

Edd in Curriculum & Instruction Teaching and Learning of School Subjects

Program Overview:

The doctoral specialization in Teaching and Learning of School Subjects develops candidates' expertise in issues related to instructional methods and teacher preparation in the subjects commonly taught from Pre-Kindergarten through Grade 12 (math, science, and social studies). Graduates will be qualified for positions in university departments of teacher education or curriculum and instruction, as well as for roles in local, regional, state, or national educational agencies. The program does not lead to a K-12 administrative credential.

Our mission is to develop graduates who have a thorough grounding in current theory, research, and policy relevant to teaching and learning and who have acquired research expertise through mentored experiences and original empirical investigations.

Program Option:

I. Required Coursework (45 credits)

The following courses are required of all students in the **Specialization in the Teaching and Learning of School Subjects**:

A. Division of Teacher Education Core Seminars (9 credits)

18-CI-951 Professional Seminar I: Application of Theories of Teaching & Learning

18-SPEC-952 Professional Seminar II: Diversity of Learners

18-LTCY-953 Professional Seminar II: Language and Social Practice

B. Advanced Seminars in Teaching and Learning (9 credits)

18-CI-975 Teacher Education and Professional Development

18-CI-976 Policy Issues in Teaching and Learning

18-CI-977 Curriculum Theory

C. Other CI Doctoral Coursework (two of the following) (6 credits)

18-CI-944 Theory, Ethics, Application of Research in Teaching

18-CI-885 Attitude Formation and Change

18-CI-936 Current Research Issues for Education and Knowledge Technologies

18-CI-937 Critical Perspectives of Knowledge Technologies

18-CI-938 Emerging Research Issues and Challenges for Knowledge Technologies

D. Cognition (one of the following) (3 credits)

18-EDST-835 Cognition and Learning

18-EDST-836 Cognition and Thought

18-EDST-837 Cognition and Development

E. Introductory Research Tools (three of the following, chosen with committee's guidance) (9 credits)

18-EDST-750 Classroom-based Action Research & Reflective Practice
18-EDST-755 Introduction to Research Methodology
18-EDST-710 Introduction to Statistical Methods
18-EDST-711 Intermediate Statistical Methods
18-EDST-721 Measurement and Evaluation
18-EDST-800 Modes of Inquiry
18-EDST-858 Oral History
18-EDST-886 Experimental Research
18-CJ-907 Criminal Justice Survey Research Design
Teaching and Learning of School Subjects 2

F. Advanced Research Tools (one of the following sequences, chosen with committee's guidance) (9 credits)

1. Qualitative Research

18-EDST-802 Introduction to Field Methods in Educational Research
18-EDST-812 Intermediate Field Methods
18-EDST-822 Advanced Field Methods

2. Quantitative Research

18-EDST-855 Quantitative Research Methods I
18-EDST-856 Quantitative Research Methods II
18-EDST-857 Quantitative Research Methods III 18-EDST-878

3. Multivariate Analysis

18-EDST-878 Multivariate Analysis of Differences
18-EDST-879 Multivariate Statistics of Relationships
18-EDST-880 Advanced Multivariate Analysis

4. Action Research

18-EDST-850 Action Research I
18-EDST-851 Action Research II
18-EDST-852 Action Research III

II. Electives (27 credits):

The following are recommended electives. Students should select electives with the guidance of their committees. Electives may also include independent studies and courses other than those listed below.

18-EDST-835 Cognition and Learning
18-EDST-836 Cognition and Thought
18-EDST-837 Cognition and Development
18-EDST-787 Self Concept and Achievement
18-EDST-789 Socio-cultural Issues in Child Development
18-EDST-778 Cultural Differences
18-EDST-771 Philosophy of Education
18-EDST-747 Social Theories of Education
18-EDST-814 Anthropology and Education
Teaching and Learning of School Subjects 3

III. Research Experiences (63 credits):

All students take part in three research experiences that gradually apprentice them into the norms, procedures, and standards of educational research.

A. Phase I Mentored Research (9 credits)

In the Phase I Mentored Research experience, the doctoral student serves as a research assistant who assists one or more faculty members in ongoing research projects; this may include designing a research project, collecting data, and/or analyzing data. Students *do not* design or implement their own research projects during the Phase I experience. Phase I Mentored Research is arranged by each student's committee chair, and may be carried out with the chair or another designated faculty member. Students register for a total of 9 credits of 18-CI-921 (Mentored Research in Curriculum & Instruction), typically 3 credits each quarter for 3 consecutive quarters.

B. Phase II Mentored Research (9 credits)

In the Phase II Mentored Research experience, the doctoral student works under the supervision of one or more faculty members to conduct an original, small-scale research project. With close faculty guidance, the student is responsible for designing the research, securing approval of the Institutional Review Board, collecting and analyzing data, writing a final research report, and presenting the results of the research project at a scholarly conference. The committee chair or other designated faculty members work with the student to provide guidance and support. Students register for a total of 9 credits of 18-CI-921 (Mentored Research in Curriculum & Instruction), typically 3 credits each quarter for 3 consecutive quarters. 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 student is responsible for designing the research, securing approval of the Institutional

Review Board, collecting and analyzing data, and writing a final research report. The student's doctoral committee provides guidance and support as needed. Students register for a total of 45 credits of 18-CI-973 (Individual Dissertation Guidance in Curriculum & Instruction), typically 15 credits each quarter for 3 consecutive quarters.

Degree Requirements:

The Doctorate of Education in Curriculum and Instruction requires completion of 135 graduate credits and culminates in a dissertation of original empirical research. In addition to completing the requirements of the University of Cincinnati, the Division of Teacher Education, and the College of Education, Criminal Justice, and Human Services, students in this specialization will complete six doctoral seminars and two mentored research experiences. Coursework and mentored experiences are designed to acquaint students with current theory, research, and policy issues relevant to teaching and learning. Courses will be scheduled to facilitate enrollment of students who have full-time professional responsibilities.

The following courses are required:

- Professional Seminar I: Theories of Teaching and Learning (18-CI-951)
- Professional Seminar II: Diversity of Learners (18-SPED-952)
- Professional Seminar III: Language and Social Practice (18-LTCY-953)
- Teacher Education and Professional Development (18-CI-975)
- Policy Issues in Teaching and Learning (18-CI-976)
- Curriculum Theory (18-CI-977)
- Educational Research Tools (18 total credits)
- Mentored Research (18 total credits)
- Dissertation Research (45 total credits)

Additional courses will be selected with the guidance of program faculty. Two approved qualifying papers are required in order to maintain standing in the program, and an approved dissertation proposal is required for advancement to candidacy.

Admission Information and Application Procedures:

For admissions information and application procedures, please see the document titled *Application Process for Doctoral Degree Programs in Teacher Education*.

Program Contact Information:

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