

Department of Teaching and Learning
Graduate Program Handbook

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Overview

Welcome to the Department of Teaching and Learning Graduate Program. As a graduate student you will find a vibrant, engaged research community committed to your education and future contributions in academia, communities, and schools throughout the world. The Graduate Program Handbook provides a detailed description of T&L program structures, procedures, and expectations. Please use this document to support your pursuit of a successful education and eventual graduation process.

Department of Teaching and Learning Mission and Purpose

The mission of the Department of Teaching and Learning is to generate and transmit knowledge about learning and teaching processes affecting people in diverse schools, families, and communities through world-class research, innovative teaching, and responsive service that addresses pressing educational problems both locally and globally.

Research and scholarship in the Department of Teaching and Learning focuses on the centrality of learners across the lifespan, from young children to adults, both in and outside of school settings. This ecological systems perspective shapes our vision and goals to:

- Be leaders in the field, helping to critique, rethink, and re-conceptualize knowledge related to academic content and conceptual knowledge and learning processes;
- Provide exemplary leadership in the research-based preparation and professional development of teachers and teacher leaders; and
- Prepare educators with the knowledge, skills, and dispositions and pedagogical content knowledge to reach and effectively teach all learners in ways that are community and culturally responsive.

As a department of one of the nation's largest land grant universities, as well as an urban-serving university, we share and seek to fulfill the goal of advancing the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. Through our research, course work, and engagement with local communities, we make an active effort to lead the field, nationally and internationally, while working collaboratively with our local school and community partners. Department faculty share a commitment to scholarship, teaching, and services that emphasizes educational equity, diversity, and social justice; value collaborative, interdisciplinary scholarship; and embrace opportunities to lead, learn from, and partner with Ohio education professionals.

The Department of Teaching and Learning Graduate Program is organized through 8 'Areas of Study':

- (1) Adolescent, Post-Secondary, and Community Literacies;
- (2) Reading and Literacy in Early and Middle Childhood;
- (3) Language, Education, and Society;
- (4) Foreign and Second Language Education and TESOL;
- (5) Literature for Children and Young Adults
- (6) STEM (Science Education; Technology/Engineering Education and Mathematics Education;
- (7) Multicultural and Equity/Global Studies; and
- (8) Arts-Based and Active, Dramatic Pedagogies.

The Areas of Study reflect the research foci available to Ph.D students on the Columbus campus, and also shape course offerings for Ed.S and M.A. students.

See Appendix for an overview of the AoS that identify faculty and student research foci.

About the Department of Teaching and Learning Graduate Program Handbook

The policies and procedures of the Department of Teaching and Learning and Graduate School are intended to ensure the highest quality graduate education and to provide guidance for students as they pursue their education and their degrees. The Teaching & Learning Graduate Program Handbook provides information about all phases of graduate education, including admissions procedures and transfer credit, program requirements, committee formation, and exam and research requirements. You will also find information about GTA positions, funding, and annual student evaluations.

Many of the policies and procedures that govern graduate education in the Department can be found in the University [Graduate School Handbook](#). Students are responsible for knowing and following all of the policies and procedures of both the Department of Teaching and Learning and the Graduate School.

Your faculty advisor, the staff members of the Office of Academic Services (OAS- 227 Arps), and the Graduate Studies Chair can support you as you encounter questions during your program.

Please note: The information in this document is subject to change, so students are advised to refer to OAS staff and faculty for updated information.

Section I

Administration of Graduate Education

There are four levels of administration that affect the governance of and guidelines for graduate student education:

- OSU Graduate School,
- College of Education and Human Ecology (EHE),
- Department of Teaching and Learning, and
- Teaching and Learning Area of Study

The Graduate School oversees admissions, registration, theses and dissertations, examination rules, faculty advisor and committee membership, graduation, and many other aspects of graduate education. The policies and procedures of the Graduate School are set forth in the [Graduate School Handbook](#). ALL GRADUATE STUDENTS SHOULD DOWNLOAD A COPY OF THE GRADUATE SCHOOL HANDBOOK AND BE FAMILIAR WITH ITS CONTENTS.

The [College of Education and Human Ecology](#) is comprised of three Departments:

- Department of Teaching & Learning,
Department of Educational Studies, and
Department of Human Sciences.

The [Department of Teaching and Learning](#) provides graduate education that leads to the following degrees:

- Master of Arts (M.A.),
- Education Specialist (Ed.S.), and
- Doctor of Philosophy (Ph.D.).
- Master of Education (M. Ed) (addressed in a separate handbook)

Administering the graduate programs:

- The **Department Chair** is responsible for the administration of all aspects of the Department.
- The **Vice Chair of Graduate Studies** serves along with the Department Chair in administering multiple facets of graduate education in the Department of Teaching and Learning. The VCGS also serves as **Graduate Studies Committee** Chair.
- The **Faculty** generate policies that govern graduate education in all of the Department's programs.
- **Area of Study Conveners** co-ordinate with faculty to implement admissions, the annual review of students, curriculum review, GTA appointments, and scholarship funding.
- **Academic Services** staff provide a center for student data, procedures, petition forms and processes, and advisement.
- The **University Graduate School** establishes rules and guidelines for all graduate programs in the university, on all campuses, and serves as final approval for many decisions regarding admissions, examination procedures, and graduation requirements.

Graduate Studies Committee

The [Graduate Studies Committee](#) is responsible for all matters affecting graduate studies, as specified in the Graduate School Handbook and the Department of Teaching and Learning Pattern of Administration guidelines. The Vice Chair of Graduate Studies is appointed by the chair and serves as chair of the GSC. Additional members are elected by the faculty and include four regular tenured or tenure-track faculty members from the Columbus campus and one regular tenured or tenure-track Regional campus representative. The VCGS appoints one Graduate Student representative to the committee, in consultation with the department chair. All elected members serve staggered, two year terms.

Faculty members who serve on the Graduate Studies Committee of Teaching and Learning review rules for the administration of graduate programs and individual graduate student progress. The T&L GSC aligns all department rules with the University Graduate School Handbook. The Graduate Studies Committee also reviews new course requests and evaluates curricular developments within Teaching and Learning. Other responsibilities of the Graduate Studies Committee are identified in the Graduate School Handbook (<http://www.gradsch.osu.edu/section-xiv.html>).

Vice Chair of Graduate Studies

The VCGS is appointed by the department chair and serves as the Graduate Studies Chair of the Department of Teaching and Learning. The VCGS is responsible to the department's graduate program in all its aspects: student recruiting, selection and retention of students, orientation and advising, advising the chair on teaching assistantships and summer appointments, curriculum, examinations, maintaining records and the annual review of each student's academic progress and performance of teaching duties.

Office of Academic Services

The [Office of Academic Services](#) (OAS) serves as administrative center for graduate students in the Department of Teaching and Learning. OAS staff members respond to inquiries about graduate programs and process forms notifying the Graduate School about Master's Examinations, Candidacy Examinations, and graduation. OAS is the place for the day-to-day management of the graduate programs in the Department and houses the official files for graduate students in T&L. This office, in consultation with the VCGS and Department Chair, ensures that appropriate procedures have been followed relative to the policies outlined by faculty of the Department and the Graduate School.

ALL FORMS AND PETITIONS MUST BE SUBMITTED THROUGH OAS. No forms or petitions may be submitted directly to the Graduate School or Graduate Studies Chair. Forms must first be submitted through OAS so they can be logged, copied and filed if necessary, and then submitted to the Graduate School (and logged again).

***Your questions about procedures, deadlines, and program should be addressed first by reviewing the T&L and University Graduate Handbooks. Then discuss your plans and questions with your faculty advisor. The staff members of the Office of Academic Services are informed and aware of procedures, but may not know the specific concerns or plans you have made with your committee and advisor. ***

****Many questions of procedure and deadlines can be addressed first by staff in the Office of Academic Services, and/or the Graduate School, then by your faculty advisor.****

Section II Admissions Process

Graduate students are admitted to graduate programs through the university-level Graduate School. Admissions begin with the Graduate Admissions website. Applicants must be accepted by both the Graduate School and an Area of Study in the Department of Teaching and Learning.

- The Area of Study to which the student is applying should be listed on the application under “specialization.” Please study the Area of Study descriptions on the Teaching and Learning website before designating the ‘specialization’ to which you want to apply.
- Also read faculty profiles and consider whether you are interested in working with a faculty advisor who shares your research interests. Designation of an initial faculty advisor is determined by faculty in an AoS but the decision is informed by the student’s letter of application.

11.1 Application Deadlines

MA

- April 15th for Autumn Semester Admission (Domestic Applicants Only)
- September 1st for Spring Semester Admission (Domestic Applicants Only)
- November 15th for Autumn Semester Admission (International Applicants Only)

PhD and EdS

- November 15th for Autumn Semester Admission (Domestic & International Applicants)

11.2 Applications Procedures

- Students must submit application materials electronically through Graduate Admissions. Applications are available online through http://gradadmissions.osu.edu/apply_online.htm.
- General admission requirements for all graduate programs are found on the Graduate School website – [Graduate Programs, Degrees](#).

For specific admission requirements for T&L programs, visit the [T&L website - Academics](#).

- [Doctor of Philosophy \(Ph.D.\)](#)
- [Educational Specialist \(Ed.S.\)](#)
- [Master of Arts \(M.A.\)](#)

Special case: Second Doctoral Degree

- “Admission to a second nonprofessional (the Ph.D. or D.M.A.) doctoral program by a student who has completed one such degree requires the approval of the Graduate Studies Committee and the Graduate School.” [Graduate School Handbook, Section VII, 7.1 – General Information](#)

11.3 Notification of Admission

- Faculty will review all applications relevant to their expertise and make recommendations for admission to the Graduate School. The Graduate School will notify students of their admission status. However, *applicants are encouraged to be in communication with a potential faculty advisor prior to and during the application and admissions process.*

Section III Advisors

Faculty Advisors guide students in the development of their degree programs and serve as mentors throughout the graduate experience. An advisor will have expertise in the student's area of study. Students are assigned advisors upon admission to a program. You will need to be sure that your faculty advisor and committee members have 'M or P' status that complies with university Graduate School rules. Category M and P status are related to a faculty member's tenure appointment and their ongoing engagement in research. [Graduate School Handbook, Section XV, 15.3 – Category Level](#)

Graduate Student Program	Faculty Advisor Level Determined by Graduate School Rules
M.A.	At least Category M
Ed.S.	Only Category P
Ph.D.	Only Category P

Change in advisor:

- Some students change advisors to align their academic interests with faculty expertise. After discussing the change with the current advisor, a student may change advisors by filing a simple form with the new advisor's signature. This form is available through OAS.
- Non-faculty members may serve as advisors under extraordinary circumstances. They must be recommended by the Graduate Studies Committee and approved by the Graduate School in order to do so. [Graduate School Handbook, Section XV, 15.5-Committee Service and Advising by Non-Members of Graduate Faculty](#)
- If the student's advisor leaves the university or is no longer able to serve as the student's advisor for other reasons, the student should contact the Department Chair for assistance in finding another advisor.
- Emeritus Faculty may serve on committees and as a continuing advisor under certain conditions, but not as advisor for new students. Please review the rules for emeritus faculty in the Graduate School Handbook. <http://www.gradsch.osu.edu/15.1-eligibility>

Section IV Course Registration

Students register online through their Student Center on BuckeyeLink (www.buckeyelink.osu.edu). BuckeyeLink also provides access to information regarding Financial Aid, Student Financials account information, holds, a student's personal contact information, and payments. The [SIS Student Center Reference Guide](#) offers assistance and step-by-step guides to accessing all of this information via BuckeyeLink.

To determine when a student can register for classes, the student uses BuckeyeLink to view his/her Enrollment Appointment (or when students can register). These appointments are assigned by ranking (i.e. number of credits completed, student-athlete, honors student, etc.). Students can review the [SIS](#)

[Student Center Reference Guide](#) for more information on Enrollment Appointments and how to enroll in a class.

NOTES:

- Registering early during the student's Enrollment Appointment increases the chances of getting into the courses requested.
- Students should frequently check BuckeyeLink, the [Registrar website](#), or the [Graduate School Handbook – Appendix A: Academic Deadlines](#) for important deadlines and fees.
 - Students are responsible for meeting all published deadlines for procedures such as registering, paying fees, adding or dropping courses.

IV.1 Non-enrollment and Reactivation

- Students who do not enroll in graduate courses for a time period of one semester to two years should contact the Graduate School to reactivate.
- Students who do not enroll for a time period of more than two years should petition the Graduate Studies Committee (via OAS- 227 Arps Hall) using a [Permission to Reactivate Enrollment Eligibility](#) form to be submitted to the Graduate School.
 - Master's students who have not taken courses for more than two years and who are nearing the end of or are beyond their six-year time limit will need the advisor's written approval to be re-admitted into the Master's program.
 - Pre-candidacy doctoral students who have not taken courses for two years or more will need the advisor's written approval to be re-admitted into the doctoral program.

Section V – Transferring Credit

Graduate Non-Degree Credit V.1

A maximum of seven semester hours of courses taken under graduate non-degree status at The Ohio State University may be transferred into a degree program provided it is appropriate to the current program at the time of admission and is approved by the faculty advisor ([Graduate Non-Degree Information](#)).

To transfer graduate credit from non-degree to regular status, the student must complete the following steps:

1. Pick up the "Graduate Non-Degree Credit" form from the Office of Academic Services (OAS – 227 Arps Hall). The form is also available on the T&L website: [NEED URL](#)
 - a. Regional Campus students can also obtain the form from the Campus Advising Office, obtain the signature of their advisor, and arrange to forward the form to OAS - 227 Arps Hall
2. Meet with the faculty advisor to review and approve the courses. For the courses to be transferred, the form requires the signature of the faculty advisor.
3. Return the completed form to OAS - 227 Arps Hall.

Graduate Credit from another OSU Department V.2

To transfer graduate credit from another department at OSU to a master's or doctoral program in the Department of Teaching and Learning requires faculty approval on the M.A./Ph.D. program sheet (available in OAS - 227 Arps).

From one Graduate Program to another Graduate Program at OSU V.3[Graduate School Handbook, Section II, 2.9 – Transfer of Graduate Program](#)

1. Obtain and complete the [Request for Transfer of Graduate Program form](#).
2. Submit the completed and signed form to OAS to be reviewed by the Graduate Studies Chair.
 - If approved, the form is sent to the Graduate School for final approval.

Graduate Credit from another Institution V.4

Graduate credit from another institution is typically transferred at the time of admission.

[Graduate School Handbook, Section IV, 4.2 – Marks \(Grades\): Transfer Credit](#)

If the credit is not transferred at the time of admission, the student needs to do the following:

3. Obtain the [Transfer of Graduate Credit form](#) and a copy of an official transcripts with the courses to be transferred. Also provide course syllabi for relevant courses.
4. Complete the form as needed.
 - The student may file a written request to OAS – 227 Arps Hall to see if the official transcripts are on file, and if so, these may be used.
5. Meet with his/her faculty advisor to a) confirm that the courses can be transferred and applied to the program and b) obtain the faculty advisor's signature and a letter stating what courses will transfer and how they are relevant to the student's program. Only graduate level courses may be reviewed for transfer consideration.
6. Submit the completed and signed form to OAS to be reviewed by the Graduate Studies Chair.
 - If approved, the form is sent to the Graduate School for final approval.

Section VI - Dual Degree

Dual Master's Degree Programs VI.1

For detailed information about the Dual Master's degree programs, please see:

- [Graduate School Handbook, Section VI, 6.7 – Dual Master's Degree Programs](#)
- [Graduate School Handbook, Section VI, 6.8 – Master's Examination, Dual Degree Students](#)
- Application/Form: [Dual Degree Program Plan Approval Information and Form](#)

To complete two Master's degrees simultaneously at OSU:

1. The student must obtain and complete the [Dual Degree Program Plan Approval Information and Form](#).
2. Meet with his/her faculty advisor prior to beginning to pursue both degrees.
3. Submit the completed form to OAS-227 Arps Hall or at the Regional Campus Advising Office.

Additional Dual Degree Programs VI.2

- Dual master's/Ph.D. degree program
- Dual master's/professional doctorate degree program
- Dual Ph.D./professional doctorate program

Section VII – Academic and Professional Standards

The Graduate School and the Department of Teaching and Learning share responsibility for monitoring graduate student academic performance and degree completion.

The university and the Graduate School have policies for student conduct and for addressing academic misconduct, as outlined above and on the [Committee on Academic Misconduct](#) website. Violations which constitute academic misconduct must be reported directly to the Committee on Academic Misconduct and simultaneously to the Department Chair, while violations of a non-academic character should be reported to the chair of the Graduate Studies Committee.

All members of T&L, including students, are expected to adhere to the highest professional and ethical behavior both on-campus and in university-related activities off-campus (including university-related on-line activities). Students are expected to know and adhere to the professional and ethical standards of the education and research profession as described in such publications as:

- [International Reading Association \(IRA\)](#)
- [American Educational Research Association \(AERA\)](#)
- [Association for Supervision and Curriculum Development](#)
- [National Council of Teachers of Mathematics](#)
- [National Council for the Social Studies](#)
- [National Council of Teachers of English](#)
- [National Science Teachers Association](#)

By applying to and being admitted to any of the academic programs of T&L, students agree to adhere to the policies listed above. In addition, it is the policy of the Department that all students, staff, faculty, and others engaged in Department activities are to be treated with dignity, integrity, respect for culture, language, and sexual orientation, respect for individual and collective intellectual and academic work, and respect for academic freedom and freedom of speech.

Each student, staff, and faculty member has the responsibility to promote the policies above for ethical behavior and to report violations of these policies. Failure to report a violation of university policies and T&L policies for ethical behavior (as listed above) is itself a violation and subject to punitive action.

[Graduate School Handbook, Section V - Academic and professional standards](#)

This section describes the minimum academic and professional standards of the Graduate School.

[Graduate School Handbook, Appendix C - Research Standards and Misconduct](#)

This section of the handbook outlines the Graduate Student Code of Research and Scholarly Misconduct, as well as the policy for investigating allegations of such misconduct.

Section VIII –Master of Arts

The Master of Arts (M.A.) program in the Department of Teaching and Learning is a post-baccalaureate degree that serves practicing teachers at all levels (preschool, elementary, middle level, and high school) and provides an important first step for graduate students who wish to pursue a doctorate and become scholars and teachers at the university level.

The MA Program also provides a base for other professionals who are interested in offering educational services in a wide variety of social and educational settings outside the public schools. Such settings may include social service fields that provide educational programs and services for children and young adults; education departments of art, history, and science museums; and educational service programs connected with park and recreational systems.

The structure and content of the MA aims to broaden and deepen perspectives around four areas central to high quality education for all children:

- The nature of learners and learning
- Pedagogy
- Disciplinary content
- Diversity, social justice, and educational equity

The program is comprised of core courses, foci of study courses, and a final project.

Foci of Study Options

- Adolescent, Post-Secondary, & Community Literacies (APCL)
- Foreign, Second, & Multilingual Language Education (FSMLE)
- Integrated Teaching & Learning (Regional Campuses ONLY)
- Language, Education, and Society (LES)
- Literature for Children and Young Adults (LCYA)
- Multicultural and Equity Studies in Education (MESE) and Social Studies and Global Education (SSGE)
- Reading & Literacy in Early & Middle Childhood (RLEMC)
- Rethinking Early Childhood & Elementary Education (RECEE)
- Science, Technology, Engineering, & Mathematics (STEM)
- Sensory Impairments & Inclusion

Master of Arts Program Sheet VIII.1

Early in the program, the student should complete a “Master of Arts Program Sheet” in cooperation with the faculty advisor. This form will list all of the courses the student will take in the M.A. program. The Program Sheet, signed by the student and the faculty advisor, should be submitted to OAS - 227 Arps Hall or Regional Campus Advising Office by the student. This signed program sheet is the official contract for the student’s program and will be audited prior to graduation. It can be amended either by filing a new form (with the advisor’s signature) or by having the advisor approve the changes in writing (letter or e-mail to OAS).

Course Requirements VIII.2

A. Teaching and Learning Core Courses: All M.A. students must take 9 hours of the T&L Masters core courses:

Course #	Course Title	Units
EDUTL 6808	Multicultural and Global Perspectives on Teaching and Learning	3
EDUTL 6050	Multiple Perspectives on Teaching and Learning	3
EDUTL 8890/ 6052	Balanced Assessment of Teaching and Learning	3

B. Teaching and Learning Research Course Requirement: All M.A. students must take 3 hours of research course work from the following list or a course approved by their advisor.

Course #	Course Title	Units
EDUTL 6052 OR	Classroom-based Inquiry	3
EDUTL 7010	Diverse Approaches to Research on Teaching and Learning	3

C. Independent Study with Examination or Final Project: An Independent Study with the student's advisor is required during the semester of graduation (3 semester hours during semester of graduation). Thesis and Non-Thesis options have different requirements for completion of the final project.

Course #	Course Title	Units
Thesis Option		
	Research course related to thesis (In addition to research requirement above)	3
Non-Thesis Options		
EDUTL 7193	Individual Study (Student will complete 3 hours of independent study in consultation with advisor towards the end of the program.)	3

Master's Thesis VIII.3

[Graduate Handbook, Section VI, 6.4 – Thesis](#)

The aim of the master's thesis is to reflect the student's growing understanding of scholarship in an academic field. If the student is planning at some point to pursue a Ph.D., a thesis may be advisable so the student will have a research background to bring to a doctoral program.

To develop a Master's Thesis, the student will consult closely with the advisor. Students have flexibility regarding the subject and genre or 'voice' of their work. All Master's theses in Education are housed by Ohio Link at <http://etd.ohiolink.edu/> and are available for review. The format of the thesis must conform to the guidelines for preparing a thesis in the Graduate School Handbook.

If the student is doing research that involves humans, the student must have the proposal reviewed by the Institutional Review Board desk (The Office of Responsible Research Practices, 300 Research Administration Building, 1960 Kenny Road, 614-688-8457 or <http://orrrp.osu.edu/>). The student should contact the Human Subjects Review administrative staff in order to discuss the process for review of the proposal, to obtain the appropriate forms, and to factor in the time it will take for the human subject's approval process.

Master's Examination

Thesis. The master's examination for a student pursuing the thesis option must include an oral portion and may include a written portion. The master's examination need not be confined to the thesis topic. The oral portion of the master's examination must take place during announced university business hours, Monday through Friday.

[Graduate Handbook, Section VI, 6.2 – Master's Examination](#)

Master's Examination (Non-Thesis Options) VIII.4

Non-Thesis. The master's examination for a student pursuing the non-thesis option must include a written portion and may include an oral portion. The written portion may be in the form of an examination (in which case it should be at least four hours in length) or a substantial paper or project appropriate to the discipline and consistent with best practices in the field. The oral portion must take place during announced university business hours, Monday through Friday.

[Graduate Handbook, Section VI, 6.2 – Master's Examination](#)

Master's Examination: Essay Format

If the student plans to take the standard Master's Examination (four hour written exam) on the College-proctored date, the student should:

1. Consult with the faculty advisor and discuss the subject areas to be included on the exam.
2. The advisor and the second reader typically submit 3-5 questions to OAS - 227 Arps Hall.
3. On the day of the exam, the student receives the exam questions.
4. Following the exam, the student's Master's Examination Committee will evaluate the responses.

Master's Examination: Project Formats

A student may take the Master's Examination as a project format with the consent of the student's advisor and provided the alternative format is among those approved by the Department of Teaching and Learning Graduate Studies Committee and adopted by the student's specialty area. Currently, the Graduate Studies Committee has approved the following as alternative formats: a structured portfolio, a research paper that addresses the student's areas of expertise, or classroom-based teacher research project. Students should check with their advisors to determine which of these have been adopted by their respective specialty areas. Other alternative formats might be approved in the future, but only after a written proposal from the faculty in at least one specialty area. Rules for submitting the Master's Examination Report Form are the same for alternative formats as for the essay exam format.

- All Master's examination final materials and related oral exam (if required) must be completed prior to the published Graduate School deadline for that semester ([Graduate School – Graduation Deadlines](#)).
- The Master's Examination Report Form is sent to the Master's Examination Committee/faculty advisor from the Graduate School.
- The signed Master's Examination Report Form must be submitted to OAS - 227 Arps Hall by a Master's Examination Committee members at least two days prior to the Graduate School deadline.

The student should confirm with the faculty advisor the date to complete the examination to allow the committee ample time for review.

If the student wants to take the exam on an alternative date:

1. The student will need to make arrangements with the faculty advisor to do so.
2. Then he/she needs to complete the "Alternative Examination Application" NEED URL/ADD TO T&L WEBSITE on the T&L Master's Degree Graduation Checklist and submit it to OAS-227 Arps Hall with the Application to Graduate.

Residency Requirement and Time Limit VIII.5

"Credit Hours and Residency Requirement:

- A minimum of 30 graduate credit hours is required to earn a master's degree.
 - Eighty (80) percent of those required credit hours must be completed at this university over a period of at least two semesters.
- A student must be registered for at least three graduate credit hours the semester or summer session in which graduation is expected." [Graduate School Handbook, Section VI, 6.1 – General Information](#)

Time Limit: Courses used to meet the requirements for the degree (including non-degree credit or graduate courses transferred from another program or institution) must be no older than six years at the time of graduation.

Good Standing Status VIII.6

Graduate students must be in "good standing" in order to maintain enrollment in the Master of Arts (M.A.) degree program.

In addition to the criteria for being in "Good Standing" listed in the Graduate School Handbook ([Section V, 5.1. – Good Standing](#)), the Department of Teaching and Learning requires students in the M.A. degree program to act in a professional and ethical manner in all aspects of the program including field placements.

Graduation Requirements VIII.7

[Graduate School Handbook, Section VI, 6.6 – Summary of Master’s Degree Graduation Requirements](#)

Applying for Graduation in T&L

1. Complete the M.A. Program Sheet, [Department of Teaching and Learning’s Master’s Degree Graduation Checklist](#) and [Application to Graduate form - Master's](#).
2. Meet with faculty advisor and obtain his/her signature for the Program Sheet, Checklist, and Application.
3. Obtain the signature of the second reader on the Checklist.
4. Submit the signed forms to OAS – 227 Arps Hall to a) be audited by an OAS Academic Advisor and b) to be signed by the Graduate Studies Chair.
 - a. Once signed by the Graduate Studies Chair, the form will be sent to the Graduate School for final approval.
 - b. By the start of the student's final semester, he/she will receive a letter confirming clearance for graduation or notifying the student of any problems.

Note: The Checklist and Application must be completed and submitted to OAS by the 12th week of the semester prior to the semester in which the student plans to graduate, with the exception of those graduating during the Autumn semester. Autumn semester graduates must submit both documents by the third week of the Summer semester.

****This deadline is earlier than the Graduate School’s deadline.****

Review the [Master’s Student Procedures for Final Semester](#) for a detailed checklist regarding the semester of graduation.

End-of-Semester Graduation VIII.8

Any student who is unable to meet the Graduate School’s published deadlines for graduation in a targeted semester should contact the faculty advisor and OAS in 227 Arps Hall. If the student completes all degree requirements by the end of the semester— the last business day prior to the first day of classes for the following semester—he or she may graduate the next semester without registering for additional coursework or paying fees. A degree is not conferred until the semester of submission of the dissertation. [Graduate School Handbook, Section VI, 6.5 - Graduation, Master's Students](#)

Section IX – Education Specialist Degree

The Education Specialist degree (Ed.S.) provides the opportunity for educators with a Master’s degree to further their professional development with a strong grounding in and application of diverse theory and research. The program offers a set of experiences and courses for specialists in PK-16 instructional leadership positions, such as teacher/team leaders, mentor teachers, department chairs, curriculum developers, praxis evaluators, or other school- and district-based roles. In such roles, highly qualified, experienced educators may serve as catalysts for school change, reform, and program/curriculum development. Additionally, the Ed.S. program provides a coherent professional development experience that can be aligned with other professional development plans, such as the State of Ohio’s residency program and career ladder for teachers, endorsements in reading, mathematics, and Teaching English as a Second Language (TESOL) or obtaining National Board Certification. Teachers may include school district Local Professional Development Committee requirements for professional development work within the program.

The Education Specialist degree supports school- or community-based educators with a depth of theoretical knowledge and wisdom of practice in a defined specialization who seek to provide leadership within a school district or community, to contribute to policy development, to design and direct programs, to support and evaluate teaching and learning, to mentor early career educators, and to translate relevant research and theory into sound practice.

ED.S Specializations are determined through the student’s affiliation with an Area of Study that offers coursework and work with an advisory committee which supports the completion of an apprenticeship and a culminating project/thesis. Specializations may also include coursework leading to state licensure programs such as the P-6 mathematics specialist endorsement, the literacy specialist, or the teacher leader license. Areas of Study in the Department of Teaching and Learning include:

1. Adolescent, Post-Secondary, and Community Literacies (APCL)
2. Foreign, Second, and Multilingual Language Education (FSMLE)
3. Literature for Children and Young Adults (LCYA)
4. Language, Education, and Society (LES)
5. Multicultural and Equity Studies in Education (MESE) and Social Studies and Global Education (SSGE)
6. Reading and Literacy in Early and Middle Childhood (RLEM)
7. Rethinking Early Childhood and Elementary Education (RECEE)
8. Science, Technology, Engineering, and Mathematics (STEM)

General requirements for the degree IX.1

A. Teaching and Learning Core Courses: All education specialist students must take the two department doctoral level core courses:

Course #	Course Title	Units
T&L 8003	Theorizing and Researching Teaching and Learning	4
T&L 8015	Diversity and Equity in Education	4

B. Multicultural Education and Diversity in Education Requirement: All education specialist students are required to take an additional course on multicultural perspectives in education. If the required course (below) has been taken as part of a Master's program, with permission of the student's adviser and approval of the Graduate Studies Committee, one or more advanced courses (excluding T&L 8015) may be included in the program to address the goals of understanding diversity in education and in multicultural education.

Course #	Course Title	Units
T&L 6808	Multicultural and Global Perspectives on Teaching and Learning	3

C. Research Methods: All education specialist students are required to take 6 semester hours of research methods. If any of the required courses (below) have been taken as part of a Master's program, with permission of the student's adviser and approval of the Graduate Studies Committee, more advanced courses must be taken which address the goal of using action-oriented research.

Course #	Course Title	Units
P&L 6625	Introduction to Educational Research	3
T&L 6052	Classroom Based Inquiry	3

D. Residency and Other Degree Requirements: All Education Specialist students must complete (check as accomplished):

- A minimum of 34 graduate credit hours beyond the Master's degree
- A minimum of 24 graduate credit hours at The Ohio State University
- A minimum of two consecutive semesters or one semester and a summer at the Ohio State University
- A minimum of six graduate credit hours over a period of at least two semester or one semester and summer completed after admission to candidacy.
- Maintain a 3.0 GPA or higher average

Education Specialist Program Sheet IX.2

Early in the program, the student should complete an "Education Specialist Program Sheet" in cooperation with the faculty advisor. This form will list all of the courses the student will take in the Ed.S. program. The Program Sheet, signed by the student and the faculty advisor, should be submitted to OAS - 227 Arps Hall or Regional Campus Advising Office by the student. This signed program sheet is the official contract for the student's program and will be audited prior to graduation. It can be amended

either by filing a new form (with the advisor's signature) or by having the advisor approve the changes in writing (letter or e-mail to OAS).

Ed.S. Committee IX.3

A student should set up an advisory committee (approved by the GSC) of a minimum of two graduate faculty, before accumulating 9 credit hours in the Ed.S. in the Teaching and Learning program. Both committee members should be faculty of the Department of Teaching and Learning, with expertise relevant to the student's area of specialization, and at least the major advisor must have P status in the Graduate School.

Theory and Practice Apprenticeship (6 to 9 hours) IX.4

Each specialist student must complete 3- 6 apprenticeship hours. The purpose of the apprenticeship is to provide the student with "hands on" experience. Students who hold graduate assistantships may not use the hours worked as part of their graduate assistantship to accomplish the apprenticeship.

Course #	Course Title	Units
8998	Research Apprenticeship in Teaching and Learning)	3-6

In order to apply and practice a particular set of leadership skills, students should develop and arrange, in consultation with their advisory committee and approval of the Graduate Studies Committee, an apprenticeship in their school/district setting or at the university. Following discussion with the advisory committee, the student should submit an overview of the plan for an apprenticeship to the T&L GSC. For example, students might plan and lead a series of professional development workshops for their district/school or community organization, etc. The apprenticeship could be connected to the culminating project/thesis.

Applied Project IX.5

An Applied Project must embody the results of a study of an issue directly related to the candidate's area of specialization and should directly benefit the student's professional goals. It should demonstrate the candidate's ability to apply his or her knowledge of the program and ability to conduct practice-based research/inquiry. The topic of the Applied Project must be approved in advance by the student's advisory committee. The project must include a written product (or an electronic equivalent – e.g., a multimodal, digital thesis with the quality and rigor equivalent to a traditionally written thesis) and meet the advisor's and Graduate Studies Committee's approval for its design. Following approval by the student's advisory committee, a brief overview of the project design should be submitted to the T&L GSC for further review and approval.

A copy of the final product will be submitted to the Graduate School. There must be a final oral examination conducted by the student's advisory committee (minimum length, 90 minutes).

Course #	Course Title	Units
T&L 8999	Research: Applied Project	1-15

Transferring from the Ed.S. to the Ph.D. IX.6

In some cases, the Ed.S. degree may also serve as the foundation for the pursuit of a Doctoral degree. Students who want to transfer to the Ph.D program would need to decide by the end of 10 credit hours, which include the two doctoral level core courses.

In addition, the student would need to

- Apply for admission to the Ph.D. program following standard admission procedures that include a review of a student's file by faculty members in the appropriate Area of Study.
- Submit a letter of recommendation from the professor of one of the student's core courses.

Transferring from the Ph.D to the Ed. S. IX.7

Some students who are admitted into the Ph.D. program may decide that their professional interests and goals can be met more appropriately within the Ed.S program. These students must request a transfer from the Ph.D. to Ed.S no later than the successful completion of 20 credit hours. Students who have completed more than 20 hours in the Ph.D. program may petition the Graduate Studies Committee (with the advisor's support) to transfer into the Ed.S. program. The following items must be included in a transfer request:

- A written request from the student for transfer to the Ed.S, including a rationale for the request
- A letter of support for the transfer from the student's advisor
- A transcript of all completed Ph.D. coursework

Graduation Requirements IX.8

A detailed list of the Graduate School's Graduation Requirements can be found on the [Application to Graduate Education Specialist Degree](#).

Education Specialist candidates must complete the [Application to Graduate Education Specialist Degree](#) by the third Friday of the semester during which they plan to graduate. The completed application should be submitted to OAS-227 Arps Hall for the signature of the Graduate Studies Chair.

- The application to graduate should be submitted as early as possible in order to facilitate review and signature by the Graduate Studies Chair.

End-of-Semester Graduation IX.9

Any student who is unable to meet the Graduate School's published deadlines for graduation in a targeted semester should contact the faculty advisor and OAS in 227 Arps Hall. If the student completes all degree requirements by the end of the semester— the last business day prior to the first day of classes for the following semester—he or she may graduate the next semester without registering for additional coursework or paying fees. A degree is not conferred until the semester of submission of the dissertation. [Graduate School Handbook, Section VII, 7.13 - Graduation Requirements](#)

Section X – Doctor of Philosophy

The Nature of Doctoral Study in the Department of Teaching and Learning X.1

The Ph.D. is a research-intensive degree designed to prepare graduates to work in research-intensive settings. Our students are engaged in nationally recognized research, and have received prestigious national awards, completed peer-reviewed journal publications prior to graduation, and presented papers and posters at national and international conferences.

Doctoral study in the Department of Teaching and Learning consists of five kinds of activities:

1. Course work (see the Area of Study program sheet for specific course requirements)
2. Research apprenticeship
3. Independent scholarship
4. Examinations
5. Participation in one's research community

T&L faculty are organized in 8 Areas of Study Specializations. Ph. D students choose one of these areas in which to focus their studies. However, all students are encouraged to take coursework and work with faculty across Areas of Study.

1. Adolescent, Post-Secondary, and Community Literacies (APCL)
2. Foreign, Second, and Multilingual Language Education (FSMLE)
3. Literature for Children and Young Adults (LCYA)
4. Language, Education, and Society (LES)
5. Multicultural and Equity Studies in Education (MESE) and Social Studies and Global Education (SSGE)
6. Reading and Literacy in Early and Middle Childhood (RLEM)
7. Rethinking Early Childhood and Elementary Education (RECEE)
8. Science, Technology, Engineering, and Mathematics (STEM)

Participation in One's Research Community

Doctoral students are expected to be active participants in the community of researchers that constitute one's area of study at the department level, the university level, and at the national level. It is the responsibility of the student's advisor and of faculty in the Area of Study to communicate their expectations and standards for participation in one's research community.

Among the activities that faculty in an Area of Study may recommend are:

- participation in informal seminars, lectures, discussions, and colloquium held at the university,
- attendance and participation at national research conferences,
- assisting in the review of manuscripts for a journal or of proposals submitted to a conference.

Although faculty have the responsibility to communicate their expectations for participation in one's research community, it is the student's responsibility to pursue and initiate opportunities.

Doctor of Philosophy Program Sheet X.2

Faculty in T&L expect doctoral students to pursue their education vigorously and to engage in educational activities independently and beyond those specified in courses and in program sheets. A student's advisor and the faculty in the student's area of study monitor the student's progress and learning and may recommend or require additional learning experiences beyond the minimum described in an Area of Study's program sheet. Indeed, it is often the case that doctoral students are required to take more courses than the minimum required and that they are required to engage in professional and scholarly activities beyond course work and the minimum listed requirements of an Area of Study. It is the responsibility of the student's advisor and faculty in an Area of Study to insure that the student has the appropriate course work, educational experiences, and professional experiences, to constitute an appropriate degree of expertise in the academic area of study and in the conduct of research. The judgment of faculty in this matter supersedes the minimum list of requirements on Area of Study program sheets (and maintains consistency with policies and rules of the Graduate School).

Early in their program, students should complete a "Doctor of Philosophy Program Sheet" in cooperation with the faculty advisor. This form will list all of the courses the student will take in the Ph.D. program. The Program Sheet, signed by the student and the faculty advisor, should be submitted to OAS - 227 Arps Hall. This signed program sheet is the official contract for the student's program and will be audited prior to graduation. The program sheet can be amended either by filing a new form (with the advisor's signature) or by having the advisor approve the changes in writing via hardcopy or e-mail to OAS.

The Program X.3

Core Course Requirements (8 hrs): All doctoral students are required to take two core courses.

EDUTL 8003	Theorizing and Researching Teaching and Learning	4
EDUTL 8015	Diversity and Equity in Education	4

Core Research Requirements (9 hrs): All doctoral students are required to take a minimum of 9 semester hours of research methods. Students may choose a qualitative focus, a quantitative focus, or a mixture of the two. Students are encouraged to take additional research courses beyond this minimum requirement. Recommended courses are listed below. Students may select courses from beyond this list with the approval of the advisor and the Graduate Studies Committee.

Core Research Requirements (9 hrs):

Qualitative		
Course #	Course Title	Units
EDUTL 7431	The Ethnography of Communication 1	3
EDUTL 7432	The Ethnography of Communication 2	4
EDUTL 8001	Discourse Analysis and Educational Research 1	4
EDUTL 8002	Discourse Analysis and Educational Research 2	4
EDUPL 8082	Qualitative Research in Education	3
EDUPL 8090	Practicum in Educational Research and Data Collection	3
Quantitative		
Course #	Course Title	Units
EDUPL 6625	Introduction to Inquiry: Principles, Strategies, and Techniques	3

EDUPL 6641	Introduction to Educational Statistics	3
EDUPL 7627	Sampling Designs and Survey Research Methods	3
EDUPL 7648	Univariate Experimental Design	3
EDUPL 8648	Multivariate Experimental Designs	3

Research Apprenticeship (6 hrs): Each doctoral student must complete a minimum of 6 research apprenticeship hours (and additional hours as determined by an Area of Study) prior to the candidacy exam but no earlier than the beginning of the second year into the student's doctoral studies. The purpose of the research apprenticeship is to provide students with directed experiences in the research enterprise in addition to the dissertation work. Each student who holds a research apprenticeship should work directly with selected faculty member(s) to plan and implement all or part of a research project—and must play a non-peripheral role therein. Upon completion of a research apprenticeship, each student is expected to produce demonstrable outcomes deemed as appropriate by the faculty member. As described in Graduate School rules, the work assigned through a graduate associate position cannot count as an apprenticeship.

However, research within a site or related research may be acceptable as long as it is in addition to the GA paid research (e.g., a related case study or line of inquiry). The hours of an apprenticeship should be clearly delineated and distinct from a paid research position. A research apprenticeship is unpaid research. [Graduate School Handbook, Section IX, 9.2 – Terms of Appointment, Reappointment, or Termination: Volunteer GAs](#)

Course #	Course Title	Units
T&L 8998	Research Apprenticeship in Teaching and Learning)	2-8
T&L 8998	Research Apprenticeship in Teaching and Learning	2-8

In addition to the Research Apprenticeship hours (8998), students will also enroll in independent study credit (7193) with their faculty advisor and committee members especially in preparation for candidacy exams. Following successful completion of the candidacy exam, students will enroll in dissertation research credit hours (8999).

Breadth Requirement (3 hrs):

The PhD structure assumes that post-MA students have successfully completed many intermediate and advanced classes and will, therefore, have wide flexibility to select theory and methods courses to suit their particular research agenda, with the advice of a faculty member and the oversight of the Graduate Studies Committee. Coursework within and across the Areas of Study Specializations allow for this depth and flexibility in courses of study.

All doctoral students must take at least one course outside of their area of study, but within Teaching and Learning. (Note: The Teaching and Learning Core Courses and research sequence do not count toward this breadth requirement.) Each Area of Study is responsible for providing graduate level courses in their course offerings that are accessible to doctoral students outside that area for purposes of meeting this breadth requirement. Advanced Seminars (EDUTL 8890) may count towards the breadth requirement, but students from outside an AOS must have advisor approval and instructor's permission to enroll.

Area of Study Specializations (minimum 24 hrs required): See Ph.D. Program Sheet for AOS coursework.

****PhD Program Oversight by Graduate Studies Committee: Any variations in program, and all programs of study, must be approved by a graduate faculty advisor and the Graduate Studies Committee.****

Credit Hours & Residency Requirements X.4

[Graduate School Handbook, Section VII, 7.2 0 Credit Hours and Residency Requirements: Doctoral Degree](#)

- A minimum of 30 graduate credit hours beyond the Master's degree
- A minimum of 24 graduate credit hours for the Ph.D. at The Ohio State University
- A minimum of two consecutive pre-candidacy semesters or one semester and a summer session with full time enrollment at the Ohio State University
- A minimum of six graduate credit hours over a period of at least two semesters or one semester and summer session completed after admission to candidacy.

- The Department of Teaching and Learning usually admits students to the doctoral program who have already completed a Master's degree (MA or MEd). The Ph.D requires at least 50 post-Masters semester hours with a minimum of 80 required graduate credit hours. Students who enter with a Master's degree may request a review to transfer 30 hours of Master's credits to count toward the Ph.D. The faculty advisor must support the transfer of credits in a petition to the Graduate Studies Chair and Graduate School.

- Transfer of credit hours from graduate programs that were not earned through an MA program may be submitted for review by the Graduate Studies Chair and Graduate School. The petition for additional credits should be accompanied by a letter from the faculty advisor outlining how certain graduate level courses relate to the student's program of study. A transcript and syllabus for each of the transfer courses/credits should also be included in the petition.

Independent Scholarship X.5

There are three categories of independent scholarship.

- During their doctoral program, students should conduct independent scholarship beyond course assignments and pre-candidacy exam preparation. Such independent scholarship may or may not include collaboration with faculty.
- The candidacy exam is intended to reflect the student's understanding and synthesis of central concepts, questions, and issues in several fields of research and theory related to their research focus. This exam should not be, in any way, a compilation of previously written course assignments. Nor should the exam be guided by a faculty member during the writing period. The candidacy exam represents the candidate's ability to marshal evidence from current research, articulate concepts, and shape the arguments that address faculty questions. The exam is also preparation for the dissertation research and, therefore, may include a paper that addresses the methodology and purposes for conducting the dissertation research.
- The third category of independent scholarship is dissertation research. Dissertation research must be independent, original work that is rigorous, of high quality and makes a substantial contribution to the field. It is the responsibility of faculty serving on the dissertation committee to insure that the dissertation research is of the highest quality. However, this work is also developed in consultation with the expertise of faculty and in the company of others who engage in rigorous discussion related to the area of study.

Doctoral Committees X.6

Each doctoral student will have two doctoral committees: a Candidacy Committee and a Dissertation Committee. The faculty serving on these committees may differ, although committee composition must be in accordance with the rules of the Area of Study to which the student belongs. The student, in consultation with the faculty advisor, establishes both committees.

Approval of Committee Membership:

- The Chair of the Graduate Studies Committee will review the M and P status of committee members to insure that they meet the Graduate School requirements for Candidacy Committee and Dissertation Committee membership. The Graduate School makes a final determination and approval of the committee membership. [Graduate School Handbook, Section VII, 7.4-Candidacy Examination](#); [Graduate School Handbook, Section VII, 7.9-Dissertation](#)
- The chair of the dissertation committee must have “P” status.

Committee	Candidacy Committee	Dissertation Committee
Committee Formation Timeline	The Candidacy Committee will be established during the first year of study in consultation with the faculty advisor.	The Dissertation Committee will be established following successful completion of the candidacy exam. The candidate, in consultation with the faculty advisor, will review his/her research direction and determine the best fit for the dissertation advisor and committee members.
Membership and M or P category	<ul style="list-style-type: none"> • Faculty Advisor (P status) • (3) faculty members (M or P) • Additional members (M or P) may also serve with approval from the GSC and Graduate School 	<ul style="list-style-type: none"> • Faculty Advisor (P status) • (2) faculty members (M or P) • Additional members (M or P) may also serve with approval from the GSC and Graduate School
Faculty Membership Exceptions	<ul style="list-style-type: none"> • If the student's advisor holds a joint appointment with a Tenure Initiating Unit (TIU) outside of the Department of Teaching and Learning, the student must request permission from the Graduate Studies Committee and the Graduate School for this person to serve as the advisor. • A faculty member who holds Category M status may serve as the student's co-advisor along with a faculty advisor who holds Category P status. Graduate School Handbook, XV, 15.5-Committee Service and Advising by Non-Members of the Graduate Faculty • Emeritus faculty are eligible to serve as an advisor and committee member some cases, with permission of the GSC and Graduate School. http://www.gradsch.osu.edu/15.1-eligibility 	
Pre-Candidacy Faculty Advisor Responsibilities	<ol style="list-style-type: none"> 1. Meet regularly with the student. 2. Meet with the student to identify candidacy committee members during first or second year. This committee will review and develop the student's program of study to reflect the student's research and career interests. 3. The advisor will meet with AoS faculty annually to review and evaluate student progress. 4. Meet with student and candidacy committee to approve a coursework plan. <ol style="list-style-type: none"> a. During this meeting, the student will present a resume of scholarly and professional achievements and discusses educational goals and career plans with the Committee. b. The "Specifications for the Ph.D. Program" form will be completed by the student and signed by each of the Committee members. c. The meeting to review coursework may coincide with a discussion of possible candidacy exam domains of study and questions. 5. The advisor submits the final list of courses for the program form and files with OAS - 227 Arps Hall. Copies should be provided to all committee members. 6. At the conclusion of coursework, the student will proceed to the Candidacy Examination (described below). 	

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<p>Candidacy Committee responsibilities</p>	<ol style="list-style-type: none"> 1. Follow Graduate School rules concerning the format and evaluation of the candidacy exam (see below) 2. Candidacy exam committee members meet to review the student’s candidacy exam domains of study and questions. 3. Committee members meet individually with the student to review bibliography and direction of the candidacy exam papers. 4. Review committee membership to insure all members have been approved by the Graduate School –including additional members. 5. Request approval from GSC and the Graduate School for any changes to the standard format of the exam (e.g. additional committee member). 6. Submit the required notification of exam form to OAS four weeks prior to the exam (allowing two weeks for signatures and submission to the Graduate School). This form notifies the Graduate School of the candidacy exam committee membership, and the proposed date and time of the exam. See Graduate School rules for any changes in the conduct of the written or oral portion of the exam. 7. Request a room and time for the exam. 8. Distribute the written portion of the exam to all committee members two weeks prior to the exam date.
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Candidacy Exam Eligibility X.7

1. The student must be in good standing in the Graduate School.
2. The student must be enrolled for at least three credit hours during the semester or session in which the student takes the (oral) candidacy examination.
 - a. EDUTL 7193: Individual Studies in Preparation for Candidacy Exams (1-15 credits)
3. Students who plan to take the candidacy examination during the summer session are responsible for making certain that committee members are on duty in the summer.
4. The student must file the [Notification of Doctoral Candidacy Examination](#) form with OAS-227 Arps Hall and the Graduate School at least 4 weeks prior to the exam.
 - a. The exam must be completed no later than two semesters or one semester and a summer session before graduation.

Candidacy Examination X.8

[Graduate School Handbook, Section VII, 7.4-Candidacy Examination](#)

With the direction of the faculty advisor, the Candidacy Committee administers and evaluates the Candidacy Examination. The Candidacy Examination marks the passage of a doctoral student to doctoral candidacy.

- There are two parts to the exam: a written portion and an oral portion.
- The format of the written examination may be specified by the student’s Area of Study or developed in conjunction with the student’s advisor and Candidacy Committee.
- This exam addresses the areas of expertise the student has developed during the coursework, and may include the opportunity to begin development of the student’s dissertation proposal.

As stated above, the Graduate School must be notified at least two weeks in advance of the oral exam proposed time and place by the submission of a Notification of Doctoral Candidacy Exam form. The candidacy examination must take place during announced university business hours, Monday through Friday.

- [Graduate School Handbook, Section VII, 7.6-Oral Portion of the Candidacy Examination](#)

Written Portion

[Graduate School Handbook, Section VII, 7.5-Written Portion of the Candidacy Examination](#)

The exam format (e.g., length and numbers of questions) and timeline will be determined by the advisor and committee members in accordance with guidelines agreed upon within the Area of Study. All candidacy examinations must be completed independently by the student. The student may not include co-authored work or work that has been previously reviewed by faculty or others. The examination must be rigorous and faculty are required to hold students to high quality with regard to content, conceptualization, and clarity of writing.

Evaluating the Written Portion

Waiver. If, based on evaluating the written portion, the advisor or another member of the candidacy examination committee see no possibility for a satisfactory overall performance on the candidacy examination, the student may be advised to waive the right to take the oral portion. The candidacy examination committee may not, however, deny a student the opportunity to take the oral portion. If the student decides to waive the right to take the oral portion, a written statement requesting the waiver must be presented to the candidacy examination committee. In such a case, the candidacy examination committee records an “unsatisfactory” on the Candidacy Examination Report form and returns it with a copy of the student’s waiver request to the Graduate School.

<http://www.gradsch.ohio-state.edu/7.5-written-portion-of-the-candidacy-examination.html>

Oral Portion

The oral portion of the candidacy examination lasts approximately two hours and is held after completion of the written portion. The oral portion normally must be completed within one month of the written portion.

All committee members must vote favorably on the Candidacy Examination in order for it to be considered a “pass.” [Graduate School Handbook, Section VII, 7.6-Oral Portion of the Candidacy Examination](#)

Additional rules, related to evaluation of the candidacy exam can be found in the Graduate School Handbook: [Section VII, 7.7-Result of the Candidacy Examination](#).

Conferring Master of Arts Degree X.9

Students may receive a Master of Arts degree based upon successful completion of the Candidacy Exam if they do not already have a master’s degree.

- a. Doctoral students who did not complete a master’s degree prior to admission to the Ph.D. program may receive a Master of Arts degree upon successful completion of the candidacy examination and approval by the faculty advisor.

- b. Doctoral students who did complete a master's degree prior to admission to the Ph.D. program may receive a second master's degree upon successful completion of the candidacy examination if they meet the following criteria:
 - i. the second degree is in a different area than the first degree;
 - ii. the student has completed an additional 30 graduate credit hours over and above the minimum number of hours required prior to candidacy (30 hours for the first Master's plus an additional 50 hours); and
 - iii. the faculty advisor approves the pursuit of an additional program of study.

Dissertation Research and Draft Development XI

Timeline XI.1

After passing the candidacy examination, a doctoral student is admitted to doctoral candidacy and has five years to complete the dissertation. The five year timeline for completion of dissertation research does NOT mean that T&L will continue financial support for this extended time frame.

The definition of full-time is three credit hours per semester for all post-candidacy doctoral students whether they are funded or self-funded and continuous academic year registration is now required for post-candidacy doctoral students admitted Autumn Quarter 2008 or after or for students admitted prior to Autumn Quarter 2008 who does not enroll for two years. [Leaves of absence](#) can be requested. Summer session registration is optional (see [Section 3.1, Graduate School Handbook](#)).
<http://www.gradsch.osu.edu/post-candidacy-registration-requirements.html>

Original and Independent XI.2

- The dissertation research must be independent, original work that is rigorous, of high quality and that makes a substantial contribution.
- The Dissertation Committee must approve the dissertation at various stages including the proposal, the draft submitted prior to oral examination, and the oral examination.
 - At each stage, the student must provide faculty with sufficient time to review their work or dissertation draft. The faculty advisor typically reviews the full draft of the dissertation before it is reviewed by committee members.

Dissertation Advisor and Committee Member Responsibilities XI.3

<p>Dissertation Advisor and Committee Member Responsibilities</p>	<ol style="list-style-type: none"> 1. Meet regularly to consider and refine research questions, methods, and related literature review. Establish a timeline. <ul style="list-style-type: none"> • Submit a dissertation prospectus approved by the advisory committee in formal session to OAS-227 Arps no later than the second semester after admission to candidacy. 2. Support the candidate through IRB submission and review process. The candidate takes primary responsibility for understanding the IRB rules and meeting those guidelines before submitting a proposal and protocol for review. 3. Gather committee members for a review of the research proposal. 4. During each phase of research and dissertation draft completion, review the timeline and Graduate School rules for deadlines associated with the final oral exam and dissertation submission. 5. Meet with AoS faculty annually to review and evaluate student progress. Discuss progress with student. 6. Support current discussions of research and theory that prepare the candidate for professional roles in academia, including conference presentations, publications, mentoring and dialogue with other scholars in the field. 7. Review data and analysis process. 8. Review and support dissertation draft development. 9. Determine the timeline for distribution of an acceptable draft for review by committee members. 10. Read and review dissertation draft in preparation for the Final Oral Exam. 11. Review and meet Graduate School deadlines for notification of the final oral exam and for submission of the dissertation draft. 12. Discuss the format and procedures of the dissertation defense/final oral exam. 13. Review changes in the final dissertation manuscript prior to final submission to the Graduate School.
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Student Responsibilities in Drafting, Revising, and Formatting XI.4

- The minimal amount of time to provide faculty for review of a dissertation draft is three weeks, although it is the prerogative of a faculty member to require a minimum of four weeks for review of student work or dissertation draft.
- Throughout the drafting and revision process, it is important for the student to take full responsibility for appropriate formatting, following established scholarly writing guidelines. In addition, the student should become familiar with the layout required by the Graduate School for organizing and publishing the dissertation ([Guidelines for Formatting, Theses, Dissertations, and DMA Documents](#)).
- Students should take the time needed for faculty review and subsequent revisions into account when scheduling meetings, examinations, etc.
- The only criteria faculty may use in assessing the dissertation at each point is the quality of the dissertation (and the quality of the oral examination as described below); no other criteria or considerations may be discussed. Students may not request that faculty evaluate the dissertation in relation with extraneous conditions such as pending academic positions, finances, family commitments, etc. Doing so is considered a violation of professional and ethical standards.

Dissertation Final Oral Exam XI.5

[Graduate School Handbook, Section VII, 7.10-Final Oral Exam](#)

- Examinations are scheduled according to procedures described in the Graduate School Handbook. Unless the student's advisor directs otherwise, it is the responsibility of the student to schedule examinations at a time convenient to all members of the examination committee.
- Note: students should determine in advance when faculty will be on campus and when they are not on duty. Faculty should not be expected to participate in an examination during an off duty semester.

Timeline for Final Oral Exam and Final Dissertation Approval XI.6

1. Three to four weeks prior to the final oral examination, committee members review the dissertation draft in order to determine whether they can sign the Doctoral Draft Approval/Notification of Final Oral Examination form.
 - a. Committee members and the advisor review the dissertation draft and, if agreed, sign the Draft Approval form. Faculty may request a hard copy of the draft.
2. Two weeks before the Final Oral Examination, the candidate must submit a [Doctoral Draft Approval/Notification of Final Oral Examination](#) form and the draft of the dissertation to the Graduate School for format check. (This form is not reviewed or signed by the Graduate Studies Chair). The dissertation committee may request a hard copy of the dissertation draft, which should be provided as a soft-bound copy.
3. At least one week before the Final Oral Exam, the candidate must deliver a hard copy soft-bound draft of the dissertation to the Graduate Faculty Representative.
4. The Graduate School staff will check the formatting and make a list of the required changes in order to meet formatting requirements.
5. Following the Final Oral Exam, the faculty advisor and committee members will request changes that must be completed prior to final submission of the dissertation manuscript.

6. The faculty advisor and committee members may prefer to review the final revisions before signing the Final Dissertation Approval form.
7. When the final manuscript is submitted, Graduate School staff will check that all the changes on the list have been made.
 - a. In advance of the submission deadline, students should plan to spend up to a full day to submit the final dissertation manuscript using the online format.

Final Oral Exam XI.7

“The student is considered to have completed the final oral examination successfully only when the decision of the final oral examination committee is unanimously affirmative.” The Graduate Faculty Representative has a vote on the examination, but his or her signature is not included on the dissertation submission document. [Graduate School Handbook, Section VII, 7.11-Result of the Final Oral Examination](#)

Final Dissertation Approval XI.8

“Final Approval. Final approval of the student’s dissertation occurs when each dissertation committee member indicates approval by signing the Final Approval form that must be submitted to the Graduate School by the published deadline for the semester or summer session of graduation.” [Graduate School Handbook, Section VII, 7.12-Dissertation-Final Copy](#)

Good Standing Status XII

Graduate students must be in “Good Standing” in order to maintain enrollment in the Ph.D degree program. Faculty and students are responsible for reviewing and understanding the timelines, regulations, and implications for unsatisfactory progress at all stages of the Ph.D program. [Graduate School Handbook, Section V - Academic and professional standards](#)

In addition to the criteria for being in good standing listed in the Graduate School Handbook, the Department of Teaching and Learning also requires students in the doctoral degree program to act in a professional and ethical manner in all aspects of the program, including their interactions with faculty, staff, and other students.

Annual Review of Academic Progress XII.1

Each year, in April, the faculty in the student’s Area of Study will conduct an evaluation of the students’ progress toward degree. Students will complete an annual self-evaluation form and a cv. These documents are submitted to the Faculty Convener of the student’s Area of Study.

Following the annual evaluation, the faculty in the Area of Study recommend students for ‘Good Standing’ or ‘Not in Good Standing’ to the Graduate Studies Committee and to the Department Chair. In the case of a decision that a student is ‘Not in Good Standing’ both the Graduate Studies Chair and Department Chair must concur that the decision meets one or all of the following criteria:

- A GPA below 3.0 (Note: if this occurs within the first 9 semester hours, the Graduate School will notify the student and advisor)

- Failure to make adequate progress toward the degree (e.g., failure to submit an approved dissertation proposal in a timely manner)
- Lack of contact or lack of activity by a student for two semesters
- Failure to engage in appropriate professional and scholarly activities beyond course work as required by the faculty in an Area of Study (e.g., participation in and attendance at professional conferences, authoring or co-authoring manuscripts for publication, participating in research or other professional projects, etc.) Faculty in an Area of Study may include criteria beyond those listed above provided they are made explicit to students in a timely manner.

The faculty's recommendation of "Not in Good Standing" will include a list of actions the student needs to take to remediate a status of not in good standing. A student found not in good standing through the process of annual evaluation will be provided no more than 12 months to remedy the situation (unless a longer period for remediation is approved by the Department Chair). However, a GPA below 3.0 will also initiate a review by the Graduate School that may result in notification of probation or, after two or more semesters without remedy, dismissal.

The faculty in an Area of Study will inform the Department Chair and the chair of the Graduate Studies Committee of students who are found to be "not in good standing". The Department Chair will send a letter to the student informing him/her that she/he has been found to be "not in good standing" by faculty in the Area of Study. The actions needed to return to being "in good standing" will be listed in the letter. That letter will be considered a "Warning letter". Students who do not return to a status of being in "Good Standing" may be placed on probation or dismissed at the recommendation of the GSC to the Department Chair and the Graduate School.

A doctoral student who has had two unsatisfactory attempts at the candidacy examination or the final oral examination or professional doctoral examination is not in good standing

Graduation Requirements XIII

[Graduate School Handbook, Section VII, 7.13-Graduation Requirements](#)

A detailed list of the Graduate School's Graduation Requirements can be found on [Application to Graduate Doctoral](#) site.

T&L Graduation Eligibility Requirements

- Submit a dissertation prospectus approved by the advisory committee in formal session to OAS-227 Arps no later than the second semester after admission to candidacy.
- Complete all degree requirements within five (5) years after being admitted to candidacy.

Doctoral candidates must complete the [Application to Graduate Doctoral](#) by the third Friday of the semester in which they plan to graduate. The completed application should be submitted to OAS-227 Arps Hall for the signature of the Graduate Studies Chair.

- If the student submits the application before 12:00 noon on Friday, OAS will obtain the signature of the Graduate Studies Chair and deliver the application to the Graduate School for the student.
- If the student submits the application after 12:00 noon on Friday, the student must obtain the signature of the Graduate Studies Chair, submit a copy to OAS-227 Arps, and personally deliver the original to the Graduate School.

End-of-Semester Graduation XIII.1

Any student who is unable to meet the Graduate School's published deadlines for graduation in a targeted semester should contact the faculty advisor and OAS in 227 Arps Hall. If the student completes all degree requirements by the end of the semester— the last business day prior to the first day of classes for the following semester—he or she may graduate the next semester without registering for additional coursework or paying fees. A degree is not conferred until the semester of submission of the dissertation. [Graduate School Handbook, Section VII, 7.13 - Graduation Requirements](#)

Section XIV – Graduate Associates

[Graduate School Handbook, Section IX-Graduate Associates](#)

A limited number of Graduate Research Associateships, Graduate Teaching Associateships, and Graduate Administrative Associateships (also known as “GA Positions”) are available in the Department of Teaching and Learning.

- GA positions provide valuable learning opportunities. A GA position provides an opportunity for the student to work closely in a professional setting with University faculty. Particularly at the doctoral level, this experience is extremely valuable.
- GA positions also pay general and instructional fees and a monthly stipend and require a certain number of work hours. Most common is a 50% Full Time Equivalent (FTE) position, which requires working 20 hours per week and taking a specified number of graduate enrollment credit hours based on the semester of the appointment. A 50% GA position pays 100% of the general and instructional fees each semester the appointment is held. Other GA position possibilities are 25% FTE or 75% FTE appointments.
- In addition, Student Health insurance is available for purchase.
- Students seeking or offered such appointments should speak with their advisor or the T&L Human Resources Administrator about the conditions.
- Specific information regarding the entire benefits package available to students holding a GA appointment is available in the Graduate School Handbook.

If the student wants to be considered for a Graduate Associate position:

1. The student must note interest on the “Application for Admission” form and submit a Graduate Associate Application (found on Department website at <http://ehe.osu.edu/edtl/resources/>) to the Chair of the Department specifying areas of expertise and interest by third Friday in December for returning graduate associates and third Friday in January for new graduate students (letters of interest may be accepted later at the discretion of the Department administrators).
 - a. Appointments and offers for reappointment are made as early as possible, typically between April 1 and May 15.
2. Nomination for Graduate Associate appointments are made to the Chair of the Department by the specialty area faculty based upon availability, vacancies, budget, and capabilities of the applicant.
3. Upon the recommendation of the specialty area faculty, the Chair of the Department will send letters to students offering Graduate Associate appointments and indicating the length of the appointment (typically two semesters, assuming satisfactory performance), the responsibilities associated with the appointment, and the supervisor for the appointment.

Additional Information:

- The number of available Graduate Associate positions varies and is dependent upon program needs, the number of graduating Graduate Associates, and the budget.
- A Graduate Associate appointment in any particular semester or academic year does not guarantee appointments for any subsequent semester or academic year.
- Although Master's students typically may receive support as a Graduate Associate for two years and doctoral students typically receive support as a Graduate Associate for three years, reappointment is contingent upon satisfactory performance, available funding, and recommendation by the specialty area faculty and the supervisor.
- Notices about other GA positions available across campus often are posted on the bulletin board in the Graduate School and on the bulletin board outside OAS-227 Arps Hall. In addition, they are posted to the Department's graduate student listservs.
 - The student should provide the Department's HR Administrator in 337B Arps Hall with an e-mail address for inclusion on the listserv.
 - GAs and supervisors should read policies provided by the Graduate School (see link above) and the Department of Teaching & Learning ([Graduate Associate Appointment Guidelines](#)).
 - GTAs who teach courses required for certification in the College of Education and Human Ecology must have three years of teaching experience in order to comply with the Ohio Teacher Education and Certification Advisory Commission standards.
 - Anyone who does not have this experience must file a plan to obtain it with the Chair's office and get approval within the first semester of teaching. GTAs who supervise interns in their field placements must participate in development experiences focusing on field supervision.

Criteria and procedures for evaluating and reporting Graduate Associate performance XIV.2

- Evaluation of GAs is primarily the responsibility of the Advisor or supervisor (who should include the GA in the evaluation process), although participation by the Department Director or GSC may be appropriate. (Access to the evaluation should be provided to the GA by the supervisor or the Department Chair).
- A Graduate Associate is expected to perform his/her given duties accurately, efficiently, and with initiative.
 - The degree of success in achieving these goals will be assessed by the faculty supervisor or advisor and reported once per appointment period and when necessary to the Graduate Associate and Department Chair.
 - Procedure for evaluation of Graduate Associates by supervisors includes completion of a standard [GTA/GAA/GRA Employee Performance Evaluation](#) at least once per appointment period.

Criteria and Procedures for Reappointment XIV.3

Continued employment as a GA and reappointment depend on the GA's performance of duties, maintaining reasonable progress toward a graduate degree, and maintaining good academic standing. Except in the most compelling circumstances and by petition to the Graduate Studies Committee, GAs must maintain a GPA of 3.0 and satisfactory performance in courses that are graded satisfactory/unsatisfactory ([Graduate School Handbook, Section IX-Graduate Associates](#)).

- Graduate Associates must apply at the conclusion of their appointment, whether by semester or annually, for reappointment.

- This application consists of a form (found on Department website at <http://ehe.osu.edu/edtl/resources/>) and attached resume submitted to the HR Administrator of the Department requesting reappointment.
- Applications for renewal will be considered along with new student applications; however, currently employed Graduate Associates will receive primary consideration.
- Reappointment of GAs is based on the Department need for the following year, the performance of the GA in his/her duties, and the department evaluation of GAs once per appointment period.
- Reappointments are made no later than two weeks before the end of the Spring Semester.

Criteria and Procedures for Terminating GA appointments XIV.4

A GA's appointment may be terminated prior to the end of the appointment period for any of the following reasons found in the [Graduate School Handbook, Section IX, 9.2-Terms of Appointment, Reappointment, and Termination](#), as well as the reason listed below per the College of Education and Human Ecology's policy:

- A GA appointment may be terminated if the student exceeds 260 total graduate credit hours.

If terminated:

- The appointment will be terminated upon recommendation of the supervisor and the Chair of the Department to the Graduate School.
- The Chair will notify the student in writing no later than the end of the fifth working day before the last day of classes of the semester.

Grievance Procedures XIV.5

- The student may file a grievance regarding the termination of appointment with the Graduate Studies Committee chairperson(s).
- The Graduate Studies Committee Chairperson will confer with the Department Chair and the supervisor.
- The graduate associate and the supervisor may be asked separately to provide documentation or to be present at a meeting.
- Agreement of the Department Chair and Graduate Studies Committee chairperson are needed to resolve the grievance.
- If the matter remains unresolved, the next and final step for the student is to file a grievance to the Graduate School's Grievance Committee, as per the [Graduate School Handbook, Appendix D-Guidelines for Student Grievances](#).

Section XV

Graduate Fellowships, Financial Aid, and Scholarships

Numerous funding opportunities are available from the Department, the College, and the University as well as from external sources. Students are encouraged to actively seek information from a variety of sources, including but not limited to those listed below.

The University has an Office of Student Financial Aid that can provide the student with information about funding opportunities at the graduate level. Financial aid counselors are available to assist students in finding ways to fund their education. (614-292-0300, <http://sfa.osu.edu/>)

In addition, the College of Education and Human Ecology [Office of Research](#) webpage houses a number of links to funding options for current and prospective students. Information on awards for research, travel, and EHE Dissertation Fellowships can be found by visiting the EHE Office of Research at: <http://ehe.osu.edu/research/> Many scholarships are designated for College of Education and Human Ecology students only. Students should contact the Office of Student Services for information about the scholarship application process and to obtain applications. **The applications are available in December and are due by February 19.** During that time period, students may also access the application form via the Web at <http://ehe.osu.edu/academics/scholarship/> (614-292-4116; 172 Arps Hall)

Students also should be aware that some awards are made on a nomination basis. These awards require a faculty Advisor's nomination. They vary as to student eligibility and specific area of qualification and may be designated for various uses, such as dissertation travel and special research projects. Graduate students are encouraged to contact their faculty Advisors to inquire about the possibility of nomination for such awards.

- **EHE Scholarships:** Each year the College of Education and Human Ecology awards roughly \$1.5 million dollars in scholarships and fellowship funding. These awards are college specific and you can apply at the following webpage: <http://ehe.osu.edu/scholarships/> **All prospective EHE graduate students are encouraged to apply for these awards.** Announcements come in late April.
- **University and Graduate School Fellowships:** Each year OSU awards a certain number of fellowships for qualified students. Most Graduate School Fellowships provide a monthly stipend, academic tuition and fees, and a subsidy of 85% of the student health insurance premiums. These fellowships are nonrenewable and may not be deferred. For more information and to apply visit: <http://www.gradsch.osu.edu/funding1.html>
- **Federal Financial Aid:** Financial aid is intended to help you finance your education when family and personal resources are not adequate to meet your total educational costs. Financial aid consists of scholarships and grants, loans (which must be repaid), and part-time employment. The university makes every effort within its means to help all students with limited financial resources secure the needed funds. For information on eligibility requirements, applications, and loan, grant, scholarship and work-study programs please visit the OSU Financial Aid website at: <http://www.sfa.osu.edu/>

- **Graduate Associate Positions:** There are three main types of Graduate Associateships at Ohio State:
 - Graduate Administrative Associate (GAA); Graduate Research Associate (GRA); Graduate Teaching Associate (GTA)
 - There is no central posting service for GA positions at Ohio State. However, by checking with your academic advisor or student services representative you may be able to discover multiple opportunities. In general, in exchange for 20 hours of work per week, GA positions provide paid tuition, paid health insurance (up to 85%) and a monthly stipend.
 - For more information please visit the EHE Costs and Financial Support webpage at: <http://ehe.osu.edu/academics/graduate/support/>
- **Special Scholarships:** Scholarships can come from different sources and have various awarding criteria. Ohio State offers numerous institutional scholarships for incoming and enrolled students. Ohio State students also receive a wide array of scholarships from external donors and outside resources. For information on eligibility requirements, scholarship types, and applications for Special Scholarships please visit the OSU Financial Aid-Special Scholarships website at: <http://www.sfa.osu.edu/scholarships/>

Section XVI - Petitions: Graduate School Rules and Graduate Associate Policies

- If a student wishes to seek an exception to normal procedures, the student must write a formal letter of request (petition) explaining the situation and obtain the support, in writing, of the faculty Advisor.
- Letters requesting exceptions to University or Graduate School rules (e.g., retroactive adds and drops, waiving the 80 graduate credit hours minimum for doctoral students) should be addressed to the Dean of the Graduate School. The student needs to do the following:
 - Submit the letter/petition to OAS to be reviewed by the Graduate Studies Committee of T&L for its recommendation.
 - OAS will forward the recommendations of the Committee and the letter to the Graduate School.
- Letters requesting exceptions to College, Department, or programmatic requirements (e.g., waiving the Department's six-year rule for master's students) should be addressed to the Graduate Studies Chair. All letters of petition must be submitted to the Graduate Studies Committee. If approved by the Committee, the letter of petition will be forwarded with a letter of support from the Graduate Studies Chair to the Office of Academic Services (227 Arps Hall) and the Graduate School, as appropriate to the request.
- The student will be notified of the final decision regarding any petition. It is important that the student and advisor delay any plans of action until they receive notice of approval for their request.
- The petition process is time consuming, so students and faculty should plan ahead.

<http://www.gradsch.osu.edu/section-xii.html>

Appeals XIII.1

The Department of Teaching and Learning has an appeals process to help students resolve difficult problems. Students should attempt to settle their problems through discussions with persons closely connected to the problem before seeking appeal.

1. A student should first contact the instructor or Advisor involved.
2. If the problem is not resolved, the student should contact the Department Chair.
 - a. Appeals must be submitted to the Chair of the Department in writing, presenting the student's case and the steps taken to resolve the issue.
3. If the issue cannot be resolved through the office of the Department Chair, the student may appeal to the Graduate Studies Committee which acts as an Appeals Committee within the Department of Teaching and Learning.
4. For some issues, the Graduate School has an appeals process. Students should check with the Graduate School Handbook to determine whether an appeal to the Graduate School is appropriate.

List of Materials & Forms by Program
Available from the Office of Academic Services
227 Arps Hall, 1945 N. High Street; 614-292-2332
<http://ehe.osu.edu/edtl/resources/>

All Programs

Application to Graduate/Checklist
Change of Advisor Form
The College of Education and Human Ecology Scholarships (awarded in Spring)
Graduate School Applications (Domestic/International)
Graduate Non-Degree Credit Form
Instructions for Admissions to a Graduate Program in the College of Education and Human Ecology
Letter of Reactivation
Multicultural, Foundations and Research Course Offerings List
Petitions to Add or Drop Courses
Petition to Change Option of Course
Request for Change of Record
Request for Dual Degree Program
Request for Transfer of Graduate Program
Transfer of Graduate Credit Forms

M.Ed.

Applications for Licensure
Faculty Petition for Substitution in Content
Fingerprint Information
PRAXIS II National Teacher Exam Registration Materials
Program Areas of Study, Course listings, Program forms

M.A.

Alternative Examination Options
M.A. Requirements Checklist
Master's Examination Alternative Format Form
Master of Arts Program Sheet
Program Areas of Study, Course listings, Program form

Ph.D.

Doctoral Draft Approval/Notification of Final Oral Examination
Doctoral Notification of Candidacy Examination
Instructions to Doctoral Students Following Admission to Candidacy
Ph.D. Program Sheet
Program Areas of Study, Course Listings, Program Forms
Research Proposal Form
Specifications for the Ph.D. Program Form