Originating Course Information

Offering of Education: Educ Policy & Ldrshp 7897.10: Special Topics: Educational Policy and Leadership
Fiscal Unit/Academic Org: School/Educ Policy & Leadership - D1280
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus
Term of Offering: Autumn 2013 - Regular Academic Term
Level/Career: Graduate
Rationale for proposing this offering: Special topics for Columbus City Schools teachers
Description for this offering: School and Family Based Interventions

Attachments

- EDUPL 7897.10 flex Au13 Syllabus Sch-Fam - arbolino.doc: Arbolino - Sch Fam Based Intervention
  (Syllabus. Owner: Baker, Gerald Eugene)
- EDUPL 7897-10 flex Au13 OneTimeSuppl Sch-Fam arbolino.doc: Arbolino - Sch Fam Based Intervention
  (One Time Form Supplement. Owner: Baker, Gerald Eugene)
- EDUPL 7897.10 flex Au13 Crse Rqst Form Sch-Fam - arbolino.docx: Arbolino - Sch Fam Based Intervention
  (Other Supporting Documentation. Owner: Baker, Gerald Eugene)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Baker, Gerald Eugene</td>
<td>12/04/2012 11:25 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>12/04/2012 02:00 PM</td>
<td>Unit Approval</td>
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<tr>
<td>Approved</td>
<td>Zabloudil, Deborah A</td>
<td>12/10/2012 11:24 AM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/10/2012 11:25 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. One-time Request Information (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested)  NA
2. Enrollment Capacity  20
3. Waitlist Capacity  999
4. Final Exam:  
   - [ ] Yes  [✓] No
   - [ ] Last Class (Note: per faculty rules, this option is NOT available for the Undergraduate career)
      a. Exam Seat Spacing

5. Special Instructions or Additional Information
   This class meets off-campus at the Columbus City Schools

6. Class Search Title (18 character limit)  Schl Fmly Bsd Intrv
7. Display in Class Search:  
   - [✓] Yes  [ ] No
8. Credit Hours  3

9. Course Components (check all that apply):
   - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   - [ ] Laboratory  [X] Lecture  [ ] Recitation

10. Graded Component (check one):
    - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
    - [ ] Laboratory  [X] Lecture  [ ] Recitation

11. Campus of Offering (check all that apply):
    - [X ] Columbus  [ ] Marion  [ ] Newark
    - [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions

13. Permission to Enroll in this course: □ No Consent needed □ Department Consent □ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date Sept. 10 – Dec. 10

2. Previous quarter(s) of offering and enrollment Autumn 2012

3. Expected enrollment for proposed quarter of offering 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site Columbus City Schools to be determined

6. Will course be taught in distance learning format: □ Yes □ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td>3 hrs per wk for 13 wks</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Options (Check)
- [] Letter
- [] S/U
- [] Progress

Number of Hours of out-of-class preparation required: 65
Total hours of class meetings: 39
Length of each class: 3 hrs

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

Instructor: Arbolino, Lauren
Rank:

Qualifications (explain any difference in rank/qualification from on-campus instructors):

Explain differences in teaching arrangements from on-campus offerings:

Student Services (explain how they will be provided to off-campus students):

Registration:

Office Hours:

Academic Advising:

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests): 

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [X] In Person
   - [ ] Flexibly Scheduled
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___4:00________  5. Meeting end time: ___7:00_________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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</thead>
<tbody>
<tr>
<td>Arbolino, Lauren</td>
<td>Primary</td>
<td>Post</td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td>3</td>
<td></td>
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<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: This class will be taught in the Columbus City Schools

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
The Ohio State University  
College of Education and Human Ecology  
Department of PAES/ Special Education  
School and Family Based Interventions  
Course # EDUPL 7897.10  
Syllabus

Instructor: Lauren Arbolino, Ph.D.  
arbolino.1@osu.edu

Year: Fall 2013

Course Number: EDUPL 7897.10

Course Dates: September 10 – Dec 10

Course Times: 4:00-7:00pm

Office Hours: By appointment

Credits: 3

Location: TBD

DESCRIPTION/RATIONALE:
This course is offered to the teachers of Columbus City Schools through the Office of Outreach and Engagement at OSU, College of Education. The purpose is to offer in-depth information regarding implementing research based interventions both at home and in the school setting. This should assist education professionals in achieving their goals in meeting the needs of their students and in facilitating collaboration among school professionals and family members.

OBJECTIVES: Upon completion of this course…
- The student will be able to review and discuss evidence based practices.
- The student will be able to identify interventions that are implemented in both home and school settings.
- The student will be able to critically read and review research articles.
- The student will be able to conduct a research project related to data based interventions.
- The students will be able to work together to identify strategies that have a history of demonstrating effectiveness with children across settings.

RELATIONSHIP TO OTHER COURSES:
This course is similar to other courses offered in PAES/Special Education in its focus on effective teaching strategies and its information regarding a variety of students.

KNOWLEDGE/SKILLS AND DISPOSITIONS:
This course will increase the knowledge and skills of teachers and other professionals in relation to providing students with interventions at home and at school. In particular,
strategies to improve appropriate behaviors, mitigate challenging behaviors, increase academic functioning, heighten socio-emotional functioning and strengthen professionals’ skills related to implementation of effective interventions will be covered.

**OFF CAMPUS FIELD EXPERIENCES:**
Students will be asked to implement one of the suggested interventions with a child in either a school or home setting.

**DIVERSITY:**
Discussion of the range of students who are served with effective interventions will allow participants in the class to address the needs across a variety of populations receiving special services. A panel of professionals and parents will assist in ensuring a broad-based and diverse set of perspectives and experiences.

**TECHNOLOGY:**
Students will be exposed to technologies of teaching that have been shown to assist in intervention implementation.

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Topics:</th>
<th>Introduction &amp; Overview</th>
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</thead>
<tbody>
<tr>
<td>Class 2</td>
<td>Topics:</td>
<td>Environmental Interventions/School-wide PBS</td>
</tr>
<tr>
<td>Class 3</td>
<td>Topics:</td>
<td>Peer Mediated Interventions</td>
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<tr>
<td></td>
<td>Readings:</td>
<td>Reading Summaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rutherford et al. (2008); Fantuzzo et al. (2005)</td>
</tr>
<tr>
<td>Class 4</td>
<td>Topics:</td>
<td>Peer Strategies</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
<td>Reading Summaries</td>
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<tr>
<td></td>
<td></td>
<td>Greenwood et al. (2001); Gureasko-Moore et al. (2007)</td>
</tr>
<tr>
<td>Class 5</td>
<td>Topics:</td>
<td>Self-Management</td>
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<td></td>
<td>Readings:</td>
<td>Reading Summaries</td>
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<tr>
<td></td>
<td></td>
<td>Frey et al. (2000); Gresham et al. (2001);</td>
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<tr>
<td>Class 6</td>
<td>Topics:</td>
<td>Social Skills Interventions</td>
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<td></td>
<td>Readings:</td>
<td>Reading Summaries</td>
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<td>Fite et al. (2008); Skinner et al. (2002)</td>
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<td>Class 7</td>
<td>Topics:</td>
<td>Interventions for Anxiety &amp; Depression</td>
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<td>Readings:</td>
<td>Reading Summaries</td>
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<td>Greenberg (2003); Webster-Stratton (2008)</td>
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<td>Class 8</td>
<td>Topics:</td>
<td>Bereavement &amp; Interventions for Abuse</td>
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<td>Readings:</td>
<td>Reading Summaries</td>
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<td></td>
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<td>Sandler et al. (2003); Glaser (2002)</td>
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<td>Class 9</td>
<td>Topics:</td>
<td>Crisis Intervention &amp; Wrap Up</td>
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<tr>
<td></td>
<td>Readings:</td>
<td>Reading Summaries</td>
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<tr>
<td>Class 10</td>
<td>Topics:</td>
<td>Partner Presentations</td>
</tr>
</tbody>
</table>
ASSIGNMENTS:

This class is graded using a Satisfactory/Unsatisfactory system.

Reading Choice
Read one of offered references or a reading of your choice on a research based intervention for academic or behavioral concerns, and write a paragraph summary.

Reading Assigned
You will be assigned two of the articles covered in class and will be asked to read them with the intention of presenting it to the class.

Partner Project*
Please work with a partner to identify one intervention you would like to research and present to the class. You and your partner will be responsible for an explanation and summary of the intervention, history of how the intervention was initially designed or created, the population with which the intervention has shown to be effective, research studies that have utilized the intervention and the outcomes of those studies.

*We will dedicate time in class to work in groups on these projects.

REQUIREMENTS:
S= 75% or above
Class Attendance: 10%
Attend class sessions and participate in class discussions.

Participation: 20%
Students must actively participate in class discussions.

Readings: 30%
Completes readings assignments as assigned. Summarize to class one reading on topic.

Project: 40%
With a partner, present a project on a specific intervention including the history, explanation and expected results with specific populations.

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. 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. “

**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.

The School of Physical Activity and Educational Services (PAES) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.
STATEMENT OF STUDENTS’ RIGHTS:
“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive affective and timely accommodations.”

READING LIST:


