From:	Smith, Randy
To:	Paul, Peter
Cc:	Andridge, Rebecca; Greenbaum, Rob; Reed, Katie; Smith, Randy; Miriti, Maria; Bricker, Adrienne; Duffy, Lisa; Patton Davis, Lori; Bagent, Aaron; Locascio, Pete; Snyder, Anastasia; Pope-Davis, Don
Subject:	Proposal to revise the Master of Arts in Educational Studies specializing in Special Education
Date:	Friday, April 7, 2023 8:28:11 PM
Attachments:	image001.png

Peter:

The proposal from the Department of Educational Studies to to revise the Master of Arts in Educational Studies specializing in Special Education was approved by the Council on Academic Affairs at its meeting on April 5, 2023. Thank you for joining the meeting.

No additional level of internal approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2023).

The Office of the University Registrar will work with you on any implementation issues.

Professor Maria Miriti, Interim Associate Dean, Graduate School will address any follow-up issues relating to the Ohio Department of Higher Education.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Rebecca Andridge (.1) or me.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210
614-292-5881 Office
smith.70@osu.edu

From: Carpenter, TJ
To: Reed, Katie
Cc: Miriti, Maria; Bagent, Aaron; Snyder, Anastasia
Subject: MAEd Special Education Proposal
Date: Tuesday, March 7, 2023 3:55:00 PM
Attachments: MAEd Special Education Combined Proposal 3-7-23.pdf
image001.png

Katie,

Please find a proposal to revise the Master of Arts in Educational Studies, specializing in Special Education in the Department of Educational Studies in the College of Education and Human Ecology.

The Department of Educational Studies in the College of Education and Human ecology is proposing to revise the Master of Arts in Educational Studies with a specialization in Special Education. The proposed changes were the result of an external review of the Special Education programs offered at Ohio State and ensure that the Master of Arts in Educational Studies specializing in Special Education meets the diverse needs of students and professionals with advanced preparation for working with children and adolescents in urban and rural settings. The proposed changes include no change to the foundation courses, expansion no multicultural and human diversity requirements, updating research requirements, removing several degree concentrations in favor of two more robust concentration courses of study that reflect the ABAI standards, and increasing the file experience requirement. The total credit hours for this degree will range from 51-66 credit hours depending on the specialization the student chooses.

This proposal has been reviewed and approved by the combined GS/CAA subcommittee and Graduate Council. The contacts for the proposal are cc'd on this email.

Please let me know if you need additional information to add this proposal to the agenda of the upcoming CAA meeting.

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL

Dr. Maria N. Miriti
Professor, Dept. of Evolution, Ecology, and Organismal Biology
Interim Associate Dean of Academic Affairs, Graduate School
Carole A. Anderson Faculty Fellow, OSU Office of Academic Affairs
614-292-6997 Office
miriti.1@osu.edu

TJ Carpenter, MS
Administrative Coordinator
The Ohio State University
Graduate School
250H University Hall, 230 North Oval Mall, Columbus, OH 43210
614-688-0230 Office
carpenter.1112@osu.edu / www.gradsch.osu.edu
Pronouns: He/Him/His

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: March 7, 2023

RE: Proposal to revise the Master of Arts in Educational Studies specializing in Special
            Education in the Department of Educational Studies in the College of Education
            and Human Ecology

The Department of Educational Studies in the College of Education and Human Ecology
is proposing to revise the Master of Arts in Educational Studies specializing in Special Education

The proposal was received by the Graduate School on June 2, 2022. The combined
GS/CAA subcommittee first reviewed the proposal on October 20, 2022, and requested
revisions. Revisions were received on January 19, 2023. GS/CAA conducted a second review of
the proposal and recommended it for approval by the Graduate Council on February 13, 2023.
The proposal was approved by the Graduate Council on March 7, 2023.

12-13-2022

To: Combined Graduate School – Council on Academic Affairs (GS/CAA) Subcommittee

To minimize confusion, the summary of responses to your items is discussed in this document. Making additional changes on the original proposal is cumbersome and will not be clear.

- Please provide a letter of support at the college level

Response: This will be included.

- The sentence on the bottom of the first page is confusing. Student can pick one track or both tracks, how can they accomplish both? Provide additional rationale.

Response: Students only need to pick one track for the MA program---either Applied Behavior Analysis OR General Special Education Studies. If they desire to select both tracks, they can do that—however, the second track would count as elective hours.

- Please provide additional clarification on the transition plan for current students. If there will not be issues as part of the transition plan, please state in the proposal.

Response: Students who have been accepted or are currently enrolled in the current MA program will be able to complete the program without any major issues (i.e., inability to take courses; length of time to complete program, etc.). Currently enrolled students who desire a BCBA certification within the Applied Behavior Analysis track are currently enrolled in the new courses—thus, these students can easily transition into the new ABA track, if they desired. The newly proposed strand, General Special Education Studies, only contains one new course (ESSPED 5777); the other courses are part of the current MA program and will be part of the General Special Education Studies strand in the newly proposed program. Thus, there will be no major disruptions or challenges for the currently enrolled students as part of the transition process.

- Please provide a side-by-side comparison of the curricular revisions. Providing a current curriculum sheet and the new/revised version of the current curriculum sheet with strikeout and new additions or move would be another option as well. Identifying the courses on the sheet as DL, DH or in-person rather than color coding would provide additional clarification.

- The proposal seems to be a little disorganized. The subcommittee recommends reorganizing the proposal to ensure that what is trying to be accomplished is clear to reviewers.

For the above 2 items, we hope that that side-by-side comparison with our summary notes provides additional clarification.

Current Curriculum			Proposed Curriculum		
Prerequisites			**Prerequisites**		
ESSPED 5650	3 credits	In Person	ESSPED 6650	3 credits	Distance
			ESSPED 5742*	3 credits	Distance
Core Courses			**Core Courses**		
Foundations (select 1)			**Foundations (select 1)**		
ESPHE 6250	3 credits	In Person	ESPHE 6250	3 credits	In Person
ESPHE 6410	3 credits	In Person	ESPHE 6410	3 credits	In Person
ESPHE 7572	3 credits	In Person	ESPHE 7572	3 credits	In Person
Multicultural & Human Diversity (select 1)			**Multicultural & Human Diversity (select 1)**		
ESEADM 6360	3 credits	In Person	ESEADM 6360	3 credits	In Person
ESHESA 7520	3 credits	In Person	ESHESA 7520	3 credits	In Person
ESCFE 7214	3 credits	In Person	ESCFE 7214	3 credits	In Person
ESSPED 5650	3 credits	In Person	ESSPED 6650	3 credits	Distance
ESCE 7741	3 credits	In Person	ESCFE 8209	3 credits	In Person
EDUTL 5005	3 credits	In Person	ESCFE 7215	3 credits	In Person
			ESSPSY 7028	3 credits	In Person
			ESEPOL 5217	3 credits	In Person
			ESWDE 5672	3 credits	In Person
Research Requirement			**Research Requirement**		
ESSPED 8861	3 credits	Distance	ESSPED 8861	3 credits	Distance
Specialization Requirement (ABA Concentration)			**Specialization Requirement (ABA Concentration)**		
ESSPED 8832	3 credits	Distance	ESSPED 8832	3 credits	Distance
Choose at least 6 of the following courses			ESSPED 8200	3 credits	Distance
ESSPED 5722	3 credits	In Person	ESSPED 8921	3 credits	Distance
ESSPED 5734	3 credits	In Person	ESSPED 8300	3 credits	Distance
ESSPED 5736	3 credits	In Person	ESSPED 8400	4 credits	Distance
ESSPED 5737	3 credits	In Person	ESSPED 8500	2 credits	Distance
ESSPED 5738	3 credits	In Person	ESSPED 8871	3 credits	In Person
ESSPED 5750	3 credits	In Person			
ESSPED 5760	3 credits	In Person			
ESSPED 5761	3 credits	In Person			
ESSPED 7830	3 credits	In Person			
ESSPED 8200	3 credits	Distance			
ESSPED 8871	3 credits	In Person			
ESSPED 8874	3 credits	In Person			
ESSPED 8891	3 credits	In Person			
ESSPED 8916	3 credits	In Person			
ESSPED 8917	3 credits	In Person			
ESSPED 8921	3 credits	Distance			
ESSPED 8922	3 credits	In Person			
Specializations: Add-on Licensures			**Specialization: General Special Education Studies**		

Current program includes the following specializations: Early Intervention Specialist, Mild-Moderate Intervention Specialist, and Moderate-Intensive Specialist, ABA, Dyslexia Concentration, Hearing Impairments, and O&M. Courses for each of the respective specializations are listed above under *Specialization Requirement (ABA concentration)*	ESSPED 5777 Cultural diversity & equity in special ed classrooms		
	ESSPED 8891		
	ESSPED 8998		
	Recommended Electives (Choose 3)		
	ESSPED 5220 Collaborating diverse families and professionals (course number added due to CAA approval)		
	ESSPED 5221 Collaborating community & school partnerships (course number added due to CAA approval)		
	ESSPED 5850 Dyslexia		
	ESSPED 5769 Inclusion		
Planned Field Experience Requirement			**Planned Field Experience Requirement**		
ESSPED 8189	4 credits	In Person	ESSPED 8189	4 credits	In Person
Thesis			**Thesis**		
ESSPED 8999	3 credits		ESSPED 8999	3 credits	

Summary of Major Changes:

1. The total number of credit hours does not change from the current to the proposed MA ABA specialization.
2. For the ABA specialization, the following courses were added to fulfill the new requirements (5th Edition Standards) for obtaining the BCBA credential: ESSPED 8300, ESSPED 8400, and ESSPED 8500. (The 7 courses required by the Behavior Analyst Certification Board are: ESSPED 8832, 8861, 8200, 8300, 8400, 8500, 8921).

3. The following courses listed under the current specialization requirement for the ABA specialization are no longer offered: ESSPED 8916, 8917, 8922, and 7830.
4. Most of the master's students enrolled in the special education program are pursuing the ABA specialization. The remaining specialization is the General Special Education Studies. This specialization also allows students to select elective courses for licensure strands and specific areas of interest. The core courses include ESSPED 5777 (Cultural Diversity and Equity in Special Education), ESSPED 8891 (Contemporary Issues in Special Education), and ESSPED 8998 (Research in Special Education). The remaining courses would be electives. Students will work with their advisor to select the courses needed for their areas of interest or licensure.

Summary of Minor Changes

1. Under Prerequisites: ESSPED 5742 (ABA for teachers) is a perquisite for students pursuing the ABA specialization. ESSPED 6650 is replacing ESSPED 5650. It is the same course but offered online.
2. Under Multicultural & Human Diversity: Students are provided with more options to fulfill this requirement. Some of the courses listed under the current program are no longer available.
3. The foundations requirement, research requirement, and planned field experience requirements have not changed.

Attachment: Original submitted proposal document

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology

Office of Faculty Affairs
150 Arps Hall
1945 N. High Street
Columbus, OH 42310-1172
614-292-8862 Phone
ehe.osu.edu

October 25, 2022

Dr. Mary Stromberger, PhD
Vice Provost for Graduate Education and
Dean of the Graduate School
250 University Hall
320 N. Oval Mall
Columbus, OH 43210

Dear Dean Stromberger,

I am writing on behalf of the College of Education and Human Ecology's (EHE) Office of
Academic Affairs. EHE supports the recent curricular change that were reviewed by the
Committee on Academic Affairs on October 19, 2022:

- The proposed changes to the Master of Arts in Educational Studies with a specialization
  in Special Education.

We anticipate that these changes will improve the curriculum and offer new opportunities for our
graduate students.

Sincerely yours,

Tasha Snyder

Anastasia R. Snyder, PhD
Associate Dean for Faculty Affairs
College of Education and Human Ecology

College of Education & Human Ecology
Department of Educational Studies
121 Ramseyer Hall
29 W. Woodruff Avenue
Columbus, Ohio 43210

Date: August 25, 2022

To: Graduate Council
      Grad-SchoolCurriculum@osu.edu

      Cc: T. J. Carpenter: <carpenter.1112@osu.edu>
            Anika Anthony: <anthony.171@osu.edu>

RE: Responses from Peter V. Paul, Program Chair, Special Education

There are two PDFs for your perusal. One PDF is this cover letter [Responses.Peter Paul] and the other is the original proposal document [GS-MA.Special Ed].

Responses to #1 and #2 in your email are provided in this cover letter. Responses to #3 and #4 are in the "Addendum: Responses-Comments on MA" located in front of the original proposal narrative on pages 3-4 in the PDF labeled GS-MA.Special Ed.pdf. [*Note: The page numbers refer to those listed in the Table of Contents of the original proposal document.*]

Below are your original queries for #1 and #2, followed by responses.

1. Please clarify the plan and subplan(s) being revised. For example, does the proposal address one or both of the following subplans?
    a. Specialization in Special Education in the Master of Arts in Educational Studies (EDUCST-MA-SPE)
    b. Track in Applied Behavioral Analysis in the Master of Arts in Educational Studies (EDUCST-MA-ABN)

RESPONSE: The proposal narrative addresses **a** and **b**; however, it might be better to clarify this since the use of terms can be confusing. This is a MA degree in Educational Studies with a specialization in Special Education. There are 2 "tracks" within this MA degree: Applied Behavior Analysis AND General Special Education Studies. Students only select ONE track; however, they can certainly select both tracks if they desire.

2. On PDF pp. 7-9, add information about any mode of delivery changes for courses, such as P (In Person, 0 – 24% online), HY (Hybrid, 25 – 74% online), DH (Distance Enhanced, 75 – 99% online), and/or DL (Distance Learning, 100% online).

RESPONSE: At the end of this cover Letter, see the document titled "Delivery Mode of Courses" (copied from the original proposal document), which contains a color code. Items in yellow are Distance Learning courses; items in green are Hybrid courses; items in white (i.e., no color) are In-Person courses; the few items in Blue provide additional information. Please note that the examples for the electives (Electives [9 hours]) are Distance Learning courses; however, other electives may be Hybrid or In-Person. As noted, students work with their advisor to select the 9 credits of electives.

      a. If there is a pathway for students to complete 50% or more of the specialization and/or track as a distance program, then please provide an MOU with ODEE/OTDI.

RESPONSE: With respect to the ABA track, more than 50% of this track is distance learning. For the General Special Education Studies track, only one course is Hybrid; in essence, this does not meet the 50% criterion. However, if the electives [Electives (9 hours)] for this track are distance learning, then this surpasses the 50% criterion level.

We are currently working on the MOU with ODEE/OTDI.

3. In the curriculum checklist and proposal narrative, provide a brief statement about the percentage of the existing curriculum that is changing. This information is necessary due to reporting requirements of the Higher Learning Commission and the Chancellor's Council on Graduate Studies (a curriculum change of 50% or more requires Senate, Board of Trustees, and CCGS review). Percentage change is defined by courses changing one or more of three criteria:
   a. Changing the meaning of expected learning outcomes (ELOs).
      i. If the wording or grammar of an ELO changes, but its meaning and intent do not, this ELO is not changed by this criterion and would not count toward the percent change.
   b. Adding a course to a program, removing a course from a program, or changing a course from "required" to "elective" or "elective" to "required" within the curriculum.
   c. Changing the mode of delivery of a course (50% or more of formalized instruction is provided in a different delivery mode from what was originally approved).
      i. This includes adding a section or sections delivered by different delivery modes (e.g., adding a section of hybrid (HY), distance enhanced (DH), or distance learning (DL) to an approved in-person (P) course).

RESPONSE: See "Addendum: Responses-Comments on MA" in front of original proposal narrative, pages: 3-4. *[Note: Pages refer to those listed in Table of Contents.]*

4. Add to the proposal narrative a brief statement about the transition plan for students who are currently enrolled in the program, particularly students who have already completed courses that will be removed from the curriculum.

RESPONSE: See "Addendum: Responses-Comments on MA" in front of original proposal narrative, pages: 3-4. *[Note: Pages refer to those listed in Table of Contents.]*

M.A. Program: Special Education Studies
The Ohio State University
Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
(Minimum hours: 36-45 hours)

Student's Name _____ ID# _____

Semester/Yr Admitted to MA program _____ Advisor _____

Graduate Non-Degree Credit Transferred _____

Semester Program Worksheets
Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses.

Prerequisites (3-6 hours)
The following courses, or their equivalents, are pre-requisites for the specialization. See your advisor for scheduling. These hours do not apply to the total credit hours for the degree.

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	ESSPED 6650	Introduction to Exceptional Children (3) [Distance]	_____
		(overlaps with multicultural requirement if taken as a graduate student)	
_____	ESSPED 5742	Applied Behavior Analysis for Teachers (3) [Distance]	_____
		[For ABA concentration only]	

Core Requirements (9 hours)
Foundations Requirement Course (choose one, 3 hours)

_____	ESPHE 6250	History of Education (3)	_____
_____	ESPHE 6410	Philosophy or Education (3)	_____
_____	ESPHE 7572	History of Colleges and Universities (3)	_____

Multicultural & Human Diversity Requirement Course (3 hours)
If an introductory special education course has already been taken, it does not need to be taken again. If it was taken as an undergraduate, students should select one of the other Multicultural and Human Diversity course options.

_____	ESEADM 6360	School and Community Relations (3)	_____
_____	ESHESA 7520	Diversity in Higher Education (3)	_____
_____	ESCFE 8209	Cultural Processes in Education (3)	_____
_____	ESCFE 7214	An Interpretive History of African American Education: 1700 to 1950s (3)	_____
_____	ESCFE 7215	An Interpretive History of African American Education: 1950 to present (3)	_____
_____	ESSPSY 7028	Cultural Diversity: Developing a Multicultural Awareness (3)	_____
_____			_____

_____	ESEPOL 5217	Comparative Education (3)	_____
_____	ESSPED 6650	Introduction to Exceptional Children (3)	_____
_____	ESWDE 5672	Lifelong Learning in the Adult Years (3)	_____

Research Requirement Course (3 hours)*

_____	ESSPED 8861	Single Case Design (3)	_____

*Check with advisor for the required research requirement course

Specialization Requirements (18-27 hours)

Students need to choose either Applied Behavior Analysis Concentration or General Special Education Studies.

Applied Behavior Analysis Concentration (21 hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	ESSPED 8200	Basic Behavior Analysis (3)	_____
_____	ESSPED 8300	Behavioral Assessment (3)	_____
_____	ESSPED 8400	Behavioral Interventions in Special Education (4)	_____
_____	ESSPED 8500	Personnel Management and Supervision (2)	_____
_____	ESSPED 8832	Advanced Applied Behavior Analysis (3)	_____
_____	ESSPED 8921	Ethical Issues in Applied Behavior Analysis (3)	_____

Electives

_____	ESSPED 5736	Methods 1, mod/int disabilities (3)	_____
_____	ESSPED 5737	Methods 2, mod/int disabilities (3)	_____
_____	ESSPED 5738	Reading Instruction, severe reading deficits (3) [Hybrid]	_____
_____	ESSPED 5760	Assessment in Early Childhood (3)	_____
_____	ESSPED 8891	Contemporary Issues in Special Ed (3)	_____

Planned Field Experience Requirement (6 hours)

_____	ESSPED 8189	Planned Field Experience in Special Education (6)	_____

General Special Education Studies (18 hours)

Required Courses (9 hours)

_____	ESSPED 5xxx	Cultural Diversity and Equity in Special Education Classroom and Settings (3) [Hybrid]	_____
_____	ESSPED 8891	Contemporary Issues in Special Education (3)	_____
_____	ESSPED 8998	Research Apprenticeship (3)	_____

Electives (9 hours) [May be In Person, Hybrid, or Distance Learning—the examples below are Distance Learning]

Work with your Advisor to choose 9 additional credits. You may select from the following suggestions or choose other courses that align with your goals and interests.

_____	ESSPED XXXX	Collaborating With Diverse Families & Professionals (1.5)	_____
_____	ESSPED XXXX	Collaboration & School Community Partnerships (1.5)	_____

_____	ESSPED 5850	Fundamentals of Dyslexia Screening & Intervention (3)	_____
_____	ESSPED 5769	Delivering Effective Services to Enhance Inclusion (3)	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Electives: Credits are in addition to Specialization Requirements

Students may select a licensure-only strand as part of the MA program. An initial licensure is needed for P-5 Elementary Intervention, Mild to Moderate, and Moderate to Intensive. No initial licensure is needed for Hearing Impairment (HI) because this is an initial licensure.

Thesis Requirement (min. 3 hours)

_____   ESSPED 7999   Dissertation/Thesis Research: Special Education (minimum 3) _____

Non-Thesis (min. 3 hours)

_____   ESSPED 8193 Individual Studies (3)   _____

Guidelines for Formatting Theses, Dissertations and D.M.A. Documents:
https://gradsch.osu.edu/completing-your-degree/dissertations-theses/document-preparation.

Thesis Final Oral Exam Date: _____

Result of Final Oral Exam: _____

Year 1: Annual Review _____
Semester/Year

_____ Student Signature
Advisor Signature

_____ Student Services Review (Initials) _____
Date   Date

Year 2: Annual Review _____
Semester/Year

_____
Student Signature   Advisor Signature

_____ Student Services Review (Initials) _____
Date   Date

Year 3: Annual Review _____
Semester/Year

_____ Student Signature
Advisor Signature

_____ Student Services Review (Initials) _____
Date   Date

Graduation Review

Application to Graduate: http://gradforms.osu.edu

Master's Student Procedures – Final Semester:
https://gradsch.osu.edu/completing-your-degree/final-semester/final-semester-procedures-and-timelines

Minimum credit hours required for graduation   _____

(Thesis: minimum zz semester hours)
(Non-thesis: minimum xx semester hours)

                    Total semester hours completed   _____

Yes/No   Minimum hours required for graduation met?

Other Requirements

Yes/No   6 year time limit met?
Yes/No   Registered for minimum of 3 hours semester graduating
Yes/No   Fees Paid
Yes/No   Missing Grades or Incompletes?
Yes/No   Second Reader?

_____ Student Signature

_____ Advisor Signature

_____ Date
                Student Services Review (Initials)   Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Browse Master Schedule.

THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Academic Affairs
College of Education and Human Ecology
A100 PAES Building
305 Annie & John Glenn Ave
Columbus, OH 43210
614-292-3180 Phone

Memo

May 11, 2022

To: TJ Carpenter, Graduate School

From: Pete Locascio, Director of Curriculum Standards and Academic Policy

RE: PROGRAM REVISION PROPOSAL- M.A., Special Education, Department of Educational Studies

Please find attached proposed changes to this program.

The College of Education and Human Ecology Curriculum Committee reviewed and approved the changes on May 9, 2022. If there are any questions, please contact me at Locascio.7@osu.edu

THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Department of Educational Studies
Higher Education & Student Affairs

121 Ramseyer Hall
29 W Woodruff Ave.
Columbus, OH 43210

April 18, 2022

Dr. Sue Sutherland
Curriculum Committee Chair
College of Education and Human Ecology

Dear Dr. Sutherland

I am writing to provide departmental support of the proposed changes to the Special Education MA Program curriculum, as outlined in the proposal and tracked changed curriculum sheets provided by SPED Program Chair Peter Paul. The proposed changes reviewed by the ES Graduate Studies Committtee during their January meeting. There were several questions needing additional attention and updates regarding the two new "Collaboration" courses, which were responded to and further explained by Dr. Paul as outlined in the attached email. Our GSC reviewed those responses in February and approved the MA program changes, but requested further changes to the PhD program requests happening concurrently.

There are currently no negative budgetary implications and no additional funds or human resources necessary for execution of these changes. Thus, I am in support of the proposal as submitted.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Marc Johnston Guerrero
Associate Chair, Department of Educational Studies
Associate Professor, Higher Education and Student Affairs
The Ohio State University
614.688.1428 IGuerrero.55@osu.edu

Curriculum Proposal Checklist

Title of Program: Master of Arts in Educational Studies, Specialization in Special Education

Effective term: Autumn 2022 **College:** Education and Human Ecology

New/Establish: ☐ **Secondary Major Eligible:** ☐ **Academic Unit:** Educational Studies

Revise: ✔ **50% Revision:** ☐ **Mark Up:** ☐ **Program Contact:** Peter Paul

Terminate: ☐ **Suspend:** ☐ **Certificate Category*:**

Degree/Credential: Master of Arts

Program of Study : Graduate Program **Title:** Special Education

Code: EDUCST-MA-S

Program Focus*: Specialization | Special Education

Credit hours to degree/credential: 30 **Is this a change to the current total?** ✔ Yes ☐ No

Program offered only online? ☐ Yes ✔ No **If yes, is there a signed MOU with ODEE?** ☐ Yes ☐ No

Campus(es) where offered: ✔ Columbus ☐ ATI ☐ Lima ☐ Mansfield ☐ Marion ☐ Newark

Rationale: MA program is being streamlined to appeal to more teachers and to meet emerging trends in the field, including adding an area titled, General Special Education Studies within the Specialization Requirements, which contains courses on cultural diversity, professional collaboration, and dyslexia. The proposes changes to the MA program will allow students to select one of two specializations: Applied Behavior Analysis or General Special Education Studies.

Student Curriculum Sheet Required: ✔

Four Year (or appropriate) Plan: ✔

Academic Unit Curriculum Committee approval date: 2/11/22

College Curriculum Committee approval date: 5/9/22

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable

Special Education MA Program

Proposed Changes to the Current MA Curriculum Sheet

Table of Contents

Pg #	Course Name	Delivery Mode	Concurrence?	Quality Assurance Status
	New Courses (These courses have been newly developed for this program)			
8	**Collaboration with Diverse Families & Professionals**	Online	In progress	In progress
18	**Collaboration and School/Community Partnerships**	Online	In progress	In progress
30	**Fundamentals of Dyslexia Screening & Intervention**	Online	n/a	Complete

Addendum: Responses – Comments on MA

3. In the curriculum checklist and proposal narrative, provide a brief statement about the percentage of the existing curriculum that is changing. This information is necessary due to reporting requirements of the Higher Learning Commission and the Chancellor's Council on Graduate Studies (a curriculum change of 50% or more requires Senate, Board of Trustees, and CCGS review). Percentage change is defined by courses changing one or more of three criteria:
   a. Changing the meaning of expected learning outcomes (ELOs).
      1. If the wording or grammar of an ELO changes, but its meaning and intent do not, this ELO is not changed by this criterion and would not count toward the percent change.
   c. Adding a course to a program, removing a course from a program, or changing a course from "required" to "elective" or "elective" to "required" within the curriculum.
   d. Changing the mode of delivery of a course (50% or more of formalized instruction is provided in a different delivery mode from what was originally approved).
      1. This includes adding a section or sections delivered by different delivery modes (e.g., adding a section of hybrid (HY), distance enhanced (DH), or distance learning (DL) to an approved in-person (P) course).

RESPONSE: With respect to 3a and 3b, there is more than a 50% change to the curriculum.

3a: There are 7 tracks in the current MA program: Early Intervention Specialist, Moderate to Intensive, Mild to Moderate, ABA, Dyslexia & Dysgraphia, Hearing Impairment, and Orientation & Mobility. Students are required to select a minimum of one track. In the newly proposed program, only the ABA track remains as one of the required tracks (the other is a new one: General Special Education Studies). The orientation & mobility and dyslexia & dysgraphia tracks are no longer part of the MA program. The remaining tracks (Early Intervention Specialist [now called P-5 Elementary Intervention], Moderate to Intensive, Mild to Moderate, and Hearing Impairment) are "additional electives". If students are interested in a second licensure (or an initial one in hearing impairment), they may select one of these elective tracks. These credits are additional electives and are beyond the minimum requirements for the MA degree.

3b: As discussed previously, more than 50% of the courses for the ABA track has been converted to distance learning. The newly proposed track, General Special Education Studies, has one new course (ESSPED 5777), which is hybrid.

4. Add to the proposal narrative a brief statement about the transition plan for students who are currently enrolled in the program, particularly students who have already completed courses that will be removed from the curriculum.

RESPONSE:

Students who have been accepted or currently enrolled into the current MA program will be able to complete the program without any major issues (i.e., inability to take courses; length of time to complete program, etc.). The licensure-track courses for Early Intervention Specialist, Mild to Moderate, Moderate to Intensive, and Hearing Impairment are not "required" but will be electives in the newly proposed MA program. This will not affect currently enrolled students. The licensure-track courses for Dyslexia & Dysgraphia and Orientation & Mobility will be removed completely; however, (1) the orientation & mobility program is now in Teaching & Learning and (2) SPED has not accepted students in these tracks since 2020. The ABA track is part of the new MA program, albeit a few courses have been added for the

3

BCBA requirement to meet the new standards (in 2021). Currently-enrolled students who desire a BCBA have been enrolled in the new courses.

The newly proposed strand, General Special Education Studies, only contains one new course (ESSPED 5777); the other courses are part of the current MA program and will be part of the General Special Education Studies.

In essence, there will be no major disruptions or challenges for the currently enrolled students or students who will be enrolled until the newly proposed MA program is approved.

Rationale for Proposed Changes to the Current MA Curriculum Sheet

The proposed changes to our MA program are based on suggestions and comments from several stakeholder groups, including current and former Masters students. In Fall of 2018, the Special Education programs were reviewed by Dr. Holly Lane, Director of the School of Special Education, School Psychology, and Early Childhood Studies at the University of Florida, and Dr. William Therrien, Professor of Special Education at the University of Virginia. They recommended that the MA program be streamlined, perhaps focusing predominantly on the Applied Behavior Analysis (ABA) Concentration area of study leading to a board certified behavior analyst certification (BCBA). The evaluators also recommended that SPED offer online BCBA courses and that the number of courses required for the BCBA be reduced. The ABA/BCBA concentration is now offered via distance education and the number of required courses has been reduced in line with the new standards of ABAI (Association for Behavior Analysis International) to maintain our accreditation.

Because our current BS.Ed programs (list of courses) were also a part of the current MA program, the SPED faculty believe that it was important to include an area of study that would appeal to classroom teachers in Special Education in the field, a number of whom have graduated from our undergraduate programs. To appeal to teachers and to meet emerging trends in the field, we have included an area titled, General Special Education Studies within the Specialization Requirements, which contains courses on cultural diversity, professional collaboration, and dyslexia. In essence, with respect to the proposes changes to the MA program, students select one of two specializations: Applied Behavior Analysis or General Special Education Studies.

The proposed changes to the MA program meets the diverse needs of our students and provides advanced preparation for working with children and adolescents in urban and rural settings. If they desire, students can also secure a second licensure in P-5 Elementary, Mild to Moderate, and Moderate to Intensive. Hearing impairment is an initial licensure offered at the MA level. These licensures are electives, and the credits are beyond the minimum requirements for the specializations for the MA degree.

Delineation of Changes

The following delineates all changes on the current SPED MA Program Sheet. These changes/etc. are presented with respect to the headings on the Program Sheet. Courses that have been eliminated are coded in yellow and ~~marked out~~ on the curriculum sheet. Courses that have been added are coded in green. To minimize confusion, a few courses were placed in a different order on the current program sheet.

Prerequisites

The number of prerequisites credits ranges from 3 to 6, depending on the focus. All students need ESSPED 6650 [ESSPED 5660 is now ESSPED 6650--course has been approved for distance learning]. Students interested in the ABA concentration must also take ESSPED 5742, Applied Behavior Analysis for Teachers.

Core Requirements

There are 9 credits for the Core Requirements because all courses in the Foundation Requirements and Multicultural and Human Diversity Requirement are 3-credit courses.

Foundations Requirement

No change

Multicultural & Human Diversity Requirement

We are encouraging students to select from the list of courses with the following changes.

Courses that have been eliminated:

- ESCE 7741, Multicultural Issues in Counseling
- EDUTL 5005 Equity and Diversity

Change in prefix/number:

- ESSPED 5650 is now ESSPED 6650.

Suggested courses that have been added:

ESCFE 8209, Cultural Processes in Education

ESSPSY 7028, Cultural Diversity: Developing a Multicultural Awareness

ESEPOL 5217, Comparative Education

ESWDE 5672, Lifelong Learning in the Adult Years

Research Requirement

Slight change in the instruction to students. The title of ESSPED 8861 has been updated.

Specialization Requirements

The information for the following areas of study have been removed:

Early Intervention Specialist Concentration

Moderate to Intensive Intervention Specialist Concentration

Mild to Moderate Intervention Specialist Concentration

Dyslexia & Dysgraphia Concentration

Hearing Impairment Intervention Specialist Concentration

The credits now range from 18 to 27 hours. Students can choose either Applied Behavior Analysis concentration or General Special Education Studies.

The following courses have been added to the ABA concentration, reflecting the new ABAI standards.

ESSPED 8300 Behavior Assessment (3)
ESSPED 8400 Behavior Interventions in Special Education (4)
ESSPED 8500 Personnel Management and Supervision (2)

The Planned Field Experience Requirement is now 6 hours (instead of 4).
The following elective courses have been removed from the ABA concentration:

ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5761 Educational Intervention for Young Children with Disabilities (3)
ESSPED 7830 Urban Education & Precision Teaching (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
ESSPED 8916 Behaviorism: Applications and Implications of Skinner's Works (1.5)
ESSPED 8917 Verbal Behavior (1.5)
ESSPED 8922 Topics in Early Childhood Special Education (3)

Courses for the General Special Education Studies (18 hours) that have been added:

General Special Education Studies (18 hours)

Required Courses (9 hours)

ESSPED 5777 Cultural Diversity and Equity in Special Education

Classroom and Settings (3)

ESSPED 8891 Contemporary Issues in Special Education (3)

ESSPED 8998 Research Apprenticeship (3)

Electives (9 hours)

Work with your Advisor to choose 9 additional credits. You may select from the following suggestions or choose other courses that align with your goals and interests.

ESSPED XXXX   Collaborating With Diverse Families & Professionals (1.5)

Syllabus included; QA in process; concurrence in process

ESSPED XXXX   Collaboration & School Community Partnerships (1.5)

Syllabus included; QA in process; concurrence in process

ESSPED XXXX   Fundamentals of Dyslexia Screening & Intervention (3)

**Syllabus included; QA included

ESSPED 5769 Delivering Effective Services to Enhance Inclusion (3)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

We have added a non-thesis option.

Non-Thesis (min. 3 hours)

ESSPED 8193 Individual Studies (3)

This statement has been removed: Required Hours for Degree: 34-40 with thesis.

The changes to the SPED MA curriculum sheet do not present any fiscal implications.

Proposed Syllabi

ESSPED 5XXX – Collaboration with Diverse Families & Professionals
SP23, 1.5 CREDITS, UNDERGRAD/GRAD

Instructor: Yvonne Goddard
Email: Goddard.21@osu.edu
Office Hours: By Appointment

Course Information

Course times and location: TBD

Mode of delivery: Online

Course Overview

Description / Rationale

Collaboration is important for reflective educators and research supports its positive effects for teachers and students as well as the impact of leadership on collaborative practices. Educators in all positions should be supported to collaborate with one another as well as with families and students.

Course activities are designed so participants can appraise the research base on collaboration and evaluate collaborative programs in education settings. Participants will acquire knowledge and enact new skills to enhance their collaborations so they can better meet the needs of students and families.

Relation to Other Courses

There are no prerequisites for this course.

Learning Objectives

See Appendix A for a list of professional standards addressed in this course.

By the end of this course, students will be able to:

1. Summarize major collaboration models and describe the underlying theory, knowledge base, goals, and stages of each.
2. Demonstrate understanding of the concepts and best practices associated with collaboration, teaming, and co-teaching.
3. Examine research regarding collaboration's impact on students, families, teachers, related services personnel, and administrators.

4. Identify barriers to collaboration and discuss alternatives for overcoming them.
5. Practice problem-solving skills and methods to enhance participation on school-based collaborative teams.
6. Demonstrate interpersonal and communication skills to enhance participation of educators, families, and students on collaborative teams.
7. Demonstrate understanding of general and special educators', family members', students', and other stakeholders' roles as part of the prereferral and referral process and as part of the IEP team.
8. Examine and present ways in which collaboration can be used to address systemic racism.
9. Discuss ethical issues that may arise during collaboration.

Course Materials
Required

Required Textbook:
Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th ed.). Pearson.

Additional Required Readings:

Irby, D. J., & Clark, S. P. (2018). Talk it (Racism) out: race talk and organizational learning. *Journal of Educational Administration*.

Richland, J. B. (2011). Beyond Listening: Lessons for Native/American Collaborations from the Creation of the Nakwatsvewat Institute. *American Indian culture and research journal*, *35*(1), 101-111.

Additional Materials:

https://ggie.berkeley.edu/school-relationships/positive-family-community-relationships/

Course Requirements/Evaluation
Grades: Undergraduate Students

Assignment / Category	Points
Class Attendance & Participation	70
Discussion Board activity	50
Complete or Create a Case Study – choice of written or oral, individual or group	100
Role Play a Peer's Case Study	100
TOTAL	**320**

See below for assignment descriptions and due dates.

Grades: Graduate Students

Assignment / Category	Points
Class Attendance & Participation	70
Discussion Board activity	50
Complete a Case Study – choice of written or oral, individual or group	100
Create a Case Study – choice of written or oral, individual or group	100
Role Play a Peer's Case Study	100
TOTAL	**420**

See below for assignment descriptions and due dates.

Late Assignments

Assignments are due as indicated in Carmen. Much of our in-class work is verbal, role-playing, and discussive, so class time will be a challenge to make up. If you have extenuating circumstances, please contact me to make alternate arrangements.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

Attendance & Participation

Attendance for class meetings is mandatory. This is an interactive class in which your presence and active participation will allow you to demonstrate and practice collaborative skills.

Discussion Board Activity

Discussion boards allow us to examine readings and case studies in more depth. More information about them is available in Carmen.

Case Study:

Undergraduate Students: Complete One **or** Create Your Own
Graduate Students: Do Both

Complete a Case Study:

You will complete a case study from the textbook or other source. You have many choices, including whether to work individually or in a small group, and whether to present your case study findings in writing, orally, or via video. More information is available in Carmen.

Create a Case Study:

Individually or in a small group, you will create a case study. The case study will include required course components and that can be addressed in a role-play format (see next assignment). More information is available in Carmen.

Role-Play a Case Study

Small groups will role-play a case study (see above assignment). During the role play, members will demonstrate components of collaboration learned during the course. This is a small-group assignment that will be graded individually (not a group grade) based on each person's performance in the role play and inclusion of important course concepts. More information is available in Carmen.

Course Policies

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **48 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines.

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.

- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.
- **Self-Service and Chat support**: http://ocio.osu.edu/selfservice
- **Phone**: 614-688-HELP (4357)
- **Email**: 8help@osu.edu
- **TYY**: 614-688-8743

Baseline technical skills necessary for online/hybrid courses: [adjust the following to align with your course expectations]
- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:
- Proficiency with Zoom
- Ability to create graphic organizers in Word or other program
- Basic Excel skills (e.g., entering data, inserting basic formulas)
- Basic drawing skills in Excel or Word (e.g., ability to insert and resize shapes and lines)
- Ability to use library databases to search for scholarly literature related to your proposal topic

Student Resources

Technology:
EHE Tech Help   OSU Tech Support

Academics:
EHE Homepage   EHE Advising
OSU Advising   OSU Library
Dennis Learning Center   EHE Office of Research
OSU Office of Research

Student Life:
OSU Student Health Services   EHE Undergraduate Student Services
OSU Student Life   OSU Student Advocacy Center
OSU Student Financial Aid   EHE Career Services
OSU Career Counseling and Support Services   OSU Office of Diversity and Inclusion
EHE Office of Diversity, Inclusion, and Community Engagement

Course Schedule

WEEK	DATE	TOPIC(S)	LEARNING OBJECTIVES	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		Course Review Collaboration Foundations & Perspectives	1, 3, 4, 9	Friend, Ch. 1	Read DB Postings
2		Interpersonal Communication AND Irby & Clark	3, 6, 8, 9	Friend, Ch. 2	Read DB Postings
3		Listening, Responding, and Giving Feedback	3, 6, 8, 9	Friend, Ch. 3 AND RIchland	Read DB Postings
4		Teams and Co-Teaching	2, 3, 8	Friend, Ch. 6 AND Ch. 7	Read DB Postings (Grad Students Submit Case Study Review)
5		Paraeducators	3, 8, 9	Friend, Ch. 10	Read DB Postings Case Study Plan
6		Families	3. 8, 9	Friend, Ch. 11 AND https://ggie.berkeley.edu/school-relationships/positive-family-community-relationships/	Read DB Postings Case Study Due (Grad Students Submit Created Case Study) Plan Role-Play
7		Role Plays	5, 6, 7, 8, 9		Present Role-Play

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "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, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with 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.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Accessibility Accommodations
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Carmen (Canvas) accessibility documentation.

Grievances
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 outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Copyright Disclaimer
The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the

instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**.

Diversity Statement

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 as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit **odi.osu.edu/ccampis**

Appendix A: Professional Standards

COMPETENCIES FOR: **COLLABORATING WITH DIVERSE FAMILIES AND PROFESSIONALS PART 1**

STANDARD 3: ASSESSMENT
Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning

3.4 Communication of Assessment Results (CEC: 4.3; HLP: 5; OAE (SE); CPAST: K)
Candidates collaborate and communicate student progress with students, parents, and colleagues.
Knowledge: Candidates understand that students' progress must be shared with students, parents, caregivers, and colleagues

STANDARD 6: COLLABORATION AND COMMUNICATION
Candidates collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

6.2 Communication with Families (CEC: (7); HLP: 3; OAE (SE): 10.1; CPAST: 0; MI and MM O.1)
Candidates share responsibility with parents.
Knowledge: Candidates understand the importance of communication with families and caregivers. They understand and respect the need for confidentiality and professionalism.
Practicing Skills: Candidates demonstrate the use of several strategies to communicate with families.

6.3 Collaboration with Colleagues (CEC: 7.2; HLP: 3; OAE (SE): 10.2; CPAST: S; T; MM and MI: S.1)
Candidates collaborate effectively with other candidates, administrators and school and district staff.
Knowledge: Candidates recognize the value of, and skills needed for collaborating effectively with other candidates, administrators and school and district staff.

STANDARD 7: PROFESSIONAL RESPONSIBILITY AND GROWTH
Candidates assume responsibility for professional growth, performance, and involvement as an individual as a member of a learning community.

7.3 Candidates as Change Agents (CEC: (6); 6.5; OAE (SE); CPAST: TP
Candidates are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement
Knowledge: Candidates see themselves as agents of change who seek opportunities to positively impact student learning and well-being.

ADDITIONAL MISSING COMPETENCIES (OAE-SE)

10. **Professional roles and responsibilities**
Candidates understands the professional roles and responsibilities of the special education teacher
Knowledge: Candidates demonstrate knowledge of effective strategies for engaging in reflection and self-assessment activities to identify one's own strengths and weaknesses, to become aware of cultural biases and differences, to improve instruction, and to determine goals for professional growth

MISSING CEC NEW INITIAL TEACHER PREPARATION STANDARDS

1. Professionalism
Candidates advocate for improved outcomes for individuals with exceptionalities and their families
Knowledge: Candidates understand the role of intervention specialist is to advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds

7. Collaboration
Candidates identify services, resources, and supports that are designed to meet the identified needs of individuals with exceptionalities and their families
Knowledge: Candidates understand the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families

CPAST

MI.S.1 **Related Services** OAE SE: 10.2 See 6.3 above)
Candidates collaborate with related services personnel
Knowledge: Candidates demonstrate knowledge of roles and opportunities to collaborate with related services personnel

MI.S.2 Collaboration (OAE SE: 10.2 See 6.3 above)
Candidates collaborate with team members to plan appropriate services and instruction
Knowledge: Candidates demonstrate knowledge about the role of team members to plan appropriate services and instruction

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

College of Education & Human Ecology
Department of Educational Studies
Special Education Program

ESSPED 5XXX – Collaboration and School/Community Partnerships
SP23, 1.5 CREDITS, UNDERGRAD/GRAD

Instructor: Yvonne Goddard
Email: Goddard.21@osu.edu
Office Hours: By Appointment

Course Information

Course times and location: TBD

Mode of delivery: Online

Course Overview

Description / Rationale

The goal of this course is to provide educators with information and competencies to develop, implement, and evaluate collaborative programs between school and community settings. Educators in all positions should be prepared to collaborate with community members so that students with disabilities are supported across settings.

Course activities are designed so participants can appraise the research base on collaboration and evaluate collaborative programs in education and community settings. Participants will acquire knowledge and enact new skills to enhance their collaborations so they can better meet the needs of students and families.

Relation to Other Courses

There are no prerequisites for this course.

Learning Objectives

See Appendix A for a list of professional standards addressed in this course.

By the end of this course, students will be able to:

1. Define and describe various communities with which educators can collaborate to support students with disabilities.
2. Examine research regarding school/community collaboration.
3. Identify barriers to school/community collaboration and discuss alternatives for overcoming them.
4. Practice problem-solving skills and methods to enhance participation on school/community collaborative teams.

5. Demonstrate interpersonal and communication skills to enhance participation of educators, parents, students, and community members on collaborative teams.
6. Demonstrate understanding of educators', family members', students', and community members' roles in supporting students across settings.
7. Examine and present ways in which collaboration can be used to address systemic racism.
8. Discuss ethical issues that may arise during collaboration.

Course Materials
Required

Required Textbooks:

Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th ed.). Pearson.

Stone, D., Heen, S., & Patton, B. (2010). *Difficult conversations: How to discuss what matters most.* Penguin.

Additional Required Readings:

Gritter, K., Scheurerman, R., Strong, C., Schuster, C. J., & Williams, T. (2016). Valuing Native American tribal elders and stories for sustainability study. *Middle School Journal*, *47*(2), 3-12.

Jones, B. A. (1992). Collaboration: The case for indigenous community-based organization support of dropout prevention programming and implementation. *The Journal of Negro Education*, *61*(4), 496-508.

Kisiel, J. F. (2010). Exploring a school–aquarium collaboration: An intersection of communities of practice. *Science education*, *94*(1), 95-121.

Krensky, B. (2001). Going on beyond zebra: A middle school and community-based arts organization collaborate for change. *Education and Urban Society*, *33*(4), 427-444.

Lawson, C. (2010). The new school collaborates: Organization and communication in immersive international field programs with artisan communities. *Visible Language*, *44*(2), 239.

Whiteford, G., Hunter, J., Jamie, J., Pitson, R., Breckenridge, D., Elders, Y., ... & Jamie, I. (2017). The river of learning: Building relationships in a university, school and community indigenous widening participation collaboration. *Higher Education Research & Development*, *36*(7), 1490-1502.

Additional Materials:

https://dignityandrespect.org/cross-cultural-conversation/

https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships

Supplemental / Optional

Anderson-Butcher, D., Lawson, H. A., Iachini, A., Flaspohler, P., Bean, J., & Wade-Mdivanian, R. (2010). Emergent evidence in support of a community collaboration model for school improvement. *Children & Schools*, *32*(3), 160-171.

Hands, C. M. (2010). Why collaborate? The differing reasons for secondary school educators' establishment of school-community partnerships. *School effectiveness and school improvement*, *21*(2), 189-207.

McWilliams, M. S., Maldonado-Mancebo, T., Szczepaniak, P. S., & Jones, J. (2011). Supporting Native Indian preschoolers and their families: Family–school–community partnerships. *Young Children*, *66*(6), 34.

Sanders, M. G. (2003). Community involvement in schools: From concept to practice. *Education and urban society*, *35*(2), 161-180.

White, C. J., Bedonie, C., de Groat, J., Lockard, L., & Honani, S. (2007). A bridge for our children: Tribal/university partnerships to prepare indigenous teachers. *Teacher Education Quarterly*, *34*(4), 71-86.

Course Requirements/Evaluation
Grades: Undergraduate Students

Assignment / Category	Points
Class Attendance & Participation	70
Discussion Board activity	50
Complete or Create a Case Study – choice of written or oral, individual or group	100
Role Play a Peer's Case Study	100
TOTAL	**320**

See below for assignment descriptions and due dates.

Grades: Graduate Students

Assignment / Category	Points
Class Attendance & Participation	70
Discussion Board activity	50
Complete a Case Study – choice of written or oral, individual or group	100
Create a Case Study – choice of written or oral, individual or group	100
Role Play a Peer's Case Study	100
TOTAL	**420**

See below for assignment descriptions and due dates.

Late Assignments

Assignments are due as indicated in Carmen. Much of our in-class work is verbal, role-playing, and discussive, so class time will be a challenge to make up. If you have extenuating circumstances, please contact me to make alternate arrangements.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

Attendance & Participation

Attendance for class meetings is mandatory. This is an interactive class in which your presence and active participation will allow you to demonstrate and practice collaborative skills.

Discussion Board Activity

Discussion boards allow us to examine readings and case studies in more depth. More information about them is available in Carmen.

Case Study:

Undergraduate Students: Complete One **or** Create Your Own
Graduate Students: Do Both

Complete a Case Study:

You will complete a case study from the textbook or other source. You have many choices, including whether to work individually or in a small group, and whether to present your case study findings in writing, orally, or via video. More information is available in Carmen.

Create a Case Study:

Individually or in a small group, you will create a case study. The case study will include required course components and that can be addressed in a role-play format (see next assignment). More information is available in Carmen.

Role-Play a Case Study

Small groups will role-play a case study (see above assignment). During the role play, members will demonstrate components of collaboration learned during the course. This is a small-group assignment that will be graded individually (not a group grade) based on each person's performance in the role play and inclusion of important course concepts. More information is available in Carmen.

Course Policies

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **48 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused,

increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines.

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support**: http://ocio.osu.edu/selfservice
- **Phone**: 614-688-HELP (4357)
- **Email**: 8help@osu.edu
- **TYY**: 614-688-8743

Baseline technical skills necessary for online/hybrid courses: [adjust the following to align with your course expectations]

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:

- Proficiency with Zoom
- Ability to create graphic organizers in Word or other program
- Basic Excel skills (e.g., entering data, inserting basic formulas)
- Basic drawing skills in Excel or Word (e.g., ability to insert and resize shapes and lines)
- Ability to use library databases to search for scholarly literature related to your proposal topic

Student Resources

Technology:

EHE Tech Help   OSU Tech Support

Academics:

EHE Homepage   EHE Advising
OSU Advising   OSU Library
Dennis Learning Center   EHE Office of Research
OSU Office of Research

Student Life:

OSU Student Health Services   EHE Undergraduate Student Services
OSU Student Life   OSU Student Advocacy Center
OSU Student Financial Aid   EHE Career Services

Course Schedule

WEEK	DATE	TOPIC(S)	LEARNING OBJECTIVES	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		Course Review Collaboration Overview What is "Community?"	1	https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships AND Gritter	Read DB Postings
2		Integrating Communication Skills in Interviews	2, 5	Friend, Ch. 4 AND One of the Following: Jones Kisiel Krensky	Read DB Postings
3		Group Problem Solving	2, 4, 5	Friend, Ch. 5 AND One of the Following: Lawson Whiteford	Read DB Postings
4		Difficult Interactions	2, 3, 4, 5, 8	Friend, Ch. 9 AND Stone, Heen & Patton	Read DB Postings (Grad Students Submit Case Study Review)
5		Cross-Cultural Conversation	2, 5, 6, 7, 8	https://dignityandrespect.org/cross-cultural-conversation/	Read DB Postings Case Study Plan
6		Special Considerations	2, 6, 8	Friend, Ch. 12	Read DB Postings Case Study Due (Grad Students Submit Created Case Study) Plan Role-Play

		Role-Plays	3, 4, 5, 6, 7		Conduct Role-Play
7					

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "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, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with 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.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Carmen (Canvas) accessibility documentation.

Grievances

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 outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**.

Diversity Statement

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 as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry,

marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit **odi.osu.edu/ccampis**

Appendix A: Professional Standards

COMPETENCIES FOR: **COLLABORATING WITH DIVERSE FAMILIES AND PROFESSIONALS PART 1**

STANDARD 6: COLLABORATION AND COMMUNICATION
Candidates collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

6.4 Teacher-Community Collaboration (CEC: 7.3; OAE (SE): 10.2; CPAST: S)
Candidates collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
Knowledge: Candidates recognize the value of, and skills needed to collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

STANDARD 7: PROFESSIONAL RESPONSIBILITY AND GROWTH
Candidates assume responsibility for professional growth, performance, and involvement as an individual as a member of a learning community.

7.3 Candidates as Change Agents (CEC: (6); 6.5; OAE (SE); CPAST: TP
Candidates are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement
Knowledge: Candidates see themselves as agents of change who seek opportunities to positively impact student learning and well-being.

ADDITIONAL MISSING COMPETENCIES (OAE-SE)

9. **Professional roles and responsibilities**
Candidates understands the professional roles and responsibilities of the special education teacher
Knowledge: Candidates demonstrate knowledge of effective strategies for engaging in reflection and self-assessment activities to identify one's own strengths and weaknesses, to become aware of cultural biases and differences, to improve instruction, and to determine goals for professional growth

MISSING CEC NEW INITIAL TEACHER PREPARATION STANDARDS

1. Professionalism
Candidates advocate for improved outcomes for individuals with exceptionalities and their families

Knowledge: Candidates understand the role of intervention specialist is to advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds

7. Collaboration
Candidates identify services, resources, and supports that are designed to meet the identified needs of individuals with exceptionalities and their families
Knowledge: Candidates understand the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families

CPAST

MI.S.2 Collaboration (OAE SE: 10.2 See 6.3 above)
Candidates collaborate with team members to plan appropriate services and instruction
Knowledge: Candidates demonstrate knowledge about the role of team members to plan appropriate services and instruction

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

College of Education & Human Ecology
Department of Educational Studies
Special Education Program

ESSPED XXXX – Fundamentals of Dyslexia Screening & Intervention
Autumn 2022, 3 Credit Hours, Graduate

Instructor: Terri Hessler   **Email**: hessler.16@osu.edu
Phone: 614-578-7586   **Office Hours**: before and after class (via Zoom)

Course Information
Course times and location: Weekly required synchronous course sessions; course instruction occurs via Zoom and in CarmenCanvas
Mode of delivery: Distance Learning (100% online): weekly live Zoom sessions; all course information can be accessed via CarmenCanvas

Course Overview
Description/Rationale
Students with dyslexia make up 5-15% of the school-age population, but education has been slow to response to the needs of these individuals. This course provides a solid foundation for understanding what dyslexia is and what constitutes effective instruction/intervention for students with dyslexia, as well as for those who exhibit the characteristics of dyslexia but have not been identified as having it. Course enrollees will conduct an in-depth examination of the Science of Reading, structured literacy, a variety of dyslexia screening tools, and the legal regulations/codes relevant to dyslexia screening and intervention.

This course exemplifies 4 out of the 5 core values of the College of Education & Human Ecology in the following ways:
- *Excellence* – Enrollees will gain skills and knowledge to apply immediately, which will improve outcomes for their struggling readers. In addition, it is likely they will want to pursue more professional development in this area, leading to their being able to lead their schools and districts to more effective reading outcomes for all school and district students.
- *Justice* – For too long, minoritized populations have borne the brunt of reading instruction that has failed 30% of the student population (NAEP, 2019). Black students, for example, scored an average of 26 points lower than White students on the 2019 national assessment (the most recent), and Hispanic children scored an average of 21 points lower, and these gaps are wider than they were in 1998. The reason for the gaps is not due to the presence of dyslexia, because it is prevalent in all groups. The problem is likely due to students in higher SES brackets getting access to private tutoring and private schools serving their needs. The best practices in dyslexia intervention need to reach all student populations, not just those who can afford it.
- *Diversity* – Although the approach taught in this course is intended for struggling readers and at-risk pre-readers, it has been shown to help 'already-reading' students improve their skills as well. More importantly, it addresses the Reading Gap identified in the prior bullet.
- *Innovation* – The instructional approach examined in this course has existed and worked for almost a century; however, the recent advancements in brain research provide the support for how a Structured Literacy/Orton-Gillingham (OG) approach to reading instruction actually changes the brains of students with dyslexia, and this neuro-scientific research solidifies the foundation for why instruction based on this approach is the most effective for students with dyslexia.

Relation to Other Courses
This course is a part of the proposed Dyslexia Intervention & Screening Certificate and a prerequisite to the other courses in the proposed certificate sequence of courses.

Prerequisites and/or Prerequisite Knowledge: None

Learning Objectives

By the end of this course, students will be able to: | *IDA KPS**
1. Summarize the critical components of the science of reading — *1*
2. Compare & evaluate the models of reading — *1*
3. Identify the essential elements of federal & state laws relevant to dyslexia instruction & screening — *2*
4. Recognize the typical/classic characteristics of dyslexia & demonstrate their relationship to reading skills — *2*
5. Create lessons that demonstrate proficiency with the language content & instructional principles of the Structured Literacy/Orton-Gillingham (OG) approach to instruction — *4*
6. Evaluate various dyslexia screening tools & their component parts — *3*
7. Reflect on the professional dispositions & practices (i.e., ethics) of the field & discipline — *5*

*International Dyslexia Association Knowledge & Practice Standards

Off-Campus Field Experience – There is no field experience required for this course. For the culminating project, course enrollees will screen a "real" person in their life.

Course Materials
Required
- Moats, L. C. & Rosow, B. L. (2011). Speech to Print Workbook (2ed.). Brookes Publishing
  - Students will complete the relevant exercises as they progress through the course; the workbook provided practice on the related topics/skills/concepts
- Other required and recommended readings are available on CarmenCanvas
  - A complete list of the readings/articles is provided at the end of this syllabus

Course Requirements/Evaluation
Grades
This course is graded on a straight point scale; no curve is utilized.
Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Late Assignments
There is a 24-hour grace period for all assignments. After that, late assignments can earn only half credit and are not accepted after one week from the due date.

Assignments   *See below for assignment descriptions. Due dates are in CarmenCanvas.*

	Assignment	Pts.	%	Course Obj.
1	Attendance & Participation	12	6	1-8
2	Module Assignments/Quizzes (5 pts. each)	70	35	1-8
3	Discussion Posts (6 pts. each)	18	9	1, 2, 4, 8
4	Phoneme Card Deck Assessment (.5 pt. per card)	21	10.5	5
5	Tiny Treatises (8 pts. each)	24	12	1, 2, 5
6	Structured Literacy-OG Lesson Plans (5-10-15 pts.)	30	15	5, 6
7	Screening Report & Teaching/Tutoring Plan	25	12.5	5, 6, 7
		200	**100**	

Assignment Descriptions

Assignment	Points	Independent or Collaboration	Due Date

1. **Attendance & Participation** **10 points** **Independent** **weekly**

   It will not be possible to gain all that this course has to offer without attending all of the live sessions. Active participation and classmate interaction contributes to each class member's understanding and conceptual growth, as well as to the learning environment. Another aspect of participation is the online module work; each module has both graded and ungraded work. It is expected that all ungraded work will be completed in order to for you to receive the range of education benefits available in this course.

2. **Module Assignments/Quizzes** **70 points** **Independent** **weekly**

   Typical module activities include (but are not limited to) reading an article or website, viewing a video, and or reading information provided by the instructor. Each module contains either an assignment or a quiz or both. Each of these items is worth five points and provides either practice for or evaluation of the information provided in the module.

3. **Discussion Posts** **20 points** **Independent**

   On five occasions, you will be given a topic to reflect upon and then discuss with your classmates via Carmen-Canvas' discussion board. Your reflection needs to include information from course material, and your written post must reflect college level writing and analysis; replies to your classmates must be meaningful (i.e., they must be more than a cursory agreement or comment). Rubric/scoring guide provided on CarmenCanvas.

4. **Phoneme Card Deck Assessment** **25 points** **Independent**

   The foundation for teaching students with dyslexia (or those with characteristics of dyslexia) is knowing the correct pronunciation of the 44 phonemes in the English language and their grapheme representations. These will be presented during one of the live Zoom sessions and a YouTube video link will be provided for you to refer to at your own convenience. During the live Zoom sessions, class members will be put in breakout rooms in order to practice this skill. A final live checkout session with the instructor will be conducted towards the end of the semester. Rubric/scoring guide provided on CarmenCanvas.

5. **Tiny Treatises** **25 points** **Independent**

   On five occasions during the semester, you will be provided with an important article from the field of dyslexia intervention and instruction and asked to write a brief (fewer than 250 words) analysis/evaluation. Rubric/scoring guide provided on CarmenCanvas.

6. **SL-OG Lesson Plans** **30 points** **Collaboration**

   Class members will practice using a structured literacy lesson plan template. Grading is progressive, meaning the points increase with each lesson (i.e., 5, 10, 15). Lesson plans will be completed with a partner.

7. **Screening Report & Tutoring Plan** **20 points** **Collaboration**

   For the culminating project, course members screen a 'real' person and develop a teaching plan based on the screening results. Included in the plan should be a first session lesson plan. This assignment should be completed with a partner. Rubric/scoring guide provided on CarmenCanvas.

Course Policies

Communication

The university's official mode of communication is university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: Writing assignments need not be as formal as a research paper, but you are required to use appropriate and correct grammar, spelling, punctuation, sentence structure, and word choice. For some assignments, you will be required to cite your source(s).
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where we can disagree amicably. Remember: Avoid sarcasm as it doesn't translate well in writing.
- **Citing your source(s)**: When directed to do so, cite source(s) to provide the required evidence. For written materials, list author(s) & page number(s). For online sources, include a link.
- **Backing up your work**: Consider composing your writing assignments first in a Word document (so that you can save your work); then copy into CarmenCanvas.

Response Times: The following should give you an idea of my intended availability throughout the course. Remember: Call **614-688-HELP** or use 8help@osu.edu any time if you have a technical problem.
- **Grading and feedback:** For weekly assignments, you can expect feedback within 7 days
- **E-mail:** I will reply to e-mails within 36 hours on weekdays

Weekends are family and faith time in my home. I dedicate most of Saturdays to family and Sundays to worship, and to do so I stay off my computer as much as possible. However, please don't hesitate to contact me via text on the weekends if you have a time-sensitive matter: 614-578-7586.

Netiquette
In our learning community, please exhibit professional behavior in all modes of communication. Following the rules of etiquette on the Internet—netiquette—helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:
- Honor people's rights to their opinions; respect the right for people to disagree
- Be professional; use language that is not considered foul or abusive
- Respond to peers honestly but thoughtfully, respectfully, and constructively
- Avoid writing in all caps – it conveys shouting and anger
- Avoid non-standard font styles; font colors like yellow, red, and green; and font sizes that are difficult to read for accessibility reasons
- Address the ideas, not the person, when responding to messages or discussions
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful
- Don't distribute copyrighted materials (most things online are not licensed as "fair use"); share links to those materials instead and be sure to properly cite all sources to avoid plagiarism

Course Assignments and Academic Integrity
In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies: Only assignments listed as 'partner collaboration' may be completed with a class member. All other assignments need to be completed individually.

Technology
For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.
- **Self-Service and Chat support**: http://ocio.osu.edu/selfservice
- **Phone**: 614-688-HELP (4357)
- **Email**: 8help@osu.edu
- **TYY**: 614-688-8743

Baseline technical skills necessary for online/hybrid courses:
- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:
- Converting documents and images to pdf format
- Using web-cameras and digital video-recording
- Using Zoom

Student Resources

Technology
EHE Tech Help
OSU Tech Support
Academics:
EHE Homepage
OSU Advising
Dennis Learning Center
OSU Office of Research
EHE Advising
OSU Library
EHE Office of Research

Student Life:
OSU Student Health Services
OSU Student Life
OSU Student Financial Aid
EHE Career Services
OSU Office of Diversity and Inclusion
OSU Career Counseling and Support Services
OSU Student Advocacy Center
EHE Undergraduate Student Services
EHE Office of Diversity, Inclusion, and Community Engagement

Accessibility Accommodations

The University and I strive to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are encouraged to register with Student Life Disability Services to establish accommodations. After registration, contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please let the instructor know. Carmen (Canvas) accessibility documentation.

Grievances

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 outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**.

Course Schedule

WK	Module	TOPIC(S)	Course L.O.s	ASSIGNED READINGS	ASSIGNMENTS & ASSESSMENTS
1		Course Overview		Read: • Moats (2020) • Dyslexia Toolkit: Ch. 13	Complete the Survey of Language Knowledge, Moats & Rosow, pp. 9-16
2	#1	The Science of Reading	1, 7	Read: • Raynor et. Al (2001) • Seidenberg (2013) • Shaywitz & Shaywitz (2003) • IDA Fact Sheet – Dyslexia & The Brain	• Complete Mod1 • **Discussion Post #1:** *How does this knowledge of the SOR affect how you think about how you were trained to teach reading?*
3	#1	The Simple View of Reading vs. Scarborough's Rope	2, 7	Read: • Gough & Tunmer (1986) • Scarborough (2001) • Kilpatrick (2020)	**Tiny Treatise #1**: *Compare & contrast the two models; evaluate why each is useful*
4	#2	Dyslexia Definition, Laws, & Characteristics	3, 4, 6, 7	Read: • Musgrove (2011) • Yudin (2015) • Dyslexia Toolkit, Ch. 1-3 • IDA Fact Sheet – Dyslexia Basics	• Complete Mod2 • **Tiny Treatise #2:** Read the case study provided and determine what any were broken/ignored. Explain how the district could correct their error. In Mod2: • complete the myth-buster activity
5	#3	Structured Literacy/OG	5, 7	Read: • IDA Fact Sheet – Structured Literacy • Moats (1999)	• Complete Mod3 • **Discussion Post #2**: *How does SL-OG approach differ from how you have taught reading in the past and what would/could you do differently if you were teaching a reading lesson tomorrow?*
6	#4A	Phonemic Awareness	5, 7	Read: • Armbruster (2010), pp. 1-10	• Complete part A of Mod4 • In Moats & Rosow, exercises. 1-17, *check your answers* • Create a whole-group phonemic awareness activity for pre-K students
7	#4B	Grapheme-Phoneme Correspondence	5, 7	Read: • Armbruster (2010), pp. 11-19	• Complete part B of Mod4 • In Moats & Rosow, exercises. 18-33, *check your answers* • With your partner, complete the first 3 sections on the SL-OG lesson plan template (see module #4)
8	#4C	Spelling-Orthographical Conventions of English	5, 7	Read: • Bowers & Bowers (2017)	• Complete part C of Mod4 • In Moats & Rosow, exercises. 34, 35-48, *check your answers* • Complete the Sound Wall

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WK	Module	TOPIC(S)	Course L.O.s	ASSIGNED READINGS	ASSIGNMENTS & ASSESSMENTS
9	#4D	Building Fluency & Improving Comprehension	5, 7	Read: • Armbruster (2010), pp. 19-28; 41-48 • Guthrie & Wigfield (1999) • Mesmer (2001)	• Complete part C of Module 4 • With your partner, complete the 4th & 5th sections on the SL-OG lesson plan template (in module #4)
10	#5	Elements of Effective Instruction	5, 7	Read: • Slavin (1995) • Hughes et. al (2017)	• Conduct the mini-teach with the first 3 sections of your lesson plan • **Discussion Post #3**: After your mini-teach, describe one part of the lesson you did well, and one part you could improve; what will you do next time to improve?
11	#4E	Building Vocabulary/Morphology	5, 7	Read: • Armbruster (2010), pp. 29-40 • Bowers & Kirby (2009) • Moats & Rosow, p.239	• Complete part E of Module 4 • In Moats & Rosow, exercises. 49-67, *check your answers*
12	#6	Screening, Part 1	3, 6	Read: • Dyslexia Toolkit Ch. 6 • Moats & Rosow, p.175, pp. 256-260	Complete Module 6
13	#6	Screening, Part 2	3, 6	• Peruse implementation booklet of screeners	**Tiny Treatise #3:** Choose 3 of the screening tools to evaluate. Decide which one would be most useful for screening a Kindergartener; justify your choice.
14	#7	Dyslexia Intervention Across Grades & Ages	4, 5, 7	Read: • Dyslexia Toolkit Ch. 5	Based on the screening results provided, produce a lesson plan (with your partner), completing all sections (in module #6)
15	#8	Connecting Assessment to Instruction	4, 5, 6, 7	Read: Farrell et. al (2013)	Intervention Plan due next week
16	na	Word Sums & Word Matrices	5	Before class, visit & read these webpages: Word Building & Spelling: Experiments in English Morphology (http://www.neilramsden.co.uk/spelling/index.html) Mini Matrix-Maker Home Page (http://www.neilramsden.co.uk/spelling/matrix/index.html)	

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen and announced during a live session.

Institutional Policies

Academic Integrity

Academic integrity is essential to fosters excellence in teaching, research, and other scholarly activities. Thus, OSU and the Committee on Academic Misconduct (COAM) expect that all students read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may/will constitute "Academic Misconduct."

OSU'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 *Code* is *never* considered an excuse for academic misconduct, so PLEASE review it.

If I suspect that a student has committed academic misconduct, I am obligated by University Rules to report to the Committee on Academic Misconduct. If COAM determines that you have violated the *Code of Student Conduct* (i.e., committed academic misconduct), sanctions could include a failing grade and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Diversity Statement

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support as offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, seek the appropriate resources at http://titleix.osu.edu or by contacting OSU's Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit **odi.osu.edu/ccampis**

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Musgrove, M. (2011). Memo from Office of Special Education Program, USDE, re: Use of RTI cannot delay special education identification under IDEA.

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Seidenberg, M. S. (2013). The science of reading and its educational implications. *Language, Learning, and Development, 9*(4), 331-360.

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Appendix A – International Dyslexia Association's KPS Standards

	Knowledge and Practice Standards for Teachers of Reading
	Standard 1: Foundations of Literacy Acquisition
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
	Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
2.3	Identify the distinguishing characteristics of dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
	Standard 3: Assessment
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

Continued on next page

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Standard 4: Structured Literacy Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy Instruction	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Substandard B: Phonological and Phonemic Awareness	
4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.
Substandard C: Phonics and Word Recognition	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
Substandard D: Automatic, Fluent Reading of Text	
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
Substandard E: Vocabulary	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
Substandard F: Listening and Reading Comprehension	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.
Substandard G: Written Expression	
4G.1	Understand the major skill domains that contribute to written expression.
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.
Standard 5: Professional Dispositions and Practices	
5.1	Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
5.4	Respect objectivity by reporting assessment and treatment results accurately, and truthfully.
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
5.7	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.
5.8	Support just treatment of individuals with dyslexia and related learning difficulties.
5.9	Respect confidentiality of students or clients.
5.10	Respect the intellectual property of others.

Special Education (EDUCST-MA, SPE)
Specialization leading to Master of Arts in Educational Studies

Prerequisites (3-6 hours)

Note: The following courses, or their equivalents, are prerequisites for all students in the special education specialization. See your advisor for scheduling. These hours do not apply to the total credit hours for the degree.

ESSPED 56650   Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
ESSPED 5742   Applied Behavior Analysis for Teachers (3)   [for ABA concentration only]

Core Requirements (9 – 10 hours)

Foundations Requirement (3 hours)

ESPHE 6250   History of Education (3)
ESPHE 7572   History of Colleges and Universities (3)
ESEPHE 6410   Philosophy of Education (3)

Multicultural and Human Diversity Requirement (3 – 4 hours)

Note: If an introductory special education course has already been taken, it does not need to be taken again. If it was taken as an undergraduate, students should select one of the other Multicultural and Human Diversity course options.

ESEADM 6360   School and Community Relations (3)
ESHESA 7520   Diversity in Higher Education (3)
ESCFE 7214   An Interpretative History of African American Education: 1700 to 1950 (3)
ESCFE 7215   An Interpretive History of African American Education: 1950 to present (3)
ESCE 7741   Multicultural Issues in Counseling (4)
ESSPED 56650   Introduction to Exceptional Children (3)
EDUTL 5005   Equity and Diversity (3)
ESCFE 8209   Cultural Processes in Education (3)
ESSPSY 7028   Cultural Diversity: Developing a Multicultural Awareness (3)
ESE POL 5217   Comparative Education (3)
ESWDE 5672   Lifelong Learning in the Adult Years (3)

Research Requirement (3 hours)

Note: Students in HI or O&M tracks should consult with their advisor regarding the research requirement.
*Check with advisor for the required research requirement course

ESSPED 8861   Behavioral Research Methods in Applied Settings Single Case Design (3)

Specialization Requirements (2218–27 hours)

Students need to choose either Applied Behavior Analysis Concentration or General Special Education Studies.

Early Intervention Specialist Concentration (22 hours)
Note: This concentration prepares students to obtain a second teaching license as an Early Intervention Specialist
ESSPED 5722   Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5734   Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5738   Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
ESSPED 5760   Educational Assessment in Early Childhood Special Education (3)
ESSPED 5761   Educational Intervention for Young Children with Disabilities (3)
ESSPED 5769   Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)
ESSPED 8189   Field Experience in Special Education (4)

Moderate to Intensive Intervention Specialist Concentration (22 hours)
Note: This concentration prepares students to obtain a second teaching license as a Moderate to Intensive Intervention Specialist
ESSPED 5722   Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5738   Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
ESSPED 5736   Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
ESSPED 5737   Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
ESSPED 5769   Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)
KNPE 5676   Programming for Severe Physical Impairments (3)
ESSPED 8189   Field Experience in Special Education (4)

Mild to Moderate Intervention Specialist Concentration (22 hours)
Note: This concentration prepares students to obtain a second teaching license as a Mild to Moderate Intervention Specialist
ESSPED 5722   Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5734   Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5735   Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)
ESSPED 5738   Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
ESSPED 5743   Educational Assessment of Students with Mild-Moderate Disabilities (3)
ESSPED 5769   Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)
ESSPED 8189   Field Experience in Special Education (4)

Applied Behavior Analysis Concentration (minimum 212 hours)
Note:. If you intend to sit for the BCBA exam, some of these courses are not optional.   Work with your advisor to select courses.
Prerequisite:
ESSPED 5742   Applied Behavior Analysis for Teachers (3)

Required:
ESSPED 8200   Basic Behavior Analysis (3)

ESSPED 8300   Behavior Assessment (3)
ESSPED 8400   Behavior Interventions in Special Education (4)
ESSPED 8500   Personnel Management and Supervision (2)
ESSPED 8832   Advanced Applied Behavior Analysis (3) (only for ABA concentration)
ESSPED 8921   Ethical Issues in Applied Behavior Analysis (3)

Electives

Choose at least 6 courses from the list below

ESSPED 5722   Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5734   Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5736   Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
ESSPED 5737   Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
ESSPED 5738   Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
ESSPED 5750   Classroom Management (3)
ESSPED 5760   Educational Assessment in Early Childhood Special Education (3)
ESSPED 8891   Contemporary Issues in Special Education (3)

ESSPED 5761   Educational Intervention for Young Children with Disabilities (3)
ESSPED 7830   Urban Education & Precision Teaching (3)
ESSPED 8871   Behaviorism: Schedules and Translational Research (3)
ESSPED 8874   Behavioral Research in Education (3)
ESSPED 8916   Behaviorism: Applications and Implications of Skinner's Works (1.5)
ESSPED 8917   Verbal Behavior (1.5)
ESSPED 8922   Topics in Early Childhood Special Education (3)

Planned Field Experience Requirement (6 hours)

ESSPED 8189   Field Experience in Special Education (6) (4)

General Special Education Studies (18 hours)

Required Courses (9 hours)

_____ ESSPED 5777   Cultural Diversity and Equity in Special Education

Classroom and Settings (3)   _____

_____ ESSPED 8891   Contemporary Issues in Special Education (3)   _____

_____ ESSPED 8998   Research Apprenticeship (3)   _____

Electives (9 hours)

Work with your Advisor to choose 9 additional credits. You may select from the following suggestions or choose other courses that align with your goals and interests.

_____ ESSPED XXXX   Collaborating With Diverse Families & Professionals (1.5)   _____

_____ ESSPED XXXX   Collaboration & School Community Partnerships (1.5)   _____

_____ ESSPED XXXX   Fundamentals of Dyslexia Screening & Intervention (3)   _____

_____ ESSPED 5769   Delivering Effective Services to Enhance Inclusion (3)   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

Electives: Credits are in addition to Specialization Requirements

Students may select a licensure-only strand as part of the MA program. An initial licensure is needed for P-5 Elementary Intervention, Mild to Moderate, and Moderate to Intensive. No initial licensure is needed for Hearing Impairment (HI) because this is an initial licensure.

~~**Dyslexia & Dysgraphia Concentration (22 credit hours)**~~
~~*Note: This specialization prepares students for the International Dyslexia Association certifying examination.*~~

~~***Prerequisites* [Note: These hours do not apply to the total credit hours for the degree.]**~~
~~EDUTL 5468   Reading Foundations (3)~~
~~EDUTL 5469   Understanding Phonics & Its Role in Reading Instruction (3)~~

~~**Program of Study**~~
~~EDUTL 5470   Assessment and Instruction for Struggling Readers (3)~~

~~EDUTL 5471   Clinical Practice in Treating Reading Disabilities (6)~~
~~OR~~
~~EDUTL 5471   Clinical Practice in Treating Reading Disabilities (3)~~
~~AND~~

~~ESSPED 5738   Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)~~

~~ESSPED 5743   Educ. Assessment of Students with Mild/Moderate Disabilities (3)~~
~~EDUTL 7430   Phonics, Word Study, and the Complexities of English Orthography (3)~~
~~ESSPED 7239   Effective Instruction for Students with Dysgraphia and Other Learning Differences/Disabilities (3)~~
~~ESSPED 8189   Field Experience in Special Education (4)~~

~~**Hearing Impairment Intervention Specialist Concentration (27 credit hours)**~~
~~*Note: This specialization prepares students to obtain the Intervention Specialist License in HI.*~~

~~*Prerequisites* **[Note: These hours do not apply to the total credit hours for the degree.]**~~
~~ESEPSY 5410 or HDFS 2410 or 2420 or~~
~~PSYCH 3550 or 3551   Child or Adolescent Development/Learning (3)~~

~~EDUTL 5468   Reading Foundations (3)~~
~~EDUTL 5469   Understanding Phonics & Its Role in Reading Instruction (3)~~

~~**Program of Study**~~
~~ESSPED 5734   Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)~~
~~ESSPED 5743   Educational Assessment of Students with Mild/Moderate Disabilities (3)~~

~~ESSPED 5557   Language and Children with Disabilities (3)~~
~~OR~~
~~ESSPED 5722   Communication Skills for Children with Moderate-Intensive Disabilities (3)~~

~~ESSPED 6556   Reading for Students with Hearing Disabilities (3)~~
~~ESSPED 7550   Advanced Studies in Deafness (3)~~
~~ESSPED 5189   Planned Field Experience (4)~~
~~ESSPED 5191   Student Teaching (8)~~

~~**Orientation and Mobility Concentration (25 hours)**~~
~~ESSPED 5510   Orientation and Mobility (2)~~
~~EDUTL 5507   Visual Processes (3)~~
~~ESSPED 6510   O&M Intermediate Seminar (3)~~
~~ESSPED 6520   O&M Techniques & Methods I (2)~~
~~ESSPED 7189   Advanced Field Placement (2)~~
~~ESSPED 6511   O&M Advanced Seminar (3)~~
~~ESSPED 6521   O&M Advanced Techniques & Methods II (2)~~
~~ESSPED 6512   O&M Special Topics Seminar (2)~~
~~ESSPED 5191   Internship (4)~~
~~ESSPED 8189   Field Experience in Special Education (2)~~

Thesis Requirement (3 hours)

Thesis Option *(Consult with faculty advisor)*
ESSPED 7999   Thesis Research: Special Education (minimum 3)

Non-Thesis (min. 3 hours)

_____   ESSPED 8193 Individual Studies (3)   _____

~~**Required Hours for Degree: 34–40 with thesis**~~

M.A. Program: Special Education Studies
The Ohio State University
Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
(Minimum hours: 30 hours)

Student's Name_____ **ID#** _____

Semester/Yr Admitted to MA program _____ **Advisor**_____

Graduate Non-Degree Credit Transferred _____

Semester Program Worksheets
Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses.

Prerequisites (3-6 hours)
The following courses, or their equivalents, are pre-requisites for the specialization. See your advisor for scheduling. These hours do not apply to the total credit hours for the degree.

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken_
_____	ESSPED 6650	Introduction to Exceptional Children (3)	_____
		(overlaps with multicultural requirement if taken as a graduate student)	
_____	ESSPED 5742	Applied Behavior Analysis for Teachers (3)	_____
		[For ABA concentration only]	

Core Requirements (9 hours)
Foundations Requirement Course (choose one, 3 hours)

_____	ESPHE 6250	History of Education (3)	_____
_____	ESPHE 6410	Philosophy or Education (3)	_____
_____	ESPHE 7572	History of Colleges and Universities (3)	_____

Multicultural & Human Diversity Requirement Course (3 hours)
If an introductory special education course has already been taken, it does not need to be taken again. If it was taken as an undergraduate, students should select one of the other Multicultural and Human Diversity course options.

_____	ESEADM 6360	School and Community Relations (3)	_____
_____	ESHESA 7520	Diversity in Higher Education (3)	_____
_____	ESCFE 8209	Cultural Processes in Education (3)	_____
_____	ESCFE 7214	An Interpretive History of African American Education: 1700 to 1950s (3)	_____
_____	ESCFE 7215	An Interpretive History of African American Education: 1950 to present (3)	_____
_____	ESSPSY 7028	Cultural Diversity: Developing a Multicultural Awareness (3)	_____
_____	ESEPOL 5217	Comparative Education (3)	_____
_____	ESSPED 6650	Introduction to Exceptional Children (3)	_____
	ESWDE 5672	Lifelong Learning in the Adult Years (3)	

Research Requirement Course (3 hours)*

        ESSPED 8861   Single Case Design (3)

*Check with advisor for the required research requirement course

Specialization Requirements (18-27 hours)

Students need to choose either Applied Behavior Analysis Concentration or General Special Education Studies.

Applied Behavior Analysis Concentration (21 hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
	ESSPED 8200	Basic Behavior Analysis (3)	
	ESSPED 8300	Behavioral Assessment (3)	
	ESSPED 8400	Behavioral Interventions in Special Education (4)	
	ESSPED 8500	Personnel Management and Supervision (2)	
	ESSPED 8832	Advanced Applied Behavior Analysis (3)	
	ESSPED 8921	Ethical Issues in Applied Behavior Analysis (3)	

Electives

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
	ESSPED 5736	Methods 1, mod/int disabilities (3)	
	ESSPED 5737	Methods 2, mod/int disabilities (3)	
	ESSPED 5738	Reading Instruction, severe reading deficits (3)	
	ESSPED 5760	Assessment in Early Childhood (3)	
	ESSPED 8891	Contemporary Issues in Special Ed (3)	

Planned Field Experience Requirement (6 hours)

        ESSPED 8189   Planned Field Experience in Special Education (6)

General Special Education Studies (18 hours)
Required Courses (9 hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
	ESSPED 5777	Cultural Diversity and Equity in Special Education Classroom and Settings (3)	
	ESSPED 8891	Contemporary Issues in Special Education (3)	
	ESSPED 8998	Research Apprenticeship (3)	

Electives (9 hours)

Work with your Advisor to choose 9 additional credits. You may select from the following suggestions or choose other courses that align with your goals and interests.

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
	ESSPED XXXX	Collaborating With Diverse Families & Professionals (1.5)	
	ESSPED XXXX	Collaboration & School Community Partnerships (1.5)	
	ESSPED XXXX	Fundamentals of Dyslexia Screening & Intervention (3)	
	ESSPED 5769	Delivering Effective Services to Enhance Inclusion (3)	

Electives: Credits are in addition to Specialization Requirements

Students may select a licensure-only strand as part of the MA program. An initial licensure is needed for P-5 Elementary Intervention, Mild to Moderate, and Moderate to Intensive. No initial licensure is needed for Hearing Impairment (HI) because this is an initial licensure.

Thesis Requirement (min. 3 hours)

_____   ESSPED 7999   Dissertation/Thesis Research: Special Education (minimum 3) _____

Non-Thesis (min. 3 hours)

_____   ESSPED 8193 Individual Studies (3)   _____

Guidelines for Formatting Theses, Dissertations and D.M.A. Documents:
https://gradsch.osu.edu/completing-your-degree/dissertations-theses/document-preparation.

Thesis Final Oral Exam Date: _____

Result of Final Oral Exam: _____

Year 1: Annual Review _____
Semester/Year

_____ Student Signature
Advisor Signature

_____
Date   Student Services Review (Initials)   Date

Year 2: Annual Review _____
Semester/Year

_____ _____
Student Signature   Advisor Signature

_____
Date   Student Services Review (Initials)   Date

Year 3: Annual Review _____
Semester/Year

_____ Student Signature
Advisor Signature

_____
Date   Student Services Review (Initials)   Date

Graduation Review

Application to Graduate: http://gradforms.osu.edu

Master's Student Procedures – Final Semester:
https://gradsch.osu.edu/completing-your-degree/final-semester/final-semester-procedures-and-timelines

Minimum credit hours required for graduation   _____ _

(Thesis: minimum zz semester hours)
(Non-thesis: minimum xx semester hours)

                    Total semester hours completed   _____

Yes/No   Minimum hours required for graduation met?

Other Requirements

Yes/No   6 year time limit met?
Yes/No   Registered for minimum of 3 hours semester graduating
Yes/No   Fees Paid
Yes/No   Missing Grades or Incompletes?
Yes/No   Second Reader?

_____ Student Signature

_____   Advisor Signature

_____ Date
                    Student Services Review (Initials)   Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Browse Master Schedule.

Met	See Notes	Rubric Standards	QM Standard
✔	☐	**Heading of Syllabus** • School/Academic Area • Course Number, Title, level, and credit hr. • Instructor Name • Instructor Contact Information • Office Hours (Location/Days/Times)	
✔	☐	**Description/Rationale** • Is there a description of the course that explains the need for and purpose of the course?	QM 1.2
✔	☐	**Relationship to Other Courses/Curricula** • Does the syllabus explain how this course relates to other courses in the curriculum? • Are the prerequisites and prerequisite knowledge requirements listed?	QM 1.6
✔	☐	**Learning Objectives** • Are the course objectives listed? • Do the course objectives describe measurable outcomes? • Are the learning objectives are suited to the level of the course? • Are all course objectives are clearly stated? • Are all course objectives written from the learner's perspective? • Is the relationship between learning objectives and assignments or course activities clearly stated or marked?	QM 2.1 QM 2.3 QM 2.4 QM 2.5 QM 4.5
✔	☐	**Text/Reading List/Bibliography (Course Materials)** • Is the purpose for instructional materials, and how they are to be used, clearly explained? • Are all materials appropriately cited? • Are all materials current? • Is the distinction between required and optional materials clearly explained?	QM 4.2 QM 4.3 QM 4.4 QM 4.6
✔	☐	**Course Evaluation/Assessments and Grading Policy** • Are the Letter Grades/Grading Breakdowns included and clearly stated? • Is the Late Work policy included and clearly stated? • Are the assessments are explicitly connected to the course objectives? • Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies? • Are the assessment types varied? • Do the assessments build on one another and/or increase in complexity?	QM 3.1 QM 3.2 QM 3.4
✔	☐	**Assignment Descriptions** • Are there clear instructions for how students can get started and where to find course components? • Are there detailed descriptions of all assignments with an explanation of how the work will be assessed? • Are the assignments tied to the grading policy?	QM 1.1 QM 3.3

Met	See Notes	Rubric Standards	QM Standard
☑	☐	**Communication and Course Policies** • Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments? • Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)? • Is there a statement of online communication etiquette expectations (Netiquette)?	QM 1.3 QM 5.3 QM 5.4
☑	☐	**Technology** • Are minimum technology requirements clearly stated and instructions provided for use? • Are the minimum technical skills for students clearly stated? • Is information about Technology Accessibility provided? • Is information about Technical Support offered along with links or instructions for how to access it?	QM 1.5 QM 1.7 QM 7.1 QM 8.2

☑	☐	**Institutional Policies**
		• Does the syllabus contain all of the following policies?
		  • Academic Integrity
		  • Office of Disability Services Statement (Accessibility Accommodations)
		  • Title IX
		  • Grievances Statement
		  • Intellectual Property (Copyright Disclaimer)
		  • Mental Health Statement
		  • Diversity Statement
		Optional Statements:
		  • Trigger Warning
		  • Off-Campus Field Experiences
		The following polices can be links, rather than statements:
		  • Academic Support Services and Resources
		  • Explanation of how student support can help
			QM 1.4
			QM 7.2
			QM 7.3
			QM 7.4

☑	☐	**Topical Outline** • Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)?	

☑	☐	**Any Applicable Appendices**
		  • NCATE Standards
		  • ISLLC Standards
		  • Other
		  • Not Applicable	

Standards   Status

Course Overview and Introduction

	Standard	Status
1.1	Instructions make clear how to get started and where to find various course components.	✔
1.2	Learners are introduced to the purpose and structure of the course.	✔
1.3	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	✔
1.4	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	✔
* 1.5	Minimum technology requirements are clearly stated and instructions for use provided.	✔
1.6	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	✔
1.7	Minimum technical skills expected of the learner are clearly stated.	✔
1.8	The self-introduction by the instructor is appropriate and is available online.	✗ n/a
1.9	Learners are asked to introduce themselves to the class.	✗ n/a

Learning Objectives (Competencies)

	Standard	Status
2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	✔
2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	✗ n/a
2.3	All learning objectives or competencies are stated clearly and written from the learner's perspective.	✔
2.4	The relationship between learning objectives or competencies and course activities is clearly stated.	✔
		✔

Assessment and Measurement

	Standard	Status
3.1	The assessments measure the stated learning objectives or competencies.	✔
3.2	The course grading policy is stated clearly.	✔
3.3	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	✔
3.4	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	✔
3.5	The course provides learners with multiple opportunities to track their learning progress.	✗ n/a

Instructional Materials

	Standard	Status
4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	✔
4.3	All instructional materials used in the course are appropriately cited.	✔
		✔
4.5	A variety of instructional materials is used in the course.	✗ n/a
4.6	The distinction between required and optional materials is clearly explained.	✔

Learner Activities and Learner Interaction

	Standard	Status
5.1	The learning activities promote the achievement of the stated learning objectives or competencies.	✗ n/a
5.2	Learning activities provide opportunities for interaction that support active learning.	✗ n/a
		✔
		✔

Course Technology

	Standard	Status
6.1	The tools used in the course support the learning objectives and competencies.	✗ n/a
6.2	Course tools promote learner engagement and active learning.	✗ n/a
* 6.3	Technologies required in the course are readily obtainable.	✗ n/a
6.4	The course technologies are current.	✗ n/a
* 6.5	Links are provided to privacy policies for all external tools required in the course.	✗ n/a

Learner Support

	Standard	Status
* 7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	✔
* 7.2	Course instructions articulate or link to the institution's accessibility policies and services.	✔
*	learners succeed in the course and how learners can obtain them.	✔
* 7.4	Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✔

Accessibility and Usability

	Standard	Status
8.1	Course navigation facilitates ease of use.	✗ n/a
* 8.2	Information is provided about the accessibility of all technologies required in the course.	✔
8.3	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✗ n/a
8.4	The course design facilitates readability.	✗ n/a
8.5	Course multimedia facilitate ease of use.	✗ n/a

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be

present in the course.

QUALITY MATTERS

QM

Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values

Dear Tzu-Jun:

SPED has composed responses to the questions/concerns of the GSC. Please scroll down for the responses.

From: EHE ES-GSC-Chair <EHE-ES-GSC-Chair@osu.edu>
Date: Friday, January 21, 2022 at 6:37 PM
To: "Paul, Peter" <paul.3@osu.edu>
Cc: "Guerrero, Marc J." <guerrero.55@osu.edu>
Subject: [GSC] Response to Special Ed Program's Curriculum Change Requests

Dear Peter,

The Graduate Studies Committee met last week to review the curriculum changes proposed by the Special Education program, including MA program revisions, PhD program revisions, and the proposed

GATE program. Before we can move the curriculum change requests forward to the EHE curriculum committee, the Grad Studies committee would like the program faculty to respond to the following issues:

1. Regarding the MA program revisions, the committee noticed that two of the elective courses (Collaboration with Diverse Families & Professionals, Collaboration and School/Community Partnerships) are based on the same textbook and the content seem to overlap to some degree. The committee saw the possibility for these courses to be combined into one 3-credit hour course to avoid any duplicate content issue. Please provide a rationale for why the two courses were split that way and whether the instructor would consider offering them as one course.

RESPONSE: The two 1.5 credit hour collaboration courses are offered as UG/G. Undergraduate students enrolled in the new special education dual licensure program are required to

take the Collaboration with Diverse Families and Professionals course, offered during the first 7 weeks of the semester. They may opt to take the other Collaboration course (offered the 2nd 7 weeks), but they have other options and many may take a different course. MA students in the newly (proposed) special education dual licensure program will be required to take both courses, but other graduate students may be interested in only one of the two offerings. The same book is used because not all of the content is addressed in the Collaboration with Diverse Families and Professionals course and students will have purchased the book for that course, so a) they'll have continuity into the 2nd course if they choose to take it and b) they will not be required to purchase another book if they take the 2nd course in the series. There is no content overlap between the courses. The book chapters covered in each course differ. The only content overlap found was a website and it was removed from one of the courses.

2. Following the first issue, please clarify if the two 1.5-hour courses will be taught online

synchronously or asynchronously (or both). This was not clear from the syllabi.

These courses will be taught online both synchronously and asynchronously (meetings TBD). This is clarified on the attached syllabi.

3. Regarding the PhD program revisions, the committee noticed that the new course ESSPED XXXX Survey of Research Designs and Scholarship in Special Education may have a concurrence issue with ESQREM 7635 Advanced Research Methods. Please confirm if the concurrence issue exists, and if so, how the program would like to resolve this issue.

We do not feel that there is a concurrence issue. Although a small subset of the course topics in the newly proposed course do overlap with the topics covered in ESQREM 7635, the overall aims of the two proposed PhD courses are quite different. Our understanding is that ESQREM 7635 focuses on design, threats to internal validity, and strategies to mitigate those

threats for randomized controlled trials and quasi-experimental designs. The primary aim of the new PhD course under question in special education is for students to understand how a variety of research paradigms can be used to address research questions in special education, particularly with children and adolescents with disabilities. This course is something of a "bridge course" in which we will take research paradigms that students learn about in methods courses and study how they can be applied to our field of special education, with the end goal being students drafting a research agenda and matching potential research questions to methods. It will cover many different paradigms and types of scholarship, of which randomized controlled trials and quasi-experimental designs are only a subset. Specifically, we will also talk about single-case design, qualitative research, descriptive quantitative research, and conceptual/theoretical scholarship. In our view, our course no more overlaps with ESQREM 7635 than it does with Dr. Konrad's single-case design course or Dr. Nespor's qualitative courses. We anticipate that students who want to further pursue experimental group design research would take ESSPED 7635 in addition to our newly proposed course, just as students who

want to pursue single-case design will still take Dr. Konrad's single case design course, and those who want to pursue qualitative research will still take Dr. Nespor's qualitative sequence.

4. This is more of a suggestion than a request for change, but we know it will likely be brought up in the EHE Curriculum Committee review. We anticipate the College will be asking all programs to cut the number of credit hours down to closer to the 50 hours minimum (post-masters) for a PhD degree program. This is in alignment with the President's initiatives to reduce student debt. The committee encourages the special education program to consider modifying the MA and PhD programs accordingly to avoid the need to make further changes in the future. And if this is not possible, it would be helpful to have rationale for the number of credits required in your proposal so that further reviews (e.g., the College CC) have this rationale up front.

RESPONSE: We are mindful of the President's

initiatives; however, we still feel that we have to maintain the quality and rigor of our graduate programs. Ironically, SPED had an external review within the past 3-4 years, and the two reviewers recommended a more rigorous program, increasing research credits and including broader theoretical approaches. The reviewers felt that a "4-year" PhD program would probably be better than the current "3-year" program that we had at that time. We understand the evolving perspectives as presented by our OSU President; nevertheless, despite the increased rigor and credits of our program, most students can still complete the PhD degree in about three years. We will have to consider in future meetings how to reduce the number of credits for the PhD program. This should be possible, given the flexibility of the specialization strand, which is now 20 credits (to be selected by the student and advisor).

With respect to the MA program, we have to adhere to the certification requirements of ABAI (Applied Behavior Analyst International) for accreditation purposes (this is also the case for the PhD program). Adhering to ABAI and ensuring that our MA program is "broad" and not just an ABA only

Masters program makes it extremely challenging to reduce the number of credits for the MA degree. The ABA focus requires 18 credits hours to meet the ABAI standards (additional hours may be needed for the field experiences). To ensure a broad MA program, we also require other non-ABA special education courses. Again, in future meetings, we can decide that students do not need to select a certain number of elective credits, and this should reduce the total number of hours.

5. Other than the issues mentioned above, the committee has approved the MA, PhD, and GATE programs contingent on the approval of all the new courses. All of the online courses must have a QM reviews conducted to be placed on the EHE Curriculum Committee agenda. These should be completed and sent to Marc and Carrie by February 4th to make the February 14th EHE meeting agenda.

The GSC looks forward to receiving your response to the issues above. Have a great weekend.

Let me know if anything else is needed. Otherwise, I assume that this meets with the GSC approval so that these items can proceed to the College Curriculum Committee at its FEB meeting. I will send all relevant QMs to Marc/Carrie.

Thanks.

Nil desperandum,
Peter

Thanks,
Tzu-Jun
Tzu-Jung Lin, Ph.D. She/Her/Hers

Memorandum of Understanding

Digital Learning and Student Success

Between

College/Department:

Education & Human Ecology

Department of Educational Studies

And

Office of Technology and Digital Innovation
The Ohio State University

Purpose

This Memorandum of Understanding (MOU) is entered into by and between the Office of Technology and Digital Innovation, Digital Learning and Student Success and the above College/Department to facilitate the launch of the online program outlined below.

Program name: **MA in Department of Educational Studies: Special Education**

Program level: **Graduate; MA**

Approval process (New, Change of Delivery, Certificate): **Change of Delivery**

Has this program been approved in the past (e.g. on-ground approval)?   **Yes X**   No

If Yes, please explain:

The current MA Educational Studies—SPED program was approved by the Council on

Academic Affairs at its meeting on September 5, 2018. This was included in the Council's next Annual Activities Report to the University Senate (July, 2019). No further action was required by the Ohio Department of Higher Education.

Will the new approval replace or operate in conjunction with the existing approval?

Yes X   No

Will this program have a different fee structure from what would normally be assessed similar students at the university?

Yes   **No X**

If Yes, please explain:

Total credit hours for program: **36-45 hours (6 credits are prerequisites and do not apply to the degree)**

Total number of courses for program: **12-15 courses (2 courses are prerequisites and do not apply to the degree)**

Percentage of courses offered online: **30 out of 45 credits for the ABA concentration; 18 of 35 credits, if taken online courses, for the Special Education Studies concentration**

If other, please explain:

Onsite Activities:

- Optional (e.g. orientation): **Yes**

- Required (e.g. clinical):   NA **[Field Experience required]**

Anticipated semester of first cohort: **Autumn 2023**

Anticipated date to begin recruiting and enrolling: **FEB 2023 (estimate)**

Total number of anticipated students, semesterly over the first five years, beginning with the first semester in which you intend to enroll your first cohort:

	Summer	Autumn	Spring	Total
Year 1 AY__2023___		25		25
Year 2 AY__2024___		25		25
Year 3 AY___2025__		25		25
Year 4 AY___2026__		25		25
Year 5 AY____2027_		25		25

College/Department Contacts

College/Department:

Lori Patton Davis; pattondavis.1@osu.edu

Faculty/Program Director (*responsible for instructor and course coordination)*:

Peter V. Paul; paul.3@osu.edu

Primary Contact, if different from Faculty/Program Director:

College Fiscal Officer:

Kelly Robinson Crawford; robinsoncrawford.1@osu.edu

Program Marketing Contact:
See "Conduct Marketing to Drive Applications to the Online Program" under Department/College Responsibilities. If no contact is given, the Faculty/Program Director will fill this role.

Faculty/Program Director

Contact for State Authorization compliance:
See "Participate in Compliance Activities" under Department/College Responsibilities. If no contact is given, the Faculty/Program Director will fill this role.

Faculty/Program Director

Additional college/contacts:

Pete Locascio; locascio.7@osu.edu

Marc Guerrero; guerrero.55@osu.edu

Term of MOU

This MOU will begin effective September 2022 and will be discussed and reaffirmed every three years at the start of the next fiscal year on July 1, however continual dialogue will ensue to ensure the involved parties are evaluating the partnership. This MOU does not automatically renew. At the end of this term June 30th, 2026 a new MOU will be created. Should the online program end at any time, the DE budget model will remain in effect for three years from the end point of the online program in order for the budget model to self-adjust and close, given that the budget model operates on a one-year lag, two-year average from the start of the online program.

Digital Learning and Student Success Responsibilities:

The Office of Technology and Digital Innovation (OTDI) entering into this agreement will partner with Colleges to:

Secure Approval

1. Consult and recommend options as state authorization related considerations arise

    a. Consult and support college understanding of rules and regulations

    b. Engage in prioritization strategy to support the unit's goals

    c. Communicate the program's authorization status to the college

Program Administration

1. Consult and recommend best practices for course approval, student labeling, and budget forecasting.

Participate in Compliance Activities

1. Actively monitor regulations and participate in regional and national state authorization networks to provide recommended best practices to seek and maintain required authorizations.

Partner to Build Online Courses Based on Best Practice

1. OTDI will collaborate with the college at least one semester prior to each course's first offering term on the curricular and technical solutions for online course design based on best practice by providing expertise on the following:

   a. Elements of course format, rigor, and integrity that affect delivery mode, based on university policies (tracking attendance with at least one student activity each week, credit hour equivalency), federal policies, and accreditation standards

   b. Best practices for promoting and maintaining the academic integrity of the courses, including assignment design and technical solutions

   c. Course templates that provide students with consistent, clear navigation and online course expectations based on best practices

   d. Formats and platforms for course activities and materials that are supported by university technical requirements and optimal for distance delivery

   e. Evidence-based recommendations about teaching strategies in online courses

   f. Technical and instructional mechanisms that facilitate the program's assessment of student learning across courses

2. Provide instructional design consultation and production support for each course, including an initial semester-long (14-week) offering of support, tailored to the instructor's needs and any program requirements. OTDI will plan for staffing availability based on the course design schedule (see Appendix C: Course Design Schedule). This schedule will be confirmed with the Faculty/Program Director each semester and support for instructors/courses added to the schedule after confirmation is received, or for instructor changes, will be provided as OTDI's staffing allows.

3. Collaborate with the college to provide support for course revision with current instructors every three years following the initial instructional design support term.

4. Share expertise on accessibility best practices expected for courses of all modalities at Ohio State and provide referrals to local Accessibility Coordinator.

5. Provide professional learning opportunities for faculty/instructors/students through OTDI and in ongoing partnership with other campus units; promote these opportunities directly with program instructors.

6. Provide additional consultation to instructors associated with the program (as indicated in the attached course design schedule or updated by a program Faculty/Program Director or other contact), including:

a. Opportunities for consultation from the instructional design team before, during, or after the first term when a course is taught following OTDI course design support

b. Consultation and pathways for professional learning for additional instructors who begin teaching a course before the scheduled three-year revision support

Conduct Marketing to Drive Applications to the Online Program

1. Digital Learning and Student Success marketing is the unit responsible for promoting the Ohio State Online sub-brand and its programs. A Digital Learning and Student Success marketing representative will work with leaders from each program, internal stakeholders and external agencies to design an annual, individualized marketing plan best suited to drive perspective students to a program.

   Digital Learning and Student Success marketing services include:

   a. A presence on online.osu.edu that includes web development and copywriting (all programs)

   b. Inclusion in digital and non-digital brand marketing campaigns (all programs)

   c. Program-specific marketing

      i. Tactics that may be employed include digital advertising, traditional advertising, written and visual storytelling, student journey mapping, and landing page development, among other strategies.

      ii. Market research insights can be provided to inform program demand, identify competitors, determine alumni outcomes and more.

2. Partner with programs, where applicable, to submit data to the *U.S. News and World Report* for Best Online Programs Rankings Survey

Note: Marketing will only be conducted in states/countries in which the program has been authorized

Provide Student Support to Online Learners

1. Actively engage in discussions with stakeholders across campus to promote the support of distance education students and research national trends in distance education student support

College/Department Responsibilities:

College/Department entering into this agreement will partner with OTDI to:

1. Engage with the Digital Learning and Student Success Marketing Team to conduct market research to understand program viability and inform program development.

Secure Approval

1. Secure approval from the following, where applicable:
   a. Department
   b. College
   c. Graduate School
   d. Council on Academic Affairs (CAA)
   e. University Senate
   f. Board of Trustees
   g. Department of Higher Education
   h. Accreditation Provider

2. Contact the university budget office and request a distance-education-specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.

3. Contact Student Financial Aid and Office of Student Academic Success to determine initial enrollment term

4. Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery modes

Program Administration

1. Submit applicable courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval of program)

2. Label students in the Student Information System with the Distance Education subplan (ONL)
   a. Please note that the Distance Education Budget Model only applies to students labeled with the ONL subplan

3. Collaborate with Admissions to create an application

4. Develop and maintain a website or webpage for the program that links to the application

5. Incur additional costs not covered by the Distance Education Budget Model, if applicable, associated with distance education programming (e.g. staff or funding to provide consistent support and services to students, faculty, and staff associated with online programs as provided to those for on-ground programs)

6. Collaborate with the Digital Learning and Student Success marketing team

    a. Work in tandem with Digital Learning and Student Success marketing to design annual marketing plan

    b. Partner with Digital Learning and Student Success marketing to financially support agreed-upon marketing tactics as outlined in the marketing plan. To maximize the program's potential, each college must invest in its own marketing. The college must allocate the appropriate resources in order to reach each program's enrollment goals. (See College Marketing Responsibilities, attached)

    c. Regularly share application and enrollment numbers to inform marketing strategy (in the absence of a centralized customer relationship management (CRM) system)

7. Identify a Faculty/Program Director or designee to meet with OTDI on a semester basis to confirm course design schedule, faculty/instructor participation, share information such as strategies and future plans, updates and feedback regarding the program and OTDI support.

Participate in Compliance Activities

1. Collaborate with OTDI on state authorizations and state professional licensing board approvals for programs in a licensed field

    a. Identify a state authorizations liaison to serve as the connection to the state authorization team

    b. Upon request, provide program, instructor and faculty information to the state authorization team

    c. Provide required professional licensing board disclosures in writing to potential and enrolled students

d. Communicate to prospective students regarding their eligibility to enroll in the program and seek federal financial aid based on the program's authorization status

e. Notify OTDI of states/countries from which you would like to enroll students during initial State Authorization consultation and if changes arise

f. Post a link to the Ohio State Online disclosures webpage (go.osu.edu/disclosures) on the program webpage maintained by the college

g. Notify the state authorization team and the appropriate state authorization liaison regarding any changes in physical presence activities outside Ohio, such as:

   i. Establishing a physical location for students to receive synchronous or asynchronous instruction

   ii. Establishing an administrative office or providing office space for staff

   iii. Conducting on-ground supervised field experiences such as clinicals, practicums, student teaching or internships

   iv. Placing more than 10 students simultaneously at a single placement site (e.g., a hospital)

   v. Requiring students to meet in person for instructional purposes more than twice per semester

   vi. Carrying out field study or research at a field station

h. Faculty/Program Director and instructors are recommended to participate in OTDI distance education training

   i. "State Authorization 101" BuckeyeLearn course

2. Complete Appendix B of this document to add clarity to desired program state authorization direction

Partner to Build Online Courses Based on Best Practice

1. College will collaborate with OTDI on curricular and technical solutions to design online courses based on best practice, at least one semester prior to first offering term. OTDI will provide expertise as outlined in the "Partner to Build Online Courses Based on Best Practice" section of the Digital Learning and Student Success Responsibilities.

2. Provide administrative support to facilitate OTDI instructional design scheduling for each course in the program, based on the course design schedule below. To allow for adequate support staffing from OTDI, communicate changes to that schedule at least

one semester before the OTDI support would begin for each course. Schedule changes or new instructors made after that window will receive OTDI support as staffing allows.

3. Collaborate with OTDI to coordinate support for the revision of courses every three years after the initial OTDI course design support term.

4. Encourage faculty/instructors to participate in professional learning opportunities, including those offered through OTDI as well as other university partners, such as the Michael V. Drake Institute for Teaching and Learning.

5. Provide updates to OTDI about course instructor changes that necessitate additional consultation support from OTDI (e.g., a new instructor beginning to teach an existing course before its three-year revision support).

6. Complete Appendix C of this document to add clarity to desired program course design direction

Conduct Marketing to Drive Applications to the Online Program

1. **Designate a Dedicated Marketing Liaison**– Designate a marketing professional in the college to support the program marketing strategy. The marketer will serve as the college's liaison to the Digital Learning and Student Success marketing team and will work with the faculty/program director and other college marketing and communications professionals to conduct marketing activities as noted in the program's annual marketing plan.

2. **Establish Marketing Budget** – Work with the Digital Learning and Student Success marketing team to establish an appropriate marketing budget to meet the program's enrollment goals.

3. **Create a Strong Web Presence** – An optimized web presence is the most critical asset for marketing the online program. Stakeholders in the college must have access to the content management system (CMS) to make necessary changes and enhancements to the program's web page(s) on the college or department's website.

4. **Participate in Promotional Activities** – Build awareness of your online program to increase brand recognition and convert prospective students into applicants. Activities for which the college must participate in include but are not limited to:

   a. Recruitment activities to nurture leads

   b. Content marketing (storytelling, social media, gated content, info sessions)

   c. Email marketing (list acquisition, awareness generation through newsletters, etc.)

      d.   Partnering with OTDI, where applicable, to submit data to the *U.S. News and World Report* for Best Online Programs Rankings Survey

5.   Complete Appendix A of this document to add clarity to desired program marketing direction

Provide Student Support to Online Learners

1. Collaborate with relevant student support services (Disability Services, Writing Center, Libraries, Military and Veterans Services, etc.) to ensure resources available across campus are made know to learners and that student needs are met.

2. Ensure compliance with applicable university policy expected for courses of all modalities at Ohio State, including provisions of the [Digital Accessibility Policy](#) to include obtaining approved [Accommodation-Based Exceptions](#), when needed. College/Department will be responsible for the costs associated with these accommodations as well as accommodations for utilized tools outside of the Ohio State supported toolset.

3. Identify student technology support for tools only used by your program or those outside of the supported university toolset (Toolset Services: [teaching.resources.osu.edu/toolsets](#)).

Major Deliverables

High level deliverables that will be provided by OTDI:

- OTDI will design courses in partnership with faculty/instructors at least one if not two semesters prior to first offering term
- OTDI will conduct all state authorization and licensing board research prior to the program application for admission opening
- OTDI will create an annual marketing plan specific to the program.

Pricing and Billing

OTDI Digital Learning and Student Success services are funded through the Distance Education Budget Model that was created by the University Senate Fiscal subcommittee to incentivize colleges to develop online programs. Beyond the OTDI services listed in this MOU, the Budget Model also supports the learning technology toolset at Ohio State such as Canvas, Zoom, Proctorio, and ExamSoft, open courses, and the ability to provide program data. The OTDI Steering Committee; Student-Athlete Advisory Committee; Council on Distance Education Libraries, and Information Technology; Council on Academic Affairs; and Council on

Enrollment and Student Progress provide governance to OTDI work and services. Please review and complete all appendices and attachments.

Signatories begin on page 16

THE OHIO STATE UNIVERSITY

APPENDICES

Appendix A: Marketing and Communications

Digital Learning and Student Success marketing is the unit responsible for promoting the Ohio State Online sub-brand and its programs, but it is crucial for each college to participate in marketing activities to reach your target audiences, be competitive in the marketplace, and increase enrollments year over year.

The below are highly recommended activities for your program's success.

For this program, does your college plan to do any of the following?

	Yes/No
Leverage market research to inform program design?	No
Consider and partner with Ohio State's Office of Innovation and Economic Development to identify corporate partnership opportunities? (Note: OTDI can provide an introduction) (e.g. Third-Party Contract Courses)	APL Office; Tami Augustine Augustine.19@osu.edu (for licensures)
Conduct paid advertising specific to this online program?	No
Leverage a customer relationship management (CRM) system to track and nurture prospective Ohio State Online students?	No
Engage in virtual programming for perspective students?	?

Appendix B: State Authorization

	Yes/No
Does this program potentially lead to a professional license or certification?	**Yes**
Will this program be marketed as leading to a professional license or certification?	**No**
Is professional licensure or certification a prerequisite for enrollment in the program?	**No**

For this program, does your college plan to do any of the following outside of Ohio:

	Yes/No
Enroll students located outside Ohio?	**Yes**
Establish a physical location for students to receive synchronous or asynchronous instruction?	No
Establish an administrative office or provide office space outside of Ohio for staff?	No
Conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships?	Yes
Place more than 10 students simultaneously at a single placement site (e.g., a hospital)?	No
Require students to meet in person for instructional purposes more than twice per semester?	No
Carry out field study or research at a field station?	No

Appendix C: Course Design Schedule

In order for OTDI to plan appropriately and provide every instructor with the highest quality support possible, we request specific information regarding courses that comprise a program's curriculum. This information is outlined in the table below, with required columns denoted with an asterisk. The course design schedule will be confirmed with the Faculty/Program Director each semester.

Note: the information in the first row of the table is included only to provide an example of how the information should be formatted.

Course Code and Name*	Current Delivery Mode(s)* (how course has been offered previously: in person, hybrid, distance learning, N/A - new course)	Instructor (first name, lastname.number)	Anticipated Course Design Term* (OTDI course design support for instructor; one semester or more ahead of first offering)	First Offering Term* (when class is first offered online as part of this online program)
SCI 1000: Principles of Basic Science	In person	Jane Smith.1000	SU20	AU20
Required courses in SPED only are listed here				
ESSPED 6650	Distance Learning	Christina Billman billman.71@osu.edu	SU 2023	AU 2023
ESSPED 5742	Distance Learning	Alana Telesman telesman.3@osu.edu	AU 2023	SP 2024
ESSPED 8861	Hybrid	Moira Konrad; konrad.14@osu.edu	SU 2023	AU 2023
ESSPED 8200	Distance Learning	Sheila Morgan; morgan.651@osu.edu	SU 2023	AU 2023

ESSPED 8300	Distance Learning	Staff	AU 2022	SP 2023
ESSPED 8400	Distance Learning	Sheila Morgan morgan.651@osu.edu	SU 2023	AU 2023
ESSPED 8500	Distance Learning	Staff	SP 2023	SU 2023
ESSPED 8832	Distance Learning	Sheila Morgan morgan.651@osu.edu	AU 2023	SP 2024
ESSPED 8921	Distance Learning	Sheila Morgan morgan.651@osu.edu	SP 2024	SU 2024
ESSPED 8189	In-person	Sheila Morgan morgan.651@osu.edu	NA	Varies
ESSPED 5xxx Cultural Diversity & Equity in SPED	Hybrid	Donna Ford ford.255@osu.edu	SU 2023	AU 2023
ESSPED 8891	In person	Staff	NA	SP 2023
ESSPED 8998	In person	Staff	NA	Varies
ESSPED 7999 or ESSPED 8193	In person	Staff	NA	Varies

Signatories

By signing this MOU, all groups agree to be active partners and to abide by this agreement:

DocuSigned by:

Peter Vincent Paul

724D38432F0C4BD...

_____

Program Director

Date 09/09/2022 _____

DocuSigned by:

Lori Patton Davis

B867205644D8435...

_____

Department Chair

Date 09/09/2022 _____

DocuSigned by:

kelly Ramona Crawford

E9C8BB4AD84D479...

_____

College Fiscal Officer

Date 09/13/2022 _____

DocuSigned by:

Don Pope-Davis

6BB2DCC36A88401...

_____

Dean

Date 09/13/2022 _____

DocuSigned by:

Robert Peter Griffiths

B8CDE1EE93BA469...

_____

Chief Digital Learning Officer

Date 09/14/2022 _____

THE OHIO STATE UNIVERSITY

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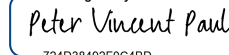
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