to complete a particular program, it may be necessary for a student to accumulate more than the minimum number of quarter credits.

General Requirements for All Degrees

To graduate from the College of Education, Criminal Justice, and Human Services, a student must:

- Earn the number of credits required by the program.
- Attain the required grade point average for the program in all course work.
- Be in good academic standing; that is, not on either academic or disciplinary probation or suspension.
- Satisfy the college's 45 hour residency requirement.

While matriculated in the college:

- Attain the required program grade point average for all courses taken.
- Satisfy all requirements (courses, credits and otherwise) for completion of the program established by the college and the program.
- File formal application for the degree at the college office by the published deadline.

GRADES AND GRADE CHANGES

The college fully subscribes to the undergraduate grading system described in the general university information section of this **Bulletin**. All students are individually responsible for making the official registration changes described above to be eligible for the receipt of particular grades such as **P**, **T** and **W**.

Only the instructor who signed the official grade list may change the grade in a course posted to a student's transcript, and the instructor may do so only to change a grade of **A**, **B**, **C**, **D**, **F** or **I** to a grade of **A**, **B**, **C**, **D** or **F**. Grades of **UW**, **W**, **P** and **T** are not subject to change once posted to the transcript.

Grades Pass/Fail

Students in good academic standing may, up to and through the seventh day of the quarter, elect to take a course on a pass/fail basis. Pass credit (with a grade of **P**) will not be used in determining a student's grade point average, but a failure shall count against the average. If pass/fail enrollment in a course is sought, the instructor offering the course should first be contacted to determine his/her policies. Courses taken on a pass/

fail basis must be approved by the course instructor, faculty adviser or advising personnel in the Student Services Center.

GRADUATION

Graduation Grade Point Average

The minimum grade point average required for a student in good academic standing and expecting to graduate from the college in a teacher education program is 2.8. The health education program requires a minimum 2.5 grade point average. Athletic Training requires a 2.75 grade point average to graduate. The substance abuse counseling, sport administration, criminal justice and paralegal studies programs require a minimum 2.0 grade point average for academic good standing and graduation.

Graduation with Honors

See the general university information section of this **Bulletin** for grade point average requirements for graduation with honors. The university grade point average will have no effect on the college or departmental honors for which the student may qualify.

Graduation Application Process

A student planning to graduate from any degree program in the College of Education, Criminal Justice, and Human Services, graduate or undergraduate, must make formal application for degree by the deadline specified by the Registrar's Office.

The university confers degrees at the end of the four academic quarters. Commencement ceremonies are held in June and December. If notification is not received, students should contact the Office of Student Records, 513-556-9900.

General Undergraduate Graduation Application Requirements (All Degrees)

To be graduated from the College of Education, Criminal Justice, and Human Services, a student must:

1. Complete all required course work and program requirements.
2. Attain at least a 2.8 grade point average for teacher education programs, a 2.5 for health education, 2.0 for substance abuse counseling, sport administration, criminal justice and paralegal studies programs. A 2.75 grade point average is required for graduation from the athletic training program.
3. Be in good academic standing; that is, not on academic or disciplinary probation or suspension.
4. Be matriculated in the college for at least the last full academic year (the three quarters preceding graduation).

5. Meet the college's residency requirements of 45 credit hours.
6. File formal application for the degree online by the posted quarter of graduation deadline.

Graduate students must make application online at www.uc.edu/commencement. Deadlines for these applications are posted for each quarter. Failure to apply by the posted deadline will result in requiring the student to apply for graduation the next available term. There is no appeal process for not submitting an application by the stated due date.

PETITION PROCESS

A petition to waive a specific college requirement may be filed by a student. Such petitions must be approved by the student's academic adviser and division head/program coordinator. Petition forms are available in the Student Services Center.

REGISTRATION

Complete registration instructions and the university rules pertaining to registration and student records are listed quarterly on the ONESTOP website (www.onestop.uc.edu). The following rules specifically apply to students enrolled in the college. All students are urged to become familiar with both university and college regulations, especially those on the grading system in the general university information section of this Bulletin.

Registration Changes

All adjustments to a student's schedule, except for withdrawal from a course or courses, must be completed within the first seven days of the quarter. These adjustments include adding courses to the schedule, changing the time a course is taken (changing the "section"), changing the number of credits in a variable credit course, opting for pass/fail status and opting for status as an auditor rather than for credit (or vice versa). Forms used to accomplish these changes are available in the Student Services Center.

Registration as Auditor. With the consent of the instructor, students may, up to and through the seventh day of the quarter, register as an auditor. Auditors will not receive credit and are enrolled in the course solely for the value of the instruction, but are subject to any requirements imposed by the instructor. An official withdrawal is required if the course is not completed. The number of credit hours for which the course is offered shall be used in computing tuition charges.

Registration Process

Matriculated continuing students should register on the Web, www.onestop.uc.edu (see instructions under Web Registration). Students will register according to pre-assigned dates with priority given to those students with the most hours earned toward graduation. Students can determine their appointment time by checking the total hours earned on their most recent grade report from "View My Grades" on the One Stop Web site at www.onestop.uc.edu. There is also a link from the One Stop Web site where students can go to be informed of the days on which they can register. Registering on their appointed days will give students the best opportunity of registering for the classes they need.

Students can view their schedules immediately after registering. If students miss their initial registration dates, they can still register any time Web registration is available (from 6 a.m. to midnight each day).

Web Registration

Access address: www.onestop.uc.edu (click on Register for Classes). **To use Web registration you should:**

1. See your adviser to plan your schedule. (Call 513-556-2336 for an appointment.)
2. Complete a registration worksheet with your class requests. Fill in each request completely so that you will have a record of what you have requested.
 - A. Class number
 - B. Section Number
 - C. Title
 - D. Class meetings — day and time
 - E. Call number — six digit number listed next to the section number in **Learning Opportunities** online schedule of classes
 - F. Number of credit hours for the class
 - G. Credit level — "U" for undergraduate, "G" for graduate
 - H. Audit indicator — if the class is to be taken for Audit (no credit), mark "A" in the audit box
 - I. Call number of alternate class request
 - J. Fill in information for alternate class requests on the appropriate line at the bottom of the form
3. Access Web registration at www.onestop.ud.edu to register for classes and submit your class requests.

What to expect when you log on.

You will be asked for the following:

- Student ID Number
- Personal Identification Number (PIN).

If you have never used Web registration before, your PIN, is the month and day of your birth — MMDD. You will be prompted to change your PIN to any other four-digit number which you will then use as your PIN for any subsequent times you access Web registration.

You will be given a screen on which to enter the call numbers of your primary class requests and any alternates.

Submit your requests. You will be prompted for the number of hours for variable credit classes and credit level for classes offered for graduate and undergraduate credit. REMEMBER THAT YOU WILL NOT RECEIVE CREDIT FOR ANY CLASS MARKED FOR "AUDIT." No class requests will be submitted until you have completed all the information for all requested classes.

Billing, like your schedule, will be done online via www.onestop.uc.edu. Email notification will be sent to your Bearcat Online (BOL) account when your bill is available for viewing and payment. (Your Bearcat Online account is available online at email.uc.edu.)

RESIDENCY REQUIREMENTS

The College of Education, Criminal Justice, and Human Services requires enrollment as CECH student for at least 45 quarter credits before a degree may be authorized as having been earned from the college. Any previous credits earned while enrolled as a student of another UC college or another institution will apply toward course requirements but not toward the residency requirement.

SELECTIVE RETENTION

Consistent with obligations placed on the college by the authority granted to it by the Ohio State Department of Education to recommend students for licensure, all teacher preparation programs in the college have developed and use selective retention policies and procedures. These procedures help to assure that only students possessing the requisite qualifications are, in fact, recommended for licensure. At the same time, support is provided for students at all stages of their programs to help remedy deficiencies, develop skills to appropriate levels or come to timely decisions about career paths in areas more suited to their identified capabilities and interests. Students are expected to familiarize themselves early with specific requirements of the programs in which they are enrolled.

If in the professional judgment of program staff, a student does not possess the attitudes and values expected of students whom the college places in schools, the student may not be permitted to continue toward the licensure.

STUDENT AFFAIRS AND SERVICES

For general information concerning student affairs, see the General University Information section of this **Bulletin**.

Students of the College

Identification

The graduate student body of the College of Education, Criminal Justice, and Human Services shall consist of all persons admitted to full- or part-time graduate study in the college. The undergraduate student body of the college shall consist of all persons admitted to full- or part-time undergraduate study in the college, in degree or licensure programs of the college.

Responsibilities

Students shall be responsible for the following:

1. monitoring their own progress through the college.
2. abiding by published policies of the college and division in which they are enrolled.
3. maintaining their own written records of their academic affairs in the college.
4. abiding by published policies of the university.

Student Activities and Organizations

Alpha Phi Sigma, Criminal Justice Honorary

Alpha Phi Sigma is the only national criminal justice honor society for criminal justice majors. APS recognizes academic excellence of undergraduate and graduate criminal justice students as well as Juris Doctorate students. Undergraduate members must have a college GPA of at least 3.2 (3.4 for graduate members). Society members participate in a number of volunteer and social events. APS assists in the development of professional and personal leadership among students and provides opportunities for service to the community and the profession.

CECH Tribunal

Tribunal strives to help students become an integral part of the college community and assists and empowers students to have a voice within CECH. The organization also connects students with opportunities to make a difference on the UC campus and within the Cincinnati community.

Criminal Justice Society

The Criminal Justice Society is a student-sponsored organization designed to enhance the educational experience of those interested in criminal justice and criminal behavior. We promote the study of crime and justice and sponsor activities for interested students. Activities include prison tours, speaker events, and an annual career fair.

Eta Sigma Gamma, Health Education Honorary

Eta Sigma Gamma (ESG) is a professional honorary in health education. The mission of ESG is to promote the health education discipline by elevating the standards, ideals, competence, and ethics of professionally prepared men and women in health education. Members must have a GPA of 2.7 and uphold the goals of the honorary by participating in events related to education, research, and service. ESG members are involved in a wide array of health promotion activities on campus and throughout the community. A primary aim is to help individuals to make healthy decisions and to adopt healthy behaviors.

Future Educators Association (FEA)

UC's FEA chapter is dedicated to fostering the love of teaching, examining the reality of teaching, and promoting the rewards of teaching. FEA is open to all university students; however, the chapter's main focus is to offer a path for teacher education students to stay connected to CECH and their future profession. Members will also have the opportunity to work with children and young adults in local schools and FEA chapters.

Graduate Education Association (GEA)

The Graduate Education Association (GEA) represents graduate students from all programs in CECH at the University of Cincinnati. Goals of GEA are to build a community of graduate students in the college, give all graduate students a voice in the college, and to provide information to graduate students. A functional, engaging, and responsive community supports its graduate students as they become scholarly and gain understanding of the research community, local and beyond.

Kappa Delta Pi (KDP)

Kappa Delta Pi is a prestigious international Honor Society that recognizes scholarship and excellence in the field of education. Members must have a college GPA of at least 3.0 for undergraduate students or 3.25 for graduate students. KDP members work on several volunteer activities that focus on education. Some benefits of being a member of KDP include annual scholarships, professional development, a nationwide job database, and access to the ideas, research, insights, and the expertise of internationally renowned educators.

REHABCATS

REHABCATS strives to advance the interests of its members by: providing a means for education and an exchange of ideas within the profession of athletic training, enhancing the quality of health care for UC athletes through prevention, evaluation, management, and rehabilitation of injuries, and encouraging members to establish good contacts. In addition, the organization participates in various fundraisers and community service activities throughout the city. Overall, REHABCATS works to provide numerous educational and professional opportunities for its members and the University of Cincinnati community.

Student Ambassador Program

The Student Ambassador Program represents CECH at UC by assisting with the recruitment and retention of students in the college. CECH student ambassadors help to represent the student perspective of university life to prospective and new students. Ambassadors also represent the college at numerous collegiate functions and professional and promotional events. Being selected as a CECH student ambassador is an honor that reflects your academic rigor and your commitment to the career paths in the program you are studying.

Student Council for Exceptional Children (SCEC)

SCEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and gifted children, as well as those typically developing. If you are committed to children, focused on becoming the best educator, and want to meet new people, then SCEC is for you! Membership dues permit you to receive professional development opportunities, journals and newsletters with new research and classroom practices, and the opportunity to attend conventions and conferences.

Students for the Education of Young Children (SEYC)

SEYC helps students prepare to enter the teaching profession as early childhood educators. It provides opportunities to network with other professionals and members of the Cincinnati Association for the Education of Young Children (CAEYC) and its state and national affiliated groups. Students provide outreach to centers and schools (preschool through grade 3), participate in service projects, and contribute to CAEYC activities such as Week of the Young Child, annual conference, and community lecture series. Students have also presented at conferences (including the 2005 NAEYC conference in Washington, DC). Past members welcome and mentor all new students.

Professional Associations

The following associations offer membership to students in the areas indicated:

- Academy of Criminal Justice Sciences — Criminal Justice
- American Association of Health Education — Health Promotion and Education
- American College of Sports Medicine — Health Promotion and Education
- American Public Health Association — Health Promotion and Education
- American School Health Association — Health Promotion and Education
- American Society of Criminology — Criminal Justice
- Association for Worksite Health Promotion — Health Promotion and Education
- Cincinnati Paralegal Association — Paralegal

Division of School Psychology, American Psychological Association — School Psychology
 International Community Corrections Association — Criminal Justice
 Midwestern Criminal Justice Association — Criminal Justice
 National Association for the Education of Young Children — Early Childhood Education
 National Association of Legal Assistants — Paralegal
 National Association of School Psychologists — School Psychology
 National Athletic Trainer's Association — Health Promotion and Education
 National Council for Social Sciences — Social Studies
 National Council for Teachers of Mathematics — Mathematics
 National Council of Teachers of English — English and Language Arts
 National Federation of Paralegals — Paralegal
 National Science Teachers Association — Science
 Ohio Council of Teachers of Mathematics — Mathematics
 Ohio School Psychologists Association — School Psychology
 Society of Public Health Educators — Health Promotion and Education
 Student Council for Exceptional Children — Special Education

Merit scholarships are awarded to full-time undergraduate students in the college who have demonstrated academic achievement.

Need-based scholarships are available to students in degree programs in the college who qualify. Applicants seeking need-based support must have a financial aid application on file in the University Financial Aid office and be full-time undergraduate students in good academic standing. The availability of funds for both types of scholarships is limited and award decisions are competitive. Many of the scholarships available through the college are listed below. One application covers the vast majority of these scholarships, with the annual online scholarship process beginning in December for awards presented during the following academic year. For additional information concerning scholarships, please visit the Web site www.cech.uc.edu, or contact:

Cammie Hulett
 Assistant Academic Director
 410 Teachers College
 University of Cincinnati
 PO Box 210002
 Cincinnati, OH 45221-0002
 513-556-4170
cammie.hulett@uc.edu

Honor Societies

The following confer membership on students in recognition of high scholarly attainment and outstanding achievement in the areas indicated:

Chi Sigma Iota — Counseling
 Eta Sigma Gamma — Health Promotion and Education
 Kappa Delta Pi — All Education
 Lambda Epsilon Chi — Paralegal
 Phi Beta Kappa (based on A&S work)
 Phi Delta Kappa — All Education (Graduate)

FINANCIAL AID AND SCHOLARSHIPS

University Scholarships

For general information concerning scholarships and other forms of financial aid, see the general university information section of this **Bulletin**.

College scholarships

Each year the college awards scholarships to deserving students in all programs, with most funds presented to current students. The college awards two basic types of scholarships: merit-based and need-based.

Scholarships

Dr. Ada Hart Arlitt Scholarship — to provide a scholarship to cover tuition and provide a stipend to a graduate student in Dr. Ada Hart Arlitt Child Development Center.

Mildred Gieringer Bauer Scholarship Fund — to be awarded annually to full-time undergraduate students majoring in secondary education with financial need. Preference shall be given to students indicating a commitment to teach in the public schools at the junior or senior high school level without regard to subject area. Recipients must have achieved an excellent record, show significant promise for a teaching career and demonstrate financial need.

William & Eleanor Bauer Scholarship Fund — One scholarship of \$500 to be given to a student in Special Education, who has persisted despite obstacles.

Jeanette Bertram Chapman Scholarship Fund — Established November 2001 by the Alpha Eta Association of Cincinnati. Income shall be used for annual scholarships to full-time, matriculating students enrolled in programs in the College of Education, Criminal Justice, and Human Services preparing teachers of elementary age children. Recipients must have at least a B average. Donor's preference is that awards will be given to, but not limited to, members of Zeta Tau Alpha fraternity.

Carolyn C. Bruckmann Endowed Scholarship Fund — Fund will be used for scholarships in the College of Education, Criminal Justice, and Human Services in the Early and/or Middle Childhood Education programs.

James P. Bruckmann Endowed Scholarship Fund — Fund will be used to support scholarships for students in the Secondary

Education program, focused on Social Studies – and/or the Educational Leadership (Administration) Graduate Program.

John C. Bryant Scholarship Fund — Income supports an annual scholarship for a student studying in teacher education with high financial need and planning to teach in urban schools.

Bryson Endowed Scholarship Fund — Income provides scholarship awarded annually to graduate or undergraduate students in secondary education or educational administration. Preference shall be given to students majoring in English. Other special preferences, including work ethic and employment status, have been specified by the donor.

Julia B. Champlain Scholarship Fund in Education — Established November 1991 by Wallace J. Champlain. Income provides an annual scholarship award to a second-year student majoring in education who has demonstrated the aptitude and promise for a successful teaching career in either the first, second, or third grades of elementary school education.

The Robert L. Cheeseman Family Scholarship — Established in 2009, by the Cheeseman family in memory of Robert Cheeseman. Provides an annual scholarship to a CECH student who is preparing to teach at any level.

Choose Ohio First Scholarships (STEMM fellows) — Available for rising juniors in early childhood, middle childhood and special education who have concentration in math or science. (ECE students must demonstrate interest in one of these areas). Students must have a GPA of 2.8 and be accepted into cohort. The scholarship provides \$1500/quarter (\$4500 annually) for junior year with renewal for senior year. There is a separate application for this scholarship and it is not offered every year. Information is sent directly to students entering the middle, early or special education cohorts when the scholarships are available.

William E. Climer Scholarship Fund — Established September 1994 by Mrs. William E. (Ruth) Climer. Income will be given for one or more scholarships to graduate students in early childhood or secondary education. Preference is given to students indicating a commitment to teach in public schools. Scholarships are awarded on the basis of demonstrated academic achievement and financial need.

Helen L. Coops Endowment Fund — Established October 1955 by various donors in memory of Helen L. Coops. Income provides a scholarship for a woman or women majoring in Health Promotion and Education.

Criminal Justice Scholarship Fund — awarded to a Criminal Justice student

Delta Kappa Gamma Raschig-Greenholz Scholarship — \$1000 each of the next 17 years to go to a student majoring in Middle Childhood Education who has financial need (beginning 2009–2010 school year).

Delta Mu Delta Scholarship Fund — Established January 1969 by Delta Mu Delta Fraternity. Income provides scholarships to students who need financial assistance

Early Childhood Development Scholarship Fund — Provides scholarships to students majoring in early childhood development, enrolled in the Early Childhood Learning Community (ECLC).

Education Alumna Scholarship — What began as an annual alumni card party in the 1930s lasted more than four decades, and brought with it significant support for the College. Today, the Education Alumna Scholarship Fund awards scholarships annually to provide support to CECH students for their academic excellence.

The Ellen Pease Sole Emerging Needs Scholarship — Supports Early Childhood Education students at the baccalaureate level. Emerging needs are defined as current priorities, and might support students who are 'single mothers,' 'speak spanish as a first language,' or other appropriate descriptions.

Robert M. Fleming Scholarship Fund — Established May 1949 by Robert M. Fleming. An annual scholarship for students in the College of Education, Criminal Justice, and Human Services.

Louise Stevenson Foster Memorial Scholarship Fund — Established February 1960 by family and friends of the late Mrs. Louise Stevenson Foster. Income provides a tuition grant (of approximately \$100) in alternate (even) years to a worthy student preparing for teaching in high school. (2008,2010,2012,etc)

Grace Anna Fry Scholarship Fund — Established June 1946 by the Cincinnati Kindergarten Alumnae Association. Income to be used for the Annual Kindergarten Alumnae Scholarship.

Helen M. Fulton Scholarship Fund — Established February 1985 by the estate of Helen M. Fulton. Income supports tuition and living expense grants to needy students who demonstrate scholarship, enthusiasm, and respect for the University.

Gay Van Zandt Scholarship — To recognize a student or students who best exemplify the qualities of a student ambassador. Students are selected for this award for their outstanding service to the College of Education, Criminal Justice, and Human Services and the University of Cincinnati while maintaining good academic standing.

Helen P. Glimpse Scholarship Fund — Established March 2001 by the Helen Glimpse Trust. Scholarships to students in the College of Education, Criminal Justice, and Human Services.

Grooms Scholarship Fund — Established February 1964 by Mr. and Mrs. Walter Grooms. Income provides an annual scholarship to a woman specializing in school administration at the graduate level.

Kathryn H. Hansen Scholarship Fund — Established April 1958 by friends of the late Kathryn H. Hansen. Income provides a scholarship for worthy and needy students in the College of Education, Criminal Justice, and Human Services.

Loraine E. Hendrickson Memorial Scholarship — Established January 1978 by the estate of Loraine E. Hendrickson. Income and principal, if needed, provide scholarships for students in the College.

Holstrom Family Early Childhood Learning Community Scholarship Fund — To award a partial scholarship for both 1.) a part-time associate degree student in the Early Childhood Learning Center and 2.) a part-time birth-age 5 student (either campus-based or distance learning students)

The Thomas & Sandra Houpt Endowed Scholarship — First awarded 2007, provides scholarships to students in the College of Education, Criminal Justice, and Human Services.

Clarence & Marie Hunter Scholarship Fund — Established March 1988 by the estate of Clarence Hunter. Income provides

scholarships to students from the Greater Cincinnati area who are studying to become teachers.

Iona McClain Scholarship Fund — Established in 2009, scholarship for a student in Criminal Justice, who is returning to complete either the undergraduate degree or graduate work, after being away for some time.

Mildred Ramsey Jones Scholarship Fund — Established January 1994 by the estate of Mildred Ramsey Jones. Income provides scholarships for students in, or entering upon, a full course of instruction in the College.

Frances A. Kemp Scholarship Fund — Established January 1990 by the estate of Hazel N. Kemp in memory of Frances A. Kemp. Income provides scholarships for students in the College of Education, Criminal Justice, and Human Services who are concentrating their studies in the field of early childhood education. Preference is given to students who as children, resided in Avondale.

Hazel N. Kemp Scholarship Fund — Established January 1990 by the estate of Hazel N. Kemp. Income provides scholarships for students in the College of Education, Criminal Justice, and Human Services who are concentrating their studies in the field of early childhood education.

Theresa K. Kirby Memorial Scholarship — Established October 1963 by various donors. Income provides a partial scholarship to a third- or fourth-year student who exemplifies the teaching ideals of the early childhood education field.

Leith Memorial Scholarship — Established in 1965 by friends of the late Dr. Leith to support tuition grants for students majoring in business education. (the late Dr. Harold Leith was a professor of Business education)

Let Us Never Forget Scholarship — On-going scholarship provided each year by the Yellow Ribbon Support Center in the amount of \$1000.00. The scholarship is in memory of a Fallen Hero (CECH Alumnus Micheal Frank). Awarded to a full time student involved in ROTC program.

Constance I. MacLeod Scholarship Fund — Established October 1959 by the family of Constance I. MacLeod. Income provides a scholarship to an outstanding student intending to teach at the kindergarten level.

Mary Jo Maher Memorial Scholarship for Women — Established October 1984 by the estate of Mary Jo Maher, Class of 1955. Income and principal, if needed, provide scholarships to women needing financial assistance who wish to attend evening classes, fulltime or parttime.

David H. Massel Memorial Fund — Established October 1987 by Rebecca D. Massel in memory of her son. Income provides scholarships to part-time graduate students in Criminal Justice who are studying in the area of law enforcement, which includes policing, probation, and parole.

Viola D. McComas Scholarship Fund — Established February 1999 by Viola D. McComas. Income provides scholarships to undergraduate students enrolled full-time. Recipients should demonstrate financial need and have earned a cumulative GPA of 3.0 or higher.

Margaret G. McKim Memorial Scholarship Fund — Established October 1960 by the estate of Margaret G. McKim. Income provides scholarships for students majoring in Early

Childhood Education.

Madalynne O. Menger Scholarship — Assistance to students preparing to be teachers who demonstrate financial need and who have at least a B average.

Sarah A. Moses Special Education Scholarship Fund — Established in 2006 from the estate of Sarah A. Moses. Provides scholarships for undergraduate Special Education students.

David Naylor Scholarship Fund — Established 2009. Annual scholarship to support a student in Secondary Education, Social Studies Major.

Miriam Kemp Niederhauser Scholarship Fund — Established November 1990 by Hazel N. Kemp in memory of Miriam Kemp Niederhauser. Provides scholarships for students in the College of Education, Criminal Justice, and Human Services who are concentrating their studies in the field of middle childhood education.

Ida J. Nolte-Cornelison & Florence E. Nolte Endowment Fund — Established April 2001 by the Ida J. Nolte-Cornelison Trust (Mr. Cleve Cornelison). Income provides scholarships for undergraduate or graduate students in the Department of Curriculum and Instruction with demonstrated financial need and a stated commitment to teach in the field of business education. Two or three students generally are chosen to receive the award.

Ruth Haskell Keller Pruden Scholarship Fund — Established February 1967 by Mr. and Mrs. James E. Pruden, Jr. Income provides scholarships to worthy and needy junior or senior students in early childhood education.

The Ellen Peters and Wayne A. Rich Scholarship — First awarded in 2007, income to be used to support scholarships for undergraduate students in the school of Education. Preference will be given to graduates of Hughes High School.

Grace E. Richardson Memorial Scholarship — Established February 1960 by Mrs. Florence R. Ansted. Income provides a tuition grant (of approximately \$100) available in alternate years to a worthy student preparing for teaching in the upper grades of the elementary school. (To be awarded 2004, 2006, 2008, 2010, etc.)

Donald W. Ritter Scholarship Fund — Established March 2001 by family and friends of Donald W. Ritter. Income provides annual scholarships to one or two full-time, matriculating students in the Criminal Justice program, based on strong character and financial need.

Oscar and Yvonne Robertson Urban Education Scholarship — First awarded in 2007, fund supports an undergraduate student in the College of Education, Criminal Justice, and Human Services preparing to teach in urban schools.

Rollman Memorial Grants for Advancement in the Teaching of American Citizenship (Henry & Hattie M. Rollman) — Established February 1939 by the children of Henry and Hattie M. Rollman in memory of their parents. Income provides at least four annual grants to worthy undergraduate students preparing to teach American youth, with a focus on teaching American citizenship and government. Qualifications for receiving these grants include: a knowledge and interest in the perpetuation of the American Democracy; a belief in the maintenance and preservation of our form of government in

the community, state and nation; genuine interest in teaching; ability in intellectual pursuits; and good moral character.

Josephine F. & Justin A. Rollman Scholarship Grants for Advancement in the Teaching of American Citizenship — Established April 1961 by Josephine F. and Justin A. Rollman. Income provides at least four annual scholarships distributed throughout the four undergraduate classes to assist worthy young students who are preparing to teach American youth. The qualifications for receiving these grants should be based upon: A knowledge of and interest in the perpetuation of American democracy; a belief in the maintenance and preservation of our form of government at the community, state, and national level; a genuine interest in the field of teaching; ability in intellectual pursuits and good moral character.

Charles A. Salie and Charlene A. Tucker Scholarship Fund — Established in 2008 by the estate of Charles A. Salie and Irene Tucker Salie to award undergraduate and/or graduate scholarships in CECH. Scholarship recipients must be a Teacher Education Major and intend to pursue a career in teaching; be in good academic standing with no grade lower than a “C”; and demonstrate financial need. Nothing shall preclude a scholarship recipient in any one year from being a recipient in succeeding years, so long as such recipient otherwise meets the criteria stated above.

The Christe T. Sapona Scholarship — This is an annual fund, first awarded in 2007. Fund supports a scholarship for first generation students in the College of Education, Criminal Justice, and Human Services who are preparing to be teachers.

Mary Louise Schroth Graduate Scholarship Fund — Established December 1998 by Miss Mary Louise Schroth. Income provides an annual scholarship to a full-time or part-time graduate student intending to teach in the field of English at the high school/college level, preferably in the urban setting.

Mary Louise Schroth Undergraduate Scholarship Fund — Established July 2002 by Miss Mary Louise Schroth. Income provides an annual scholarship to an undergraduate student in her/his junior or senior year who is working to complete requirements for teaching English at the secondary level.

Lillian C. Sherman Scholarship Fund for Education — Established May 2002 by the Lillian Chaliff Sherman Trust. Income provides fellowships for graduate students in the Teacher Education Division and related areas.

(Mrs.) Ellen Pease Sole Scholarship — Scholarship awarded to full-time, matriculated student(s) in Early Childhood Education who possess both academic and financial need

Special Education Scholarship Fund — An annual scholarship award for graduate students in Special Education.

Clara M. Van Hart Scholarship Fund — Established October 1962 by the estate of Clara M. Van Hart. A scholarship based upon personality and scholarship, given to women already enrolled in the College of Education, Criminal Justice, and Human Services.

The Walters Family Scholarship Fund — Awards will support full-time undergraduate students attending the Clifton campus in the sophomore, junior or senior year, enrolled in Teacher Education at either the Middle Childhood or Secondary Education level. Recipients must have and maintain a 2.8 or

better grade point average and demonstrate financial need. Recipients must also demonstrate involvement in community service and/or volunteer activities.

Whiting Scholarship Fund — Established November 1957 by Mr. and Mrs. Carson Ross Whiting. Income provides scholarships for three students per year (of approximately \$1,500 each -one student to be selected from each of the sophomore, junior, and senior classes. Each sophomore will continue to receive the scholarship providing their grades are maintained. Scholarship awards are to be restricted to residents of Hamilton County.

Pearl M. Wright Award — Both UC education graduates from the 1920s, sisters Pearl and Kathryn Wright were inseparable, sharing the same Clifton home for more than 60 years. They also shared a passion for education, and in 1996 Kathryn left a lasting legacy for her sister in an endowment to the College of Education. Today, the Pearl M. Wright award provides annual scholarships to exemplary seniors in early childhood education. The award includes tuition and fees, books, equipment, and professional development support.

Awards

In addition to Scholarships, CECH has a number of awards and prizes for exceptional students. Students do not need to apply to receive prizes. These are awarded at the recommendation of faculty and staff and are not necessarily handed out each year.

Cincinnati Kindergarten Alumnae Awards — To provide annual memberships in the Association for Childhood Education International in memory of Miss Julia S. Bothwell and Miss Lillian H. Stone for seniors who personify the ideals of kindergarten-primary teaching.

Randall J. Condon Memorial Prize — Established June 1936 by the Cincinnati Kindergarten Alumnae Association. Income provides an annual prize to a student in CECH.

Garvin Dissertation Award — provides an annual award to a graduate student who has submitted the best dissertation for his/her graduate degree. Upon selection of the recipient, a copy of the dissertation is to be placed in the CECH Library.

Health Promotion and Education Internship Support Fund — To be used to support HPE Students participating in unpaid internships or co-ops in the College.

Drs. Mazile/McGlone Dissertation Prize — awards prize(s) to the work(s) best exemplifying efforts to improve curriculum for children in developing nations, schooling environments for minorities anywhere, or the selection and preparation of teachers to operationalize such curricula.

Melanie A. Schute Memorial Award — Annual award to an outstanding member of the graduating class who, because of their sympathetic interpretation of child life, student record, and forward-looking professional spirit promises best as a teacher of little children.

Graduate Fellowships and Assistantships

Graduate students are eligible to apply for fellowships and assistantships awarded for graduate work in the college. Scholarships cover tuition, while assistantships and fellowships provide cash stipends as well as scholarships. Applications are

available from each program's coordinator of graduate studies. Traineeships may be available in specific fields. Consult the programs for details.

Financial aid is available in the following fields of graduate study:

- Counseling
- Criminal Justice
- Curriculum and Instruction
- Early Childhood Education
- Educational Leadership
- Educational Studies
- Health Promotion and Education
- Literacy/Teaching English as a Second Language
- Middle Childhood Education
- School Psychology
- Secondary Education
- Special Education

UNDERGRADUATE PROGRAMS

Athletic Training

Degree: Bachelor of Science

Advising Staff: 1110 Edwards Center
513-556-2336

The Athletic Training Program at the University of Cincinnati is a nationally accredited program by CAATE (Commission on Accreditation of Athletic Training Education). It prepares the student for a professional career in athletic training and allied health fields. It is sequenced for the student to learn the basics of the profession then continue to develop their skills as they gain additional knowledge and experience during their academic and clinical education.

The Athletic Trainer's professional preparation is directed toward the development of specified clinical proficiencies and competencies in the following domains: Prevention of athletic injuries; recognition, evaluation, and assessment of injuries; immediate care of injuries, treatment, rehabilitation, and reconditioning of athletic injuries; health care administration; professional development and responsibility. Through a combination of formal classroom instruction and clinical experience, the Athletic Trainer is prepared to apply a wide variety of specific health care skills and knowledge within each of the domains.

Athletic Training students are required to participate in clinical education experiences. Students will have opportunities for clinical experiences associated with a variety of different populations including genders, varying levels of risk, protective equipment, and medical experiences. These experiences ad-

dress a continuum of care that will prepared students to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession.

Admission Requirements

All incoming freshmen entering in the 2010-2011 and 2011-2012 academic year must meet one of the following requirements:

- Graduate in the top 10% of their high school class with a 2.7 high school GPA and test score of 17 ACT or 820 SAT
- Score 22 ACT or 1020 SAT with a 2.7 high school GPA
- Graduate in the top 60% of their high school class with a 2.7 high school GPA and test score of 21 ACT or 980 SAT

Additionally, incoming freshmen must have all high school articulation requirements including:

- College preparatory English (4 units)
- College preparatory math (3 units)
- Science (2 units)
- Social studies (2 units)
- Foreign language (2 units same language)
- Fine arts (1 unit)
- Additional units from above (2 units)

Residency Requirements:

The College of Education, Criminal Justice, and Human Services requires enrollment as a CECH student for at least 45 quarter credits before a degree may be authorized as having been earned from the college. Any previous credits earned while enrolled as a student of another UC college or another institution will apply toward course requirements but not toward the residency requirement.

Transferring to UC Requirements

All transfer students must have completed the high school course requirements listed above for admission into the Athletic Training program first tier.

- A 2.5 grade point average is required for the first tier admission into the undergraduate athletic training program/CECH

Advancement in the University of Cincinnati Athletic Training Program consists of a two-tier admission process.

First Tier Admission: Students are admitted to the Athletic Training major in the College of Education, Criminal Justice, and Human Services when applying to the University of Cincinnati Athletic Training Program for admission. This is a freshman or transfer student.

Second Tier Admission: Students need to apply for the professional phase of the Athletic Training Program which occurs during the fall and winter quarters of the academic year of application. Students must attend an Athletic Training Program orientation meeting in September to be considered for admission to the University of Cincinnati Athletic Training profes-

sional phase. All applicants must develop a program portfolio and complete the academic, health and safety, and program requirements. A student must have a 2.75 GPA for admission and retention in the professional phase of the athletic training program. A grade of "B-" or better is required for all core athletic training courses and a grade of "C-" or better is required for all athletic training courses. Students are notified of admission to the Athletic Training professional phase at the end of the winter quarter by email and an acceptance letter is sent by mail. Admission is competitive and limited. Only those students accepted into the Athletic Training professional phase will continue in the Athletic Training professional courses. All coursework and clinical education requirements must be completed prior to enrolling in the internship unless permission is obtained from the director, Athletic Training Program, and the internship coordinator.

Program Goals

1. To provide students with the comprehensive knowledge for practice in entry-level health care and other professional communities
2. To foster the development of critical thinking and problem solving skills for the practice of athletic training
3. To provide quality athletic training clinical education in a variety of settings
4. To advocate students to assume a leadership role in the local and state communities
5. To develop professional behaviors to promote ethical standards of practice

Students pursuing an education in athletic training must meet the Athletic Training Program application and retention requirements. These include but are not limited to:

- To fully participate in the Athletic Training Program a student must maintain good academic standing and complete the clinical education components as required.
- A student must make satisfactory progress in the program in order to proceed to the next academic level and competency level. A student is required to maintain good academic standing within the program.
- GOOD ACADEMIC STANDING includes:
 - a) 2.75 GPA per quarter
 - b) a university cumulative GPA of 2.75 while enrolled in the professional phase of the Athletic Training Program.
 - c) A "B- average" earned in all athletic training core courses. A student failing to earn a B average is required to retake the respective course.
 - d) A "C-" in the athletic training competency based courses identified by the Athletic Training Program. A student failing to earn a C average is required to retake the class.

The most up-date-information in regard to athletic training can be found at: www.cech.uc.edu/athletic_training.

General Education Requirements	42
English Composition (15ENGL101)	3
English Composition (15ENGL102)	3
Intermediate Composition (15ENGL289)	3
Fine Arts (FA) OR Literature Elective (LT)	3
Effective Public Speaking (15COMM171)	3
Persuasive Speaking (15COMM202)	3
Historical Perspective	3
Introduction to Psychology I (15PSYC101)	3
Introduction to Psychology II (15PSYC102)	3
Introduction to Psychology III (15PSYC103)	3
Intro to Sociology I (15SOC141)	3
Human Development: Early Childhood (18EDST301)	3
Human Development: Adolescence (18EDST302)	3
Human Development: Adult & Age (18EDST303)	3

Approved Athletic Training Electives 14

Athletic Training General Education	20
Applied Stats for Human Services I (18HPE231)	4
Applied Stats for Human Services II (18HPE232)	4
Anatomy and Physiology (15BIOL201)	4
Anatomy and Physiology (15BIOL202)	4
Anatomy and Physiology (15BIOL203)	4

Athletic Training Emphasis Area 72

Required Courses	
Prospective Applications in AT (18ATH161)*	1
Prospective Applications in AT (18ATH162)*	1
Athletic Training Practicum (18ATH171)	2
Functional Anatomy for AT (18ATH172)*	2
Introduction to Athletic Training (18ATH177)*	3
Fundamentals of Athletic Training (18ATH178)*	2
Athletic Training Practicum II (18ATH271)	1
Athletic Training Practicum III (18ATH272)	1
Athletic Training Practicum IV (18ATH273)	2
Sport Injury Evaluation I (18ATH278)	3
Sport Injury Evaluation II (18ATH279)	3
Methods of Strength & Conditioning (18ATH313)	3
Athletic Training Practicum V (18ATH371)	1
Athletic Training Practicum VI (18ATH372)	1
Athletic Training Practicum VII (18ATH373)	1
Advanced Topics in Sports Medicine (18ATH377)	3
Therapeutic Modalities for Sports Injuries (18ATH378)	3
Rehabilitation of Athletic Injuries (18ATH379)	3
Athletic Training Practicum VIII (18ATH471)	1
Athletic Training Seminar (18ATH476)	2
Admin.of Sports Medicine Programs (18ATH477)	3
Medical Terminology (35HLSC211)	3
Personal Health Behavior (18HPE133)	3
Exercise Physiology (18HPE310)	3
Assessment and Prescription (18HPE311)	3
Chronic and Communicable Diseases (18HPE321)	3
Health Care Delivery (18HPE335)	3
Drugs and Society (18HPE551)	3
Stress Reduction (18HPE601)	3
Kinesiology (18HPE611)	3
Personal Nutrition (35NUTR240)	3

Health Education	33
Introduction to Health Promotion (18HPE101)	3
Minority Health Issues (18HPE553)	3
Health & Human Behavior (18HPE548)*	3
Health Prom. Prog. Planning & Dev. (18HPE333)*	3
Implement. & Promoting Health Prog. (18HPE334)*	3
Evaluation of Health & Fitness Prog. (18HPE507)	3
Internship (18HPE419)	15
Total hours	181

Criminal Justice (day or evening courses)

Degree: Bachelor of Science

Advising Staff: 1110 One Edwards Center
513-556-2336

The undergraduate program in criminal justice is a four-year baccalaureate degree program designed to provide students with an understanding of criminal offending, situations and places that promote offending, and the criminal justice process. This program stresses an interdisciplinary understanding of criminal justice in America. The program serves a variety of students. Those interested in careers in criminal justice, crime prevention, child behavioral problems, adolescent delinquency or effective intervention will find the program valuable.

The bachelor of science degree is a 180 quarter credit hour program. All students, whether freshmen or transfer, must complete 30 hours of core criminal justice courses. These courses serve as the basis for advanced study in crime and justice. The program expects that students will take the required introductory courses before taking advanced courses.

In an effort to allow students to gain greater depth of understanding in areas they find interesting, the program has created a series of cognate areas: criminal justice, policing, corrections and criminology. These areas contain courses that provide greater detail and empirical knowledge within loosely defined areas of study. Students must take at least 30 hours of coursework in criminal justice electives, but these 30 hours do NOT have to fall within any single cognate area. Students are encouraged to focus their criminal justice electives in cognate areas, but there is no requirement for their elective hours to be within any single cognate area.

In addition to the prescribed criminal justice program curriculum, students are required to complete general education courses in English, math, science, humanities, social science, history and free electives. Students are also required to complete 30 hours of a declared minor area. Criminal justice majors are strongly encouraged to minor in areas that provide added skills in mathematics, language, science, communication, history or philosophy. The minor is selected in cooperation with the student's adviser. Please note: A student with directed, individual, or independent study work from another college or university, including regional campuses of the University of Cincinnati will not receive academic credit towards the bach-

elor degree unless written evidence of academic requirements such as papers, projects, or other documentation are submitted directly to the Program Chair.

General Education Requirements	90
English Composition (15ENGL101)	3
English Composition (15ENGL102)	3
Intermediate Composition (15ENGL289)	3
Math Electives	6
Humanities Electives	9
Social Sciences Electives	18
Natural Sciences Electives	6
History Electives	9
Free Electives (any college level course)	27
Literature/Fine Arts Electives	3
Diversity & Culture Elective	3

Focus Area/Academic Minor/Certificate **30**

Criminal Justice Core Requirements	30
Introduction to Criminal Justice (18CJ101)	3
Introduction to Criminology (18CJ102)	3
Introduction to Policing (18CJ103)	3
Introduction to Corrections (18CJ104)	3
Life-Course Criminology (18CJ404)	3
Criminal Procedure (18CJ420)	3
Criminal Justice Research Methods (18CJ490)	3
Criminal Justice Statistics (18CJ491)	3
Field Placement (18CJ495)	3
Field Placement (18CJ496)	3

Criminal Justice Electives **30**

Cognate Area: Corrections

Legal Issues in Corrections (18CJ284)	3
Correctional Rehabilitation (18CJ341)	3
Community Corrections (18CJ343)	3
Philosophy of Punishment (18CJ344)	3
Institutional Corrections (18CJ346)	3
Special Topics in Corrections (18CJ506)	3
Early Intervention in Corrections (18CJ660)	3

Cognate Area: Criminal Justice

Introduction to Courts (18CJ105)	3
Domestic Violence (18CJ273)	3
Managing Conflict Behavior (18CJ274)	3
Criminal Justice in Film (18CJ290)	3
Ethics in Criminal Justice (18CJ324)	3
Constitutional Issues and Procedures (18CJ372)	3
Politics of Criminal Justice (18CJ373)	3
Drugs and Crime (18CJ387)	3
Women and Crime (18CJ388)	3
Race, Class and Crime (18CJ386)	3
Criminal Law (18CJ421)	3
Criminal Procedures II (18CJ422)	3
Juvenile Justice System (18CJ484)	3

Cognate Area: Criminology

Serial Criminals (18CJ321)
 Gangs and Violent Youth (18CJ322)
 White-Collar Crime (18CJ332)
 Juvenile Delinquency (18CJ405)
 Contemporary Crime Theory (18CJ406)
 Crime Prevention (18CJ407)
 Biosocial Criminology (18CJ408)
 Psychology of Criminal Behavior (18CJ410)

Cognate Area: Policing

Police Photography (18CJ252)
 Practical Police Applications (18CJ253)
 Police Organization and Management (18CJ348)
 Criminal Investigation (18CJ350)
 Police and the Community (18CJ352)
 Police Effectiveness (18CJ353)
 Hostage Negotiations (18CJ361)
 Special Topics in Law Enforcement (18CJ505)

Total hours

180

Early Childhood Education Associate (Online) with Pre-Kindergarten License

Degree: Associate of Applied Science

Advising Staff: 2150 One Edwards Center
 513-556-3801

The Associate Degree in Early Childhood Education is in the Teacher Education Division located in the College of Education, Criminal Justice, and Human Services. The main goal of the program is to provide each student with ethical and thorough understanding of early childhood theory and its application to the educational setting.

Graduates will be able to implement relevant early childhood theory and evidence based developmentally appropriate integrated activities and materials across content areas. These include the visual arts, music, movement, science and math, and early language development. The program emphasizes working with young children (Birth–Age 5) and their families from a variety of cultural and ethnic backgrounds. Classes are taught by faculty with experience as preschool teachers and directors and assignments allow professionals to apply their new knowledge in their own classrooms and reflect on their own teaching practice.

The degree covers the care and education of children birth through age 5. However, students can choose to specialize in either preschool education or Infant and Toddler care and education.

The program requires 91 hours of coursework, which includes courses in ECE and general education.

Almost all courses have at least one fieldwork assignment that requires access to children. For that reason, this degree option is highly desirable for working practitioners who can complete most fieldwork assignments as a part of their job duties.

Students are required to complete a mentored and supervised student teaching practicum and internship. These can be completed in the student's own classroom. Students must pass a background check, if not already required by their employer.

The successful completion of student teaching and all degree requirements in the preschool concentration may lead to recommendation by the faculty for Ohio's pre-K teaching license. (The minimum GPA for recommendation for an Ohio pre-K teaching license is 2.5, with grades of "C" or higher in all early childhood education courses. Out-of-state students should consult with their own state's department of education to determine reciprocity, if out-of-state licensure is desirable). The pre-K license is a license for teaching preschool only. This license does not qualify an individual to teach kindergarten or elementary.

Eligible students may also apply coursework from the Associate program to the online Birth–Age 5 Bachelor of Science in Education degree.

Graduates of this major pursue careers such as:

- Head Start teacher
- Preschool teacher
- Infant/Toddler specialist
- Program administrator in an early childhood setting

Students may begin the program at any quarter during the academic year. Completion of the program will vary depending on each student's course load and work schedule; most students are employed full-time and enroll in two courses per quarter.

Significant student support is offered through the Early Childhood Learning Community, a distance education support office in the College of Education, Criminal Justice, and Human Services.

The associate degree requires a combination of general education courses along with early childhood courses. All degree requirements may be met online; no on-campus visit is necessary.

General Education Requirements	Cr. Hrs.
Prep Math (if needed)	
Prep Comp (if needed)	
English Composition I (15ENGL101)	3
English Composition II (15ENGL102)	3
Intermediate English Composition (15ENGL103)	3
Social Science Elective	3
Mathematics	3
Humanities Elective	3
Literature Elective	3
Elective	3

Students must receive a “C” or better in all education & ECE courses and must maintain a 2.0 GPA to graduate.

Education Course Requirements	Cr. Hrs.
Learning ECE Online (18ECE190)	3
Computer Tools for Teachers (18CI247)	4
Schooling and Teaching in America (18EDST201)	4
Human Learning & Development (18EDST275)	4
Foundation and History of Special Education (18SPED250)	4
Child Development I (18ECE276)	3
Child Development II (18ECE277)	3
Health, Safety & Nutrition (18ECE278)	3

Choose either the Preschool Concentration or the Infant & Toddler Concentration:

Preschool Concentration Course Requirements	Cr. Hrs.
Families and Culture (18ECE261)	3
Classroom Organization & Mgmt. (18ECE231)	3
Math and Science in ECE (18ECE234)	3
Language Arts & Literacy I (18ECE235)	3
Language Arts & Literacy II (18ECE236)	3
Creative Arts in ECE (18ECE256)	3
Preschool Integrated Curriculum (18ECE257)	3
Infant-Toddler Programming (18ECE251)	3
Observation, Planning & Assessment (18ECE262)	3
Preschool Student Teaching A (18ECE241)	3
Preschool Student Teaching B (18ECE242)	3
Preschool Internship (18ECE243)	6

Infant & Toddler Concentration Course Requirements	Cr. Hrs.
Building Family and Community Partnerships (18ECE260)	3
Uniqueness of Infants and Toddlers (18ECE193)	3
I-T Social Emotional Development & Guidance (18ECE289)	3
I-T Physical & Cognitive Development (18ECE238)	3
I-T Learning Environments (18ECE232)	3
Responsive Curriculum for Infants and Toddlers (18ECE239)	3
Becoming an I-T Professional (18ECE265)	3
Leadership & Mgmt for I-T Professionals (18ECE267)	3
I-T Planning: Using Observation & Assessment (18ECE263)	3
Infant Internship (18ECE246)	6
Toddler Internship (18ECE247)	6

Total hours 91

Online Early Childhood Education Birth–Age 5 (Ohio Pre-K Associate License Only)

Degree: Bachelor of Science in Education

Advising Staff: 2150 One Edwards Center
513-556-3801

The early childhood education birth–age 5 program focuses on working with infants, toddlers, preschoolers, and their families. Students will become effective pre-kindergarten teachers

capable of delivering instruction in a variety of settings and to diverse student populations. The ECE B-5 program is committed to preparing graduates who will be highly qualified to work in Head Start, preschool and child care programs, family child care programs, and early intervention. This program is aligned with the Ohio content area standards.

The course of study includes child development, early literacy, disabilities, families, assessment and related topics. Students will engage in an action research project and document children’s work and progress for their capstone experience.

The program requires 181 hours of coursework, which includes courses in ECE and general education.

The program is committed to preparing committed, caring and competent educators that support each individual child’s learning and development through an ongoing process of information gathering and specific instruction that will result in a positive evaluation of the child’s accomplishments, as seen by the teacher, the parents, and the child.

Graduates of this major pursue careers such as:

- Head Start teacher
- Preschool teacher
- Infant/Toddler specialist
- Program administrator in an early childhood setting

Upon successful completion of this program students will earn a bachelor of science in early childhood education, and they are eligible to apply for an Ohio Prekindergarten Associate License.

The successful completion of student teaching and all degree requirements in the preschool concentration may lead to recommendation by the faculty for Ohio’s pre-K teaching license. (The minimum GPA for recommendation for an Ohio pre-K teaching license is 2.5, with grades of “C” or higher in all early childhood education courses. Out-of-state students should consult with their own state’s department of education to determine reciprocity, if out-of-state licensure is desirable). The pre-K license is a license for teaching preschool only. This license does not qualify an individual to teach kindergarten or elementary.

All degree requirements will be met online without a required visit to campus.

General Education Requirements	Cr. Hrs.
Prep Math (if needed)	
Prep Comp (if needed)	
English Composition I (15ENGL101)	3
English Composition II (15ENGL102)	3
Intermediate English Composition (15ENGL103)	3
Social Science Elective	3
Mathematics	12
Natural Sciences	12
Humanities Elective	3
Literature Elective	3
Elective	18

Students must receive a "C" or better in all education & ECE courses and must maintain a 2.8 GPA to graduate.

Education Course Requirements	Cr. Hrs.
Learning ECE Online (18ECE190)	3
Computer Tools for Teachers (18CI247)	4
Schooling and Teaching in America (18EDST201)	4
Human Learning & Development (18EDST275)	4
Foundation and History of Special Education (18SPED250)	4
Child Development I (18ECE276)	3
Child Development II (18ECE277)	3
Health, Safety & Nutrition (18ECE278)	3
Math and Science in ECE (18ECE234)	3
Language Arts & Literacy II (18ECE236)	3
Creative Arts in ECE (18ECE256)	3
Preschool Student Teaching A (18ECE241)	3
Preschool Student Teaching B (18ECE242)	3
Social Inequalities (18EDST426)	3
Administration in ECE (18ECE264)	3
Developmental Concerns (18ECE400)	3
Play and Development (18ECE411)	3
Assessment and Evaluation in ECE B-5 (18ECE507)	3
Accommodations & Adaptations in ECE B-5 (18ECE403)	3
Families in ECSE (18ECE402)	3
Language & Development in Special Education (18ECE460)	3
Teaching Reading through Children's Literature B-5 (18ECE481)	3
Collaboration and Case Management (18ECE406)	3
Leadership in ECE (18ECE525)	3
Challenging Behaviors in ECE (18ECE530)	3
Stories of Teaching (18ECE495)	3

**Choose either the Preschool Concentration
or the Infant & Toddler Concentration:**

Preschool Concentration Course Requirements	Cr. Hrs.
Families and Culture (18ECE261)	3
Classroom Organization & Mgmt. (18ECE231)	3
Language Arts & Literacy I (18ECE235)	3
Preschool Integrated Curriculum (18ECE257)	3
Infant-Toddler Programming (18ECE251)	3
Observation, Planning & Assessment (18ECE262)	3
Preschool Internship (18ECE243)	6
Social Development and Self Regulation (18ECE290)	3
Selfhood in Infants and Toddlers (18ECE412)	3
Responsive Environments for Infants and Toddlers (18ECE414)	3
Infant Practicum (18ECE450)	3
Toddler Practicum (18ECE451)	3

Infant & Toddler Concentration Course Requirements	Cr. Hrs.
Building Family and Community Partnerships (18ECE260)	3
Uniqueness of Infants and Toddlers (18ECE193)	3
IT-Social Emotional Development & Guidance (18ECE289)	3
I-T Physical & Cognitive Development (18ECE238)	3
I-T Learning Environments (18ECE232)	3

Responsive Curriculum for Infants and Toddlers (18ECE239)	3
Becoming an I-T Professional (18ECE265)	3
Leadership & Mgmt for I-T Professionals (18ECE267)	3
I-T Planning: Using Observation & Assessment (18ECE263)	3
Infant Internship (18ECE246)	6
Toddler Internship (18ECE247)	6

Additional coursework required for those in the Infant & Toddler concentration to be recommended for the Pre-K Teaching License. See advisor for details.

Total hours for BSEd	181
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Early Childhood Education

Degree: Bachelor of Science in Education

Advising Staff: 1110 One Edwards Center
513-556-2336

The goal of the early childhood education (ECE) program is to provide learning opportunities for students to develop personal and professional skills necessary for implementing inclusive learning environments for children from age three to eight, in pre-kindergarten through third grade. Successful completion of the program prepares a student to work in public schools, pre-schools, Head Start or child care centers, and related programs for children and families.

The curriculum emphasizes developmentally appropriate practice and evidence based practices with young children representing diverse cultures and abilities. The program focuses on developing competency in human relations, personal growth, group interaction, organizing and managing the learning environment and developing materials and management appropriate for use in learning environments for young children.

A variety of field experiences, including preschool, kindergarten, and an internship in the primary grades, helps students develop skills necessary for effective interaction with children and adults, managing and planning the physical environment, use of technology, working with parents and accommodating young children with disabilities within the classroom.

As with all teacher education programs in the college, students shall be education majors until they are admitted into the professional cohort. Students who want to complete a degree in ECE must apply to the professional cohort in the winter quarter of their sophomore year for the cohort beginning their junior year. Once admitted into the cohort, students take their professional education courses. Upon successful completion of this four-year program, students graduate with a bachelor of science in education, and they are eligible to apply for an Ohio Early Childhood Education Provisional Teaching License.

State licensure changes may cause the below listed course requirements to change somewhat. Please check with the advising staff in 1110 One Edwards Center, 513-556-2336.

	Cr. Hrs.
General Education Requirements	72
English Composition (15ENGL101)	3
English Composition (15ENGL102)	3
Intermediate Composition (15ENGL289)	3
Literature Elective	3
Mathematics Electives	12
Natural Science Electives	12
Free Electives	6
Academic Electives *	18
Distribution Areas **	12

* May be any college level elective

**Must have at least one each from the four areas listed: Historical perspectives, social sciences, humanities or fine arts (may not be performance based).

Education Course Requirements

Students must be admitted to professional cohort, receive a “C” or better in all licensure courses, and must maintain a 2.8 or higher GPA for licensure.

Pre-Cohort Courses	22
Computer Tools for Teachers (18CI247)	4
Schooling and Teaching in America (18EDST201)	4
Human Learning & Dev. in Education (18EDST275)	4
Found. & History of Special Education (18EDST250)	4
choose one:	
Human Development: Early Childhood (18EDST301)	3
Child Development (18ECE276)	?
choose one:	
Human Development: Adoles (18EDST302)	3
Child Development II (18ECE277)	?

Professional Cohort

Year 3 Education Courses	45
Developmental Concerns in ECE (18ECE400)	3
Foundations of Literacy (18ECE415)	3
Teaching Reading through Children’s Lit. (18ECE480)	3
Assessment and Evaluation in ECE (18ECE506)	3
Integrating Art, Music & Creativity in ECE (18ECE540)	3
Accommodations and Adaptations (18ECE401)	3
Play and Development (18ECE411)	3
Math and Science in ECE (18ECE490)	3
Preschool Practicum (18ECE500)	6
Classroom Management (18ECE430)	3
Phonics I (18ECE468)	3
Teaching Reading and Writing I (18ECE501)	3
Kindergarten Practices (18ECE504)	3
Integrating Social Studies in ECE (18ECE560)	3

Year 4 Education Courses	41
Phonics II (18ECE470)	3
Teaching, Reading and Writing II (18ECE502)	3
Integrating Math in ECE (18ECE551)	3
Integrating Science in ECE (18ECE570)	3
Opening School Experience (18ECE575)	2
Primary Practicum (18ECE576)	3
Senior Seminar (18ECE582)	3
Internship in ECE (18ECE577)	12
Personal Stories of Teaching (18ECE495)	3
Families in Early Childhood SPED (18ECE402)	3
Curriculum (18ECE580)	3
Total hours	180

Health Education

Degree: Bachelor of Science

Advising Staff: 1110 One Edwards Center
513-556-2336

Health educators work to improve the health of individuals and communities. The purpose of the undergraduate health education program is to prepare students for careers in a variety of health-related settings. Students may find employment in voluntary health agencies, public health departments, hospitals, YMCAs, health clubs, worksite health promotion programs, schools and universities, professional sports teams, and a host of other health-related organizations depending on the emphasis area they select. All students in the program must complete all general education requirements as specified by the program plus all required hours of health education core classes. Additionally, students are required to specialize in one of the following areas: Public and Community health or Exercise and Fitness. The health education undergraduate program is fully approved by the SOPHE/ABHE Baccalaureate Approval Committee (SABAC).

Health Education - Exercise and Fitness

Students graduating with the exercise and fitness emphasis are prepared to meet all the responsibilities, competencies and sub-competencies of a health educator plus have the skills to plan exercise and fitness programs for a wide variety of clients. Employment is typically found in private health clubs, YMCA/ YWCA fitness clubs, community recreation centers and corporate health/wellness programs. Upon graduation, students are prepared to apply for a variety of certifications including the certified health education specialist and certifications offered through the American College of Sports Medicine.

	Cr. Hrs.
General Education Requirements	71
English Composition (15ENGL101)	3
English Composition (15ENGL102)	3
Intermediate Composition (15ENGL289)	3
Literature Elective	3

Effective Speaking (15COMM171)	3
Persuasive Speaking (15COMM202)	3
Fine Arts Elective	3
Introduction to Psychology I (15PSYC 101)	3
Introduction to Psychology II (15PSYC102)	3
Introduction to Psychology III (15PSYC103)	3
Introduction to Sociology (15SOC141)	3
Introduction to Sociology II (15SOC142)	3
Human Development: Early Childhood (18EDST301)	3
Human Development: Adolescence (18EDST302)	3
Human Development: Adult & Age (18EDST303)	3
Historical Perspectives	3
Free Electives	23

Health Education Core 71

Applied Stats for Human Services (18HPE231)	4
Applied Stats for Human Services II (18HPE232)	4
Anatomy & Physiology I (15BIO201)	4
Anatomy & Physiology II (15BIO202)	4
Anatomy & Physiology III (15BIOL203)	4
Introduction to Health Promotion (18HPE101)	3
Personal Health Behavior (18HPE133)	3
Health Care Delivery (18HPE335)	3
Public/Community Health (18HPE136)	3
Chronic & Communicable Disease (18HPE321)	3
Minority Health Issues (18HPE553)	3
Personal Nutrition (35NUTR240)	3
Health & Human Behavior (18HPE548)*	3
Health Promotion Planning & Development (18HPE333)*	?
Implementing & Promoting Health Programs (18HPE334)*	?
Evaluation of Health and Fitness Programs (18HPE507)*	?
Internship: Health Promotion (18HPE419)	15
Physical Education Electives	3

***Classes must be taken in order listed.*

Exercise & Fitness Emphasis Areas 38

Exercise Physiology (18HPE310)*	3
Exercise Assessment & Prescription (18HPE311)*	3
Kinesiology (18HPE611)*	3
Exercise Leadership Practicum (18HPE312)*	3
Child & Adolescent Health (18HPE330)	3
First Aid & Person Safety (18HPE196)	2

***Classes must be taken in sequential order. The Anatomy and Physiology sequence must be completed prior to enrollment in these courses.*

Exercise & Fitness Electives (choose seven)

Mental Health Issues (18HPE134)	3
Consumer Health (18HPE241)	3
First Aid and CPR Instructor (18HPE375)	3
Human Sexuality (18HPE549)	3
Health Issues (18HPE550)	3
Drugs and Society (18HPE551)	3

Environmental Health (18HPE552)	3
International Health (18HPE554)	3
Technology in Health Promotion (18HPE555)	3
Stress Reduction Seminar (18HPE601)	3
Aging: Program Development (18HPE633)	3
Women's Health Seminar (18HPE685)	3

Total Hours 180

Health Education - Public and Community Health

The community health emphasis prepares students for careers in the exciting and expanding field of community/public health education. The program helps students develop the skills to assess, plan, implement and evaluate individual and/or community health programs and initiatives. Students work for public and voluntary health agencies, hospitals, insurance companies or in a variety of less traditional health education positions. Upon graduation students are eligible to sit for the national certification exam to become a certified health education specialist (CHES).

General Education Requirements 70

English Composition (15ENGL101)	3
English Composition (15ENGL102)	3
Intermediate Composition (15ENGL289)	3
Literature Elective	3
Effective Speaking (15COMM171)	3
Persuasive Speaking (15COMM202)	3
Fine Arts Elective	3
Introduction to Psychology I (15PSYC 101)	3
Introduction to Psychology II (15PSYC102)	3
Introduction to Psychology III (15PSYC103)	3
Introduction to Sociology (15SOC141)	3
Introduction to Sociology II (15SOC142)	3
Human Development: Early Childhood (18EDST301)	3
Human Development: Adolescence (18EDST302)	3
Human Development: Adult & Age (18EDST303)	3
Historical Perspectives	3
Free Electives	22

Health Education Core 71

Applied Stats for Human Services (18HPE231)	4
Applied Stats for Human Services II (18HPE232)	4
Anatomy & Physiology I (15BIO201)	4
Anatomy & Physiology II (15BIO202)	4
Anatomy & Physiology III (15BIOL203)	4
Introduction to Health Promotion (18HPE101)	3
Personal Health Behavior (18HPE133)	3
Health Care Delivery (18HPE335)	3
Public/Community Health (18HPE136)	3
Chronic & Communicable Disease (18HPE321)	3
Minority Health Issues (18HPE553)	3
Personal Nutrition (35NUTR240)	3
Health & Human Behavior (18HPE548)*	3
Health Promotion Planning & Development (18HPE333)*	?

Implementing & Promoting Health Programs (18HPE334)*	3
Evaluation of Health and Fitness Programs (18HPE507)*	?
Internship: Health Promotion (18HPE419)	15
Physical Education Electives	3

**Classes must be taken in order listed.

Public & Community Health Emphasis 39

Public/Community Health Ed. Requirements	
Fitness and Health (18HPE309)	3
Service Learning in Community Health (18HPE350)	3
Human Sexuality (18HPE549)	3
Drugs and Society (18HPE551)	3
Environmental Health (18HPE552)	3
Stress Reduction Seminar (18HPE601)	3
Public/Community Health Electives (choose seven)	
Mental Health Issues (18HPE134)	3
Consumer Health (18HPE241)	3
Child and Adolescent Health	3
First Aid and CPR Instructor (18HPE375)	3
Health Issues (18HPE550)	3
International Health (18HPE554)	3
Technology in Health Promotion (18HPE555)	3
Aging: Program Development (18HPE633)	3
Women's Health Seminar (18HPE685)	3
Total Hours	180

Middle Childhood Education

Degree: Bachelor of Science in Education

Advising Staff: 1110 One Edwards Center
513-556-2336

Middle childhood education is a comprehensive education program designed to prepare students to become effective middle childhood teachers who are capable of delivering quality instruction in a variety of settings and to diverse student populations in grades 4–9.

As with all teacher education programs in the college, all students shall be pre-education majors until they are admitted into the professional cohort. Students desiring middle childhood must apply to the professional cohort during winter quarter of their sophomore year for the cohort beginning their senior year. Upon successful completion of the program, students are eligible to apply for an Ohio Middle Childhood Education provisional teaching license.

Middle childhood education students must choose two subject areas for licensure from the following: language arts, social studies, natural sciences and mathematics. The course work required will vary depending on the two areas chosen.

State licensure changes may cause course requirements to change periodically. Check with advising staff in 1110 One Edwards Center, 513-556-2336, for the most up-to-date list of courses.

General Education Requirements

General Education Courses
Free Electives

Language Arts Concentration 36

English Composition (15ENGL101)	3
English Composition (15ENGL102)	3
Intermediate Composition (15ENGL289)	3
Advanced Composition (15ENG489)	3
Introduction to English Studies (15ENG300)	3
Technical & Scientific Writing (15ENG492)	3
Writing for Business (15ENG491)	3
Intro. to the Study of Language (15ENG340)	3
Intro: Language of Science (15ENG244)	3
Multicultural Literature elective	3
British Literature elective	3
Poetry Elective	3
American Literature Elective	3
World Literature Elective	3

Social Studies Concentration 39

American History to 1848 (15HIST110)	3
American History 1848-1920 (15HIST111)	3
American History 1920-Present (15HIST112)	3
World History Elective (15HIST130, 1, or 2)	3
Multicultural History Elective	3
Introduction to Historical Thinking (15HIST300)	3
Social Studies Electives	6
American Politics Elective (15POL110 or 111)	3
Introduction to Microeconomics (15ECON101)	3
Introduction to Macroeconomics (15ECON102)	3
Human Geography (15GEO104, 5, or 6)	3
World Geography (15GEO123, 4, 5, or 6)	3

Mathematics Concentration 15

Elem. Probability and Statistics (15STAT147)	3
College Algebra I (15MATH173)	
College Algebra II (15MATH174)	
or	
Found. of Calculus (15MATH224, + Math elective)	6
Applied Calculus I (15MATH226)	3
Applied Calculus II (15MATH227)	3
Cohort Math Classes 18	
MDL School Math I (15MATH307)	4
MDL School Math II (15MATH308)	4
MDL School Math III (15MATH309)	4
Teaching Numbers in MDL I (18MDL327)	2
Teaching Numbers in MDL II (18MDL328)	2
Teaching Numbers in MDL III (18MDL329)	2

Natural Science Concentration	39
Biology I (15BIO101)	3
Biology I Lab (15BIO111)	2
Biology II (15BIO102)	3
Biology II Lab (15BIO112)	2
Astronomy: Stars and Galaxies (15PHYS121)	3
(2)Introduction to Physics (15PHYS104, 105 or 106)	6
Chemistry I (15CHEM107)	3
Chemistry I Lab (15CHEM117)	1
Chemistry II (15CHEM108)	3
Chemistry II Lab (15CHEM118)	1
Geology I (15GEOL101)	3
Geology II (15ENG102)	3
Geology Lab (15GEOL111 or 112)	3
Pre-Cohort Courses	20
Computer Tools for Teachers (18CI247)	4
Schooling & Teaching (18EDST201)	4
Human Development: Adolescence (18EDFN302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. & History of Special Education (18SPED250)	4
Introduction to Field Experience (18MDL201)	1
Professional Cohort Courses	
<i>(Must be admitted to Cohort to register for the following)</i>	
Health in the Middle School (18HPE684)	3
Improving Reading through Literature (18MDL525)	3
Foundations of Literacy I (15MDL521)	4
Teaching Associate Field Experience I (18MDL502)	2
Phonics in Middle School (18MDL500)	5
Literacy III: Content (18MDL523)	3
(2) Principle & Practice (18MDL)	8
Opening School Experience (18MDL501)	2
Teaching Associate Field Experience II (18MDL503)	3
Middle School Organization (18MDL511)	3
Internship I: MDL (18MDL644)	9
Literacy II: Assess & Evaluation (18MDL522)	3
Capstone Seminar (18MDL561)	1
Classroom Management (18MDL515)	3
Internship II: MDL (18MDL645)	3
Teaching & Learning Diversity (18CI400)	3
Free Electives*	
Total hours	180

*The number of free electives will vary depending on which courses are taken for the general education requirements.

Paralegal

Degree: Bachelor of Science

Advising Staff: 1110 One Edwards Center
513-556-2336

The paralegal program is approved by the American Bar Association. The mission of the program is to aid students in becoming ethical, competent paralegals with the analyti-

cal, interpersonal communication, and technological skills needed to succeed and excel in a diverse and ever-changing legal profession. The program teaches skills in legal research and analysis, drafting legal documents, interviewing and fact gathering where the students will have an opportunity to learn through practical application. Upon successful completion of the program, graduates will have the legal skills necessary to assist in the legal activities of law firms, businesses, insurance companies, financial institutions, public agencies, title companies and/or government offices. Classes may be offered in day or evening and the program may be completed on a part-time or full-time basis.

Program Goals

Upon graduation from the paralegal program, students will have experienced a well rounded paralegal education as well as be able to:

1. Demonstrate effective legal knowledge and practical skills necessary to perform substantive legal work under the direction of an attorney
2. Understand their ethical obligations in the legal profession
3. Read, analyze and synthesize complex Information In an organized and logical manner
4. Effectively communicate orally, in writing, and in interpersonal situations
5. Be proficient in technology necessary to meet employer needs
6. Be responsive to the needs of the legal community based on an ethical, technological, and contemporary understanding of the law.

General Education Courses 45

English Composition (15ENGL101)	3
English Composition (15ENGL102)	3
Intermediate Composition (15ENGL289)	3
Writing Elective	3
Mathematics Electives	6
Information Technology Electives	6
Natural Science Electives	6
Diversity & Culture Elective	3
Social & Ethical Issues Elective	3
Effective Public Speaking (15COMM171)	3
Philosophy Elective	3
Humanities Electives	6
Social Science Electives	9
Historical Perspectives Electives	6
Distribution Areas	24

Focus Area/Academic Minor/Certificate 30

Select 30 hours of courses in an approved area with at least 9 credit hours at the 300 level or above

***General distribution electives: Select 8 courses from 5 of 6 general education distribution areas (literature, humanities, historical perspective, social science, natural science and fine arts)

Paralegal Core Courses **60**

Intro to Paralegal Profession (18PARA180)	3
Estates & Probate I (18PARA241)	3
Domestic Relations I (18PARA251)	3
Litigation I (18PARA256)	3
Litigation II (18PARA257)	3
Litigation III (18PARA258)	3
Basic Legal Principles (18PARA260)	3
Legal Research I (18PARA261)	3
Legal Research II (18PARA262)	3
Tax Law for Paralegals (18PARA270)	3
Administrative Litigation (18PARA272)	3
Corp. Law and Business Organizations (18PARA275)	3
Real Estate for Paralegals (18PARA280)	3
Paralegal Practicum (18PARA290)*	3
Interviewing and Investigation (18PARA321)	3
Advanced Legal Research/Writing (18PARA401)	3
Legal Ethics & Prof. Responsibility (18PARA421)	3
Adv. Paralegal Seminar(Capstone) (18PARA471)	3
choose one:	
Constitutional Law (32POL251)	3
Constitutional Issues & Procedures (18CJ372)	3
Constitutional Law (15POL321, 2, or 3)	3
Criminal Procedure (18CJ420)	3

***Must have 2.0 GPA in all Legal Specialty Courses and permission of the Program Coordinator.*

Paralegal Specialty Electives **9**

choose three:

Domestic Relations II (18PARA252)	3
Bankruptcy & Debt Collection (18PARA271)	3
Patents, Copyright (18PARA402)	3
Alternative Dispute Resolutions (18PARA419)	3
Constitutional Issues & Procedures (18CJ372)	3
Criminal Law (18CJ541)	3

Total Hours **180**

Legal Specialty Transfer Policy

A student may obtain advanced standing for legal specialty courses through the transfer of credits from other academic institutions if that program is ABA-approved or in substantial compliance, regionally accredited and otherwise meets the standards established by the University of Cincinnati. However, a minimum of fifteen quarter credit hours of legal specialty courses must be completed in the University of Cincinnati Paralegal Studies program before a bachelor or associate degree will be issued. None of the 45 quarter credit hours may be transferred for the post-baccalaureate certificate unless approved by the Paralegal Studies program coordinator. There is also a college residency rule that requires a student to complete their final 45 quarter credit hours as a matriculated student in the College of Education, Criminal Justice and Human Services. UC's Paralegal Studies program does not award credit for experiential learning. A final decision on transferability and substantial compliance remains at the discretion of the Paralegal Studies Program Coordinator.

UC CECH Paralegal students attending other institutions Students may take legal specialty classes at another ABA-approved program at an accredited college or university while simultaneously enrolled at UC, and the academic credits earned can be transferred. However, only those credits that conform to UC's standards and requirements will be accepted. Official transcripts for such course work must be filed with UC's Registrar at the completion of the term of enrollment. Students are responsible for requesting these transcripts and for paying all related charges. Students planning to take courses at other institutions **must** secure in advance the approval of UC's Paralegal Studies Program Director.

Paralegals may not provide legal services directly to the public except as permitted by law.

Secondary Education (Adolescent to Young Adult and multiage)

Degree: Bachelor of Science in Education

Advising Staff: 1110 One Edwards Center
513-556-2336

The Secondary Education Program is an extended program that prepares students for teaching learners, ages 12 through 21, in grades 7–12, or in case of foreign language, for teaching learners 3 through 21 and grades pre-K through 12. Upon the successful completion of the licensure program, including passing state-required PRAXIS tests, students qualify for an appropriate State of Ohio Adolescent to Young Adult or multiage teaching license. Students can earn a baccalaureate degree from the College of Education, Criminal Justice, and Human Services upon successful completion of the first four years of the program. During the fifth year, students complete a semester or year-long internship while enrolled in either the Secondary Education Master's-Licensure Program or the licensure-only option.

Students are eligible to receive a baccalaureate degree from the College of Education, Criminal Justice, and Human Services upon earning at least 180 credit hours applicable to the Bachelor of Science in Education degree. This includes a specified number of hours in educational and professional studies and general distribution courses (including general education), and completion of the content hours in the licensure area. Students enrolled in the Master's-Licensure Program must complete a minimum of 45 credit hours. Some of the credits earned as part of the licensure requirements apply to the master's degree.

Students may choose from among the following licensure areas offered: Integrated Language Arts, Integrated Social Studies, Integrated Mathematics, Integrated Science (Life Sciences-Biology, Earth/Space Sciences, and Chemistry) and a single license In Physics.

State licensure changes may cause course requirements to change periodically. Check with advising staff in 1110 One Edwards Center, 513-556-2336, for the most up-to-date list of courses.

Three-Step Admission Process

Advancement in the program consists of a three-step process. The first step is admission as a education major, typically as an entering freshman or transfer student. The second step involves admission into the professional cohort, which occurs during the third year (i.e., junior level status or its equivalent). During year three, education majors who meet requirements for advancing in the program must attend a mandatory information meeting during Fall Quarter and, in early winter, submit a completed application for admission to the Secondary Education Cohort.

Notification of acceptance is sent by mail in early February.

Enrollment is limited. Admission is competitive.

Upon admission to the cohort, students become Teaching Associates. During their fourth year (i.e., senior level status or its equivalent), known as the professional year. Teaching Associates complete the majority of their professional education courses through a series of on-campus courses and related field/clinical experiences in area schools. During this year, the third step in the admission process occurs. Teaching Associates attend a mandatory information meeting during Autumn Quarter and then submit completed information packets for the internship during Winter Quarter.

The Secondary Education Program offers two types of internship experiences. The most common is a semester-length internship, during which students assume increasing amounts of teaching responsibilities in conjunction with experienced mentor teachers at the assigned school. The other is a full year internship, which occurs at a partner Cincinnati Public School. In addition to their teaching responsibilities during their Internship, students also complete required coursework. Most, if not all, of the coursework is taken for graduate credit that may be applied to the Secondary Education Master's degree.

Post-baccalaureate students apply concurrently for admission to the professional cohort and the Master's-Licensure Program or licensure-only option. They are eligible to apply upon completion of an appropriate undergraduate degree and being within 15 to 18 credits of meeting content course requirements listed on the advising guide applicable for the license sought. To assure full consideration, applications should be submitted by February 15 of the year prior to beginning the program's professional year.

Career Opportunities

Graduates of the Secondary Education Program typically elect to teach in Ohio or other states. Employment opportunities depend in part on the field of specialization and the license for which students qualify.

Program Requirements

Typically, undergraduate students complete the program in five years. They earn the baccalaureate degree in four years (see above) and, during the fifth year, qualify for a State of Ohio Provisional License upon successful completion of the Internship experience, and required PRAXIS II tests. Post baccalaureate students typically complete the program in two years or less, although additional quarters may be required depending on the amount of content courses completed prior to program entry. Students who complete a semester internship and elect to continue with their graduate studies may be able to complete requirements for the Master's degree by the end of spring or summer quarter.

General Education

Each student must complete general education course work. Advising guide sheets setting forth specific course requirements are available in the Student Services Center.

Disciplinary Major

Each student must complete course work in a licensure area of study (Arts & Sciences courses), either in a single discipline or related multiple disciplines. Most integrated license fields require more course work in a single licensure area plus additional content course work in related areas. Advising guide sheets set forth specific content course requirements for the licensure sought. Students are strongly encouraged to obtain and carefully follow the guide sheets.

Professional Education

Prior to the internship year, each student must complete course work in educational and professional studies, including on-campus courses and approved school-based field/clinical experiences. After receiving the baccalaureate degree, students must complete a minimum of 18 to 33 hours of additional credit hours (depending on the type of internship) during the internship year, including a full-day semester-length internship or a full-year, half-teacher load internship, along with additional course work. Advising guide sheets setting forth these specific course requirements are available in the Student Services Center, 1110 One Edwards Center.

Of Special Interest

Integrated clinical and field experiences culminate in a semester-length or year-long experience as an intern.

Integrated Language Arts

General Education Requirements	Cr. Hrs.
English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Math Electives	9
Natural Science Electives	9
Historical Perspective Electives	6

Social Science Electives	9
Free Electives	35

Education Licensure Requirements

Students must receive a "C" or better in all licensure courses and must maintain a 2.8 or higher cumulative GPA & a 2.5 content GPA.

Literature

Introduction to English Studies (15ENGL300)	3
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Composition

Advanced Composition (15ENGL489)	3
Elective in Composition	3
choose one:	
Technical Writing (15ENGL492)	
Writing for Business (15ENGL491)	
Discourse Communities (15ENGL360)	
Writing for English Majors (15ENGL305)	

Language

choose two:	6
Intro to Study of Language (15ENGL340)	
English Grammar (15ENGL346)	
Grammar and L2 Education (18LTCY647)	

Multicultural Literature

Elective	3
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English Literature

Survey of English Lit. (15ENGB334)	3
Survey of English Lit. (15ENGB335)	3
Survey of English Lit. (15ENGB336)	3

Shakespeare

choose one:	3
Shakespeare (15ENGB306)	
Shakespeare (15ENGB307)	
Shakespeare (15ENGB308)	

American Literature

choose two:	6
Survey of American Literature (15ENGL301)	
Survey of American Literature (15ENGL302)	
Survey of American Literature (15ENGL303)	

World Literature

Elective	3
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Communication

Effective Public Speaking (15COMM171)	3
choose two:	6
Comm. in Problem Solving Groups (15COMM221)	
Interviewing (15COMM245)	
Intercultural Communication (15COMM349)	
Introduction to Rhetorical Theory (15COMM306)	

Media

Intro to Mass Communication (15COMM226)	3
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Education Licensure Requirements

Students must receive a "C" or better in all licensure courses and must maintain a 2.8 or higher cumulative GPA and 2.5 content GPA.

Pre-Cohort Courses

Computer Tools for Teachers (18C1247)	4
Schooling and Teaching in America (18EDST201)	4
Human Development: Adolescence (18EDST302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. and History of SPED (18SPED250)	4
<i>Course should be taken in spring quarter prior to beginning cohort.</i>	
Curriculum in Sec. Language Arts (18SECS03)	3

Students must be admitted to the professional cohort to register for the following classes:

Professional Cohort Classes

Teaching Lit. in Secondary Schools (18SEC671)	3
Instructional Planning (18SECS11)	3
Reading Improvement in Sec. Schools (18SEC672)	3
Practicum: Secondary Reading (18SEC673)	3
Secondary Methods: Language Arts (18SEC520)	3
Field/Clinical Experience I (18SEC521)	3
Instructional Management (18SECS15)	3
Field/Clinical Experience II (18SEC516)	3
Classroom Assessment & Evaluation (18EDST633)	3
Diversity Culture (18CI400)	3

Total Hours

180

Integrated Mathematics

General Education Requirements

English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Literature Electives	6
Fine Arts/Humanities Elective	3
Natural Science Electives	9
Historical Perspective Electives	6
Social Science Electives	9
Free Electives	30

Education Licensure Requirements

Students must receive a "C" or better in all licensure courses. They must also maintain at least a 2.5 GPA on mathematics content coursework, professional licensure course work, and overall GPA.

Calculus

Calculus I (15MATH251)	5
Calculus II (15MATH252)	4
Calculus II Lab (15MATH256)	1
Calculus III (15MATH253)	4
Calculus III Lab (15MATH257)	1
Calc. and Analytical Geom. IV (15MATH264)	5

Additional Math Requirements

Linear Algebra I (15MATH351)	3
Linear Algebra II (15MATH352)	3
Probability and Statistics I (15STAT361)	3
Probability and Statistics II (15STAT362)	3
Intro to Abstract Math (15MATH357)	3
Intro. to Ordinary Differential Equations (15MATH355)	
OR Differential Equations (15MATH273)	3
Intro. to Abstract Algebra I (15MATH401)	3
Intro. to Abstract Algebra II (15MATH402)	3
Intro to Geometries I (15MATH406)	3
Intro to Geometries II (15MATH407)	3
History of Mathematics (15MATH404)	3
Intro. to Analysis I (15MATH408)	3
Intro. to Analysis II (15MATH409)	3
Math Elective 300 level or higher	3
<i>**Please note that the math elective excludes the following courses</i>	
<i>– Math 300, 301, 303, and 307</i>	

Education Licensure Requirements

Students must receive a “C” or better in all licensure courses and must maintain a 2.5 or higher GPA.

Pre-Cohort Courses
22

Computer Tools for Teachers (18C1247)	4
Schooling and Teaching in America (18EDST201)	4
Human Development: Adolescence (18EDST302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. and History of SPED (18SPED250)	4
<i>Course should be taken in spring quarter prior to beginning cohort.</i>	
Curriculum in Sec. Mathematics (18SEC504)	3

Students must be admitted to the professional cohort to register for the following classes:

Professional Cohort Classes
24

Instructional Planning (18SEC511)	3
Teach Read, Write, & Learn Strategies (18SEC570)	3
Secondary Methods: Mathematics (18SEC520)	3
Field/Clinical Experience I: Mathematics (18SEC521)	3
Instructional Management (18SEC515)	3
Field/Clinical Experience II (18SEC516)	3
Classroom Assessment & Evaluation (18EDST633)	3
Diversity Culture (18CI400)	3

Total Hours
180
Integrated Science-Biology Licensure Concentration
General Education Requirements
Cr. Hrs.

English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Literature Electives	6
Historical Perspective Electives	6
Social Science Electives	9
Free Electives	10

Licensure Area Requirements
Licensure Requirements

Students must receive a “C” or better in all licensure courses and must maintain a 2.5 or higher GPA.

Mathematics

Foundations of Applied Calculus (15MATH224)	3
Applied Calculus I (15MATH226)	3
Applied Calculus II (15MATH227)	3

Biology

Biology I (15BIOL101)	3
Biology I Lab (15BIOL111)	2
Biology II (15BIOL102)	3
Biology II Lab (15BIOL112)	2
Biology III (15BIOL103)	3
Biology III Lab (15BIOL113)	2

Chemistry

First-Year Chemistry I (15CHEM101)	4
First-Year Chemistry I Lab (15CHEM111)	1
First-Year Chemistry II (15CHEM102)	4
First-Year Chemistry II Lab (15CHEM112)	1
First-Year Chemistry III (15CHEM103)	4
First-Year Chemistry III Lab (15CHEM113)	1

Physics

College Physics I (15PHYS201)	4
College Physics I Lab (15PHYS211)	1
College Physics II (15PHYS202)	4
College Physics II Lab (15PHYS212)	1
College Physics III (15PHYS203)	4
College Physics III Lab (15PHYS213)	1

Earth/Space Science

Physical Geology I (15GEOL101)	3
Geology Lab I (15GEOL111)	3
Physical Geology II (15GEOL102)	3
Oceanography-Planet Earth (15GEOL161)	3
choose two:	6
Astronomy (15PHYS121)	
Astronomy (15PHYS122)	
Astronomy (15PHYS123)	

Primary Licensure Concentration Area

Biology	19
Cell Structure & Function (15BIOL301)	4
Genetics (15BIO302)	4
Ecology (15BIO303)	4
Anatomy & Physiology I (15BIO201)	4
(1) Biology Elective 300 level or higher	3

Pre-Cohort Courses
22

Computer Tools for Teachers (18C1247)	4
Schooling and Teaching in America (18EDST201)	4

Human Development: Adolescence (18EDST302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. and History of SPED (18SPED250)	4
<i>Course should be taken in spring quarter prior to beginning cohort.</i>	
Curriculum in Sec. Science (18SEC505)	3

Students must be admitted to the professional cohort to register for the following classes:

Professional Cohort Classes	27
Instructional Planning (18SEC511)	3
Teach Read, Write, & Learn Strategies (18SEC570)	3
Secondary Methods: Science (18SEC520)	3
Field/Clinical Experience I: Science (18SEC551)	3
Instructional Management (18SEC515)	3
Field/Clinical Experience II (18SEC516)	3
Classroom Assessment & Evaluation (18EDST633)	3
His. & Philo. of Science of Educators (18CI718)	3
Diversity Culture (18CI400)	3

Total Hours **180**

Integrated Science-Chemistry

General Education Requirements	Cr. Hrs.
English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Literature Electives	6
Historical Perspective Electives	6
Social Science Electives	9
Free Electives	7

Licensure Area Requirements

Licensure Requirements

Students must receive a "C" or better in all licensure courses and must maintain a 2.5 or higher GPA.

Mathematics

Foundations of Applied Calculus (15MATH224)	3
Applied Calculus I (15MATH226)	3
Applied Calculus II (15MATH227)	3

Biology

Biology I (15BIOL101)	3
Biology I Lab (15BIOL111)	2
Biology II (15BIOL102)	3
Biology II Lab (15BIOL112)	2
Biology III (15BIOL103)	3
Biology III Lab (15BIOL113)	2

Chemistry

First-Year Chemistry I (15CHEM101)	4
First-Year Chemistry I Lab (15CHEM111)	1
First-Year Chemistry II (15CHEM102)	4
First-Year Chemistry II Lab (15CHEM112)	1
First-Year Chemistry III (15CHEM103)	4
First-Year Chemistry III Lab (15CHEM113)	1

Physics

College Physics I (15PHYS201)	4
College Physics I Lab (15PHYS211)	1
College Physics II (15PHYS202)	4
College Physics II Lab (15PHYS212)	1
College Physics III (15PHYS203)	4
College Physics III Lab (15PHYS213)	1

Earth/Space Science

Physical Geology I (15GEOL101)	3
Geology Lab I (15GEOL111)	3
Physical Geology II (15GEOL102)	3
Oceanography-Planet Earth (15GEOL161)	3
choose two:	6
Astronomy (15PHYS121)	
Astronomy (15PHYS122)	
Astronomy (15PHYS123)	

Primary Licensure Concentration Area

Chemistry

Organic Chemistry I (15CHEM201)	4
Organic Chemistry I Lab (15CHEM211)	1
Organic Chemistry II (15CHEM202)	4
Organic Chemistry II Lab (15CHEM212)	1
Organic Chemistry III (15CHEM203)	4
Organic Chemistry III Lab (15CHEM213)	1
(2) Upper Level Chemistry 300 or higher	6

Pre-Cohort Courses

22	
Computer Tools for Teachers (18C1247)	4
Schooling and Teaching in America (18EDST201)	4
Human Development: Adolescence (18EDST302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. and History of SPED (18SPED250)	4
<i>Course should be taken in spring quarter prior to beginning cohort.</i>	
Curriculum in Sec. Science (18SEC505)	3

Students must be admitted to the professional cohort to register for the following classes:

Professional Cohort Classes	27
Instructional Planning (18SEC511)	3
Teach Read, Write, & Learn Strategies (18SEC570)	3
Secondary Methods: Science (18SEC520)	3
Field/Clinical Experience I: Science (18SEC551)	3
Instructional Management (18SEC515)	3
Field/Clinical Experience II (18SEC516)	3
Classroom Assessment & Evaluation (18EDST633)	3
His. & Philo. of Science of Educators (18CI718)	3
Diversity Culture (18CI400)	3

Total Hours **180**

Integrated Science-Earth and Space Licensure Concentration

General Education Requirements	Cr. Hrs.
English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Literature Electives	6
Historical Perspective Electives	6
Social Science Electives	9
Free Electives	8

Licensure Area Requirements

Licensure Requirements

Students must receive a "C" or better in all licensure courses and must maintain a 2.5 or higher GPA.

Mathematics

Foundations of Applied Calculus (15MATH224)	3
Applied Calculus I (15MATH226)	3
Applied Calculus II (15MATH227)	3

Biology

Biology I (15BIOL101)	3
Biology I Lab (15BIOL111)	2
Biology II (15BIOL102)	3
Biology II Lab (15BIOL112)	2
Biology III (15BIOL103)	3
Biology III Lab (15BIOL113)	2

Chemistry

First-Year Chemistry I (15CHEM101)	4
First-Year Chemistry I Lab (15CHEM111)	1
First-Year Chemistry II (15CHEM102)	4
First-Year Chemistry II Lab (15CHEM112)	1
First-Year Chemistry III (15CHEM103)	4
First-Year Chemistry III Lab (15CHEM113)	1

Physics

College Physics I (15PHYS201)	4
College Physics I Lab (15PHYS211)	1
College Physics II (15PHYS202)	4
College Physics II Lab (15PHYS212)	1
College Physics III (15PHYS203)	4
College Physics III Lab (15PHYS213)	1

Earth/Space Science

Physical Geology I (15GEOL101)	3
Geology Lab I (15GEOL111)	3
Physical Geology II (15GEOL102)	3
Geology Lab II (15GEOL112)	3
Histor. Geol.: Evolution of the Earth (15GEOL103)	3
Geology Lab III (15GEOL113)	3

Primary Licensure Concentration Area

Earth/Space Science

Astronomy I: Stars & Galaxies (15PHYS121)	3
Astronomy II: Life in the Universe (15PHYS122)	3
Astronomy III: Earth & Moon (15PHYS123)	3
Mineralogy (15GEOL202)	3
(2) Upper Level Geology 300 or higher	6
choose one:	3
Oceanography: Planet Earth (15GEOL161)	
Intro to Environmental Geography I (15GEOG101)	
Elements of Climatology *has pre-req (15GEOG301)	
Resource Conservation (15GEOG311)	

Pre-Cohort Courses

Computer Tools for Teachers (18C1247)	4
Schooling and Teaching in America (18EDST201)	4
Human Development: Adolescence (18EDST302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. and History of SPED (18SPED250)	4
<i>Course should be taken in spring quarter prior to beginning cohort.</i>	
Curriculum in Sec. Science (18SEC505)	3

Students must be admitted to the professional cohort to register for the following classes:

Professional Cohort Classes	27
Instructional Planning (18SEC511)	3
Teach Read, Write, & Learn Strategies (18SEC570)	3
Secondary Methods: Science (18SEC520)	3
Field/Clinical Experience I: Science (18SEC551)	3
Instructional Management (18SEC515)	3
Field/Clinical Experience II (18SEC516)	3
Classroom Assessment & Evaluation (18EDST633)	3
His. & Philo. of Science of Educators (18CI718)	3
Diversity Culture (18CI400)	3

Total Hours

180

Physics

General Education Requirements	Cr. Hrs.
English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Literature Electives	6
Historical Perspective Electives	6
Social Science Electives	9
Free Electives	25

Licensure Area Requirements

Licensure Requirements

Students must receive a "C" or better in all licensure courses and must maintain a 2.5 or higher GPA.

Mathematics

Calculus I (15MATH251)	5
Calculus II (15MATH252)	4
Calculus II Lab (15MATH256)	1
Calculus III (15MATH253)	4
Calculus III Lab (15MATH257)	1
Calc. & Analytical Geometry IV (15MATH264)	5
Differential Equations (15MATH273)	5

Physics

Gen. Phys. for Phys. Majors I (15PHYS204)	4
Gen. Phys. for Phys. Majors Lab I (15PHYS214)	1
Gen. Phys. for Phys. Majors II (15PHYS205)	4
Gen. Phys. for Phys. Majors Lab II (15PHYS215)	1
Gen. Phys. for Phys. Majors III (15PHYS206)	4
Gen. Phys. for Phys. Majors Lab III (15PHYS216)	1

Intermediate Physics

Intermediate Physics I (15PHYS351)	5
Intermediate Physics II (15PHYS352)	5
Intermediate Physics III (15PHYS354)	5

Physics Concentration Electives

choose seven:	21
Astronomy: The Solar System (15PHYS120)	
Astronomy: Stars and Galaxies (15PHYS121)	
Astronomy: Life in the Universe (15PHYS122)	
Astronomy: Earth and Moon (15PHYS123)	
Mechanics (15PHYS301)	
Mechanics (15PHYS302)	
Electricity and Magnetism I (15PHYS304)	
Electricity and Magnetism II (15PHYS305)	
Thermodynamics and Statistical Physics I (15PHYS331)	
Thermodynamics and Statistical Physics II (15PHYS332)	
Advanced Topics in Astronomy (15PHYS341)	
Experiments in Modern Physics I (15PHYS361)	
Experiments in Modern Physics II (15PHYS362)	
Special Relativity (15PHYS403)	
Intro Quantum Mechanics I (15PHYS507)	
Intro Quantum Mechanics II (15PHYS508)	
Intro Quantum Mechanics III (15PHYS509)	
Advanced Laboratory (15PHYS511)	
Advanced Laboratory (15PHYS512)	
Introduction to Astrophysics I (15PHYS521)	
Introduction to Astrophysics II (15PHYS522)	
Linear Algebra I (15MATH351)	
Linear Algebra II (15MATH352)	
Probability and Statistics I (15STAT361)	
Probability and Statistics II (15STAT362)	
Probability and Statistics III (15STAT363)	
Physical Chemistry I (15CHEM381)	
Physical Chemistry II (15CHEM382)	
Physical Chemistry III (15CHEM383)	

Pre-Cohort Courses

Computer Tools for Teachers (18C1247)	4
Schooling and Teaching in America (18EDST201)	4

Human Development: Adolescence (18EDST302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. and History of SPED (18SPED250)	4
<i>Course should be taken in spring quarter prior to beginning cohort.</i>	
Curriculum in Sec. Science (18SEC505)	3

Students must be admitted to the professional cohort to register for the following classes:

Professional Cohort Classes	27
Instructional Planning (18SEC511)	3
Teach Read, Write, & Learn Strategies (18SEC570)	3
Secondary Methods: Science (18SEC520)	3
Field/Clinical Experience I: Science (18SEC551)	3
Instructional Management (18SEC515)	3
Field/Clinical Experience II (18SEC516)	3
Classroom Assessment & Evaluation (18EDST633)	3
His. & Philo. of Science of Educators (18CI718)	3
Diversity Culture (18CI400)	3

Total Hours	180
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Integrated Social Studies

General Education Requirements	Cr. Hrs.
English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Mathematics Electives	9
Literature Electives	6
Fine Arts/Humanities Elective	3
Natural Science Electives	9
Free Electives	25

Licensure Area Requirements**Licensure Requirements**

Students must receive a "C" or better in all licensure courses and must maintain a 2.5 or higher GPA.

American History

American History to 1848 (15HIST110)	3
American History 1848–1920 (15HIST111)	3
American History 1920–Present (15HIST112)	3
(2) Upper level American History 396 or higher	6

World History

World History I: Worlds Forming (15HIST130)	3
World History II: Worlds Connecting (15HIST131)	3
World History III: Worlds Interacting (15HIST132)	3
choose two:	6
Asian Civilization: India (15HIST121)	
Asian Civilization: China (15HIST122)	
Asian Civilization: Japan (15HIST123)	
India 1526–1905 (15HIST575)	
China (15HIST662)	
China (15HIST663)	
China (15HIST664)	

European History	
(2) Upper Level European History 396 or higher	6
Junior Topics Seminar	
Junior Topics Seminar (15HIST400)	3
Methodology	
Intro to Historical Thinking (15HIST300)	3
Senior Seminar for History Majors I (15HIST462)	3
Senior Seminar for History Majors II (15HIST463)	3
History Electives	
(5) Upper level History courses 400 or above	15
Economics	
Introduction to Economics (15ECON101)	3
Introduction to Economics (15ECON102)	3
Money, Banking & the Economy (15ECON371)	3
choose one:	3
Economic Development (15ECON575)	
Stock Markets & Investments (15ECON585)	
Economics and the Envir. (15ECON592)	
Political Science	
Introduction to American Politics I (15POL110)	3
Introduction to American Politics II (15POL111)	3
Introduction to Comparative Politics (15POL160)	3
choose one:	3
Introduction to Political Ideologies (15POL140)	
Introduction to International Relations (15POL180)	
Geography	
Human Geography (15GEOG104)	3
choose one:	3
World Regional Geography (15GEOG123, 124, 125, or 126)	
Sociology	
Intro to Sociology I (15SOC141)	3
Intro to Sociology II (15SOC142)	3
Pre-Cohort Courses	22
Computer Tools for Teachers (18C1247)	4
Schooling and Teaching in America (18EDST201)	4
Human Development: Adolescence (18EDST302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. and History of SPED (18SPED250)	4
<i>Course should be taken in spring quarter prior to beginning cohort.</i>	
Curriculum in Sec. Social Studies (18SEC506)	3
Students must be admitted to the professional cohort to register for the following classes:	
Professional Cohort Classes	24
Instructional Planning (18SEC511)	3
Teach Read, Write, & Learn Strategies (18SEC570)	3
Secondary Methods: Social Studies (18SEC560)	3
Field/Clinical Experience I: Social Studies(18SEC561)	3

Instructional Management (18SEC515)	3
Field/Clinical Experience II (18SEC516)	3
Classroom Assessment & Evaluation (18EDST633)	3
Diversity Culture (18CI400)	3

Total Hours	180
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Special Education

Degree: Bachelor of Science in Education

Advising Staff: 1110 One Edwards Center
513-556-2336

The goal of the special education baccalaureate programs is to prepare teacher candidates to teach children with special educational needs in grades K–12. The program is based on a commitment to value diversity and promote the development of all learners. Particular emphasis is placed on understanding the variations that occur within and among learners. The curriculum focuses on acquiring the knowledge, skills, and attitudes necessary to effectively accommodate variations in learning rate and style. A variety of school experiences are integrated throughout the program to help students understand the impact of a disability on learning and the interventions necessary to promote successful learning.

The special education program offers the intervention specialists licensure in two areas of concentration: teaching license in mild to moderate educational needs and teaching license in moderate to intense educational needs. Additionally, a specialization in sign language interpreting is available.

The UC Special Education Program

Children with disabilities are now expected to meet high standards for learning in core academic subjects. The University of Cincinnati's K–12 pre-service special education teacher preparation program ensures that graduates, who expect to be providing instruction in core content areas, are able to address content knowledge, standards, assessments, and use evidence-based practices, regardless of classroom setting. The Special Education Program supports our graduates in meeting the highly qualified teacher (HQT) requirements in the No Child Left Behind Act of 2001 (NCLB), and the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and being well prepared to serve children with high and low incidence disabilities in the K–12 learning environment using evidence-based practices.

Integrated Program Model

Graduates, who expect to provide instruction in core content areas, must earn content area endorsements from the University of Cincinnati. Teachers must complete content and methods classes and pass the Praxis II test of content knowledge in selected endorsement areas. In order to accomplish such goals the Special Education Teacher Preparation Program collaborates closely with Arts and Sciences faculty and pro-

grams. An integrated approach assumes mutual goals of developing various competencies in preservice teacher candidates. Special Education program faculty incorporate an increased integration of content areas in the professional cohort curriculum, and Arts and Sciences program faculty increase awareness of the nature of teaching in classrooms where student diversity is becoming the normative model.

The Content Area Endorsements

The following is a path to Highly Qualified Teacher (HQT) Endorsement. The UC model contains a pathway for selected content area endorsement. The advising model consists of two distinct steps. Step one requires the first year SPED major to complete the majority of State general education requirements during the freshman year. Step two requires a second year SPED Major to complete endorsement requirements and pass the Praxis II assessment of content knowledge in the selected content areas.

The Professional Cohort

Teacher candidates desiring special education must apply to the professional cohort during winter quarter of their sophomore year for the cohort beginning their junior year. Once admitted into the cohort, teacher candidates take their professional education courses. Upon successful completion of this four-year program, teacher candidates graduate with a bachelor of science in education and are eligible to apply for Ohio Special Education Intervention Specialist Provisional License for grades K-12 in their area of concentration.

State licensure changes may cause course requirements to change periodically. Please check with the advising staff in 1110 One Edwards Center, 513-556-2336, for the most current list of courses. Students must be admitted to professional cohort, received C or better in all licensure courses, and must maintain a 2.8 or higher GPA for licensure. The program at the Uptown Campus is a full-time program. The program may be completed part-time on the UC Clermont College campus.

General Education Requirements

General Education Courses vary by choice of concentrations chosen
Free Electives

Education Course Requirements

Students must be admitted to professional cohort, receive a "C" or better in all licensure courses, and must maintain a 2.8 or higher GPA for licensure.

Mathematics	15
Elem. Probability and Statistics (15MATH147)	3
College Algebra (15MATH173, 174)	6
OR Foundation of Applied Calculus (15MATH224) and Math Elective	
Applied Calculus I (15MATH226)	3
Applied Calculus II (15MATH227)	3

Cohort Math Courses	12
(15MATH307)	4
(15MATH308)	4
(15MATH309)	4

Natural Science 32

Biology	6
choose two:	
Life on Earth (15BIO104)	
How Life Reproduces (15BIO105)	
How Life Works (15BIO106)	
Astronomy: Stars and Galaxies (15PHYS121)	3
choose two:	6
Introductory Physics (15PHYS104)	
Introductory Physics (15PHYS105)	
Introductory Physics (15PHYS106)	
Chemistry I (15CHEM107)	3
Chemistry I Lab (15CHEM117)	1
Chemistry II (15CHEM108)	3
Chemistry II Lab (15CHEM118)	1
Physical Geology (15GEOL101)	3
Physical Geology Lab (15GEOL111)	3
Physical Geology II (15GEOL102)	3

Language Arts 27

English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Advanced Composition (15ENGL489)	3
English Elective (15ENGL492 or 491)	3
Introduction to Study of Literature (15ENGL300)	3
Creative Writing: Poetry (15ENGL217, 218, or 219)	3
American Writers (15ENGL207, 208, or 209)	3
World Literature (15ENGL221, 222, or 223)	3

Pre-Cohort Courses 22

Computer Tools for Teachers (18C1247)	4
Schooling and Teaching in America (18EDST201)	4
Human Development: Childhood (18EDST302)	3
Human Development: Adolescence (18EDST302)	3
Human Learning & Dev. in Education (18EDST275)	4
Found. and History of SPED (18SPED250)	4

Students must be admitted to the professional cohort to register for the following classes:

Professional Cohort Classes 80

Years 3 and 4 Education Courses

Principles & Practices (18MDL524, 531, or 551)	8
Special Education & the Law (18SPED251)	3
Foundations of Literacy (18SPED252)	3
Instr. Strategies: M/M Educational Needs (18SPED508)	3
Curriculum Planning M/M (18SPED509)	3
Teach. Read/Write to Stu. w/Dis. I (18SPED511)	4
Teach. Read/Write to Stu. w/Dis II (18SPED512)	3
M/M Seminar I (18SPED514)	3
Instr. Strategies-Moderate to Intense (18SPED518)	3

Universal Design for Learning/Assistive Technology In Special Education (18SPED519)	3
Teaching Assoc. I (18SPED520)	2
Teaching Assoc. I (18SPED520)	2
Teaching Assoc. I (18SPED520)	2
M/I Seminar (18SPED526)	3
ABA for Educations (18SPED530)	3
Curriculum Planning for Individuals with Learning Differences (18SPED531)	3
Management of Challenging Behavior (18SPED532)	3
Assessment & Evaluation in SPED (18SPED533)	3
M/M Internship (18SPED604)	6
M/I Internship (18SPED608)	6
Teaching Reading/Writing Through Lit. (18SPED612)	3
Phonics I (18SPED641)	2
Phonics II (18SPED642)	3
Total hours	180

Special Education-Sign Language Interpreting

The College of Education, Criminal Justice, and Human Services offers a sign language interpreting specialization within the Special Education program. This is a non-licensure course of study.

The required course work prepares students to interpret for deaf and hard of hearing consumers in various community/educational settings. The faculty and staff value diversity and are committed to promoting an understanding of the Deaf community and American Sign Language. Emphasis is placed on standards set forth by both the Ohio Department of Education as well as the national standards of the Commission on Collegiate Interpreter Education (CCIE).

Of Special Interest

The College of Education, Criminal Justice, and Human Services offers a deaf studies certificate program designed to provide an understanding of Deaf culture and basic American Sign Language skills. The structure of this certificate program focuses on the heritage and culture of deaf individuals. The deaf studies certificate prepares students for a variety of careers.

Career Opportunities

There are numerous opportunities for interpreters within the Deaf community. Some settings include: community (mental health, employment, and medical), video relay interpreting and educational interpreting (pre-K, elementary, secondary, and post-secondary).

After successful completion of this program, students will become eligible candidates for the National Interpreter Certificate administered by the Registry of Interpreters for the Deaf.

Program Requirements

A total of 180 undergraduate quarter credit hours are required for the completion of this degree program. Sign language interpreting courses are delivered using a unique blend of on-line instruction with webcam technology as well as classroom experience.

Admission to the last two years of the Special Education Sign Language Interpreting specialization involves admission to the professional cohort. This occurs once the candidate's portfolio has been submitted and reviewed and a personal interview has been conducted. Admission into the professional cohort is competitive and enrollment is limited.

Clinical Experiences

Students complete two field experiences during the fourth year. These experiences focus on service learning and guided leadership.

Cohort Application Requirements

Applications to the cohort are accepted periodically throughout the year. Students must be admitted to the cohort to complete the required courses for the degree.

- Minimum two years of American Sign language courses (6 quarters or 4 semesters)
- Admission interview by the Sign Language Interpreting Interview Committee
- Minimum 2.7 GPA from previous course work
- Portfolio including: a) written essay (1500 or less) addressing reason for applying to the program, academic goals, professional goals after completing the program; b) VHS/DVD competency demonstrations including discussion of an issue using ASL, unrehearsed sign-to-voice interpretation, unrehearsed voice-to-sign interpretation; c) letter of reference from an interpreter or an interpreter educator and from a deaf or hard-of-hearing consumer.
- Completed 90 credit hours prior to beginning cohort

Experienced interpreters have the opportunity to pursue this specialization on-line. Contact the CECH Student Services Center for specific technology requirements.

Meeting all of the above requirements does not guarantee acceptance.

General Education Requirements

	Cr. Hrs.
English Composition I (15ENG101)	3
English Composition II (15ENG102)	3
Intermediate Composition (15ENGL289)	3
Literature Electives	3
Mathematics Electives	9
Natural Science Electives	9
Free Electives	41
Historical Perspective Elective	3
Humanities Elective	3
Social Sciences Elective	3
Fine Arts Elective	3

Concentration Courses

Sign Language Interpreting Courses	39
Orientation to Deafness (18ASL101)	3
American Sign Language I (18ASL191)	3
American Sign Language II (18ASL192)	3
American Sign Language III (18ASL193)	3
Psychosocial Aspects of Deafness (18ASL210)	3
History of Deaf Heritage (18ASL212)	3
Legal Issues of Deafness (18ASL310)	3
Intermediate Am. Sign Language I (18ASL291)	3
Intermediate Am. Sign Language II (18ASL292)	3
Intermediate Am. Sign Language III (18ASL293)	3
Intro to Interpreting Theory & Practice (18SPED201)	3
Processing Skills Dev. for Interpreters (18SPED202)	3
Methods of Interpreting (18SPED205)	3

Students must be admitted to the professional cohort to register for the following classes:

Professional Cohort Classes

Year 3	37
Adv. Am. Sign Lang. & Linguistics (18ASL391)	3
Adv. Am. Sign Lang. II (18ASL392)	3
Adv. Am. Sign Lang. III (18ASL393)	3
Adv. Interpreting & Transliterating Skills(18SPED311)	3
Critical Analysis for Interpreters (18SPED312)	3
Discourse Analysis for Interpreters (18SPED313)	3
Portfolio Assessment I (18SPED314)	1
Educational Interpreting & Transliteration Skill Development (18SPED321)	3
Edu. Interpreting and Learning (18SPED325)	3
Edu. Interpreting and Language (18SPED326)	3
Interpreting & Technology (18SPED322)	3
Community Interpreting & Transliterating Skill Development (18SPED323)	3
Business & Leadership of Interpreting (18SPED324)	3

Year 4

Distance Learning Students

Field Experience Preparation (18SPED401)	2
Field Experience I: Service Learning (18SPED402)	6
Field Experience II: Mentoring (18SPED403)	6
Professionalism & Ethics (18SPED404)	3
Portfolio Assessment II (18SPED406)	1
Special Settings in Interpreting (18SPED414)	3

Campus Based Students

Field Experience Preparation (18SPED411)	2
Field Experience I: Service Learning (18SPED412)	6
Field Experience II: Mentoring (18SPED413)	6
Professionalism & Ethics (18SPED404)	3
Portfolio Assessment II (18SPED406)	1
Special Settings in Interpreting (18SPED414)	3

Total hours **180**

Sport Administration

Degree: Bachelor of Science

Advising Staff: 1110 One Edwards Center
513-556-2336

The sport administration curriculum focus is on the business side of the sport industry and was developed to meet the standards of the Sport Management Program Review Council. The sport administration program provides graduates with a strong technical foundation and the business skills necessary to successfully enter the field of sport management.

Students will have an opportunity to earn a career-oriented baccalaureate degree with employment opportunities in a growing industry. As stated in the career opportunities section below, competition is fierce in all facets of the sports industry. Those with the best education have the best opportunity to obtain a position and be successful.

Street & Smith’s Sports Business Journal determined sports to be a 213 billion dollar industry. The sport industry is double the size of the automobile industry and one of the ten largest industries in the United States. Given the economic magnitude and the pervasive nature of popular sport in American society, the need has never been greater for educated/trained sport managers.

General Education Requirements **42**

English Composition (15ENGL101)	3
English Composition (15ENGL102)	3
Intermediate Composition (15ENGL289)	3
College Algebra I (15MATH173)	3
College Algebra II (15MATH174)	3
Applied Stats in Human Services I (18HPE231)	3
Applied Stats in Human Services I (18HPE232)	3
Natural Science Electives	9
Fine Arts (FA) OR Literature Elective (LT)	3
Effective Public Speaking (15COMM171)	3
Foreign Language Electives	9
Philosophy of Sports (18HFL284)	3
Writing for Business (15ENGL491)	3
Introduction to Microeconomics (15ECON101)	3
Introduction to Macroeconomics (15ECON102)	3
Introduction to Psychology (15PSYC101)	3
Introduction to Sociology (15SOC141)	3
Drugs & Behavior (18ADDC211)	3
Sociology of Sports (15SOC365)	3
History Elective	3
Effective Public Speaking (15COMM171)	3
Communication Elective	3
Free Electives	6

Business Foundations **45**

Business Fast Track I (22MGMT151)	2
Business Fast Track II (22MGMT152)	2
Legal Environment of Business (22BLAW280)	4

Computer Problem Solving for Busi. (22IS280)	5
Prin. of Marketing Management (22MKTG280)	5
Personal Finance (22FIN281)	3
Intro to Financial Accounting (22ACCT281)	5
Intro to Managerial Accounting (22ACCT282)	5
Business Finance (22FIN380)	4
Management (22MGMT380)	4
Personnel Management (22HM385)	3
Risk Management & Insurance (22HM489)	3
Sports Administration Core Requirements	56
Sport Admin Professional Experience (18SMGT132)	1
Intro to Sport Administration (18SMGT171)	3
Sport Personal Selling (18SMGT371)	3
Economics of Sport (18SMGT372)	3
Sport Finance (18SMGT373)	3
Sport Marketing (18SMGT374)	3
Psychology of Sport (18SGMT375)	3
Sport Admin. Internship (18SMGT376)	1
Sport Management (18SMGT387)	3
Senior Project I (18SMGT440)	3
Senior Project II (18SMGT441)	3
Senior Project III (18SMGT442)	3
Sport Facility & Event Management (18SMGT471)	3
Athletic Fundraising (18SMGT473)	3
Sport and the Media (18SMGT475)	3
Sport and Entertainment Law (18SMGT482)	3
Sport Governance (18SMGT483)	3
Sport Public Relations (18SMGT485)	3
Ethical Issues in Sport (18SMGT487)	3
Current Topics in Sport (18SMGT489)	3
Total Hours	180

Substance Abuse Counseling (Mixed delivery (campus and online format) and online only format available)

Degree: Bachelor of Science

Advising Staff: 1110 One Edwards Center
513-556-2336

The bachelor degree program in Substance Abuse Counseling is designed for students who are interested in careers in the field of substance abuse counseling. This program utilizes a clinical focus, providing students with a knowledge base for counseling, correctional, administrative, and prevention settings.

This degree prepares students to meet all of the academic requirements to become a Licensed Chemical Dependency Counselor, Level III, with the Ohio Chemical Dependency Professionals Board (OCDPB) and certified with the International Certificate and Reciprocity Consortium. To become licensed, students must also meet work hour requirements and pass a written examination, both of which are extra-curricular. For more information about licensing, contact OCDPB, Huntington Plaza, 37 W. Broad Street, Suite 785 Columbus, OH 43215, 614-387-1110.

Additional Requirements Addictions Studies

The Addictions Studies Program is one of the few undergraduate programs in the nation to offer a bachelor's degree that prepares students for the substance abuse counseling field. Furthermore, it is unique in that its format is ideal for either an on-campus or distance student. All courses are available online, with a portion also offered on-campus for those living in the Cincinnati area. All online courses are provided in an asynchronous format, which allows students from all over the world to enroll. Because of these unique qualities, students will want to be prepared with the appropriate technology requirements, licensure information, and overall disposition for the program.

Technology

All online course are offered through Blackboard, which is the main software used to set up Web-supported and online classes at UC. Blackboard is the most widely used and feature-rich online education software available. In addition, students will need to purchase or access other commonly used software packages (e.g. Microsoft Word, Power-Point, Acrobat Reader, etc.) All students are expected to use UC email and have regular access to a computer. For more technology related information including free downloads, see the Addictions Studies main website found under www.cech.uc.edu.

Licensure

The Addictions Studies program at the University of Cincinnati is designed to prepare students for the academic requirements of licensure and/or certification in the field of Substance Abuse Counseling. While the Addictions Studies Program aligns curriculum with state and national standards for credentialing, it is highly recommended that early on, students become familiar with substance abuse counselor license guidelines and requirements as a framework for academic study, field experience and knowledge of substance abuse counselor roles. While in the program, students are expected to set forth a plan to become licensed and/or certified and begin this process, as appropriate. For more information, students should contact their state licensing board and/or national certifying agencies (IC & RC and NAADAC).

Candidate Dispositions

Students must adhere to University, College, and Program rules and regulations regarding academic performance and professional conduct. As members of a student community, all are expected to follow the UC Student Code of Conduct which guides both academic and non-academic conduct. Students are also expected to take responsibility in their own learning as they develop in the UC General Education Core Competencies of critical thinking, effective communication, knowledge integration, social responsibility, and information literacy. As substance abuse counseling is an applied profession, all students must demonstrate not only knowledge but personal characteristics (dispositions) appropriate to the requirements of the profession.

The following list of criteria describes Program expectations for professional dispositions. As with academic competencies, students are to take responsibility for their own professional development. When deficiencies arise, these criteria also can be the basis for action plans for targeted improvement. As warranted, these criteria may be the basis for selective retention decisions when there is lack of improvement or serious concerns.

- Compliance with state and federal laws, including refraining from practice outside of one’s training and licensure level;
- Ability to work effectively with faculty and peers in the classroom;
- Effective thinking and problem-solving skills;
- Effective communication skills (written, visual, and verbal);
- Receptive attitude toward learning as indicated by attendance and participation in university classes and responsiveness to feedback;
- A desire to understand and utilize evidence-based practices;
- A commitment to increasing one’s multicultural competencies;
- Respect for multiple professions and their roles in serving persons affected by substance use;
- A dedication to self-improvement evidenced by self-awareness of one’s own strengths and deficits and continued progress and growth.

General Education Requirements

	Cr. Hrs.
English Composition I, II, III	9
History Electives	6
College Level Math	6
Humanities	6
Literature or Fine Arts Elective	3
Social Sciences	27
Natural Science Electives	12

Substance Abuse Counseling Core Courses

	Cr. Hrs.
Basic Pharmacology (18ADDC202)	69
Alcoholism (18ADDC209)	
Drugs and Behavior (18ADDC211)	
Assessment & Diagnosis (18ADDC221)	
Introduction to Counseling (18ADDC231)	
Impact on Families (18AD0C301)	
Neurobiology & Neuroendocrinology (18ADDC302)	
Dual Diagnosis (18ADDC321)	
Holistic Assessment (18ADDC329)	
Cultural Competence (18ADDC330)	
Individual Counseling (18ADDC332)	
Introduction to Group Process (18ADDC333)	
Group Leadership Skills (18ADDC401)	
Family Counseling (18ADDC405)	
Crisis Management in Therapy (18ADDC421)	
Recovery and Relapse (18ADDC422)	
Ethics in Chemical Dependency Counseling (18ADDC451)	
Clinical Supervision (18ADDC510)	

- ATOD Prevention (18ADDC205)
- Stress Management in Treatment (18ADDC278)
- Safe and Drug Free Schools (18ADDC433)
- Addictions Casework (18ADDC522)
- Special Topics (18CNSL402)

Academic Electives

42

Total hours

180

CERTIFICATE PROGRAMS

The college offers credit certificate programs to help students develop or upgrade current skills, become more competitive in today’s job market, enhance the marketability of their current degree or prepare for a career change or reentering the workforce. Credit certificate programs provide an opportunity to pursue a course of study leading to a definite goal and professional recognition of achievement. The certificates may be used as a minor in the criminal justice, paralegal or addictions baccalaureate programs. The program can also lay a foundation for a college degree.

Admission

Graduates of an accredited high school and those who have successfully passed the GED tests are eligible for admission to the certificate program. To apply for admission to a certificate program, call the Student Services Center at 513-556-2336. An acknowledgment of application will be mailed to the applicant.

A student does not have to be officially admitted (matriculated) to the college to complete a certificate program. To receive the certificate, a written request must be submitted to the Student Services Center, 1110 One Edwards Center, Cincinnati, OH, 45221-0002, within one year of program completion.

Students who have not taken a course required for the certificate for eight quarters will need to reapply.

Substance Abuse Counseling

Certificate

Advising Staff: 1110 One Edwards Center
513-556-2336

This professional certificate program is designed for students who are in the process of obtaining a baccalaureate degree or those with a high school diploma (or GED), and who wish to obtain a credential in the area of substance abuse counseling. The program provides students with a knowledge base to be used in counseling, corrections, administrative, and prevention settings. With a degree in a behavioral science, the certificate provides all of the academic requirements to become a Licensed Chemical Dependency Counselor, Level III, with the

Ohio Chemical Dependency Professionals Board (OCDPB) and certified with the International Certificate and Reciprocity Consortium.

To earn this professional certificate, students must complete 30 quarter credit hours (10 courses), as detailed below. Students who are not enrolled in a baccalaureate degree program from UC will be awarded the certificate upon successful completion of the required work. Students who are pursuing a degree will be awarded the certificate at the same time the baccalaureate degree is awarded. Students may transfer up to nine credit hours of comparable course work from another college/university.

Basic Pharmacology (18ADDC202)	3
ATOD Prevention (18ADDC205)	3
Drugs and Behavior (18ADDC211)	3
Assessment & Diagnosis (18ADDC221)	3
Introduction to Counseling (18ADDC231)	3
Introduction to Group Process (18ADDC333)	3
Individual Counseling in Addictions (18ADDC332)	3
Family Counseling Skills (18ADDC405)	3
Ethics in Chemical Dependency Counseling (18ADDC451)	3
Addictions Casework Seminar (18ADDC522)	3

Total Hours **30**

Child Abuse Recognition

Certificate

Advising Staff: 1110 One Edwards Center
513-556-2336

The primary focus of this certificate program is early identification and intervention on behalf of the child who is a victim of abuse or neglect. The program provides an opportunity to learn how to work more effectively with medical, legal and social service systems already established to deal with such problems.

This professional certificate program is designed for students who are in the process of obtaining a baccalaureate degree or those with a high school diploma (or GED), and who wish to gain knowledge in this area. The program provides a way for professionals in the community to update their knowledge regarding issues of child abuse and neglect and to improve skills used to intervene on behalf of abused or neglected children.

Child Protective Services (18ADDC251)	3
Children & the Courts (18ADDC252)	3
Diversity In Child Rearing (18ADDC267)	3
Addiction: Impact on the Family (18ADDC301)	3
Child Abuse I (18ADDC310)	3
Child Abuse II (18ADDC311)	3
Domestic Violence & the Law (18ADDC322)	3
Childhood Trauma & Recovery (18ADDC415)	3

Child Abuse Prevention Education (18ADDC424)	3
Children's Rights I (18ADDC571)	3

Total Hours **30**

Deaf Studies

Certificate

Advising Staff: 1110 One Edwards Center
513-556-2336

Orientation to Deafness (18ASL101)	3
American Sign Language I (18ASL191)	3
American Sign Language II (18ASL192)	3
American Sign Language III (18ASL193)	3
Psychosocial Aspects of Deafness (18ASL210)	3
History of Deaf Heritage (18ASL212)	3
Legal Issues of Deafness (18ASL310)	3
Intermediate Am. Sign Language I (18ASL291)	3
Intermediate Am. Sign Language II (18ASL292)	3
Intermediate Am. Sign Language III (18ASL293)	3

Total Hours **30**

Paralegal

Certificate

Advising Staff: 1110 One Edwards Center
513-556-2336

Intro to Paralegal Profession (18PARA180)	3
Litigation I (18PARA256)	3
Litigation II (18PARA257)	3
Litigation III (18PARA258)	3
Basic Legal Principles (18PARA260)	3
Legal Research I (18PARA261)	3
Legal Research II (18PARA262)	3
Legal Ethics & Prof. Responsibility (18PARA421)	3
4 Paralegal Specialty Courses	12
Paralegal Practicum (18PARA290)	3
Paralegal Specialty Elective	3
Constitutional Law (32POL251 or 15POL321,2,or3)	3

Total Hours **45**

Completion of the paralegal program requirements does not authorize graduates to provide legal services directly to the public except as permitted by law.

GRADUATE PROGRAMS AND ENDORSEMENTS

Counseling

Mei Tang: 527-A Teachers College, Phone 513-556-3716

The counseling program trains professional counselors to provide service to historically under-served populations in school and community settings. Through its unique ecological counseling focus, the counseling program continues its long history of leadership within the community and the profession.

Master's Degree Programs (MA, MEd)

The counseling program offers a master of arts degree in mental health counseling and a master of education degree in school counseling. These CACREP-accredited master's degree programs are designed around a set of core classes selected to be consistent with national accreditation standards for master's programs in counseling, with state licensing requirements for counselors, and with university requirements for graduate programs. In addition to this common core, each of the two degree options requires specialized coursework and extensive field-based internship training that prepares the student for professional practice. An assigned faculty adviser assists each student in choosing elective coursework and in planning field-based practica and internship experiences. Prior to graduation, all master's degree students must successfully complete a nationally standardized comprehensive examination which assesses mastery of core counseling knowledge and skills. School counseling students also prepare and submit a professional portfolio which documents their educational accomplishments.

Mental Health Counseling (MA, 90 quarter credit hours):

The master of arts degree in mental health counseling is designed to train mental health counselors for employment in community agency and private practice settings. Graduates of this program meet the training requirements established by the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board for licensure as a professional counselor (PC).

School Counseling (MEd, 72 quarter credit hours):

The master of education degree in school counseling is designed to train school counselors for employment in K–12 education settings. Graduates of this program meet training requirements established by the Ohio Board of Education for licensure as a school counselor.

Certificate of Advanced Graduate Study Programs (CAGS)

The counseling program also offers a certificate of advanced graduate study (CAGS) to help persons who have completed a CACREP accredited master's degree in either community setting practice (e.g., community counseling, mental health counsel-

ing) or school setting practice (i.e., school counseling) to extend their area of competence to include both areas of practice.

Concentration in Mental Health Counseling (CAGS, 30 quarter credit hours):

The CAGS concentration in mental health counseling is designed to enable individuals who have completed a CACREP accredited master's degree in school counseling to qualify for licensure as a mental health counselor. In addition to completing 30 quarter credit hours of specialization coursework, CAGS students who have not completed an 18 quarter credit hour (600 clock hour) field-based internship in a community mental health agency setting must complete this prerequisite field experience as well. Individuals, who have completed master's degree programs that did not include all elements required to meet the training standards for Ohio licensure as a PC, may also be eligible for a CAGS in mental health counseling. In either case, students work closely with an academic adviser to design a program which will meet the training requirements established by the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board for licensure as a professional counselor (PC).

Concentration in School Counseling (CAGS, 30 quarter credit hours plus prerequisite core internship experience):

The CAGS concentration in school counseling is designed to enable individuals who have completed a CACREP accredited master's degree in community or mental health counseling to qualify for licensure as a school counselor. CAGS students pursuing a concentration in school counseling must complete 12 quarter credit hours of specialization coursework and an 18 quarter credit hour (600 clock hour) field-based internship in a school setting. Students work closely with an academic adviser to design a program which will meet the training requirements established by the Ohio Board of Education for licensure as a school counselor.

Doctoral Degree Program (EdD)

The CACREP accredited doctoral program in counseling prepares counselors skilled in teaching, supervising, and researching counseling from an ecological perspective. Doctoral graduates are committed to providing service for diverse populations, emphasizing underserved groups. Candidates selected for inclusion in the program typically possess clinical competence through their master's program training. Doctoral training is intended to augment clinical skills by emphasizing advanced competence in planning, evaluation, change strategies, teaching and research.

It is expected that doctoral graduates will assume leadership positions within the profession because of their multifaceted competences. Doctoral students work closely with their advisers to carry out a program of study, internship experiences, and original research that are consistent with their strengths, interests, and long-term professional goals.

Criminal Justice

600 Dyer Hall, Phone 513-556-5827

Graduate study in criminal justice leads to the master of science and the doctor of philosophy degrees. The master's degree includes two options:

1. Traditional MS in criminal justice, which is a 45-credit hour program designed to be completed in one year of full-time study; and
2. MS in criminal justice through distance learning, which is a 48-credit hour program offered entirely on the internet.

The MS program emphasizes management, administrative, theoretical and research skills.

The doctor of philosophy is a 135 credit hour program beyond the baccalaureate degree. The PhD program ensures that all students are well grounded in criminal justice, criminology and research methods. In addition, doctoral students are expected to select a substantive specialty in either corrections, crime prevention or policing. To enhance professional development, the curriculum also includes practicum courses on teaching effectiveness and the research process.

The graduate programs in criminal justice are fully integrated, such that most of the MS degree requirements are also incorporated into the PhD requirements. For more information about the program, contact the graduate director, Division of Criminal Justice.

Curriculum and Instruction

615 Teachers College, Phone 513-556-3600

The graduate program in Curriculum and Instruction offers both MEd and EdD degrees and is designed to meet the continuing needs of professional educators. In addition Curriculum and Instruction offers initial licensure plus masters degrees in the areas of Middle Childhood Education and Secondary Education and multiage foreign language .

There are several specializations within the Curriculum and Instruction MEd without licensing: Early Childhood Education, Middle Childhood Education, Instructional Design and Technology (IDT), Medical Education, Teaching and Learning of School Subjects (TLSS), and a General Education Studies.

Masters plus Initial Licensing Areas

The **Middle Childhood MEd plus licensure** option includes all the benefits of the MEd coupled with the required course work for the initial Ohio Middle Childhood teaching license. Core courses focus on current scholarship in curriculum, learning and instruction, diversity, and the social context of schooling. Specialized courses address the needs of middle school learners, the use of technology in classrooms, and principles of

teaching mathematics, science, social studies, and literacy. The middle childhood masters plus licensure program is accredited by NCATE and successful candidates are recommended to the State of Ohio for licensure.

The **Secondary Education** specialization links the MEd with Ohio Secondary Education initial licensure for either an Adolescence to Young Adult (grades 7–12) license in science social studies, mathematics or English language arts or a Multiage (grades pre-K to 12) license in Spanish, French, German or Latin. The master's degree curriculum consists of a core of required courses, with variations permitted within required categories in accordance with the candidate's teaching field and professional interests. The secondary education masters plus licensure program is accredited by NCATE and successful candidates are recommended to the State of Ohio for licensure.

MEd without licensure

The **Early Childhood Education** specialization focuses on the early childhood years, birth through age eight, with an emphasis on the preschool through primary grade years (ages three through eight) and early intervention. The program is designed to build on prior education and experience in the field of early childhood education and **is not** an initial teacher licensure program. Individuals who have existing early childhood or special education teacher licensure may obtain the Early Childhood Intervention Specialist (ECIS) initial teaching license through this graduate program by completing the approved 30 credit hour sequence. In addition to practicing teachers in the field, the program is appropriate for any professional interested in the development and education of young children including but not limited to administrators, agency personnel, child life specialists, social workers, nurses, and policy advocates.

A **Middle Childhood Education** specialization is available without initial licensure. The MEd is designed to provide advanced preparation for professional educators, particularly those teaching in grades 4–9. Core courses focus on current scholarship in curriculum, learning and instruction, diversity, and the social context of schooling. Specialized courses address the needs of middle school learners, the use of technology in classrooms, and principles of teaching mathematics, science, social studies, and literacy. The program is accredited as an advanced degree program through NCATE and meets these national standards.

The **Instructional Design and Technology** specialization is an interdisciplinary program drawing from fields, such as cognitive science, education and computer science. The objective of this program is to prepare professionals for leadership roles in the design, evaluation, and use of media and technology for education. By focusing on design, students will learn how to produce instructional technology for any content area, type of learner, or setting. Graduates of the IDT program could work in a variety of settings such as , museums, publishing companies, higher-education institutions, corporate training centers, health instructions, non-profit research organizations, and educational

media production companies. Within these work environments, graduates may work as instructors, administrators, media producers, instructional designers, professional developers, and trainers. During the IDT program, students may complete an internship that would provide them with the opportunity to practice their instruction design skills within one of the real-world settings. Students will be prepared to design instruction with a variety of new media and technology, such as online telecommunications, gaming and simulations, interactive video, and other computer tools to support learning. The central focus of the program is to study the underlying learning theories and their implications for the design and use of educational media and new technologies.

The **Teaching and Learning of school subjects** specializations in, **Mathematics Education, Science Education, and Social Studies Education** are designed as advanced study for educators interested in planning, developing, implementing and evaluating education programs for these content areas. There is a core of courses that prepares educators for understanding and using educational research in school and non-school settings. The program is accredited as an advanced degree program through NCATE and meets these national standards.

The **General Studies** specialization in Curriculum and Instruction is designed for educators who are interested in planning, developing, implementing and evaluating instructional programs in school and non-school settings that are not subject-specific. The program is accredited as an advanced degree program through NCATE and meets these national standards. Students may take electives in the specialization in the areas of Teacher Leaders, Gifted Education, TESOL, or preK-6 mathematics.

The **Medical Education** specialization is a joint program with CECH and Cincinnati Children's Hospital Medical Center's Division of General and Community Pediatrics. It is designed to provide advanced education to health care professionals in the area of medical teaching and learning, with an emphasis on adult learning, curriculum and teaching methods, and medical education evaluation and research. The program is aimed at physicians and health care professionals with responsibilities and interests in teaching and/or educational research and at physicians in clinical fellowships who are seeking an advanced degree alternative to traditional MPH and MS graduate degrees. There is also an Online Certificate in Medical Education with an Emphasis in Curriculum and Instruction for health care professionals in the area of medical teaching and learning who do not wish to obtain a master's degree.

The Curriculum and Instruction EdD offers two areas of specialization:

Instructional Design and Technology, and the **Teaching and Learning of School Subjects**.

The doctoral program develops graduate who have a thorough grounding in current theory and research and who have acquired research expertise through mentored experiences and original empirical investigations. The Instructional Design

and Technology (IDT) specialization emphasizes research and assessment of media and technology-based learning environments. The Teaching and Learning of School Subjects specialization emphasizes research on the teaching and learning of math, science, and social studies. Both doctoral areas prepare graduates to work in higher education, public or private education foundations and agencies, and other educational settings.

Literacy/Teaching English as a Second Language

615 Teachers College, Phone 513-556-3600

The Literacy & Second Language Studies Program at the University of Cincinnati offers comprehensive master's and doctoral degree programs for graduate students interested in the research, teaching, and learning of language and literacy. The degree enables professional educators to broaden their understanding of the social, cultural and language factors that contribute to a person's ability to read and write in a first or second language. Experience in assessment, evaluation, and instruction, as well as the critical analysis of classical and current research are stressed. Candidate may select one of two specializations within the master's degree and will be encouraged to view their specializations within the broader contexts of literacy, culture, and schooling. The two specializations offered are:

1. Master's degree in Literacy & Second Language Studies that includes coursework required for a K-12 Reading Endorsement
2. Master's degree in Literacy & Second Language Studies that includes coursework required for an endorsement in Teaching English as a Second Language

The specialization in **PreK-16 Reading/Literacy Instruction** offers a comprehensive and in-depth program of study for candidates interested in exploring reading and writing as language processes. The development of literate behaviors is viewed as an inherent component of language learning in general, including second language acquisition. The program is designed to meet the Standards for Reading Professionals set forth by the International Reading Association and prepares candidates to provide direct instruction to students experiencing difficulty in reading and to work with other professionals in the design and implementation of best practice in a variety of literacy-based settings.

The specialization in **Teaching English as a Second Language** is geared toward individuals who are licensed in single or multiple subject areas and are interested in teaching English as a Second Language. The program is designed to meet the national TESOL standards and prepare theoretically informed and practically equipped, caring, committed, and competent ESL teachers, curriculum developers and consultants, and program administrators for domestic public and private schools. Graduates of this program may also work for organizations such as school boards and departments of education.

This specialization also offers an option to earn a **Certificate in Adult/International TESL**. This is designed for those who intend to teach English as a Second Language (ESL) or English as a Foreign Language (EFL) to adult learners, either domestically or abroad. The certificate is issued by the University of Cincinnati. Graduates are qualified to work in international language schools or in community ESL programs for adults. Graduates who also hold advanced degrees may be qualified to teach in community college ESL programs or domestic and international postsecondary language institutes.

The doctoral degree in Literacy & Second Language Studies provides two specializations to meet the needs of candidates:

1. Doctoral degree in PreK–16 Literacy Instruction.
2. Doctoral degree in PreK-16 Teaching English as a Second Language.

The doctoral specialization in **PreK-16 Literacy Instruction** prepares 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. Through strong theory and research-based training, the program emphasizes the importance of engendering social opportunity and educational access. It addresses the cognitive, linguistic, social, cultural, political, and economic factors that impact literacy learning. The program prepares candidates to provide important leadership locally as they contribute to a national research community. Doctoral students engage in a variety of guided experiences that blend theory, research, and instruction.

The doctoral specialization in **Teaching English as a Second Language** is a community of scholars and professionals committed to promoting research and academic excellence, delivering student-centered teaching, and building relationships and partnerships with local, regional, national and international communities and specialists in the TESL and TEFL fields. It develops expertise in second language acquisition and socialization theories and research related to TESL and TEFL. It encourages and prepares students to conduct sociolinguistic and psycholinguistic research on language teaching and learning, and language policy development and implementation in various educational and sociocultural contexts. The program emphasizes the importance of engendering social opportunity and educational access. It addresses the cognitive, linguistic, social, cultural, political, and economic factors that impact English as a Second Language and English as a Foreign Language teaching and learning at all levels of development. Doctoral students engage in a variety of guided experiences that blend theory, research and instruction.

Special Education

600/615 Teachers College, Phone 513-556-3600

As a field special education provides direct and indirect services for individuals with disabilities. Some services provided by

people in the field of special education include K–12 education, rehabilitation for occupational development and daily independence, community-based case management, disability advocacy, school and individualized consultation services, and various other services related to individuals with disabilities and their families. Through education, community awareness, and ecologically based service delivery the focus of special education is to enhance and better the lives of all individuals with disabilities.

We offer both master's degrees and doctoral degrees. Master graduates work as Intervention Specialists (Teachers) in various K–12 education settings including schools, hospitals, vocational training facilities, and other institutions that provide educational services for individuals with disabilities. Students concentrating in Sign Language Interpreting may work as interpreters in a variety of settings both community and educational. Some graduates work as advocates and/or case managers for social agencies. Doctoral graduates work in leadership and faculty positions with associations, foundations, organizations, and/or governmental departments or agencies.

Post-Baccalaureate: For individuals holding teaching licensure in an area other than special education and seeking special education licensure.

- Program is designed to accommodate returning students who are working; coursework is online, field experience required.
- Program includes fulltime coursework to meet licensure requirements.
- Provides additional option to enroll in Masters in Special Education.
- Successful completion includes teaching licensure in special education.

Master's Degree* in Special Education

Master's Online Program (Track 1): For individuals holding a bachelor degree and licensure in an area other than special education.

- Program is designed to accommodate returning students who are working; coursework is online
- Program includes a minimum of 45 credit hours of work (some hours accounted for in licensure program)
- Can be added to licensure option
- Full- and part-time options are available
- Successful completion includes Master Degree in Special Education
- Work with a faculty advisor

Master's Degree Cohort Program (Track 2): For individuals holding a bachelor degree in an area other than education.

- Program is designed to include a minimum of 45 credit hours (some hours accounted for in licensure program.).
- This is a full-time program.
- Successful completion includes a master's degree and licensure in both Mild to Moderate and Moderate to Intense disabilities.

- Work with a faculty advisor.
- Space is limited and early application to program is advised.

Doctorate in Special Education: The Doctoral Program in Special Education prepares students for leadership and faculty positions in higher education.

- The program is focused on producing faculty, researchers, and leaders in the field of special education.
- Nearly 100% of our graduates choose to work as faculty in higher-education.
- Takes 3–4 years of fulltime study including courses and mentorship.
- Successful completion includes a Doctorate in Special Education.

Also available are the following programs:

1. Online Intervention Specialist Licensure Program for individuals holding current Ohio Teaching Licenses.
2. Online Pre-K Special Needs Endorsement Program for Individuals with either a K–12 Intervention Specialist License, or a License in Early Childhood Education.
3. Endorsement for Gifted and Talented for individuals with a Teaching License.

Educational Leadership

Dyer Hall, Phone 513-556-6627

The educational leadership program provides graduate study, research, field experience and career development for persons who aspire to or presently hold educational leadership positions.

Each student's program is developed to address licensure requirements either in conjunction with or following completion of requirements for the master of education. Emphasis is given to instructional leadership, change and strategies for the improvement of educational programs. Potential students are encouraged to consult faculty members regarding specific admission requirements and program emphases.

Licensure and MEd applications are reviewed for admissions annually in the spring. Specific course descriptions for programs described in this bulletin are found online at www.uc.edu/edleader.

Educational Studies

Educational studies offers multi-disciplinary master's and doctoral degree programs for students interested in the psychological foundations of education, cultural and social foundations of education, and research methodologies. The program also offers graduate certificates in Assessment and Evaluation and Peace Education.

Health Promotion and Education

526 Teachers College, Phone 513-556-3873
Randall Cottrell randall.cottrell@uc.edu

Health Promotion & Education Graduate Programs

Three masters level graduate programs are offered through the health promotion and education program. The **master of science (MS) program with a public/community health concentration** provides advanced health education skills and has a strong research focus. It is designed for students who desire to work in research or plan to enroll in a health education doctoral program.

The **MS program with an exercise management concentration** provides a basic background in health education along with a concentration in exercise. This concentration has a practitioner focus and students graduating with this concentration seek employment in corporate wellness programs, commercial fitness centers, YMCAs, etc.

The **Master of Public Health with a health education concentration (MPH)** degree is offered in cooperation with the Department of Public Health Sciences on the medical school campus. Students take 20 credit hours of core courses from the Department of Public Health Sciences and then take 40 credits from the Health Promotion and Education Program to complete the Health Education concentration.

Health Promotion & Education program. Students completing the MPH are likely to be employed in public health departments, voluntary agencies and other community health related organizations.

The **Doctor of Philosophy (PhD) program** provides a strong research component and is designed for students who want to serve as health education faculty in academia or want to be researchers with various private/governmental agencies. Students complete an individualized program that includes core health education courses, research methods and statistics, a cognate, an individualized study core, comprehensive exams and a doctoral dissertation.

Successful completion of any UC graduate Health Promotion and Education degree prepares students for the Certified Health Education Specialist Exam (CHES). Students completing the exercise management concentration of the MS program are also eligible for ACSM certification.

School Psychology

Dr. Janet Graden, Co-Coordinator: 516C Teachers College,
Phone 513-556-3337

Dr. Renee Hawkins, Co-Coordinator: 516A Teachers College,
Phone 513-556-3342

The school psychology program grants the educational specialist (EdS) and the doctor of philosophy (PhD) degrees. The major goal of the school psychology program is to prepare professional school psychologists within a collaborative problem-solving model using an ecological/behavioral orientation. A child advocacy perspective provides a framework for guiding decisions and practices to support positive outcomes for all children. Didactic and experientially-based specialist-level training is provided within a scientist practitioner model. Successful completion of the specialist-level program, including a 10-month internship leads to Ohio licensure as a school psychologist. In addition to these program themes, the Doctoral Program is focused on behavioral research and preparation for academic careers.,

Urban Educational Leadership

Dyer Hall, Phone 513-556-3238

The urban educational leadership doctoral program is an interdisciplinary program designed for the preparation of educational leaders for schools, communities, and higher education. This program is a collaborative effort utilizing faculty from the educational leadership and educational studies programs.

Specific course descriptions for programs described in this Bulletin are found online at www.uc.edu/edleader.

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