

*“Transforming Lives, Schools, and
Communities”*

**University of Cincinnati
Literacy and Second
Language Studies
Graduate Handbook**

(Revised 8/12)

Handbook Confirmation Statement

Part I. Literacy and Second Language Studies Graduate Program

- Section 1: Program Overview
Program Mission
University of Cincinnati Educator Preparation Programs Conceptual Framework
Program Strands
 Literacy Learning and Instruction
 Teaching English as a Second Language (TESL)
Program Options
Program Chart
- Section 2: Admission Requirements and Procedures
- Section 3: Financial Aid and Scholarship Opportunities
Types of Awards
Criteria for Termination of Financial Aid
- Section 4: Graduation Information
- Section 5: Faculty

Part II. Program Options

- Section 1: Certificate Programs
 Certificate in Postsecondary Literacy Instruction
 Certificate in Adult International TESL
 Certificate in PreK-12 Reading (and Ohio Reading Endorsement)
 Certificate in PreK-12 TESOL (and Ohio TESOL Endorsement)
- Section 2: M.Ed. Distance Learning Programs
 Specialization in PreK-16 Literacy Learning and Instruction and Ohio Reading Endorsement
 Specialization in PreK-16 Literacy and Postsecondary Literacy Instruction Certificate
 Specialization in PreK-12 TESL
 Specialization in PreK-12 TESL and Ohio TESOL Endorsement Online
 Specialization in Adult/International TESL
- Section 3: Ed.D. Programs
 Specialization in PreK-16 Literacy Learning and Instruction
 Specialization in TESL

Part III. Additional Information

- Section 1: M.Ed. Culminating Experience Information

Handbook Confirmation Statement
(Please complete and return to program faculty)

Dear Candidate:

In the University of Cincinnati's continuing effort to ensure clear communication with all candidates regarding specific program expectations and responsibilities, this handbook has been compiled covering all of the important aspects of your program. To confirm that you have read the entire program handbook and understand the associated responsibilities and requirements for completing the program, please fill out the form below and return it to the administrative assistant in your program's office. If you are viewing this Candidate Handbook from an electronic source, please copy the form below into a word document and hand it in to your coordinator, Dr. Connie Kendall-Theado.

Cut along dotted lines and return to program administrator

Print Name:

Student Number:

Program:

I confirm that I have received, read and understand the program handbook for my program. I accept the initial, intermediate, and graduation responsibilities associated with the degree requirements for my program. I agree to participate in all program-related activities in an ethical manner and respect the need for confidentiality in situations clearly identified by my program.

Signature

date

Part I: Literacy & Second Language Studies Graduate Program Overview

Program Mission Statement

The Literacy Program at the University of Cincinnati provides an exemplary educational, research, and teaching program addressing issues of access, social equality, and diversity. The program's work is conducted in partnership with other programs and centers at our University and in our community, in a way that is relevant to regional, national, and global concerns. Our mission is to educate individuals to assume leadership roles in literacy and language acquisition settings within local, regional, and national arenas, while serving the needs of our multiple clients from the immediate urban area. We strive to create professional and scholarly opportunities for students to become theoretically informed and practically equipped, *caring, committed, and competent educators and scholars*. Our program aligns its mission and its work with those of UC 2019, and the national professional organizations: the International Reading Association and Teachers of English to Speakers of Other Languages.

Goals

1. Interpret, respond to, and contribute to the current research in language and literacy acquisition by participating in and assuming leadership in professional organizations.
2. Interpret, respond to, and contribute to the current research in language and literacy acquisition by conducting research and publishing in major literacy and language acquisition research and practitioner journals.
3. Prepare language acquisition and literacy practitioners, curriculum developers, and researchers who can serve as professional educators within schools, universities, and literacy and language teaching organizations.
4. Serve the literacy and language development needs of the University and surrounding community.
5. Apply the resources of the Literacy Program to help identify literacy and language acquisition concerns and propose educational solutions designed to enhance the vitality of urban areas.
6. Reflect the diverse nature of language and learning through courses, research, and the recruitment of faculty and students.

University of Cincinnati Educator Preparation Programs Conceptual Framework

The conceptual framework identified by the University of Cincinnati educator preparation community is *to transform schools, lives, and communities*. In view of this mission, the Unit's standards for performance expectations for candidates are to:

- Demonstrate foundation knowledge, including knowledge of how individuals learn and develop.
- Be able to articulate the central concepts, tools of inquiry, and the structure of their discipline.
- Successfully collaborate, demonstrate leadership, and positive systems change.
- Be able to address issues of diversity with equity.
- Be able to use technology to support their practice.
- Use assessment and research to inform their efforts.

- Demonstrate pedagogical knowledge, including organizing content knowledge for learning, creating supportive learning environments, instruction, grounded in scientifically based practices, which maximizes the opportunity for learning, and professionalism

Program Strands - Literacy Learning and Instruction and

Teaching English as a Second Language

Literacy Learning and Instruction: The program in literacy learning and instruction 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. Experience in assessment and evaluation of reading and writing difficulties and critical analysis of classical and current research in literacy are stressed.

Teaching English as a Second Language: The program in Teaching English as a Second Language (TESL) 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. The program also encourages individuality and creativity where faculty, students and staff contribute toward the common good of the program through expression of their views and their work.

Program Options:

- A.) Graduate Certificates
 - 1.) Postsecondary Literacy Instruction
 - 2.) Adult International TESL
 - 3.) PreK-12 Reading (aligned with Ohio Reading Endorsement)
 - 4.) PreK-12 TESOL (aligned with Ohio TESOL Endorsement)
- B.) Master of Education (M.Ed.) in Literacy and Second Language Studies
 - 1.) Specialization in PreK-16 Literacy Learning and Instruction
 - 2.) Specialization in PreK-16TESL
- C.) Doctor of Education (Ed.D.) in Literacy and Second Language Studies*
 - 1.) Specialization in Literacy Learning and Instruction
 - 2.) Specialization in Teaching English as a Second Language (TESL)

Information regarding these programs can be accessed online at:

www.cech.uc.edu/programs/

Questions regarding any of these program options should be directed to:

School of Education

University of Cincinnati

P.O. Box 210022

Cincinnati, Ohio 45221

(513) 556-3600 or teachereduc.grad@uc.edu

**The last date of entry to the EdD program is Fall 2012. Subsequently, the PhD in Educational Studies will offer specialization in (1) Literacy and (2) Teaching English as a Second Language. For more information about this program, consult the Graduate Handbook for Educational Studies or contact the School of Education.*

Section 2: Admission Requirements and Procedures

Graduate Certificates: It is not necessary to be admitted to a degree program to work toward and earn a Certificate or Ohio Endorsement of a Teaching License and acceptance to a Certificate program does not imply acceptance to a degree program. Applicants should:

- hold a Baccalaureate Degree (Master’s Degree is recommended for the Certificate in Postsecondary Literacy but not required)
- GPA of at least 3.0 out of a 4.0 scale for undergraduate or graduate coursework
- International University credits must be converted to U.S. 4.0 grading scale
- have a basic familiarity with computers and the Internet

In addition, any individual seeking an endorsement must have a current Ohio teaching license. For additional admissions requirements and application information for graduate certificates, please go to: www.grad.uc.edu

Graduate Certificate Program Coordinators

Certificate in Postsecondary Literacy Instruction Dr. Connie Kendall-Theado connie.kendall@uc.edu ; 513-556-1427	Certificate in Adult/International TESL Dr. Gulbahar Beckett Gulbahar.beckett@uc.edu ; 513-556-2829
Certificate in PreK-12 Reading Dr. Susan Watts-Taffe susan.watts-taffe@uc.edu ; 513-556-2534	Certificate in PreK-12 TESOL Dr. Hye Pae Hye.pae@uc.edu ; 513-556-7112

A Note on Ohio State Endorsements

The Certificate in PreK-12 Reading is aligned with requirements for the Ohio Reading Endorsement. The Certificate in PreK-12 TESOL is aligned with requirements for the Ohio TESOL Endorsement. Each of these Ohio Endorsement also requires the subject-specific PRAXIS test. In addition to application materials please include a copy of your current Ohio teaching license.

Requirements for Admission: Master's Degrees in Literacy and Second Language Studies

The following are requirements for admission:

1. The applicant must possess a Baccalaureate degree from an accredited college or university.
2. The applicant must have a minimum cumulative grade point average of 3.0 at the undergraduate level leading to the Bachelor Degree. The applicant who possesses a master's degree prior to admission must have a graduate grade point average of at least 3.0 in any graduate level work undertaken before admission. All calculations are based on a 4.0 scale.
3. In rare instances, candidates who graduated from a non-accredited college or university or who do not meet the minimum grade point averages requirement for admission may be admitted based upon an evaluation of evidence submitted by the candidate. As a minimum, the evidence must address mastery of the knowledge prerequisite to the courses required by the program, acceptable writing skills, the ability to engage in critical thinking, and a personal commitment to completing the program. The evidence, very often including Graduate Record Examination (GRE) scores, must convincingly demonstrate the candidate's potential for success in graduate level work.
4. Admission decisions may not be made on the basis of race, age, sex, color, religion, sexual orientation or disability.
5. Candidates who are not accepted for admission may reapply once they have addressed the weaknesses identified during their initial application review. During that period, such applicants may be encouraged by the program to enroll in appropriate course work to develop the knowledge, skills, and values deemed necessary for admission into the program, or to demonstrate that the applicant already possesses such qualifications. Whether such course work may apply to the degree program is left to the discretion of the program. Applicants may also be encouraged to take or re-take the GRE. Completion of recommended course work or the GRE does not guarantee admission into the program.
6. Advanced standing for a limited amount of course work taken prior to admittance to the program is possible. Course work completed 5 or more years prior to admission will not be applied to the requirements. To maintain active status in the program, students must register for at least 1 semester credit every academic year.
7. Graduate Record Exam (GRE). The Verbal, Quantitative and Analytical Writing sections of the Graduate Record Exam, taken within five years of the date of application, ***are not required for admission to the master's program but may be submitted as additional evidence of preparation for graduate study.*** While the program does not utilize hard and fast cutoff scores for the GRE, as a guideline the following minimum GRE scores are considered positive evidence of a candidate's verbal and quantitative reasoning and analytical writing abilities:

Verbal, 470; Quantitative, 540; Writing, 4.5 (if the test was taken prior to August 1, 2011)

Verbal, 151; Quantitative, 145; Writing, 4.5 (if the test was taken after to August 1, 2011)

GRE scores are optional for admission to the Master's degree program, but are highly recommended to strengthen applications that may be weak in other areas. For example, applicants without a minimum undergraduate GPA of 3.0 should include GRE scores with their applications.

Requirements of graduate study, as found in the University of Cincinnati Graduate Handbook must be followed at all times. Students are responsible for keeping abreast of updates in University, College, and program requirements. To access the University of Cincinnati Graduate Handbook, please go to: www.grad.uc.edu

Application Procedures: An Application for Graduate Study must be completed and returned in accordance with the directions and must be accompanied by the appropriate application fee. The first step in application for graduate study is to complete the online application at: www.grad.uc.edu

Official transcripts must be sent to the School of Education:

Ms. Beverly Reese, Administrative Secretary
School of Education
College of Education, Criminal Justice, & Human Services
University of Cincinnati
P. O. Box 210022
Cincinnati, OH 45221-0002

The application is not complete, and cannot be reviewed, until the School of Education has received all of the following:

1. **A cover letter** clearly stating to which degree and program strand (i.e., Literacy or Teaching English as a Second Language) the application is being made.
2. **A statement of the applicant's academic and professional goals**, approximately two pages long. This writing sample will be used as one of the criteria for evaluating the application. The applicant should explain specifically what areas s/he would like to study so that an appropriate advisor may be assigned to the applicant if admitted into the program.
3. **A resume relevant to academic and professional data.** It should include the applicant's name; address; phone; email; colleges attended with degrees, dates conferred, and grade point average; employment history; professional experience; present employer; and names of references.
4. **Three letters of recommendation** from people familiar with the applicant's academic and professional abilities. If possible, at least one letter should be from a faculty member in higher education. Those writing letters should explain who they are, their relationship to the applicant, and what they know of the applicant's academic and professional abilities. The applicant should be prepared to provide the recommenders e-mail addresses in the electronic application. Since recommenders are not prompted to submit their letters until the electronic application has been submitted, and application fee paid, it is wise to encourage recommenders to prepare their letters in advance so that they can upload them immediately upon receipt of the prompt.
5. **Official transcripts** showing all undergraduate and graduate course work completed, including degrees granted and dates of degrees. Applicants whose previous degrees were earned at the University of Cincinnati may substitute "on-campus" transcripts.
6. **OPTIONAL: Graduate Record Examination (GRE) Scores.** Provide an original copy of scores taken within five years of the date the application. To ensure we receive the scores, both

the university and the program to which scores are sent should be indicated on the order form. The code for University of Cincinnati is 1833. You will then be prompted to select the program to which your scores are to be sent. Information on the procedures for taking the Graduate Record Examination can be obtained from <http://www.ets.org/gre>

The test is offered regularly on the University of Cincinnati's campus:

**100 University Pavilion, 2618 McMicken Circle
Cincinnati, OH 45221
513-556-7173**

IF you are seeking an endorsement as part of your program, please include a copy of your current Ohio teaching license.

International student applicants are required to provide specific information about their transcripts or degree programs to facilitate the applicant review process, including transcript translation and evaluation by a recognized translation/evaluation agency. For a list of translation/evaluation agencies accepted by the University of Cincinnati, please contact the International Students Services office: www.issso.uc.edu; 513-556-4278

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. The following minimum scores must be obtained:

- Internet-Based Test (iBT): 79-80 OR
- Paper-Based Test (PBT): 550 AND a minimum score on the Test of Written English (TWE) of 5 AND a minimum score of 50 on the Test of Spoken English (TSE)

The TOEFL must have been taken within the two-year period preceding admission. The University of Cincinnati maintains an International Student Services Office (ISSO), which serves international students attending the University. For questions regarding international student information, contact the International Student Services Office at (513) 556-4278, www.issso.uc.edu

The University of Cincinnati accepts documentation of successful, recent completion of ELS Level 112 as evidence of English language proficiency. Such evidence may be submitted in lieu of TOEFL scores.

Application Deadlines:

Application deadlines are posted with program-specific application information at: www.grad.uc.edu

Notification: The program reviews the applicant's materials and informs the applicant of its decision after completing the review. If the applicant is accepted, applicants must notify the program in writing of their intent to enroll. An academic advisor will be assigned and it will be the applicant's responsibility to set up an appointment with his/her advisor prior to registering for courses. If the applicant is not accepted, the program will notify the applicant by letter of this decision.

Program Contact Information:

School of Education
College of Education, Criminal Justice, and Human Services University of Cincinnati
P.O. Box 210022
Cincinnati, OH 45221-0022
Phone #513-556-3600
Fax #513-556-1001
Email - teachereduc.grad@uc.edu

PLEASE NOTE: APPLICATION MATERIALS WILL NOT BE RETURNED TO THE APPLICANT. THIS INCLUDES, BUT IS NOT LIMITED TO, GRE AND TOEFL SCORES, TRANSCRIPTS, AND RECOMMENDATION LETTERS.

INCOMPLETE APPLICATIONS WILL NOT BE PROCESSED.

In addition, various policies may change at the University and/or College level. The Literacy & Second Language Studies Graduate Program will do its best to update the information provided in this document, but it is always the students' responsibility to consult their advisors and the School, College, and University policies for any possible changes and additional information. Each student is assigned an advisor upon admission. Important websites to check regularly are: <http://www.grad.uc.edu> and <http://www.cech.uc.edu>.

Section 3: Financial Aid and Scholarship Opportunities

The Graduate School awards University Graduate Scholarships, Graduate Assistantships and several special scholarships and fellowships to graduate students each year. Many of our graduate students receive significant financial aid in the form of stipends and tuition scholarships. For more detailed information about financial aid and scholarships, please visit the UC Graduate School website: www.grad.uc.edu

On a limited basis, financial awards are available to students through the School of Education. Applications are available by calling or visiting the School of Education, 615 Teachers College Building, (513)-556-556-3599.

University Graduate Scholarships (UGS) The UGS offers tuition scholarship and is available to both full and part-time students during the academic year and summer. These scholarships are competitive, dependent on availability of funds, and are awarded on a year to year basis.

Graduate Assistantships (GA) The GA award generally provides full tuition and a monthly stipend. GA positions are limited and highly competitive. Awards are based on merit and are offered to full-time students at advanced levels of doctoral and master's study. GAs may be associated with research, teaching, or administrative responsibilities within the School of Education, for a total of up to 20 hours per week.

Center for ESL GA Appointments

- Teaching Assistants: The Center for ESL provides several Graduate Teaching Assistantships. TESL Graduate Teaching Assistants (GTAs) generally teach two ESL courses per semester and are responsible for syllabus design, course materials, classroom teaching and management,

and assessment. In addition, they may be assigned other responsibilities within the Center for ESL, for a total of up to 20 hours of work per week.

- **Graduate Assistants:** The Oral English Proficiency Test (OEPT) Office provides GA positions. OEPT GAs are responsible for staffing the OEPT office during the academic year as well as organizing and overseeing the administration of the examination, which is given three times a year.

Criteria for the Termination of Financial Aid According to University policy, termination of financial aid may be justified for substandard academic performance, lack of satisfactory progress in your program, or academic misconduct, including plagiarism. In the School of Education, substandard academic performance is defined as follows:

1. More than three I's, IP's, and N's on a transcript. Students who have more than three such grades will have to provide the reasons in writing. A determination will then be made regarding continuation of financial aid.
2. Any grade below a C.
3. A grade point average below 3.0 by the end of the academic year prior to their application for financial aid.

Please note that acceptance and retention of financial aid awards is contingent on satisfactory academic performance and progress toward the degree.

Academic Integrity Policy The University Rules, including the Student Code of Conduct, the Graduate School Handbook, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. ***Students who engage in academic misconduct, including plagiarism, in any form may receive a failing grade in a course, may lose university-funded financial support, and may be suspended or dismissed from a program.*** The UC Student Code of Conduct guideline defines plagiarism as:

- Submitting another's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author with footnotes, citations or bibliographical reference.
- Submitting as one's own, original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
Submitting as one's own, original work, material that has been produced through unacknowledged collaboration with others without release in writing from collaborators (<http://www.libraries.uc.edu/instruction/students/plagiarism.html>)

Other acts of plagiarism include submitted one's own work (i.e., self-plagiarism), in whole or in part, to fulfill the requirements of more than one course without obtaining permission to do so from both course instructors prior to submission.

Section 4: Graduation Information

Students may graduate at the end of any semester provided they meet the necessary degree requirements and all Department and University deadlines. Students should confer closely with their advisors regarding graduation as they approach the completion of their degree requirements. The initial step in the graduation process consists of a formal application for graduation. This must be done by the announced deadline (usually during the semester prior to the semester of anticipated graduation) and is completed online at <https://www.grad.uc.edu/graduation/>.

A complete list of important deadlines and responsibilities that must be met prior to graduation, as well as further instructions and guidelines for completing the application for graduation can be found at <https://www.grad.uc.edu/graduation/>.

The student must be registered for at least one graduate credit in their program in an academic year, after having met minimum degree/candidacy requirements to be considered a graduate student throughout the academic year. Further, students must be registered for at least one graduate credit during the academic year in which they will graduate.

Before graduation for all students, submission of Notification of Removal of all NG, N, I, UP, SP, and F grades must be sent as well as posting of all satisfactory grades for the graduation semester.

For Master's students, satisfactory completion of all applicable College and program requirements is provided by the major advisor filling out the Checklist for Completion of College/Departmental Requirements for Graduation and sending it to the Graduate School. Students completing a thesis must deposit a copy of the thesis with the Graduate School according to the most current detailed instructions on the graduate school website, www.grad.uc.edu

For Doctoral students, satisfactory completion of all applicable College and program requirements (minimum of at least 60 graduate credits) is required and students must complete the online graduation process. Copies of the dissertation must be deposited with the Graduate School according to the most current detailed instructions on the graduate school website, www.grad.uc.edu

If you are a doctoral student, you will be invited by the Graduate School to participate in the University's prestigious Doctoral Hooding Ceremony held in the spring. This is a joyous occasion where you can celebrate with friends and family, be recognized by faculty and administrators, and receive your doctoral hood. You must notify the Graduate School by the appropriate deadline if you wish to attend this ceremony. For information, visit <https://www.grad.uc.edu/graduation/>.

Section 5: Faculty

Gulbahar Beckett, Associate Professor and Program Coordinator

Ph.D., University of British Columbia

Expertise: Project-based second and foreign language education, Content-based second language teaching and learning, Second language acquisition and socialization, Second language literacy (focus on writing), Computer-assisted language teaching/learning

556-2898, 615 Teachers College Building gulbahar.beckett@uc.edu

Mary Benedetti, Associate Professor

Ed.D. University of Cincinnati, Literacy

Expertise: Adult and international education, Immigrant and minority access to higher education, Sociocultural and sociopolitical issues in language education, Preparing teachers for linguistic and cultural diversity, Second language literacy

556-2817, 620 Teachers College Building mary.benedetti@uc.edu

Allison Breit-Smith, Assistant Professor

Ph.D., University of Cincinnati, Speech-Language Pathology

Expertise: Early language and emergent literacy acquisition in children with disabilities (e.g., autism, specific language impairment), effects of parent and teacher-implemented literacy interventions, pragmatic language

556-7119, 615 Teachers College Building (Dyer Side of Building) sma5@ucmail.uc.edu

Cate Crosby, Assistant Professor

Ph.D., The Ohio State University, Second and Foreign Language Education

Expertise: TESOL teacher education, U.S.-educated multilingual writers, writing assessment, specifically feedback-on-feedback, multiple literacies, including informational, digital, and global, technologies in the language classroom, qualitative and mixed methods

catecrosby@gmail.com

Virginia Gonzalez, Professor and Coordinator

Ph.D. Educational Studies (TESL Concentration), University of Texas at Austin

Expertise: Multidisciplinary assessment and instructional models for cognitive and language development in ESL/bilingual Hispanic Preschool to Grade 12 (P-12) students, second language learning and cultural adaptation in college students, Assessment and diagnosis of ESL/bilingual Hispanic P-12 students

556-5116, 615 Teachers College Building virginia.gonzalez@uc.edu

Ying Guo, Assistant Professor

Ph.D., Florida State University

Expertise: Emergent literacy acquisition and assessment, curriculum development, and teacher education and professional development.

556-0359, 246G Teachers College (Dyer Side of Building) ying.guo@uc.edu

Darwin Henderson, Professor

Ed.D., Northern Illinois University

Expertise: Multicultural literature, literature for children and adolescents, early childhood literacy
556-0198, Edwards One Building darwin.henderson@uc.edu

Holly Johnson, Associate Professor

Ph.D., University of Arizona, Language, Reading, & Culture

Expertise: Adolescent literacy & literature, middle level education, gender issues & adolescents, social justice

556-0469, 615 Teachers College Building

holly.johnson@uc.edu

Connie Kendall Theado, Assistant Professor and Program Coordinator

Ph.D., Miami University (Ohio), English

Expertise: Literacy testing and language policies, postsecondary developmental literacy education, writing theory, metaphor analysis, rhetorical analysis, American pragmatism

556-1427, 615 Teachers College

connie.kendall@uc.edu

Chet Laine, Associate Professor

Ph.D., Pennsylvania State University, Language Education

Expertise: English education, writing, developmental reading

556-3588, 615 Teachers College Building

chet.laine@uc.edu

Hye Pae, Assistant Professor

Ph.D., Georgia State University, Interdisciplinary Studies

Expertise: Psycholinguistics, bilingualism, assessment challenges across cultures, reading disabilities

556-7112, 615 Teachers College Building

hye.pae@uc.edu

Susan Watts Taffe, Associate Professor

Ph.D., State University of New York at Buffalo, Reading Education

Expertise: Vocabulary development; new literacies and technology; teacher professional development

susan.watts-taffe@uc.edu

Cheri Williams, Associate Professor and Coordinator

Ph.D. in Educational Studies (Literacy Concentration), Ohio State University, Language, Literature & Reading

Expertise: Emergent literacy; primary-grade literacy instruction; literacy and deafness

556-3571, 615 Teachers College Building

cheri.williams@uc.edu

Part II: Program Options

Certificate in Postsecondary Literacy Instruction

Program Overview: The Certificate in Postsecondary Literacy Instruction is a graduate certificate offered by the Graduate Program in Literacy and Second Language Studies in the College of Education, Criminal Justice, and Human Services. This is a stand-alone certificate that can be earned without being accepted into a Master's Degree program, and all courses are taught online.

The purpose of the Certificate in Postsecondary Literacy Instruction is to prepare instructors with theoretically and pedagogically sound expertise in literacy instruction at the postsecondary level, including teaching developmental reading and basic writing in community college, four-year college, and adult literacy program contexts. With foci that incorporate both theory and practice, coursework in the Certificate in Postsecondary Literacy Instruction addresses educational issues that arise in most community colleges and adult literacy programs.

The Certificate in Postsecondary Literacy Instruction:

- prepares students to teach developmental reading and basic writing in community colleges and adult literacy programs
- may satisfy some employment requirements and/or continuing education requirements for many institutions.
- is taught online, providing a flexible alternative for teachers with convenient scheduling and online delivery methods – all certificate requirements can be completed without a visit to Cincinnati.
- includes a hands-on practicum at a site convenient to the student.
- uses Blackboard as a delivery tool with a multimedia, interactive learning environment and frequent opportunities to interact with our online instructors and other students.
- offers a high-quality, from research to practice, model of teacher preparation from an NCATE approved program

If Certificate courses are to be used as continuing education credits or to fulfill other specific employment requirements, it is the student's responsibility to ascertain their applicability toward those requirements.

Philosophy: The Certificate in Postsecondary Literacy Instruction coursework addresses educational issues that arise in most community colleges and adult literacy programs, including: foundations of postsecondary literacy instructions; methods of postsecondary literacy instruction with foci on reading and writing; reading and writing processes at the postsecondary level; literacy instruction with English as a Second Language learners; sociocultural issues of language and society; practical, hands-on experiences through a practicum course; and projects focused on students' specific teaching interests or contexts.

Admission Guidelines and Prerequisites: Admission to the Certificate in Postsecondary Literacy Instruction is competitive. Applications are reviewed each academic term, with new cohorts typically beginning during the Summer. In addition, there is one co/pre-requisite that must be satisfied before completing the program: candidates must have taken a graduate-level reading

and/or writing and/or language arts education course in the past five years. Students who do not meet this prerequisite may fulfill this requirement by taking an additional class online as part of their Certificate coursework.

It is not necessary to be admitted to a Master's Degree program to work toward and earn the Certificate, and acceptance to the Certificate does not imply acceptance to a Master's Degree program. Applicants should:

- hold a Baccalaureate Degree (Master's Degree is recommended, but not required)
- have a GPA of at least 3.0 out of a 4.0 scale for undergraduate or graduate coursework
- have a basic familiarity with computers and the Internet.

The Program of Study: All courses are offered online. Entering the Certificate program during the Summer term allows students to complete the courses within a calendar year; however, applications are reviewed year-round and students may enter the program at the start of any academic semester. The courses which comprise the Certificate program are:

Course Number and Title:	Credit Hours:
LSSL 8001 Foundations of Postsecondary Literacy Instruction	3
LSSL 8002 Methods of Postsecondary Literacy Instruction: Focus on Reading	3
LSSL 8003 Practicum in Postsecondary Literacy Instruction (pre/co-requisite: LSSL 8002P, 8004P)	3
LSSL 8004 Methods of Postsecondary Literacy Instruction: Focus on Writing	3
LSSL 8005 Postsecondary Literacy: Second Language and Society	3
LSSL 8007 Projects in Postsecondary Literacy	3

Total Credit Hours: 18

Application Procedures:

Applications are reviewed each term. Applicants must submit:

- University of Cincinnati Graduate Certificate application
- Copies of transcripts from all university coursework
- A brief statement of purpose that outlines past/current teaching experience, and career goals

Applications are made online at: www.grad.uc.edu

Transcripts may be mailed to:

Ms. Beverly Reese
School of Education
College of Education, Criminal Justice, and Human Services University of Cincinnati
P.O. Box 210022
Cincinnati, OH 45221-0022

For additional information, please contact Dr. Kendall-Theado at:
connie.kendall@uc.edu or 513-556-1427

Certificate in Adult/International TESL

Description

The Adult/International TESL Certificate 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. Certificate graduates are qualified to work in international and domestic language PK-12 schools or in community ESL/EFL programs for adults.

Requirement

The Adult/International TESL Certificate is comprised of a minimum of 18 semester credit hours. Additional electives are permitted but not required. Nine (9) credit hours from the certificate are transferable to the M.Ed. Program in Literacy and Second Language Studies (Adult/International Strand). No more than 9 semester credit hours taken prior to admission into the M.Ed. program will count toward the degree. For information on admission to the M.Ed. Program in Literacy and Second Language Studies, please refer to the information guide for that program. Please note that the Adult/International TESL Certificate is not applicable to Preschool to Grade 12 (PK-12) schools in the US. For information about Literacy and Second Language Studies strands applicable to preschool, elementary, middle, and secondary schools, please refer to the information guide for the Ohio TESOL Endorsement On-line and the TESOL Certificate.

The courses which comprise the Certificate program are:

Course Number and Title:	Credit Hours:
LSLS 7053 Foundations of First and Second Language Learning	3
LSLS 7060 Applied Linguistics	3
LSLS 7068 Sociolinguistics and Bilingual Education	3
LSLS 8061 Teaching/Assessing College ESL: Reading and Writing	3
LSLS 8062 Teaching/Assessing College ESL: Oral	3
LSLS 7071 Adult/International Practicum in TESL	3

Total Credit Hours: 18

NB1: Please note that the international part of the practicum is optional and voluntary. That is, the Literacy and Second Language Studies program provides opportunities for students who wish to have international practicum experience, but does not make it a requirement. Students who wish to have this experience may do so in close consultation with their advisors and the program.

Course Descriptions:

LSLS 7053: Foundations of First and Second Language Learning

This course introduces students to foundational knowledge in first and second language learning. Specific topics include major theoretical paradigms and constructs that affect language learning. Students will learn major theories and discuss their implications for first and second language pedagogy.

LSLS 7060: Applied Linguistics

This course focuses on theoretical perspectives, major issues, and current controversies in applied linguistics. It's designed to facilitate students' knowledge and understanding of the language structure as a holistic system. Students will learn to create and implement lessons on phonology, morphology, syntax, semantics, and pragmatics to help ESL/EFL students develop speaking, listening, reading, and writing skills in English. (3 credit hours)

LSLS 7068: Sociolinguistics and Bilingual Education

This course is an overview of sociolinguistic factors affecting second language acquisition, societal and individual influences on language choice, use, maintenance, and change. It examines some major topics such as variations of language, language attitudes and motivations, language policies and their implications for TESL/TEFL, and some of the major research methods in sociolinguistics. It also covers philosophies, theories, and pedagogical methods applicable to bilingual development and bilingual education. (3 credit hours)

LSLS 8061: Teaching/Assessing College ESL: Reading/Writing

This course presents and combines current theories and approaches to ESL reading and writing. Multiple perspectives address issues relevant to researchers, teacher educators, in-service ESL educators, curriculum designers, program administrators, and mainstream composition and reading teachers. (3 credit hours)

LSLS 8062: Teaching/Assessing College ESL: Oral

This course covers major issues related to oral/aural communication in English in academic, professional, and social contexts. Students have opportunities to read and discuss recent works of representative scholars to learn about current trends and issues in theory, research, and best practices in college-level ESL/EFL classrooms. (3 credit hours)

LSLS 7071: Adult/International Practicum

This course provides students the opportunity to put into practice concepts and theories related to effective language teaching and learning in domestic or international teaching contexts. Students will engage in practice teaching under the mentorship of experienced ESL/EFL teachers and the supervision of the practicum professor. (3 credit hours)

Admission Requirements

1. Applicants to the Adult/International TESL Certificate must possess a Baccalaureate (i.e., university) degree from an accredited college or university. The Baccalaureate degree can be in any relevant major area. It does not need to be in the area of education.

2. Applicants must possess a minimum cumulative grade point average of 3.0 at the undergraduate level leading to the Baccalaureate degree. International applicants whose transcripts show a different grading scale must present the US equivalent.

3. International students whose native language is not English are required to submit:

Test of English as a Foreign Language (TOEFL), a minimum score of 550 (paper version) OR 213 (computer version) across areas, or 79-80 (internet-based test) and a minimum score of 4.5 on the Test of Written English (TWE) The test must have been taken within the past two years. Requests for a TOEFL waiver can be made to the Associate Dean of the Graduate School with appropriate documentation by the program on behalf of the applicant. See <http://www.grad.uc.edu/> for details.

Applicants who fall into one or more of the following categories are exempt from the TOEFL requirement:

- non-native English speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, and New Zealand);
- non-native English speakers who earned at least a 6.5 on the International English Language Testing System (IELTS) exam or at least a B on the Cambridge Certificate of Proficiency in English (CPE) exam; and
- non-native English speakers who earned at least 62-63 on PTE.

4. Applicants must submit two current letters of recommendation addressing the applicant's academic or professional background and/or potential for success in the Certificate. Letters written within the three (3) year-period preceding admission are acceptable.

5. Official transcripts must be presented (or UC "on campus" transcripts can be requested if the degree is from UC) of all the undergraduate and graduate course work completed, including degrees granted and dates of degrees. International applicants need to present a translated English certified copy of transcripts. Consult with the UC International Student Services Office at 513-556-2879 or <http://www.uc.edu/international/services.html> for a list of certified translators in the Cincinnati area. Overseas applicants may consult the American embassies in their areas.

Application Review and Decision

Applications are reviewed on March 1 and May 1 for the following Fall Semester admission and on September 1 for the following Spring Semester admission. Notification of a decision is sent out within ten working days. Students may begin coursework in August (for fall semester) or January (for spring semester).

Applicants must submit the following:

- Two (2) letters of recommendation;
- Transcripts;
- TOEFL scored (if required; see guidelines above); and
- A brief statement of purpose that outlines your past/current teaching experience and career goals.

Applications are made online at: www.grad.uc.edu

Transcripts should be sent to:

Beverly Reese
College of Education, Criminal Justice and Human Services
PO Box 210022
Cincinnati, OH 45221-0022
USA

For more information about the Certificate in Adult/International TESL, contact Dr. Gulbahar Beckett: gulbahar.beckett@uc.edu; 513-556-2829

Certificate in PreK-12 Reading

The Graduate Certificate in PreK-12 Reading is aligned with the State of Ohio's Reading Endorsement and is included in the Masters Degree program in Literacy and Second Language Studies. The Reading Endorsement is added to a teacher's current teaching certificate or license. Students must have a valid teaching certificate or license to be eligible for the Graduate Certificate program and for the Ohio Reading Endorsement.

The courses which comprise the Certificate program are:

Course Number and Title:	Credit Hours:
LSLS 7026: Literacy Learning and Instruction PreK-12	3 credits
LSLS 7027: Theory to Practice: Models of Literacy	3 credits
LSLS 7054: Literacy as a Linguistic and Cultural Tool	3 credits
LSLS 7028: Literacy Assessment, Instruction, and Practicum I (LSLS 7026 is pre- or co-requisite)*	3 credits
LSLS 7029: Literacy Assessment, Instruction, Practicum II (LSLS 7028 is prerequisite)*	3 credits
LSLS 7031: Principles of Organizing a Literacy Curriculum	3 credits
Total Credit Hours: 18	

***Note:** Practicum placements require prior approval. It usually takes several weeks for students to locate an appropriate site, submit required paperwork, and obtain approval by the Certificate Coordinator. Students should begin this work **at least four weeks prior** to the first day of the practicum course.

When students have completed the coursework for the Reading Endorsement listed above, they are eligible to take the **Praxis II National Teachers Examination Test: Teaching Reading, Test # 0204**. A qualifying score of 154 or higher on this test is required by the State of Ohio to earn the Reading Endorsement. The endorsement is added to the student's current teaching certificate or license. Applications and information can be found online at www.ets.org/praxis. If you are not a certified or licensed teacher, you are not eligible to take the exam or apply for the Reading Endorsement, although you may complete the coursework. If you have questions about registering for the exam or credentialing after you pass the exam, please contact Ms. Karen Schmidt at karen.schmidt@uc.edu

All courses required for the Graduate Certificate may be applied to the Master's degree in Literacy (PreK-16 Reading Instruction Focus). Students seeking an MEd should be admitted into the MEd program before taking more than 9 credit hours of coursework.

Application Requirements

- Applicants must hold a current and active early childhood, middle childhood, or

- adolescent/young adult license.
- Applicants must have an undergraduate GPA of at least 3.0 on a 4.0 scale.
 - Applicants must submit two letters of reference from supervisors and/or principals.
 - Applicants must have at least two years of teaching experience.
 - Applicants may apply any term.

Applications are made online at: www.grad.uc.edu

Transcripts should be sent to:

Ms. Beverly Reese
College of Education, Criminal Justice and Human Services
PO Box 210022
Cincinnati, OH 45221-0022
USA

For further information about the scope and content of the program, please contact:

Dr. Susan Watts Taffe
susan.watts-taffe@uc.edu; 513-556-2534

For further information about the logistics of making an application, registering for classes, or practicum approval please contact:

John Holbrook
john.holbrook@uc.edu; 513-556-4679

**Certificate in PreK-12
Teaching English to Speakers of Other Languages (TESOL)**

Program Description

The University of Cincinnati offers *online* opportunities for the TESOL (Teaching English to Speakers of Other Languages) Graduate Certificate/Endorsement in response to the growing population of English language learners in U.S. classrooms and the academic demand at national and international levels. The Graduate Certificate/Endorsement in PreK-12 TESOL is aligned with the TESOL International Association's standards and the State of Ohio's TESOL standards. It is housed within the Literacy and Second Language Studies in the College of Education, Criminal Justice, and Human Services. In-service teachers who have a standard teaching license and teach within the State of Ohio are recommended to get the Graduate Certificate and Endorsement upon successful completion of the program. Pre-service teachers in Ohio and those outside of the state are recommended to get the Graduate Certificate. Any pre-service and/or in-service teacher who wishes to teach English language learners can enroll in this graduate non-degree, professional development program.

Course Number and Title:	Credit Hours:
LSLS 7053: Foundations of First and Second Language Acquisition	3 credits
LSLS 7064: TESL Methods I	3 credits
LSLS 7065: TESL Methods II	3 credits
LSLS 7060: Applied Linguistics	3 credits
LSLS 7068: Sociolinguistics and Bilingual Education	3 credits
LSLS 7078: Practicum in TESL	3 credits

Total Credit Hours: 18

***Note:** Practicum placements require prior approval. It usually takes several weeks for students to locate an appropriate site, submit required paperwork, and obtain approval by the Certificate Coordinator. Students should begin this work **at least four weeks prior** to the first day of the practicum course.

TESOL Graduate Certificate/Endorsement Stipulations:

- No degree will be awarded at the completion of this professional development program. Candidates who successfully complete the program will be recommended for the TESOL Graduate Certificate and/or Ohio TESOL Endorsement.
- All requirements can be completed without a visit to Cincinnati.
- Successful completion requires receiving at least a B- in each of the required courses.
- Passing the Praxis II-ESOL Exam (paper test code: 0361; computer delivered test code: 5361, available February, 2013) is required for the Ohio endorsement. This test is prescribed by the State of Ohio to earn the *Ohio TESOL Endorsement*. Other states also require passing the Praxis II-ESOL. Information about and applications for the Praxis II test can be found at www.ets.org/praxis/

- Credit transfer from another institution is possible. Contact Dr. Hye Pae (hye.pae@uc.edu) for information.

The TESOL Certificate/Endorsement Online:

- Is designed for licensed teachers who want to add the Ohio TESOL Endorsement to their current teaching license.
- Is designed for pre-service teachers who are interested in becoming specialized in TESOL in the PreK-12 setting.
- Offers convenient schedule and online delivery.
- Uses Blackboard as a delivery tool with a multimedia interactive learning environment.
- Offers a high quality, from research to practice, model of professional development “for preparing committed, caring, and competent educators” to meet Ohio state and federal mandates under the No Child Left Behind (NCLB) Act of 2001, Title III.
- Is approved by the Ohio Department of Education and accredited by the Council on the Accreditation of Educator Preparation (CAEP, formerly NCATE).
- Allows licensed teachers to begin taking courses in fall, winter, spring or summer semester.

Master’s in Education Degree Options

- The Certificate/endorsement coursework may be applied toward an MEd in the Literacy and Second Language Studies at UC.

Licensure/Certification Requirements

Completion of a teacher education coursework does **NOT** automatically result in the issuance of a license. Candidates have to pass the Praxis-II ESOL exam in order to get TESOL-certified.

TESOL Certificate Outside of Ohio

The requirement stipulated by the licensing bureau across the nation may vary. Students seeking TESOL Endorsement in a state other than Ohio or in a country other than the United States are advised to contact the licensing bureau in that state or country to determine the applicability of the UC TESOL certificate endorsement courses.

Application Requirements

- Applicants must have an undergraduate GPA of at least 3.0 on a 4.0 scale.
- Applicants must submit two letters of recommendation.

Applications are made online at: www.grad.uc.edu

Transcripts should be sent to:

Ms. Beverly Reese
College of Education, Criminal Justice and Human Services
PO Box 210022
Cincinnati, OH 45221-0022
USA

For further information about the scope and content of the program, please contact:

Dr. Hye Pae

hye.pae@uc.edu; 513-556-7112

For further information about the making an application, registering for classes, or practicum approval please contact:

John Holbrook

john.holbrook@uc.edu; 513-556-4679

**MEd in Literacy and Second Language Studies
PreK-16 Reading Instruction Focus**

Program Overview:

The Master’s degree program in Literacy and Second Language Studies, Literacy Instruction Specialization, 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 and evaluation of reading and writing difficulties and critical analysis of classical and current research in literacy are stressed.

This graduate program offers comprehensive and in-depth 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. Candidates in the program will be encouraged to view their work within the broader contexts of literacy, culture, and schooling.

The Program of Study:

This program is designed to meet the International Reading Association’s 2010 Standards for Reading Professionals. In addition, coursework for the State of Ohio’s Reading Endorsement is included in the Master’s Degree program, Literacy Instruction Specialization. The Reading Endorsement is added to a teacher’s current teaching certificate or license. Students must have a valid teaching certificate or license to be eligible for the Ohio Reading Endorsement. Coursework for the Reading Endorsement consists of 15 semester hour credits. Students are required to earn a minimum of B- on all required coursework.

Course Number and Title:

Credit Hours:

(Courses Required for both the M.Ed. and Ohio Reading Endorsement)

LSLS 7026: Literacy Learning and Instruction PreK-12	3 credits
LSLS 7027: Theory to Practice: Models of Literacy	3 credits
LSLS 7028: Literacy Assessment, Instruction, and Practicum I (LSLS 7026 is pre- or co-requisite)	3 credits
LSLS 7029: Literacy Assessment, Instruction, Practicum II (LSLS 7028 is prerequisite)	3 credits
LSLS 7031: Principles of Organizing a Literacy Curriculum	3 credits

Total Credit Hours: 15

When students have completed the coursework for the Ohio Reading Endorsement listed above, they are eligible to take the Praxis II National Teachers Examination Test: Teaching of Reading, Test #0204. Additional information about the Reading Endorsement is found at the end of this document.

Additional Courses required for the M.Ed. in Literacy: MEd Core courses

(9 semester hour credits)

Students in both the Literacy and the Teaching English as a Second Language specializations take these courses.

LSLS 7053: Foundations of First and Second Language Learning	3 credits
LSLS 7054: Literacy as a Linguistic and Cultural Tool	3 credits
LSLS 7057: Master's Culminating Experience: LSLS	3 credits

Culminating Experience:

The program of study for the Master's Degree in Literacy and Second Language Studies (Literacy Specialization) ends with an in-depth culminating experience. In the form of a Project or Thesis, the student conducts an in-depth study on a literacy topic of personal professional interest, guided by his/her advisor. The decision of whether to do a Project or a Thesis is made by the student in association with his/her faculty advisor. Students may opt for the Project plus an additional 2 elective courses or the Thesis (a more rigorous study) with 1 additional elective course. LSLS 7057 is required for all students, regardless of whether they select the Project or the Thesis option and your advisor may recommend that you take an additional research course before commencing your Project or Thesis. For students selecting the Thesis option, LSLS 7058 is also required.

Elective Courses:

For Master's Project Option	2 elective courses (6 credits)
For Master's Thesis Option	1 elective course (3 credits)

TOTAL: 30 graduate semester credits

Recommended Language & Literacy Electives:

- LSLS 7033: Seminar: Literature for Children and Adolescents
- LSLS 7032: Teaching Literature of Ethnic American Populations
- LSLS 8032: Language and Emergent Literacy
- LSLS 8036: Adolescent Literacy
- LSLS 7016: Adolescent Literature, Media, and Popular Culture
- LSLS 8040: Survey of Research in Reading and Writing
- LSLS 7051: Seminar in Literacy and Second Language Studies
- LSLS 8041: Current Issues in Literacy

Recommended Curriculum & Instruction Electives:

- CI 7001 Educational Research for Masters Students
- CI 7003 Teaching and Learning in Diverse Classrooms

CI 7006 Global Education: Immigrant Children and Their Families
CI 7031 Research in Science Learning
CI 7032 Science Learning in Laboratory and Inquiry Settings
CI 7042 Math as an Interdisciplinary Topic
CI 7050 Using Literature in Social Studies
CI 7070 Applications and Issues of Technology in the Classroom

Recommended Special Education Electives:

SPED 6001 Individuals with Exceptionalities
SPED 6002 Engaging and Supporting Families with Members with Disabilities
SPED 7051 Partnerships and Collaboration
SPED 7052 Advanced Assistive Technology and Universal Design for Learning

Recommended Educational Studies Electives:

EDST 8034 Measurement and Assessment
EDST 7043 Practitioner Action Research
EDST 7000 Introduction to Research Methodology
EDST 7010 Statistical Data Analysis I

Other courses within the College or University may also serve as electives or research courses, given prior approval by the student's faculty advisor. Courses taken within 5 years prior to admission into the program may be eligible for transfer into the program if they were taken at NCATE accredited institutions and they are approved by the program faculty. Official paperwork is required and the appropriate forms may be obtained from the Director of Graduate Studies. To maintain active status in the program, students must register for at least one credit every academic year. Degree requirements must be completed within 5 years of date of admission.

Additional Information about the Ohio Reading Endorsement:

When students have completed the coursework for the Reading Endorsement listed previously, they are eligible to take the **Praxis II National Teachers Examination Test: Teaching of Reading**, Test # 0204. A passing score of 154 or higher on this test is required by the State of Ohio to earn the Reading Endorsement. The endorsement is added to the student's current teaching certificate or license. Applications and information can be found online at www.ets.org/praxis. If you are not a certified or licensed teacher, you are not eligible to take the exam or apply for the Ohio Reading Endorsement, although you may complete the coursework. If you have questions about credentialing after you pass the exam, please contact Ms. Karen Schmidt (karen.schmidt@uc.edu; 556-0297).

Admission Information and Application Procedures for the Master's Degree:

Applications are submitted online via the UC Graduate School website: www.grad.uc.edu

Applications must include the following items:

- Goal Statement, Resume (showing at least 2 years of teaching experience if you are pursuing the PreK-12 specialization)
- Letters of Recommendation (3)
- Official Undergraduate Transcript (showing GPA of at least 3.0). GRE scores are optional.

For admissions information and application procedures, please go to:

www.grad.uc.edu

Contact Information

School of Education

College of Education, Criminal Justice, and Human Services

University of Cincinnati

P.O. Box 210022

Cincinnati, OH 45221-0022

Phone #513-556-3600

Fax #513-556-1001

Email - teachereduc.grad@uc.edu

Additional Information:

Various policies may change at the University and/or College level. The Literacy and Second Language Studies Graduate Program will do its best to update the information provided in this document, but it is always the student's responsibility to consult his/her advisor and the School of Education and University of Cincinnati policies for any possible changes and additional information. An advisor is assigned to each student upon admission. Important websites to check are: <http://www.grad.uc.edu> and <http://www.cech.uc.edu/>.

**MEd in Literacy & Second Language Studies
PreK-16 Teaching English as a Second Language Specialization**

Program Overview

The Master's degree program in Literacy and Second Language Studies, *PreK-16 Teaching English as a Second Language Specialization*, offers two options: PreK-12 track or the Adult/International track. Each track is outlined below.

1. M.Ed. PreK-12 track

The Preschool to Grade 12 (PreK-12) M.Ed. Track is geared toward individuals who are licensed in single or multiple subject areas and are interested in teaching English as a Second Language (ESL). The program is designed to meet the national TESOL standards. The aim of the program is to prepare theoretically informed and practically equipped, *caring, committed, and competent ESL teachers*, curriculum developers and consultants, as well as 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.

2. M.Ed. Adult/International track

The Adult/International Track of the M.Ed. program is geared toward individuals who are interested in teaching English as a Second/Foreign Language (ESL/EFL) in international language schools, community colleges, or, for currently licensed teachers, in the public school system. This program is designed to meet international TESOL standards. The aim of the program is to prepare theoretically informed and practically equipped *caring, committed, and competent* ESL/EFL teachers, curriculum developers and consultants, as well as program administrators for schools, colleges, university ESL and Intensive English Programs (IEPs) and corporations. Graduates of this program may also work as writers and researchers for publishers and/or other relevant organizations. This track includes coursework required for the Graduate Certificate in Adult/International TESL.

Program Requirements

Different tracks within the M.Ed. have different requirements, with a minimum of 30 semester credits required for completion of the M.Ed. A core set of courses is shared among students in all tracks. All students also take a set of electives, selected in association with their faculty advisors, and complete a culminating experience under the guidance of their faculty advisors. In addition, students take a set of courses based on their specific tracks. Required core courses, required strand-specific courses, electives, and the culminating experience are outlined in the next sections.

Core Courses: Required of all M.Ed. Students (9 semester credit hours)

LSLS 7053: Foundations of First and Second Language Learning	3
LSLS 7054: Literacy as a Linguistic and Cultural Tool	3
LSLS 7057: Master's Project: Literacy and Second Language Studies	3

Strand-Specific Courses

1. M.Ed. PreK-12 (21 semester credit hours)

LSSL 8060: Content-Based Second Language Education	3	
LSSL 7060: Applied Linguistics	3	
CI 7006: Immigrant Children & Families	3	
LSSL 7064: PreK-12 Methods of Teaching ESL I		3
LSSL 7065: PreK-12 Methods of Teaching ESL II		3
LSSL 7078: Practicum in Teaching English as a Second Language		3
LSSL 7068: Sociolinguistics and Bilingual Education		3

2. M.Ed. Adult/International track (21 semester credit hours)

LSSL 8060: Content-Based Second Language Education	3	
LSSL 7060: Applied Linguistics		3
CI 8006: Global Ed: Educational Systems	3	
LSSL 8061: Teaching and Assessing College ESL: Reading and Writing 3		3
LSSL 8062: Teaching and Assessing College ESL: Oral	3	
LSSL 7068: Sociolinguistics and Bilingual Education	3	
LSSL 7071: Adult/International Practicum	3	

Students in the Adult/International track are strongly encouraged to consult their advisors for their credit hour requirements and practicum location choices. The Program provides opportunities for students to have international practicum experience, but practica may also be done domestically in sites approved by the program.

Culminating Experience

The program of study for the Master's Degree in Literacy and Second Language Studies (Literacy Specialization) ends with an in-depth culminating experience. In the form of a Project or Thesis, the student conducts an in-depth study on a literacy topic of personal professional interest, guided by his/her advisor. The decision of whether to do a Project or a Thesis is made by the student in association with his/her faculty advisor. LSSL 7057 is required for all students, regardless of whether they select the Project or the Thesis option. For students selecting the Thesis option, LSSL 7058 is also required.

TOTAL: 30 graduate semester credits

Courses taken prior to admission into the program may be eligible for transfer into the program, if taken within 5 years prior to admission and if approved by the program faculty. Official paperwork is required and the appropriate forms may be obtained from the Director of Graduate Studies. To maintain active status in the program, students must register for at least one credit every academic year. Degree requirements must be completed within 5 years of date of admission.

Admission Information and Application Procedures for the Master's Degree

Applications are submitted online via the UC Graduate School website: www.grad.uc.edu

Applications include: Goal Statement, Resume, Letters of Recommendation (3), and Official Undergraduate Transcript (showing GPA of at least 3.0). GRE scores are optional.

For admissions information and application procedures, please go to:

www.grad.uc.edu

Contact Information

School of Education
College of Education, Criminal Justice, and Human Services
University of Cincinnati
P.O. Box 210022
Cincinnati, OH 45221-0022
Phone #513-556-3600
Fax #513-556-1001
Email - teachereduc.grad@uc.edu

Additional Information:

Various policies may change at the University and/or College level. The Literacy and Second Language Studies Graduate Program will do its best to update the information provided in this document, but it is always the student’s responsibility to consult his/her advisor and the School of Education and University of Cincinnati’s policies for any possible changes and additional information. An advisor is assigned to each student upon admission. Important websites to check are: <http://www.grad.uc.edu> and <http://www.cech.uc.edu/>.

**EdD in Literacy and Second Language Studies
PreK-16 Literacy Instruction Focus**

Program Overview:

The purpose and mission of the doctoral specialization in PreK-16 Literacy Learning and Instruction is to prepare literacy professionals who will hold research and literacy education positions in universities across the country as well as for roles in local, regional, state, or national educational agencies and corporations. Through strong theory and research-based training, the program of study emphasizes the importance of social opportunity and educational access. It addresses the cognitive, linguistic, social, cultural, political, and economic factors that impact literacy teaching and learning at all levels of development. The program prepares candidates to provide important leadership locally as they contribute to a national research community. To that end, doctoral students engage in a variety of guided experiences that blend theory, research, and instruction.

The doctoral program requires a minimum of 60 semester credit hours, as described below. At least one year of the doctoral program must be completed through full time study. *Doctoral candidates may not hold full-time employment during the year of full-time study.*

Overview of the Doctoral Program of Study:

Credit Hours:

LSLS 9055: Doctoral Seminar in Literacy and Second Language Studies	3 credits
LSLS 9050: Colloquium in Literacy and Second Language Studies (taken each semester prior to candidacy)	(1 credit)
LSLS 9051: Mentored Research	(3-6 credits)
LSLS 9021: Frameworks for Literacy Research	(3 credits)
LSLS 9022: Guided Literacy Research	(3 credits)
Advanced Seminars in Literacy and Related Fields	(minimum 6 credits)
Research Courses (including at least one year-long research tools sequence)	(minimum 12 credits)
Electives	(minimum 12 credits)
LSLS 9090: Dissertation Guidance	(6-30 cr.)

Total: 60 semester credit hours

Program of Study:

The doctoral program in Literacy and Second Language Studies has been designed to provide you with a strong foundation in elements of reading and interpreting research, as well as designing, implementing, and reporting on your own original investigations. Through a combination of required courses and electives, selected based on your particular area(s) of interest and with counsel from your advisor and program committee, you will design a program uniquely suited to your interests and professional goals.

Required Courses in Literacy and Second Language Studies

In your first year of study, you are required to take ***LSLS 9055: Doctoral Seminar in LSLS***. This course combines students concentrating on PreK-16 Literacy Learning with students concentrating in PreK-16 Teaching English as a Second Language for an introductory experience designed to acquaint you with various approaches to research and how to read and interpret research in literacy and second language studies. Later, you will take ***LSLS 9021: Frameworks for Literacy Research***, which focuses on contemporary issues and trends in the field of literacy. Another required course is ***LSLS 9022: Guided Literacy Research***. In this course, you are responsible for designing, implementing and reporting on an original research study. Students may take this course after completing 20 hours of doctoral coursework to include: 9021, 9055, and some research methods courses.

****Acceptable Courses to Fulfill Research Requirement***

Note: Research courses offered in other programs may also be acceptable. Decisions on these courses must be made in consultation with your advisor and your program committee.

EDST 7000	Intro. To Research Methodology	EDST 8051	Qualitative Methods I
EDST 7010	Statistical Data Anal. I	EDST 8052	Qualitative Methods II
EDST 7011	Statistical Data Analy. II	EDST 8053	Feminist Qualitative Methods
EDST 8000	Paradigms of Inquiry	EDST 8080	Qual. Rsch. Synthesis
EDST 8021	Action Rsch. I	EDST 8086	Experimental & Quasi-Exp. Rsch.
EDST 8022	Action Rsch. II	EDST 8088	Item Response Theory
EDST 8041	Multivariate Anal.	EDST 8091	Quantitative Rsch. Sem. I: Design
EDST 8042	Multilevel, Longitudinal, & Structural Modeling	EDST 8092	Quant. Rsch. Sem. II: Data Collec. & Anal.
EDST 8048	Rsch. Seminar in Oral History		

Elective Coursework in Literacy and Second Language Studies

Elective coursework shall consist of at least 12 credit hours. *These courses must constitute a coherent, integrated program of study which is to be explicated in the Program of Study document (see below).* The majority of elective hours must be at the 800 / 900 level.

LALS8040 Research in Reading is strongly recommended for all doctoral candidates and may be required, based on the candidate's previous experiences. The course focuses both on content (classic and current research in the field) and the fundamental skills necessary to analyze research.

** Mentored Research in Literacy (LALS9051 & 9052)*

The purpose of the Mentored Research experience is for the doctoral candidate *to assist* the Research Mentor. *The candidate is not to conduct her or his own research project.* Rather, the doctoral candidate is apprenticed into a research culture by assisting with the Mentor's on-going work. Mentored Research may be taken for 3-6 credits and may be taken up to two times during the doctoral program. Mentored Research is taken by permission of the Research Advisor directing the experience.

The following pertain to ways of determining whether students are making adequate progress through the program and, eventually, whether they can advance to candidacy.

Form the Doctoral Advisory Committee:

- The committee must have a minimum of three members (and a maximum of six). The Chair of the committee and one other member must be faculty in the Literacy & Second Language Studies Program. One member of the committee must be from *outside* the Literacy & Second Language Studies program.

Preliminary Hearing:

- The Preliminary Hearing is a meeting scheduled to allow the candidate to submit a *Program of*

Study to the Doctoral Advisory Committee for approval. The *Program of Study* document lists the required courses as specified in this advising guide and makes explicit the student's elective coursework, Advanced Seminars or equivalents, research courses and tools sequence, and courses brought in from the master's degree. The document must also indicate during which period of study the doctoral candidate will attend as a full-time student.

- After the Preliminary Hearing, students must successfully complete two experiences to qualify for candidacy: The Qualifying Exam and the Pre-Dissertation Research Paper. The student, in consultation with his/her advisor and Doctoral Advisory Committee will determine which qualifying experience to pursue first.

Qualifying Exam:

Summary: The qualifying exam will consist of two parts: an independent written exam followed by an oral defense.

Independent Written Exam:

1. Near the end of a student's coursework, he/she will take an independent written exam that consists of three pieces of writing.
 - The student will have one term to complete all three pieces of writing.
2. The pieces of writing will reflect a student's knowledge in three areas: the general field, area of specialization, and methodology.
 - Specifically, each written piece will answer a question developed by the student and his/her academic committee related to general knowledge of the field, area of specialization, and methodology.
 - a. Thus we will be assessing a student's breadth and depth of understanding as well as their knowledge of methodology.
 - b. Suggested length for each written product is: 12-15 pages for the general field question, 20-25 pages for the area of specialization question, and 12-15 pages for the question related to methodology.
3. These pieces of writing will be informed by a readings list of approximately 75 works that a student must read before he/she takes the independent written exam.
 - a. The readings list is generated by the student and his/her advisor and academic committee. The student's academic committee should review and approve this list.
 - b. The readings list will consist of readings in each of three areas: area of specialization, general field readings, and methodology.
 - i. The readings list should include a variety of works (e.g., books, empirical studies, book chapters, manifestos, etc.)
 - ii. Because works vary in length, a suggested exchange is 3 "some things" for 1 book.
 - c. Conversation about this readings list should begin early in a student's coursework between his/her advisor and academic committee (e.g., in the student's first year, he/she could begin general field readings and then when ready might articulate area of specialization)
 - d. In addition to listing the readings, students will provide a rationale for the readings.

Oral Defense:

1. Following the student's submission of the independent written exam, he/she will have an oral defense of his/her written products with his/her academic committee.
2. The defense will be an opportunity for the student and his/her academic committee to clarify his/her writing or other related issues.
3. The oral defense will have three outcomes: pass the qualifying exam, fail the qualifying exam or action plan.

Pre-Dissertation Research:

For this checkpoint, doctoral students will conduct an independent research project, which may take the form of:

- document research (e.g., a meta-analysis of existing research), or
- empirical research (which requires a proposal and IRB approval).

Once the study is complete, students will prepare a comprehensive research report, which shall include the components of a research report, as appropriate (i.e., statement of the problem and rationale for the study; theoretical framework; literature review; research question(s); methods; results; conclusions; implications).

- An abstract of 150-200 words is required.
- The manuscript shall be approximately 6000 words, excluding references.
- The manuscript is due to the Doctoral Advisory Committee three weeks prior to the Checkpoint Hearing.
- The manuscript must be of publishable quality and submitted to a Tier II (regional) or higher tier journal.
 - Students will provide evidence to the committee of the editor's receipt of the manuscript.

(The purpose of the submission requirement is to expose students to the larger scholarly community.)

- It is understood that students will also submit proposals to regional / national professional conferences.
- Students will be required to attend one doctoral dissertation defense prior to candidacy.

Pre-Candidacy Progress Review:

- *Advancement to Candidacy:*

At the end of the Progress Review, each candidate's Doctoral Advisory Committee will review the evidence provided and either

 - (a) recommend advancement to candidacy, or
 - (b) provide the doctoral candidate the opportunity to complete an additional plan for development and then resubmit the materials. If the candidate's work is judged unsatisfactory

following the second submission, he or she will be terminated from the program.

- Each candidate must also meet the requirements for candidacy as outlined in the *Policies for Doctor of Education and Doctor of Philosophy Degree Handbook*.

When the Progress Review Hearing is complete, the Doctoral Advisory Committee is disbanded and the Doctoral Dissertation Committee is formed.

Form the Doctoral Dissertation Committee:

- The doctoral candidate will form a Dissertation Committee that will guide and support the inception, conduct, and completion of the dissertation topic selected for study. Students may invite members who served on the Doctoral Advisory Committee to also serve on the Dissertation Committee, although this is not obligatory.
- Each committee shall have a minimum of three (and a maximum of six) members. Each member of the committee should be chosen so that he or she can provide support to the overall structure of the student's dissertation. The Dissertation Chair and one other committee member must be Literacy and Second Language Studies Graduate Program faculty members.
- One member of the committee must be from *outside* the degree program, at least one faculty member should be knowledgeable in the content and literature of the proposed dissertation topic, and at least one faculty member should be experienced in the research methodology to be employed in the study. Students are strongly advised to form their committees in close consultation with their advisors.

Dissertation Proposal Hearing:

- The candidate will write the dissertation proposal under the guidance of her or his Dissertation Chair.
- The final proposal document is submitted to the Dissertation Committee for approval during the Dissertation Proposal Hearing.

Annual Reviews of Student Progress:

All doctoral students are required to complete an annual review of progress with their faculty advisor during the spring term of each academic year. It is the shared responsibility of students and faculty advisors to set a time for this review however it is the student's responsibility to initiate the meeting. If, for some reason, the student and the advisor cannot agree upon a meeting time, the student should contact the Program Coordinator. Once the review is completed the Annual Doctoral Review form must be completed and signed by the student and advisor. The student should keep a copy and a copy should be placed in the student's file.

The purpose of the review is to ensure that each doctoral student receives feedback on his/her progress toward degree completion. The review should begin with a discussion of the Program Plan established during the Preliminary Hearing allowing for modifications to the plan if needed. For first year doctoral candidates the preliminary hearing and annual review may take place together.

The following items should be discussed in annual reviews:

- a) Course completion and success. Any Incompletes in course work should be addressed at this time and a written and signed plan for completion created.

- b) Research Experiences. Research experiences should be summarized and discussed. A plan for future research should be established.
- c) Student Writing. The student should bring a writing sample and be prepared to discuss writing strengths, weaknesses and growth as an academic writer.
- d) Students in candidacy should bring their dissertation timeline with them.
- e) Student Questions, Concerns, and Professional Goals. The candidate should come prepared to discuss each of these, as relevant.
- f) Advisor Feedback. The advisor will share her/his feedback on the student's progress, including any questions or concerns.

The intention of the annual review is to insure that students are able to make satisfactory degree progress through the doctoral program. If a student is determined to not be making satisfactory progress, the annual meeting provides a formal opportunity for the student and advisor to create an Action Plan to meet the student's needs while adhering to the requirements of the program. The Action Plan becomes an agreed upon contract for the student. Failure to meet the requirements of an Action Plan can result in the loss of satisfactory standing in the program and lead to dismissal.

Admission Information:

The last date of entry to the EdD program is Fall 2012. Subsequently, the PhD in Educational Studies will offer specialization in (1) Literacy and (2) Teaching English as a Second Language. For more information about this program, consult the Graduate Handbook for Educational Studies or contact the School of Education.

Additional Information

In addition, various policies may change at the university and/or college level. The Literacy and Second Language Studies Graduate Program will do its best to update the information provided in this document, but it is always the students' responsibility to check with their advisors, the college and the university and follow the most current policies. An advisor is assigned to each student upon admission. Important websites to check: <http://www.grad.uc.edu> and <http://www.cech.uc.edu/>.

EdD in Literacy and Second Language Studies Teaching English as a Second Language Focus

Program Overview:

Teaching English as a Second Language (TESL) is a strand of the Literacy and Second Language Studies Program. Therefore, it's referred to as Literacy and Second Language Studies Graduate Program, which offers a doctorate specializing in TESL. The Literacy and Second Language Studies Graduate Program 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. It creates professional and scholarly opportunities for students to become theoretically informed and practically equipped, *caring, committed, and competent educators and scholars*. The Literacy and Second Language Studies program also encourages individuality and creativity where faculty, students, and staff contribute toward the common good of the program through expression of their views and their work. The program aligns its mission with the UC|21, Ohio TESOL, and National TESOL missions.

The Literacy and Second Language Studies doctoral program prepares future university and college professors, researchers, and curriculum specialists in TESL and Teaching English as a Foreign Language (TEFL) fields. It develops students' expertise in second language acquisition and socialization theories and research related to TESL and TEFL. The program encourages and prepares students to conduct sociolinguistic and psycholinguistic research on language teaching and learning as well as language policy development and implementation in various educational and sociocultural contexts. Through strong theory and research-based training, the program of study 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 (ESL) and English as a Foreign Language (EFL) teaching and learning at all levels of development. Doctoral students engage in a variety of guided experiences that blend theory, research, and instruction.

Overview of the Doctoral Program of Study:

This section of the document shows a carefully planned course of study that helps doctoral students fulfill the requirements of their doctoral studies in the Literacy and Second Language Studies program. All the required and suggested courses are meant to prepare students for their dissertation research and their growth as future professors and researchers. The procedural information is meant to help students navigate during their studies. Students are encouraged to work with their advisors closely in implementing this plan. Note that all course credits are semester credits.

Students who have not been registered for at least one graduate credit hour that contributes to degree requirements (as determined by the graduate program) in an academic year are considered inactive. Students who have been unenrolled in classes for more than 3 years are not eligible for reinstatement and must reapply for admission to the University.

Overview of the Doctoral Program of Study:

LSLS 9055: Doctoral Seminar in Literacy and Second Language Studies	(3 cr.)
LSLS 9050: Colloquium in Literacy and Second Language Studies (taken each semester prior to candidacy)	(1 cr.)

LSLS 9051: Mentored Research	(3-6 cr.)
LSLS 9061: Foundations of Second Language Acquisition	(3 cr.)
LSLS 9062: Advanced Study of Second Language Acquisition	(3 cr.)
Research Seminars in Literacy	(6 cr.)
Advanced Seminars in Literacy	(6 cr.)
Research Courses (including at least one year-long research tools sequence)	(12 cr.)
Electives	(minimum:12 cr.)
LSLS 9090: Dissertation Guidance	(6-30 cr.)

Total: 60 semester credit hours

***Acceptable Courses to Fulfill Research Requirement**

Note: Research courses offered in other programs may also be acceptable. Decisions on these courses must be made in consultation with your advisor and your program committee.

EDST 7000	Intro. To Research Methodology	EDST 8051	Qualitative Methods I
EDST 7010	Statistical Data Anal. I	EDST 8052	Qualitative Methods II
EDST 7011	Statistical Data Analy. II	EDST 8053	Feminist Qualitative Methods
EDST 8000	Paradigms of Inquiry	EDST 8080	Qual. Rsch. Synthesis
EDST 8021	Action Rsch. I	EDST 8086	Experimental & Quasi-Exp. Rsch.
EDST 8022	Action Rsch. II	EDST 8088	Item Response Theory
EDST 8041	Multivariate Anal.	EDST 8091	Quantitative Rsch. Sem. I: Design
EDST 8042	Multilevel, Longitudinal, & Structural Modeling	EDST 8092	Quant. Rsch. Sem. II: Data Collec. & Anal.
EDST 8048	Rsch. Seminar in Oral History		

Elective Coursework in Literacy and Second Language Studies

Elective coursework shall consist of at least 12 credit hours. *These courses must constitute a coherent, integrated program of study which is to be explicated in the Program of Study document (see below).* A minimum of 50% of elective hours must be at the 800 / 900 level.

LSLS8040 Research in Reading is strongly recommended for all doctoral candidates and may be required, based on the candidate's previous experiences. The course focuses both on content (classic and current research in the field) and the fundamental skills necessary to analyze research. This course is typically offered every other year.

* *Mentored Research in Literacy (LSLS9051 & 9052)*

The purpose of the Mentored Research experience is for the doctoral candidate *to assist* the Research Mentor. *The candidate is not to conduct her or his own research project.* Rather, the doctoral candidate is apprenticed into a research culture by assisting with the Mentor's on-going work. Mentored Research may be taken for 3-6 credits and may be taken up to two times during the doctoral program. Mentored Research is taken by permission of the Research Advisor directing the experience.

The following pertain to ways of determining whether students are making adequate progress through the program and, eventually, whether they can advance to candidacy.

Form the Doctoral Advisory Committee:

- The committee must have a minimum of three members (and a maximum of six). The Chair of the committee and one other member must be faculty in the Literacy & Second Language Studies Program. One member of the committee must be from *outside* the Literacy & Second Language Studies program.

Preliminary Hearing:

- The Preliminary Hearing is a meeting scheduled to allow the candidate to submit a *Program of Study* to the Doctoral Advisory Committee for approval. The *Program of Study* document lists the required courses as specified in this advising guide and makes explicit the student's elective coursework, Advanced Seminars or equivalents, research courses and tools sequence, and courses brought in from the master's degree. The document must also indicate during which period of study the doctoral candidate will attend as a full-time student.
- After the Preliminary Hearing, students must successfully complete two experiences to qualify for candidacy: The Qualifying Exam and the Pre-Dissertation Research Paper. The student, in consultation with his/her advisor and Doctoral Advisory Committee will determine which qualifying experience to pursue first.

Qualifying Exam:

Summary: The qualifying exam will consist of two parts: an independent written exam followed by an oral defense.

Independent Written Exam:

- Near the end of a student's coursework, he/she will take an independent written exam that consists of three pieces of writing. The student will have one term to complete all three pieces of writing.
- The pieces of writing will reflect a student's knowledge in three areas: the general field, area of specialization, and methodology.
 - a. Specifically, each written piece will answer a question developed by the student and his/her academic committee related to general knowledge of the field, area of specialization, and methodology.
 - b. Thus we will be assessing a student's breadth and depth of understanding as well as their knowledge of methodology.

- c. Suggested length for each written product is: 12-15 pages for the general field question, 20-25 pages for the area of specialization question, and 12-15 pages for the question related to methodology.
- These pieces of writing will be informed by a readings list of approximately 75 works that a student must read before he/she takes the independent written exam. The readings list is generated by the student and his/her advisor and academic committee. The student's academic committee should review and approve this list.
- The readings list will consist of readings in each of three areas: area of specialization, general field readings, and methodology.
 - a. The readings list should include a variety of works (e.g., books, empirical studies, book chapters, manifestos, etc.)
 - b. Because works vary in length, a suggested exchange is 3 "some things" for 1 book.
- Conversation about this readings list should begin early in a student's coursework between his/her advisor and academic committee (e.g., in the student's first year, he/she could begin general field readings and then when ready might articulate area of specialization)
- In addition to listing the readings, students will provide a rationale for the readings.

Oral Defense:

- Following the student's submission of the independent written exam, he/she will have an oral defense of his/her written products with his/her academic committee.
- The defense will be an opportunity for the student and his/her academic committee to clarify his/her writing or other related issues.
- The oral defense will have three outcomes: pass the qualifying exam, fail the qualifying exam or action plan.

Pre-Dissertation Research:

For this checkpoint, doctoral students will conduct an independent research project, which may take the form of:

- document research (e.g., a meta-analysis of existing research), or
- empirical research (which requires a proposal and IRB approval).

Once the study is complete, students will prepare a comprehensive research report, which shall include the components of a research report, as appropriate (i.e., statement of the problem and rationale for the study; theoretical framework; literature review; research question(s); methods; results; conclusions; implications).

- An abstract of 150-200 words is required.
 - The manuscript shall be approximately 6000 words, excluding references.
- The manuscript is due to the Doctoral Advisory Committee three weeks prior to the Checkpoint Hearing.

- The manuscript must be of publishable quality and submitted to a Tier II (regional) or higher tier journal.
 - Students will provide evidence to the committee of the editor's receipt of the manuscript.

(The purpose of the submission requirement is to expose students to the larger scholarly community.)

- It is understood that students will also submit proposals to regional / national professional conferences.
- Students will be required to attend one doctoral dissertation defense prior to candidacy.

Pre-Candidacy Progress Review:

- *Advancement to Candidacy:*

At the end of the Progress Review, each candidate's Doctoral Advisory Committee will review the evidence provided and either

(a) recommend advancement to candidacy, or

(b) provide the doctoral candidate the opportunity to complete an additional plan for development and then resubmit the materials. If the candidate's work is judged unsatisfactory following the second submission, he or she will be terminated from the program.

- Each candidate must also meet the requirements for candidacy as outlined in the *Policies for Doctor of Education and Doctor of Philosophy Degree Handbook*.

When the Progress Review Hearing is complete, the Doctoral Advisory Committee is disbanded and the Doctoral Dissertation Committee is formed.

Form the Doctoral Dissertation Committee:

- The doctoral candidate will form a Dissertation Committee that will guide and support the inception, conduct, and completion of the dissertation topic selected for study. Students may invite members who served on the Doctoral Advisory Committee to also serve on the Dissertation Committee, although this is not obligatory. Each committee shall have a minimum of three (and a maximum of six) members. Each member of the committee should be chosen so that he or she can provide support to the over-all structure of the student's dissertation.
- The Dissertation Chair must have Graduate Faculty Status in the School of Education and (per University Graduate School requirements). The Dissertation Chair and one other committee member must be Literacy and Second Language Studies Graduate Program faculty members. One member of the committee must be from *outside* the degree program, at least one faculty member should be knowledgeable in the content and literature of the proposed dissertation topic, and at least one faculty member should be experienced in the research methodology to be employed in the study. Additionally, three members (including the Chair) must be full-time, tenure track faculty (or field-service faculty who have been granted permission from the Graduate School to serve on the Committee). Students are strongly advised to form their committees in close consultation with their advisors.

Dissertation Proposal Hearing:

- The candidate will write the dissertation proposal under the guidance of her or his Dissertation Chair.
- The final proposal document is submitted to the Dissertation Committee for approval during the Dissertation Proposal Hearing.

Annual Reviews of Student Progress:

All doctoral students are required to complete an annual review of progress with their faculty advisor during the spring semester of each academic year. It is the shared responsibility of students and faculty advisors to set a time for this review however it is the student’s responsibility to initiate the meeting. If, for some reason, the student and the advisor cannot agree upon a meeting time, the student should contact the Program Coordinator. Once the review is completed the Annual Doctoral Review form must be completed and signed by the student and advisor. The student should keep a copy and a copy should be placed in the student’s file.

The purpose of the review is to ensure that each doctoral student receives feedback on his/her progress toward degree completion. The review should begin with a discussion of the Program Plan established during the Preliminary Hearing allowing for modifications to the plan if needed. For first year doctoral candidates the preliminary hearing and annual review may take place together.

The following items should be discussed in annual reviews:

- a) Course completion and success. Any Incompletes in course work should be addressed at this time and a written and signed plan for completion created.
- b) Research Experiences. Research experiences should be summarized and discussed. A plan for future research should be established.
- c) Student Writing. The student should bring a writing sample and be prepared to discuss writing strengths, weaknesses and growth as an academic writer.
- d) Students in candidacy should bring their dissertation timeline with them.
- e) Student Questions, Concerns, and Professional Goals. The candidate should come prepared to discuss each of these, as relevant.
- f) Advisor Feedback. The advisor will share her/his feedback on the student’s progress, including any questions or concerns.

The intention of the annual review is to insure that students are able to make satisfactory degree progress through the doctoral program. If a student is determined to not be making satisfactory progress, the annual meeting provides a formal opportunity for the student and advisor to create an Action Plan to meet the student’s needs while adhering to the requirements of the program. The Action Plan becomes an agreed upon contract for the student. Failure to meet the requirements of an Action Plan can result in the loss of satisfactory standing in the program and lead to dismissal.

Admission Information:

The last date of entry to the EdD program is Fall 2012. Subsequently, the PhD in Educational Studies will offer specialization in (1) Literacy and (2) Teaching English as a Second Language. For more information about this program, consult the Graduate Handbook for Educational Studies or contact the School of Education.

Additional Information

In addition, various policies may change at the university and/or college level. The Literacy and Second Language Studies Graduate Program will do its best to update the information provided in this document, but it is always the students' responsibility to check with their advisors, the college and the university and follow the most current policies. An advisor is assigned to each student upon admission. Important websites to check: <http://www.grad.uc.edu> and <http://www.cech.uc.edu/>.

Part III. Additional Information

The Master's Project

An Option for the Culminating Experience

Master's Degree in Literacy and Second Language Studies

The Master's Project is an option for candidates who view the M.Ed. as a terminal degree. Most candidates are involved in on-going professional development, and many candidates hold positions in which they are responsible for curriculum development, program design, or policy development for their programs, schools, or districts. The Masters Project option allows candidates to use the culminating experience to demonstrate and improve their expertise in these areas. The Masters Project is guided by your advisor and supported by your enrollment in LSL 7057: Masters Culminating Experience. Students should enroll in this course the term before you wish to graduate.

Step 1: Consult with your Advisor. You should consult with your advisor well in advance of registration regarding your choice of a project as a culminating experience. You will need to have an initial discussion with your advisor to determine the general parameters of the project.

Step 2: Form a Master's Project Committee. A Master's Project Committee is comprised of at least two faculty members. After discussing your project idea with your advisor, select another faculty member from your program (in consultation with your advisor) to form your Master's Project Committee. You will need to discuss the proposed project with the potential Committee member so that he or she can make an informed decision regarding Committee membership. Normally the candidate's advisor chairs the Project Committee unless the Committee makes other arrangements.

Step 3: Write the Master's Project Proposal. Using any feedback you receive from your Committee members, and using the format outlined below, provide your Committee with a formal Master's Project Proposal, which includes a tentative calendar for project completion.

The guide below describes the structure / components of a project proposal.

Master's Project Proposal Format

Introduction, Background, and Statement of the Focus / Intent of your Master's Project:

Provide your readers with an introduction and some pertinent background information. Describe the focus or intent of your Master's Project and/or identify a specific issue, problem, or concern you will address.

Theoretical Framework and Review of the Related Research:

- (a) What will you use as a theoretical frame?
- (b) Review (rather than summarize) the research literature that is relevant to the specific focus of your Master's Project. Demonstrate the relationship between your literature review and the issue, problem, or concern you will address in your Master's Project. Are you aware of

any research that is contradictory to this perspective?

Methods, Procedures & Timeline:

Describe the procedures you will follow to complete your Master's Project. Outline what you will do in detail.

As appropriate, include information on the setting or context, participants, procedures, data sources, and any analysis / reflection you intend to complete. Will you conduct any interviews? What artifacts will you collect and examine? How are the various artifacts and documents related? How will each set of artifacts be analyzed or examined? Help your reader understand how your project focus, data sources, artifacts, participants, and the nature of your analyses are linked.

Provide a **timeline** for the Master's Project.

References:

Using APA format, include a list of **works cited**.

Step 4: Schedule the Master's Project Proposal Hearing: The Committee will hold a formal Master's Project Proposal Hearing to review your proposal. It is your responsibility, with assistance from your advisor, to arrange for an appropriate time and format for this meeting. The Committee decision on the proposal, including all modifications, must be reported in writing and a copy of this decision will be placed in your program file.

Step 5: Confer with your Advisor. With your advisor, review the deadlines for application for graduation and for defense of the project. Verify the deadline to have all grades (no Incomplete grades) and paperwork completed and turned in. Failure to complete the necessary paper work will prevent graduation.

Step 6: Confer with your Committee. As you complete the Master's Project, keep the Committee apprised of your progress and request guidance as needed. Confer with your advisor on a regular basis to report on your project and meet your deadline objectives. The project must result in some document of record. The usual form of this document is a written report but might be in the form of a computer program, slide presentation, or other media. Your Committee determines the type of documentation that must be submitted.

Step 7: Prepare a Final Draft of the Project: Present a draft of your Master's Project to your Committee members for review and suggestions at least two weeks before you intend to schedule the Masters Project Defense. Revise your draft in accordance with their suggestions.

Step 8: Schedule the Master's Project Defense: Once an acceptable document has been generated, schedule a formal Master's Project Defense.

Step 9: Defend your Master's Project: At your defense, you will make a public presentation of the project to the committee and any invited guests. At the close of that formal hearing, your committee reports its decision on the acceptability of your project. A final copy of the Master's Project is submitted to the advisor and becomes part of the program archives.

If a candidate's project is deemed unsatisfactory, he or she will have one additional opportunity to improve the work. The candidate must wait one semester, and no more than one year, before submitting a revised project that addresses the concerns expressed by the committee at the Project Defense. The candidate must defend the revised project following the procedures outlined above. Failure to defend the project successfully a second time will result in termination of the candidate's program.

Examples of Possible Master's Projects

Articulating Links between Research & Practice Curriculum Project: The goal of this project is to provide evidence-based support for a chosen curriculum and to be able to communicate and articulate that support to a variety of audiences that have a stake in education and educational policy. Identify a pedagogical approach, program, or curriculum, including a specific set of practices and techniques, and thoroughly describe that curriculum. Investigate the research that supports that curriculum. Include in your investigation any literacy theory that supports that curriculum in general, any research that supports the type of activities done in the curriculum, and any classroom research that has been done on specific aspects of that curriculum. There are three outcomes of this project: (1) a thorough description of a pedagogical approach, program, or curriculum, (2) an annotated bibliography that provides reference citations and a short (2-3 sentence) annotation for each resource used to inform effectiveness of that curriculum, and (2) a series of 2-3 page letters that articulate this evidence-based support aimed at four different audiences: a principal, a parent, a fellow teacher, and the editorial section of a major newspaper.

Professional Development Project. This project involves an in-depth study of a leading expert in our field and involves attending a professional conference and interviewing the expert. To complete this project, attend a state, regional, or national conference and interview the expert. (Obviously, the interview must be scheduled in advance.) The interview should be in-depth. Audiotape the interview for later transcription. Then, attend all of that expert's sessions at the conference and write detailed notes. (You should also attend related sessions given by other presenters.) Read any professional books / articles written by the expert. Your culminating paper will include the formal interview as well as a synthesis of what you learned from attending the conference sessions and reading the professional books / articles. This culminating paper should be of publishable quality (e.g., *Ohio Journal of the English Language Arts*.)

Teacher Research Project. This project isn't as extensive as a research study conducted for the master's thesis, but it also involves designing a study, identifying research questions, collecting data, analyzing the data, and interpreting the results. Projects of this nature must be outlined in great detail with one's advisor prior.

Publishable Papers. Students who choose to write a publishable paper for their master's project would address specific topics in great detail (e.g., ELL policy in the US; Genre Theory in respect to literacy; Gender issues and literacy learning). These papers are typically 40 – 60 pages in length and include a number of sources. The essence, the master's student becomes an expert on the research in the identified area. The candidate would target a particular journal.

Professional Development Project. The candidate who chooses this project would attend at

least one state, regional, or national conference that has many sessions on professional development in a specific field that he or she has identified as the focus of the master's project (e.g., school restructuring, collaborating with administrators). This project may include interviewing specific experts in the field. Afterward, the candidate will self-examine his or her instruction and assessment in the K-12 classroom using a teaching learning instrument. Then, the candidate will write a formal document describing the experience and demonstrating the learning and the self-examination. The candidate will conclude the paper with a review of the literature on the professional development area in order to connect his or her experience with the field (e.g., find connections and any areas of disagreement). Finally, the candidate will create suggestions for future projects in the area of professional development.

Curriculum Development Project. This project will involve creating a complete set of language arts lesson plans that include on-going assessment, a set of rubrics through which children can self-assess, and a place for teacher reflections. Create a set of these lesson plans for a particular grade level that help meet the new State Standards. On-going assessment may include anecdotal notes and suggestions for future teaching, running records, commercially produced assessments (such as provided by Rigby, the Woodcock, or others). Be sure that all assessments are developmentally appropriate and research grounded. Standards overlap; however, you should focus your project. Select a specific area of language arts on which to focus (e.g., reading comprehension, word study, fluency, spelling, literature response, critical literacy). This project would include a literature review, some historical background on standards, a perspective on how standards can be helpful if handled well, ideas about what not to do with standards, how to review standards / benchmarks, lessons to teach children what they need to know, how to avoid teaching to the test, and other relevant material.

Curriculum Development Project. This is a project on teaching English language learners' reading and writing (include spelling) in the regular classroom. Review the literature on English language learners at your grade level. Take care to ground the review in developmentally appropriate and research-based material. Create a set of lesson plans (that include on-going assessment and teacher reflection – see above) for the language diverse children you have, or will have in your classroom. Develop examples of daily schedules and classroom organization that facilitate teaching English language learners and native English speakers in the same classroom. Review materials for English language learners and include at least five examples of a typical day of teaching and assessing in your classroom. Include all children's opportunities to self-assess and self-select reading/ writing experiences and opportunities to work collaboratively.

Curriculum Development Project. The master's candidate would create the curriculum for a community-based ESL program for adult, child, or multigenerational learners. This would involve conducting a needs analysis to determine learners' needs and then using the results of the analysis to develop a series of lessons to be used with an identified population of English language learners over a specified period of time. The candidate would also identify community resources that can be used to supplement instruction or to serve as learning sites.

Program Policy Development Project: Develop a policy manual for the service of diverse (e.g., ESL) learners in your district. This type of project should be undertaken with the approval and support of your district administrators. Working with those administrators, develop a set of procedures and policies for the assessment, placement, and instruction of diverse learners across the schools in your district.

You may need to consult with other stakeholders (classroom teachers, parents) as you develop the policies.

District Program Policy Project: A project of this nature would involve the master's candidate in studying a specific, local school district to learn about its various policies for curriculum and program development. The candidate would write a formal report describing these policies and their implications.

Master's Thesis

A Culminating Experience Option

Master's Degree in Literacy and Second Language Studies

Step 1: The first step in completing a Masters thesis is to have an initial conversation with your advisor to discuss your general ideas for the research and to establish a tentative calendar for completion. In addition, you will want to notify the School of Education's Office of Graduate Studies that you intend to complete a thesis as your culminating experience.

Step 2: The second step is to demonstrate your understanding of guidelines for ethical research by completing the Collaborative IRB Training Initiative (CITI), which can be accessed at www.citiprogram.org.

Step 3: Once you have passed the IRB training module, you may develop the research proposal. Students learn to write a formal research proposal in LSL 7057. This course must be taken prior to the semester in which you plan to graduate. As you work on your proposal, remember to include, as a minimum, the following four components:

(a) A statement of the problem: The purpose of this section is to *justify* your overall topic of study and to establish the potential contribution of new research. Doing so requires that you ground your proposal in previous theory, research, and educational policy. Begin with a brief section that summarizes your proposed research project. Follow with a justification of why this is an important area of research. Explain why *research* is needed on the topic: How will knowing more about this topic address the problems or issues you've just identified? In a new paragraph, give a brief overview of the most important things that are already known about the topic. This will be a summary of the key elements of your literature review later in the proposal. Then, identify gaps in the knowledge base on this topic. Next, explain how your proposed research will fill gaps in the existing knowledge base. Describe the theoretical framework for your study, and explain why it's the most appropriate way of framing your questions, methods, and interpretations. Conclude by explaining how this new knowledge, produced by your research, will make something possible that is not possible now—in other words, explain how it will address the needs or issues identified earlier in the introduction.

(b) Review of previous research: The purpose of the review of previous research is to identify what is already known about the topic of your proposal and to highlight the gaps or limitations in the previous body of research. Synthesize and compare the findings of previous studies (not the authors' conclusions). Identify main trends and less common or unique findings, and cite specific studies as examples. Do not describe the studies one-by-one. Identify gaps and limitations in this body of research. Conclude with an overview that stresses main trends, key findings, and the most important gaps and limitations in previous research. Explain why these gaps and limitations should be addressed in future research.

(c) The questions motivating the research: What specific questions do you plan to answer with your research? These must be directly related to the gaps and limitations you have identified in your review of the research; if they are not, your proposal has no justification.

(d) Procedures to be employed: The purpose of the methods section is to detail a systematic plan for data collection and analysis. Each element of this section must be justified in terms of previous scholarship, and limitations in the methods must be clearly noted. Explain your use of each of the following elements of research methodology:

- Research design
- Setting, population, and sampling method
- Instrumentation and/or data collection procedures
- Data analysis techniques

Include the consent and/or assent forms as an appendix to the proposal. Conclude with a summary of your methods and their appropriateness for your research project.

Step 4: After your advisor approves your proposal (i.e., agrees that your proposal is complete and ready for review), you will select a committee. The committee should be comprised of at least two faculty members. The chair of your committee must be a Literacy and Second Language Studies faculty member. Normally, your advisor chairs your committee, unless other arrangements are made. Once the committee is chosen, give each member a copy of your proposal. Typically, committees are given two weeks to read the proposal prior to the Proposal Hearing.

Step 5: The fourth step in this process is the **Thesis Proposal Hearing**. Your committee will meet with you to discuss the proposal and make suggestions for revision, as appropriate. It is your responsibility, in consultation with your advisor, to schedule the date, time, and format (i.e.- Adobe Connect, Go to Meeting) for the meeting. Once the proposal is approved, your committee members will sign the School of Education's *Proposal Hearing Form*, which is placed in your program file.

Step 6: If your study involves human subjects, the proposal must then be reviewed by the University's **Institutional Review Board**. (Your advisor will guide you through this process; in fact, the advisor's signature is required on the IRB forms.) IRB materials are available online at <http://researchcompliance.uc.edu/irb/SocialGeneralInfo.html>

The IRB process may take a month or longer, and in some cases may require substantial revisions. Students who plan to conduct research with human subjects should complete their proposals at least six months in advance of their expected graduation dates.

Step 7: Conduct your research. You will need to meet regularly with your advisor as you collect and analyze your data.

Step 8: Write your thesis. Typically, you will send your advisor a draft copy of each chapter of the thesis. Once your advisor approves your thesis, you will give a copy to each of your committee members for review. You'll probably receive feedback, which you will need to incorporate in the

final manuscript. The final version of the thesis must conform to any and all guidelines described in the University's Graduate Handbook.

Step 9: After your committee members have agreed that the thesis is acceptable and is in its final form, you'll schedule a **Defense of Thesis**, which is your final meeting with your committee. At this time the thesis will be formally approved, although some revisions may still be required. Do not schedule the defense until your committee members tell you that the thesis is acceptable. You will need to schedule your defense according to the University Graduate School protocol.

Step 10: The University requires you to provide copies of your thesis. Please submit these copies along with any other required paperwork prior to the established deadlines. The University also has an option for students to submit electronic theses. As a matter of courtesy, please provide your committee members with a final copy of the thesis.

