Doctorate of Philosophy

Educational Studies

CECH

2014

Primary Contact:
Dr. Connie Kendall-Theado
Graduate Program Director
School of Education
kendalce@ucmail.uc.edu
I. Program Overview

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

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

The Educational Studies doctoral program is a 90 semester credit hour degree. Students may enter post-baccalaureate or with a master’s degree. Individuals with master’s degrees in education or related fields may, upon review by the program, apply up to 30 semester credit hours of a master’s degree toward completion of the 90 credits. Minimally, students must take a common core of required courses (36-54 credits):

- Basic Research Methods (6 credits)
- Professional Induction (9 credits)
- Advanced Research Methods (9 credits).
- Dissertation Guidance (12-30 credits)
- Concentration coursework (24+ credit hours)

The program curriculum is centered on a common core of courses, course options, and experiences that all students take, regardless of area of concentration. These courses and experiences provide a robust orientation to the academy, a strong foundation in statistics and research methods,
guided experience conducting research, and expectations for original research culminating in a dissertation. Additionally, the program structure provides a common set of expectations for admission to candidacy, including clear structure for committees at all levels of progress, and for comprehensive exams, as well as requirements for participation in national conferences and submission of at least one manuscript for review for publication in a refereed journal.

The EDST PhD is governed by a council with a representative from each of the nine concentrations and led by the Graduate Program Director for the School of Education. The council is a decision making body responsible for facilitating the success of the program. Council representatives are chosen by each concentration and serve two-year terms. The terms are staggered, allowing for the carryover of knowledge across time. The council meets monthly during the academic year.
II. Program Outcomes

Original Program Learning Outcomes:
1. Recognize and articulate the disciplinary nature of the educational studies curriculum and associated coursework.
2. Identify and articulate major lines of theory and research related to the student's chosen area of concentration.
3. Identify, articulate, and execute a focused research agenda.
4. Design and complete a dissertation study that demonstrates a command of relevant theory; comprehensive knowledge of relevant literature; and mastery and utilization of appropriate research methods.
5. Students will write and present research findings through publications and presentations.

Revised Program Learning Outcomes:
1. Identify and articulate major lines of theory and research related to the student's chosen area of concentration.
2. Identify, articulate, and execute a focused research agenda.
3. Design and complete a dissertation study that demonstrates a command of relevant theory; comprehensive knowledge of relevant literature; and mastery and utilization of appropriate research methods.
4. Write and present research findings through publications and presentations.

The program learning outcomes (PLO's) are acquired through the required degree program coursework and experiences. The diverse concentrations under the Educational Studies PhD. umbrella create unique challenges in the assessment of PLO's. Concentrations are composed of 15+ semester credits, most of which are guided electives approved by an individual student’s preliminary planning committee. Each concentration has at least one required course in which PLO #1 is addressed.

Program Learning Outcomes are addressed and/or achieved across core required courses, required concentration courses, and/or required program experiences (e.g., comprehensive exams). The curriculum/program map consists of three tables:

- Table III-A provides information about the PLO’s in relation to the core required courses.
- Table III-B provides information about the PLO’s in relation to required experiences outside of coursework. The four required experiences are:
  - Submission of a manuscript to a peer-reviewed journal or as a book chapter;
  - A presentation at a national or international conference;
  - Comprehensive exam submission and defense; and
  - Dissertation proposal and hearing.
- Table III-C provides information about PLO #1 in relation to the required concentration level course(s) in which program assessment for development of this outcome is expected.
### III. Curriculum/Program Map

#### A. Core Course Requirements

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>EDST 7011 - Statistical Data Analysis II</th>
<th>EDST 8000 - Paradigms of Inquiry</th>
<th>EDST 9001 - Professional Seminar in Educational Studies</th>
<th>EDST 8061 - Guided Research Experience</th>
<th>EDST 8091 &amp; 8092 Quantitative Research Methods I &amp; II</th>
<th>EDST 8051 &amp; 8052 Qualitative Research Methods I &amp; II</th>
<th>EDST 8031 &amp; 8032 Action Research I &amp; II</th>
<th>EDST 9073 - Dissertation Guidance in Educational Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E: Emerging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D: Developing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A: Achieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identify and articulate major lines of theory and research related to the student’s chosen area of concentration</strong>*</td>
<td>E,D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identify, articulate, and execute a focused research agenda.</strong></td>
<td>E</td>
<td>E, D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D, A</td>
</tr>
<tr>
<td><strong>Design and complete a dissertation study that demonstrates a command of relevant theory; comprehensive knowledge of relevant literature; and mastery and utilization of appropriate research methods</strong></td>
<td>E</td>
<td>E</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D, A</td>
</tr>
<tr>
<td>**<strong>Write and present research findings through publications and presentations.</strong></td>
<td>E, D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This PLO directly involves the nine concentrations. Each concentration has identified at least one required concentration level course to address this PLO (see Table III-b)*

**This outcome is assessed as achieved through required pre-candidacy committee review of requirements. It is not assessed as achieved through coursework.*
### Program Outcomes

**Key**
- **E:** Emerging
- **D:** Developing
- **A:** Achieved

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Submission of a manuscript to a peer-reviewed journal or as a book chapter</th>
<th>A presentation at a national or international conference</th>
<th>Comprehensive exam submission and defense</th>
<th>Dissertation Proposal and Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and articulate major lines of theory and research related to the student's chosen area of concentration</td>
<td>D</td>
<td>D</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Identify, articulate, and execute a focused research agenda.</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>Design and complete a dissertation study that demonstrates a command of relevant theory; comprehensive knowledge of relevant literature; and mastery and utilization of appropriate research methods</td>
<td></td>
<td></td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Write and present research findings through publications and presentations.</td>
<td>A</td>
<td>A</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>
## C. Individual Concentrations (PLO #1)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and articulate major lines of theory and research related to the student’s chosen area of concentration</strong></td>
<td>E, D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

**Key:**
- **DLS** - Developmental Learning Sciences
- **CSTE** - Curriculum Studies and Teacher Education
- **ECAR** - Educational and Community-Based Action Research
- **EPHE** - Educational Policy and Higher Education
- **IDT** - Instructional Design and Technology
- **LIT** - Literacy
- **QMMR** - Quantitative and Mixed Methods Research Methodologies
- **SLS** - Second Language Studies
- **SPED** - Special Education
### Methods and Measures
#### A. Core Coursework and Experiences

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Assessment Protocol</th>
<th>Course/Experience</th>
<th>Timeline (See key below)</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and articulate major lines of theory and research related to the student's chosen area of concentration (see Table B in this section for individual concentration information)</td>
<td>Formal literature review</td>
<td>EDST 9001</td>
<td>S1</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Development of research proposal</td>
<td>EDST 8061</td>
<td>S3/S4</td>
<td>Guided Research Mentor</td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>EDST 9073</td>
<td>S6</td>
<td>Dissertation Committee</td>
</tr>
<tr>
<td>Identify, articulate, and execute a focused research agenda.</td>
<td>Quizzes &amp; Tests</td>
<td>EDST 7011</td>
<td>S1/S2</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Article reviews</td>
<td>EDST 8000</td>
<td>S2</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Written reflections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research design summaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDST 8011</td>
<td>S1/S2/S3/S4</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Article reviews</td>
<td>EDST 8051 &amp; 8052</td>
<td>S1/S2/S3/S4</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Reflections</td>
<td>(EDST 8031/8032 OR 8091/8092 may be substituted. See Table IV-B for information on methods and measure in these courses)</td>
<td>S1/S2/S3/S4</td>
<td>Instructor</td>
</tr>
<tr>
<td></td>
<td>Research question design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submission of a manuscript to a peer-reviewed journal or as a book chapter</td>
<td>Pre-candidacy requirement</td>
<td>Any semester prior to candidacy</td>
<td>Advisor/pre-candidacy committee</td>
</tr>
<tr>
<td></td>
<td>A presentation at a national or international conference.</td>
<td>Pre-candidacy requirement</td>
<td>Any semester prior to candidacy</td>
<td>Advisor/pre-candidacy committee</td>
</tr>
<tr>
<td></td>
<td>Dissertation proposal</td>
<td>EDST 9073</td>
<td>S6+</td>
<td>Dissertation Committee</td>
</tr>
</tbody>
</table>

Design and complete a dissertation study that demonstrates a command of relevant theory; comprehensive knowledge of relevant literature; and mastery and utilization of appropriate research methods

<table>
<thead>
<tr>
<th>Comprehensieve exam submission and defense</th>
<th>Comprehensive Exam</th>
<th>S4</th>
<th>Comprehensive Exam Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written dissertation proposal</td>
<td>Dissertation proposal hearing</td>
<td>S4/S5</td>
<td>Dissertation Committee</td>
</tr>
<tr>
<td>Written dissertation</td>
<td>EDST 9073</td>
<td>S6+</td>
<td>Dissertation Committee</td>
</tr>
<tr>
<td>Dissertation oral defense</td>
<td>Dissertation defense hearing</td>
<td>S6+</td>
<td>Dissertation Committee</td>
</tr>
</tbody>
</table>
Write and present research findings through publications and presentations.

<table>
<thead>
<tr>
<th>Submission of a manuscript to a peer-reviewed journal or as a book chapter</th>
<th>Pre-candidacy requirement</th>
<th>Any semester prior to candidacy</th>
<th>Advisor/pre-candidacy committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>A presentation at a national or international conference.</td>
<td>Pre-candidacy requirement</td>
<td>Any semester prior to candidacy</td>
<td>Advisor/pre-candidacy committee</td>
</tr>
</tbody>
</table>

Timeline Key:
S1=1st semester of coursework
S2= equivalent of the 2nd semester of fulltime coursework
S3= equivalent of the 3rd semester of fulltime coursework
S4= equivalent of the 4th semester of fulltime coursework
S5= equivalent of the 5th semester of fulltime coursework
S6= equivalent of the 6th semester of fulltime coursework
### B. Methods and Measures in Concentration for PLO #1

Note: For each course below the person responsible is the instructor. All courses are taken during the first two semesters of coursework (S1, S2, S3, or S4)

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>DLS-EDST 8035</th>
<th>CSTE-CI 8092 CI 9003</th>
<th>ECAR-EDST 8031 &amp; 8032</th>
<th>EPHE CI 9005</th>
<th>IDT-CI 9070 &amp; CI 9071</th>
<th>LIT-LSLS-9021</th>
<th>SLS LLS 9061 &amp; LLS 9062</th>
<th>QMMR EDST 8091 &amp; 8092</th>
<th>SPED 9011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and articulate major lines of theory and research related to the student's chosen area of concentration*</td>
<td>Quizzes Literature Review</td>
<td>Written responses to the readings Issue analyses Students led oral class discussions Critical analysis papers</td>
<td>Instructor-facilitated, student-generated project that integrates the theory and practice of Action Research.</td>
<td>Policy and Research Reviews Paper</td>
<td>Critical analysis papers Written observations</td>
<td>Theoretical Perspectives Paper Reading in the Field Paper</td>
<td>Reflection papers Term papers Written critical reviews of research</td>
<td>Individual and team discussion board entries Research/IRB proposal Proposal presentation Topical papers Research papers &amp; Presentations</td>
<td>Position Paper</td>
</tr>
</tbody>
</table>

**Key:**
- DLS-Developmental Learning Sciences
- CSTE- Curriculum Studies and Teacher Education
- ECAR- Educational and Community-Based Action Research
- EPHE- Educational Policy and Higher Education
- IDT- Instructional Design and Technology
- LIT-Literacy
- QMMR-Quantitative and Mixed Methods Research Methodologies
- SLS-Second Language Studies
- SPED-Special Education
V. Assessment Infrastructure

The Assessment Process for the Doctorate of Philosophy in Educational Studies will occur with the oversight of the EDST PhD Council, which is chaired by the School of Education Graduate Program Director. The Graduate Programs administrative assistant and a Graduate Assistant (GA) assigned to the Office of Graduate Studies in the School of Education will support these processes. It is anticipated that our existing course and student record systems, as well as newly created databases in collaboration with CECH Office of Assessment and Continuous Improvement (OACI), will be utilized in the compilation of needed data.

The EDST PhD has an established framework to address the collection, review, and dissemination of program assessment data. As noted in the program overview, the EDST PhD Council consists of one representative from each of the nine concentration areas in the degree and is facilitated by the graduate program director for the School of Education. The council is a decision making body with oversight of program policies, procedures, and changes to the program. The EDST PhD Council, with the support of the graduate program director and the School of Education Office of Graduate Studies, will be responsible for ensuring completion of all tasks. The Council meets monthly throughout the academic year.

In addition to the data collected in the courses and experiences noted above, the EDST PhD receives institutional data each year as part of the GRAAD review process and participates in external graduate program review processes every five to seven years. Additional data is gathered using annual doctoral student reviews evaluating progress toward degree completion.

Primary support for data collection, management, and reporting is provided through the College of Education, Criminal Justice, and Education (CECH) Office of Assessment and Continuous Improvement (OACI). Data is entered through web-based rubrics and assessments by the end of each semester. Over the summer OACI generates program specific reports and provides them electronically and in hardcopy to each program. Program faculty review and use these data in their program development and continuous improvement efforts, with documentation of specific actions and steps taken. OACI also has a web site that has all the assessment documents that are developed and maintained for use by program faculty that have national accreditations. For those programs that do not have this set up because they are beginning the assessment process, web sites will be set up during next year.

Policies and procedures for data collection, analysis, and use are summarized in the improvement cycles below:
Program Improvement Cycle: *For Fall Semester Program Meetings (Summer Work)*

The following data is aggregated and summarized for decision-makers in program areas:
- Admissions data
- Performance on all assessments
- Handbook and materials developed for students reviewed
- Data posted to web site

**By December 1 (Program faculty responsible)**
- Data-based decisions made regarding the programs submitted to OACI
- Areas needing attention identified
- Curriculum proposals for curriculum adjustment/maintenance generated
- Candidates informed of program improvements in response to data

**By February 1 (Program Faculty responsible; Program Coordinator)**
- Finalize major curriculum changes

**During Spring Semester, April 1 (Program Coordinator submits info to appropriate office)**
- Record approved curriculum changes
- Update curriculum map
- Update curriculum guides, degree progress audits (DARS), program outlines
- Update evaluation forms for spring semester distribution

**Late Spring Semester (by April 15)-Program Coordinator works with Dean’s office, Student Services Center (SSC)**
- Dean’s office submits official updates to CECH website [Units are responsible for updating their websites directly or through their Web liaison. Faculty are asked to work with Ric Stackpole re: edits to curriculum guides and program outlines.]
- Implement program improvements; continue to collect data on candidates and programs

Summary of Process at the EDST PhD Council level:

1. **Data Review**-Per the timeline set forth by OACI, the PhD Council will review data summaries at the beginning of fall semester. This will include data collected, analyzed, and aggregated by OACI, as well as data collected and housed within the School of Education Office of Graduate Studies. Concentration representative will be responsible for sharing data with concentration faculty, and feedback from the concentrations will be shared with the EDST PhD Council no later than the second monthly meeting of the fall semester.

2. **Recommendations for Improvement**-The EDST PhD Council will discuss feedback from the concentration faculty and approve changes toward achievement of the Program Learning Outcomes no later than the December 1st deadline set by OACI.

3. **Implementation of Changes**-The EDST PhD Council Chair/Graduate Program Director will be responsible for ensuring all required information is submitted and updates completed via the proposed channels.