



Graduate School

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February 1, 2013

GIS Applied Developmental Science in Education

CAA Committee Members:

The College of Education and Human Ecology has presented a proposal to create a new Graduate Interdisciplinary Specialization in Applied Developmental Science in Education. The GIS will integrate aspects of basic and applied science of development as it relates to education. The proposal was originally submitted prior to semester conversion and subsequently required being re-written to semester based courses.

The proposal has been reviewed by the Graduate School Curriculum Committee and was approved at its December 13th meeting. It was subsequently approved by the Graduate Council at their January 14th meeting. The proposal is now presented to the Committee on Academic Affairs for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Scott Herness".

Scott Herness
Associate Dean

THE OHIO STATE UNIVERSITY
GRADUATE
SCHOOL
Advancing graduate education for over 100 years



Graduate School

250 University Hall
230 North Oval Mall
Columbus, OH 43210-1366

December 14, 2012

Phone (614) 292-6031
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Dr. Laura Justice
Teaching and Learning
College of Education and Human Ecology

Applied Developmental Science in Education

Dear Laura,

The Graduate School Curriculum Committee (GSCC) met on December 13th and considered the revised proposal to develop a new GIS in Applied Developmental Science in Education. The committee felt that the revision satisfied their requested clarifications (outlined previously in my Oct. 16th letter). The GSCC thanks you for providing clear responses to their queries about the capstone course, the expected enrollment, and the administration of the GIS. As well, the syllabi for the two core courses were very informative. I will now release the proposal for its subsequent approval steps. It will be presented and voted on at an upcoming Graduate Council meeting and subsequently presented to the Council of Academic Affairs (CAA). You will be invited to attend that CAA meeting.

The GSCC has a final recommendation with which I concur. They have suggested that, as a courtesy, the proposal be circulated again within your College. It was felt that the extensive restructuring of the CEHE departments and graduate programs creates a special circumstance since concurrence on the proposal predates these conversions and is now about two years old. (To be clear, we have full concurrence for this new offering and are not requesting new concurrence.) The CAA meeting will be an opportunity for open faculty discussion on the GIS. Hence, it would be good to have had the proposal circulated as an informational item among CEHE faculty prior to that meeting in the spirit of good college citizenship. As well, it may help to recruit potentially interested faculty. You may include this letter if you like.

I thank you for your active participation in this process and your continued patience. Please don't hesitate to contact me with questions or clarifications.

Many thanks,

A handwritten signature in black ink that reads "Scott Herness".

Scott Herness
Associate Dean



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October 16, 2012

Dr. Laura Justice
Teaching and Learning
College of Education and Human Ecology

Applied Developmental Science in Education

Dear Laura,

Many thanks for joining our Graduate School Curriculum Committee (GSCC) on October 11th to discuss the Graduate Interdisciplinary Specialization (GIS) in Applied Developmental Science in Education proposal. I think I can speak for the entire committee when I say that we all profited from your description of this new program.

The revised proposal we considered at this meeting adequately resolved the committee's questions and clarifications which I summarized in my February 29th letter in our original review of this proposal. As a result, the committee felt this proposal is now significantly improved. As we discussed at our recent meeting, a few additional but minor changes would help to improve the proposal's strength and clarity before it moves forward along the approval process. I summarize these comments here.

- It would be useful to provide a more detailed description of the apprenticeship and its relationship to the capstone course. For example, mention of the peer review quality paper or other activities that would result from the apprenticeship would be helpful.
- It was felt that providing syllabi (short version acceptable) for the two core courses in the proposal would be helpful to others who might review this proposal. Additionally, stating that the core courses were developed specifically for this GIS would strengthen the proposal. Although the risk of low enrollment was discussed, it was adequately determined that courses could be presented as "add-on" courses should this occur.
- Clarification of where the expected enrollment in this GIS is predicted to come from would be useful. Also, what criteria will be used to evaluate the student's applications to enroll in this GIS?

- That a core of participating faculty is named is a strength of the proposal. Stating the criteria for faculty to be admitted to participate in this GIS would also be helpful.
- The addition of a description of the administration of the GIS was welcomed. However, a few details require clarification. What is the process by which the program facilitator will be named? Which graduate studies committee might help to oversee this GIS and what will its function be?

Please revise the proposal (one last time!) and resubmit it to me. I note that the committee has noted a strong preference for use of the “track changes” feature of WORD in your re-submitted document.

After receiving your (now twice) revised proposal it will be resubmitted to the curriculum committee time one final time. I expect no further revisions will be requested and that the proposal will be subsequently forwarded on to the Graduate Council. Pending Graduate Council approval, the proposal will move forward to the Council on Academic Affairs for final approval. Your presence at a future CAA meeting will likely be requested. I will shepherd the proposal through these approval steps and keep you up to date on its progress.

I thank you for your very active participation in this process. Please don't hesitate to contact me with questions or clarifications.

Many thanks,



Scott Herness
Associate Dean



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February 29, 2012

Applied Developmental Science in Education

The Graduate School Curriculum Committee (GSCC) recently met and reviewed the proposal to create a new Graduate Interdisciplinary Specialization (GIS) in Applied Developmental Science in Education. The proposal was submitted under the canopy of the College of Education and Human Ecology (CEHE) semester conversion process. The GIS will be composed of 15 credit hours of doctoral-level content courses, seminar, and apprenticeship.

Since the original submission of this proposal (Nov 2010), CEHE has significantly restructured its academic units and virtually all of its graduate programs. Hence, the proposal is out of date and needs to be re-written to align with the present structure of the CEHE graduate programs. The Graduate School requests that the proposal be revised and resubmitted to the Graduate School. To facilitate this process, I am providing feedback from the GSCC meeting which should be useful in restructuring the proposal.

- Guidelines for the submission of a proposal to establish a new GIS within the Graduate School may be found at: <http://www.gradsch.ohio-state.edu/faculty-guidelines-graduate-minors-and-interdisciplinary-specializations.html> .
- The curriculum for the GIS needs to be updated to courses offered on the semester system.
- Oversight and administration of the GIS needs to be provided. Given that the students within CEHE will likely wish to pursue this GIS, an outline should be provided as to how the requirement for course offerings outside the home unit will be met.
- More descriptive information on the nature of the apprenticeship, its administration, oversight procedures, approval process, and evaluation would be useful.
- Letters of support from all the offering units detailing involved courses and reassurance of unit's faculty support need to be provided.

The Graduate School would gladly provide advice in the restructuring of this proposal. Please don't hesitate to contact me with questions or clarifications.

Many thanks,



Scott Herness
Associate Dean



Program Proposal: Graduate Interdisciplinary Specialization

1. **Name of program:** Applied Developmental Science in Education (ADS-E)
2. **Degree Title:** Graduate Interdisciplinary PhD Specialization (GIS)
3. **Rationale:** Applied developmental science (ADS) is a multidisciplinary field of study that seeks to integrate *basic science* and developmental theory with *applied science* on practices, policies, and programs. The ADS specialization we will develop is particularly unique in that it will focus on translational research as it applies to education (hence, ADS-E), broadly conceptualized to capture educational experiences from infancy into adulthood. Understanding and building upon the reciprocal relations between theory and application – to include the translation of basic science into evidence-based educational practices and policies - is the “cornerstone” of ADS-E. The specialization as initially envisioned is to provide a meaningful integration of doctoral-level training opportunities available across the College of EHE and within related fields, such as speech and hearing sciences and psychology. This integration will occur by offering students the opportunity to develop an understanding of not only basic developmental research and theory as related to a substantive topic (e.g., motivation, reading), but also how development can be impacted by educational experiences, broadly defined. Consequently, ADS-E scholars must have an interdisciplinary set of theories and perspectives on problems that transcends
4. **Purpose:** The purpose of this specialization is to promote interdisciplinary scholarship among individuals whose general academic focus is on one of the following: (1) developmental science and theory or pedagogy; (2) educational policy, practice, and programming; and (3) basic and applied research methodologies. This specialization will provide the opportunity for students to expand beyond a singular focus on one of these areas and also to develop a multidisciplinary and integrative understanding of applied developmental science.
5. **Courses** (at least 14 but not more than 20 hours of graduate-level coursework required; at least 9 hours must be from outside the home graduate program in at least two different areas, but may include cross-listed courses)

Required Courses:

- EDUTL 8081 (3 semester hrs): Proseminar Applied Developmental Science Specialization (**cross-listed in EDUPL**). This course was developed specifically for this GIS.

- EDUTL 8082 (3 semester hours): Capstone Seminar Applied Developmental Science in Education (**cross-listed in EDUPL**). This course was developed specifically for this GIS.
- Research apprenticeship* (e.g., T&L 7193, individual studies, 3 semester hours)
- Graduate-level coursework (two separate courses, minimum of 5 semester hours) from among the following list of courses from across the university that represent two areas: (a) **developmental theory** and (b) **applications** of development. The following courses are available options and additional may be considered with input from advisor:

EDUPL 5401 - Adolescent Learning and Development in School Contexts
EDUPL 5404 - Developing Discipline for Effective Learning
EDUPL 6205 - Fundamentals of Instruction
EDUPL 6212 - American Schools and Society
EDUPL 6217 - Comparative Education
EDUPL 7401 - Psychological Perspectives on Teaching
EDUPL 7402 - Educational Psychology: Cognition, Learning, and Instruction
EDUPL 7403 - Motivation in Learning and Teaching
EDUPL 7405 - Cooperative Learning: Research and Practice
EDUPL 7420 - Professional Education of Teachers

EDUPAES 5650 - Introduction to Exceptional Children
EDUPAES 5651 - Health Program Planning
EDUPAES 5657 - Sport and Disability
EDUPAES 5678 - The Parent-Professional Partnership
EDUPAES 5703 - Health Behavior Theory
EDUPAES 5722 - Communication Skills for Children with Moderate/Intensive Disabilities
EDUPAES 5734 - Methods of Instruction for Elementary Children with Mild/Moderate Disabilities
EDUPAES 5735 - Methods of Instruction for Secondary Students with Mild/Moderate Disabilities
EDUPAES 5738 - Reading instruction for children with disabilities or severe reading deficits
EDUPAES 5741 - Culturally Responsive Teaching in Family and Consumer Sciences
EDUPAES 5761 - Educational Intervention for Young Children with Disabilities
EDUPAES 5769 - Delivering Effective Services to Enhance the Inclusion of Students with Special Needs
EDUPAES 7028 - Cultural Diversity
EDUPAES 7029 - Urban Issues in Education
EDUPAES 7713 - Foundations of Physical Activity Behavior
EDUPAES 7754 - Advanced Motor Development and Learning

EDUTL 5102 - Teaching and Learning of Literacy in Grades Pre-K - 3
EDUTL 5108 - Teaching and Learning of Mathematics in Grades Pre-K – 3
EDUTL 5442 - Teaching Reading across the Curriculum
EDUTL 5468 - Reading Foundations
EDUTL 5469 - Understanding Phonics and its Role in Instruction
EDUTL 5470 - Assessment and Instruction for Struggling Readers
EDUTL 5620 - Introduction to Second Language Acquisition
EDUTL 5741 - Learning, Cognition, and Teaching in STEM Education

EDUTL 6281 - The Social Transitions of 4th and 5th Grade Learners
EDUTL 6303 - Linguistic Diversity in Early Childhood Education
EDUTL 6501 - Curriculum and Instruction for Students with Visual Impairments and Multiple Disabilities
EDUTL 6507 - Visual Processes and Educational Implications of Visual Disabilities
EDUTL 6556 - Reading for Students who are Deaf or Hard of Hearing
EDUTL 7169 - Children's Social Development and the Social World of the Classroom
EDUTL 7306 - Language Socialization
EDUTL 7344 - Bilingualism and Biliteracy
EDUTL 7348 - Linguistic Diversity and Literacy: Varieties of English and Education
EDUTL 7370 - The English Curriculum: Past, Present, and Future
EDUTL 7418 - Synthesizing Research in Reading and Literacy
EDUTL 7428 - Trends and Issues in Teaching Reading
EDUTL 7610 - Affective Variables in Second Language Learning
EDUTL 7746 - Integrating Teaching, Learning and the Brain: Processing Information
EDUTL 7741 - Advanced Study of Learning and Cognition in STEM
EDUTL 7705 - Cognition and Socio-Cultural Issues in School Mathematics
EDUTL 7706 - Science and Early Childhood Education
EDUTL 7718 - Student Learning Processes in Mathematics
EDUTL 7715 - Learning Progressions in Mathematics Education
EDUTL 7803 - Teaching World Cultures and Global Issues
EDUTL 8150 - Advanced Study of Early Childhood Mathematics Learning and Experiences
EDUTL 8306 - African American Language and Literacies
EDUTL 8311 - Research in Emergent Literacy
EDUTL 8363 - Sociolinguistics and Language Education
EDUTL 8421 - Guided Survey of Research in Reading
EDUTL 8425 - Understanding the Reading Process
EDUTL 8426 - Advanced Study in Reading Difficulties of Young Children
EDUTL 8427 - Reading Comprehension

PSYCH 5612 - Introduction to Cognitive Science
PSYCH 5615 - Psychology of Language
PSYCH 5616 - Models of Language
PSYCH 5617 - Models of Memory
PSYCH 5618 - Introduction to Computational Cognitive Neuroscience
PSYCH 5652 - Behavior Modification with Children
PSYCH 5681 - Development and Psychopathology
PSYCH 5718 - Developmental Disabilities: An Interdisciplinary Perspective
PSYCH 6806 - Survey of Behavioral Neuroscience I
PSYCH 6807 - Survey of Behavioral Neuroscience II
PSYCH 6809 - Historical Development of Psychology
PSYCH 6832 - Lifespan Sociomoral Development
PSYCH 6835 - Child Development
PSYCH 6849- Research Methods in Developmental Psychology
PSYCH 6860 - Personality and Its Disorders
PSYCH 6870 - Basic Principles of Social Psychology
PSYCH 7845- Cognitive Development

SHS 6605 – Multicultural Aspects of Communication and Its Disorders
SHS 6786 Research Methods II
SHS 8950 Seminar in the structure of speech, language, and communication interventions
SHS 8950 Seminar in Childhood Apraxia of Speech
SHS 8950 Seminar in Speech Perception
SHS 8950 Seminar in NIH Grant Preparation

*An **apprenticeship** is required of students near or in the final semester of the specialization. The apprenticeship involves close work with an assigned ADS-E faculty mentor on a structured project involving integration of developmental theory and application. The apprenticeship is a one-semester experience (3 semester hours) that is planned in the semester preceding the work by the faculty mentor and student. The structured project can take one of several different forms (e.g., comprehensive review of the literature, meta-analysis, completion of a research project, volunteerism in an applied setting) but the work must involve (a) the systematic integration of developmental theory and application and (b) result in a peer-review quality manuscript submitted to the faculty mentor for evaluation.

The apprenticeship is *taken alongside the capstone ADS-E required course (8082)*. The 8082 course provides a structured seminar in which students discuss their ongoing apprenticeship activities and deliver a capstone presentation regarding apprenticeship outcomes at the end of the semester. For students to successfully complete 8082, they will need to present their apprenticeship results as a core requirement. Students who do not complete the apprenticeship will receive an incomplete until such work is completed; students who do not ever receive a satisfactory grade in the seminar will not receive the specialization.

If needed, prior to enrolling in the seminar and completing the apprenticeship, one or both of the co-program facilitators (see below) will work with the student to identify an appropriate mentor for the apprenticeship from among core ADS-E faculty or others whose work is aligned to the goals of the specialization.

Administrative Arrangements and Support: Program administration will be shared by core ADS-E faculty situated within CEHE, at least in the inaugural years of the project as faculty in CEHE have committed to providing leadership as part of their service contributions. There will be an annually rotating program facilitator from among the core faculty – the facilitator will dedicate approximately 5% FTE to support of the program. For the first two years of the specialization, **Justice and E Anderman will serve as the co-program facilitators**, providing oversight of recruitment of students into the specialization, mentoring and advising of students, involvement of key faculty, and assurance of course availability (particularly the core courses). After this inaugural period, the GIS facilitator will be identified via election at the spring meeting and will serve for one-year with possible re-election.

6. Core faculty WITHIN EHE currently comprise Laura Justice (EDUTL), Eric Anderman (EDUPL), Lynley Anderman (EDUPL), Ann O’Connell (EDUPL), Tzu-Jung Lin (EDUPL), Shayne Piasta (EDUTL), Kathy Trundle (EDUTL), Lucia Flevares (EDUTL), Leslie Moore (EDUTL), and Jackie Goodway (EDUPAES). Core faculty who will be involved OUTSIDE of EHE include Monique Mills, Allison Bean and Rebecca McCauley from Speech and Hearing Sciences and Laura Wagner, John Gills, and John

Opfer from Developmental Psychology. **Additional faculty from across the university will be encouraged to participate as the program develops.**

7. The Graduate Studies Committee to oversee this GIS will be the existing GSC from EDUPL.
8. The criteria for being a participating faculty member involves: (a) having an interest in being involved with the GIS and committing to two consecutive years of involvement (renewed every two years), (b) permission to provide your credentials, background information, and contact information to students, (c) commitment to mentoring one GIS student every two years in the research apprenticeship, (d) commitment to participate in the pro-seminar at least incidentally (e.g., give a guest lecture), and (e) commitment to participate in fall and spring GIS meetings if possible or, minimally, to stay abreast of GIS activities (e.g., read meeting minutes, advise on program offerings).

To assure the effective administration of this GIS, core faculty (those named above as well as others who will join with time) will meet once per semester. The **fall meeting** is designed to provide an update on students' progress, to discuss recruitment and retention activities, and to examine availability of courses suitable for the specialization. Additionally, this meeting will examine future offerings of the two required seminars to ensure coverage. The **spring meeting** is designed to discuss entering student applications and to assign mentors.

Additionally, the ADS-E specialization will administer an **ADS-E speaker series**, inviting two internal or external speakers annually (one in the fall and one in the spring). The speaker series will be administered initially by Justice, working in tandem with the rest of the core ADS-E faculty and the Children's Learning Research Center in CEHE. The spring lecture will provide an opportunity for students to share their work with the larger community via poster presentations summarizing their apprenticeship efforts available during a post-lecture reception. The speaker series will be used to promote the program to the university community and to applaud student achievements. The ADS-E speaker series will commence upon approval of this program, ideally in Fall Semester, 2012.

9. **Plans to Enroll Students:** New and current PhD students from any doctoral program across the University may enroll in this specialization effective Fall of 2013 (pending approval of the specialization). Students may enroll in the program in the Fall of each year thereafter. Applications to enroll in the specialization are accepted in the spring of each year (by May 1) and are reviewed soon thereafter.

To apply, students must be enrolled in a PhD program. We anticipate that enrollees would come from all three of the Education and Human Ecology departments, Speech and Hearing Sciences, Psychology, and other social science disciplines. An eligible student would meet three requirements: (a) be a graduate student in good standing, (b)

have the permission of their primary advisor, and (c) have an interest in applied developmental science.

10. No more than 10 students may start the specialization in a given fall, with the total number of spots available based on faculty members willing/able to take on an advisee within the program. We anticipate a gradual incline in enrollment, targeting an initial enrollment of 3 students for Fall of 2013, 5 for Fall of 2014, and so on. With limited enrolment in the initial years, it is important to point out that faculty affiliates (Justice, Piasta) are willing to offer the required courses as ‘add-ons’ to their teaching load so that they are not cancelled if enrollment is low.

Graduate Interdisciplinary Specialization (GIS): Applied Developmental Science in Education

Advising Sheet

Student Name: _____ Advisor: _____

Major: _____

Required Core Courses (6 semester hours total)

1. Applied Developmental Science in Education - Introductory Seminar (3 hours)

Semester/Year _____ Grade (S/U) _____

2. Applied Developmental Science in Education - Capstone Seminar (3 hours)

Semester/Year _____ Grade (S/U) _____

Required Content Courses [5 to 11 semester hours and two courses must represent two areas: (A) applications of development and (B) developmental theory); 9 hours must be outside of home unit and represent at least two different areas)

<u>Department</u>	<u>Course#</u>	<u>Course Title</u>	<u>Credit Hrs</u>	<u>Content (A or B)</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Required Field or Research Apprenticeship (3 semester hours minimum with an ADS-E core faculty member, taken simultaneous to Capstone)

<u>Department</u>	<u>Course#</u>	<u>Course Title</u>	<u>Credit Hrs</u>
_____	_____	_____	_____

Description: _____

EDUTL 8081 - Introductory Seminar: Applied Developmental Science in Education

Course Description: This course is an introductory professional seminar for doctoral students seeking the Interdisciplinary PhD Specialization in Applied Developmental Science in Education (ADS-E). Applied developmental science is a multidisciplinary field of study that seeks to integrate basic science and developmental theory with applied science on practices, policies, and programs. The major goal of this course is to introduce students to this topic area, its methods, and relevant research. Specific objectives include:

- To promote students' understanding of ADS-E including its history, major substantive issues, and current trends
- To examine the research methodologies of relevant basic and applied ADS-E research
- To introduce students to the diverse, interdisciplinary work of ADS-E faculty at OSU so that they may align themselves with appropriate coursework, research opportunities, and mentors/committee members
- To allow students to consider their individual scholarly and career goals as related to ADS-E
- To foster students' professional relationships with one another, within and across departments affiliated with ADS-E

Course format: The course will take the format of a seminar. Students will participate in open discussions concerning assigned readings and presentations from visiting ADS-E faculty speakers. Students are required to arrive to class well-prepared and ready for to participate in course activities.

Readings and Course Information: All required readings will be posted to the course website on Carmen. The course website may be accessed through <http://carmen.osu.edu>. The website will also be used to post announcements, submit assignments, and post questions/discussion points. Students should check the course website regularly, at least once a week.

Requirements: The requirements of the course include participation, assigned readings, completion of CITI training, an ADS-E career search, and a final student presentation.

Participation (35 points): The course is designed to maximize student-student and student-faculty discussion. Active participation of students in all class discussions and activities is required. Participation grades will be based upon attendance, evidence of preparation (e.g., application of concepts and knowledge from assigned readings to support discussion comments and completion of in-class activities), and contributions to class discussions (e.g., posing thoughtful questions and reflections, responding constructively and appropriately to others' comments and questions). Absences constitute non-participation and will thus negatively affect students' grades.

Assigned Readings: Readings are indicated on the course schedule in this syllabus. Readings are to be completed *prior* to the class during which they will be discussed. Students are expected to read critically, reflect on content, and arrive to class prepared to discuss the key ideas and concepts posed in readings. Students should bring a copy of readings with them to class for reference purposes. Completion of assigned readings will be reflected in the participation grade, as indicated above.

CITI Training (15 points): Students are required to obtain certification in ethical and responsible conduct of human subjects research, to facilitate completion of the ADS-E field or research apprenticeship. To satisfy this requirement, students must complete CITI training (see <http://orrrp.osu.edu/irb/training/citi.cfm> for information; training modules located at www.citiprogram.org) and turn in a hard copy of the completion certificate on the due date. If students have already completed the CITI training within the past 3 years, they may turn in a completion certificate from when it was initially completed.

ADS-E Career Reflection and Search (20 points): There are numerous, varied careers available within ADS-E. Given the interdisciplinary nature of the field, however, careers may be difficult to identify. As part of this course, students will write a brief paper (1-2 double-spaced pages) in which they identify (a) their reason(s) for pursuing the ADS-E specialization, (b) their scholarly and professional goals related to ADS-E, and (c) at least three specific ADS-E careers/jobs that would allow them to accomplish these goals. Students should attach job descriptions for each of these three ADS-E careers/jobs to their reflections. Reflections ought to follow APA style.

Final Student Presentations (30 points): Students will work individually or in pairs throughout the semester to research a specific ADS-E topic of interest (e.g., child care, teacher preparation, autism). The research must include review of at least four scholarly articles (at least two of which are original, empirical research reports) and one “consumer” article written with the general public in mind (e.g., newspaper or magazine article). Topics and scholarly article abstracts must be approved by the instructor. Students will use these materials to prepare a presentation. In the presentation, students should provide a summary of ADS-E research on the topic and provide (a) at least three concrete, applied recommendations for practitioners or policymakers based on research findings, (b) at least two additional research questions relevant to practitioners or policymakers that could be addressed in the future, and (c) a critical review of the consumer article with respect to its alignment with ADS-E research. Students will share their presentations with their classmates on the last day of class.

Grading: Grades are assigned based on students’ accumulated points across the semester; there is no grading “on the curve”, nor is extra credit available. Late assignments are generally not accepted. If extraordinary circumstances arise and a student wishes to negotiate for extra time to complete an assignment, he or she must contact the instructor *before* the due date. The grading scale is provided below.

		Grade	Points
		A	94-100
		A-	90-93
Participation/Readings	35 points	B+	87-89
CITI Training	15 points	B	83-86
Career Reflection/Search	20 points	B-	80-82
Final Presentation	30 points	C+	77-79
Total	100 points	C	73-76
		C-	70-72
		D	60-69
		E	<60

Academic Misconduct – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies.

Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant’s department.”

Student Advocacy Center: The Ohio State University Student Advocacy Center (<http://studentaffairs.osu.edu/advocacy/>) is devoted to helping students maximize their educational experiences in the university setting. Their personnel will assist you with a variety of needs in line with University procedures, including verification of class absences due to illness or family emergencies, negotiating and scheduling makeup assignments, etc. If circumstances preclude your full participation in the course, it is recommended that you contact this office as soon as possible.

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Note: *The instructor reserves the right to make changes to this syllabus. Any changes will be conveyed in writing, as per university policy, and posted on the course’s CARMEN site. It is the student’s responsibility to use the most up-to-date syllabus.*

COURSE SCHEDULE

Assigned readings are to be completed prior to the class in which they are to be discussed. Please bring a copy of assigned readings to class.

Week	Topic(s)	Readings and Assignments
1	Introduction to the ADS-E program Introduction to the course Review of developmental theories	Susman-Stillman et al. (1996) Lerner (2002)
2	What is ADS-E? History and development of ADS-E ADS-E ethics ADS-E resources (organizations, websites, journals)	Lerner, Wertlieb, & Jacobs (2005) Any 1 article from a recent issue of <i>Applied Developmental Science</i> (online journal available via OSU library) SRCD (n.d.) Fisher (2005)
3	ADS-E methodologies Basic and applied research Overview of research designs	Schwebel et al. (2000) Fletcher & Francis (2004) Saloman (1991) Yoshikawa et al. (2008)
4	ADS-E science, media, policy, and practice	Barwick et al (2005)

	Careers in ADS-E	Huston (2005) and commentaries Thompson & Nelson (2001) Kyllonen (2004) Due: ADS-E Career Reflection and Search
5	Guest lecture: ADS-E and language/ communication	Guests' readings Due: Final Student Presentation Topics and Articles
6	Guest lecture: ADS-E and teaching/learning	Guests' readings
7	Guest lecture: ADS-E and cognition	Guests' readings
8	Guest lecture: ADS-E and educational psychology	Guests' readings
9	Guest lecture: ADS-E and statistics/measurement	Guests' readings
10	Guest lecture: ADS-E and evaluation/policy	Guests' readings
11	Guest lecture: ADS-E and nutrition	Guests' readings
12	Guest lecture: ADS-E and human development	Guests' readings
13	Guest lecture: ADS-E and family/relationships	Guests' readings
14	Student presentations ADS-E field/research apprenticeship and capstone project expectations Wrap up	Zanna & Darley (2004) Due: Final Student Presentations Due: CITI Training Certificate

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EDUTL 8082 - Capstone Seminar: Applied Developmental Science in Education

Course Description: This course is a capstone professional seminar for doctoral students enrolled in the Interdisciplinary PhD Specialization in Applied Developmental Science in Education (ADS-E). Applied developmental science is a multidisciplinary field of study that seeks to integrate basic science and developmental theory with applied science on practices, policies, and programs. Students enrolled in this course will have completed their ADS-E field/research apprenticeships. The course provides an opportunity for students to reflect on these experiences and continue to build their professional skill with respect to the conduction, dissemination, and practical use of ADS-E research and knowledge. Specific objectives include:

- To promote knowledge of major substantive issues and methodologies in ADS-E
- To investigate opportunities for conducting and applying ADS-E research, including grant opportunities
- To examine how ADS-E knowledge is disseminated and used to guide decision-making
- To foster students' professional relationships with one another, within and across departments affiliated with ADS-E

Course format: The course will take the format of a seminar. Students will participate in open discussions concerning assigned readings and presentations of classmates' capstone projects. Students are required to arrive to class well-prepared and ready for to participate in course activities.

Readings and Course Information: All required readings will be posted to the course website on Carmen. The course website may be accessed through <http://carmen.osu.edu>. The website will also be used to post announcements, submit assignments, and post questions/discussion points. Students should check the course website regularly, at least once a week.

Requirements: The requirements of the course include participation, assigned readings, a capstone presentation, and a dissemination project.

Participation (30 points): The course is designed to maximize student-student and student-faculty discussion. Active participation of students in all class discussions and activities is required. Participation grades will be based upon attendance, evidence of preparation (e.g., application of concepts and knowledge from assigned readings to support discussion comments and completion of in-class activities), and contributions to class discussions (e.g., posing thoughtful questions and reflections, responding constructively and appropriately to others' comments and questions). Absences constitute non-participation and will thus negatively affect students' grades.

Assigned Readings: Readings are indicated on the course schedule in this syllabus. Readings are to be completed *prior* to the class during which they will be discussed. Students are expected to read critically, reflect on content, and arrive to class prepared to discuss the key ideas and concepts posed in readings. Students should bring a copy of readings with them to class for reference purposes. Completion of assigned readings will be reflected in the participation grade, as indicated above.

Capstone Presentation (35 points): Students will prepare and share presentations concerning their ADS-E field/research apprenticeship experiences. The 20-minute presentations should summarize their apprenticeship experience. For those who completed research apprenticeships, presentations ought to follow APA format to the extent possible (i.e., introduction to the topic and relevant literature, overview of methods, sharing of findings, discussion of impact, application, and "lessons learned"). Those who completed field apprenticeships ought to introduce their topic and relevant literature, give an overview of their roles/responsibilities in the field, critically reflect on the how their field experience relates to ADS-E, and discuss further applications of their work as well as "lessons learned." Students should be prepared to answer classmates' questions concerning their experiences and discuss how these experiences have affected their understanding of ADS-E and scholarly/career goals.

Dissemination Project (35 points): Students will demonstrate their abilities to present ADS-E research/knowledge to various audiences (i.e., the ADS-E research community, relevant practitioners, and other stakeholders such as policymakers or parents) via a dissemination project. The dissemination project will be based on students’ field/research apprenticeship experiences and consists of three parts. First, students will identify an academic journal or conference relevant to their apprenticeship topic and prepare a structured research abstract for this outlet following APA guidelines. Second, students will identify a relevant practitioner journal or conference and prepare an appropriate abstract for this audience. Finally, students will identify a third stakeholder relevant to their topic (e.g., policymaker, parent, council or organization) and prepare an appropriate document conveying ADS-E generated knowledge to this stakeholder (e.g., letter, flier). Students are required to obtain verbal approval from the instructor as to the outlets, third stakeholder, and third documents selected *prior* to completing the project.

Grading: Grades are assigned based on students’ accumulated points across the semester; there is no grading “on the curve”, nor is extra credit available. Late assignments are generally not accepted. If extraordinary circumstances arise and a student wishes to negotiate for extra time to complete an assignment, he or she must contact the instructor *before* the due date. The grading scale is provided below.

			<u>Grade</u>	<u>Points</u>
			A	94-100
			A-	90-93
Participation/Readings	30 points		B+	87-89
Capstone Presentation	35 points		B	83-86
Dissemination Project	35 points		B-	80-82
	<u>Total</u>	<u>100 points</u>	C+	77-79
			C	73-76
			C-	70-72
			D	60-69
			E	<60

Academic Misconduct – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student

Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant’s department.”

Student Advocacy Center: The Ohio State University Student Advocacy Center (<http://studentaffairs.osu.edu/advocacy/>) is devoted to helping students maximize their educational experiences in the university setting. Their personnel will assist you with a variety of needs in line with University procedures, including verification of class absences due to illness or family emergencies, negotiating and scheduling makeup assignments, etc. If circumstances preclude your full participation in the course, it is recommended that you contact this office as soon as possible.

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Note: The instructor reserves the right to make changes to this syllabus. Any changes will be conveyed in writing, as per university policy, and posted on the course’s CARMEN site. It is the student’s responsibility to use the most up-to-date syllabus.

COURSE SCHEDULE

Assigned readings are to be completed prior to the class in which they are to be discussed. Please bring a copy of assigned readings to class.

Week	Topic(s)	Readings and Assignments
1	Introduction to the course Revisiting the definition of ADS-E Reviewing the ADS-E research process	Lerner et al. (2000) NRC (2002)
2	Research and application opportunities in ADS-E Grants	Review of selected websites Steinberg (2004) Sternberg (2004)
3	Dissemination of ADS-E findings Outlets Writing for different audiences	Justice & Kaderavek (2002) Justice & Ezell (2002) NIFL (2007)
4	Student Capstone Presentations	
5	Student Capstone Presentations	DUE: Instructor approval for dissemination project
6	Decision-making based on ADS-E research: Inputs, outputs, outcomes Cost analysis	Program evaluation overview/glossary Kim (2007a) Blonigen (2008)
7	Student Capstone Presentations	
8	Student Capstone Presentations	
9	Decision-making based on ADS-E research: Statistical, practical, and clinical significance	Thompson (2002) Hill et al. (2008)
10	Student Capstone Presentations	

Week	Topic(s)	Readings and Assignments
11	Student Capstone Presentations	
12	Decision-making based on ADS-E research: ADS-E and public policy	Capizzano & Stagner (2005) Kim (2007b)
13	Student Capstone Presentations	
14	Scaling up applications of ADS-E Wrap up	Gersten & Dimino (2001) Jensen et al. (1999) DUE: Dissemination Project

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