

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 PhD in Educational Studies specializing in Special Education
Date: Friday, April 7, 2023 8:24:57 PM
Attachments: [image001.png](#)

Peter:

The proposal from the Department of Educational Studies to to revise the PhD 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 Zoom 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.

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



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: [Bagent, Aaron](#); [Snyder, Anastasia](#); [Miriti, Maria](#)
Subject: PhD in Special Education
Date: Tuesday, March 7, 2023 3:58:13 PM
Attachments: [PhD Special Education Combined Proposal 3-7-23.pdf](#)
[image001.png](#)

Katie,

Please find a proposal to revise the PhD 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 Specialization in Special Education in the Ph.D. in Educational Studies. The proposed changes to the PhD in Educational Studies with a Specialization in Special Education program are based on suggestions and comments from several stakeholder groups, including current and former doctoral students. The goal is to have a doctoral program that meets the diverse needs of students in the program and prepares them to secure leadership positions in academia and elsewhere (e.g., clinics, agencies). To address the challenge of minimum enrollments, required by the department and college, the Department of Educational Studies has added flexible areas of study, permitting students to select more than one area and also to engage in research apprenticeships and individual studies with faculties in those academic areas (e.g., intellectual/developmental disabilities, hearing impairment, etc.). The Department of Educational Studies have also added courses to the ABAI area of studies to reflect the new standards and to maintain accreditation. **There are currently no negative budgetary implications and no additional funds or human resources necessary for execution of these changes.**

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.



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

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TJ Carpenter, MS

Administrative Coordinator

The Ohio State University

Graduate School

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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 Special Education Specialization in the Ph.D. in Educational Studies 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 are proposing to revise the Specialization in Special Education in the Ph.D. in Educational Studies.

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.

12-1-2022

**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. Reference to the pages of the pdf of the original proposal will be made as needed. 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: To be provided.

- **Please provide a letter of support from the ESQREM program in EHE**

Response: For the previous submission of the proposal, we requested a letter of support from the ESQREM program for the new course ESSPED 8892 (new number), Survey of Research Designs and Scholarship in Special Education ([see attached email](#); see also, page 19 of the original pdf proposal and page 39 for syllabus). The addition of this course does not change the research requirements for our SPED students. Students are still required to take a minimum of one QREM course and may desire to take additional courses if other QREM courses meet their research agenda or interests.

- **Please provide the short syllabi for any revised or changed courses.**

Response: There are no revised or changed courses. We have added two new PhD courses, ESSPED 7892 (new number), Topics in Special Education Research—syllabus starts on page 26 of the pdf proposal; and ESSPED 8892 (new number), Survey of Research Designs and Scholarship in Special Education—syllabus starts on page 39 of the pdf proposal)

- **Please provide a side-by-side comparison of the curriculum demonstrating the proposed changes.**

Current Curriculum			Proposed Curriculum		
Course	Credits	Delivery	Course	Credits	Delivery
EDUCST 6891	3	In Person	EDUCST 6891	3	In Person
EDUCST 6892	3	In Person	EDUCST 6892	3	In Person
Two out of three of these courses:			All three of these courses:		
ESSPED 8861	3	DL	ESSPED 8861	3	DL
ESQUAL 8280	3	In Person	ESQUAL 8280	3	In Person
ESQREM 7648	4	In Person	ESQREM 7648	4	In Person
Three of the following courses:			Two of the following courses:		
EDUTL 7431	4	In Person	EDUTL 7431	4	In Person

EDUTL 7432	4	In Person	EDUTL 7432	4	In Person
EDUTL 8001	4	In Person	EDUTL 8001	4	In Person
EDUTL 8002	4	In Person	EDUTL 8002	4	In Person
ESQUAL 8290	3	In Person	ESQUAL 8290	3	In Person
ESQREM 6641	4	In Person	ESQREM 6641	4	In Person
ESQREM 7627	3	In Person	ESQREM 7627	3	In Person
ESQREM 8648	3	In Person	ESQREM 8648	3	In Person
ESQREM 7643	3	In Person	ESQREM 7643	3	In Person
ESQREM 8659	3	Hybrid	ESQREM 8659	3	Hybrid
ESQREM 8895	3	In Person	ESQREM 8895	3	In Person
ESSPED 8874	3	In Person	ESSPED 8874	3	In Person
EDUTL 8890	3	In Person	ESQREM 7658	4	In Person
			ESQREM 7626	3	In Person
			ESQREM 8658	3	In Person
EDUCST 5765	3	In Person	EDUCST 5765	3	In Person
ESEPSY 7404	3	In Person	ESEPSY 7404 OR ESSPED 8919 OR ESSPED 8189	3	In Person
ESSPED 8875	3	Virtual	ESSPED 8875	3	Virtual
ESSPED 8891	3	In Person			
ESEADM 8317	3	In Person			
			ESSPED 8662	3	In Person
			ESSPED 7892	3	In Person
At least 6 hours of the following courses:			20 hours of any courses focused on a specialty area in selected in consultation with advisor. Note that completion of any track from the current curriculum would meet or exceed this requirement.		
ESSPED 8193	1-12				
ESSPED 8189	3-6				
ESSPED 8998	1-15				
21 credit hours of track Requirements for Applied Behavior Analysis, d/Deaf and Hard of hearing, Intellectual and Developmental Disabilities, or High Incidence Disabilities					
ESSPED 8999	3	In Person	ESSPED 8999	3	In person

All changes are highlighted in yellow.

Summary of Major Changes in the Side-by-Side Comparison:

1. Students are required to take at least one research course in each of three paradigms (i.e., single-case, quantitative methods, qualitative methods). Our current program sheet allows students to choose two of the three paradigms. This results in one course moving from optional to require, and students being required to take one less option.
2. We have removed two required courses (ESSPED 8891 and ESEADM 8317), and have replaced them with two new required courses (ESSPED 8662 [Survey of Research Designs and Scholarship in Special Education—see page 39 of pdf proposal] and

ESSPED 7892 [Topics in Special Education Research—see page 26 of pdf proposal]; see also, the discussion of learning goals for these courses later in this summary).

3. We have provided more flexibility in how students can meet the requirements for a specialization area. Specifically, students may pick 20 credit hours of any graduate-level courses in consultation with their advisor. Completing any of tracks currently on our curriculum sheet would meet or exceed the new requirement.

Summary of minor changes that reflect courses newly available or no longer available:

- We have added new quantitative analysis courses that are now offered through QREM (ESSPED 7658, 7626, and 8658).
- We have removed an option for a methods course that was offered through EDUTL that is no longer offered (EDUTL 8890)
- Added two additional options to satisfy a requirement to take a course focused on college teaching (ESSPED 8918, ESSPED 8189). We made this change because the required course has not always been offered at a time that students could take it, so advisors were already working with students to make this substitution anyway.
- **Add in a statement regarding the percent change and how it was calculated.**

Response: Percentage change:

Among the major changes to the core program, we are moving one research course from optional to require, and removing two courses [ESSED 8891 and ESEADM 8317] and replacing them with two new courses [ESSPED 8662 and ESSPED 7892]. Given that there were originally 15 required core courses, these three changes would represent a 20% change ($3 \div 15 = .20$).

- Add in a statement around learning goals, program objectives, or if the assessment plan will be adjusted based on these changes.

Response: There are no changes to the learning goals, program objectives, or assessment plan. The objectives and goals of the proposed PhD program are strengthened by the addition of the two new research-based courses; ESSPED 7892 (Topics in Special Education Research) and ESSPED 8662 (Survey of Research Designs and Scholarship in Special Education). Both courses, along with other required research courses, should enhance the research and scholarly skills of our students and expose them to a variety of research paradigms in the field of special education.

- What is the transition plan for current students?

Response: Current students will be able to complete the current PhD program sheet, including the available courses, with no loss of time. As noted in the percentage statement above, depending on their progress in the current program sheet, it would be easy for students to take the two new research courses (ESSPED 7892 and ESSPED 8662) on the new program sheet,

resulting in no increase in hours—since two courses (ESSPED 8891 and ESEADM 8317) from the current one were removed. Current students will also be able to stay with the current research requirement or, if they desire, they can add one more research course (recall that we have moved one research course from optional to require). Whatever the decision of the current students, there will be no additional length of time or courses required to complete the PhD degree.



October 17, 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 Council on Academic Affairs (CAA) on September 29, 2022:

- Changes to the PhD in the Department of 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,

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

From: O'Connell, Ann <oconnell.87@osu.edu>
Date: Sunday, March 6, 2022 at 9:56 PM
To: Brock, Matthew E. <brock.184@osu.edu>, Paul, Peter <paul.3@osu.edu>
Cc: Guerrero, Marc J. <guerrero.55@osu.edu>
Subject: RE: Request to Reconsider Concurrence Issue

Dear Matt,
Thank you for your responsiveness to our questions/concerns regarding the SPED syllabus. We see clear distinction among our respective courses and do not feel there is concurrence issues with any of our QREM courses.
Sincerely,
Ann O'Connell.

From: Brock, Matthew E. <brock.184@osu.edu>
Sent: Friday, March 4, 2022 4:08 PM
To: O'Connell, Ann <oconnell.87@osu.edu>; Paul, Peter <paul.3@osu.edu>
Cc: Guerrero, Marc J. <guerrero.55@osu.edu>
Subject: RE: Request to Reconsider Concurrence Issue

Hi Ann,

Thanks for partnering with us to work this out! I'm attaching a revised syllabus that implements all of the suggestions as we discussed.

Presuming that you are good with this revised syllabus, would you please reply to confirm that there is no concurrence issue with the revised syllabus?

Thanks,
Matt

Matt Brock, PhD
Pronouns: he, him, his
Associate Professor of Special Education



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The Ohio State University

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[Students and Young Adults with IDD](#)

From: O'Connell, Ann <oconnell.87@osu.edu>

Sent: Thursday, March 3, 2022 6:58 PM

To: Paul, Peter <paul.3@osu.edu>

Cc: Guerrero, Marc J. <guerrero.55@osu.edu>; Brock, Matthew E. <brock.184@osu.edu>

Subject: RE: Request to Reconsider Concurrence Issue

Dear Peter,

Members of the QREM faculty have reviewed the context provided by Matt below for this new course, and we now better understand the content and focus of the course. We have some suggestions for strengthening the distinction between ESQREM 6625 and the new course.

1. Can title be changed to "Research Designs and Scholarship in Special Education" rather than include the word "survey"? – because our current course is taught as a survey course that is designed for intro-level grad students from different areas of study. This change would emphasize more in-depth study of designs and scholarship specific to special education.
2. The proposed book is a general research methods text, comparable to the one used in the existing ESQREM course. We have a few suggestions: First, can you consider using a research methods book that is focused more specifically on special education, as using a more focused text would help clarify the distinction between the new course and the existing one. Second, consider including specific required readings in addition to the book that will help clarify course emphasis for special education researchers (versus others).
 1. Matt has explained that the selected book emphasizes research in severe disabilities, is written by a scholar in severe disabilities, and includes many vignettes for this population of students. Perhaps consider a brief description of the book in the syllabus that notes this?
3. In the course description, which would go in the catalog of courses, we suggest emphasizing that this is specifically a course for special education students – the first and second sentences of the course description could add this clarification. Some of the learning outcomes in the beginning of the list could be tweaked similarly to more specifically emphasize your focus.
4. Given these changes, we don't feel concurrence is an issue, and we don't feel it's necessary to consider making closed to SPED students only. The new title and description should make the student interest clear in the catalog.

Thank you, and please let me know if there are any remaining questions. Can the syllabus with changes be provided once it's completed?

Sincerely,

Ann O'Connell.

From: Paul, Peter <paul.3@osu.edu>

Sent: Wednesday, March 2, 2022 12:54 PM

To: Brock, Matthew E. <brock.184@osu.edu>; O'Connell, Ann <oconnell.87@osu.edu>
Subject: Re: Request to Reconsider Concurrence Issue

I can do up to 3:55 pm (2:30 pm to 3:55 pm). However, if it works better for you two to do this later—say 4 to 4:30, then please meet without me.

Nil desperandum,
Pvp

From: Brock, Matthew E. <brock.184@osu.edu>
Date: Tuesday, March 1, 2022 at 8:38 PM
To: O'Connell, Ann <oconnell.87@osu.edu>, Paul, Peter <paul.3@osu.edu>
Subject: Re: Request to Reconsider Concurrence Issue

Could you go later than 1pm on Thursday? I could do between 2:30-4:30pm

From: O'Connell, Ann <oconnell.87@osu.edu>
Sent: Tuesday, March 1, 2022 8:18 PM
To: Brock, Matthew E. <brock.184@osu.edu>; Paul, Peter <paul.3@osu.edu>
Subject: RE: Request to Reconsider Concurrence Issue

Hi Matt, I'm not free to focus on this again until Thursday. We want to work with you on this, and I'll let you know more on Thursday. Could chat with you then around 1pm.
Ann

From: Brock, Matthew E. <brock.184@osu.edu>
Sent: Tuesday, March 1, 2022 3:13 PM
To: Paul, Peter <paul.3@osu.edu>; O'Connell, Ann <oconnell.87@osu.edu>
Subject: RE: Request to Reconsider Concurrence Issue

Thanks for taking another look at this, Ann.

A few thoughts to try to see if we can find a workable solution that everyone is happy with:

1. Would it help if we closed this off to SPED students only? I think this is what will happen functionally anyway, but could help assure that we won't siphon off students from the ESQREM.
2. Would it help if we put a statement in the syllabus that looks something like this: Some of the concepts in his course overlap with course topics in ESQREM 6625. However, ESQREM 6625 will cover issues around causal inference and quality of experimental designs in much more depth than in this course, and our Special Education faculty encourage students to take ESQREM 6625 to learn more about these issues.
3. Would it help if I adjusted the goals of the course to put a heavier emphasis on developing research questions and a research agenda in special education that uses a range of research methodologies to appropriately answer research questions?

Also open to other adjustments if you have ideas in mind.

Also happy to talk by phone—I think you have these, but here they are again:

Cell: 919-260-3820

Office: 614-688-1421

Thanks,
Matt

Matt Brock, PhD

Pronouns: he, him, his

Associate Professor of Special Education



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for Students with Severe Disabilities](#)



[Funding for PhD Students in Special Education](#)



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Students and Young Adults with IDD](#)

From: Paul, Peter <paul.3@osu.edu>

Sent: Tuesday, March 1, 2022 2:57 PM

To: O'Connell, Ann <oconnell.87@osu.edu>; Brock, Matthew E. <brock.184@osu.edu>

Subject: Re: Request to Reconsider Concurrence Issue

Hi Ann,

The end of the week would be helpful. The PhD and MA proposals need to go to the College Curriculum Committee—most likely in April since the Graduate Studies Committee needs to approve first. This assuming, of course, that we receive a positive response from you/QREM.

Nil desperandum,
Peter

From: O'Connell, Ann <oconnell.87@osu.edu>
Date: Tuesday, March 1, 2022 at 2:48 PM
To: Brock, Matthew E. <brock.184@osu.edu>
Cc: Paul, Peter <paul.3@osu.edu>
Subject: RE: Request to Reconsider Concurrence Issue

This is helpful context. Let me think more carefully and I'll get back to you by end of week – or is there some deadline needed?

Thanks,
Ann

From: Brock, Matthew E. <brock.184@osu.edu>
Sent: Tuesday, March 1, 2022 1:05 PM
To: O'Connell, Ann <oconnell.87@osu.edu>
Cc: Paul, Peter <paul.3@osu.edu>
Subject: Request to Reconsider Concurrence Issue

Hi Ann,

I wanted to reach out to see if you would please reconsider the issue around granting a letter of nonconcurrence for our proposed course "Survey of Research Designs & Scholarship in Special Education".

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.

Reasons why we need to get this course approved:

1. I think offering this course is a win-win for SPED and QREM. Frankly, among graduate students in the SPED program, nearly all who take QREM courses beyond GLM 1 are my students. Allowing this course to go forward will (1) involve all SPED PhD students being exposed to a variety of methods and their links to special education research, potentially attracting additional SPED students to QREM courses; (2) enables me to run LEADERS as designed, which as you know also involves 5 SPED students taking advanced QREM courses. In sum, this course is part of efforts I am spearheading that will result in net increases in SPED student taking more QREM courses.
2. This course must be offered as part of LEADERS. No course = noncompliance with LEADERS proposal
3. Our students have provided informal feedback that they found QREM courses valuable, but that they QREM courses do not allow them to “bridge” what they learn in those courses to how they could design their own research questions and plan their own research agenda. This is the main crux of the new course. I hear your feedback that you are willing to make changes to the QREM course to better meet our needs, but I do not think it is a fair expectation of a QREM course to be taught by someone with special education expertise who can make these linkages.
4. The best SPED programs in the country (e.g., Vanderbilt, Kansas, Illinois) all have bridge courses that are very similar to what I have described, and those Universities also having excellent quant departments. In short, there is recognition SPED students benefit from taking a course that is specifically focused on bridging research methodologies to special education research in a way that enables them to being planning their own research agendas in special education.

Happy to talk further if you’d like.

Matt

Matt Brock, PhD

Pronouns: he, him, his

Associate Professor of Special Education



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**THE OHIO STATE
UNIVERSITY**

Curriculum Proposal Checklist

Title of Program:

Effective term:

College:

New/Establish:

Secondary Major Eligible:

Academic Unit:

Revise:

50% Revision:

Mark Up:

Program Contact:

Terminate:

Suspend:

Certificate Category*:

Degree/Credential:

Program of Study :

Title:

Code:

Program Focus*:

Credit hours to degree/credential:

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:

Student Curriculum Sheet Required:

Four Year (or appropriate) Plan:

Academic Unit Curriculum Committee approval date:

College Curriculum Committee approval date:

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**



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 PhD 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 Committee during their January meeting. There were several questions needing additional attention and updates, which were responded to and further explained by Dr. Paul as outlined in the email. Our GSC reviewed those responses in February and requested further consideration of concurrence issues with their proposed research course and our QREM courses. Upon revisions to the course by Dr. Matt Brock, QREM faculty reviewed and provided concurrence approval (email attached). We appreciate the attention SPED faculty have given to GSC's concerns and it is now ready for EHE Curriculum Committee review.

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 | Guerrero.55@osu.edu

Dear Committee Members:

Rationale:

The proposed changes to our PhD program are based on suggestions and comments from several stakeholder groups, including current and former doctoral students. The goal is to have a doctoral program that meets the diverse needs of our students and prepares them to secure leadership positions in academia and elsewhere (e.g., clinics, agencies).

In Fall of 2018, the Special Education program was 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 a stronger focus on research and that doctoral students have increased opportunities to gain experiences in securing a professorial career in comprehensive research institutions.

To address the challenge of minimum enrollments, required by the department and college, we have added flexible areas of study, permitting students to select more than one area and also to engage in research apprenticeships and individual studies with faculties in those academic areas (e.g., intellectual/developmental disabilities, hearing impairment, etc.).

We have also added courses to the ABAI area of studies to reflect the new standards and to maintain our accreditation.

Delineation of Changes

The following delineates all changes in the current SPED PhD Program Sheet. These changes/etc. are presented with respect to the headings on the Program Sheet.

Prerequisites

We have eliminated all prerequisites. Two of the prerequisites (ESSPED 5650 [now ESSPED 6650]; ESSPED 5742) are most likely to be taken at either the SPED BA/BS.Ed or the MA level. These courses are required for all of our current licensure programs. The third prerequisite (ESQREM 6641) is eliminated; however, it will be a prerequisite for the advanced QREM courses.

Doctoral Core Courses: No change

Research Requirement strand: All SPED doctoral students will be required to take ESQREM 7648: General Linear Modeling I [formerly Univariate Experimental Design]. There are no additional changes to the “required” research courses.

In the suggested courses for the Qualitative strand, ESQUAL 8280 [Qualitative Research in Education] has been eliminated because this course was not meeting the needs of SPED students. The rest of the Qualitative sequence is unchanged.

We have eliminated the headings, Basic Quantitative Analysis and Advanced Quantitative Analysis Sequence and replaced it with: Quantitative Sequence. Changes in the suggested list of

Quantitative courses reflect the new QREM courses and the selection of courses to better fit our students' needs. Courses that been eliminated include:

ESQREM 7648	Univariate Experimental Design
EDUTL 8890	Conducting School-Based Research to Identify Evidence Based Practices

Suggested courses that have been added:

ESQREM 7658	General Linear Modeling II
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Special Education Requirements

We have developed two new courses to better meet the needs of our students. The two in-person courses are:

ESSPED XXXX	Survey of Research Designs and Scholarship in Special Education (3)
ESSPED XXXX	Topics in Special Education Research (3)

This was a recommendation from our external evaluators of our graduate programs. These courses can be located at the end of this description.

Courses that have been eliminated from this section but added as suggestions for electives for the specialization requirement (discussed below):

EDUCST 5765	Grant Writing
ESSPED 8891	Contemporary Issues in Special Education
ESEADM 8317	Legal Aspects of Special Education

Course to be added:

ESSPED 8189	Fieldwork Experience in College Teaching (3)
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We felt the need to add this course so that our doctoral students gain more experience in teaching at the college/university level.

Specialization Requirements

The heading, Track Requirements, has been changed to Specialization Requirements

Changes to the ABA strand:

Title changed to: *ABAI-Accredited Course Sequence for ABA Specialization*. This section has two subheadings: *Courses required for the BCBA credential* and *Additional ABAI accreditation course options*.

Course eliminated:

ESSPED 8191	Board Certified Behavior Analyst Supervision
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Courses that have added to meet ABAI certification:

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

We have eliminated the labeled strands, *Special Education: Teaching and Learning: d/Deaf and hard of hearing*, *Special Education: Intellectual/Developmental Disabilities (IDD)*, and *Special Education: High Incidence Disabilities (HID)*. To increase the flexibility of our doctoral program and to meet the diverse needs of a new evolving cohort of students, we are permitting students to select one or more areas of specialization. Courses for these specializations are determined by the advisor and students; several courses will be research apprenticeships and individual studies.

The language for students is:

In consultation with their faculty advisor, students will identify an area of specialization. Examples of specialization include but are not limited to applied behavior analysis, developmental disabilities, early childhood, d/Deaf and hard of hearing, high incidence education, and gifted education. If students wish to select ABA as their specialization and take the ABAI-accredited sequence of courses, see the course list below.

We have also added:

Suggested Elective Courses to Meet Specialization Requirements:

EDUCST 5765	Grant Writing (3)
ESSPED 8891	Contemporary Issues in Special Education (3)
ESEADM 8317	Legal Aspects of Special Education (3)

The rest of the program sheet remains the same.

Current Program Sheet (with marked changes)

Ph.D. Program Specializing in Special Education
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements for students admitted AU 2017 and later
(minimum of 60 hours, including dissertation credits, beyond the Master's Degree)

Student's Name _____ ID# _____
 Semester/Yr Admitted to PhD program _____ Advisor _____
 Master's Degree Transferred to Ohio State _____ Other transfer credit? Y/N (circle one)
 Minimum Hours Required for Graduation: _____ Grad Non-Degree Hours Transferred Y/N (circle one)

Mark the number of credit hours completed in the Semester Hours Taken column on the left. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses. PhD degree students must complete a minimum of 60 hours (post masters) with a minimum of 24 credit hours completed at Ohio State University.

Sem. Hrs.			Sem.
Planned			
Taken	Course #	Course Name	or
Taken			

Prerequisites (10 hours)

If students have not taken these courses, they can take them as part of their program requiring up to a minimum of 63-66 credit hours for graduation. Students who have taken these courses in previous educational work will need to demonstrate completion documented through an advising report or transcript.

	ESSPED 5650	Introduction to Exceptional Children (3)	
	ESSPED 5742	Applied Behavior Analysis for Teachers (3)	
	ESQREM 6641	Introduction to Educational Statistics (4)	

(Only if choosing Quantitative Series)

PhD Program Requirements (21 hours)

Doctoral Core Courses (6 hours)

	EDUCST 6891	Core 1: Proseminar in Educational Policy and Leadership (3)	
	EDUCST 6892	Core 2: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)	

Research Requirement (Choose five, minimum 15 hours)

Required Research Courses (6 of the required 15 hours)

	ESSPED 8861	Single Case Research Design (3)	
	-AND-		
	ESQUAL 8280	Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)	
	-OR-		

_____ ESQREM 7648: ~~Univariate Experimental Design (4)~~ [now General Linear Modeling]

Additional Research Courses (choose a minimum of 3 courses/minimum 9 credit hours from courses listed below in consultation with your advisor)

Qualitative Sequence

_____ ESQUAL 8280: Qualitative Research in Education: Paradigms
_____ Theories, and Exemplars (3) (if not chosen above)

_____ EDUTL 7431: The Ethnography of Communication I (3)

_____ EDUTL 7432: The Ethnography of Communication II (4)

_____ EDUTL 8001: Discourse Analysis and Educational Research I (4)

_____ EDUTL 8002: Discourse Analysis and Educational Research II (4)

_____ ESQUAL 8290: Qualitative Research in Education: Methods
_____ And Analysis (3)

Sem. Hrs. Planned			Sem.
Taken	Course #	Course Name	or
Taken			

Basic Quantitative Analysis

_____ ESQREM 7648: Univariate Experimental Design (4)
_____ (if not chosen above)

_____ ESQREM 8648: Multivariate Experimental Designs (4)

_____ ESQREM 7627: Sampling Designs and Survey Research Methods (3)

_____ EDUTL 8890: Conducting School Based Research to Identify
_____ Evidence Based Best Practices (3)

_____ OR

_____ ESQREM 7648: Univariate Experimental Design (4)

_____ (Take if EDUTL 8890 is not offered)

Advanced Quantitative Analysis Sequence

_____ ESQREM 8648: Multivariate Experimental Designs (4)

_____ ESQREM 8657: Factor and Cluster Analysis (3)

_____ ESQREM 7643: Categorical Data Analysis (3)

_____ ESQREM 8658: Applied Multilevel Analysis (3)

_____ ESQREM 8659: Structural Equation Modeling (3)

_____ ESQREM 8895: Seminars: Quantitative Research, Evaluation

and Measurement (3)

Single Subject

ESSPED 8874 Behavioral Research in Education (3)

Specialization Requirements: (minimum 15 credit hours)

EDUCST 5765 Grant Writing (3)

ESSPED 8875 Professional Writing/Publishing in Special Education (3)

ESSPED 8919 Behavior Approaches to College Teaching (3)

ESSPED 8891 Contemporary Issues in Special Education (3 hours)

ESEADM 8317 Legal Aspects of Special Education (3)

Field Experience Requirements: (minimum of 6 credit hours)

ESSPED 8193 Advanced Independent Study: Special Education (1-12)

ESSPED 8189 Field Experience (3-6)

ESSPED 8998 Research in Special Education (1-15)

Track Requirements (21 credit hours)

In consultation with your faculty advisor, students will choose one track in Applied Behavior Analysis, Teaching and Learning (d/Deaf and Hard of Hearing), Intellectual/Developmental disabilities, or High Incidence Disabilities.

TRACK: Special Education: Applied Behavior Analysis (ABA) (choose a minimum of 21 semester hours)

ESSPED 7830: Urban Education & Precision Teaching (3)

ESSPED 8921: Ethics (3)

ESSPED 8832: Advanced Applied Behavior Analysis (3)

ESSPED 8871: Translational Research (3)

ESSPED 8200: Basic Behavior Analysis (3)

ESSPED 8916: Behaviorism: Application and Implications of Skinner's Work (1.5)

ESSPED 8917: Verbal Behavior (1.5)

ESSPED 8191: Board Certified Behavior Analyst Supervision (3 repeatable up to 12)

Note: This track is ABAI accredited. Students should consult with their advisor to ensure that they are meeting the requirements.

TRACK: Special Education: Teaching and Learning: d/Deaf and Hard of Hearing Education (d/Deaf & HH) — (complete 15 credit hours minimum by completing the required course and completing one content area from the list below)

Sem. Hrs.		Sem.
Planned		
Taken	Course #Course Name	or
Taken		

Required for All Content Areas (3 semester hours)

ESSPED 7550: Advanced Studies in Deafness (3)

Select ONE Content Area within the d/Deaf and Hard of Hearing Education Track:

Content Area One: Reading/Literacy (note: students must have some background in reading/literacy; if not, additional courses will be required. (12 credit hours of content area coursework)

Required course

ESSPED 6556: Reading for Deaf and Hard of Hearing Students (3)

Choose at least 9 additional semester hours in consultation with your advisor

EDUTL 8311 Research in Emergent Literacy (3)

(3)

(3)

(3)

ESSPED 8998 Research in Special Education (varies)

ESSPED 8193 Advanced Individual Studies (varies)

Content Area Two: Second Language Learning (courses in Foreign, Second and Multilingual

Education (choose 12 credit hours of content area coursework in consultation with your advisor)

EDUTL 7344 Bilingualism and Biliteracy (3)

(3)

(3)

(3)

ESSPED 8998 Research in Special Education (varies)

ESSPED 8193 Advanced Individual Studies (varies)

TRACK: Special Education: Intellectual/Developmental Disabilities (IDD) – (12 credit hours)

Required courses

ESSPED 8832 Advanced Applied Behavior Analysis (3)

ESSPED 7833 Seminar in Severe Disabilities (3)

Choose at least two of the following courses:

PSYCH 7717 Developmental Disabilities: An Interdisciplinary Perspective

ESSPED 7830: Urban Education & Precision Teaching (3)

PSYCH 7858 Seminar in the Assessment of Developmental Disabilities

PSYCH 7859 Psychopharmacology of the Developmental Disabilities

PSYCH 7899 IDD Seminar: Topics in Developmental Disabilities

EDUCST 7718 Interdisciplinary Perspectives on Autism Spectrum Disorders

EDUCST 8191 Research Apprenticeship (varies)

TRACK: Special Education: High Incidence Disabilities (HID) – (12 credit hours)

Required courses

ESSPED 8832 Advanced Applied Behavior Analysis (3)

ESSPED 7831 Seminar in High Incidence Disabilities (3)

Choose at least two of the following courses:

ESSPED 5734 Methods of Instruction: Elementary Children with Mild/Moderate Disabilities (3)

ESSPED 5735 Methods of Instruction: Secondary Students With Mild/Moderate Disabilities (3)

ESSPED 5743 Educational Assessment of Students with Mild/Moderate Disabilities (3)

ESSPED 7830: Urban Education & Precision Teaching (3)

ESSPSY 8060 Linking Academic Assessment to Intervention (3)

PSYCH 5600 Psychobiology of Learning and Memory (3)

PSYCH 3313 Introduction to Behavioral Neuroscience (3)*

PSYCH 3513 Introduction to Cognitive Neuroscience (3)*

PSYCH 5614 Cognitive Neuroscience (3)

ESSPED 5738 Reading Instruction for Children w/Disabilities
and Severe Reading Deficits (3)

EDUTL 7430 Phonics, Word Study, and the Complexities
of English Orthography (3)

*undergraduate course not applied to doctoral degree

Candidacy Examination Committee formed/program approved:

Semester and Year

Printed Name of Advisor

Signature

Printed Name of Committee Member

Signature

Printed Name of Committee Member

Signature

Printed Name of Committee Member

Signature**Candidacy:**

Application for Candidacy: <http://gradforms.osu.edu>
http://gradsch.osu.edu/Depo/PDF/Doc_Notify.pdf

Candidacy Examination taken

Semester and Year

Results of Candidacy Exam

All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation. Students must be enrolled for at least three credits per semester. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy. Continuous Enrollment Policy is located at <http://www.gradsch.osu.edu/Depo/PDF/ContinuousEnrollmentPolicy.pdf>.

Minimum Dissertation Credits: (minimum 6 credit hours)

Sem. Hrs. Planned			Sem.
Taken	Course #	Course Name	or
Taken			
<hr/>	ESSPED 8999	Dissertation/Thesis Research: Special Education	
<hr/>	ESSPED 8999	Dissertation/Thesis Research: Special Education	
<hr/>	ESSPED 8999	Dissertation/Thesis Research: Special Education	
<hr/>			

Dissertation Proposal Submitted and Approved:

Semester and Year

Dissertation Committee Formed

Semester and Year

Printed Name of Advisor

Signature

Printed Name of Committee Member

Signature

Printed Name of Committee Member

Signature

Final Oral Exam Date

Semester and Year

Year 1: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Year 2: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Year 3: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Year 4: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Year 5: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Graduation Review:

Application to Graduate: <http://gradforms.osu.edu>
<http://gradsch.osu.edu/Depo/PDF/DoctoralGraduate.pdf>

Application for Final Exam: <http://gradforms.osu.edu>
(submit no later than 2 weeks prior to Final Oral Exam).

Doctoral Degree Graduation Checklist: <http://www.gradsch.osu.edu/Depo/PDF/DoctoralChecklist.pdf>.

Doctoral Student Procedures – Final Semester:
<http://gradsch.osu.edu/Depo/PDF/PhDProceduresFinalSemester.pdf>

Minimum credit hours required for graduation:

(Post-masters: minimum 60 semester hours)

Total semester hours completed

Yes/No Minimum hours required for graduation met?

Other requirements:

Yes/No Registered for minimum of 3 hours semester graduating

Yes/No Fees Paid

Yes/No Missing Grades or Incompletes?

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 Schedule of Classes.

Proposed Program Sheet

Ph.D. Program Specializing in Special Education
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements for students admitted AU 2022 and later
(minimum of 60 hours, including dissertation credits, beyond the Master's Degree)

Student's Name _____ ID# _____
 Semester/Yr Admitted to PhD program _____ Advisor _____
 Master's Degree Transferred to Ohio State _____ Other transfer credit? Y/N (circle one)
 Minimum Hours Required for Graduation: _____ Grad Non-Degree Hours Transferred Y/N (circle one)

Mark the number of credit hours completed in the Semester Hours Taken column on the left. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses. PhD degree students must complete a minimum of 60 hours (post masters) with a minimum of 24 credit hours completed at Ohio State University.

Sem. Hrs.			Sem.
Planned			
Taken	Course #	Course Name	or
Taken			

PhD Program Requirements (22 hours)

Doctoral Core Courses (6 hours)

	EDUCST 6891	Core 1: Proseminar in Educational Policy and Leadership (3)
	EDUCST 6892	Core 2: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Requirement (Choose five, minimum 16 hours)

Required Research Courses (10 hours)

	ESSPED 8861	Single Case Research Design (3)
	ESQUAL 8280	Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
	ESQREM 7648:	General Linear Modeling I (4)

Additional Research Courses (choose a minimum of 2 courses/minimum 6 credit hours from courses listed below in consultation with your advisor)

Qualitative Sequence

	EDUTL 7431: The Ethnography of Communication I (3)
	EDUTL 7432: The Ethnography of Communication II (4)
	EDUTL 8001: Discourse Analysis and Educational Research I (4)
	EDUTL 8002: Discourse Analysis and Educational Research II (4)
	ESQUAL 8290: Qualitative Research in Education: Methods

_____ And Analysis (3)

Quantitative Sequence

_____ ESQREM 7658: General Linear Modeling II (4)
_____ ESQREM 8648: Multivariate Experimental Designs (4)
_____ ESQREM 7627: Sampling Designs and Survey Research Methods (3)
_____ ESQREM 8648: Multivariate Experimental Designs (4)
_____ ESQREM 8657: Factor and Cluster Analysis (3)
_____ ESQREM 7643: Categorical Data Analysis (3)
_____ ESQREM 8658: Applied Multilevel Analysis (3)
_____ ESQREM 8659: Structural Equation Modeling (3)

Sem. Hrs. Planned		Sem.
Taken	Course # Course Name	or
Taken		
_____	ESQREM 8895: Seminars: Quantitative Research, Evaluation and Measurement (3)	

Single Subject

_____ ESSPED 8874 Behavioral Research in Education (3)

Special Education Requirements: (12 credit hours)

_____ ESSPED XXXX Survey of Research Designs and Scholarship in Special Education (3)
_____ ESSPED XXXX Topics in Special Education Research (3)
_____ ESSPED 8875 Professional Writing/Publishing in Special Education (3)
_____ ESSPED 8919 Behavior Approaches to College Teaching (3) OR
_____ ESEPSY 7404 College Teaching (3) OR
_____ ESSPED 8189 Fieldwork Experience in College Teaching (3)

Specialization Requirements (20 credit hours)

In consultation with their faculty advisor, students will identify an area of specialization. Examples of specialization include but are not limited to applied behavior analysis, developmental disabilities, early childhood, d/Deaf and hard of hearing, high incidence education, and gifted education. If students wish to select ABA as their specialization and take the ABAI-accredited sequence of courses, see the course list below.

[illegible]

EDUCST 5765	Grant Writing (3)
ESSPED 8891	Contemporary Issues in Special Education (3)
ESEADM 8317	Legal Aspects of Special Education (3)

Courses required for the BCBA credential

- 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 Behavior Analysis (3)

ESSPED 8921: Ethics in Applied Behavior Analysis (3)

Additional ABAI accreditation course options

ESSPED 7830: Urban Education & Precision Teaching (3)

ESSPED 8916: Behaviorism: Application and Implications of Skinner's Work (1.5)

ESSPED 8917: Verbal Behavior (1.5)

ESSPED 8871: Translational Research (3)

Candidacy Examination Committee formed/program approved:

Semester and Year

Printed Name of Advisor Signature

Printed Name of Committee Member Signature

Printed Name of Committee Member Signature

Printed Name of Committee Member Signature

Candidacy:

Application for Candidacy: <http://gradforms.osu.edu>
http://gradsch.osu.edu/Depo/PDF/Doc_Notify.pdf

Candidacy Examination taken _____
Semester and Year

Results of Candidacy Exam _____

All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation. Students must be enrolled for at least three credits per semester. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy. Continuous Enrollment Policy is located at <http://www.gradsch.osu.edu/Depo/PDF/ContinuousEnrollmentPolicy.pdf>.

Minimum Dissertation Credits: (minimum 6 credit hours)

Sem. Hrs.		Sem.
Planned		
Taken	Course #Course Name	or
Taken		

_____	ESSPED 8999	Dissertation/Thesis Research: Special Education
_____	ESSPED 8999	Dissertation/Thesis Research: Special Education
_____	ESSPED 8999	Dissertation/Thesis Research: Special Education

Dissertation Proposal Submitted and Approved:

Semester and Year

Dissertation Committee Formed

Semester and Year

Printed Name of Advisor

Signature

Printed Name of Committee Member

Signature

Printed Name of Committee Member

Signature

Final Oral Exam Date

Semester and Year

Year 1: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Year 2: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Year 3: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Year 4: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Year 5: Annual Review

Semester and Year

*Student Signature

Advisor Signature

Date

Student Services Review (Initials)

Date

*My signature on the Annual Review form signifies that I met with my advisor and agree with the content of the review.

Graduation Review:

Application to Graduate: <http://gradforms.osu.edu>
<http://gradsch.osu.edu/Depo/PDF/DoctoralGraduate.pdf>

Application for Final Exam: <http://gradforms.osu.edu>

(submit no later than 2 weeks prior to Final Oral Exam).

Doctoral Degree Graduation Checklist: <http://www.gradsch.osu.edu/Depo/PDF/DoctoralChecklist.pdf>.

Doctoral Student Procedures – Final Semester:

<http://gradsch.osu.edu/Depo/PDF/PhDProceduresFinalSemester.pdf>

Minimum credit hours required for graduation:

(Post-masters: minimum 60 semester hours)

Total semester hours completed

Yes/No Minimum hours required for graduation met?

Other requirements:

Yes/No Registered for minimum of 3 hours semester graduating

Yes/No Fees Paid

Yes/No Missing Grades or Incompletes?

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 Schedule of Classes.

New In-Person Courses

ESSPED XXXX

Topics in Special Education Research
Fall 20XX

COURSE OVERVIEW

Instructor

Instructor: Matthew Brock, PhD

Email address: brock.184@osu.edu

Phone number: 614-688-1421

Office hours: by appointment

Course description

This course is designed for doctoral students who are in their first or second year of study and has three major aims. Students will be introduced to a range of research agendas that span focus on students with a range of exceptionalities and support needs. Specifically, they will be introduced to seminal literature across different special education populations, as well as current research that builds on the seminal literature. This will involve guest lectures from multiple faculty members in the special education program. Students will be responsible for reading a wide range of research literature, developing questions as they read, and coming to class prepared to engage in scholarly dialogue with the instructor, guest faculty and their peers.

Course learning outcomes

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

- Describe seminal research on special education students across a range of exceptionalities and support needs
- Describe themes in current research on special education students across a range of exceptionalities and support needs
- Engaged in scholarly dialogue with experts in special education content areas

HOW THIS COURSE WORKS

Mode of delivery: All course meetings will be in-person, although students will need to access Carmen to access required readings and submit assignments.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: You will be required to attend in-person class each week, as well as submit written assignments in hardcopy or to Carmen as specified by the instructor.

All students may miss one in-person class without penalty as long as they submit any required assignments to the instructor in advance of the class meeting, or work out an alternative submission date with the instructor in advance of the class meeting. Students should make individual arrangements with the instructor if they anticipate missing more than one in-person class meeting.

COURSE MATERIALS AND TECHNOLOGIES

Required Textbook

There is not textbook required for purchase. All required readings will be accessible through Carmen and are listed in the Course Schedule at the end of this document.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](#).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Lists of Questions <i>Students will be required to bring a written list of questions to class each week. This list should include at least 3 questions every week. On weeks with a guest speaker, students should draft 3 additional questions for the guest speaker (for a total of 6 questions). You will bring a hardcopy of your questions to class.</i>	3 points × 14 weeks = 42 points
Reading Reflections <i>Each week students will submit a 1-page written reflection that describes their reactions to the week's readings. These reflections offer an opportunity to process the week's readings and gather one's thought prior to the weekly discussion.</i>	4 points x 14 weeks = 56 points
Total	98 points

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted unless an alternative arrangement has been made with the instructor in advance of the due date. Please refer to Carmen or the course schedule below for due dates.

Grading scale

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

Instructor feedback and response time

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** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will do my best reply to emails within **48 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

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. A more conversational tone 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.
- **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.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

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)

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.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can

arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. 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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 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.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

Week	Dates	Topics	Readings Due	Assignments Due
1	TBD	Language and Literacy Development of d/Deaf and Hard of Hearing Students	<ul style="list-style-type: none"> • Hartman, M. C., Nicolarakis, O. D., & Wang, Y. (2019). • Howerton-Fox, A., & Falk, J. L. (2019). • Paul, P. V., & Moores, D. (2010). 	<ul style="list-style-type: none"> • Questions • Reflection paper
2	TBD	Language and Literacy Development of d/Deaf and Hard of Hearing Students	<ul style="list-style-type: none"> • Paul, P.V., & Algraini, F. (2019). • Paul, P. V., & Lee, C. (2010). • Wang, Y., Paul, P. V., Falk, J. L., Jahromi, L. B., & Ahn, S. (2017). 	<ul style="list-style-type: none"> • Questions • Reflection paper
3	TBD	Written-expression and self-expression for students with high-incidence disabilities	<ul style="list-style-type: none"> • Gersten, R., & Baker, S. (2001). • Graham, S., & Perin, D. (2007). • Test, D. W., Mason, C., Hughes, C., Konrad, M., Neale, M., & Wood, W. M. (2004). 	<ul style="list-style-type: none"> • Questions • Reflection paper
4	TBD	Written-expression and self-expression for students with high-incidence disabilities	<ul style="list-style-type: none"> • Konrad, M., Clark, K., & Test, D. W. (2017) • Konrad, M. (2008). • Konrad, M., & Test, D. W. (2007). 	<ul style="list-style-type: none"> • Questions • Reflection paper
5	TBD	Gifted and talented education; anti-racist, culturally responsive education; achievement gap;	<ul style="list-style-type: none"> • Wright, B.L., Ford, D.Y., Frazier Trotman, M., & Moore III, J.L. (2020). • Ford, D.Y., Lawson Davis, J., Dickson, K.T., Frazier Trotman 	<ul style="list-style-type: none"> • Questions • Reflection paper

Week	Dates	Topics	Readings Due	Assignments Due
		urban education; educator multicultural competence	Scott, M., Grantham, T.C., Moore III, J.L., & Taradash, G.D. (2020).	
6	TBD	Gifted and talented education; anti-racist, culturally responsive education; achievement gap; urban education; educator multicultural competence	<ul style="list-style-type: none"> Goings, R.B. & Ford, D.Y. (2018). Ford, D.Y., Wright, B.L., Washington, A., & Henfield, M.A. (2016). 	<ul style="list-style-type: none"> Questions Reflection paper
7	TBD	Inclusion of Students with Significant Disabilities; Paraprofessional Training	<ul style="list-style-type: none"> Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2008). Brock, M. E. (2018). Spooner, F., McKissick, B. R., & Knight, V. F. (2017). 	<ul style="list-style-type: none"> Questions Reflection paper
8	TBD	Inclusion of Students with Significant Disabilities; Paraprofessional Training	<ul style="list-style-type: none"> Brock, M. E., Barczak, M. A., Anderson, E. J., & Bordner-Williams, N. M. (2021). Brock, M. E., Dueker, S., & Barczak, M. (2018). Brock, M. E., & Carter, E. W. (2016). 	<ul style="list-style-type: none"> Questions Reflection paper
9	TBD	Specialization Area: Literacy Interventions for Students with Mild to Moderate Disabilities; Reading Comprehension	<ul style="list-style-type: none"> Alber-Morgan, S. & Joseph, L. M. (2013). Duke, N, K., Wood, A. E., & Pearson, P. D. (2021). Joseph, L. M., Alber-Morgan, S.R., & Neef, N. (2016). 	<ul style="list-style-type: none"> Questions Reflection paper
10	TBD	Specialization Area: Literacy Interventions for Students with Mild to Moderate Disabilities; Reading Comprehension	<ul style="list-style-type: none"> Cullen, J. M., Alber-Morgan, S. R., Schnell, S.T., Wheaton, J. E. (2014). Joseph, L. M., Alber-Morgan, S. R., Amspaugh, L., Ross, K., Helton, M., Konrad, M., & Davenport, C. (2019). Rouse-Billman, C. A., & Alber-Morgan, S. R. (2019). 	<ul style="list-style-type: none"> Questions Reflection paper
11	TBD	Collaboration and Leadership;	<ul style="list-style-type: none"> Datnow et al., 2013 Johnson et al., 2012 	<ul style="list-style-type: none"> Questions Reflection

Week	Dates	Topics	Readings Due	Assignments Due
		Differentiated Instruction	<ul style="list-style-type: none"> • Ronfeldt et al., 2015 	paper
12	TBD	Collaboration and Leadership; Differentiated Instruction	<ul style="list-style-type: none"> • Goddard et al., 2015 • Goddard et al., 2018 • Goddard et al., 2007 	<ul style="list-style-type: none"> • Questions • Reflection paper
13	TBD	Guest Lecture; Topic TBD	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Questions • Reflection paper
14	TBD	Guest Lecture; Topic TBD	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • Questions • Reflection paper

Full Citations for Assigned Readings

- Alber-Morgan, S. & Joseph, L. M. (2013). Using self-questioning, summarizing, and self-monitoring to increase reading comprehension. In R. T. Boon & V. G. Spencer (Eds.), *Adolescent Literacy Strategies for Content Comprehension in Inclusive Classrooms*, (pp. 125-140) Baltimore, MD: Paul H. Brookes Company, Inc.
- Brock, M. E. (2018). Trends in the educational placement of students with intellectual disability in the United States over the past 40 years. *American Journal on Intellectual and Developmental Disabilities*, 123, 305-314.
- Brock, M. E., & Carter, E. W. (2016). Efficacy of teachers training paraprofessionals to implement peer support arrangements. *Exceptional Children*, 82, 354-371.
<https://doi.org/10.1177/0014402915585564>
- Brock, M. E., Barczak, M. A., Anderson, E. J., & Bordner-Williams, N. M. (2021). Efficacy of tiered training on paraeducator implementation of systematic instructional practices for students with severe disabilities. *Exceptional Children*, 87, 217-235.
<https://doi.org/10.1177/0014402920947641>
- Brock, M. E., Dueker, S., & Barczak, M. (2018). Improving social outcomes for students with autism at recess through peer-mediated pivotal response training. *Journal of Autism and Developmental Disorders*, 48, 2224-2230. <https://doi.org/10.1007/s10803-017-3435-3>
- Cullen, J. M., Alber-Morgan, S. R., Schnell, S. T., Wheaton, J. E. (2014). Improving reading skills of students with disabilities using Headsprout Comprehension. *Remedial and Special Education*, 35, 356-365.
- Datnow, A., Park, V., & Kennedy-Lewis, B. (2013). Affordances and constraints in the context of teacher collaboration for the purpose of data use. *Journal of Educational Administration*, 51(3), 341-362.
- Duke, N. K., Wood, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. *The Reading Teacher*, 74 (6), 663-672
- Ford, D.Y., Lawson Davis, J., Dickson, K.T., Frazier Trotman Scott, M., Grantham, T.C., Moore III, J.L., & Taradash, G.D. (2020). Evaluating gifted education programs using an equity-based and culturally responsive checklist to recruit and retain under-represented students of color. *Journal of Minority Achievement, Creativity, and Leadership*, 1(1), 119-146.
- Ford, D.Y., Wright, B.L., Washington, A., & Henfield, M.A. (2016). Access and equity denied: Key theories for school psychologists to consider when assessing Black and Hispanic students for gifted education. *School Psychology Forum*, 10(3), 265-277.
- Gersten, R., & Baker, S. (2001). Teaching expressive writing to students with learning disabilities: A meta-analysis. *The Elementary School Journal*, 101, 251-272.
- Goddard, R. D., Goddard, Y. L., Kim, E. S. & Miller, R. J. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration and collective efficacy beliefs in support of student learning. *American Journal of Education*, 121(4), 501-530.
- Goddard, Y. L. & Kim, M. (2018). Examining connections between teacher perceptions of collaboration, differentiated instruction, and teacher efficacy. *Teachers College Record*, 120(1), 1-24.

- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109, 877-896.
- Goings, R.B. & Ford, D.Y. (2018). Investigating the intersection of poverty and race in gifted education journals: A 15-year analysis. *Gifted Child Quarterly*, 62(1), 25-36.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Hartman, M. C., Nicolarakis, O. D., & Wang, Y. (2019). Language and literacy: Issues and considerations. *Education Sciences*, 9, 180; doi:10.3390/educi9030180.
- Howerton-Fox, A., & Falk, J. L. (2019). Deaf children as 'English learners': The psycholinguistic turn in deaf education. *Education Sciences*, 9, 133; doi:10.3390/educi9020133.
- Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2008). The dynamic relationship between context, curriculum, and student learning: A case for inclusive education as a research-based practice. *Research and Practice for Persons with Severe Disabilities*, 34, 175-195.
- Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114(10), 1-39.
- Joseph, L. M., Alber-Morgan, S. R., Amspaugh, L., Ross, K., Helton, M., Konrad, M., & Davenport, C. (2019). Stop to Ask and Respond (STAR): Effects of a small-group self-questioning intervention on reading comprehension performance. *Research and Practice in the Schools*, 6, 27-40.
- Joseph, L. M., Alber-Morgan, S.R., & Neef, N. (2016). Applying behavior analytic procedures to effectively teach literacy skills in the classroom. *Psychology in the Schools*, 53, 73-89
- Konrad, M. (2008). Twenty ways to involve students in the IEP process. *Intervention in School and Clinic*, 43, 236-239.
- Konrad, M., & Test, D. W. (2007). Effects of GO 4 IT...NOW! strategy instruction on the written IEP goal articulation and paragraph-writing skills of middle school students with disabilities. *Remedial and Special Education*, 28, 277-291.
- Konrad, M., Clark, K., & Test, D. W. (2017). Effects of GO 4 IT...NOW! strategy instruction on expository writing skills of students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 45-55.
- Paul, P. V., & Lee, C. (2010). Qualitative-similarity hypothesis. *American Annals of the Deaf*, 154(5), 456-462.
- Paul, P. V., & Moores, D. (2010). Introduction: Toward an understanding of epistemology and deafness. *American Annals of the Deaf*, 154(5), 421-427.
- Paul, P.V., & Alqraini, F. (2019). Conclusion: Perspectives on language, literacy, and deafness. *Education Sciences*, 9, 286. doi:10.3390/educi9040286.
- Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475-514.
- Rouse-Billman, C. A., & Alber-Morgan, S. R. (2019). Effects of a self-questioning prompt fading strategy on fourth graders' reading comprehension. *Preventing School Failure*, 63, 352-358.

- Spooner, F., McKissick, B. R., & Knight, V. F. (2017). Establishing the state of affairs for evidence-based practices in students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 42, 8-18.
- Test, D. W., Mason, C., Hughes, C., Konrad, M., Neale, M., & Wood, W. M. (2004). Student involvement in individualized education program meetings. *Exceptional Children*, 70, 391–412.
- Wang, Y., Paul, P. V., Falk, J. L., Jahromi, L. B., & Ahn, S. (2017). Predictors of English reading comprehension for children who are d/Deaf or hard of hearing. *Journal of Developmental and Physical Disabilities*, 29, 35-54. Doi:10.1007/s10882-016-9520-2.
- Wright, B.L., Ford, D.Y., Frazier Trotman, M., & Moore III, J.L. (2020). Cultural differences and early access matter: Increasing gifted and talented education participation for underrepresented students, TEMPO, XL(2),1-8.

ESSPED XXXX

Survey of Research Designs and Scholarship in Special
Education
Fall 20XX

COURSE OVERVIEW

Instructor

Instructor: Matthew Brock, PhD

Email address: brock.184@osu.edu

Phone number: 614-688-1421

Office hours: by appointment

Course description

This course is designed for doctoral students who are in their first or second year of study and has three major aims. First, students will be introduced to a range of research methodologies and approaches to scholarship. They will read peer-reviewed journal articles that utilize each methodology, and then engage in discussion with the authors of the article. Second, students will critically evaluate different research methodologies using quality indicators that reflect best practice. Third, students will begin to conceptualize their own research agendas. This will include mapping potential research questions they might address, selecting methodologies that could appropriately address those research questions, and identifying coursework that would prepare them to utilize the selected methodologies. This list of courses would be shared with the student's faculty advisor who will advise the student which courses to include in their program of study.

Course learning outcomes

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

- Describe a range of research methodologies including their strengths and weaknesses
- Match a range of research questions to appropriate research methodologies

- Critically evaluate correlational studies, qualitative studies, single-case design studies, and randomized-controlled trials against quality indicators
- Demonstrate proficiency in applying the What Works Clearinghouse to randomized-controlled trials
- Identify different research studies in their own content area that utilize a range of research methodologies
- Draft a research agenda that appropriate incorporates research methodologies that match the research questions that they are interested in
- Based on their draft of a research agenda, prepare a list of appropriate methodology courses that could be shared with their faculty advisor

HOW THIS COURSE WORKS

Mode of delivery: All course meetings will be in-person, although students will need to access Carmen to access required readings and submit assignments.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: You will be required to attend in-person class each week, as well as submit written assignments in hardcopy or to Carmen as specified by the instructor.

All students may miss one in-person class without penalty as long as they submit any required assignments to the instructor in advance of the class meeting, or work out an alternative submission date with the instructor in advance of the class meeting. Students should make individual arrangements with the instructor if they anticipate missing more than one in-person class meeting.

COURSE MATERIALS AND TECHNOLOGIES

Required Textbook

Students must purchase the following textbook:

Privitera, G. J., & Alghrim-Delzell, L. (2019). *Research Methods for Education*. Sage. ISBN-13: 978-1506303321 ISBN-10: 1506303323

All other required readings will be accessible through Carmen and are listed in the Course Schedule at the end of this document.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Lists of Questions <i>Students will be required to bring a written list of questions to class each week. This list should include at least 3 questions every week. On weeks with a guest speaker, students should draft 3 additional questions for the guest speaker (for a total of 6 questions). You will bring a hardcopy of your questions to class.</i>	3 points × 13 weeks = 39 points
Article Critiques <i>Students will critique articles using a checklist of quality indicators. They will do this for a single-case design article, a randomized controlled trial, a correlational study, and a qualitative study. You will submit your critiques to Carmen, and have an electronic copy available (e.g., on a laptop computer) during class.</i>	5 points × 5 critiques = 25 points
Identifying Examples from Content Area <i>Students will identify articles that match specific methodologies (i.e., conceptual/theoretical, single-case design, and randomized controlled trial) from their own content area. They will come to class prepared to summarize their articles for the class. Students will submit their examples to Carmen, and have either an electronic or hard copy available during class.</i>	2 points × 3 articles = 6 points

Theory of Change <i>Students will design and present a theory of change that represents their advisors research interests and/or their own research interests. This theory of change must include moderators and mediators.</i>	5 points
Draft of Research Agenda and Corresponding Coursework <i>Students will draft a 3-year research agenda that includes potential research questions, appropriate methodologies to address those questions, and corresponding coursework that would prepare them to utilize the selected methodologies. The instructor emphasizes that this will be a draft, and that students should treat this draft as a starting point for discussion with their faculty advisor.</i>	10 points
What Works Clearinghouse Certification in Group Design <i>Students will demonstrate proficiency in evaluating group design studies by obtaining certification as a WWC reviewer of group design studies. Full credit will be awarded to students who present the certificate to the instructor. Half credit will be awarded to students who do not earn the certificate, but present evidence that they attempted the certification test the maximum number of times and improved their performance over time.</i>	15 points
Total	100 points

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted unless an alternative arrangement has been made with the instructor in advance of the due date. Please refer to Carmen or the course schedule below for due dates.

Grading scale

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

60 –66.9: D
Below 60: E

Instructor feedback and response time

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** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will do my best reply to emails within **48 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

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. A more conversational tone 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.
- **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.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

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)

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- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

Week	Dates	Topics	Readings Due	Assignments Due
1	TBD	Survey of research methods and course roadmap	<ul style="list-style-type: none">• Privitera & Alghrim-Delzell Chapter 7	<ul style="list-style-type: none">• None
2	TBD	Quantitative-descriptive research	<ul style="list-style-type: none">• Privitera & Alghrim-Delzell Chapter 9• Thompson et al., 2005• Ford, 1998• Goddard et al., 2010	<ul style="list-style-type: none">• Correlational study evaluation• List of questions
3	TBD	Qualitative methods	<ul style="list-style-type: none">• Privitera & Alghrim-Delzell Chapters 10 and 11• Brantlinger et al., 2005• Biggs et al., 2016	<ul style="list-style-type: none">• Qualitative study evaluation• List of questions
4	TBD	Conceptual and Theoretical Scholarship	<ul style="list-style-type: none">• Paul & Lee, 2010• Ford et al., 2018	<ul style="list-style-type: none">• Identify conceptual paper from content area• List of questions
5	TBD	Principles of experimental research	<ul style="list-style-type: none">• Privitera & Alghrim-Delzell Chapter 4• Odom et al., 2005• Cook et al., 2014	<ul style="list-style-type: none">• Identify experimental studies from content area• List of questions
6	TBD	Single-case design	<ul style="list-style-type: none">• Kennedy Chapters 11 and 15• Horner et al., 2005• WWC, 2020a pages 77-82• Alber-Morgan et al., 2016• Konrad et al., 2017	<ul style="list-style-type: none">• Single-case design study evaluation• List of questions
7	TBD	Randomized-	<ul style="list-style-type: none">• Privitera & Alghrim-Delzell	<ul style="list-style-type: none">• Single-case design

Week	Dates	Topics	Readings Due	Assignments Due
		controlled trials	Chapter 14 <ul style="list-style-type: none"> • Gersten et al., 2005 • WWC, 2020a pages 4-55 • Brock et al., 2020 	study evaluation <ul style="list-style-type: none"> • List of questions
8	TBD	Quasi-experimental designs	<ul style="list-style-type: none"> • Privitera & Alghrim-Delzell Chapter 13 • Boyd et. al., 2014 	<ul style="list-style-type: none"> • Quasi-experimental study evaluation • List of questions
9	TBD	Comparative Group and Single-Case Designs	<ul style="list-style-type: none"> • Wolery et al., 2018 • Brock & Carter, 2015 • Schisler et al., 2010 	<ul style="list-style-type: none"> • List of questions
10	TBD	Mediators and moderators	<ul style="list-style-type: none"> • MacKinnon, 2011 • Horner & Machilcek, 2017 • IES, 2020 (28:30-31:51) • Brock, 2019 	<ul style="list-style-type: none"> • Theory of change • List of questions
12	TBD	SEER Principles	<ul style="list-style-type: none"> • Schneider, 2020 • Cook et al., 2018 • IES, 2020 	<ul style="list-style-type: none"> • List of questions
12	TBD	Literature Reviews and Meta-Analyses	<ul style="list-style-type: none"> • Lipsey & Wilson Chapter 1 • WWC, 2020b • Brock et al., 2017 • Brock & Carter, 2017 • Joseph & Konrad, 2009 	<ul style="list-style-type: none"> • List of questions
13	TBD	Communicating to Practitioners	<ul style="list-style-type: none"> • Cook & Odom, 2013 • Sayeski, 2018 • Konrad et al., 2019 • Konrad et al., 2008 	<ul style="list-style-type: none"> • List of questions
14	TBD	Mapping a Research Agenda	<ul style="list-style-type: none"> • Watch videos that describe methodology courses • Review syllabi from methodology courses 	<ul style="list-style-type: none"> • List of questions • Draft of research agenda • List of courses that match your agenda • WWC Certification in Randomized Controlled Trials

From: [Paul, Peter](#)
To: [EHE ES-GSC-Chair](#)
Cc: [Guerrero, Marc J.](#)
Subject: SPED responses
Date: Friday, February 4, 2022 11:02:00 AM
Attachments: [Collaborating with Diverse Families and Professionals Syllabus.docx](#)
[Collaboration and School Community Partnerships Syllabus.docx](#)

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.

RESPONSE: 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.

RESPONSE: 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

Subject: RE: Request to Reconsider Concurrence Issue
Date: Sunday, March 6, 2022 at 9:56:51 PM Eastern Standard Time
From: O'Connell, Ann
To: Brock, Matthew E., Paul, Peter
CC: Guerrero, Marc J.
Attachments: image001.png, image003.png, image004.jpg, image005.jpg, image006.png, image007.png, image008.jpg, image009.jpg, image010.png, image011.png, image012.jpg, image013.jpg

Dear Matt,

Thank you for your responsiveness to our questions/concerns regarding the SPED syllabus. We see clear distinction among our respective courses and do not feel there is concurrence issues with any of our QREM courses.

Sincerely,

Ann O'Connell.

From: Brock, Matthew E. <brock.184@osu.edu>
Sent: Friday, March 4, 2022 4:08 PM
To: O'Connell, Ann <oconnell.87@osu.edu>; Paul, Peter <paul.3@osu.edu>
Cc: Guerrero, Marc J. <guerrero.55@osu.edu>
Subject: RE: Request to Reconsider Concurrence Issue

Hi Ann,

Thanks for partnering with us to work this out! I'm attaching a revised syllabus that implements all of the suggestions as we discussed.

Presuming that you are good with this revised syllabus, would you please reply to confirm that there is no concurrence issue with the revised syllabus?

Thanks,
Matt

Matt Brock, PhD

Pronouns: he, him, his

Associate Professor of Special Education



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