Term Information

Effective Term

Spring 2013

General Information

Course Bulletin Listing/Subject Area
Education: Educ Policy & Ldrshp

Fiscal Unit/Academic Org
School/Educ Policy & Leadership - D1280

College/Academic Group
Education & Human Ecology

Level/Career
Graduate

Course Number/Catalog
8081

Course Title
Introductory Seminar: Applied Developmental Science in Education

Transcript Abbreviation
ADS

Course Description
An introductory professional seminar for doctoral students seeking the Interdisciplinary PhD Specialization in Applied Developmental Science in Education (ADS-E).

Semester Credit Hours/Units
Fixed: 2

Offering Information

Length Of Course
14 Week

Flexibly Scheduled Course
Never

Does any section of this course have a distance education component?
No

Grading Basis
Satisfactory/Unsatisfactory

Repeatable
No

Course Components
Seminar

Grade Roster Component
Seminar

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Never

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Cross-Listings

Cross-Listings
EDUTL 8081

Subject/CIP Code

Subject/CIP Code
13.0101

Subsidy Level
Doctoral Course

Intended Rank
Doctoral

Quarters to Semesters
Quarters to Semesters
New course

Give a rationale statement explaining the purpose of the new course
This is a required course in the proposed GIS in Applied Developmental Science in Education

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• Understand ADS-E including its history, major substantive issues, and current trends
• Know research methodologies of relevant basic and applied ADS-E research

Content Topic List
• Research methodologies of relevant basic and applied ADS-E research
• ADS-E science, media, policy, and practice
• Careers in ADS-E
• ADS-E and language/communication
• ADS-E and teaching/learning
• ADS-E and cognition
• ADS-E and educational psychology
• ADS-E and statistics/measurement
• ADS-E and evaluation/policy

Attachments
• intro semester.doc: Syllabus
  (Syllabus. Owner: Zircher, Andrew Paul)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tbody>
<tr>
<td>Submitted</td>
<td>Zircher, Andrew Paul</td>
<td>07/31/2012 08:30 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Baker, Gerald Eugene</td>
<td>09/10/2012 11:09 AM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>09/10/2012 11:09 AM</td>
<td>College Approval</td>
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</table>
Course Description: This course is an introductory professional seminar for doctoral students seeking the Interdisciplinary PhD Specialization in Applied Developmental Science in Education (ADS-E). Applied developmental science is a multidisciplinary field of study that seeks to integrate basic science and developmental theory with applied science on practices, polices, and programs. The major goal of this course is to introduce students to this topic area, its methods, and relevant research. Specific objectives include:

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

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

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

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

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

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

CITI Training (15 points): Students are required to obtain certification in ethical and responsible conduct of human subjects research, to facilitate completion of the ADS-E field or research apprenticeship. To satisfy this requirement, students must complete CITI training (see http://orrp.osu.edu/irb/training/citi.cfm for information; training modules located at www.citiprogram.org) and turn in a hard copy of the completion certificate on the due date. If students have already completed the CITI training within the past 3 years, they may turn in a completion certificate from when it was initially completed.
ADS-E Career Reflection and Search (20 points): There are numerous, varied careers available within ADS-E. Given the interdisciplinary nature of the field, however, careers may be difficult to identify. As part of this course, students will write a brief paper (1-2 double-spaced pages) in which they identify (a) their reason(s) for pursuing the ADS-E specialization, (b) their scholarly and professional goals related to ADS-E, and (c) at least three specific ADS-E careers/jobs that would allow them to accomplish these goals. Students should attach job descriptions for each of these three ADS-E careers/jobs to their reflections. Reflections ought to follow APA style.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>E</td>
<td>&lt;60</td>
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</tbody>
</table>

Participation/Readings 35 points  
CITI Training 15 points  
Career Reflection/Search 20 points  
Final Presentation 30 points  
Total 100 points

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

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

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

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

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

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

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

**COURSE SCHEDULE**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings and Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the ADS-E program</td>
<td>Susman-Stillman et al. (1996)</td>
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<tr>
<td></td>
<td>Introduction to the course</td>
<td>Lerner (2002)</td>
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<td></td>
<td>Review of developmental theories</td>
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<tr>
<td></td>
<td>History and development of ADS-E</td>
<td>Any 1 article from a recent issue of <em>Applied Developmental Science</em> (online journal</td>
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<td></td>
<td>ADS-E ethics</td>
<td>available via OSU library)</td>
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<td></td>
<td>ADS-E resources (organizations, websites, journals)</td>
<td>SRCD (n.d.)</td>
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<td></td>
<td></td>
<td>Fisher (2005)</td>
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<td>3</td>
<td>ADS-E methodologies</td>
<td>Schwebel et al. (2000)</td>
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<td></td>
<td>Basic and applied research</td>
<td>Fletcher &amp; Francis (2004)</td>
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<td></td>
<td>Overview of research designs</td>
<td>Saloman (1991)</td>
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<td></td>
<td></td>
<td>Yoshikawa et al. (2008)</td>
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<tr>
<td>4</td>
<td>ADS-E science, media, policy, and practice</td>
<td>Barwick et al (2005)</td>
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<tr>
<td>#</td>
<td>Topic</td>
<td>Due:</td>
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<td></td>
<td>Careers in ADS-E</td>
<td>Huston (2005) and commentaries</td>
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<td></td>
<td></td>
<td>Thompson &amp; Nelson (2001)</td>
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<td></td>
<td></td>
<td>Kyllonen (2004)</td>
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<td>5</td>
<td>Guest lecture: ADS-E and language/communication</td>
<td>Guests’ readings</td>
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<tr>
<td>6</td>
<td>Guest lecture: ADS-E and teaching/learning</td>
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<tr>
<td>7</td>
<td>Guest lecture: ADS-E and cognition</td>
<td>Guests’ readings</td>
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<tr>
<td>8</td>
<td>Guest lecture: ADS-E and educational psychology</td>
<td>Guests’ readings</td>
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<tr>
<td>9</td>
<td>Guest lecture: ADS-E and statistics/measurement</td>
<td>Guests’ readings</td>
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<tr>
<td>10</td>
<td>Guest lecture: ADS-E and evaluation/policy</td>
<td>Guests’ readings</td>
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<tr>
<td>11</td>
<td>Guest lecture: ADS-E and nutrition</td>
<td>Guests’ readings</td>
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<tr>
<td>12</td>
<td>Guest lecture: ADS-E and human development</td>
<td>Guests’ readings</td>
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<tr>
<td>13</td>
<td>Guest lecture: ADS-E and family/relationships</td>
<td>Guests’ readings</td>
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<tr>
<td>14</td>
<td>Student presentations</td>
<td>Zanna &amp; Darley (2004)</td>
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<tr>
<td></td>
<td>ADS-E field/research apprenticeship and capstone project expectations</td>
<td>Due: Final Student Presentations</td>
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<tr>
<td></td>
<td>Wrap up</td>
<td>Due: CITI Training Certificate</td>
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</table>

**References:**


