

THE OHIO STATE UNIVERSITY

## School of Teaching & Learning

### DOCTOR OF PHILOSOPHY (Ph.D.)

**Rethinking Early Childhood & Elementary Education** The faculty and graduate students in Rethinking Early Childhood and Elementary Education (RECEE) Ph.D. (or Area of Study) are interested in studying and researching the ways in which education for young children (pre-school - elementary years) can be reconceptualized to better meet the needs of a diverse population within a continually shifting cultural and political global context. As scholars committed to Rethinking the education of children in early childhood and elementary settings, we question traditional assumptions about theory, research, and practice as we apply and develop alternative perspectives that include critical, poststructural, postmodern, and feminist approaches. In our research, teaching, publications, conference presentations, and collaborations with colleagues and graduate students, we embrace and explore emerging issues, contradictions, and possibilities in the field. The RECEE Ph.D program provides critical and cutting-edge preparation for educators with a strong theoretical, research-based, and practical understanding of teaching, learning, and educational environments who intend to assume positions as scholars, researchers, or educational policy-makers.

Doctoral students who join the Ph.D. Area of Rethinking Early Childhood and Elementary Education join a community of scholars with diverse interests related to the education of children. Possible pathways within this AOS include; pedagogies, mathematics, science, social studies, language and literacy, equity and diversity, and teacher education. Professors in the RECEE Ph.D. work locally, nationally, and internationally with particular attention to the political, cultural, and social contexts of children, communities, and education, conduct research in many different areas, and draw from diverse research traditions. Examples of faculty research within the RECEE Ph.D. include:

- Research on early childhood and early elementary mathematics teaching and learning: instructional processes such as classroom discourse and curriculum, children's problem-solving abilities and mathematical communication and representation
- The development of ethical and literacy identities as they are formed through play and dramatic inquiry
- Early writing and reading in classroom, family, and community settings, with specific attention to young children's acquisition of a repertoire of spoken and written narrative practices.
- Humanities-based, inclusive education scholarship that investigates issues of identity, culture, power, and community
- Culturally responsive pedagogies, curriculum, and the preparation of teachers for diverse classrooms
- Children's peer cultures and the social, emotional, and intellectual development of young children
- The development of scientific understandings, conceptual change theory and science education
- Children's perceptions of science and scientists across culture, class, and community

Research apprenticeships within the RECEE Ph.D. provide opportunities for students to work with faculty on their current research and scholarship and to engage in their own studies with the support of faculty. In addition, students are encouraged to present scholarly work at state and national conferences and to join faculty in professional writing.

**Required Hours** The doctoral program requires a minimum of 135 hours of graduate credit beyond a baccalaureate degree or 90 credits beyond a master's degree. Of the 90 hours, a minimum of 70 hours is in coursework while a minimum of 20 hours is dissertation credit; however, students often exceed the minimum required hours as the length of the program ultimately depends on the nature of study and the individualized plan created between the student and the advisory committee.

**Residency Requirements** The purpose of the residency requirement is to give students the opportunity to engage in intensive, concentrated study over an extended period of time in association with faculty members and other students in an atmosphere conducive to a high level of intellectual and scholarly activity. The following requirements must be fulfilled after the master's degree has been earned or after the first 45 hours of graduate credit has been received:

- A minimum of 45 graduate credit hours must be completed at The Ohio State University;
- A minimum of three out of four consecutive quarters with enrollment of at least ten graduate credit hours per quarter must be completed while in residence at The Ohio State University; and
- A minimum of 20 graduate credit hours over a period of at least two quarters must be completed after admission to candidacy.

**Academic Standards** To remain in good academic standing, graduate students must maintain a minimum 3.0 overall GPA.

### Applying to the Ph.D.

- Application deadline for Autumn Quarter admission is November 30. Notification will occur by March 15. Deadline for Spring Quarter admission is September 1. Notification will occur by December 1
- Apply online at <http://www.gradapply.osu.edu> (online application fee applies).  
Online application status visit <http://www.appstatus.osu.edu>
- For **detailed application checklist** procedures <http://ehe.osu.edu/edt/academics/>

### Admission Criteria

- Minimum 3.0 overall GPA (on a 4.0 scale) on all previous undergraduate coursework and a minimum 3.0 overall GPA on all previous graduate coursework (may not be combined)
- Official scores from the General Test of the Graduate Record Exam (GRE) taken within five years of application
- Statement of intent indicating your academic and professional goals
- Three letters of recommendation (four preferred) from persons qualified to judge the candidate's academic and professional potential, including one from the candidate's current supervisor or administrator
- Writing sample (may be previous academic work)
- Resume or curriculum vita (limit two pages for fellowship consideration)
- Interview if required by admissions committee
- Test of English as a Foreign Language (TOEFL) if required (minimum score of 550 paper, 213 computer-based, or 79 iBT TOEFL). This requirement applies to an applicant from a country where the native language is not English, unless a bachelor's degree or its equivalent or higher was earned in a country where English is the native language

**Graduate Assistantships** Limited teaching and supervisory assistantships and research assistantships connected to faculty research are available to doctoral students. The majority of appointments require previous teaching experience in schools. A smaller number of students without teaching experience are supported through administrative and research assistantships. Most assistantships are provided for students who begin Autumn Quarter of any academic year. Applications may be submitted at <http://ehe.osu.edu/edt/pdfs/GA-app.pdf> For additional information about assistantships, contact the Program Office, 200 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, OH 43210 (614-292-0711).

**Scholarships** For information regarding College of Education & Human Ecology scholarships, visit the Web at: <http://ehe.osu.edu/academics/scholarship.php>

Scholarship applications are available from November thru February and the deadline to apply is January 31.

**University Fellowships** Information regarding University Fellowships is available online at <http://www.gradsch.ohio-state.edu/>. Recipients must be full-time. To be eligible for fellowship consideration, completed admission applications and all required documentation must be received **prior to January 1 (November 28 for international applicants)** for admission the following Autumn Quarter. To be competitive, applicants should submit three letters of recommendation from professors regarding their academic potential, a resume or curriculum vita (limit two pages), and a list of their academic achievements. Have a minimum cumulative undergraduate grade point average of at least a 3.6 on a 4.0 scale (or equivalent on another scale, such as 4.5 on a 5.0 scale, 5.4 on a 6.0 scale, etc.) A GRE test score is required. Students must achieve a 75<sup>th</sup> percentile average on the general exams Verbal and Quantitative components and a 4.0 on the Analytical Writing component.

**Additional Financial Assistance** For information regarding additional financial assistance for minority students, contact the Office of Equity and Diversity, 614-292-1936, or visit the Web at <http://education.osu.edu/oed>.

For general information, contact the Office of Financial Aid, 614-292-0300, or visit the Web at <http://sfa.osu.edu>.

**Further Information** Academic advisors are available in the Office of Academic Services, 227 Arps Hall, to answer questions about the program and the admissions, fellowship, and scholarship processes. Scheduling begins every Wednesday for the following week. Limited walk-in appointments also are available each week. Call **614-292-2332** or call **888-678-3382** toll-free and ask to be transferred) to schedule an appointment. For additional information on the faculty and program, visit our Web site at <http://ehe.osu.edu/edt/>

## CORE PROGRAM OF STUDY

### **Learning, Teaching, & Social Context Core Courses**

#### ***12 Required Hours***

- EDU T&L 975 – 4 credit hours
- EDU T&L 976 – 4 credit hours
- EDU T&L 977 – 4 credit hours

### **Research Apprenticeships**

#### ***10 Hours Minimum***

Opportunities for students to work on educational research projects under the supervision of faculty members, typically resulting in conference presentations and/or publications.

### **Research Methods**

#### ***12 Hours Minimum***

- P&L 786 – Intro to Inquiry: Quantitative Methods
- P&L 800 – Qualitative Research in Education
- P&L 966 - Practicum in Educational Research and Data Collection
- P&L 967 – Analyzing Qualitative Data in Educational Research

These are minimum research course requirements for students in RECEE. Students are encouraged to take additional research courses beyond these requirements.

### **Areas of Study: Advising Pathways**

#### ***61 – 80 Pedagogical Hours to be selected with advisor***

- T & L 925 Culturally Relevant Pedagogies
- T & L 830 Early Childhood Education: Multi-Cultural Influences
- T & L 925 Disability Studies in Education
- T & L 824 Designing School Programs for Children age Two to Six
- T & L 823 Creative Experiences in the Elementary School Curriculum
- T & L 925 Reggio Emilia Course
- T & L 825 Methods of Developing Language and Cognition in Early Childhood
- T & L 848 Understanding Pre-school Play
- T & L 849 Facilitating Pre-school Play
- T & L 872 Approaches to Integrated Curriculum in Pre-K-12 Classrooms
- T & L 888 Advanced Studies in Teaching and Learning with Drama
- T & L 829 Problems in Elementary School Curriculum and Supervision
- T & L 840 Writing in the Elementary School
- T & L 869 Children's Social Development an the Social World of the Classroom
- T & L 915 Drama in Language, Literacy, and Culture
- T & L 914 Writing and Learning Across the Curriculum
- T & L 912 Research in Writing Development and Instruction for Children
- T & L 916 Classroom-Oriented Second Language Research
- T & L 925: Inclusive Education Research
- T & L 925 Educating Disenfranchised Children from an International and National Perspective
- T&L 811 Science in Elementary Education
- T&L 812 Mathematics in Elementary Education
- T&L 852 Science and Early Childhood Education
- T&L 920 Advanced Concepts in Elementary School Science Education
- T & L 925 Advanced Concepts in Elementary School Mathematics
- T & L 925 Issues in Early Childhood and Elementary Mathematics and Science: Emphasis on Conceptual Change
- T & L 925 Communications and Representations in Early Childhood and Elementary Mathematics
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### **Mathematics (\*Required)**

- T & L 812 Mathematics in Elementary Schools \*
- T & L 925 Advanced Concepts in Elementary School Mathematics\*
- T & L 876 Science, Mathematics, Technology and the Educated Mind
- T&L 812 Mathematics in Elementary Education
- T & L 925 Communications and Representations in Early Childhood and Elementary Mathematics
- T & L 925 Issues in Early Childhood and Elementary Mathematics and Science
- T & L 938.27 Introduction to assessment in STEM
- T & L 937.02 Research strands, trends, and issues, and review of literature in STEM
- T & L 937.03 History of STEM
- Mathematics Content courses

### **Diversity and Equity**

- T & L 925 Culturally Relevant Pedagogies
- T & L 830 Early Childhood Education: Multi-Cultural Influences
- T & L 823 Creative Experiences in the Elementary School Curriculum
- T & L 925 Reggio Emilia Course
- T & L 925 Critical Race Theory
- T & L 879 Teaching for Diversity and Social Justice
- T & L 881 Theory and Practice in Multicultural Education
- T & L 925 Educating Disenfranchised Children from an International and National Perspective
- T & L 916 Classroom-Oriented Second Language Research
- T & L 925: Inclusive Education Research
- T & L 930 Literacy Research & Issues of Diversity in the Classroom
- T & L 9xx Forming Ethical Identities in Play, Drama, and Imagination
- T&L 9XX- Spirit, Race, and Dialogue

### **Teacher Education**

- T & L 925 Multicultural Teacher Education
- T & L 925 Narrative Studies in Teacher Education
- T & L 925 Innovative Pedagogies in Teacher Education
- P & L 928 Inquiry in teacher education
- P & L 924 Pedagogy in teacher education
- P & L 756 Professional Development for teachers
- P & L 803 Psychological studies in teaching education
- P & L 929 Program development in teacher education

### **Social Studies**

- T & L 925 Research in Early Childhood and Elementary Social Studies (new)
- T & L 869 Children's Social Development and the Social World of the Classroom
- T & L 864 Multicultural Literature for Children

### **Social Studies (Continued)**

- T & L 882 Materials and Methods in Social Studies
- T & L 883 Teaching World Cultures and global Issues in P-12 Classrooms
- T & L 777 Teaching and Learning Social Studies with Imagination

### **Science (\*Required)**

- T&L 811 Science in Elementary Education\*
- T&L 852 Science and Early Childhood Education\*
- T&L 920 Advanced Concepts in Elementary School Science Education\*
- T & L 925 Issues in Early Childhood and Elementary Mathematics and Science: Emphasis on Conceptual Change\*
- T & L 877 The Nature of Science and Implications for Teaching
- T & L 876 Science, Mathematics, Technology and the Educated Mind
- T&L 920 Advanced Concepts in Elementary School Science Education
- 938.27 Introduction to assessment in STEM
- 937.02 Research strands, trends, and issues, and review of literature in STEM
- 937.03 History of STEM
- Science Content courses

### **Language and Literacy Education**

- T & L 854 Reading in Its Social Setting
- T & L 864 Multicultural Literature for Children
- T & L 825 Methods of Developing Language and Cognition in Early Childhood
- T & L 862 Roots of Fantasy for Children
- T & L 906 Language Learning Across Cultures
- T & L 803 Language and Society
- T & L 828 Trends and Issues in Teaching Reading in the Elementary School
- T & L 853.70 Critical Reading in the Content Fields (Early childhood focus)
- T & L 860 Language Arts in the Early Childhood Program
- T & L 901 Changing Perspectives in Language Literacy and Culture
- T & L 902 Multiple Literacies, Technology, and Communities of Learning
- T & L 903 Teaching/Learning in Language, Literacy, and Culture
- T & L 911 Research in Emergent Literacy
- T & L 912 Research in Writing Development and Instruction for Children
- T & L 869 Children's Social Development an the Social World of the Classroom
- T & L 915 Drama in Language, Literacy, and Culture
- T & L 916 Classroom-Oriented Second Language Research
- T & L 930 Literacy Research and Issues of Diversity in the Classroom

### **Candidacy Examination**

After the completion of course requirements, doctoral students must pass both Written and Oral components of a comprehensive examination. A Candidacy Examination Committee specific to each student is formed to evaluate both the Written and Oral performances.

### **Dissertation Credit 20 Credit Hours**

After successful completion of the Candidacy Examination, a doctoral candidate, with the supervision and support of the Dissertation Advisor, undertakes a project of original educational research and scholarship. The Dissertation consists of a written research document and a final Oral Defense that are evaluated by a candidate's Dissertation Committee

## **ADDITIONAL ACADEMIC SUPPORT**

### **Advisory Committee**

Each student will be assigned an initial faculty adviser during the first quarter of enrollment. Generally after the second quarter of enrollment, an advisory committee consisting of four professors is selected. The student will plan the doctoral program in consultation with this committee, which will be responsible for developing and assessing the Candidacy Examination. Upon completion of the examination, the committee may be reorganized to reflect the expertise needed

## **Ph.D. Areas of Study**

Adolescent, Post-Secondary, and Community Literacies

Foreign, Second, and Multilingual Language Education

Literature for Children and Young Adults

Language, Education, and Society

Math Education

Multicultural and Equity Studies in Education

Rethinking Early Childhood and Elementary Education

Reading & Literacy in Early & Middle Childhood

Science Education

Social Education and Global Education

Technology Education