

*Program Handbook  
Graduate Programs in  
Curriculum and Instruction  
2012-2013*

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

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## **Part I. Program Overview and General information**

### **Section 1**

#### **Program Mission Statement**

The mission of the graduate programs in Curriculum and Instruction is to develop educational leaders for a variety of settings. The program prepares educators to generate, use, and critically examine research in learning and teaching in order to enhance educational practices for learners in formal and informal educational settings across the age span.

#### **Goals**

1. To create scholars and educators who are engaged in intellectual discussions that lead individuals to refine and redefine their working assumptions, values, and guiding theories of practice in an ongoing process in order to better meet the needs of their learners.
2. To develop scholars and educators who are able to interpret, respond to, and contribute to current research in curriculum and instruction by participating in and assuming leadership in professional organizations.
3. Prepare scholars, educators, curriculum developers, and researchers who can serve as professional educators within schools, universities, and the community.
4. Reflect the diverse nature of curriculum and instruction through courses, program, research, and the recruitment of faculty and students.

## Program Strands

a. M.Ed. Curriculum and Instruction – Distance Learning (CI-DL)

This program allows candidates to complete the full 30 semester credits masters degree in an online environment. The program is designed for practicing educators who are interested in enhancing their knowledge base in teaching and learning and educational research. In addition this distance degree serves as an extension from the National Boards for Practicing Teachers, STEM Education and Teacher Leader certificates, and the Teaching English as a Second Language and Gifted Education endorsements. Educators enrolled in certificates or endorsements may complete 15 credits in these areas prior to enrollment in masters degree and then complete their certificates or endorsements as their areas of specialization within the degree. This program is accredited by NCATE and aligns with the goals of UC/21.

b. M.Ed. in Medical Education

The Medical Education program is designed to address the unique needs of health care professionals who want to develop advanced teaching skills and gain knowledge that has direct impact on their daily practices. This practical program will provide candidates with contemporary knowledge in educational theory, instructional techniques and educational research. The program is accredited by the Division of General and Community Pediatrics and is completed entirely online.

c. M.Ed. Initial Licensure in Middle Childhood or Secondary Education

Upon completion of one of these programs candidates will have a masters of education degree and an Ohio initial teaching license in Middle Childhood Education or Adolescent to Young Adult (Secondary) Education. These programs are accredited by NCATE and meet state requirements for licensure. Middle Childhood Education candidates are prepared to teach children in grade 4 – 9 in two different subject areas. The AYA license prepares candidates to teach children in grades 7 - 12 in one content area. Both programs are full time and require candidates to be engaged in school-based – experiences arranged by the program field coordinators. All of these programs have courses held on the UC main campus in face-to-face sessions. There are additional paper work and legal requirements that candidates must meet prior to beginning school-based experiences. Candidates who cannot meet these requirements will not be allowed to continue in the degree.

d. M.Ed. Early Childhood Education Focus

The Early Childhood Education Focus is an advanced degree program not an initial licensing program.

The program focuses on the early childhood years, birth through age eight, however, opportunities are available to explore specific ages or curriculum areas within early childhood. The program is designed to build on prior education and experience in the field of early childhood education. In addition to practicing teachers in the field, the program is appropriate for professionals interested in the development and education of young children including, but not limited to administrators, agency personnel, child life specialists, social workers, nurses, and policy advocates. The program aligns its mission with UC/21, and is accredited by NCATE.

e. M.Ed./Ed.D. in Learning and Teaching of School Subjects

The program in Teaching and Learning of School Subjects is develops 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 candidates to become theoretically informed and practically equipped practitioners and scholars. The program also encourages individuality and creativity where faculty, candidates and staff contribute toward the common good of the program through expression of their views and their work. The Masters and Doctoral program align their missions with UC/21, and the Masters program is accredited by NCATE.

f. M.Ed. in Instructional Design and Technology

The IDT is an interdisciplinary program that draws from fields such as cognitive science, education and computer science. The objective of the program is to prepare professionals for leadership roles in design, evaluation, and use of media and technology for education. By focusing on design, candidates will learn how to produce instructional technology for any content area, type of learner, or setting. Graduates of the IDT program could work in a variety of settings such as, museums, publishing companies, higher education institutions, corporate training settings, health institutions, non-profit research organizations, and educational media production companies. The focus of the program is to study the underlying learning theories and their implications for the design and use of educational media and technologies.

g. Ed.D in STEM Education Policy & Practice

The doctoral specialization in STEM Education Policy and Practice develops candidates' expertise in issues related to the integration of science, technology, engineering, and mathematics (STEM), as well as the influence of educational policy on STEM practice in settings ranging from K-12 to higher education and informal learning environments. Graduates will be qualified for faculty positions in higher education (e.g., College of Education, College of Arts & Sciences, College of Engineering, etc.), as well as leadership positions in various organizations

(informal education, K-12, regional partnerships, etc.) focused on STEM educational policy and practice. This program does not lead to a K-12 teaching credential.

**Detailed information about the Medical Education Programs can be accessed at:**  
[www.cincinnatichildrens.org/masters](http://www.cincinnatichildrens.org/masters) or contact Lea Alae @ [Lea.Alae@cchmc.org](mailto:Lea.Alae@cchmc.org)

## Section 2:

### Admission Requirements and Procedures

#### Certificates and Endorsements:

It is not necessary to be admitted to a masters degree program to work toward and earn a Certificate or Endorsement. Acceptance to these programs does not imply acceptance to a master's degree program, however candidates enrolled in a certificate or endorsement program may apply to a CI masters degree program and bring 15 credits from the certificate into the masters. Applicants should:

- Hold a Baccalaureate Degree
- Have a basic familiarity with computers and the Internet

**Certificates** are a coherent cluster of courses that develop the candidate's knowledge and skills in a particular area. They are developed by the UC and will not appear on a teaching license.

**Endorsements** meet specific State of Ohio licensing requirements and become a part of teacher licensing in the State of Ohio.

**Medical Educator Certificate** information can be obtained by contacting Lea Alae at [Lea.Alae@cchmc.org](mailto:Lea.Alae@cchmc.org)

#### Masters and Doctoral Degrees:

The following are requirements for admission:

1. **Prerequisite Degree** - The applicant must possess a Baccalaureate degree from an accredited college or university if applying for a Masters Degree. If applying for a Doctoral Degree, applicants usually possess a Masters Degree from an accredited college or university.
2. **Minimum GPA** - The applicant must have a minimum cumulative grade point average of 2.8 at the undergraduate level leading to the Bachelor Degree. An applicant who possesses a Masters Degree or has undertaken any graduate level work before applying

must have an average of at least 3.0 in their graduate work. All calculations are based on a 4.0 scale.

3. **GRE Requirements** – The Curriculum & Instruction Program has specific GRE guidelines that determine whether or not an applicant is required to submit GRE scores.

If the applicant is applying for the first masters degree program – no GRE is required of applicants with at least a 3.0 overall in undergraduate degree program.

If the applicant is applying for a second or additional masters degree program – no GRE is required with at least a 3.2 GPA in their previous graduate degree program.

If the applicant is applying for the doctoral degree program – no GRE is required if their GPA in their masters degree program is at least 3.4.

If the applicant is applying for the doctoral degree program directly out of a bachelors degree program with no masters degree – the GRE is required regardless of GPA.

4. 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 by a committee of faculty members from the program to which the candidate applied 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 must convincingly demonstrate the candidate's potential for success in graduate level work.
5. Admission decisions may not be made on the basis of race, age, sex, color, religion, sexual orientation or handicap.
6. Candidates who are not accepted for admission into a Master's Degree program may not apply to the same program for at least one academic semester, and candidates who are not accepted for admission into a Doctoral Degree Program may not apply to the same program for one year. 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. Completion of this course work does not guarantee admission into the program.

7. Advanced standing for a limited amount of course work taken prior to admittance to the program is possible. Graduate course work completed 5 or more years prior to admission will not be applied to the requirements.
8. Requirements of graduate study, as found in the University of Cincinnati Graduate Handbook (<http://www.grad.uc.edu/>) and the College of Education, Criminal Justice, & Human Services Graduate Handbook (<http://www.cech.uc.edu/>) must be followed.

**Application Procedures for M.Ed./Ed.D. Programs in Curriculum & Instruction:**

Application to all graduate studies at the University of Cincinnati is fully online. This application can be found at <http://www.grad.uc.edu/ApplyOnline.aspx>

A complete application to C&I requires:

- 1. A statement of the applicant's academic and professional goals.** Specific directions detailing what is to be included in this statement are located on the UC Graduate School admission website. This goal statement serves two purposes. It will be used as a sample of your writing quality and to insure your goals match with the program. The applicant should explain specifically what areas she or he would like to study so that an appropriate advisor may be assigned to the applicant if admitted into the program.
- 3. A résumé relevant to academic and professional data.** The submission 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. At least two 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.
- 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. Graduate Record Examination (GRE) Scores (if required see above).** Information on the procedures for taking the Graduate Record Examination can be obtained from the Student Services Center in the College of Education, Criminal Justice, and Human

Services or by visiting <http://www.ets.org>.

- 7. 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. The Test of English as a Foreign Language (TOEFL), or successful completion of ELS Level 112, is required of all applicants whose native language is not English. Expectations for TOEFL scores are a minimum of 550 (paper test), 213 (computer-based test), or 79-80 (internet-based test); a minimum score on the Test of Written English (TWE) of 4.5; and a minimum score of 50 on the Test of Spoken English. 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, <http://www.issso.uc.edu/>.

### **Application Deadlines**

Middle Childhood and Secondary Education with initial licensure admits candidates to begin in the fall semester. Applicants must apply by the fall application deadline of 12/15 in the year prior to the academic year prior to their intended start year as there are limited spaces available in these programs.

For all other on-campus programs there are two application review periods during each year. The following schedule outlines the School of Education application deadlines, application review timeline, and when notification occurs.

The distance learning program has an additional application review cycle in summer.

Graduate Application Review Schedule:		CI Graduate Handbook, Revised July 2012	
<i>Deadlines and Notification</i>	<i>On Campus CI Masters Program</i>	<i>On Campus CI Doctoral Program</i>	<i>Distance CI Masters Program</i>
Fall Application Deadline	12/15	12/15	7/15
Fall Admission Notification	2/15	2/15	8/1
Spring Application Deadline	9/1	9/1	12/1
Spring Admission Notification	10/15	10/15	12/15
Summer Application Deadline	N/A	N/A	4/1
Summer Admission Notification	N/A	N/A	4/15

### **Notification**

The program reviews the applicant's materials and informs the applicant of its decision after completing the review of the application. If the applicant is accepted, applicants must notify the program in writing of their intent to enroll. An 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 application is not accepted, the program will notify the applicant by letter of this decision.

### **Program Contact Information:**

Dr. Linda Plevyak, Program Coordinator

School of Education

College of Education, Criminal Justice, and Human Services

University of Cincinnati

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Cincinnati, OH 45221-0022

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*PLEASE NOTE: INCOMPLETE APPLICATIONS WILL NOT BE PROCESSED AND MAY NOT BE RETURNED. THIS INCLUDES, BUT IS NOT LIMITED TO, GOAL STATEMENTS, GRE AND TOEFL SCORES, TRANSCRIPTS, AND RECOMMENDATION LETTERS.*

### **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 CI 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 at: <http://www.grad.uc.edu>

On a limited basis, two types of financial awards are available to candidates through the School of Education. Applications are available by calling or visiting the School of Education, 615 Teachers College Building, (513)-556-3600. The priority application deadline for financial aid is February 15.

##### **University Graduate Scholarships (UGS)**

The UGS offers tuition scholarship and is available to both full and part-time candidates during the academic year and summer. These scholarships are competitive, dependent on availability of funds, and are awarded on an annual basis. UGS application forms are available at the school graduate office. For more information, contact **Beverly Reese** in 615 Teachers College.

##### **Graduate Assistantships (GA)**

The GA award 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 candidates at advanced levels of doctoral and master's study. Candidates receiving an assistantship must be enrolled for a minimum of 12 credits for each semester they are funded.

##### **Criteria for the Termination of Financial Aid**

According to University policy, termination of financial aid may be justified for substandard academic performance. In the School of Education, substandard academic performance is defined as follows:

1. More than three Is, UPs, or NGs on a transcript. Candidates who have more than three such grades will have to provide the reasons in writing.
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.*

## **Section 4:**

### **Important Graduate Policies**

#### **Masters Candidates**

##### **Minimum Number of Credits for Degree**

All Masters candidates must complete a minimum of 30-semester credits at the graduate level. Initial licensure programs require credits beyond 30 as determined by the specific needs of each licensure area.

##### **Full Time Status**

For candidates to be considered enrolled in full-time graduate study they must register for a minimum of ten (10) graduate credit hours per semester.

##### **Minimum credits at 700 level or higher**

Of the 30 hours required for the degree, a minimum of 15 credit hours must be courses listed at the 700 level or above for which a letter grade is received (A, B, or C). Specific programs may require more courses at the 700 level or above.

##### **Minimum Required Grade Point Average**

According to University policy, upon completion of work leading to a Graduate degree, candidates must have a minimum 3.0 grade point.

##### **Acceptance of Transfer Credits**

- A)** A maximum of 15 semester credit hours taken as a matriculated candidate in another UC college may be transferred into a candidate's program. Candidates must have earned a grade of B or higher in these courses. In no case can the Culminating Experience requirement be fulfilled by transfer of credit from another college or university.
  
- B)** A maximum of 10 semester credit hours taken as a non-matriculated candidate may be applied toward the degree. Candidates must have earned a grade of B or higher in these courses. Requests for this credit require the completion of the Recommendation for Advanced Standing Form, which is forwarded to the Graduate Division of Research and Advanced Studies. In no case can the Culminating Experience requirement be fulfilled by transfer of credit from another college or university.

### **Required Prerequisites**

Required courses or other experiences specified as prerequisites for entry into the degree program being pursued may not be used as part of the 30 hour Masters degree requirement.

### **Age of Credits**

No credits can be applied toward the requirements for the Graduate degree if the courses were completed more than 5 years prior to admission into the program.

### **Time to Degree**

All requirements for the Masters Degree must be completed within five calendar years of the candidate's first enrollment as a matriculated candidate in the College of Education, Criminal Justice, and Human Services for candidates beginning their program after Autumn 2007. Candidates matriculated prior to Autumn 2007 have seven years from their first enrollment to complete requirements. If a candidate does not meet the requirements within this time span, obtaining an extension is only possible through program action following established University policies. This requires the completion of the Graduate Student Petition for Extension form. This form can be downloaded at [www.grad.uc.edu](http://www.grad.uc.edu).

### **Action Plan**

If a candidate is not making satisfactory progress in the program, the candidate and advisor should create a problem-solving Action Plan to remediate the areas of concern. The Action Plan becomes an agreed upon contract for the candidate. Failure to create an Action Plan or to meet the requirements of an Action Plan can result in the loss of satisfactory standing in the program and lead to dismissal.

### **Maintaining Active Status in Graduate Program**

In order to maintain active status in the graduate program, you must register for at least 1 graduate credit during every academic year (fall, spring, summer).

If you have not registered for at least one graduate credit hour in your program during an academic year and wish to continue in your program, you must complete a reinstatement request and submit it to your graduate program director in order to be reinstated to active status. This form can be downloaded at [www.grad.uc.edu](http://www.grad.uc.edu). Petitions for reinstatement must be received in the Office of Research and Advanced Studies no later than three weeks prior to graduation in order for the candidate to be certified for graduation in that semester. The completed Petition for Reinstatement Form must include a timeline for program completion, a reason for the delay, signatures of the candidate's program director and college dean, and the candidate's signature. If reinstatement is approved, the candidate must pay a reinstatement fee

equal to the current tuition for one graduate credit for each of the unregistered years up to a maximum of three credits. (This is a reinstatement fee – no credit is awarded.)

Candidates who have not been enrolled in classes for more than three years are not eligible for reinstatement and must reapply for readmission to the University. Reapplication does not change the candidate's original entry date. Time to degree will be calculated from his or her first entry date. To reapply, the candidate must submit a completed Reapplication Form with the application fee to his or her graduate director. This form can be downloaded at [www.grad.uc.edu](http://www.grad.uc.edu). If readmission is approved, the candidate must pay a readmission fee equal to the current tuition for three graduate credits. (This is a readmission fee – no credits are awarded.)

## **Doctoral Candidates**

### **Number of Credits:**

A minimum of 90 semester hours of graduate credit with a minimum of 78 credit hours of course work (not including dissertation guidance) is required. The last 30 credits must be completed at the University of Cincinnati or under its direction.

### **Transfer credits:**

With approval of a candidate's committee, up to 30 hours of previous course-work (earned with a grade of B or higher) may be transferred to the doctoral program. Such coursework must be directly relevant to the candidate's proposed course of study and must replace specific courses offered at the University of Cincinnati. If these credits were earned at an institution other than University of Cincinnati, the candidate must complete a Recommendation for Advanced Standing Form. This coursework will be evaluated as part of the Preliminary Hearing. Core and Advanced Seminars cannot be replaced with transfer credits.

### **Residency:**

Two out of five contiguous semesters of full-time graduate study of at least 10 credits per quarter must be completed at the University of Cincinnati after admission to the doctoral program and prior to admission to candidacy. The residency requirement is to assure that candidates avail themselves of informal learning through continuous contact with other candidates and faculty engaged in research, collegiate governance, and academic affairs. Thus, the period of residency is a full-time commitment, which goes beyond registration for a full-time course load. It is highly recommended that candidates commit at least one year of full-time study during their doctoral program, with no other professional commitments.

**Time to Degree:**

The doctoral degree will be granted for no less than the equivalent of 3 years of full-time graduate study.

All requirements for the doctoral degree must be completed within nine consecutive years of initial enrollment. The candidate must be admitted to candidacy within five years of matriculating into the program. The candidate must have completed all course work and other experiences, including Phase I and Phase II papers, according to the approved plan within this time period. A period of at least seven months must elapse between admission to candidacy and the receipt of the degree. After the candidate has advanced to candidacy, all other requirements for the degree (dissertation proposal, dissertation, and oral defense) must be completed within four years. Failure to do so will result in loss of the candidacy status and termination of the candidate's program. Candidates may petition the Graduate Council through their program, the Associate Dean for Academic Affairs and the University Dean for extension of candidacy before its expiration or for reinstatement if candidacy has expired. This form can be downloaded at [www.grad.uc.edu](http://www.grad.uc.edu).

**Annual Review**

All doctoral candidates are required to complete an annual review of progress with their faculty advisor during the spring or summer semesters. It is the shared responsibility of candidates and faculty advisors to set a time for this review however the candidates should initiate the activity. Once the review is completed an Annual Doctoral Review form should be completed and signed by the candidate and advisor. The candidate should keep a copy and a copy should be placed in the candidates file.

The purpose of the review is to insure each doctoral candidate receives feedback on progress towards goals and degree completion. The review should begin with a discussion of the preliminary plan established during the preliminary hearing allowing for modifications to the plan if needed. For first year doctoral candidates the preliminary hearing is likely to serve as the first annual review.

The following items should be discussed in all 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) Candidates in candidacy should bring their dissertation timeline with them.



- c) Research experiences should be summarized and discussed. A plan for future research should be established.
- d) Candidate writing reviewed. The candidate should bring a writing sample and be prepared to discuss writing strengths, weaknesses and scholarship goals.
- e) Concerns, career, or other professional issues.

The intention of the annual review is to insure that candidates are able to make satisfactory degree progress through the doctoral program.

### **Action Plan**

If a candidate is not making satisfactory progress in the program, the candidate and advisor should create a problem-solving Action Plan to remediate the areas of concern. The Action Plan becomes an agreed upon contract for the candidate. Failure to create an Action Plan or to meet the requirements of an Action Plan can result in the loss of satisfactory standing in the program and lead to dismissal.

### **Maintaining Active Status in Graduate Program**

In order to maintain active status in the graduate program, a candidate must register for at least 1 graduate credit during every academic year (fall, spring, summer).

If a candidate has not registered for at least one graduate credit hour during an academic year but wishes to continue in the program the candidate must complete a reinstatement request and submit it to the graduate program director in order to be reinstated to active status. This form can be downloaded at [www.grad.uc.edu](http://www.grad.uc.edu). Petitions for reinstatement must be received in the Office of Research and Advanced Studies no later than three weeks prior to graduation in order for the candidate to be certified for graduation in that semester. The completed Petition for Reinstatement Form must include a timeline for program completion, a reason for the delay, signatures of the candidate's program director and college dean, and the candidate's signature. If reinstatement is approved, the candidate must pay a reinstatement fee equal to the current tuition for one graduate credit for each of the unregistered years up to a maximum of three credits. (This is a reinstatement fee – no credit is awarded.)

Candidates who have not been enrolled in classes for more than three years are not eligible for reinstatement and must reapply for readmission to the University. Reapplication does not change the candidate's original entry date. Time to degree will be calculated from his or her first entry date. To reapply, the candidate must submit a completed Reapplication Form with the application fee to his or her graduate director. This form can be downloaded at

[www.grad.uc.edu](http://www.grad.uc.edu). If readmission is approved, the candidate must pay a readmission fee equal to the current tuition for three graduate credits. (This is a readmission fee – no credits are awarded.)

## **Section 5:**

### **Advising and Advisors: Degree Programs**

#### **Advising**

Once a decision has been made to admit a Masters or Doctoral candidate, the candidate is assigned an official advisor. The assignment of an advisor is based primarily on the personal and professional goals shared in the Personal Goal Statement submitted with the application materials and on the track option being pursued. The program tries to match candidates with faculty who share similar interests and have the expertise to guide candidates in their programs of study.

Candidates should initiate contact with their assigned advisor as soon as possible once the admission's letter is received. During that meeting the advisor will answer any questions and begin working with the candidate on the process of planning the program of study using the "Plan of Study" form for Masters Candidates. This initial advising meeting must occur prior to the end of the semester in which the candidate begins graduate study.

During the course of the program, the candidate should meet, either face-to-face or in a formal online/phone session, with the advisor regularly. The advisor is a good source of information about the various opportunities that exist for the candidate to become involved in C&I and College activities. Candidates must meet with their assigned advisor at least once during each year in the program, preferably in the autumn of the year.

It is the candidates' responsibility to confer regularly with their advisor and make sure the advisor has approved the course choices throughout the graduate program. Although candidates are responsible for their own education and conferring with friends and other candidates can be helpful, be careful not to rely totally on self-advisement or the advisement of other candidates. In addition to providing guidance throughout the program, it is the advisor who is ultimately responsible for officially determining completion of the candidates program of study at graduation.

#### **Changing Advisors**

Although an initial advisor is assigned to each candidate at the time of admission, once a candidate begins taking courses he or she may discover that another faculty member shares similar interests. Masters candidates may request a change of advisors any time prior to the completion of 30 credits in the program. Doctoral candidates may request a change of advisor/lead mentor at anytime.

Candidates interested in changing advisors, should: 1) ask the particular faculty member if he or she is willing to serve as the new advisor; 2) inform the assigned advisor and the C&I Program Coordinator of the requested change; and 3) submit a written request to the Graduate Director for the School of Education. Although in most cases a request for a change in advisors will be honored, the Graduate Director has the right to deny a request. If a request is denied, an explanation will be provided.

## **Section 6:**

### **Graduation Information**

Candidates may graduate at the end of any of the three semesters provided they meet the necessary degree requirements and all Department and University deadlines. Candidates 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/>.

Doctoral candidates who graduate in summer and fall are invited 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/>.

### **Graduation Requirements**

Before a candidate can graduate, he or she must meet the following requirements:

1. Be registered for at least one credit in their program in the academic year, after having met minimum degree course requirements to be considered a graduate candidate throughout the academic year.
2. Have all NG, N, I, UP, SP and F grades removed for degree courses.
3. Posting of satisfactory grades for the semester of graduation.
4. 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.

## Section 7:

### C&I Lead Mentors

**Jonathan Breiner**, *Associate Professor*, Chemistry Education (Ph.D. University of Cincinnati)  
*Phone: 513-556-0713, Email: [jon.breiner@uc.edu](mailto:jon.breiner@uc.edu)*

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Faculty in other School of Education programs regularly serve as graduate faculty for CI students.

## **Part II. Detailed Strand Information**

### **Section 1: Distance Learning**

#### **Medical Education**

The Online Master of Education for Health Care Professionals is a joint program of the University of Cincinnati, Division of General and Community Pediatrics, and the University of Cincinnati, College of Education, Criminal Justice, and Human Services. It is designed to provide advanced education to health care professionals in the area of medical teaching and learning, with an emphasis on adult learning, curriculum and teaching methods, and medical education evaluation and research.

The program is aimed at physicians and health care professionals with responsibilities and interests in teaching and/or educational research and at physicians in clinical fellowships who are seeking an advanced degree alternative to traditional MPH and MS graduate degrees.

The program requires 30 credit hours of part-time coursework. Additionally, one course each year is selected for application for twenty (20) hours of Category I Continuing Medical Education credit, which satisfies the yearly requirements of most medical licensing agencies.

**Note: GRE scores are not required for applicants with an MD or PhD degree who were required to take the MCAT, GMAT, or GRE prior to admission to their doctoral degree program.**

### **Contact Information**

Lea Alae  
Program Coordinator  
Phone: 513-636-4183  
Lea.Alae@cchmc.org

## **CI Endorsements and Certificates**

### **Ohio Gifted Endorsement**

The Ohio Endorsement in Gifted Education is designed for licensed teachers who are interested in becoming specialized in teaching gifted students preschool through grade 12 (PK-12). The Endorsement is approved by the Ohio Department of Education (ODE) and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The Ohio Endorsement in gifted education requires 15 credit hours of study. It consists of 5 online courses. No degree will be awarded upon completion of this course of study; candidates who successfully fulfill all requirements will be recommended for the Ohio Gifted Endorsement.

### **Curriculum**

- 18 CI 6060 Overview of Teaching Children & Youth Who Are Gifted, Creative, or Talented
- 18 CI 6061 Creating Learning Environments for Gifted Children
- 18 CI 6062 Assessment of Children and Youth Who Are Gifted, Creative, or Talented
- 18 CI 6063 Collaboration on Behalf of Children & Youth Who Are Gifted, Creative, or Talented
- 18 CI 6064 Practicum

### **Application and registration details:**

Contact Program Coordinator Victoria Carr at [victoria.carr@uc.edu](mailto:victoria.carr@uc.edu)

### **National Board Professional Teaching Standards Certificate**

The NBPTS certificate is designed for licensed teachers who are interested in preparing a National Boards portfolio. At the completion of the certificate teachers will have the knowledge and skills to apply for National Board standing.

The NBPTS certificate requires 15 credit hours of study. It consists of 5 online courses and is designed to be completed in four consecutive quarters including one summer a quarter. Each course is 6 weeks long, with the exception of 764P and students can begin the program with any course. No degree is awarded upon completion of this course of study.



### **Curriculum**

- 18 CI 7012 Connecting Content Knowledge to National Board Standards
- 18 CI 7013 Learning Environments and Instructional Resources
- 18 CI 7014 Professional Writing for National Board Certification
- 18 CI 7015 Assessing Student Growth and Understanding
- 18 CI 7016 Family and Community Outreach

### **Application and registration details:**

Contact Program for the office of Professional Development phone 513-556-3252 or email [cech@uc.edu](mailto:cech@uc.edu)

### **STEM Educator Certificate**

The STEM educator certificate consists of 15 credits that provide a conceptual framework for developing integrated learning experiences for students. STEM education is more than just a sum of its parts (Science, Technology, Engineering, and Mathematics). It is a trans-disciplinary teaching method that engages students in complex problems that originate in the knowledge domains but must be solved by drawing on knowledge from all domains. STEM learning activities are characterized as problem- or project- based, engaging in inquiry and just-in-time learning, and a developed on with Universal Design for Learning to make learning accessible to all students. The certificate course work develops knowledge of new learning strategies and the science of learning mathematics and science. The program is appropriate for teachers in all grades, and informal or environmental educators. No degree is awarded upon completion of this course of study.

### **Curriculum**

- 18 CI 6005 Integrating STEM into Practice
- 18 CI 7032 Science Learning in Inquiry Settings
- 18 CI 7042 Mathematics as an Interdisciplinary Topic
- 18 CI 8072 Learning Sciences and Technology
- 18 CI 7010 Improving Instructional Effectiveness: Clinical Experience

### **SECTION II: CI Masters Degree Program and Areas of Specialization**

The C&I Masters degree consists of a common core of courses (15 credit hours) and an area of specialization (15 credit hours). The area of specialization is determined by the candidates' interests and professional goals. The C&I Master program can be completed through a fully online program (distance learning), through a campus –based program, or a hybrid of the two.

In this section the common masters core is defined first, and then each area of specialization is presented.

**Curriculum and Instruction Common Masters Core** **9 credits**

18 CI 7001 Educational Research for Masters Students

18 CI 7002 Curriculum and Instruction: Theories and Trends

18 CI 7003 Teaching and Learning in Diverse Schools

**Technology course: (select one)** **3 credits**

18 CI 7070 Applications and Issues of Technology in the Classroom

18 CI 7071 Design of Blended Online Learning Environments

18 CI 8070 Multimedia Studio

18 CI 8071 Advanced Multimedia Studio

18 CI 8072 Learning Sciences and Technology

18 CI 8073 Instructional Design

**Culminating Experience: Master's Project or Thesis (18 CI 7090)** **3 credits**

**Total C&I Core Requirements** **15 credits**

**Student Choice Area of Specialization Requirements (see below)** **15 credits**

**Total CI Masters Degree Requirements** **30 credits**

**Areas of Specialization**

**Teaching and Learning of School Subjects: Mathematics, Science, Social Studies**

The Master of Education in Curriculum and Instruction: TLSS program is designed for in service educators who are interested in planning, developing, implementing and evaluating their educational programs in school and non-school settings. Each area of specialization has four content specific courses that candidates select from to develop their knowledge in teaching, learning, and educational research in their content domain. The curriculum in each of these areas is highly of specialized and candidates have a great deal of latitude to design a program that fits their goals. There are 6 credit hours of required coursework for the TLSS strand, along with 9 credits of elective coursework that can be selected in consultation with your advisor.

**TLSS Core Requirements**

18 CI 7004 The Role of Teachers in a Democratic Society

18 CI 7010 Improving Instructional Effectiveness Clinical Experience  
Choose three additional CI elective courses.

**Science Education Electives**

- 18 CI 7030 History and Philosophy of Science for Science Educators
- 18 CI 7031 Research in Science Learning
- 18 CI 7032 Science Learning in Laboratory and Inquiry Settings
- 18 CI 7033 Culturally Responsive Science: Issues in Urban Settings

**Mathematics Education Electives**

- 18 CI 7040 Mathematics as Problem Solving
- 18 CI 7041 Mathematics as a Process
- 18 CI 7042 Mathematics and an Interdisciplinary Topic
- 18 CI 8040 Issues in Mathematics Education

**Social Studies Education Electives**

- 18 CI 7050 Using Literature in Social Studies
- 18 CI 7051 Current Issues in History Education
- 18 CI 7052 Research in Social Studies Education
- 18 CI 7053 Nature of Social Studies Education
- 18 CI 8040 Issues in Mathematics Education

**Instructional Design and Technology Strand**

The M.Ed. in IDT is an interdisciplinary program that draws from fields such as cognitive science, education and computer science. The objective of the program is to prepare professionals for leadership roles in design, evaluation, and use of media and technology for education. By focusing on design, students will learn how to produce instructional technology for any content area, type of learner, or setting. Graduates of the IDT program could work in a variety of settings such as K-12 schools, museums, publishing companies, higher education institutions, corporate training settings, health institutions, non-profit research organizations, and educational media production companies. The focus of the program is to study the underlying learning theories and their implications for the design and use of educational media and technologies.

**Instructional Design and Technology Core Requirements**

Complete the following required core courses:

- 18 CI 8072 Learning Sciences and Technology
- 18 CI 8073 Instructional Design

Choose at least 3 of the following courses

- 18 CI7070 Applications and Issues of Technology in the Classroom
- 18 CI7071 Design of Blended Online Learning Environments
- 18 CI7075 CI Internship: Technology
- 18 CI8070 Multimedia Studio
- 18 CI8071 Advanced Multimedia Studio

Choose one additional elective course.

### **CI Masters Degree in Teaching & Learning of School Subjects + Licensure in Middle Childhood Education or Secondary Education**

All initial teacher licensure programs are cohort based systems, therefore require a two step admissions policy. Candidates' acceptance into the CI masters degree plus initial licensure is based on their academic qualifications for the program, which includes a bachelors degree and appropriate licensing content work, satisfactory GRE scores, letters of reference and appropriate professional goals. Admissions into the middle childhood or secondary education cohorts require a satisfactory finding on Federal and State background checks, TB tests, and a state of Good Moral Standing. These are requirements for placements in Ohio schools for field experiences.

Potential students must have met content area requirements (e.g., science, social studies, language arts, mathematics) for the areas they intend to teach prior to entry into the program. The Middle Childhood plus initial licensure program requires candidates to take course work beyond the 30 credits of the masters degree. It is a two year, full time program.

### **CI Masters Degree in Teaching and Learning of School Subjects + Licensure in World Languages**

World Languages Master's Degree plus Licensure Program at the University of Cincinnati  
Candidates having received a Bachelor's degree in their modern or classical language may apply to Curriculum and Instruction where they will satisfy the licensure phase of the program as determined by the University of Cincinnati and the Ohio Department of Education.  
This program is for those seeking an Ohio multi-age teaching license in French, Spanish or German (kindergarten to grade 12) as well as those seeking an Ohio Adolescent to Young Adult teaching license (grades 7 to 12) in Latin.

Upon successful completion of the program, candidates will have earned an MA in Curriculum and Instruction and qualify to apply for a 4-Year Resident Educator License with the Ohio Department of Education.

## **M.Ed. General Information and Decision Points**

### **Plan of Study:**

Prior to completing 10 credits as an admitted Masters student, the student should meet with her or his advisor to complete a Plan of Study (next page). This document serves as both a guide and a contract for completion of studies. Changes to the Plan should be agreed upon between the student and advisor and a revised Plan kept in the student's file. The Plan of Study provides for clear points of assessment of adequate progress. At the mid-point of study, students will complete necessary accreditation assessments and surveys. These assessments do not impact the student's grades or degree status, but serve as a check and balance for the program to insure program quality and integrity.

### **Decision Points:**

The completion of the plan of study serves as the first decision point. It is the joint responsibility of the candidate and faculty advisor to insure this is completed within the first 10 credits of study.

Completion of Core course work serves as the second decision point. The M.Ed. in CI has established the core courses work to establish a foundation of knowledge, skills and disposition for the program as a whole. Candidates are strongly advised and encouraged to complete the core course work early in their degree program. Candidates should establish as advising session at the conclusion of their core course work to revise the Plan of Study and establish priorities for the culminating experience.

At the conclusion of the 27 credits of study, the candidate should begin the process for his/her culminating experience. The first step is to meet with his/her advisor and discuss a plan for the project/thesis and identify additional readers/committee members needed. Information about this process can be found in the appendix.

### **Section 3:**

#### **Ed.D. in Curriculum and Instruction**

The Doctorate of Education in Curriculum and Instruction is comprised of three components: course work, research experiences, and the dissertation. These three components are designed to provide the candidate with a breadth and depth of knowledge in educational research and scholarship as well as in their chosen area of specialty; to provide candidates with significant experiences in all aspects of educational research; and to allow the candidate to synthesize the first two elements in an independent dissertation. The two areas of specialization in the doctoral program share these common outcomes, however the specific nature of the course work and research experiences is dependent upon the specialization and candidates professional goals. The student will need to complete both the CI ED.D. Core Requirements and the Specialization Requirements to complete the program. The two areas of specialization for the CI ED.D. are Teaching and Learning of School Subjects, and STEM (Science, Technology, Engineering, and Mathematics) Education Policy and Practice.

#### **CI ED.D. Core Requirements**

##### **School of Education Core Seminars (6 credit hours required- complete all):**

- Professional Seminar I: Theories of Teaching and Learning (18-CI-9000)
- Professional Seminar II: Diversity of Learners (18-SPED-9010)

##### **Research Tools (9 hours required including one sequence in Advanced Research Tools and one additional course from either Introductory or Advanced Tools.**

###### **Introductory Research Tools**

- 18 EDST 7010- Introductory Statistical Methods
- 18 EDST 7000- Introduction To Research Methodology

###### **Advanced Research Tools**

###### **Sequence 1- Qualitative Research**

- 18 EDST 8051- Introduction to Field Methods in Educational Research
- 18 EDST 8052- Intermediate Field Methods: Strategies for Data Collection

###### **Sequence 2- Quantitative Research**

- 18 EDST 8091- Quantitative Research Methods I: Research Design
- 18 EDST 8092- Quantitative Research Methods II: Data Collection

###### **Sequence 3- Multivariate Analysis**

- 18 EDST 8041- Multivariate Analysis Of Differences

- 18 EDST 8042 - Advanced Multivariate Analysis: Structural Modeling And Multilevel Modeling  
**Sequence 4 – Action Research**
- 18 EDST 8021 - Action Research I
- 18 EDST 8022 – Action Research II

**Suggested Electives – at least three courses. Electives will be chosen with advisor when you plan your course of study.**

- 18 CI 8002 Attitude Formation and Change
- 18 CI 8072 Learning Sciences and Technology
- 18 CI 8073 Instructional Design
- 18 CI 8070 Multimedia Studio
- 18 CI 8071 Advanced Multimedia Studio
- 18 CI 7071 Design of Blended Online Learning Environments
- 18 CI 7030 History and Philosophy of Science for Science Educators
- 18 CI 7031 Research in Science Learning
- 18 CI 7032 Science Learning in Laboratory and Inquiry Settings
- 18 CI 7033 Culturally Responsive Science: Issues in Urban Settings
- 18 CI 7040 Mathematics as Problem Solving
- 18 CI 7041 Mathematics as a Process
- 18 CI 7042 Mathematics and an Interdisciplinary Topic
- 18 CI 8040 Issues in Mathematics Education
- 18 CI 7050 Using Literature in Social Studies
- 18 CI 7051 Current Issues in History Education
- 18 CI 7052 Research in Social Studies Education
- 18 CI 7053 Nature of Social Studies Education
- 18 CI 8040 Issues in Mathematics Education
- 18 CI 8091 Readings in C&I
- Other CI, EDST course

### **Research Experiences**

18 to 42 credits

- 18 CI 9090- Mentored Research in Curriculum and Instruction I (2-3 credits – year one)
- 18 CI 9091- Mentored Research in Curriculum and Instruction II (2-3 credits – year two)
- 18 CI 9092- Individual Dissertation Guidance (12 credits)

### **Descriptions of Research Experiences**

#### **A. Phase I Mentored Research**

In the Phase I Mentored Research experience, the doctoral candidate serves as a research assistant who works directly with an assigned faculty member in ongoing research projects; this may include collaboratively designing a research project, conducting a literature review, collecting data, and/or analyzing data with the faculty mentor. Candidates *do not* design or implement their own research projects during the Phase I experience.

The deliverable for the Phase I Mentored Research (typically completed at the end of the first year of study) is a publishable research paper co-written with the faculty mentor. The paper will be submitted for publication but acceptance of the paper for publication is not a criteria for passing Phase I.

Phase I Mentored Research is arranged by each candidate's committee chair, and may be carried out with the chair or another designated faculty member. Candidates register for a total of 9 credits of 18-CI-9090 (Mentored Research in Curriculum & Instruction), typically 1 credit each for two consecutive semesters.

### **B. Phase II Mentored Research**

In the Phase II Mentored Research experience, the doctoral candidate works under the supervision of a primary mentor or their chair (which may include other faculty members) to conduct an original, small-scale research pilot. With close faculty guidance, the candidate is responsible for research design, approval (or exemption) from the Institutional Review Board, collecting and analyzing data, writing the research paper, and presenting the results of the research at a scholarly conference. Additionally, the student will work with their chair to complete a written draft of their overall Line of Research interest paper.

The deliverables for the Phase II Mentored Research (typically completed at the end of the second year of study) are the pilot study research paper, application for presentation of the research at a scholarly conference, and the Line of Research paper.

Candidates register for a total of 9 credits of 18-CI-9091 (Mentored Research in Curriculum & Instruction), typically 1 credits each semester for 2 consecutive semesters. This experience fulfills the College requirement for a "research induction experience."

### **C. Dissertation Research**

Dissertation research consists of an original, empirical investigation that makes a significant contribution to scholarly knowledge. It results in a written dissertation filed with the university.



The candidate is responsible for designing the research, securing approval of the Institutional Review Board, collecting and analyzing data, and writing a final research report. The candidate's doctoral committee provides guidance and support as needed. Candidates register for a total of 12 credits of 18-CI-9092 (Individual Dissertation Guidance in Curriculum & Instruction).

### **C&I Doctoral Strand - Teaching and Learning School Subjects: Mathematics, Science, and Social Studies**

The purpose and mission of the doctoral specialization in Curriculum and Instruction: Teaching and Learning of School Subjects is to prepare educational professionals who will hold research and teacher 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 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 candidates engage in a variety of guided experiences that blend theory, research, and instruction. Students within the TLSS strand may focus on science, mathematics, social studies, and/or language arts for their content focus.

#### **TLSS Specialization Curriculum**

##### **Advanced Seminars (18 credit hours required – complete all):**

- Teacher Education and Professional Development (18-CI-9006)
- Policy Issues in Teaching and Learning (18-CI-9005)
- Curriculum Theory (18-CI-9004)
- Theory, Ethics, Application of Research in Teaching (18-CI-9003)
- Readings in Curriculum & Instruction (18-CI-8091)
- Topical Seminar in Curriculum & Instruction (18 – CI-8001)

### **C&I Doctoral Strand – STEM Education Policy & Practice**

The doctoral specialization in STEM Education Policy and Practice develops candidates' expertise in issues related to the integration of science, technology, engineering, and mathematics (STEM), as well as the influence of educational policy on STEM practice in settings ranging from K-12 to higher education and informal learning environments.

Graduates will be qualified for faculty positions in higher education (e.g., College of Education, College of Arts & Sciences, College of Engineering, etc.), as well as leadership positions in

various organizations (informal education, K-12, regional partnerships, etc.) focused on STEM educational policy and practice. This program does not lead to a K-12 teaching credential.

**Advanced Seminars (15 credit hours required – complete all):**

- Policy Issues in Teaching and Learning (18-CI-9005)
- Topical Seminar in Curriculum & Instruction: STEM (18 – CI-8001)
- Seminar in Higher Education: STEM (18-CI-8050)
- Teacher Education and Professional Development (18-CI-9006)
- STEM Education Policy Development and Implementation (18-CI-9007)

**C&I Doctoral Strand - Instructional Design and Technology**

**\*NOTE: This CI Ed.D. strand will be discontinued after the last cohort of students are admitted in Spring 2012 and will be moved over into the EDST Ph.D. program.**

The Instructional Design and Technology (IDT) program is an interdisciplinary program drawing from fields, such as cognitive science, education, and computer science. The objective of this program is to prepare professionals for leadership roles in the design, evaluation, and use of media and technology for education. By focusing on design, students will learn how to design and research instructional technology for a variety of content areas, type of learners, or settings. For example, graduates of the IDT program could work in settings such as museums, publishing companies, higher-education institutions, corporate training centers, health institutions, non-profit research organizations, and educational media production companies. Within these work environments, graduates may work as administrators, directors, faculty members, and researcher or evaluators. During the IDT program, students may complete an internship that would provide them with the opportunity to conduct research or assessment within one of these real-world settings. Students will be prepared to do research and development with a variety of new media and technology such as online telecommunications, gaming and simulations, interactive video, and other computer tools to support learning.

The central focus of this program is to study the underlying learning theories and their implications for the design and use of educational media and new technologies. Students will study what is known about how people learn in order to more effectively design and assess learning environments. This doctoral content area provides opportunities for graduate students to specialize in the study of research methodologies, theories, and issues surrounding the use of instructional technology. This will be accomplished through the delivery of relevant coursework, mentored research experiences, and carefully guided dissertation study.

**IDT Specialization Curriculum**

**Advanced Seminars (6 credit hours required – complete all):**

- 18-CI-9070 - IDT Doctoral Seminar I
- 18-CI-9071 - IDT Doctoral Seminar II

**Additional IDT Core Courses (6 credit hours required – complete all):**

- 18-CI-8072 – Learning Sciences and Technology
- 18-CI-8073 – Instructional Design

**IDT Specialization Courses (at least 12 credits or more depending on number of research experience credits chosen):**

- 18-CI-7070 - Applications and Issues of Technology in the Classroom
- 18-CI-7071 - Design of Blended Online Learning Environments
- 18-CI-7075 - Technology Internship
- 18-CI-8070 - Multimedia Studio
- 18-CI-8071 - Advanced Multimedia Studio

**Decision Points for Ed.D. degrees in CI**

After being admitted to a doctoral program in the School of Education, candidates proceed through a series of “decision points” that determine whether they will be permitted to remain in the program and advance to the next level. The following are required of all candidates:

**Doctoral Advisory Committee Formation and Preliminary Hearing:**

Each candidate will initially be assigned a faculty member who has agreed to provide guidance, advice, and mentoring. The candidate also should endeavor to meet with a variety of faculty to discuss areas of mutual interest. Based on these meetings and the advice of the mentor, the candidate will select a Doctoral Advisory Committee of 3-5 members. The chair of the committee must be a Lead Mentor in the program to which the candidate has been admitted; at least one other committee member must be a full-time faculty member in the School of Education.

After completing 9 credits and before completing 20 credits, candidates will work with their committee to plan their course of study that will be submitted for approval at a Preliminary Hearing. This plan is a blueprint for doctoral study and must be adhered to as closely as possible. The plan must meet the minimal requirements leading to the doctoral degree and must meet all requirements established by the College and the School of Education. The plan should include

1. A statement of professional and career goals

2. A list of planned coursework, including any transfer credits
3. A listing of committee members
4. A timetable for completion of coursework and other requirements
5. The candidate's timetable for residency and advancement to candidacy.

Once the plan is complete, the candidate will schedule a one-hour Preliminary Hearing at the mutual convenience of all concerned. The candidate should provide each committee member with a final Preliminary Hearing document prior to the scheduled hearing, and the candidate will be expected to explain the proposal at the hearing. At the end of the Preliminary Hearing, a decision must be made concerning the program plan submitted by the candidate. The members of the program committee must concur in approval with no more than one dissenting or abstaining vote. One of three decisions is possible, namely:

1. The program presented is conceptually sound and the list of course work proposed is in concert with the stated goals of the candidate. All prerequisites have been met and the candidate is encouraged to pursue the agreed-upon program.
2. The above has been reached, but there are a few minor discrepancies that can be handled by the committee chair. In this case, the candidate is encouraged to pursue the agreed-upon program, but must submit a new written document addressing these discrepancies within one month.
3. Either the program presented is not conceptually sound or the list of course work proposed is not in concert with the stated goals of the candidate. In this case, the program proposal is not accepted, but specific guidance on how to generate an acceptable document is provided. The candidate must generate a new document and reconvene a second Preliminary Hearing.

The decision made by the Program Committee must be recorded in writing and placed in the candidate's file along with a copy of the Preliminary Hearing proposal.

Changes in a program more substantial than the substitution of one course for another comparable course must be approved by the entire committee. Changes in the program committee membership must be petitioned through the program.

### **Phase I Paper and Hearing:**

The Phase I paper is an example of the candidate's potential for scholarly writing. The candidate will work with a faculty mentor to co-author a publishable research paper based upon an existing research project of the mentor. The Phase I Qualifying Paper provides evidence that the doctoral candidate is capable of analyzing readings of complex theory and research as well as producing a thoughtful, well-written argument.

Once the paper is complete, the candidate schedules the Phase I Hearing with the entire committee. This hearing must be scheduled no later than the beginning of the semester in which the candidate will reach 40 credits of coursework. The candidate must supply each committee member with a copy of the Phase I paper at least two weeks before the scheduled hearing. At the Phase I Hearing, the candidate will give an overview of the content of the paper and will respond to any questions by committee members. Using the scoring guidelines for Phase I papers (see Appendix), the committee will decide whether the paper, combined with the candidate's responses, demonstrates a level of achievement that will permit the candidate to continue in the program. The members of the program committee must concur in approval with no more than one dissenting or abstaining vote. One of three decisions is possible, namely:

1. The candidate demonstrates a sound understanding of theory, research, and discipline-specific discourse and will be permitted to continue in the program.
2. The candidate demonstrates a generally sound understanding of theory, research, and discipline-specific discourse, but the paper requires some revision under the guidance of the committee chair. The candidate will revise the paper accordingly, and once the paper is approved by the chair, the candidate will be permitted to continue in the program.
3. The candidate does not demonstrate an adequate understanding of theory, research, or discipline-specific discourse. The candidate must rewrite the paper and convene a second Phase I hearing. If the committee judges that the candidate fails to produce an adequate paper on the second try, the candidate will be terminated from the program.

The decision made by the Program Committee must be recorded on the Outcome and Evaluation of Phase I Hearing and placed in the candidate's file (see Appendix for form).

**Phase II Research Paper, Line of Research paper, and Hearing:**

The Phase II Research Paper emerges from the candidates' developed and implemented pilot study and is authored by the student on his or her own with input from their chair and faculty mentors/committee members. These two required papers provide evidence that the candidate is capable of producing work of publishable quality and has invested much time and consideration into the Line of Research they wish to pursue over the next three years. The Phase II Research Paper and Line of Research paper represents the outcome of the Phase II Mentored Research experience. The candidate is expected to be the sole author of the Phase II

Paper, which must be written according to the genre and audience specifications of a respected local, regional, or national journal to which the paper will be submitted.

Once the papers are complete, the candidate will schedule a Phase II Hearing with the entire committee. The candidate must supply each committee member with a copy of the Phase II papers at least two weeks before the scheduled hearing. At the Phase II Hearing, the candidate will give an overview of the content of the papers and will respond to any questions by committee members. The candidate will also describe her/his plans for publishing the paper and presenting it at a scholarly conference. Using the scoring guidelines for Phase II Research Papers (see Appendix), the committee will decide whether the research paper, combined with the candidate's responses and articulation of Line of Research, demonstrates a level of achievement that will permit the candidate to advance to candidacy. The committee will also review the candidate's, completion of all coursework, research, residency, and other requirements for advancement to candidacy. (All required coursework must be completed with a grade point average of at least 3.25, and all unreported, I, U/SP, NG, and F grades must be removed or processed in accordance with University policy.) The members of the program committee must concur in approval with no more than one dissenting or abstaining vote. One of three decisions is possible, namely:

1. The candidate demonstrates a sound understanding of theory, research, and discipline-specific discourse, has met all program requirements, and will be advanced to candidacy.
2. The candidate demonstrates a generally sound understanding of theory, research, and discipline-specific discourse, and has met all program requirements, but the paper requires some revision under the guidance of the committee chair. The candidate will revise the paper accordingly, and once the paper is approved by the chair, the candidate will be advanced to candidacy.
3. The candidate does not demonstrate an adequate understanding of theory, research, or discipline-specific discourse. The candidate must rewrite the paper and convene a second Phase II hearing. If the committee judges that the candidate fails to produce an adequate paper on the second try, the candidate will be not be advanced to candidacy and will be terminated from the program.

The decision must be recorded on the Outcome and Evaluation of Phase II Hearing and placed in the candidate's file (see Appendix for form). The candidate then completes the Application for Admission to Doctoral Candidacy (available from the Director of Graduate Studies), which is

delivered to the Division of Research and Graduate Studies. The candidate also receives a Candidate Evaluation Survey, to be filled out and returned to the Director of Graduate Studies. At the conclusion of the Phase II Hearing, the Doctoral Advisory Committee is disbanded.

**Formation of Dissertation Committee, Dissertation Proposal, and Dissertation Proposal Hearing:**

After advancement to candidacy, the candidate will form a Dissertation Committee to provide assistance with the design and implementation of dissertation research. The chair of the Dissertation Committee must be a Lead Mentor in the candidate's doctoral program, and at least one other member of the committee must be a faculty member in the School of Education. Candidates may invite members who served on the Doctoral Advisory Committee to serve on the Dissertation Committee, but this is not obligatory. Each committee shall have a minimum of three and a maximum of five members. Each member of the committee should be chosen so that he or she can provide support to the overall structure of the candidate's dissertation with at least one familiar with the content and literature of the proposed topic and one experienced in the research methodologies proposed. A minimum of three full-time faculty members must hold a professorial rank (full, assistant, and associate professors in tenure track).

The candidate will work with each committee member to develop an acceptable Dissertation Proposal. The proposal must include identification of a significant research problem, a review of relevant literature, and a description of the methodology to be used in the dissertation research, including justification and limitations. The precise format for the proposal will be developed in consultation with the candidate's dissertation committee. The candidate is expected to have a dissertation proposal accepted within one calendar year of his or her advancement to candidacy.

When the candidate has developed an acceptable Dissertation Proposal document, he or she, in consultation with the chair of the dissertation committee, will schedule a two-hour Dissertation Proposal meeting at the mutual convenience of all concerned. Each member of the committee should receive a copy of the Dissertation Proposal two weeks prior to the scheduled meeting. The candidate will be expected to explain and defend his or her Dissertation Proposal document at this meeting. The committee will then evaluate the proposal, combined with the candidate's responses during the hearing, using the scoring guidelines for dissertation proposals (see Appendix). The dissertation committee may reach one of three decisions, with no more than one dissenting or abstaining vote:

1. They can accept the proposal as presented in the Dissertation Proposal document.
2. They can accept the proposal with stipulated modifications.
3. They can reject the proposal.

Acceptance of the proposal implies acceptance of both the underlying conceptual basis of the study and the method for conducting it. At the conclusion of the hearing, the committee will complete the Outcome and Evaluation of Dissertation Proposal form and place it in the candidate's folder. If a proposal is rejected, the candidate may submit another proposal, following the same procedures as outlined, after at least 30 days have elapsed. If the candidate has not submitted a satisfactory proposal within one full calendar year after the initial Dissertation Proposal Hearing, the candidate can be terminated from the program.

**Dissertation and Dissertation Hearing (Defense):**

Once a dissertation proposal has been accepted, it is expected that the candidate will keep his or her dissertation committee informed as to its progress. The candidate must notify the chairperson of his or her dissertation committee when a document suitable for presentation and evaluation has been prepared. When a document has been judged to be acceptable by the dissertation committee members, the candidate, in consultation with the chair of the dissertation committee, will schedule a two-hour Dissertation Hearing meeting at the mutual convenience of all concerned. Any member of the committee who has substantial criticism of the document should inform both the candidate and the chairperson before an oral defense of a dissertation is scheduled. Because the Dissertation Hearing is open to all members of the University community, the program office is responsible for advertising the defense to assure it is open to the public and all members of the academic community.

Even though all dissertation committee members have been involved in the preparation of the final dissertation document, each dissertation committee member should be provided with a copy of the final document. Each committee member will provide the candidate with comments and suggestions for revision of the document at or before the oral defense.

The oral defense should include a concise oral summary by the candidate of the work, an integration of this dissertation with other prior work on the topic, a discussion of the applicability of the findings to current professional practice, and suggestions for further research. Once this summary has been presented, any faculty member present may be recognized for the purpose of posing questions to the candidate. Before the committee begins



deliberation of its decision concerning the approval or disapproval of the dissertation defense, the candidate and any guests, including faculty members who are not members of the dissertation committee, will be excused.

Using the dissertation scoring guidelines (see Appendix), each member of the dissertation committee will judge the dissertation and the oral defense as being either satisfactory or unsatisfactory, and sign the Outcome and Evaluation of Dissertation form (see Appendix). The committee members, with no more than one dissenting or abstaining vote, must concur in a favorable decision. If the oral defense is judged to be satisfactory, all committee members who have approved the dissertation defense must sign the two face sheets that accompany the final documents submitted to the Division of Research and Advanced Studies. The chairperson must complete the Results of Defense of Dissertation form and return it to the Division of Research and Advanced Studies. If the dissertation defense is judged to be unsatisfactory, the candidate is entitled to any number of reexaminations, but acceptance of a suitable dissertation document must occur within the four-year time to degree limit imposed by the University.

After a candidate has registered for the maximum 12 hours of dissertation guidance, he/she must register, preferably Fall semester, for 1 credit hour of dissertation guidance until the dissertation is accepted.

## **Appendix**

### **Section 1: M.Ed. Culminating Experience Information**

#### **Culminating Experience Options**

##### **The Master's Project**

##### **Master's Degree in Curriculum & Instruction**

The Master's Project is an option for graduate candidates/practitioners who view the M.Ed. as a terminal degree. Projects should produce a tangible product such as a curriculum, literature review, CD/DVD, or action research study. The candidate should be able to explain how their project applied ideas or skills learned in the program to the problem being addressed and why this approach is appropriate. The results of a project should be useful to the candidate **and to others in the field**. The objectives of the final Master's Project are as follows:

- utilize research

- demonstrate reflective practice
- demonstrate pedagogical content knowledge
- understand role of educational context
- understand the influence of persistent issues or theoretical framework

In addition to these five items, oral and written communication will be evaluated.

The Final Master's Project specifically addresses one of the NCATE standards:

- Think systematically about practice and learning experience.

### **Step 1:**

Meet with your advisor to discuss your potential project topic. At this meeting you will provide your advisor with suggestions of faculty with whom you have worked with who you would like to serve as the second reader of your project. Following this initial meeting, you will submit a written proposal that documents expected outcomes and an anticipated timeline for your project to both your advisor and the second reader. The proposal must include what type of project you plan to do from the four choices described below. It is your responsibility, with assistance from your advisor, to arrange for an appropriate time and place for this meeting. This Master's Project Proposal Hearing must be held and the proposal accepted no later than the semester before you graduate. You must register for 3 credits of Individual Master's Project: Curriculum and Instruction (18-CI-7090) during the semester you plan to complete it.

### **Step 2:**

After completing your final project as described in your proposal, you will submit the project electronically to your advisor and second reader – no later than two weeks prior to the scheduled Master's Project Defense. At the defense, you will formally present your project to the two faculty who will determine if you have met the requirements for successfully completing the project. It is your responsibility, with assistance from your advisor, to arrange for an appropriate time and place for this meeting. Your advisor will have the necessary forms that will be completed at the defense.

### **Descriptions of Possible Master's Project Topics:**

Below is a description of the 4 major categories of final projects. In each case, these projects need to include a reflective essay on how this project demonstrates that this candidate has met the objectives of this program.

Literature-Based Research: A literature review reports in an organized way on the current status of literature-based knowledge about a topic. It requires a background, purpose or rationale for choosing that area, development of an argument, comparison of your argument to the literature that exists, and synthesis of what you learned.

Empirical-Based Research: The basic difference between an Empirical Research project and a Literature or Library based research project is the gathering of data from human participants or actual settings. The purpose of empirical research is to create knowledge driven by research questions and unique settings, such as action research, case study research, replication studies, survey research, etc.

Curriculum Projects: Projects within this category include the development of curriculum resources and materials for use in educational settings. These projects should include a review of literature or design document that establishes the need that this project addresses. The design document should also include a needs analysis, the underlying theoretical framework, a rationale for the media selected, and the proposed context of use. Some examples of curriculum projects include online course development, instructional software, training videos, and a set of lesson plans for a curricular unit.

Portfolio: A portfolio is a critical selection and discussion of work that demonstrates your professional goals and progress in the program. It includes no more than four items that, together, reflect the program goals (e.g. revisions and refinements of course papers or projects), incorporating evidence of additional readings and experience as well as taking into consideration instructors' comments and suggestions. It also includes an introductory statement that explains which papers (or other format) meet program goals. It also must include a culminating essay, which provides an opportunity to reflect on and synthesize the key issues, experiences, and products of one's Master's program. More than a chronicle of coursework, this essay should offer a well-constructed argument, which focuses on conceptual and pedagogical connections related to teaching and learning. Your advisor will have the necessary forms that will be completed at the project proposal hearing.

**The Final Master’s Project will be assessed as follows:**

<b>Criteria</b>	<b>0-1</b>	<b>2-3</b>	<b>4-5</b>
Utilizes research literature	<ul style="list-style-type: none"> <li>* has limited literature sources</li> <li>* simply summarizes literature</li> <li>* does not apply the literature appropriately</li> </ul>	<ul style="list-style-type: none"> <li>* includes sources from a single perspective</li> <li>* analyzes and applies research to the goals of the project (e.g. annotated bibliography)</li> </ul>	<ul style="list-style-type: none"> <li>* includes a range of types and perspectives of sources</li> <li>* synthesizes and critiques research appropriately to the goals of the project</li> </ul>
Demonstrates reflection	<ul style="list-style-type: none"> <li>* written text is purely descriptive and does not demonstrate learning from experience</li> <li>* no connections made to program goals, research, or coursework</li> </ul>	<ul style="list-style-type: none"> <li>* written text describes and discusses impact of experiences on professional learning</li> <li>* connections are made to program goals, research, and course work</li> </ul>	<ul style="list-style-type: none"> <li>* written text describes and analyzes impact of experiences on professional learning and projects future actions</li> <li>* connections synthesize and critique learning from program goals, research, and course work</li> </ul>
Demonstrates pedagogical content knowledge	<ul style="list-style-type: none"> <li>* lack of an attempt to identify pedagogy and its connection to content knowledge</li> <li>* pedagogy is inappropriate to the content/instructional situation</li> </ul>	<ul style="list-style-type: none"> <li>* connections made between pedagogy and content knowledge</li> <li>* pedagogy is appropriate to content/instructional situation</li> </ul>	<ul style="list-style-type: none"> <li>* synthesizes and critiques pedagogical content knowledge</li> <li>* pedagogy enhances learning for the content/instructional situation</li> </ul>
Understands role of context	<ul style="list-style-type: none"> <li>* context is not identified</li> </ul>	<ul style="list-style-type: none"> <li>* context is described and shows relevance to learning</li> </ul>	<ul style="list-style-type: none"> <li>* critique the impact and relevance of context on learning</li> </ul>
Understands knowledge of	<ul style="list-style-type: none"> <li>* topic selected is not grounded in knowledge</li> </ul>	<ul style="list-style-type: none"> <li>* topic is grounded in knowledge of persistent</li> </ul>	<ul style="list-style-type: none"> <li>* topic is grounded in knowledge of persistent</li> </ul>

persistent issue(s) or theoretical framework	of persistent issue(s) or theoretical framework * summary of issues, ideas, or theories	issue(s) or theoretical framework * discussion of issues, ideas, or theories as it relates to learning	issue(s) or theoretical framework * discussion synthesizes and critiques issues, ideas, and theories as it relates to learning
Project Presentation	* significant organization and design issues * lack of consistent format * presentation is distracting	* organization and design are sufficient * format is consistent and correct	* organization and design enhances presentation * format is ready for public presentation

**The Master’s Thesis**

A master’s thesis is culminating experience option that candidates may select. Candidates who feel they are likely to continue on into a doctoral program in the future may want to consider this option. The Masters thesis is similar to conducting an Empirical Research project above. The primary difference is the processing of a Thesis through the UC Advanced Studies and Research requirements. The final thesis must conform to the guidelines in *Instructions for the Preparation and Depositing of Master’s Theses and Doctoral Dissertations*, which can be obtained from the Office for Research and Advanced Study.

**Ten Steps (plus one) to Completing the Masters Thesis Option**

**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.

**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](http://www.citiprogram.org).

**Step 3:** Once you have passed the IRB training module, you may develop the research proposal. . 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 follow 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 CI 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 room 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. The proposal must be approved at least two semesters in advance of your expected graduation date.

**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. Candidates 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:** Register for graduate credit. You may earn up to 6 credit hours for the Masters Thesis culminating option. Determine which semesters of the academic year you will register for Thesis credit hours. You should discuss registration with your advisor, prior to registering. (Please keep in mind that you must be registered for at least one hour of credit the semester in which you will graduate.) *If you have a University Graduate Scholarship (UGS), you may not register for more than 3 thesis credit hours during summer semester.*

**Step 8:** Conduct your research. You will need to meet regularly with your advisor as you collect and analyze your data.

**Step 9:** 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 written thesis must conform to the guidelines in

*Instructions for the Preparation and Depositing of Master's Theses and Doctoral Dissertations*, which can be obtained from the Office for Research and Advanced Study.

**Step 10:** 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 see the graduate secretary to fill out an *Application for Defense*. Please note that the University's Office for Research and Advanced Studies has established dates by which a thesis must be defended in order to graduate in a particular semester. It is your responsibility to determine that date and make sure your defense is scheduled in advance of it. Once you have successfully defended your thesis, your committee will sign two "face sheets," which you obtain from the Office for Research and Advanced Studies.

**Step 11:** The University requires you to provide two copies of your thesis to the Office for Research and Advanced Studies. Please deposit these copies prior to the established deadlines. Each copy of the thesis must be accompanied by one of the "face sheets" signed at your Defense of Thesis. The University also has an option for candidates to submit electronic theses. Check with the Office for Research and Advanced Studies for the particulars. As a matter of courtesy, please also provide your committee members with a final copy of the thesis.

**Section 2: M.Ed. Forms**

These forms are available in a writeable PDF file in the Masters folder on this CD.

**Section 3 Ed.D. Forms**

These forms are available as a writeable PDF file in the Doctoral section of the CD.