

Status: PENDING

**PROGRAM REQUEST**  
Specialization in Quantitative Research  
Methods

Last Updated: Myers,Dena Elizabeth  
01/24/2011

<b>Fiscal Unit/Academic Org</b>	School/Educ Policy&Leadership - D1280
<b>Administering College/Academic Group</b>	Education & Human Ecology
<b>Co-administering College/Academic Group</b>	
<b>Semester Conversion Designation</b>	New Program/Plan
<b>Proposed Program/Plan Name</b>	Specialization in Quantitative Research Methods
<b>Type of Program/Plan</b>	Graduate interdisciplinary specialization
<b>Program/Plan Code Abbreviation</b>	
<b>Proposed Degree Title</b>	

**Credit Hour Explanation**

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				12	
Required credit hours offered by the unit	Minimum			3	
	Maximum				
Required credit hours offered outside of the unit	Minimum			9	
	Maximum				
Required prerequisite credit hours not included above	Minimum				
	Maximum				

**Program Learning Goals**

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Students will further their basic research methods training required by their respective graduate programs and learn advanced research methods and statistical modeling from an interdisciplinary perspective.
  - Students will learn and use new methods of data analysis.
  - Students will prepare a methodological manuscript suitable for publication in a peer-reviewed academic research journal.

**Assessment**

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

**Program Specializations/Sub-Plans**

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

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**Pre-Major**

Does this Program have a Pre-Major? No

**Attachments**

- ISQRM\_november\_submitted.pdf: Specialization description  
*(Program Proposal. Owner: O'Connell,Ann A.)*
- ISQRM Specialization Plan of Study.pdf: Prototype plan of study  
*(Semester Advising Sheet(s). Owner: O'Connell,Ann A.)*
- index and support letters.pdf: supporting letters  
*(Support/Concurrence Letters. Owner: O'Connell,Ann A.)*
- EHE Dean's Approval - Semester Conv - Educational Policy Leadership - 010911.docx: College Approval Letter  
*(Letter from the College to OAA. Owner: Zircher,Andrew Paul)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	O'Connell,Ann A.	11/15/2010 02:15 PM	Submitted for Approval
Approved	Anderman,Eric Mitchell	11/16/2010 12:48 PM	Unit Approval
Approved	Zircher,Andrew Paul	01/22/2011 01:00 PM	College Approval
Approved	Myers,Dena Elizabeth	01/24/2011 10:12 AM	GradSchool Approval
Pending Approval	Soave,Melissa A	01/24/2011 10:12 AM	CAA Approval



Office of Academic Affairs  
172 Arps Hall, 1945 N. High Street  
614 688-4571

**Date:** January 9, 2011

**To:** Randy Smith, Vice Provost for Academic Programs  
Elliot Slotnick, Associate Dean, Graduate School

**From:** Jackie Blount, Associate Dean, EHE Academic Affairs

**RE:** Semester Conversion Package for School of Educational Policy and Leadership

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I am pleased to present the complete package of semester conversion materials for the School of Educational Policy & Leadership. In what follows, I will outline unique college and school contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations. Finally, you will find Dean's level approval.

### College Contexts

The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the 2008 OSU Doctoral Program Assessment and Plan by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.

## School Notes

Educational Policy & Leadership (EPL) is one of five units in the college to change its Ph.D. program to align with school boundaries rather than those of its previous college. EPL faculty have proposed that the degree name change from “Ph.D. in Education” to “Ph.D. in Educational Policy & Leadership.” The “Education” designation no longer makes sense because the college of that name does not exist. Also, Ph.D. degrees from other units with the “Education” designation have very little in common with each other as there is no common core. However, with the proposed Ph.D. in Educational Policy & Leadership, a 6-credit hour common core will provide greatly enhanced cohesion to the degree program that will span five separate specializations.

The proposed Ed.D. in Educational Leadership degree would allow advanced educational practitioners to pursue a doctoral degree needed for career advancement, a degree imbued with grounded, practice-oriented research. They would no longer need to choose to pursue a Ph.D. degree by default, a degree intended primarily to prepare individuals for research-oriented careers.

## Summary Tables

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
<b>Ph.D. in Educational Policy and Leadership</b>	New	Name changed to align with unit name; and true common core added across all specializations.	Nov. 19, '10	Dec. 3, '10
<b>Ed.D. in Educational Leadership</b>	New	Originally submitted in '09 for quarters. Revised in light of Graduate School Curr. Com. recommendations and semester conversion.	Nov. 19, '10	Dec. 3, '10
<b>M.A. in Educational Policy and Leadership</b>	Converted	Straight conversion.	Nov. 19, '10	Dec. 3, '10
<b>Graduate Interdisciplinary Specialization in Quantitative Methods</b>	New	Generated from EHE Curriculum Collaboration Seed Grant, '10. Coordinates Quantitative Methods faculty in college.	Nov. 30, '10	Dec. 3, '10
<b>Graduate Minor in Teaching in Virtual Environments</b>	New	Generated from EHE Curriculum Seed Grant, '10. Coordinates Ed Tech faculty in college and OSU.	Nov. 30, '10	Dec. 3, '10
<b>Minor in Education</b>	New	New because of change from "no home unit" to EPL. Otherwise, straight conversion.	Dec. 9, '10	Jan. 7, '11

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Licensure - Superintendency (non-degree)	Converted	Straight conversion. Meets state licensure requirements.	Nov. 19, '10	Dec. 3, '10
Licensure - Principalship (non-degree)	Converted	Straight conversion. Meets state licensure requirements.	Nov. 19, '10	Dec. 3, '10

Courses	Number	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
New graduate courses	15	New	Nov. 19, '10	Dec. 3, '10
New undergraduate courses	3	New	Nov. 19, '10	Dec. 3, '10
<b>Total new Courses</b>	<b>18</b>			
Re-envisioned graduate courses	111	Re-envisioned	Nov. 19, '10	Dec. 3, '10
Re-envisioned undergraduate courses	14	Re-envisioned	Nov. 19, '10	Dec. 3, '10
<b>Total re-envisioned courses</b>	<b>125</b>			
Graduate courses	109	Converted	Nov. 19, '10	Dec. 3, '10
Undergraduate courses	52	Converted	Nov. 19, '10	Dec. 3, '10
<b>Total converted courses</b>	<b>161</b>			
<b>Total number of all courses</b>	<b>304</b>			

### Unique Considerations

Faculty in EPL currently contribute to the university's Graduate Interdisciplinary Specialization in College and University Teaching. Additionally, EPL faculty are proposing to contribute to or lead two additional collaborative programs: 1) a Graduate Interdisciplinary Specialization in Quantitative Methods, and 2) a graduate Minor in Teaching in Virtual Environments. These two proposals grew out of a college-wide initiative to encourage cross-unit curricular collaborations. The future academic home for these programs may be the Graduate School.

The Minor in Education proposal represents a straight conversion of an existing program. However, until now, this minor has not had an academic home. After discussions around the college, EPL agreed to become the academic home for this program.

### **College Approval**

I have carefully reviewed all semester conversion materials for the School of Educational Policy & Leadership, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the School of Educational Policy & Leadership.

Submitted Nov. 15<sup>th</sup> 2010

# Graduate Interdisciplinary Specialization in Quantitative Research Methods

Coordinators: Ann A. O'Connell &amp; Richard G. Lomax

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## Program Description

We propose an *Interdisciplinary Specialization in Quantitative Research Methods* (ISQRM). The specialization will be open to all graduate students at OSU and is designed to improve quantitative research training and benefit students in diverse graduate-level research programs in the College of Education and Human Ecology (EHE) as well as across the university. Faculty from the School of Educational Policy and Leadership (EDPL), the Department of Human Development and Family Science (HDFS), the School of Physical Activity & Educational Services (PAES), and the School of Communication (COMM) have committed to the success of this specialization. Leadership for our interdisciplinary team will, at least initially, consist of core faculty within EDPL.

The specialization will consist of at least 12 (semester) credits (at least 4 courses) of graduate coursework in advanced quantitative research methods beyond multiple regression or analyses of variance. At least 9 of these semester credits (approximately 3 courses) must be drawn from two different graduate programs outside the student's home program area, consistent with current OSU criteria for specializations under the quarter system. This requirement is in the spirit of an interdisciplinary specialization, so that students are exposed to cross-disciplinary methodologies and research paradigms. In addition to these approximately four advanced research methods courses, students will also be required to complete an independent research paper on a quantitative topic, prepared in APA format and ready for submission to a peer-reviewed research journal. The paper will be prepared, at least in part, through an ISQRM research seminar, which will constitute 3 credits of the minimum 12 credit specialization. Faculty responsibility for the seminar may be rotated among interested members of the specialization; in that circumstance, cross-listing of the ISQRM seminar will be obtained. To highlight accomplishments of students completing the ISQRM, an annual or bi-annual mini-conference will be held to showcase their achievements and recognize the efforts of students as well as participating faculty. Thus, the specialization capitalizes on existing courses as well as faculty strengths and interests, and requires the addition of one new course, a research-based seminar that has as its goal the production of high-quality publications in an interdisciplinary setting.

## Project Goal

The goal of this proposal is to obtain funding to support the design of all aspects of the ISQRM and prepare for implementation during 2012-13, the first semester-based academic year. Responsibility for the design will rest with the two coordinators and the affiliated faculty. Design features will include:

- a) Continue to identify affiliate faculty who teach advanced research, statistics, or methods courses and who wish to contribute to the design of the specialization, including faculty from additional departments and schools who would be supportive of ISQRM.

Submitted Nov. 15<sup>th</sup> 2010

- b) Create a master course list of advanced research, statistics, and methods courses that will constitute the interdisciplinary choices available for students enrolled in the specialization.
- c) Establish minimum prerequisite knowledge for enrollment in the ISQRM (with students from different disciplines already taking potentially disparate collections of methodology courses, it is critical that the prerequisite content be aligned prior to enrollment).
- d) Design the ISQRM research seminar and scheduled semesters (we may consider Spring offering, every other year) and identify examples/scope of appropriate research projects.
- e) Identify enrollment criteria, the enrollment process, and build a prototype program plan for students.
- f) Clarify administrative arrangements, including potential rotation for responsibility of the ISQRM research seminar and executive committee (described below).
- g) Identify statistical software needs to support courses/student learning.
- h) Obtain approval from participating deans.
- i) Apply for and receive approval from the Graduate School for the ISQRM.
- j) Enroll students for 2012-13 academic year (potential for earlier enrollment exists depending on when submission and approval process is completed).

Once funds are received in support of this specialization, an open meeting will be convened with all affiliates to discuss advertising, recruitment, statistical software needs, structure of the required seminar, and enrollment process.

### Rationale

We believe that methods of scientific inquiry necessary to ask and answer significant questions in educational, social and behavioral science can be strengthened through an interdisciplinary perspective that transcends the traditional boundaries of a single discipline. As we move towards semester conversion, there are clear and distinct advantages in enhancing the research training available to graduate students across multiple EHE disciplines and across the university. **First**, President Gordon Gee actively supports collaborative research, teaching and service<sup>1</sup>. Our proposed specialization contributes to this goal, and will serve to cultivate new partnerships and reinforce existing ones across departments and programs. **Second**, EHE is keenly situated to play a key role in the promotion of research methodology throughout the college, and to encourage wider collaborative efforts in training for research methodology across the college and the university. For example, QREM faculty are now entering their fourth year as a complete program team, and we have successfully forged research and instructional connections within EHE and across OSU. Our courses draw students not just from EDPL, but also from T&L, PAES, and HDFS as well as from programs across the university, including business, public health, communication, psychology, sociology, social work, nursing, and statistics, to name a few. Likewise, our own QREM students have benefitted from courses offered through these and many other quantitatively-oriented fields. Thus, our own students are exposed to high-quality research training that forces them to examine research principles and methods from a variety of perspectives – and the ISQRM will formally recognize and validate this process, not just for QREM students but throughout EHE. **Third**, interest in this initiative is strong, and available faculty expertise and interest in methodology across EHE departments and schools is substantial.

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<sup>1</sup> <http://gop.science.house.gov/Media/hearings/full10/mar4/Gee.pdf>



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This specialization will help to systematize the process through which students identify and plan for advanced methodology courses outside of their own home program, which has historically been through word-of-mouth or faculty familiarization with particular courses. The move to semesters presents a unique opportunity to identify, promote, and support high-quality quantitatively-oriented courses throughout EHE. **Fourth**, research training is enhanced by guided engagement in research; our ISQRM seminar will be designed with this benefit in mind.

**Collaborators**

Initiators of this proposal are Ann A. O’Connell, Associate Professor, and Richard G. Lomax, Professor, both from the QREM section in EDPL. We have garnered the support of approximately 16 faculty (including their department heads and/or graduate studies committee chair) from EDPL, COMM, HDFS, and PAES for the design of this proposal. We refer to the collaborating faculty as affiliates in this proposal. To maintain integrity of our interdisciplinary specialization, one of our first steps will be to identify an interdisciplinary executive committee consisting of approximately five members who would be willing to represent their unit on the specialization.

Role of Coordinators. We assume responsibility for initiating and managing all steps of the specialization design and approval process, and overseeing its implementation in time for the 2012-13 semester conversion. Our timeline is presented in Table 1 below. We will also assume initial responsibility for offering and teaching the newly designed research seminar, although if interest is strong, we may rotate responsibility for that course among the executive committee.

Role of Affiliates. All affiliates have indicated their support and commitment to the design of this specialization. During the initial phase of the specialization design, we will work cooperatively to establish the core list of advanced quantitative and research methods courses that would be appropriate choices for the ISQRM. An initial list of courses/topics for the specialization is included in Table 2. Affiliates will also help to identify additional faculty that might contribute to the ISQRM in substantial ways. Affiliated faculty will assist in obtaining administrative support during the approval process as necessary. There is also an expectation that ISQRM faculty will promote the specialization within their unit, and contribute to resolution of any problems or issues that might arise during the design and implementation phase.

**Table 1. Proposed Timeline (corresponds to design features in *Project Goal* section, above)**

Event	Expected Dates
a) Identify affiliate faculty	Ongoing
b) Concurrence sought	Completed
c) Master list of courses	August 2010 – current
d) Establish pre-requisites	August 2010 – current
e) Design of ISQRM Seminar	January 2011 – May 2011
f) Enrollment Criteria	January 2011 – May 2011
g) Clarify administrative oversight and procedures	September 2010 – June 2011

Submitted Nov. 15<sup>th</sup> 2010

h) Software needs	September 2010 – June 2011
i) Approvals from deans	July 2011
j) Revisions, re-approvals	July 2011- August 2011
k) Completed application	August 2011 – January 2012
l) First students enrolled	August 2012

### Potential Qualifying Courses

Based on submission of semester versions of QM courses, we have constructed a table of *ISQRM qualifying courses* that frames our collective intent for this proposed specialization. Advanced seminars are a critical component of the ISQRM because they represent cutting-edge methodologies across fields. The continued development of this list is critical to the ongoing interdisciplinary focus of the specialization. Schools and departments represented in this specialization include EDPL, COMM, HDFS, T&L, and PAES.

**Table 2 ISQRM Qualifying Course Titles (initial list)**

Course Title (under the Semester system)	Course Professor	Program	Quarter Course Number	Semester Course Number
1. ISQRM Research Seminar ( <b>new, required for specialization</b> )	O'Connell, Lomax	EDPL	925.60	8895.60
2. ADVANCED TOPICS Seminar: QREM: Current Topics in Methodology or Design (examples include longitudinal analyses; meta-analysis; non-parametric analyses; survival and event-history analyses; analysis of large-scale databases; advanced IRT)	Varies	EDPL	925.60	8895.60
3. ADVANCED TOPICS Seminar: COMM: Current Topics in Methodology or Design (examples include SEM; moderation and mediation analyses; network analysis; multilevel modeling; modeling dichotomous outcomes)	Varies	COMM	801	8801
4. ADVANCED TOPICS Seminar: HDFS Current Topics in Methodology or Design (examples include SEM; dyadic data analysis; secondary data analysis; evidence-based practice; field research; single-subject research designs)	Varies	HDFS	862	8862
5. Structural Equation Modeling	Richard Lomax	EDPL	883	8659
6. Applied Multilevel Data Analysis	Ann O'Connell	EDPL	938	8658
7. Categorical Data Analysis	Ann O'Connell	EDPL	827	7643
8. Multivariate Experimental Designs	Richard Lomax	EDPL	810	8648
9. Factor and Cluster Analyses	Ann O'Connell	EDPL	925.60	8657
10. Sampling and Survey Research Methods	Ann O'Connell Dorinda Gallant	EDPL	807	7627

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11. Scaling and Item Response Theory	Jerome D'Agostino	EDPL	874	8674
12. Instrument Construction	Dorinda Gallant	EDPL	796	7661
13. Evaluation of Adult Education and Human Resource Development	Joshua Hawley	PAES	914.01	7648
14. Research in Couple and Family Therapy	Natasha Slesnick	HDFS	881	8881
15. Research Analysis	Varies	HDFS	760	7760
16. Measurement and Scaling	Varies	HDFS	850	8850
17. Test Reliability and Validity	Jerome D'Agostino	EDPL	925.60	7663
18. Behavioral Research Methods in Applied Settings	Nancy Neef	PAES	871	8871
19. Behavioral Research In Education: Strategies and Tactics	Diane Sainato	PAES	873 and 874	8874
20. Guided Survey of Research in Reading	Ian Wilkinson	T & L	921	7421
21. History of Curriculum in Technology/Engineering Education	Azita Manoucherhi	T & L	967	8473
22. History of Curriculum in Mathematics Education	Azita Manoucherhi	T & L	967	8741
23. Concept Inventory in STEM	Karen Irving	T & L	610	7749

### Administrative Arrangements

Interested students should complete the ISQRM plan of study with their advisor, indicating which courses they intend to take for the specialization and their proposed research paper topic. The plan should be signed by the student's advisor, one of the ISQRM coordinators, and the student. The signed plan is submitted to Deborah Zabloudil, Director of Student Services and Graduate Studies for Educational Policy and Leadership. Upon completion of the approved courses and the ISQRM research paper, the student completes the Graduate Interdisciplinary Specialization Transcript Designation Form and submits the paperwork to Deborah Zabloudil. This process ensures that successful completion of the ISQRM appears on the student's transcript.

### Benefits

One immediate benefit for this specialization is the creation of a comprehensive list of EHE quantitative courses that could be actively shared with students and faculty, thus providing a wider and more cohesive perspective on methodological and statistical training opportunities in the educational, social and behavioral sciences that are available for graduate students. Such a list does not currently exist, but would be an excellent planning and recruitment tool.

This initiative represents an opportunity to build on faculty collaborations and design a quantitative methods specialization that will distinctly benefit OSU students by (a) providing a centralized and cohesive series of advanced quantitative courses to be recognized as part of the specialization, (b) strengthen existing faculty research collaborations and encourage new ones by offering an interdisciplinary methods seminar as part of the specialization, and (c) ensure that student efforts in quantitative training is recognized through a certificate as well as officially on their graduate transcripts upon completion of the specialization requirements.

*Graduate Interdisciplinary Specialization in Quantitative Research Methods (ISQRM)*

Student \_\_\_\_\_ Date Filed \_\_\_\_\_ Date Approved \_\_\_\_\_ Total Credits \_\_\_\_\_

Home Department \_\_\_\_\_ Degree Program \_\_\_\_\_

	Credits	Semester/Date Completed
1. Seminar: <i>Interdisciplinary Quantitative Research Methods (3 credits)</i>	_____	_____
a. EDPL 925.60 – ISQRM Research Seminar	_____	_____
2. <i>Advanced Quantitative Research Methods (9 credits (3 courses)) NOTE – at least 2 courses must be outside of home department and chosen from ISQRM Specialization Master List*</i>	_____	_____
a. _____	_____	_____
c. _____	_____	_____
c. _____	_____	_____
Title of Project:	(n/a)	_____

\* For QREM students, all three of the elective courses must be from outside EDPL, and represent two different program areas from the Master list.

Committee Members (sign and date: two required, one must be from outside home department):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_ (optional)

COORDINATOR signature upon completion of research paper: \_\_\_\_\_

DATE submitted to GRADUATE SCHOOL for inclusion on transcript: \_\_\_\_\_

November 15<sup>th</sup>, 2010

Letters of Support from Graduate Studied Committees (Attached)

1. Antoinette Errante, Chair, GSC for School of Educational Policy and Leadership
2. Eric Anderman, School Director, School of Educational Policy and Leadership
3. Ralph Gardner, Chair, GSC for PAES
4. Joe Wheaton, Interim Director, PAES
5. Deanna Wilkinson, Chair, GSC for Human Development and Family Studies
6. Lance Holbert, Chair, GSC for School of Communication
7. Azita Manouchehri, Chair, GSC for School of Teaching and Learning

Letters of Concurrence were sought from two GIS's.

GIS in Survey Research: Faculty Coordinator is Gerald Kosicki (School of Communication), contacted October 26<sup>th</sup>, November 4<sup>th</sup>, November 10<sup>th</sup>

GIS in QM in Consumer Behavior: Faculty Coordinator is Angela Dean, (Department of Statistics), contacted Nov. 4<sup>th</sup>, Nov. 10<sup>th</sup>.

Both coordinators have assured me they would send a letter of concurrence as soon as possible, but as of today, I have not received them.



**College of Education and Human Ecology**

School of Educational Policy and Leadership  
Office of Student Services and Graduate Studies  
122 Ramseyer Hall  
29 West Woodruff Avenue  
Columbus, OH 43210-1177

Phone (614) 688-4007  
Fax (614) 292-7900

November 10, 2010

College of Education and Human Ecology  
Curriculum Committee

The Graduate Studies Committee of the School of Educational Policy and Leadership has reviewed the Graduate Interdisciplinary Specialization proposal from Dr. Ann O'Connell and Dr. Richard Lomax. The Committee supports the proposal for a new Graduate Interdisciplinary Specialization in Quantitative Research Methods.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Antoinette Errante".

Antoinette Errante  
Chair  
Graduate Studies Committee  
School of Educational Policy and Leadership



College of Education and Human Ecology

School of Educational Policy and Leadership  
Office of the Director  
121 Ramseyer  
29 West Woodruff Avenue  
Columbus, OH 43201-1777

Phone (614) 688-5721  
Fax (614) 688-3415

November 9, 2010

Ann O'Connell  
School of Educational Policy and Leadership  
College of Education and Human Ecology  
The Ohio State University  
211A Ramseyer Hall  
Columbus, OH 43210

Dear Dr. O'Connell:

I am writing this letter in support of the proposed Interdisciplinary Specialization in Quantitative Research Methods (ISQRM). This is an excellent proposal, and the specialization will surely benefit students from all of the schools and departments. Please be assured that you have full support from the School of Educational Policy and Leadership for this proposal.

Sincerely,

A handwritten signature in cursive script that reads "Eric M. Anderman".

Eric M. Anderman  
Interim Director

PAES

**Ann OConnell**

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**From:** RALPH GARDNER [gardner.4@osu.edu]  
**Sent:** Friday, November 12, 2010 1:08 PM  
**To:** Ann OConnell  
**Subject:** Re: graduate interdisciplinary specialization in QM

Dear Dr. O'Connell,

The Graduate Studies Committee of the PAES has reviewed the Graduate Interdisciplinary Specialization proposal, and we support this new proposed Specialization in Quantitative Research Methods.

Sincerely,

Ralph Gardner, III Chair

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PAES



PAES Administration

School of Physical Activity & Educational Services  
College of Education and Human Ecology  
PAES Building, First Floor  
305 West 17<sup>th</sup> Avenue  
Columbus, OH 43210-1224

Director: 614-247-6411  
Fiscal: 614-292-2805  
HR: 614-292-8184  
FAX: 614-688-4613  
<http://che.osu.edu/paes/>

November 11, 2010

Dear Dr. O'Connell,

The School of Physical Activity and Educational Services has reviewed the Graduate Interdisciplinary Specialization proposal, and we support this new proposed Specialization in Quantitative Research Methods.

Sincerely,

A handwritten signature in black ink that reads "Joe E. Wheaton".

Dr. Joe E. Wheaton  
Interim Director  
School of Physical Activity and Educational Services  
College of Education and Human Ecology  
The Ohio State University

HDFS

**Ann OConnell**

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**From:** Deanna Wilkinson  
**Sent:** Tuesday, November 09, 2010 11:38 AM  
**To:** Ann OConnell  
**Subject:** RE: graduate interdisciplinary specialization in QM

Ann,

HDFS is pleased to support the graduate interdisciplinary specialization in QM. Thank you for your hard work on this initiative.

Best,  
Deanna

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Deanna L. Wilkinson, Ph.D. Director | Columbus Violence Prevention Collaborative | Founder | OSU Youth Violence Prevention Advisory Board | The Ohio State University | Campbell Hall Suite 109E | Columbus, OH 43210 | [wilkinson.110@osu.edu](mailto:wilkinson.110@osu.edu) | <http://csiknowledgecenter.osu.edu/> | (614) 247-4004 | F (614) 292-4365

Associate Professor and Graduate Studies Chair, Department of Human Development and Family Science | The Ohio State University | College of Education and Human Ecology | Campbell Hall Suite 109E | 1787 Neil Avenue | Columbus, OH 43210 | [wilkinson.110@osu.edu](mailto:wilkinson.110@osu.edu) | <http://people.ehe.ohio-state.edu/dwilkinson/> | (614) 247-4004 | F (614) 292-4365


COMM

Ann OConnell

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**From:** Lance Holbert [r.lance.holbert@gmail.com]  
**Sent:** Sunday, October 03, 2010 5:29 PM  
**To:** Ann OConnell  
**Cc:** Andrew F. Hayes  
**Subject:** COMM 801 - Interdisciplinary Spec in Quant Methods

Ann,

Andrew Hayes passed along the summary document outlining the Graduate Interdisciplinary Specialization in Quantitative Research Methods and suggested that we seek to include our COMM 801 course, Advanced Research Methods in Communication, as an offering within the specialization. I fully support your efforts to create this specialization (well done) and to include our COMM 801 course as an offering. As our graduate director, I made a case on Friday to our graduate studies committee that we should put forward COMM 801 for this effort and members of this committee agreed unanimously to move forward on this front. 

I would like to give you some background on this course. It is a special topics course. Faculty offer which advanced research methods topic they may be interested in teaching in a given year, we survey our graduate students to gauge whether there is sufficient interest in the COMM 801 topics being proposed, and then schedule those offerings which rate high in terms of overall demand. A vast majority of recent COMM 801 offerings represent the types of advanced statistical training outlined in your proposal (e.g., SEM, Moderated-Mediation/Mediated-Moderation, Mediation). Other offerings from a bit farther back are more design oriented e.g., advanced work in survey design, content analysis [more design, than analysis]). Overall, our COMM 801 offerings are very popular within our unit and have also generated interest of late from graduate students outside our unit.

My question for you is how you wish to treat a special topics course of this kind for possible inclusion in the specialization. I am guessing a vast majority of the topics which will ultimately end up as COMM 801 course offerings will match well with your specialization, but there may be a topic which may fall outside the bounds of what you may wish to include as part of the specialization given that this course is open to all faculty proposals. Overall, I very much support the idea of making COMM 801 an offering for your specialization. I just want to get your insights on how a special topics course like our COMM 801 would be handled given that the specific topics covered in the course will vary from quarter to quarter (soon to be semester to semester). Would we need to submit a syllabus to you for your approval as to whether the specific topic being covered would count for the specialization? How might this work?

Thanks

Lance Holbert

T+L

**Ann OConnell**

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**From:** AZITA MANOUCHEHRI [manouchehri.1@osu.edu]  
**Sent:** Wednesday, November 10, 2010 3:04 PM  
**To:** Ann OConnell  
**Subject:** Graduate Interdisciplinary Specialization proposal

Dear Dr. O'

Connell,

The Graduate Studies Committee of the School of Teaching and Learning has reviewed the Graduate Interdisciplinary Specialization proposal, and we support this new proposed Specialization in Quantitative Research Methods.

Sincerely,

Azita Manouchehri, Professor

Chair, Graduate Studies Committee, T&L

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Mathematics education is much more complicated than you expected, even though you expected it to be more complicated than you expected. (Edward Begle)