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
8082

Course Title
Capstone Seminar: Applied Developmental Science in Education

Transcript Abbreviation
ADS-E Capstone

Course Description
A capstone professional seminar for doctoral students enrolled in 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
EDUPL 8081 or EDUTL 8081

Exclusions

Cross-Listings

Cross-Listings
EDUTL 8082

Subject/CIP Code

Subject/CIP Code
13.0101

Subsidy Level
Doctoral Course

Intended Rank
Doctoral

Quarters to Semesters
COURSE REQUEST
8082 - Status: PENDING

Last Updated: Baker, Gerald Eugene
09/10/2012

Quarters to Semesters
New course

Give a rationale statement explaining the purpose of the new course
New course required for 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
• Promote knowledge of major substantive issues and methodologies in ADS-E
• Investigate opportunities for conducting and applying ADS-E research, including grant opportunities
• Examine how ADS-E knowledge is disseminated and used to guide major substantive issues and methodologies in ADS-E

Content Topic List
• Opportunities for conducting and applying ADS-E research, including grant opportunities
• ADS-E knowledge dissemination

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

Comments

Workflow Information

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<thead>
<tr>
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<th>User(s)</th>
<th>Date/Time</th>
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<td>Zircher, Andrew Paul</td>
<td>07/31/2012 08:35 AM</td>
<td>Submitted for Approval</td>
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<td>Baker, Gerald Eugene</td>
<td>09/10/2012 11:10 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 11:10 AM</td>
<td>College Approval</td>
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Course Description: This course is a capstone professional seminar for doctoral students enrolled in the Interdisciplinary PhD Specialization in Applied Developmental Science in Education (ADS-E). Applied developmental science is a multidisciplinary field of study that seeks to integrate basic science and developmental theory with applied science on practices, polices, and programs. Students enrolled in this course will have completed their ADS-E field/research apprenticeships. The course provides an opportunity for students to reflect on these experiences and continue to build their professional skill with respect to the conduction, dissemination, and practical use of ADS-E research and knowledge. Specific objectives include:

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

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

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

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

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

Assigned Readings: Readings are indicated on the course schedule in this syllabus. Readings are to be completed prior to the class during which they will be discussed. Students are expected to read critically, reflect on content, and arrive to class prepared to discuss the key ideas and concepts posed in readings. Students should 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.

Capstone Presentation (35 points): Students will prepare and share presentations concerning their ADS-E field/research apprenticeship experiences. The 20-minute presentations should summarize their apprenticeship experience. For those who completed research apprenticeships, presentations ought to follow APA format to the extent possible (i.e., introduction to the topic and relevant literature, overview of methods, sharing of findings, discussion of impact, application, and “lessons learned”). Those who completed field apprenticeships ought to introduce their topic and relevant literature, give an overview of their roles/responsibilities in the field, critically reflect on the how their field experience relates to ADS-E, and discuss further applications of their work as well as “lessons learned.” Students should be prepared to answer classmates’ questions concerning their experiences and discuss how these experiences have affected their understanding of ADS-E and scholarly/career goals.
Dissemination Project (35 points): Students will demonstrate their abilities to present ADS-E research/knowledge to various audiences (i.e., the ADS-E research community, relevant practitioners, and other stakeholders such as policymakers or parents) via a dissemination project. The dissemination project will be based on students’ field/research apprenticeship experiences and consists of three parts. First, students will identify an academic journal or conference relevant to their apprenticeship topic and prepare a structured research abstract for this outlet following APA guidelines. Second, students will identify a relevant practitioner journal or conference and prepare an appropriate abstract for this audience. Finally, students will identify a third stakeholder relevant to their topic (e.g., policymaker, parent, council or organization) and prepare an appropriate document conveying ADS-E generated knowledge to this stakeholder (e.g., letter, flier). Students are required to obtain verbal approval from the instructor as to the outlets, third stakeholder, and third documents selected prior to completing the project.

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

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<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>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>E</td>
<td>&lt;60</td>
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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/](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>
</table>
| 1    | Introduction to the course  
Revisiting the definition of ADS-E  
Reviewing the ADS-E research process | Lerner et al. (2000)  
NRC (2002) |
| 2    | Research and application opportunities in ADS-E Grants | Review of selected websites  
Steinberg (2004)  
Sternberg (2004) |
| 3    | Dissemination of ADS-E findings  
Outlets  
Writing for different audiences | Justice & Kaderavek (2002)  
Justice & Ezell (2002)  
NIFL (2007) |
| 4    | Student Capstone Presentations | DUE: Instructor approval for dissemination project |
| 5    | Student Capstone Presentations |  |
| 6    | Decision-making based on ADS-E research:  
Inputs, outputs, outcomes  
Cost analysis | Program evaluation overview/glossary  
Kim (2007a)  
Blonigen (2008) |
| 7    | Student Capstone Presentations |  |
| 8    | Student Capstone Presentations |  |
| 9    | Decision-making based on ADS-E research:  
Statistical, practical, and clinical significance | Thompson (2002)  
Hill et al. (2008) |
<p>| 10   | Student Capstone Presentations |  |</p>
<table>
<thead>
<tr>
<th>Week</th>
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<th>Readings and Assignments</th>
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<td>11</td>
<td>Student Capstone Presentations</td>
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<tr>
<td>13</td>
<td>Student Capstone Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Scaling up applications of ADS-E Wrap up</td>
<td>Gersten &amp; Dimino (2001) Jensen et al. (1999) DUE: Dissemination Project</td>
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References:


