

**AREA OF STUDY:
READING & LITERACY
IN EARLY & MIDDLE
CHILDHOOD**

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

Reading & Literacy in Early & Middle Childhood The Reading and Literacy in Early and Middle Childhood faculty are actively engaged in world-class research and development projects leading to increased knowledge about reading and literacy. Many are principal investigators for federally-funded research. Faculty members are involved in nationally and internationally recognized programs such as the National Writing Project, Literacy Collaborative, and Reading Recovery. Currently, the editorial teams for two prestigious journals, *Reading Research Quarterly* and *Language Arts*, include faculty from this area of study. Expertise and interests across the faculty include language arts, word study, written composition, classroom contexts for literacy teaching and learning, narrative development, linguistics, teacher education, reading processes, struggling readers, reading fluency, intervention research, emergent literacy, comprehension, and teacher professional development. These interests lie within the overarching framework of promoting reading achievement through the use of quality children's literature and expanding the view of literacy learning and development beyond the school setting to include relationships with families and communities. The faculty is committed to research and instructional programs that emphasize the strengths of a diverse society.

Doctoral students in Reading and Literacy in Early and Middle Childhood (RLEMC) are members of a community of scholars dedicated to addressing the most critical issues in reading and literacy education nationally and internationally. We conduct research on how children learn to read and write and on how educators can best address the educational needs of all children. Much of the research we conduct involves collaborative work with teachers, schools, parents, families, and communities as together we address educational excellence, diversity and social justice in reading and literacy education. Students who join the RLEMC community of scholars become researchers, teacher educators, and take other leadership positions in higher education, school districts, government, and elsewhere. The RLEMC Area of Study is designed for professionals with interests in a variety of areas such as early and middle childhood reading and writing instruction; language and literacy acquisition and development from preschool through middle school; family, community, and school literacy; literacy teacher education; phonics and word study; Reading Recovery; and clinical reading programs. The program is research-based and includes 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. Students are encouraged to present scholarly work at state and national conferences and to join faculty in professional writing. The program provides innovative preparation for educators with a strong theoretical and practical understanding of teaching, learning, and educational environments who intend to assume positions as scholars, researchers, or educational policy-makers.

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.

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

Area of Study Requirements All PhD students in Reading and Literacy in Early and Middle Childhood must take:

- Synthesizing Research in Reading and Literacy in Early and Middle Childhood
- Doctoral courses (900-level) from 4 Area core faculty before the candidacy exam
- A minimum of 24 credit hours of graduate courses beyond requirements A and B as approved by the PhD committee. With guidance from their Advisors, students choose from course offerings in the following topical areas: Critically Engaged Readers, New Literacy Studies, Reading Difficulties, Understanding the Reading Process, Writing in the Community, Writing and Literacy Across Academic Contexts, Research in Emergent Literacy, Language Development in Early Childhood Settings, Sociocultural Theories in Reading & Literacy, and the following courses:
 - T & L 909 History of Theory & Practice in Literacy
 - T & L 910 Creating Effective Contexts for Literacy Learning and Teaching
 - T & L 911 Research in Emergent Literacy
 - T & L 912 Research in Writing Development and Instruction for Children
 - T & L 914 Writing and Literacies Across the Curriculum
 - T & L 915 Drama in Language, Literacy & Culture
 - T & L 921 A Guided Survey of Research in Reading (or new title—Landmark Research in Reading & Literacy)
 - T & L 922 Writing Research Proposals in Language, Literacy, & Culture

Students may take courses from other Areas of Study as fits their interests.

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/edtl/academics/>

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/edtl/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.

CORE PROGRAM OF STUDY

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 for the dissertation

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 75th 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/edtl/>

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