

PROGRAM HANDBOOK

2012 - 2013

Version 0113

Online Master of Education
for physicians and healthcare professionals
&
Online Certificate in Medical Education



This program handbook contains information specific to the online Master of Education degree for physicians and healthcare professionals and Online Certificate in Medical Education offered by the University of Cincinnati and Cincinnati Children's Hospital Medical Center and covers topics from application through graduation. It is a supplement to the University of Cincinnati (UC) Graduate Handbook, which contains general information related to all graduate programs. The UC Graduate Handbook can be accessed from www.grad.uc.edu.

Table of Contents

Table of Contents	2
Key Contacts.....	4
Abbreviations.....	5
Application Information.....	6
Application Deadlines.....	6
Admission Requirements.....	6
Master’s Degree in Medical Education.....	6
Degree Designation.....	6
Graduate School Application.....	7
International Applicants (Non-native English Speakers).....	8
What to Expect During the Application Process.....	8
Graduate Certificate in Medical Education.....	9
Graduate School Application.....	9
What to Expect During the Application Process.....	10
Transferring from the Certificate Program to the Master’s Degree Program.....	10
Transferring Credits / Advanced Standing.....	11
Advisors/Mentors.....	12
Academic Advisor – Program Coordinator.....	12
Final Project Mentor.....	12
Registration, Withdrawals and Billing.....	13
Registration Process.....	13
Drops and Withdrawals.....	13
Billing.....	14
Form of Payment.....	14
Due Date.....	14
Late Payment Policy.....	14
Payment Plan.....	14
Advance Payment.....	15
Financial Aid.....	15
Veteran’s Benefits.....	15
UC Tuition Remission.....	15
Satisfactory Grades.....	16
Non-satisfactory Grades.....	16
Program Progress and Grades Documentation.....	17
Maintaining Graduate Status.....	18
Address on File with UC.....	18
Minimum Credit Hour Requirement.....	18
Minimum GPA Requirement.....	18
Minimum Credit and Coursework Requirement.....	18
Time to Degree and Petition for Extension.....	19
Petition for Reinstatement.....	19
Petition for Readmission.....	19

General Program Guidelines	20
Program staff will	20
Students will.....	20
Instructors will	21
Coursework	22
Online Orientation	22
Core and Content Area Coursework.....	22
Culminating Experiences	24
Graduation.....	25
Master’s Degree Graduation Information.....	25
Pre-Requisites for Graduation Clearance.....	25
Master’s Project Presentation	25
Graduation Application Deadlines.....	26
Graduation Application.....	26
Commencement	27
Certificate Graduation Information.....	27
Graduation Application.....	27
Communication	28
Blackboard.....	29
Blackboard Assistance:.....	29
OneStop.....	30
UCID (M#).....	30
Hardware & Software Discounts.....	31
Institutional Rules, Policies & Provisions.....	32
APPENDIX A	37

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Program Website www.cincinnatichildrens.org/masters

UC Websites www.uc.edu (general)
www.grad.uc.edu (Graduate school)
www.cech.uc.edu (College of Education, Criminal Justice and Human Services)
www.onestop.uc.edu (OneStop Student Services)
www.blackboard.uc.edu (Blackboard)

Abbreviations

UC University of Cincinnati
CECH College of Education, Criminal Justice and Human Services

Application Information

Application Deadlines

Application deadlines are as follows, but are subject to change. Please check the website for the most current information.

To Start in This Semester:

Fall
Spring
Summer

Complete Application Must Be Received By:

June 1
October 1
February 1

Admission Requirements

Program admission is based solely on eligibility and is non-competitive. The following are minimum admission requirements adopted by the program, the College of Education, Criminal Justice, and Human Services and/or the Graduate School:

- Baccalaureate or equivalent degree from an accredited university or college – if you received a combined undergraduate/medical degree (e.g. MBBS, etc.), you meet this requirement
- Undergraduate final cumulative GPA of at least 2.8 on a 4.0 scale
- If applicable, prior graduate GPA of at least 3.0 on a 4.0 scale or successful completion (pass) of medical school coursework
- If applicable, sufficient GRE and/or TOEFL scores
- Current employment or other activity involving education within a medical or healthcare environment, or transitioning into such a position
- Proficiency in English reading and writing – this proficiency should be at a level adequate to understand and write articles published in professional and medical journals, understand textbooks and other advanced-level books, and effectively participate in casual professional written communications within a discussion board format

Master's Degree in Medical Education

Degree Designation

The degree earned will be a **Master of Education (MEd) in Curriculum and Instruction**. The designation on the transcript will be:

```
***** UNIVERSITY OF CINCINNATI AWARD *****  
COL: EDUCATION, CRIMINAL JUSTICE, & HUMAN SERVICES  
DEG: MASTER OF EDUCATION  
DATE:  
PROGRAM: CURRICULUM AND INSTRUCTION  
*****
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Graduate School Application

You must apply to the University of Cincinnati Graduate School via the UC Graduate Application Online at www.grad.uc.edu/apply. The current application fee is \$65 for domestic applicants and \$70 for international applicants, and it must be paid by credit card or electronic check at the end of the application process.

Please be careful when selecting the Academic Program. Incorrect program applications cannot be changed or transferred once submitted. If you apply to the incorrect program, you will need to reapply to the correct program and pay another application fee. Please make the following selections during the Education Plans part of the application:

- For **start term**, select the earliest semester you would like to start. You will not be able to start in an earlier semester than you specify, but you may defer your start to a later term in the same year.

(Note: In limited situations, we may be able to move your semester start back one term. Please consult with the program coordinator if you find you must start in a different term than you applied to start in.)

- Select **Part Time** enrollment
- Click on the **Add A Program** button
- **Search Programs by College:** College of Education, Criminal Justice, and Human Services
- **Program:** Medical Education (Curr and Instr)-Distance Lrning **Degree** MED

The system will require you to upload your curriculum vitae or resume and a one-page goal statement/essay summarizing your purpose and goals for entering the MEd program. In addition, you will be required to provide the names and contact information for your two recommenders, and the system will email them a link so that they may upload their recommendation letters. It is possible the email will end up in their spam folder, so if they have not received the email, please have them check there before you request that the email be resent. At least two professional letters of recommendation are required, one of which should be from your department chairman, division director and/or fellowship director. Personal references are not requested.

Have your official transcripts from your undergraduate school and graduate/medical school sent directly to the program office (undergraduate GPA of 3.0 or higher is required).

GRE Test

You do not need to submit GRE scores **if** you have at least a 3.2 GPA for your undergraduate degree or a 3.0 from a prior graduate program, or have an MD, PhD, or similar post-graduate degree. If you do not meet these criteria, you are required to submit scores from the general GRE test taken no longer than five years prior to your application. Minimum expected GRE scores (new test effective 2011) are: Verbal 150, Quantitative 144, Analytic Writing 4.

International Applicants (Non-native English Speakers)

If your native language is not English and you did not receive a previous degree from an institution in an English-speaking country, you will need to demonstrate English proficiency. A University-identified list of countries exempted from this requirement is below:

Antigua & Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada*, Caymen Islands, Dominica, Fiji, Grenada, Ireland, Jamaica, Liberia, Malawi, New Zealand, Singapore, South Africa, St. Kitts & Nevis, St. Lucia, St. Vincent & The Grenadines, United Kingdom.

**the University does not waive the requirement for applicants from Quebec; however, since physicians in Quebec are generally fluent in English, even if educated in a French-speaking institution, we waive the testing requirement for our program unless English fluency is not satisfactorily demonstrated through other communications and written application materials.*

Please note that particular emphasis for our program is placed on proficiency in **written** English (reading and writing) – since the program is conducted entirely online, almost all assignments and communications are conducted in written form and via an online discussion board and email. A few assignments will require vocal recordings or live web conferencing presentation. Written English proficiency will be judged from TOEFL (Test of English as a Foreign Language) scores, if required, **as well as all other communications with the program office, including email communication**. As a general guideline, scores from the TOEFL iBT test for Reading should not be below 23 and for Writing should not be below 24. The total score ideally will be no less than 100.

If we judge that your ability to communicate effectively via written English is below that required to perform at an acceptable level in the program, you will be asked to improve your writing skills prior to starting the program. If your written English ability is borderline or of concern for any reason, you may be encouraged to apply for the Certificate in Medical Education program to ascertain success in the courses before undertaking the full master's program.

A waiver of the English proficiency testing requirement can be made for an applicant if substantial English fluency can be demonstrated or is otherwise obvious.

We reserve the right to request an English proficiency test be taken, even if otherwise waived, if we have any concerns or questions about an applicant's English language skills.

What to Expect During the Application Process

You will receive automatic emails from the application system when items are added to your application. Additionally, if at any time you would like to know the status of your application, you can log into the application system to see what has been received, what is still missing, and any comments added to your application by the program. Additionally, you may contact the program coordinator with any questions about your application status.

We review all fully complete applications after the application deadline for each semester. If approved, you will be notified by email and mailed an acceptance package. You must complete and return any forms included in the package to finish the admission process.

If you require an earlier decision on your application, please let the program coordinator know, and your application will be reviewed as soon as it is complete. The entire process, after receipt of a complete application package through the completion of the admission process takes several weeks. It is important to be sure all application materials are uploaded and transcripts are received by the program coordinator by the application deadline.

An incomplete application file and application fee will remain valid during the current academic year (fall through summer). After the end of the academic year, a new application will be required.

Graduate Certificate in Medical Education

We offer a Graduate Certificate in Medical Education as a stand-alone program. If you are interested in advanced formal training in educational pedagogy, but not in educational research, you may elect to do only the Certificate.

Important Note

You may also obtain the Certificate prior to or concurrent with matriculation into the Master's program. All credit hours taken to complete the Certificate are applicable to the Master's. Upon completion of the Certificate, your transcript will indicate that a Certificate in Medical Education was earned:

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***** UNIVERSITY OF CINCINNATI AWARD *****  
COL: EDUCATION, CRIMINAL JUSTICE, & HUMAN SERVICES  
DEG: POST-BACCALAUREATE CERTIFICATE  
DATE :  
PROGRAM: MEDICAL EDUCATION (CURR & INSTRUCTION)  
*****
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To obtain the Certificate, you must apply and be accepted into the Certificate program prior to taking any classes that would apply toward the certificate. The UC Graduate School will **not** grant a certificate based on coursework taken prior to application, **even if** you have been matriculated into the Master's program and have taken courses that are part of the Certificate program.

Graduate School Application

You must apply to the University of Cincinnati Graduate School via the UC Graduate Application Online at www.grad.uc.edu/apply. The current application fee is \$20, and must be paid by credit card or electronic check at the end of the application process.

Please be careful when selecting the Academic Program. Incorrect program applications cannot be changed or transferred once submitted. If you apply to the incorrect program, you will need to reapply to the correct program and pay another application fee. Please make the following selections during the Education Plans part of the application:

- For **start term**, select the earliest semester you would like to start. You will not be able to start in an earlier semester than you specify, but you may defer your start to a later term in the same year.
- Select **Part Time** enrollment
- Click on the **Add A Program** button
- **Search Programs by College:** College of Education, Criminal Justice, and Human Services
- **Program:** Medical Education-Distance Learning (Curr & Inst) **Degree** GC

The system will require you to upload your curriculum vitae and a one-page goal statement/essay summarizing your purpose and goals for entering the Certificate program. **Recommendation letters are not required**, but the application program will allow you to include them if you would like.

Have your official transcripts from your undergraduate school and graduate/medical school sent directly to the program office (undergraduate GPA of 3.0 or higher is required). Do not have transcripts sent to the University Graduate School.

If you are applying to both the Certificate and Master's programs, you may upload the same essay to both applications.

What to Expect During the Application Process

You will receive automatic emails from the application system when items are added to your application. Additionally, if at any time you would like to know the status of your application, you can log into the application system to see what has been received, what is still missing, and any comments added to your application by the program. Additionally, you may contact the program coordinator with any questions about your application status.

We review all fully complete applications after the application deadline for each semester. If approved, you will be notified by email and mailed an acceptance package. You must complete and return any forms included in the package to finish the admission process.

If you require an earlier decision on your application, please let the program coordinator know, and your application will be reviewed as soon as it is complete. The entire process, after receipt of a complete application package through the completion of the admission process takes several weeks. It is important to be sure all application materials are uploaded and transcripts are received by the program coordinator by the application deadline.

Transferring from the Certificate Program to the Master's Degree Program

Certificate program students may transfer their Certificate program credits, graded B or higher, into the Master's degree program. You must complete the online UC Graduate School application (see above) and pay the application fee. You must also meet all requirements for entrance into the Master's program, including the minimum undergraduate GPA/GRE requirement.

No Transfer from the Master's Degree Program to the Certificate Program

UC Graduate School does not allow transfers from a Master's Degree program into a Certificate program. You must complete an application for the Certificate program prior to taking any courses that would apply toward the certificate. This is particularly important if you are enrolled only in the Master's program, and after accumulating enough credits for the certificate, decide to discontinue the Master's program – you will not be able to receive the certificate based on the coursework taken since you were not enrolled also in the certificate program.

Transferring Credits / Advanced Standing

Up to nine graduate-level credits may be transferred into the Master's degree program for advanced standing. The credits may be from another institution, another UC master's program in which you were matriculated, or courses taken at UC without matriculation into the program. The credits must be from a graduate-level program within the past five years, the coursework must be comparable to a course in the program, and the grade must be a B or higher. If the credit was used or will be used toward earning another degree, it cannot be transferred in (i.e. no double-dipping credits). To have a course considered for transfer, provide both a detailed course description or syllabus AND the transcript. Program staff, in consultation with the course instructor, will determine whether the course is comparable and transferable.

Advisors/Mentors

Academic Advisor – Program Coordinator

The program coordinator will provide all basic academic advising needs, including assisting you with course progression, administrative requirements, and general program questions and issues. If you have questions or concerns about any particular class, administrative issues, or the overall program, please do not hesitate to contact the program coordinator or the program director.

Final Project Mentor

Students in the Master's program must have a project mentor to guide them on their final research project. If you are in the Master's program, you should identify a project mentor prior to, or at the time of, enrolling in CI7001, Educational Research for Masters Students – this will be done through program staff. If you already have a mentor at UC or Cincinnati Children's because of previous coursework or professional/fellowship requirements and wish to keep that mentor, please let us know.

For additional information regarding project mentors and the final research project, please consult the Final Project Handbook, attached herein as Appendix A or available from the program website or program coordinator.

Your project mentor will be able to meet with you regularly via telephone, web conferencing, email, or in person (if appropriate), and is responsible for the following:

- Providing advice, guidance, and resource direction regarding your culminating masters project
- Approving your masters project proposal
- Serving on your masters committee and attending your final masters project presentation.
- If you are in a fellowship, serving as a member of your Scholarship Oversight Committee (SOC) including attending meetings as required. (The SOC is a requirement of clinical fellows in subspecialty fellowships which have specialty boards; at least one member must be from the fellow's clinical division. In most circumstances, the SOC will also be your master's committee.)

Registration, Withdrawals and Billing

All registration and billing is done by the program office. Please direct any questions or concerns to the program coordinator.

Registration Process

After new applications have been processed for the term, the program coordinator will email all active students regarding the courses being offered and a deadline by which to reply. Please reply even if you do not plan to take any courses in that particular term.

A few weeks before the term begins, the program coordinator will send the registration list to the UC registrar who enters you into the course(s).

A late registration fee of \$25 (subject to change) will be assessed for registrations during the first week of the term (beginning on Day 1). Registration is not accepted by the program office after the first week.

Drops and Withdrawals

A course may be dropped prior to the beginning of the term, or *within the first week of the term*, with no penalty. The UC refund schedule is as follows:

Drop through day 8 of the term	100% refund
Drop from day 9 through day 15 of the term	50% refund
Drops or withdrawals beginning day 16 of the term	0% refund

The actual dates for each term are posted on the UC calendar at onestop.uc.edu/calendars.html. If you think you might drop a class, please consult the calendar or check with the program coordinator to be sure you understand what, if any, tuition you will be required to pay.

You may drop or withdraw from a class through onestop.uc.edu, or by requesting the program coordinator to drop you from the course. If you drop or withdraw yourself via One Stop, you must inform the program coordinator. In either event, also inform the course instructor.

It is not acceptable to simply stop attending or participating in class without an official drop or withdrawal. Failure to participate in a class at all while enrolled will result in a grade of F or X (unofficial withdrawal-no participation). Failure to continue to participate after some participation while enrolled will result in a grade of F or UW (unofficial withdrawal with participation). An X or UW grade is weighted the same as an F. **The course will need to be repeated.**

Effect on Transcript

A “Drop” (up to day 15) will remove the course from your academic record; a “Withdrawal” (day 16 through day 58) will remain on your academic record and transcript with a letter grade of W. Official withdrawal is not permitted after the 58th calendar day of the term.

If you find it difficult to complete a course within the term, please discuss the situation with the instructor. There may be other options available, such as receiving an Incomplete (I) and taking an extended period to finish the course. Refer to the Grades section for information regarding I grades.

Billing

Bills will be prepared and emailed each term by the program coordinator. **DO NOT** pay tuition directly to UC for courses in this program without first discussing the situation with the program coordinator; UC bills Cincinnati Children's Hospital for the tuition. If you are also taking a course with UC outside of this program, please pay the tuition for only that course directly to UC.

The bill will include the full program tuition (UC tuition plus Cincinnati Children's Hospital tuition) for the applicable number of credits.

Form of Payment

Payments may be made by check, credit card or money order. Credit card payments may be mailed, faxed or phoned in. For your own safety, please do not email credit card information. If you choose to fax your credit card information, please alert the program coordinator.

Due Date

Bills are due by the first day of class. If your bill is being paid by your company or another payor on your behalf, and the payment will not be made by the due date, please inform the program coordinator, and provide a good faith estimate of when the bill is expected to be paid.

Late Payment Policy

Successful course completion includes payment in full for the course. If payment is not received by the time grades are submitted for the course, you will be given an Incomplete grade (I), and will not be registered for additional classes until the account is paid in full.

Payment Plan

A payment plan is available. The payment plan allows you to divide the tuition into equal monthly payments throughout the term. The first payment is due by the first day of the term. Failure to make full payments by the last day of class will result in a grade of Incomplete (I) and a registration hold until the account is paid in full.

If you are interested in a payment plan, please contact the program coordinator for a Payment Plan Agreement.

Advance Payment

You may pay any amount of tuition in advance. The advance payment will remain on the account as a credit, and diminish as charges occur each term.

Financial Aid

At this time, there are no scholarships, assistantships, or grants available through the program. Student loans may be available to students taking five or more credit hours in a term. Please visit the UC Graduate Student Aid website at www.financialaid.uc.edu/gradstudent.html for more information. Other financial assistance may be available through the student's home institution.

Veteran's Benefits

Tuition assistance for the Master's program is available for US military service personnel and veterans. Contact the UC Veteran's Certification office for additional information and instructions at (513) 556-6811 or www.uc.edu/registrar/veterans_educational_benefits.html. Please alert the program coordinator if you are receiving VA benefits. The program coordinator cannot answer questions regarding the various VA programs.

UC Tuition Remission

UC faculty and staff and their families are eligible for tuition remission after submission of any appropriate forms to UC HR. The forms and additional information are available online at www.uc.edu/hr/benefits/tuition_remission.html. Please contact the UC Human Resources/Tuition Remission at TRQuestions@uc.edu or (513) 556-6381 with questions or to confirm level of eligibility. The program office cannot address questions about this benefit.

If you are full-time affiliated faculty through Cincinnati Children's Research Foundation, you may also be eligible for tuition remission after submitting the appropriate *affiliated faculty* form to UC HR. The form and additional information are available online at www.uc.edu/hr/benefits/tuition_remission.html. The form must be signed by John Maybury (VP, CCRF, MLC 3016), and will be returned to you to submit to UC HR. Please contact UC HR at TRQuestions@uc.edu or (513) 556-6381 to follow up on receipt and processing of the form or with any questions about the benefit. The program office cannot address questions about this benefit.

Tuition Remission only covers the UC in-state part of the program tuition to your eligibility level. It will NOT cover required books or other course materials or any of the following items, which will be billed through the program office:

- Cincinnati Children's Hospital fee
- out-of-state surcharge (if you do not live in Ohio)
- any UC tuition above your tuition remission eligibility level (if applicable)

If Tuition Remission fails to be applied against your UC bill, you will be responsible for paying the amount due directly to UC unless you instruct the program coordinator to pay UC on your behalf and bill you for the tuition with the Children's Hospital fee. Any late fees accrued on your UC account due to Tuition Remission not being applied are your responsibility and will not be paid by the program. UC will place an administrative hold on your account until such fees are paid or otherwise cleared.

Grading

Satisfactory Grades

<u>Letter</u>	<u>Percentage</u>	<u>Description</u>	<u>Quality Points</u>
A	96-100%	Excellent	4.0000 points
A-	91-95%		3.6667 points
B+	87-90%		3.3333 points
B	82-86%	Good	3.0000 points
B-	78-81%		2.6667 points
C+	74-77%		2.3333 points
C	70-73%	Satisfactory (Min. acceptable grade)	2.0000 points
P	Pass, only applicable in courses graded as pass/fail		
SP	Satisfactory Progress; applicable in certain pre-approved courses, at instructor discretion, for work that may take more than 1 year to complete (i.e., the masters project). This is not a final grade. Work must be completed within 5 years, or by graduation, whichever comes first.		

Non-satisfactory Grades

- I Incomplete; work must be completed, reviewed and graded within one calendar year minus 8 days (“I” from the fall term of one year must be completed and the grade changed *at least 8 days prior to the term end date* for the fall term of the following year). An instructor may require work to be completed prior to one year.
- I/F Incomplete Failure, same as “F”; if work is not completed within one calendar year, an “I” automatically becomes an “I/F”. Course must be retaken. Grade cannot be changed except under extraordinary circumstances due to an error on the part of the instructor – student’s failure to turn in work early enough for appropriate review and grading by the instructor does not constitute extraordinary circumstances or an error on the part of the instructor.
- UP Unsatisfactory Progress; similar to SP but denotes that progress made has not met expectations. This is not a final grade. Work must be completed within 5 years, or by graduation, whichever comes first.
- F Failure; remains on academic record and is used in calculation of GPA. Cannot be changed; course must be retaken. If course is retaken, can petition to have original F changed to new grade, or to have F waived in consideration of degree requirements.
- NG No Grade was reported by the instructor; contact instructor if grade should have been given. Otherwise, course must be retaken.
- W Official Withdrawal if student withdraws during the 16th day through the Friday of week 10 of the term. Course must be retaken. Please note the instructor may change a W to an F if an F is warranted (i.e., if the student withdraws in order to avoid an F grade due to poor performance in the class).
- X Unofficial Withdrawal with no participation; given for students who fail to participate in class but do not officially withdraw. Same as an F; course must be retaken.

UW Unofficial Withdrawal with some participation; given for students who do not officially withdraw but had some participation in class at a level below what the instructor considers active or sustained participation. Same as an F; course must be retaken.

Grade Changes

Grades of I, SP, UP and NG may be changed by the instructor. Grades of F, W and UW may not be changed. An I/F and other grades may only be changed under extraordinary circumstances if the instructor made an error. Grade changes are submitted to the registrar by the instructor online within one year or by the program office with an official Change of Grade form if after one year.

An I grade must be changed within one calendar year, or it will automatically become an I/F, which is treated the same as an F. Grades of SP, UP, NG or letter grades can be changed within 5 years; after 5 years, you may petition for a change. **Important:** the grade change deadline for any term is the end of the same term in the following year *minus 8 days* – it is **not** the same as the regular grading deadline for the term. Please pay particular attention to this due date when completing your work.

Program Progress and Grades Documentation

You may obtain an unofficial transcript/degree audit online at any time for no cost from onestop.uc.edu. On the left, choose “get my degree audit.” Alternatively, you may ask the program coordinator for your program progress.

Maintaining Graduate Status

Address on File with UC

You must maintain a valid address on file both with UC and with the program office. Your address was first submitted when you completed the online application. If you move during the course of your studies, please update your address at onestop.uc.edu. On the left, click on “change my address.” Please also be sure to update your email in Blackboard if it changes. Program staff cannot update your address on file at UC.

If any of your contact information changes, also please inform the program office.

Minimum Credit Hour Requirement

To maintain graduate status in the Master’s program, you must register for at least one credit hour of program coursework each academic year. The academic year is Fall through Summer. Program coursework is coursework that meets the program degree requirements.

If you have completed all coursework and are working on your Master’s Project, you must register for one credit hour of the Master’s Project to remain active, preferably in the fall. You must be registered for the one credit hour during or prior to the term in which you plan to graduate.

If you do not register for one credit hour during the academic year, you will automatically become “inactive,” and will need to seek reinstatement or readmission to continue with the program (see below).

There is no University-mandated minimum credit hour requirement for the Certificate Program, but if you do not take any courses within an academic year without explanation, you will be administratively withdrawn from the program.

Minimum GPA Requirement

You must maintain a 3.0 GPA or higher to obtain either the Master’s degree or Certificate. If you receive an F or equivalent in any one course, or a C in any two courses, we will review your GPA and remaining courses to determine if you will be able to recover sufficiently to complete the program with a minimum 3.0, and we will advise you of what will be required to do so. If you believe you will be unable to meet the requirements, you will be advised to withdraw from the program. If you believe you will be able to meet the requirements, you will be encouraged to continue. If it is determined at any time that you will not be able to graduate with a minimum 3.0 GPA, your program will be terminated.

Minimum Credit and Coursework Requirement

The Master’s degree program consists of 30 required credit hours. No less than 30 credit hours will be accepted for graduation, and all required courses must be completed through coursework or advanced standing (credit transfer).

Time to Degree and Petition for Extension

The Master's degree must be completed within five years. Under extenuating circumstances, you may petition the Associate Dean of the Graduate School, through the program office, for an extension to complete the degree. This petition must be submitted prior to the five-year deadline. The Graduate Petition for Reinstatement and/or Extension form may be downloaded from www.grad.uc.edu/forms.aspx. It must include a description of the progress you have made toward the degree, what has been completed to date, a plan for completion, and a reason for the delay.

The Certificate program must be completed within five years of taking the first course. There is no extension or reinstatement process for Certificate students.

Petition for Reinstatement

If you have become inactive/withdrawn, and have been so for three years or less, you may petition for reinstatement by the Associate Dean of the Graduate School, through the program office. If necessary, you may also apply for an extension to complete the degree at the same time. The Graduate Petition for Reinstatement and/or Extension form may be downloaded from www.grad.uc.edu/forms.aspx. It must include a projected timeline for program completion and a reason for the delay/inactive status.

The Associate Dean of the Graduate School will approve or deny the petition and inform you in writing of his or her decision. When you receive the decision, please let the program office know. We do not receive the decision directly.

If accepted, you will be charged a reinstatement fee equal to one credit at the current rate for each year you have been inactive, up to three credits (three years).

Petition for Readmission

If you have been inactive/withdrawn for more than three years, you are not eligible for reinstatement and must apply for readmission. You must complete the Application for Readmission form and pay a processing fee. The form may be downloaded from www.grad.uc.edu/forms.aspx.

The program will determine reapplication requirements and conditions and request approval from the Senior Assistant University Dean of the Graduate School. Your petition may be denied, accepted with conditions, or accepted.

The Associate Dean of the Graduate School will approve or deny the petition and inform you in writing of his or her decision. When you receive the decision, please let the program office know. We do not receive the decision directly.

If accepted with or without conditions, you must pay a readmission fee equal to three graduate credits of in-state-tuition at the rate in effect at the time of readmission, less the processing fee. Your original date of program entry is not changed, and the five-year time-to-degree limit is still calculated from the original matriculation date. Please note that a Petition for Extension may need to be filed concurrently if completing the program will take time beyond the five-year limit. Additionally, any prior grades of F, IF or NG must be rectified (courses retaken) prior to earning additional credits or meeting further requirements.

General Program Guidelines

for Program Staff, Students and Instructors

The following are general guidelines for program staff, students and instructors. This is meant to set a certain level of expectation and assist with identifying areas of satisfaction and areas that need improvement. If you have any questions about these guidelines or expectations, please contact the program coordinator.

Program staff will

- treat applicants, instructors and students respectfully, professionally and courteously
- provide timely information about the program and course offerings
- maintain an “open door” policy with students and instructors
- respond to applicant, student and instructor general questions, concerns and other inquiries within 24 hours Monday-Friday, excluding holidays
- advocate as appropriate for students and the program with the University of Cincinnati
- consult and advise as appropriate on matters between students and instructors but will not interfere with instructor grading decisions
- process accurate and timely registrations, billings and payments
- provide ongoing academic support and advising to students
- provide ongoing professional support and advising to instructors
- conduct various evaluations to ensure continued high quality of program and identify areas needing improvement

Students will

- treat program staff, instructors, and other students respectfully, professionally and courteously
- read the course syllabi within the first three days of each term to understand what is expected for each course and consult the instructor if anything is not clear or well understood
- adequately schedule time to meet course needs on a weekly and term basis – a 3 credit hour course will generally require 9-12 hours of work each week
- actively participate in each course, posting to Blackboard weekly, or as often as required by the instructor and indicated in the course syllabus
- complete assignments on time
- actively participate in group work if required by the course
- communicate with instructors if travel or other time away from the class of a week or longer is anticipated and arrange to complete assignments in advance or to make up the required work upon return
- communicate with instructors and program staff as soon as possible if a significant barrier in work or course completion arises so that an appropriate course of action can be worked out
- complete an evaluation of each course at the end of each term

- bring any significant problems with a course or instructor to the attention of the program staff as soon as possible (i.e. absence of instructor from course, repeated delays in posting assignments, discourteous behavior, etc.)
- bring any significant problems with a program staff member or advisor to the attention of another program staff member as soon as possible (i.e. discourteous behavior, failure to respond to communications, etc.)

Instructors will

- treat program staff, students, and other instructors respectfully, professionally and courteously
- provide a clear and thorough course syllabus
- post assignments and discussion board questions and responses in a timely manner each week
- grade assignments, provide feedback and post grades through the Blackboard Grade book in a timely manner so that students know their standing in the course
- respond to student questions or inquiries within 24 hours Monday-Friday, or 48 hours on weekends or holidays
- provide students with an emergency contact method in case a matter cannot wait 24 hours
- submit grades to the registrar at the end of the term by the grading deadline, and send a copy of the grades to the program coordinator
- inform program staff of any significant problems with students (i.e. discourteous behavior, unexplained absence from class more than 1 week, unexplained failure to check into class during first week, unexplained significant or repeated inability to complete work or participate in class in a timely manner, quality of work not at level expected of a graduate student, failing course, etc.)
- bring any significant problems with a program staff member to the attention of another program staff member as soon as possible (i.e. discourteous behavior, failure to respond to communications, etc.)

Coursework

The Master's degree program includes 30 credits of required coursework divided into 24 credits of core and content area, 3 credits of Practicum, and 3 credits of the culminating Master's Project.

The Certificate consists of 12 credits drawn from the Master's coursework. The Practicum, Educational Research for Masters Students and Master's Project courses are not available to Certificate students. Recommended courses are CI7080, CI7081, CI7082 and CI7083 and are designated with a 

Online Orientation

It is important as a new student to participate in the orientation prior to your first class, as it will provide a thorough introduction to the Blackboard learning environment in which most of your coursework will be conducted, help you gain a better understanding of the administrative aspects of the program, and ease your transition into the first class.

Core and Content Area Coursework

All courses must be completed.

CI 7001 Educational Research for Masters Students (3)

Through this course, students will develop the proposal for their final master's project while learning how to develop an action research question, perform a literature search to read and synthesize relevant research, develop a methodology and research plan, and write the proposal using APA style guidelines. Students are expected to draw upon what they have learned in the program coursework, apply it toward a real-world project, and write a publishable paper.

The actual research, data analysis and final paper will be completed with guidance from the student's master's committee and credited under CI7090 Master's Project: Curriculum & Instruction.

CI 7080 Curriculum Development and Evaluation in Medical Education (3)



This course will provide an overview of evolving concepts and principles of curriculum development and evaluation for medical and other healthcare professionals. The course considers the philosophy and theory of curriculum design and development. Special emphasis will be placed on the analysis and application of principles for resolving problems with curriculum and curriculum improvement. Each participant will develop and share a curriculum document that supports a program within his or her discipline. The development and writing of this document leading to presentations and critiques at the end of the quarter will be our primary focus. All elements of the course will relate to this effort. The professor's role will be as facilitator, consultant, discussion leader, and critic with the hope that each participant, at the end of the course, will have produced a substantial document ready for implementation or for further study and development.

CI 7081 Attitude Formation and Change in Medical Education (3)

This course focuses on attitude formation and change theories in terms of the goals and objectives in medical educational settings. Theoretically sound ideas for influencing student attitudes, and the value decisions which medical educators must make when deciding to influence attitudes, will be introduced and studied. Reactive and unobtrusive measures for assessing student attitudes will be examined.

CI 7082 Human and Adult Learning in Medical Education (3)

This course provides an introduction to cognitive theories of human learning and memory with an emphasis on the application of this approach to the understanding and improvement of learning in instructional settings, particularly in medical education settings.

CI 7083 Application of Instructional Design and Educational Technology in Medical Education(3)

This course is designed to provide fundamental knowledge about instructional design, including relevant learning theories, in conjunction with the computer technology tools that impact the teaching and learning in medical education. Course participants will explore and evaluate how, when, and why technology should be infused into education. Experience will be gained in the development and use of instructional applications including computers and educational software. Emphasis will be placed on creating collaborative teaching environments, eLearning courses and media-enhanced presentations using specific software and/or Web 2.0 tools (e.g., Blogs, Wikis, Social Networks, Social Bookmarks, Podcasts, RSS Feeds, and Photo Sharing). In addition, this course will address potential legal and ethical issues regarding computer-based technologies.

EDST 7010 Statistical Data Analysis I (3)

This course introduces students to the fundamental techniques of statistical data analysis, such as descriptive statistics, t-tests, ANOVA, correlation and regression, and chi-square tests, that are commonly used in the social and behavioral sciences.

EDST 8034 Measurement and Assessment (3)

The purpose of this course is to provide an introduction to the development of tests, assessments, questionnaires, and other methods of measuring psycho-educational variables. The goal is to enable each student to develop reliable assessments, which includes prescient design, standardized administration, and quantitative analysis to ensure that assessments are psychometrically sound. The class covers the entire test development cycle: conceptualization of a test, test design, item writing, pilot testing, standard setting, and psychometric analysis. Discussion of psychometric analysis is focused on classical test theory, but concepts of item response theory, a much more advanced paradigm, will also be explored.

EDST 8051 Qualitative Research Methods (3)

This course introduces graduate students to the fundamentals of qualitative research. Students will be introduced to various approaches to qualitative research (e.g. holistic ethnography, critical ethnography, case studies, qualitative evaluations) and learn how to 1) develop a research design; 2) select research sites and negotiate entrée; 3) construct a purposeful sampling plan; 4) assemble and submit an Institutional Research Board (IRB) packet; 5) collect data through participant observation, interviews, and archival materials; 6) establish trustworthiness (validity and reliability); 7) assume effective and ethical researcher roles; 8) analyze data; and 9) write up findings.

Culminating Experiences

CI 6075 Field Experiences Practicum (3)

This course requires completing 30 hours of various teaching experiences that may include teaching or co-teaching; preparation of teaching modules, lectures, conferences, and other presentations; attending rounds; and leading discussion groups as part of resident / student medical education. Teaching experiences are to be evaluated and documented. Documentation of the teaching is through creation of an educational portfolio.

The content of the practicum includes the competencies related to the functions of planning, implementing and evaluating teaching / learning experiences within the student's specialty field. It may also include developmental activities which are identified as important elements of the teaching role, especially as these relate to the particular professional, institutional and system context.

CI 7090 Master's Research Project (3-4)

This course involves the independent work of completing the research and writing the final paper for the final master's project proposal completed in CI7001 – Educational Research for Masters Students.

For complete information regarding the final project, please consult the Master's Research Project Handbook, attached herein as Appendix A or available from the program website or program coordinator.

The Master's Research Project is the final course taken by the student, and provides credit for working on the final project. Note this is not an actual "class" and does not include a Blackboard component. The student's advisor and masters committee is particularly important in helping to complete the masters project by providing advice on the project's requirements, helping to define the topic and develop a research plan, approving the project proposal, reading drafts of the project paper to provide advice on revisions, and administering processes for approval of the project. Your masters committee will consist of your faculty advisor and at least one of the program directors; if your faculty advisor is one of the directors, another graduate faculty member will be identified to participate on your committee. If you would like someone specific or additional on your committee, please let your advisor know.

Graduation

Master's Degree Graduation Information

Once you have completed most of your coursework, the program coordinator will begin emailing you a Graduation Information update each term. This update includes most of the following information and instructions, including specific due dates.

When you are preparing to graduate, please carefully review the Graduation Information emailed to you, as well as the Graduation information on the Graduate School website (www.grad.uc.edu/graduation.aspx). Contact the program coordinator so that she can advise you and begin the process of clearing you for graduation. Graduation application deadlines are firm. Please plan accordingly.

You can pull your own degree audit from onestop.uc.edu - on the left, click on My Courses and then "get my degree audit."

Pre-Requisites for Graduation Clearance

- You must have satisfactorily completed, or transferred in, all required courses and the minimum number of credit hours. Any courses being transferred in will not appear on your degree audit and must be accounted for separately.
- You must have a minimum 3.0 GPA in the program coursework. Minimum allowable grade for any course is a C.
- Any NG (no grade) grades must be cleared. If the NG was a mistake by the instructor (you completed the class but a grade was not provided), contact the instructor to have it changed. If it was not a mistake, you must have retaken the class and we must petition to have the NG changed.
- Any F, I/F, or otherwise unacceptable grades must be cleared - you must have retaken the class and we must petition to have the F changed to what you earned when you retook the class or request a waiver of the previous course from degree requirements.
- All Incompletes (I, IP/SP/UP) must be cleared and a grade change submitted. For the Master's Project credits, this will be completed after your presentation.
- Grade changes for I, IP/SP/UP and NG grades must be submitted no later than 8 days prior to the end of the term in which the grade expires or in which you want to graduate, whichever is earlier. Please check the Academic Deadlines for the date for each quarter.
- Your accounts with CCHMC and with UC must be paid in full.

Master's Project Presentation

Your defense should be scheduled in the term you intend to graduate, although it can be scheduled earlier. Schedule your presentation no less than three weeks prior to the end of the term to allow for any

final requested changes to your project paper after your presentation and for a grade change and final project acceptance paperwork to be submitted in a timely manner.

If you are local to the Cincinnati area, you may defend your project in person if you prefer and your committee agrees and can attend; otherwise, your defense will be via web conferencing.

Be sure to work with your mentor and/or your master's committee on the completion of your project and paper – anticipate a lot of feedback. They should receive and approve your project proposal at least one term prior to when you plan to graduate. All written materials should be well-organized and comprehensive. Copies of the final paper must be provided to each committee member via email or regular mail at least one week prior to your presentation. After your presentation, email the final version (including any changes requested during your presentation) to your mentor and to the program coordinator.

Graduation Application Deadlines

The Graduation Information document is updated each term with pertinent dates and information relevant to graduation for the following two terms. Be sure to pay particular attention to the application deadline date for the term in which you wish to graduate.

Graduation application deadlines are generally from the first day of the prior term to the Friday of the second week of the current term:

- Fall: 1st day of Summer semester through Friday of 2nd week of Fall semester
- Spring: 1st day of Fall semester through Friday of 2nd week of Spring semester
- Summer: 1st day of Spring semester through Friday of 2nd week of Summer semester

Remember that you must register for at least one credit hour each academic year, and the term in which you do this must be during or prior to the term in which you want to graduate (i.e. if you want to graduate in fall, you must be registered in fall). If you registered for the master's project in a previous academic year, we will register you for one additional hour of the master's project. You will be charged the per-credit-hour fee in effect at the time of registration.

Graduation Application

To submit the online graduation application:

- Go to <http://grad.uc.edu/student-life/graduation.html>
- Start with the “graduation checklist”
- On the application, if you have multiple programs listed from which you may graduate, be sure to select the Master of Education, Curriculum & Instruction.

Commencement

Commencement is held at the end of the Fall and Spring semesters. Information regarding participation will be sent to your UC email address or may be found at <http://www.uc.edu/commencement.html>.

Certificate Graduation Information

You must apply to “graduate” from the certificate program (although there is no formal graduation) using the graduate school online graduation application. There is no fee. After the term ends and your “graduation” is certified, we will mail your certificate of completion, and the certificate designation will be added to your transcript. Please allow several weeks for this process.

Graduation Application

To submit the online graduation application:

- Go to <http://grad.uc.edu/student-life/graduation.html>
- Start with the “graduation checklist”
- On the application, if you have multiple programs listed from which you may graduate, be sure to select the Certificate in Medical Education.

Communication

Almost all communication for our program is via email, but we may, if necessary, mail items to your home address. If you move, please be sure to provide us with your new address and phone number, as well as new work information if that has changed as well. (Also be sure to change your address with UC.)

If we need to reach you regarding an important or urgent matter, we will try to call you at whatever daytime/work phone number you have provided, or if you have not provided a daytime/work number, at the phone number we have on file.

UC assigns all students a UConnect email account (username@email.uc.edu), however, we do not use this account to communicate with you unless you request us to do so. We will use the email you provided with your application, or that you provide at any other time. It is advised that, if you do not plan to use the UC email address, you login to your account and provide a forwarding email so that you do not miss important communications from UC. Please note that UC will ONLY use your UConnect email to communicate with you.

Blackboard

Blackboard is a web-based course management application used by UC for online courses and for online components to traditional classes. You will use Blackboard to access your courses, participate in class discussions, and submit assignments. An introduction to the Blackboard course environment is provided in the program orientation.

Blackboard Assistance:

UC continues to expand the [Blackboard help and training section](#), found by clicking on the Help tab within Blackboard. Some assistance may be able to be provided by the program coordinator or by your instructor, but for certain problems, you will need to contact UC Blackboard support or UCit support. This contact information can be found on the Help tab within Blackboard and is:

(513) 556-1602
blackboard@uc.edu

Note that Blackboard support is not 24/7. The time zone is Eastern Time (same as New York City).

During the semester:

Monday -Friday:	8 a. to 11 pm EST
Saturday:	2 pm to 6 pm EST
Sunday:	4 pm to 11 pm EST

During semester breaks:

Monday -Thursday:	8 am to 6 pm EST
Friday:	8 am to 5 pm EST

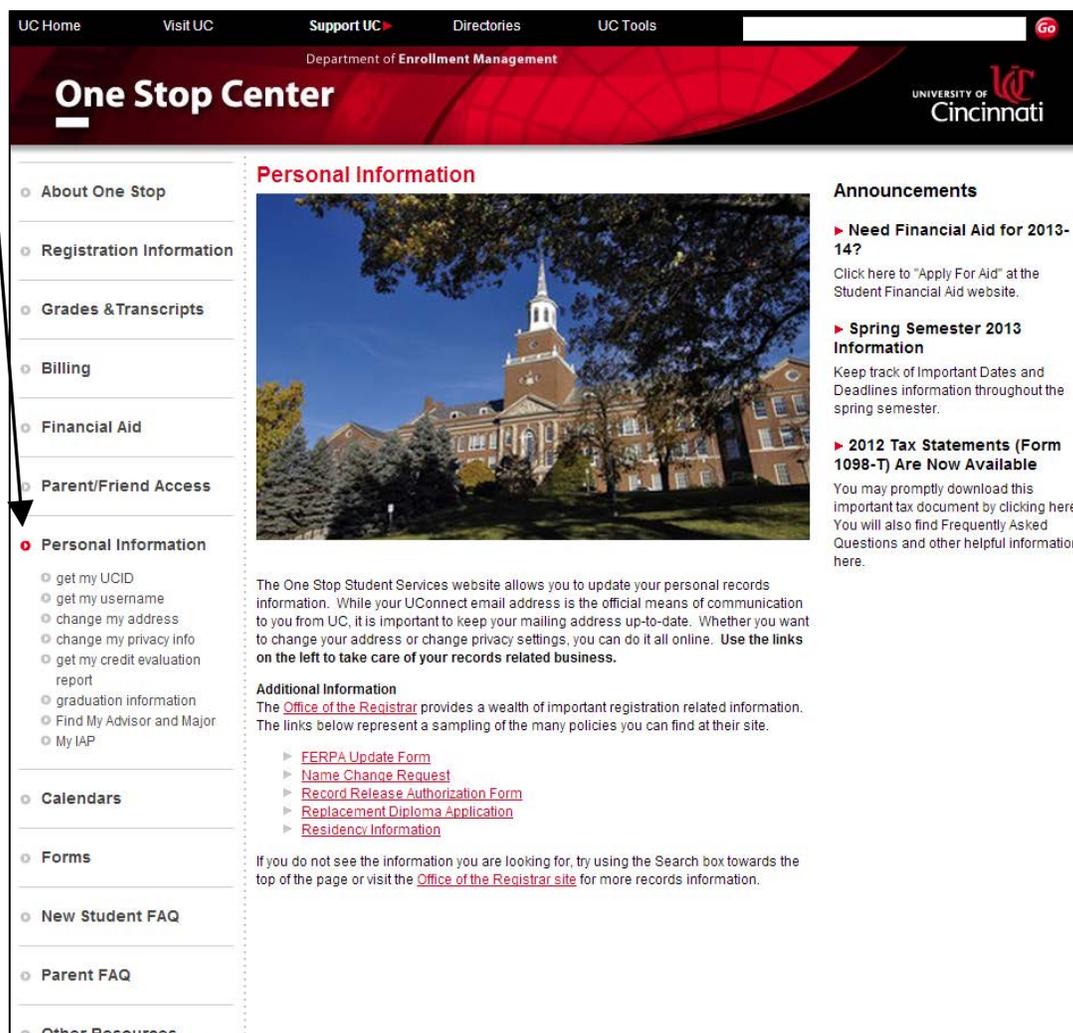
OneStop

UC's One Stop Student Services website (onestop.uc.edu) allows you to easily access your account information regarding course schedule, grades, and degree audit (unofficial transcript). You can also access the academic calendars, change your address or email, and see important announcements from student services.

Certain functions available from this site, including course registration and bill payment, should not be used by students in this program except under situations noted in previous sections.

UCID (M#)

UC does not use social security numbers for most functions, and instead assigns each student a UCID (M#). If you need to obtain your UCID, go to onestop.uc.edu and click "get my UCID" in the "Personal Information" menu. Enter the requested information and click "submit".



The screenshot shows the One Stop Center website interface. At the top, there is a navigation bar with links for UC Home, Visit UC, Support UC, Directories, and UC Tools. Below this is the Department of Enrollment Management logo and the University of Cincinnati logo. The main content area is titled "One Stop Center" and features a sidebar on the left with a menu of options: About One Stop, Registration Information, Grades & Transcripts, Billing, Financial Aid, Parent/Friend Access, Personal Information (highlighted with a red dot), Calendars, Forms, New Student FAQ, Parent FAQ, and Other Resources. The main content area is titled "Personal Information" and includes a photograph of a building on campus. Below the photo, there is text explaining that the website allows users to update their personal records information and provides links to various forms and information. To the right of the main content area, there is an "Announcements" section with three items: "Need Financial Aid for 2013-14?", "Spring Semester 2013 Information", and "2012 Tax Statements (Form 1098-T) Are Now Available".

UC Home Visit UC Support UC Directories UC Tools Go

Department of Enrollment Management

One Stop Center

UNIVERSITY OF Cincinnati

- About One Stop
- Registration Information
- Grades & Transcripts
- Billing
- Financial Aid
- Parent/Friend Access
- Personal Information**
 - get my UCID
 - get my username
 - change my address
 - change my privacy info
 - get my credit evaluation report
 - graduation information
 - Find My Advisor and Major
 - My IAP
- Calendars
- Forms
- New Student FAQ
- Parent FAQ
- Other Resources

Personal Information



Announcements

- ▶ Need Financial Aid for 2013-14?**
Click here to "Apply For Aid" at the Student Financial Aid website.
- ▶ Spring Semester 2013 Information**
Keep track of Important Dates and Deadlines information throughout the spring semester.
- ▶ 2012 Tax Statements (Form 1098-T) Are Now Available**
You may promptly download this important tax document by clicking here. You will also find Frequently Asked Questions and other helpful information here.

The One Stop Student Services website allows you to update your personal records information. While your UConnect email address is the official means of communication to you from UC, it is important to keep your mailing address up-to-date. Whether you want to change your address or change privacy settings, you can do it all online. Use the links on the left to take care of your records related business.

Additional Information

The [Office of the Registrar](#) provides a wealth of important registration related information. The links below represent a sampling of the many policies you can find at their site.

- ▶ [FERPA Update Form](#)
- ▶ [Name Change Request](#)
- ▶ [Record Release Authorization Form](#)
- ▶ [Replacement Diploma Application](#)
- ▶ [Residency Information](#)

If you do not see the information you are looking for, try using the Search box towards the top of the page or visit the [Office of the Registrar site](#) for more records information.

Hardware & Software Discounts

To take advantage of UC discounts on computer and software products, you must be enrolled in a course in the term in which you would like to make the purchase. We may be required to submit documentation verifying your current enrollment. Please be sure to specify that you are a “distance learning student” when contacting anyone regarding software or hardware purchases.

If you require a UC ID card, one may be obtained by contacting the Public Safety office at www.uc.edu/publicsafety/Keys-Badge-Access.html.

- UC has special pricing of 10% off HP computers available to students paying with personal funds. More information is available at www.uc.edu/ucit/ware/hardware.html
- Certain software, including Microsoft OS and Office and Adobe products, are available through the UC license agreement. For more information, visit www.uc.edu/ucit/ware/software.html or www.ucbusinessonmain.com/services/Distance.htm
- Additional software is also available at student pricing through UC’s contract with JourneyEd (www.journeyed.com).

Institutional Rules, Policies & Provisions

Full UC Institutional Rules, Policies & Provisions can be found in the graduate student handbook, available from www.grad.uc.edu. The following information relevant to our program and/or the online learning environment is excerpted here from that handbook (those items pertaining to on-campus activities are omitted):

PROGRAM STANDARDS

This Graduate Handbook clarifies minimum university-level requirements and policies that apply to all graduate students throughout the University of Cincinnati. Beyond these, each student is also expected to adhere to requirements, policies, and procedures specific to his or her own degree program and college. All graduate programs must publish in writing in accessible format the minimum academic standards for each graduate program offered, including the following:

- minimum grade point average, including grades earned in required courses;
- acceptable grade distribution, including grades earned in required courses;
- nature and number of programmatic examinations, such as preliminary or qualifying, and the consequences of failing all or part of each examination;
- specified research requirements;
- a time-related definition of normal progress for all full and part-time students;
- standards and procedures for the mandatory annual review of academic performance;
- standards and procedures for probation, suspension, and dismissal from the program.

RECORDS PRIVACY, FERPA, AND THE RIGHT TO REVIEW

The **Family Educational Rights and Privacy Act of 1974 (FERPA)**, is the federal law that governs the release of and access to student education records. FERPA affords students certain rights with respect to their education records. For the complete FERPA information, consult the —Records Privacy page of the Registrar’s Office website.

DISCRIMINATION

The University of Cincinnati reaffirms its policy that discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, disability, status as a disabled veteran or veteran of the Vietnam era or age shall not be practiced in any of its activities. Furthermore, where past or present discrimination continues to have an adverse impact upon protected class members such as minority groups, women, disabled, Vietnam era veterans, or disabled veterans, the university will take affirmative action in carrying out its policy of nondiscrimination and equal opportunity for all.

Complaints involving violations of the University of Cincinnati’s nondiscrimination policy are addressed by the Office of Equal Opportunity (University Hall, Suite 340).

ACADEMIC DISHONESTY

Academic dishonesty in any form is a serious offense that cannot be tolerated in an academic community. Dishonesty—including cheating, plagiarism, deception of effort, and/or unauthorized assistance—may result in a failing grade in a course and/or suspension or dismissal from the university.

Each graduate program or college must adopt and publish procedures for investigating charges of academic dishonesty. These procedures must take into account due process and rules of evidence, and they must conform to the university's *Student Code of Conduct*.

STUDENT CODE OF CONDUCT

The *Student Code of Conduct* defines behavior expected of all University of Cincinnati students. **It is each student's responsibility to know and comply with the university's *Student Code of Conduct***, and sanctions or penalties are outlined. (Law and medical students are subject to their respective honor codes. However, these students are covered by the appeal process of the university's *Student Code of Conduct*.) Academic behavior considered to be misconduct is defined in the *Student Code of Conduct*. The code also addresses nonacademic misconduct (such as disturbing the peace, destruction of property, and theft). Disciplinary procedures are explained in a step-by-step manner, and the procedures for appeal of decisions are stated.

In addition to this code, students must adhere to their college's professional code of conduct and honor codes where applicable. Students may obtain copies of college honor codes from their college offices.

RESEARCH CONDUCT

Furthering of research is a major institutional goal of the University of Cincinnati. Research includes not only intellectual activity and exploration designed to expand knowledge and understanding, but also activities in the creative and performing arts designed to interpret and create. The university is unequivocally committed to ethical conduct of research. Individuals charged with supervision of research, as well as all individuals directly engaged in it, and collaborators of investigators outside their own units are responsible for the quality of the data generated in their own laboratories as well as the laboratories of their collaborators.

RESEARCH MISCONDUCT

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, or performing research, reviewing research proposals, or reporting research results (No. 10-17-05, Rules of the University).

Official university policy governing research misconduct is available in its entirety in Rules of the University, Conduct and Ethics. One can find the Policy for investigation of research misconduct online. Misconduct that has been established may constitute grounds for administrative action including termination of the individual's appointment at the university. Accusations of falsifying or misrepresenting data or authorship are among the most serious charges that may be lodged against an investigator. A person contemplating such accusations must fully consider the gravity of the accusation and its consequences. He or she must make every effort to avoid lodging charges that prove to be baseless. Frivolous or false accusations may also constitute grounds for administrative action. Likewise, it is the policy of the University of Cincinnati that no individual who, in good faith, has reported apparent scientific misconduct of research shall be subject to retaliation by the university or any member of the university community. Impermissible retaliation is subject to university discipline.

When misconduct is alleged, it is imperative that due process be followed and protection be afforded to the rights and reputation of both accuser and accused, collaborators of the accused, those investigating the allegations, any sponsoring agency, any publisher, and the university. Thus, university legal counsel will provide advice and counsel throughout the proceedings. During the inquiry into and investigation of allegations, confidentiality shall be observed in the interests of all parties except that the appropriate college dean (herein after referred to as the dean) shall inform and keep apprised of the investigation the

Dean of the Graduate School and the Senior Vice President and Provost for Baccalaureate and Graduate Education. The dean may delegate any authority described herein. Appropriate administrative action may be taken as necessary to protect sponsoring agency funds and assure that the purposes of the financial assistance are met. All reporting requirements of sponsoring agencies must be observed.

Proceedings to Investigate Alleged Research Misconduct

All proceedings must be in accordance with applicable rules and contractual obligations of the University of Cincinnati. A representative may accompany all individuals meeting with an investigating committee. Each committee may establish its own rules of conduct within these guidelines.

Allegations Charges of misconduct shall be brought to the director or head of the program in which such conduct allegedly occurred. The director or head shall immediately inform the dean of the college and the dean shall inform the Dean of the Graduate School. If the person being accused is a department, program, or unit director or head, the charge will be brought directly to the dean.

Initial Inquiry The dean advises the accused of the allegations and appoints an inquiry committee of no more than three individuals to conduct an inquiry into the allegations. Appointments will avoid any real or apparent conflict of interest. University legal counsel advises the inquiry committee. The object of the initial inquiry is to determine whether there is sufficient substance to the allegations to warrant an investigation.

1. Private, separate sessions are conducted to hear the accuser, the accused, and others as determined by the inquiry committee. All relevant evidence produced is reviewed and secured.
2. The inquiry makes a written report and recommendation to the dean within 15 working days after the dean has been informed of the charge. The dean may extend this time under exceptional circumstances. The written report includes what evidence was reviewed, the information from relevant interviews, the reason for any delays, and the recommendation of the inquiry committee.
3. As a result of this initial inquiry, a recommendation is either made that the allegations are without merit or that the allegations have sufficient evidence to warrant further investigation. In either case, subsequent action may be recommended.
4. The Dean reviews the recommendation of the inquiry committee and decides whether to request a complete investigation (see below) or to take any other appropriate action pursuant to university rules or contractual agreements. This decision is delivered in writing with the inquiry committee report and recommendations to the accused, accuser, the inquiry committee, the Dean of the Graduate School and the Senior Vice President and Provost for Baccalaureate and Graduate Education who in turn notifies the President of the University without delay. Any comments submitted by the accused may be added to the record. Records and reports of each inquiry not warranting investigation shall be maintained by the dean at least three years after the termination of the inquiry.

Investigation (if further investigation is warranted):

1. The dean of the college determines whether sponsored research is involved and informs the University Dean of the Graduate School, who determines if the sponsoring agency should be notified that an investigation is under way. Any necessary notification must clearly state that the investigation will determine the propriety of the conduct or reporting of the research and that the agency shall be apprised of the results.
2. The dean of the college appoints an investigating committee to conduct a complete investigation of the allegations to determine if misconduct has occurred. Appointments must avoid any real or apparent conflict of interest. The investigating committee, while not being excessive in size, must include

individuals with sufficient expertise and dedication to conduct a thorough and equitable investigation. University legal counsel advises the investigating committee.

3. The thorough and timely investigation provides both notice of all allegations to the accused and an opportunity for the individual(s) to fully respond to all allegations and findings. The investigation must begin within 30 days of the completion of the initial inquiry and must be completed within 120 days of its initiation. Extensions are only approved by the Dean of the Graduate School, the Senior Vice President and Provost for Baccalaureate and Graduate Education, or the Senior Vice President and Provost for Health Affairs who first secure any necessary approvals from sponsoring agencies.

4. Necessary support (e.g., clerical, information gathering, witnesses, organizational, security, record keeping and confidentiality) is arranged by the office of the dean. Private and separate sessions are conducted to hear the accuser, the accused, and others determined necessary by the investigating committee. All relevant evidence produced (including but not limited to research data, publications, correspondence and telephone memoranda) is reviewed and secured. Interviews with individuals are recorded by tape recorder or a court reporter unless the investigating committee is otherwise advised by legal counsel.

5. The investigating committee provides a written report of its findings, conclusions, and recommendations together with all pertinent documents and evidence to the dean. Each member of the investigating committee signs the report or submits a signed dissenting report.

External Review The dean may appoint an external committee of faculty members and/or administrators from another institution or institutions to review and provide written comment on the findings, conclusions and recommendations of the investigating committee.

Administrative Action

1. The dean reviews the report of the investigating committee and the comments of the external committee, if any, and recommends further action to the Dean of the Graduate School and the Senior Vice President and Provost for Baccalaureate and Graduate Education. This recommendation is delivered in writing together with the committee report and any comments from the external committee to the accused, the accuser, and the investigating committee. Any comments submitted by the accused are also part of the record. The Dean of the Graduate School and the Senior Vice President and Provost for Baccalaureate and Graduate Education then inform the President of the University without delay.

2. With the advice of University Legal Counsel, the Dean of the Graduate School and the Senior Vice President and Provost for Baccalaureate and Graduate Education or the Senior Vice President decide how to proceed under applicable university rules and contractual agreements. They then deliver the decision in writing to the accused, the accuser, both committees, the dean, and the President without delay. Collaborators of the accused are advised of any substantiated misconduct or questions related to their research. The President advises the Board of Trustees as necessary.

3. At any time misconduct or significant errors are substantiated in any sponsored or reported research, the Dean of the Graduate School and the Senior Vice President and Provost for Baccalaureate and Graduate Education notify the sponsoring agency or publisher in writing without delay.

RESTRICTED RESEARCH

The right to open exchange of information and opinion in faculty relations with students carries the obligation to avoid comments or violations of confidentiality that would reduce free expression or inquiry by students. Student involvement in industrial proprietary projects should be permitted only when these projects in no way restrict the student's ability to fulfill his or her degree requirements, which includes the obligation to publish dissertation results.

Faculty members have the right to publish their research findings and the right to protection against retaliation because of displeasure over their conclusions by the public, administration, government, or others. They have the concomitant responsibility to refrain from conducting secret, non-publishable research as part of their university duties.

GRADUATE STUDENT GRIEVANCE PROCEDURES

The University of Cincinnati provides an opportunity for the resolution of disputes involving graduate students in a fair and collegial manner. The Graduate Student Grievance Procedures establish a formal process for graduate students to request review and redress of certain grievances arising out of their academic relationships with their programs, their colleges, or the university. The grievance begins with a mediation process and may proceed, if necessary, through the more formal fact-finding and decision or appeal processes. In general, however, it is expected that grievances will be resolved by the parties within their programs.

The procedures are applicable to the following types of grievances:

- grievances alleging improper dismissal or suspension from a graduate program;
- grievances alleging the improper withholding or termination of financial support of any kind;
- grievances alleging any other improper treatment of a graduate student by a faculty member or university agency except:
 1. allegations of discriminatory treatment arising from the student complainant's age, race, gender, sexual preference, disability, national origin, or religion;*
 2. allegations of improper evaluation of the quality and quantity of academic work;
 3. allegations of unfair recommendation for employment or further graduate study.

Note*: Allegations of discrimination will be handled according to the university Discrimination Procedure administered by the Equal Opportunity Office. Allegations of sexual harassment will be handled according to the University Institutional Policy on Sexual Harassment administered by the Equal Opportunity Office (556-5508).

APPENDIX A

MASTER'S PROJECT HANDBOOK

2012-2013

Version 0113

Online Medical Education Programs
M.Ed. in Curriculum & Instruction



IMPORTANT NOTE

This handbook contains information specific to students enrolled in the 18MECI-DL MED-DL **Online Master's Degree in Education for physicians and other healthcare providers** program. If a conflict of guidelines occurs between this and any guidelines provided by the University of Cincinnati; UC Graduate School; College of Education, Criminal Justice and Human Services; School of Education; or the Curriculum & Instruction program, the program office should be consulted to determine the correct course of action.

Please let us know if you have any questions or comments about this handbook or the information contained herein.

Program Website www.cincinnatichildrens.org/masters

UC Websites www.uc.edu (general)
 www.grad.uc.edu (Graduate school)
 www.cech.uc.edu (College of Education, Criminal Justice and Human Services)
 www.onestop.uc.edu (OneStop Student Services)

Abbreviations

UC	University of Cincinnati
CECH	College of Education, Criminal Justice and Human Services
C&I	Curriculum & Instruction program within CECH

Table of Contents

IMPORTANT NOTE	2
Abbreviations	2
Table of Contents	3
Overview of Requirements	4
Steps Required	4
Mentor and Master’s Committee	7
Project Mentor	7
Master’s Project Committee	7
Student Progress and Graduation Guidance	8
Project Proposal	9
Research Topic	9
Required Proposal Format	9
Proposal Approval	9
IRB Approval	11
Human Subjects Research	11
Publication Requirements for IRB Approval, Exemption or Waiver	11
Exempt Human Subjects Research	11
General Overview of Application Requirements	12
Research Outside of the United States	12
Master’s Project Credits	13
Project and Paper	14
Project Guideline	14
Project Paper	14
Sample Format APA Style for the Research Paper	17
Presentation	20
Timing for Presentation	20
PowerPoint	20
Final Approval by Committee	20
Grading and Transcript	22
Interim Grading	22
Final Grading	22
Degree Designation on Transcript	22

Overview of Requirements

Master's students must complete a final master's project. The master's project is a culminating educational research activity in which the student should draw upon what he or she has learned in the master's program and apply it to a real-world project. The final product is a paper that is submitted to the student's master's committee and presented and defended via web conference with the committee members. Many students also seek publication for their paper with appropriate journals and/or presentation at national conferences.

Projects must be based on empirical research which involves gathering data from human participants or actual settings. The purpose of the research project, which can be quantitative, qualitative, or mixed-methods, is to create knowledge driven by research questions and unique settings, such as action research, case study research, replication studies, and survey-based research.

The objectives of the final master's project are as follows:

- utilize research methods including study design, data collection and analysis, and discussion of results
- write a publishable paper describing the research project
- demonstrate reflective practice
- demonstrate pedagogical content knowledge derived from the program coursework
- understand the educational context of the research project

This is the “short story” or “nuts and bolts” of what you need to do. Further information regarding some of these steps can be found in following sections.

Steps Required

1. Register for CI7001 Educational Research for Masters Students: The final project is a culminating experience and should draw upon what you have learned in the program; therefore, the research class should be taken toward the end of your program. This course may not be taken before completing at least half of the coursework.
2. Project Proposal: Every final project begins with a project proposal, and most students will complete their proposal in CI7001 Educational Research for Masters Students*. Your proposal must be in APA style, approved by your mentor/committee, and forwarded to the program office to retain in your file. Once the proposal is accepted by your mentor/committee, you may begin working on the project.
3. Register for CI7090 Master's Project credits: A minimum of 3 credit hours must be accumulated toward the final project. You can take them 1 credit at a time as you are working on your project. Your approved proposal must be on file before the program coordinator will register you for any credits.

4. IRB approval, if required: If your project involves human subjects, you must obtain IRB approval prior to starting your project. This should be done in conjunction with your mentor, who may need to be a co-PI on your project, depending on the IRB's requirements.
5. Conduct research and analyze data: Be sure to contact your mentor on a regular basis to appraise him or her of your progress, or to discuss any difficulties encountered. Your mentor and other committee members may be able to provide guidance and valuable input into your project as you progress. It is your responsibility to keep your mentor informed.
6. Write up your results: You must decide whether you will be submitting your final paper for publication in a journal. Examples of medical education journals include *Academic Medicine*, *Teaching and Learning in Medicine*, *Medical Education*, *Medical Teacher*, and *Journal of Contemporary Medical Education*. If so, you should format your paper and use the style required by the journal to which you will be submitting your paper. Please provide the name of the journal and the formatting requirements (Author Information) to your committee so they can review your paper with these requirements in mind. If you do not plan to submit for publication, the APA style is required. If you use APA style, you will basically add your results and conclusion to your proposal to complete your paper. Regardless of what format you use, and whether you seek publication, your paper must be of publishable quality, both in content and writing.
7. Submit your draft paper to your committee: Your master's committee will provide input and request corrections or changes as appropriate. Ideally, this should occur in the semester prior to when you want to graduate (i.e. if you want to graduate at the end of spring, your committee should receive your draft paper in fall semester). Your advisor may require a different amount of lead time. If there are other products created from your project (curriculum, web training, etc.), please provide those materials to your committee also for review prior to your presentation.
8. Inform the program coordinator of your intention to graduate and in what term: The program coordinator will have your transcript pulled and confirm if you are ready to graduate with respect to program requirements. You may also pull your degree audit from onestop.uc.edu.
9. Apply for Graduation: If your committee and the program coordinator agree that you are ready to graduate, complete the UC Graduate School Graduation Application and pay the required fee. Be sure to pay close attention to the graduation application deadline as the Graduate School is very firm regarding these each term. If you miss the application deadline by even one day, you must wait until the next term to graduate. More detailed information is emailed to applicable students each semester by the program coordinator.
10. Schedule presentation/defense: Contact the program coordinator to schedule your final presentation. For most students, this will be conducted via web conferencing (i.e. iLinc or similar). If you are local to Cincinnati, and your committee members can attend, you may present in person.
11. Prepare presentation: Create a PowerPoint or similar presentation that summarizes your project. The length should not exceed 30 minutes of actual speaking time.
12. Present your project: Present your project to your committee. The presentation usually lasts 45-60 minutes in length including question and answer time. If your mentor and committee have been involved throughout the process, and have been reviewing your final paper, this is primarily

an opportunity to further discuss your project and obtain feedback and insight that could be valuable for future projects and/or research.

13. Email final approved paper to program coordinator: This must be held in your file, but is not formally published by the University as a dissertation would be.
14. Wait: It will take several weeks to a couple of months for UC to process graduation certifications and print and mail diplomas.

* The exception to this timeline is for students in fellowship programs who meet the following criteria:
a) the fellowship program accepts an educational research project as the required scholarly activity,
b) the membership of the Scholarship Oversight Committee (SOC), with the addition of the student's mentor from the master's degree program, can function as the Master's Committee, and c) the research project (including formal approval of the research proposal by the Master's/Scholarship Oversight Committee) is already in progress due to time constraints of the fellowship program when the master's research seminar is available to the student. In this situation, the student may complete the ongoing research project as the final master's project, but must develop a **new** research project for the purpose of developing a research proposal for the Educational Research course. However, completion of the new project (collecting and analyzing the data) is not required.

Mentor and Master's Committee

Project Mentor

Your mentor is primarily responsible for taking the lead on guiding your master's project.

Mentors are expected to:

1. Provide necessary guidance and assistance concerning the masters' project, including IRB application, if necessary.
2. Approve master's project proposals.
3. Refer students to appropriate resources relative to master's project.
4. Identify special needs for academic, professional, and personal development.
5. Meet with students when needed or on a regular basis at a mutually agreeable time to discuss personal progress on projects. These meetings can be held:
 - a. in person, during office hours (local participants)
 - b. via telephone
 - c. via chat or instant messaging services
 - d. via web conferencing
8. Serve on master's committee (chair, if applicable) and attend the final master's project presentation, either in person or via web conference.
9. If the student is a fellow, the mentor and other master's committee members will also serve as members of the fellow's Scholarship Oversight Committee (SOC). (The Scholarship Oversight Committee is a requirement of clinical fellows in subspecialty fellowships which have specialty boards).

Master's Project Committee

The master's committee consists of a minimum of two faculty members, one of which must have official Graduate Faculty Status (GFS) through the Graduate School. Additional committee members may be added at the student's discretion, but are not required for the program's purpose. Some students have chosen to include their department head or another manager from their home institution. For Fellows, the SOC will normally comprise the master's committee, provided at least one member is GFS.

If the student's mentor has GFS, he or she will be the chair of the committee, and one additional faculty member will complete the committee. If the mentor is not GFS, a GFS will be added to the committee to act as the official "chair".

It is expected that the mentor (whether or not he or she is the committee chair) will assume most of the responsibility for guiding the student in the project, including any required IRB applications, and

reviewing early drafts of the manuscript, with the other committee member(s) taking a more active role once the manuscript is nearing completion. However, there are times when the student may need more assistance or input from the committee member(s), such as if the other committee member has expert knowledge that is needed earlier in the process.

At or prior to the start of the project proposal, it is the student's responsibility to seek out a mentor with the assistance of the program coordinator and/or program directors. The other committee member(s) may be selected at any time – the mentor and the student should consider together what expert knowledge will be needed, and who might best round out the committee.

Student Progress and Graduation Guidance

The program coordinator will advise students as to progress throughout their program. The program coordinator will also guide students through the graduation process, schedule their final presentation, and submit the appropriate paperwork to UC. This will free the student's mentor to focus on the student's final project and presentation.

Project Proposal

Research Topic

For most students, the project proposal is officially begun in the Educational Research for Master Students class*. Students are discouraged from entering the program with a final project idea in mind, as many ideas will be formed as the student progresses through the courses and undertakes a number of class projects that could potentially lead into a final project. Ultimately, students are urged to select and develop a project that meets the needs of their institution as well as their own interests.

* The exception to this timeline is for students in fellowship programs who meet the following criteria: a) the fellowship program accepts an educational research project as the required scholarly activity, b) the membership of the Scholarship Oversight Committee (SOC), with the addition of the student's mentor from the master's degree program, can function as the Master's Committee, and c) the research project (including formal approval of the research proposal by the Master's/Scholarship Oversight Committee) is already in progress due to time constraints of the fellowship program when the master's research seminar is available to the student. In this situation, the student may complete the ongoing research project as the final master's project, but must develop a new research project for the purpose of developing a research proposal for the master's research seminar. However, completion of the new proposal (collecting and analyzing the data) is not required.

Required Proposal Format

The proposal must be completed using the American Psychological Association (APA) writing style. The proposal consists of the first sections of the APA manuscript - title page through methodology/study design. See the "Sample Format for the Research Paper" below for additional information.

There are numerous APA style guides available in libraries and bookstores. There are also numerous online resources, including the definitive www.apastyle.org.

Proposal Approval

A copy of the project proposal must be given to the mentor (and the master's committee, if the additional member(s) have been selected at this time). This proposal must be accepted in order to initiate the master's project. The Project Proposal Approval form is included in the following pages and can be obtained from the program coordinator or downloaded from www.cincinnatichildrens.org/masters - on the left, click on "current students," then "final master's project."

The approved project proposal form and a copy of the proposal must be forwarded to the coordinator and will be kept in the student's file.

COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES
SCHOOL OF EDUCATION
CURRICULUM & INSTRUCTION / MEDICAL EDUCATION PROGRAM

RESULTS OF MASTER'S PROJECT PROPOSAL HEARING

NAME _____ M NUMBER _____

PROPOSED TITLE _____

PROPOSAL ACCEPTED _____ DATE _____

UNCONDITIONALLY _____

COMMENTS _____

CONDITIONALLY WITH THE FOLLOWING SUGGESTIONS _____

PROPOSAL NOT ACCEPTED _____ DATE _____

COMMENTS _____

MASTER'S COMMITTEE:

NAME

DEPARTMENT/AREA

(1) _____
Chairperson

(2) _____
Area of Concentration

(3) _____
Area of Concentration

(4) _____
Area of Concentration

Two of three committee members must approve for the project proposal to be acceptable; larger committees must approve the project proposal with no more than one dissenting vote. Acceptance of the proposal implies acceptance of both the concept of the study and the method of conducting it.

PLEASE RETURN COMPLETED AND SIGNED FORM TO: LEA ALAEE – fax (513) 636-7247 or
CINCINNATI CHILDREN'S HOSPITAL MEDICAL CENTER, 3333 BURNET AVENUE, MLC 2011,
CINCINNATI OH 45229.

IRB Approval

Human Subjects Research

All research involving human subjects requires approval by an Institutional Review Board (IRB). Since educational research almost always involves humans, your research will most likely require IRB approval or official exemption. Any University or organization, including hospitals, that conduct significant amounts of research will most likely have their own IRB. Other organizations who conduct occasional or contracted research may affiliate with an independent IRB. If you work for an organization that does not have an affiliation with an IRB, you will be able to apply through the University of Cincinnati's IRB, or possibly the Cincinnati Children's IRB, depending on the chair of your committee.

Be aware that almost all IRBs have training requirements that will have to be met before the application can be approved. Sometimes this training may take several hours to complete.

Since each IRB has its own application procedures and rules, you will have to contact the IRB you plan to use to determine how to submit an application and what will be required. Your mentor and/or committee chair will be able to assist with this process also.

Publication Requirements for IRB Approval, Exemption or Waiver

Publishers are increasingly requiring proof of IRB approval before accepting manuscripts. If your research would be exempt from IRB oversight (see below), they are likely to request proof of IRB exemption.

If your research does not involve human subjects and would otherwise not require IRB approval, but you plan to publish your results in the future, it would be prudent to obtain an official statement of waiver from your IRB, as that may be required by the publisher also.

Exempt Human Subjects Research

If your project involves human subjects but falls within certain federally-approved exemption categories, you must apply to your IRB for an exemption. An exemption acknowledges that the research involves human subjects but is of a nature that does not require IRB oversight. There are only a few very specific categories that the federal government allows to fall within the exemption allowance:

Exemption Categories specified by Federal Regulations [45CFR46.101\(b\)](#)

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is

recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:
 - (i) Public benefit or service programs;
 - (ii) procedures for obtaining benefits or services under those programs;
 - (iii) possible changes in or alternatives to those programs or procedures;
 - (iv) possible changes in methods or levels of payment for benefits or services under those programs.
6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

General Overview of Application Requirements

While specifics about any particular IRB's requirements cannot be included here, in general, you will likely need to provide information/forms such as the following for your application:

- Research plan or protocol
- Affirmation / confirmation of adequate resources to conduct the research protocol
- Completion of all required training
- Conflict of interest forms for anyone involved with the research (other than subjects)
- Informed Consent/Assent forms for subjects, if required
- Data collection forms
- Number of expected subjects
- Materials used to market/promote the study

Research Outside of the United States

Most countries have regulations protecting human subjects involved in research similar to the regulations of the United States. If your research will be conducted in a country other than the United States, you must follow all such regulations, policies and procedures. If the hospital, health system, or university you are affiliated with has a Research Ethics Board or similar, you should apply for approval, exemption, or waiver (as appropriate) through them.

Master's Project Credits

Students must accumulate a minimum total of 3 credit hours of CI7090 Master's Project. These credits represent the time spent working on your final project. They may be taken all at once or split over several terms.

If you are working on your project, and expect to go into another academic year before graduating, it would be prudent to "save" one or more of your credits to meet the University requirement that students register for at least 1 credit hour each academic year to remain active and graduate.

If your project will take some time to complete, or you put off completing your project, you may accumulate more than 3 credit of the final project. Continued active status will be maintained by registering and billing you for 1 credit hour of the final project each academic year, preferably in Fall.

Project and Paper

Project Guideline

A guideline for the final project was adopted by the C&I faculty in 2009 and adapted for our particular program. The guideline is included in the following pages. It outlines the type of project that is permitted and the grading rubric to be used.

Project Paper

Regardless of the type of project undertaken and other materials produced, you are expected to create a publishable paper as an end project. Actual submission to an appropriate journal is at your discretion. This paper is submitted to your committee (along with appropriate other materials).

You may elect to finish the paper in APA style or to prepare the paper in a publication-required format. You must make this determination early in the process and provide the publication name and style guideline (from the Author Information or Guidelines) to the committee so that they can provide appropriate guidance regarding the publish-ability of the paper and assurance that the correct format is used. If you do not provide alternate format information, then APA style will be required.

Master's Degree in Curriculum and Instruction with Medical Focus University of Cincinnati and Cincinnati Children's Hospital Medical Center

Culminating Experience: The Master's Project

The Master's Project is an option for graduate students/practitioners who view the M.Ed. as a terminal degree. Projects should produce a tangible product such as a curriculum, literature review, CD/DVD, or action research study. The candidate should be able to explain how their project applied ideas or skills learned in the program to the problem being addressed and why this approach is appropriate. The results of a project should be useful to the candidate **and to others in the field**. The objectives of the final Master's Project are as follows:

- utilize research
- demonstrate reflective practice
- demonstrate pedagogical content knowledge
- understand role of educational context
- understand the influence of persistent issues or theoretical framework

Step 1: During the Educational Research for Master Students class (CI7001), you will start your master's project proposal. This proposal must be in APA format and approved by your committee before you can begin work. In most cases, your faculty mentor will chair your Master's Committee, which will consist of at least one other person.

Step 2: Register for CI7090 Master's Project: Curriculum & Instruction. You need a minimum total of 3 credit hours of work on your master project, and you may register for 1 credit at a time as you progress. Consult with your mentor and/or committee as necessary and appropriate throughout your work on the project and keep them informed of your progress.

Step 3: After completing your final project as described in your proposal, write a project paper detailing your project and findings. You must decide early on whether you will submit your paper for publication. If so, the paper should be written in the format required by the publication you will submit to, and you must provide this information to your committee. If you will not be submitting the paper for publication, then it must be completed in APA style. Inform the program coordinator of your intent to graduate and apply for graduation.

Step 4: When your committee has approved your paper, contact the program coordinator to schedule your project presentation to your committee. If you are local to the Cincinnati area, you may present in person at the program offices if all of your committee members agree and can be present; otherwise your presentation will be via web conferencing.

Type of Final Master's Project: Our program only accepts empirical-based research projects. This type of project involves the gathering of data from human participants or actual settings. The purpose of empirical research is to create knowledge driven by research questions and unique settings, such as action research, case study research, replication studies, survey research, etc.

The Final Master's Project will be assessed as follows:

C&I Project Rubric

Criteria	0-1	2-3	4-5
Utilizes research literature	<ul style="list-style-type: none"> * has limited literature sources * simply summarizes literature * does not apply the literature appropriately 	<ul style="list-style-type: none"> * includes sources from a single perspective * analyzes and applies research to the goals of the project (e.g. annotated bibliography) 	<ul style="list-style-type: none"> * includes a range of types and perspectives of sources * synthesizes and critiques research appropriately to the goals of the project
Demonstrates reflection	<ul style="list-style-type: none"> * written text is purely descriptive and does not demonstrate learning from experience * no connections made to program goals, research, or coursework 	<ul style="list-style-type: none"> * written text describes and discusses impact of experiences on professional learning * connections are made to program goals, research, and course work 	<ul style="list-style-type: none"> * written text describes and analyzes impact of experiences on professional learning and projects future actions * connections synthesize and critique learning from program goals, research, and course work
Demonstrates pedagogical content knowledge	<ul style="list-style-type: none"> * lack of an attempt to identify pedagogy and its connection to content knowledge * pedagogy is inappropriate to the content/instructional situation 	<ul style="list-style-type: none"> * connections made between pedagogy and content knowledge * pedagogy is appropriate to content/instructional situation 	<ul style="list-style-type: none"> * synthesizes and critiques pedagogical content knowledge * pedagogy enhances learning for the content/instructional situation
Understands role of context	<ul style="list-style-type: none"> * context is not identified 	<ul style="list-style-type: none"> * context is described and shows relevance to learning 	<ul style="list-style-type: none"> * critique the impact and relevance of context on learning
Understands knowledge of persistent issue(s) or theoretical framework	<ul style="list-style-type: none"> * topic selected is not grounded in knowledge of persistent issue(s) or theoretical framework * summary of issues, ideas, or theories 	<ul style="list-style-type: none"> * topic is grounded in knowledge of persistent issue(s) or theoretical framework * discussion of issues, ideas, or theories as it relates to learning 	<ul style="list-style-type: none"> * topic is grounded in knowledge of persistent issue(s) or theoretical framework * discussion synthesizes and critiques issues, ideas, and theories as it relates to learning
Project Presentation	<ul style="list-style-type: none"> * significant organization and design issues * lack of consistent format * presentation is distracting 	<ul style="list-style-type: none"> * organization and design are sufficient * format is consistent and correct 	<ul style="list-style-type: none"> * organization and design enhances presentation * format is ready for public presentation

Sample Format APA Style for the Research Paper

Cover Page

Title of Your Paper

A project submitted to the

Division of Graduate Studies and Research
of the University of Cincinnati

in partial fulfillment of the
requirements for the degree of

MASTER OF EDUCATION (M.Ed)

in the Department of Curriculum and Instruction
of the College of Education Criminal Justice and Human Services (CECH)

by

Name of the Student

Date

Committee

Committee Chair (Your Mentor)
Additional Committee Member

Next Page

Abstract

An abstract is a summary of a body of information in a paragraph—100-350 words for a descriptive abstract, 100-250 words an informative abstract. An abstract expresses the main claim and argument of a paper. It never includes bibliographic citations. An abstract concisely highlights or reviews the major points covered along with the content and scope of the writing.

Essential elements of the abstract are:

- Background: A simple opening sentence or two placing the work in context.
- Aims: One or two sentences giving the purpose of the work.
- Method(s): One or two sentences explaining what was done. (Described at length only if it is unusual)
- Results: One or two sentences indicating the main findings. (Absolutely essential)
- Conclusions: One sentence giving the most important consequence of the work. (Telling what the results mean).

Next Page

TABLE OF CONTENTS
(This must include page numbers)

CHAPTER 1: INTRODUCTION	1
A. Statement of the Problem	2
B. Purpose/ Research Questions/Hypothesis	2
C. Significance of the Problem	3
<i>Definition of important terms</i>	4
<i>Assumptions and limitations</i>	4
CHAPTER 2: REVIEW OF RELATED LITERATURE	5
CHAPTER 3: METHODOLOGY/DESIGN OF THE STUDY	6
CHAPTER 4: RESULTS OF THE STUDY	7
CHAPTER 5: CONCLUSIONS AND IMPLICATIONS	8
References	9
Appendices	10

Next Page

LIST OF FIGURES (If you have any)

LIST OF TABLES (If you have any)

Next Page

CHAPTER 1: INTRODUCTION

- A. Statement of the Problem
- B. Purpose/Research Questions/Hypothesis
- C. Significance of the Problem
 - Definition of important terms
 - Assumptions and limitations

CHAPTER 2: REVIEW OF RELATED LITERATURE

- Summarize the main findings reported on your chosen topic by others.
- Make sure you list these readings in *References* at the end of the project paper (APA style)

CHAPTER 3: METHODOLOGY/DESIGN OF THE STUDY

- A. Subjects and Setting/Sample or study population
- B. Data sources and measures
- C. Data collection procedures
- D. Data analysis

CHAPTER 4: RESULTS OF THE STUDY

- Description of the Analysis
- Findings
- Summary of Results

CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

- Summary of the Project (Summarize purpose, procedures, etc.)
- Discussion (Assumptions and Limitations of the Study)
- Conclusions and Implications (What does this research mean?)
- Recommendations for Future Research

REFERENCES

(Provide a list of references in APA style)

APPENDICES

(If applicable)

Presentation

You must present/defend your project to your committee. This presentation should be considered an opportunity to discuss your project in further detail with your committee and consider its application and opportunities for future research.

The presentation will be scheduled by the program coordinator and will be conducted via web conferencing (currently iLinc) for non-local students. Students local to Cincinnati have the option of presenting in person if the committee agrees and can be present.

Timing for Presentation

Plan on approximately one hour for your presentation, including Q&A time. If your committee is very informed of your work and you have kept in contact with them, the presentation may be shorter as they will likely have fewer questions. If there has been less contact with your committee, the presentation may be longer as they may have more questions and further requests for changes to your paper.

PowerPoint

You are expected to prepare a PowerPoint (or similar) to guide your presentation. This can be as simple or as involved as you would like, but should cover the main aspects of your research including why you chose the topic, how you conducted your research, unexpected “bumps in the road” and how you dealt with them, your results and how you analyzed and interpreted your data, implications for future research, and applicability to the field in general.

Final Approval by Committee

Upon conclusion of your presentation, your committee may request some final changes to your paper. These should be completed quickly and the final paper turned into your committee members and the program coordinator.

Your mentor will complete and sign the Project Defense Form (sample follows) and we will obtain the signature of at least one other committee member.

OUTCOME AND EVALUATION OF THESIS/PROJECT DEFENSE
MASTERS PROGRAM
Division of Teacher Education

NAME _____ DATE _____

M Number _____

Thesis/Project Title

Accepted
Comments:

Accepted conditionally
Conditions to be met:

MASTERS COMMITTEE

Chair	Chair signature	Chair area of concentration
Member	Member signature	Member area of concentration
Member	Member signature	Member area of concentration
Member	Member signature	Member area of concentration

Two of three committee members must approve for the thesis/project proposal to be acceptable; larger committees must approve the thesis/project proposal with no more than one dissenting vote.

All acceptable theses must be delivered to the committee and a satisfactory defense thereof must be made.

A copy of the thesis must be provided to each committee member two (2) weeks prior to the scheduling of the oral defense. The signature of a committee member indicates acceptance of the thesis and commitment to attend the defense.

A copy of the abstract of the thesis must accompany this form.

THIS COMPLETED FORM MUST BE RETURNED TO THE GRADUATE OFFICE OF TEACHER EDUCATION WITH SIGNATURES OF ALL COMMITTEE MEMBERS.

Grading and Transcript

Interim Grading

The master's project credits are approved for extended progress, meaning that you do not have to (and are not expected to) complete the work in the term in which you are registered for the credit. One of the following grades will be given for the credits:

- SP Satisfactory Progress; for work that may take more than 1 year to complete. Work must be completed within 5 years, or by graduation, whichever comes first.
- UP Unsatisfactory Progress; similar to SP but denotes that progress made has not met expectations. Work must be completed within 5 years, or by graduation, whichever comes first.

Final Grading

The Final Project will be graded Pass/Fail. For any credit earned in the prior year, the grade will be changed online and reflected immediately in your online course record available through One Stop (www.onestop.uc.edu). Credits earned more than one year prior must be changed with a paper form. Paper copies will take additional time to process as they must be submitted to the registrar's office and entered by hand.

Degree Designation on Transcript

Once your graduation has been confirmed by the University, your official transcript will be updated to show the following:

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***** UNIVERSITY OF CINCINNATI AWARD *****  
COL: EDUCATION, CRIMINAL JUSTICE, & HUMAN SERVICES  
DEG: MASTER OF EDUCATION  
DATE:  
PROGRAM: CURRICULUM AND INSTRUCTION  
*****
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