Katie,

Attached is a proposal from the Department of Teaching and Learning in the College of Education to establish a new Doctorate of Education in Teaching and Learning with a specialization in Practitioner Inquiry of Equity-based Advocacy.

The Department of Teaching and Learning in the College of Education and Human Ecology is proposing to establish a Doctorate of Education (Ed.D.) with a Specialization in Practitioner Inquiry of Equity-based Advocacy in Teaching and Learning. The need for this program was identified by surveying faculty from the department, two focus groups composed of 13 local educators, and an analysis of like programs from similar institutions. The total credit hours required to complete the EdD post-masters is a minimum of 51 hours. The degree will also require a practice-based educational research dissertation in practice. Practice-based educational research takes place in school settings where the EdD candidate involves schools and districts in the design and implementation of the research project. The practice-based educational research project respects the school districts' culture, strengths, and assets and is guided by the principle of "doing no harm." The program plans to focus locally within Franklin county's 19 schools to target educators with Master's degrees looking for opportunities to earn a doctoral degree with the intent to expand recruitment across the state, country, and internationally over the next three years. GS/CAA has reviewed the proposal and recommended it for approval by Graduate Council. Through the creation and implementation of this new program, the Department of Teaching and Learning will be able to develop more prosperous and productive relationships with local school districts, increase opportunities for research in districts that want and need support, and provide authentic opportunities to develop outreach across the state of Ohio, raise the profile of T&L locally, nationally, and globally, and create opportunities that may facilitate openings for regional campuses to generate cohorts.

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

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL

TJ Carpenter, MS
Administrative Coordinator
The Ohio State University
Graduate School
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Pronouns: He/Him/His

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: Tuesday, January 10, 2023

RE: Proposal to establish a Doctorate of Education (Ed.D.) with a Specialization in Practitioner Inquiry of Equity-based Advocacy in the College of Education and Human Ecology

The Department of Teaching and Learning in the College of Education and Human Ecology is proposing to establish a Doctorate of Education (Ed.D.) with a Specialization in Practitioner Inquiry of Equity-based Advocacy in Teaching and Learning.

The proposal was received by the Graduate School on June 21, 2022. The combined GS/CAA subcommittee first reviewed the proposal on September 29, 2022 and requested revisions. Revisions were received on December 7, 2022. GS/CAA conducted a second review of the proposal and recommended it for approval by the Graduate Council on December 15, 2022. The proposal was approved by the Graduate Council on January 10, 2023.

Curriculum Proposal Checklist

THE OHIO STATE UNIVERSITY

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

December 7, 2022

Dear Members of Graduate School & Council of Academic Affairs,

Please find documents and responses requested. We have addressed the feedback provided by the committess and included all necessary documents. We are waiting for the final signatures for the OTDI MOU and will be sending the document shortly. Please see below on the suggestions provided and how we addressed in the attached proposal document.
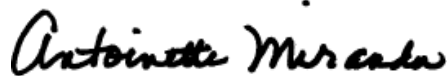
- Please provide a letter of support at the college level
  A letter from the Dean is included as well as the email correspondence from the EHE College's Curriculum Committee sharing approval for the proposal from the committee.

- Provide additional information about the typical length of the program
  This information is included towards the bottom of page 2

- How does this program compare to other like programs, credit hours, length, advantages, etc.?
  This information is included towards the bottom of page 2

- The subcommittee contemplated the name of the degree and was interested in knowing more about how the name of the degree was decided upon. It may be helpful to include the rationale behind the name and what other similar programs are named or to consider shortening the name of the degree.
  - Doctor of Education in Teaching and Learning specializing in Practitioner Inquiry of Equity-Based Advocacy in Teaching and Learning
  We have deleted Teaching and Learning at the end of the title. The actual title is Practitioner Inquiry of Equity-Based Advocacy. The rationale behind the name is in the middle of page 8 and the last paragraph of page 7.

- On the curriculum sheet please indicate which courses will be hybrid, DL, in person
  Indicated on curriculum sheet

- Provide short syllabi for the two pro-seminars
  The syllabi are included for the two pro-seminars

- Provide a list of elective courses
  Included on Curriculum sheet

- Is Teaching and Learning considering the addition of other specializations in the

future? *No, it is stated in proposal on page* one. the department think that the addition of other specializations will have an impact on this program?

- Does the department of Teaching and Learning expect any impacts on the Ph.D. program with the addition of this new EdD program?
  Anticipated impact is at the top of page 4.

- Please provide faculty CVs (no more than two pages each) for faculty teaching in the program. What is the assessment plan for the program? The plan should be focused on the program rather than at the level of individual students or courses.
  Faculty CVs are included. Assessment plan is included

- Complete the attached fiscal impact statement
  It is attached

- Please submit the MOU with ODEE to the Graduate School as part of the review process upon its completion.
  MOU will be completed within a week.

- More information regarding the hybrid/online portion will need to be added
  A description is at the bottom of page 2 and is indicated on the Curriculum sheet

- The proposal mentions Teaching and Learning may need an additional faculty member and a potential additional staff member to run the program. Please provide additional information about resources and support the college has expressed support for these needs. A letter from the Dean of the College stating this form of support would likely be a strong addition to the proposal.
  Information is in the Dean's letter and on pages 8 & 9

- How would the distribution student advising be distributed? Will the main faculty member in the program advise all students or will there be more faculty involved in the advising process?
  Information on advising can be found on page 8 & 9

Thank you and please let us know if you have any questions. We look forward to hearing from you.

Sincerely,

Antoinette Miranda, Ph.D
Department Chair

PROGRAM DEVELOPMENT PLAN

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The new Doctorate of Education (Ed.D.) degree program is initiated through the Department of Teaching and Learning at The Ohio State University. The proposed program will uniquely focus on *Practitioner Inquiry for Equity-based Advocacy*. Housed in the Department of Teaching and Learning, the proposed Ed.D. program will draw on the expertise of the faculty to prepare educational professionals to develop knowledge, skills, and dispositions for transforming their communities towards equity-based advocacy. The Department of Teaching and Learning has long established national and international reputations in teacher education, boasting highly-ranked teacher education programs. According to the recent U.S. News and World Report's Best Graduate Schools, the department's Secondary Education and Elementary Education programs are both ranked No. 9 in the nation, and the Curriculum and Instruction ranks No. 8. In addition, the Department is working at the frontier of international collaborations to create global opportunities and experience for students across all programs. **Since the proposed EdD is at the department level, it is anticipated that there will be no other EdD specializations in the future.**

As the department explored the idea of an EdD program, it was important to create a program that was consistent with the vision statement adopted in the Spring of 2021. That vision statement is as follows: *We envision humanizing education contexts that are critical, inclusive and equitable, and that disrupt and decolonize systems of oppression, where all people are committed to working towards equity, anti-racism, and racial and linguistic justice.* The proposed Ed.D. program in Teaching and Learning will uniquely focus on *Practitioner Inquiry for Equity-based Advocacy.* It will be a professional degree with a focus on practice-oriented inquiries located within practitioners' professional settings. It has become increasingly clear that the current educational environment requires practitioners who can advocate for equity having conducted inquiries within their own contexts to understand and communicate more effectively about pressing issues in education. Practitioners can meet this need by engaging in systemic inquiry and strategic advocacy to address and seek to resolve problems that they identify in their professional contexts. The Ed.D. in Teaching and Learning – *Practitioner Inquiry for Equity-based Advocacy* is designed to support working professionals in honing and developing their knowledge, skills and dispositions needed for leading in their respective educational communities, both in and out of school settings. Ed.D. participants will leave the program as highly-equipped professionals ready to implement theory-guided practices and take on challenges as classroom teachers, curriculum specialists, policy designers, related service personnel (e.g. speech therapist, school psychologist, school counselor), higher education instructors and/or in other pertinent roles.

The need for an Ed.D. program is further highlighted in a recent survey of the faculty in the Department of Teaching and Learning. Thirty-five tenure-track and clinical faculty members participated in the survey. On a 5-point Likert scale with 1 being strongly disagree and 5 being strongly agree, the average ratings were 4.06 and 4.12 respectively for the following two statements: "*I believe an EdD is a valuable graduate program option*" and "*An EdD program*

could help support our department's mission and vision". Nearly all the respondents stated that they could "*see a distinction in the goals and content between an EdD and PhD program*".

In a separate exploration of creating a critical practitioner inquiry doctoral strand in the Department, a group of faculty members organized 2 focus-group discussions with 13 local educators. Themes that emerged from the discussions included integrating educational theories into practice, making what is learned applicable to educators' classroom instruction, and preparing doctoral candidates with advocacy power to impact the educational system. These findings all point to an urgent need for an EdD program that focuses on practice-driven inquiry, advocacy, and equity in teaching and learning.

The proposed EdD program also creates new and sustainable possibilities for the Department. Specifically, the program will (a) enable the Department of Teaching and Learning to develop richer and more productive relationships with local and regional school districts; (b) increase opportunities for scholarly inquiries in districts that need support; (c) provide authentic opportunities to develop outreach across the state of Ohio in ways that explicitly use our research to support teaching and learning in classrooms, schools, and communities; (d) raise the department profile locally, nationally, and globally.

II. DESCRIPTION OF THE PROPOSED CURRICULUM

The EdD proposal is consistent with provisions of the Graduate School and respective program handbooks. The number of credit hours required for graduation is consistent with the Graduate School policies for professional doctorates. The proposed EdD presents a broad outline of study in foundational courses, practitioner research/inquiry, practice-based inquiry, and **degree** specialization **courses and** electives [See the attached EdD course sequence document]. The course of study is linked to programs goals and learning outcomes [See the attached EdD curriculum map identifying how courses link to program goals and learning outcomes document]. The student-advising sheet is explicit providing advisors and students with a clear path for student course work once admitted to the EdD program [See the attached Student Advising Sheet document].

Each student's program of study will devise a course of study and a cohort–organized matriculation schedule of completion. The EdD degree in Teaching and Learning will meet all doctoral program requirements as set forth by Graduate School guidelines. The total credit hours required to complete the EdD post masters: minimum 51 hours. **The program is designed as a three year program. The first two years consist of courses with the third year focused on the dissertation of practice. This program model is fairly consistent with other programs in the state of Ohio. Most programs are between 51-60 hours, use a cohort model, and can be finished in 7-8 semesters (e.g., Franklin University, Ashland University, University of Dayton)**

We differentiate the EdD from the PhD through our Guiding *Principles* for EdD Practice-based Educational Research. Practiced-based educational research inquiry into local and regional school districts will be the focal point of the EdD candidate's research. Practice-based

educational research explicitly recognizes the value of local knowledge within each district and operates on the premise that working with school districts as co-researchers produces research more accessible, accountable, and authentic opportunities to develop outreach across the state of Ohio.

Practice-based educational research takes place in school settings where the EdD candidate involves schools and districts in the design and implementation of the research project. The practice-based educational research project respects the culture, strengths and assets of the school districts as well as being guided by the principle of "doing no harm." The following principles guide the development of practice-based educational EdD research projects:

Principles
1. EdD students with an earned master's degree and a minimum of 5 years of professional experience work with colleagues in a cohort over a 3-year period to engage in practice-driven inquiries.
2. EdD students come from, develop, and sustain collaborative relations with local and regional communities for practice-driven inquiry
3. EdD students carry out inquiries intending to address and resolve problems in practice
4. EdD students develop the knowledge, skills, and dispositions needed to take on leadership positions as they engage in equity-based advocacy through policy making and teacher leadership.

Goals
Graduates of the EdD program will:
1. apply educational research and theories to advocate for equity-based practices in their professional settings.
2. engage in careful, systemic inquiry to identify, analyze, grapple with, and work to resolve aspects of problems intending to bring about and advocate for more equity within their professional settings.
3. effectively communicate outcomes of their practitioner-inquiries, from within and beyond the program, to various stakeholders and constituents.
4. create inclusive practices, policies, and procedures that will ensure every individual has a chance for success.
5. lead their colleagues toward equity-based advocacy in their professional contexts and be able to influence administrative work and policies to support teachers, students, families, and communities.

Learning Outcomes
- Theoretical Foundations: Candidates can comprehend and apply educational theory and research that serves as a foundation for practice.
- Community Relationships: Candidates can effectively and ethically establish, nurture, and provide leadership for collaborative relationships in professional community settings
- Advocacy: Candidates can use practitioner inquiry to facilitate equity-based change in educational-related organizations.

- Research and Evaluation: Candidates can critically evaluate research and apply scientific and other methodologies to analysis of empirical data and conduct inquiry projects to resolve aspects of problems that they identify in their educational communities.
- Diversity: Candidates can comprehend and value human diversity in professional settings
- Professional Identity: Candidates can value and demonstrate attitudes essential for continual learning and scholarly inquiry

Anticipated impact on the PhD program
The Department thought carefully about the impact on the PhD program. As such, we do not believe it will have a significant impact. Per the T & L Graduate Student Handbook, the PhD is described as "a rigorous research-based degree designed to prepare graduates to work and succeed in research-intensive settings". Through surveys and focus groups, we know that teachers and other education personnel desire a doctoral program that allows them to work full time, provides an opportunity to expand their knowledge base, and most importantly apply what has been learned to their current job situation. Thus, we believe that people who apply to the EdD will be different in their goals and aspirations then those that apply to the PhD program. We are also cognizant that EdD students should follow a different curriculum than PhD students which the department has carefully crafted so that the majority of the courses are EdD specific.

EdD Curriculum
To match the above program goals and learning outcomes, the proposed curriculum is presented as a model with the following six integrated components.

1. *Doctoral Core*
   (a) Core courses
   EDUTL8003   Theorizing and Researching Teaching and Learning (3 cr. hrs.)
   EDUTL8015   Diversity and Equity in Education (3 cr. hrs.)
   EDUTLXXXX   A course on equity-based advocacy and community relationship will be developed. (3 cr. hrs)

   (b) Professional Seminars
   Prosem 1   Introduction to EdD program, addresses questions that include what is a dissertation in practice, how to work in a cohort, and how to draw on professional resources (3 cr. hrs.)
   Prosem 2   EdD candidacy assessment and preparation for dissertation in practice (3 cr. hrs.)

2. *Practitioner Research/Inquiry*
   (a) Survey of research methodologies
         A course on qualitative and quantitative methodologies for practitioner inquiry will be developed. It will be equivalent to ESQREM 6625 Introduction to Educational Research that is required of PhD students in T&L (3 cr. hrs.)
   (b) Practice-based inquiry
         A course on practitioner inquiry will be developed. It will be a doctoral level course similar to EDUTL 6052 Classroom-based Inquiry (3 cr. hrs.)

3. *Specialization/Concentration*

The Department of Teaching and Learning is restructured into three sections, each presenting an area of study. **There is one broad specialization: *Practitioner Inquiry for Equity Based Advocacy,* students take five courses from three sections within T & L for the specialization.**

4. *Electives*

Each section in the department will identify courses **that will be listed as electives.   2 courses**/6 credit hours**) for Electives.**

5. *Research Composition and Dissemination*

A course will be created to support EdD students in generating, presenting and disseminating various inquiry products including written documents, digital/visual outputs and creative/artistic work. (3 cr. hrs.)

6. *Dissertation*

A total of 6 credit hours is required of EdD students to engage in inquiries and complete dissertation in practice

Ed.D. Assessment of student performance

Student performance in the Teaching and Learning Ed.D. program will occur in the following ways:

1. Student mastery of coursework at a 3.5 GPA or higher.
2. Faculty advisor and committee members will meet to review students in their final semester of coursework to determine their readiness for the candidacy examination.
3. Students must successfully pass a written candidacy examination based on the criteria established for the Ed.D. in Teaching and Learning.
4. Successfully complete the dissertation in practice.
5. Defend their dissertation of practice

Dissertation in Practice

Section 7.17.8 of the Graduate School Handbook outlines that Students in professional doctoral programs submit an original final document demonstrating original thinking and the ability to evaluate research in the field analytically. Students in professional doctoral programs are expected to follow the document formatting standards of their disciplines. Each committee member indicates approval of the student's final document by posting their decision on the Report on Final Document in GRADFORMS. The final version of the student's final document is retained permanently by the student's program. Final documents must not contain material restricted from public disclosure.

To comply with the graduate school rules, students in the EdD program are required to successfully complete a dissertation in practice before receiving the degree. By nature, EdD is a doctoral degree, and hence the EdD dissertation in practice must be of high rigor and meet the standards required of all doctoral candidates. The production of the EdD dissertation should culminate through a sequence of steps, which include:

1. By the end of Year 1, candidates develop preliminary ideas for issues/problems in their professional contexts that can potentially serve as the focus of their inquiry topics.
2. By the end of Year 2, candidates formulate questions/problems of practice as their inquiry topics. If possible, candidates also develop preliminary methodologies pertinent

to their chosen inquiry topics. Candidates should successfully complete candidacy assessment by the end of Year 2.

3. By the end of Year 3, candidates complete dissertation and satisfactorily defend their work.

The format of EdD dissertation in practice should follow the general guidelines for doctoral dissertation outlined by the Graduate School Handbook Section 7.8.5 (https://gradsch.osu.edu/document-preparation). Candidates should organize their dissertations in ways that can clearly identify, investigate and resolve issues/problems in their chosen topics. Each candidate will be advised by a dissertation committee consisting of a tenure-track faculty member and one clinical faculty member. The clinical faculty member is a designated manager of the EdD program and will serve on the dissertation committees for all EdD candidates. See Section VIII for the need of hiring a clinical faculty member to oversee the EdD program.

III. ADMINISTRATIVE ARRANGEMENTS FOR THE PROGRAM: DEPARTMENT AND SCHOOL INVOLVED

As a proposal for a Department of Teaching & Learning degree within the College of Education and Human Ecology, the plan that follows is consistent with provisions of the Graduate School and respective program handbooks. The final document and the final document process will follow the rules for professional doctorates in the Graduate School Handbook [Note: To remain consistent with Graduate School policy for professional doctorates, all references to the final document refer to the standards for dissertations agreed on and approved by faculty governing committees at all levels in the College of Education and Human Ecology].

The EdD within the Department of Teaching and Learning will have admission requirements that emphasize demonstrated excellence as a professional in the field and demonstrated ability for academic doctoral work. Graduate School as well as College program area guidelines for professional doctorates will be used in the determination of admissions criteria. Admission criteria will include evaluation of traditional academic measures, such as successful graduate or professional school coursework and strong recommendations from faculty and from leaders in their educational settings, as required by the faculty in each EdD program of study. Moreover, the quality of candidate admitted into this program will be consistent with the quality of candidates admitted into PhD programs in the Department of Teaching and Learning within the College of Education and Human Ecology. Additionally, EdD candidates will hold a master's degree and have a minimum of 5 years of professional experience in teaching positions **or other education related fields, preferably** in educational settings, both broadly construed. We expect the majority of candidates to be currently practicing teachers in Ohio public school settings. We expect these candidates will already hold some form of teaching licensure granted by the State of Ohio.

There will be an ongoing oversight process for the EdD that will review curriculum, program, and graduate student advisement. The policies for oversight will be consistent with current rules governing the Department of Teaching and Learning. The Graduate Studies Committee will provide oversight consistent with their role in all Department of Teaching and Learning graduate degrees.

EdD students will be required to submit an approved advising sheet/program of study within the first year of study. The approved advising sheet/program of study will be developed between the student and the student's advisor. It will be submitted for review to the student's committee.

IV. EVIDENCE OF NEED FOR THE NEW DEGREE PROGRAM, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

The EdD Program at The Ohio State University is proposed in alignment with the vision of Teaching and Learning (T&L) within the College of Education and Human Ecology. To stay relevant and provide graduate opportunities that reflect a commitment to teacher education, T&L proposes an EdD that serves the needs and interests of current educators, aligned with the vision of the department. Earning an Ed.S. degree is no longer a viable option for practicing professionals who already hold a master's degree and the PhD does not serve the needs and interests of this population. Through the creation and implementation of an EdD in T&L, our department will be able to develop richer and more productive relationships with local school districts, increase opportunity for research in districts that want and need support, provide authentic opportunities to develop outreach across the state of Ohio, raise the profile of T&L locally, nationally, and globally, and create opportunities that may facilitate openings for regional campuses to generate cohorts.

Beginning in 2020, in response to a motion passed by the T&L Faculty to investigate the option of creating an EdD, three separate planning committees have worked on this proposal to provide evidence of the need for a new degree program, including an investigation of similar programs and opportunities for employment of program graduates.

Within the state of Ohio, there are EdD programs offered within specific departments at eight (8) Ohio institutions, including Bowling Green, Miami, Ohio University, University of Akron, University of Cincinnati, University of Dayton, University of Toledo, Youngstown State, and Ashland. In addition, there are two (2) EdD options available within the Department of Educational Studies within the College of Education and Human Ecology at Ohio State: Higher Education and Student Affairs and Educational Administration; there is currently no EdD programming within T&L. In addition to Ohio institutions, committee research explored additional EdD offerings at Big Ten universities, including Illinois, Indiana, Maryland, Michigan – Dearborn, Michigan State, Nebraska, Penn State, and Rutgers.

In studying the structure and design of these programs, we learned that most current programs tend to focus on leadership, catering to principals and other leadership. There was an absence of programs that offer a venue for teachers or teacher leaders to study systematic methods of inquiry that improve practice. Equipping teachers and teacher leaders, **and other education personnel** with the knowledge and skills that will allow them to lead efforts and advocate for policies that govern equitable educational practices is central to creating and sustaining just communities. The T&L proposal of an EdD in Practitioner Inquiry, Equity-based Advocacy, and Equity is unique, filling a niche that will allow current educators to expand their knowledge to support their practitioner roles. This proposed degree will target classroom teachers and teacher leaders who wish to develop skills for transforming their communities towards advocacy, equity,

and inclusion. **This degree is also consistent with the vision of the department which was approved in Spring of 2021.**

Franklin county alone houses 19 school districts, each employing many educators who have already secured master's Degrees and are looking for alternative options to a PhD Degree. Although the intention is to start locally, the long-term plan for the EdD Program is to branch out across the state, country, and internationally. Graduates will be well-prepared for professional career paths that focus on solutions to problems within real-world settings, continuing as educators within school settings, but prepared with the knowledge and advocacy skills needed to step up as teacher leaders, without assuming responsibilities that come with administrative roles. Graduates will be well-equipped to apply inquiry for problem solving, generate solutions for classroom issues, practice and publish success strategies, collaborate with other professionals to determine best outcomes, and lead efforts that advocate for policies that govern equality in education.

V. PROSPECTIVE ENROLLMENT

The **19 school districts in Franklin County**currently employ a large number of educators, many of whom have already secured a Master's Degree, and are looking for opportunities to earn a doctoral degree. The traditional PhD degree is theory-heavy and not ideal for these educators. Instead, they wish to participate in a program that allows them to engage in practitioner-driven inquiries that can lead to resolving practical issues in their own professional and educational communities. Although our intention is to start locally, we plan to eventually branch out across the state, country, and internationally. We expect to begin with a cohort of 12-15 EdD candidates in the first year and subsequently admit new cohorts every other year. Over the next three years we will have enrolled two cohorts totaling approximately 24-30 students.

VI. SPECIAL EFFORTS TO ENROLL AND RETAIN UNDERREPRESENTED GROUPS IN THE GIVEN DISCIPLINE

The Department of Teaching and Learning will continue to be committed to recruiting, retaining, and advancing aspiring underrepresented student groups for the EdD program while closely working with the College and the University. The Department of Teaching and Learning will collaborate with university initiatives and centers on campus. For instance, we will work with the Graduate and Professional Student Recruitment Initiative (GPS), which is the premier diversity recruitment program on campus. We also have outreach resources in local School Districts and State Agencies. In addition, the Department of Teaching and Learning has a track record of fostering strong partnerships with local school districts by offering professional development and research opportunities to local teachers and administratorsIn addition, the Department will engage in active, whole-person mentoring along with visible role models for success in the recruitment and retention of underrepresented minorities in the program.

VII. AVAILABILITY AND ADEQUACY OF THE FACULTY AND FACILITIES AVAILABLE FOR THE PROGRAM.

Most **of the courses will be** EdD **specific. However, it is anticipated that 40% of courses that EdD** students take **will be with** MA or PhD students.**Faculty who have submitted a CV have agreed to have some involvement in the EdD program which consists of advising or**

teaching or both. We believe that we have the capacity to offer this new curriculum including courses that will be EdD only. More importantly, in addition, the department recently hired three Senior Lecturers who could contribute some of their teaching to course delivery in the program. There is faculty expertise in the department to teach the new EdD courses. No additional facilities will be needed.

VIII. NEED FOR ADDITIONAL FACILITIES AND STAFF AND PLANS TO MEET THIS NEED.

One additional faculty member is required. As in the Department of Educational Studies, we will require a clinical faculty member to both administer cohorts, take primary responsibility for teaching the required proseminars, act as a member of the EdD committee, and **advise at least half of the cohort**. advise. **The clinical faculty member, in addition to their administrative tasks, will teach at least five required EdD courses, which includes several of the newly designed courses for the degree**. **A redesign of the Office of Student Services has allowed for the assignment of EdD support to a staff member. Thus, we believe we will have the necessary support to administer this new degree program.**

IX. PROJECTED ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM AND EVIDENCE OF INSTRUCTIONAL COMMITMENT AND CAPACITY TO MEET THESE COSTS.

There are no projected additional costs associated with the program to initiate the EdD in Teaching and Learning and maintain a cohort of 12-15 students. We anticipate a significantly higher demand for the EdD.

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology

Office of the Dean

172 Arps Hall
1945 N. High Street
Columbus, OH 43210-1172

614-292-6991 Phone
ehe.osu.edu

October 27, 2022

The Graduate School
Council on Academic Affairs

RE: Proposal to Establish a New Doctorate of Education Specializing in Practitioner Inquiry
for Equity-based Advocacy

Dear Committee Members,

I write in support of the proposal for a new Doctorate of Education (Ed.D.) program specializing in Practitioner Inquiry for Equity-based Advocacy. This is the first degree to be offered within the Department of Teaching and Learning that focuses on our innovative use of technology (hybrid/online), taught by our distinguished faculty. We believe that our program is cutting edge in its approach to working with practitioners who are committed to solving today's educational challenges.

The degree program aligns with EHE's core values in addressing how high impact teaching, research and service components can effect social transformation in society. The curriculum within the degree program will address the value of engaging with questions of educational justice and internationalization. The program also values diversity of experiences and identities that can foster innovation and discoveries within our educational community.

This new degree program will provide practitioner-scholars an opportunity to be part of a cohort that focuses on critical issues facing teacher education. We believe that the proposed program explicitly recognizes the value of working with local communities to solve critical challenges facing schools. It is grounded within the idea that our work with educators can transform teaching and learning practices.

This program is also built to provide theory-practice conversation and ways to develop university-community partnerships. Through the use of innovative technology, we also believe that we will be able to provide more accessible, accountable, and authentic learning experiences for educators. We hope to expand this program in coming years, nationally and internationally.

In terms of staffing, with the availability of funds, it is my intent to support the hiring of a clinical faculty member who will teach five courses and will also serve as the coordinator of the program.

Thank you for your consideration.

Sincerely,

Don Pope-Davis
Dean

May 9, 2022

EHE Curriculum Committee Agenda

Chair: Sue Sutherland (HS)

Voting Members:	Non-Voting:
Tzu-Jun Lin (ES)	Ann Allen (ES)
Dustin Miller (ES)	Patti Brosnan (TL)
Cazilia Loibl (HS)	Marc Guerrero (ES)
Tansel Yilmazer (HS)	Casey Henceroth (OAA)
Tiffany Wild (TL)	Arpana Inman (OAA)
Peter Sayer (TL)	Casey Rinehart (Academic Technology)

(all voting members present)

1. Chair Updates- Sue Sutherland

2. Consent agenda

    i. April 11 Meeting Minutes

    ii. Course Change Request:

    i. AU22 – ESSPED 5736 - Methods of Instruction I for Students with Moderate/Intensive Disabilities – 3 – Letter Grade - Introduction to designing and developing instructional programs for children with moderate to intensive disabilities, provides skills to identify instructional goals and objectives for children using meaningful assessment techniques. – **CHANGE** - Dr. Matt Brock would like to offer ESSPED 5736 as a distance learning course. IMPACT – None

    ii. AU22 – ESSPED 5737 - Methods of Instruction II for Students with Moderate/Intensive Disabilities with practicum – 3 – Letter Grade - Provides teacher candidates with the skills to implement and evaluate student performance using systematic data collection so that skill acquisition can be monitored over time. – **CHANGE** - Dr. Matt Brock would like to offer ESSPED 5737 as a distance learning course. IMPACT – None

    iii. AU22 – ESEADM 6362 - Strategic Human Capital Management for P-12 Administration – 3 – Letter Grade - Provides a foundation of human resource function in theory and practice; explores laws, policies, and practices related to the effective management of human capital management in P-12 education. – **CHANGE** - Dr. Gimbert would like to offer ESEADM 6362 as a distance learning course. QM is attached for review. – IMPACT - None

iv. AU22 – ESEADM 6366 – School Finance and Business Administration – 3 – Letter Grade - This course is designed for Master of Arts and licensure students concentrating their studies on PK 12 educational administration at the building level. Because this is a licensure course, i.e., Principal Licensure, it is part of the larger educator preparation unit for which the mission and conceptual framework are articulated in subsequent sections of this document. **CHANGE** - Dr. Sweetland did a QM review of his course ESEADM 6366 so he could offer it as a distance learning course. IMPACT – None

v. AU22 – ESHESA 7530 - Practicum in Higher Education and Student Affairs – 4 – Letter Grade - Allows students to reflect on internship experiences by offering opportunities to share perspectives about duties and gain appreciation of how theory informs practice. – **CHANGE** - Dr. Kristen Mills would like to offer ESHESA 7530 as a distance learning course. – IMPACT – None

vi. SP23 - HUMNNTR 2995 – Careers in Nutrition – 1 – Letter Grade - Exploration of careers in nutrition/dietetics through self-assessment, employer presentations; professional readings; internship and job search strategies. – **CHANGE** - The addition of a DL delivery mode for this course. IMPACT - None

vii. SP23 - HUMNNTR 3313 – Food in Different Cultures – 2 – Letter Grade – Food practices of selected peoples of the world with consideration of the existing social, cultural, and economic conditions. Class content through lecture, discussion, and guest speakers. – **CHANGE** - The addition of a DL delivery mode for this course. IMPACT – None

viii. SP23 - HUMNNTR 3704 – Public Health Nutrition – 2 – Letter Grade - Review of evidence base for public health nutrition including examination of food assistance and education programs; Description of public health nutrition efforts; Investigation of practices aimed at empowering the public to choose healthy foods. – **CHANGE** - The addition of a DL delivery mode for this course. – IMPACT - None

ix. AU22 - HUMNNTR 7899 – Oral Research Communication – 1 – Letter Grade - Critical analysis of the scientific literature and demonstration of effective oral presentation skills tailored to the target audience with use of information technologies as needed. – **CHANGE** - The program is requesting to add the option to offer a distance learning and hybrid mode of instruction. – IMPACT - None

Tzu-Jun motion to approve. Tansel Yilmazer seconded. Approved unanimously.

3. New Course Requests:

   i. SP23 - ESSPED 5282 - Collaboration and School/Community Partnerships – 1.5 – Letter Grade - The goal of this course is to provide educators with information and competencies to develop, implement, and evaluate collaborative programs between school and community settings. Educators in all positions should be prepared to collaborate with community members so that students with disabilities are supported across settings. – RATIONALE – The course is an elective (for this or other units) or is a service course for other units.

   ESSPED 5282 and 5283 voted as a package. Approved unanimously (Loibl abstained)

   ii. SP23 - ESSPED 5283 - Collaboration with Diverse Families & Professionals – 1.5 – Letter Grade - Collaboration is important for reflective educators and research supports its positive effects for teachers and students as well as the impact of leadership on collaborative practices. Educators in all positions should be supported to collaborate

with one another as well as with families and students. – RATIONALE - The course is an elective (for this or other units) or is a service course for other units.

iii.   AU22- ESSPED 8662- Research Designs and Scholarship in Special Education- 3- Letter Grade- This course is designed for special education doctoral students who are in their first or second year of study and has three major aims- RATIONALE- Required for this unit's degrees, majors, and/or minors

Approved unanimously.

iv.   AU22 - HDFS 8861 - Medical Family Therapy in Couples and Family Therapy – 3 – Letter Grade - This course is designed to introduce you to the theory, fundamentals, and practical applications of medical family therapy. Students will be able to identify medical specializations, terminology, assessments, collaborative models and case note formats common to medical settings. Application to diverse families in a variety of settings is discussed throughout the course. – RATIONALE – Required for this unit's degrees, majors, and/or minors

v.   AU22 - HDFS 8863 - Trauma-Informed Therapy in Couples and Family Therapy – 3 – Letter Grade - This course provides an overview of evidence-based practice for working with survivors of trauma using a systemic and relational lens. In this course, students will explore the nature and meaning of trauma, assessing, and identifying trauma, and effective practices for treating trauma. This will include a focus on clinical assessments for trauma and understanding diagnosis and trauma. – RATIONALE - The course is an elective (for this or other units) or is a service course for other units.

vi.   AU22 - HDFS 8864 - Substance Use and the Family in Couples and Family Therapy – 3 – Letter Grade - This graduate level course focuses on the impact of alcohol and drug use on family functioning, process and interaction. Family Systems models for intervening with couples and children are reviewed. Research in this area is critically evaluated and reviewed. Empirically-supported systemic and behavioral models for intervening with both the couple and family are addressed. – RATIONALE - The course is an elective (for this or other units) or is a service course for other units.

vii.   AU22 - HDFS 8879 - Advanced Lifespan Human Development – 3 – Letter Grade - This course will provide an overview of individual and family developmental issues across the lifespan from infancy to old age, as well as the effects of these issues/events upon individuals, couples, and family relationships. The class will focus on theory, research, and application of individual and family developmental theory and related cultural and diversity issues. – RATIONALE - Required for this unit's degrees, majors, and/or minors

viii.   AU22 - HDFS 8880 - Diversity in Couple and Family Therapy – 3 – Letter Grade - In this course, we will pursue multicultural perspectives that encourage and affirm respect for the diversity in various relational systems. We will work to construct a broad conceptual framework for viewing diversity and multiculturalism and apply it to our work as couple and family therapists. – RATIONALE - Required for this unit's degrees, majors, and/or minors

ix.   AU22 - HDFS 8881 - Diagnosis in Couple and Family Therapy – 3 – Letter Grade - The purpose of this course is to provide students with an overview of mental illness, the DSM-5, and different conceptual frameworks for understanding the etiology, course, and treatment of diagnosable conditions. Students will be trained to use the DSM-5 to

diagnose mental disorders and to view DSM-5 disorders from biopsychosocial-spiritual and relational/systemic perspectives. - RATIONALE - Required for this unit's degrees, majors, and/or minors

HDFS 8861, 8863, 8864, 8879, 8880, and 8881 voted as a package. Keely Pratt represented all courses. Tiffany Wild motion to approve. Tansel Yilmazer seconded. Approved unanimously.

x.   SP23 - HUMNNTR 7200 - Personalized Nutrition – 3 – Letter Grade - This course provides recent scientific literature regarding the basic concepts of personalized nutrition and modern technologies that facilitate the applications of the individual approach. - RATIONALE - The course is an elective (for this or other units) or is a service course for other units.

Dusty Miller motion to approve. Tansel Yilmazer seconded. Approved unanimously.

xi.   "Intersections of Privilege", Department of Teaching and Learning

Motion to table request. Instructor needs to seek concurrence with Department of Ed Studies and add GE ELOs (Race, Ethnic, Gender Diversity category).

4.   Program Revision Request:

i.   B.S.Ed., World Language Education, Department of Teaching and Learning

Approved unanimously.

ii.   Graduate Minor, Teaching in Virtual Environments, Department of Ed Studies

Approved unanimously.

iii.   M.A., Special Education, Department of Ed Studies

Approved unanimously. Dusty Miller abstain.

iv.   Ph.D, Special Education, Department of Ed Studies

Approved unanimously. Dusty Miller abstain.

5.   New Program Request:

i.   Ed.D, Department of Teaching and Learning

Approved unanimously.

ii.   Master of Science in Human Development and Family Science, Couple and Family Therapy

Approved unanimously.

iii.   Graduate Specialization, Teaching in Virtual Environments, Department of Ed Studies

Approved unanimously.

DEPARTMENT OF TEACHING & LEARNING Ed.D. ADVISING SHEET
College of Education & Human Ecology, The Ohio State University

Name:	**OSU Student ID #:**
Concentration/Specialization:	**Admission Year:**
Faculty Advisor:	**Expected Graduation:**

Minimum of 51 Credit Hours Beyond Master's Degree
Minimum of 24 Credit Hours Be Earned at OSU
This form must be completed and submitted by the student to T&L Academic Services with his or her faculty advisor signature before the department can approve the Application to Graduate through the GRADFORMS.OSU.EDU system.

T&L Ed.D. Requirements
Each T&L Ed.D. student is required to complete the core coursework (24 hours)

Course #	Course Title	Term/Year	Grade	Credit
Core				
EDUTL 8003	Theorizing and Researching Teaching and Learning (in-person)			3
EDUTL 8015	Diversity and Equity in Education (in-person)			3
EDUTL AAAA	Equity-based Advocacy and Community Relationship (in-person)			3
Professional Seminar				
EDUTL XXXX	EdD Prosem 1 (in-person)			3
EDUTL XXXX	EdD Prosem 2 (in-person)			3
Practitioner-based Inquiry				
EDUTL BBBB	Survey of Practitioner Inquiry Methods (hybrid)			3
EDUTL 6052	Classroom-based Inquiry (hyrid)			3
Writing Support				
EDUTL CCCC	Research Composition and Dissemination (DH)			3

Specialization/Concentration and Elective Courses
Please refer to the approved list of required and elective courses for each EdD specialization/concentration. Other courses within or outside of T&L must beapproved by your faculty advisor.

Course #	Course Title	Term/Year	Grade	Credit
Specialization/Concentration Required (15 credit hours): Currently one specialization				
EDUTL 7428	Trends and Issues in Teaching Reading (DL, DH)			
EDUTL 5453	Critical Literacy in Content Area Classrooms (Hybrid, DL)			
EDUTL 7744	Problem Solving in STEM (DL, DH)			
EDUTL 6808	Multicultural and Global Perspectives on Teaching and Learning (Hybrid, DL, or DH)			
EDUTL 7075	Disabilities in Education (Hybrid, DL, or DH)			
Electives (6 credit hours: Choose 2)				
ESEPOL 6000	Introduction to Educational Policy (Hybrid, DL, or DH)			
EDUTL 8721/8722	Advanced Study of Thinking, Learning & Assessment in STEM Ed (DL, or DH)			
ESEPOL 7100	Writing for Educational Policy Audiences (DL, DH)			
EDUTL 8741	History of Curriculum in STEM Ed (Hybrid)			
EDUTL 7XXX	Graphic Novels and Social Justice for Young Readers (hybrid, DL or DH)			
EDUTL 7035	Teaching for Social Justice			
ESEA 7359	Leadership, Inquiry and Ethics			

Professional Engagement

*Each T&L Ed.D. student is expected to complete an **Annual Evaluation** of professional and academic progress with his/her faculty advisor. See the T&L Handbook for the process and expectations regarding student involvement in professional organizations, presentations, conferences, and publications.*

Candidacy Assessment

Ed.D. Candidacy assessent is built into Prosem 2

Ed.D. Dissertation in Practice

Each T&L Ed.D. student must complete a <u>minimum of 6 graduate credit hours</u> of Dissertation in Practice with his/her faculty advisor.

Course #	Course Title	Term/Year	Grade	Credit
EDUTL 8899	Ed.D. Dissertation in Practice (in-person)			
EDUTL 8899	Ed.D. Dissertation in Practice (in-person)			

Minimum of 2 Dissertation Committee Members (Including Faculty Advisor)	Date of Final Exam
1.	
2.	

Student Signature:		**Credit Hour Total**	
Faculty Advisor Signature:		**(Minimum of 51):**	

EDTL AAAA
Professional Seminar for EdD in Teaching and Learning

Instructor

Name:
Office:
Email:
Office Hour:

Course Information

Course times and locations:
Mode of delivery:

Course Overview

Description/Rationale

In this seminar, EdD candidates will gain professional knowledge, skills and mindset geared toward facilitating success within the EdD program. Course participants will become acquainted with both the explicit and tacit expectations of EdD study and acquire competencies that will support their continued development as practitioners.

General Learning Objectives

The specific learning objectives of the professional seminar are as follows:
1. Familiarize participants with the EdD program, including important milestones, policies, and processes
2. Introduce participants to the concept of dissertation in practice and prepare them for working in a cohort
3. Introduce participants to diverse inquiries, particularly practitioner inquiries in terms of topics, epistemologies, methods, that characterize the various areas of focus within the Department of Teaching and Learning
4. Provide participants with opportunities to establish foundational professional and inquiry skills, including skills in seeking various resources
5. Acquaint participants with conventions, professional organizations, and other entities relevant to their areas of inquiries
6. Introduce participants to peers and EdD faculty within the Department of Teaching and Learning, to foster professional connections and a community of learning

7. Promote participants' thinking in professional goals and how such goals will be fulfilled

Course Format

This is a reading- and discussion-intensive seminar course that meets X times a week throughout the summer semester. Readings and weekly assignments are to be completed prior to course meetings; participants are required to arrive in class well prepared and ready to participate. Course meetings will be devoted to discussion, in-class activities, and presentations designed to meet course objectives. Note that content for many topics is introductory only; additional resources and readings are provided for participants interested in deepening their understanding, and many topics will be covered in greater depth in other Teaching and Learning EdD courses. Participants are also encouraged to discuss course content and topics with their faculty advisors. Topics may be amended based on participants' interests and needs.

Course Requirements and Evaluations

Course requirements

Course requirements are designed to facilitate and document participants' development with respect to course objectives. Requirements necessitate a synthesis of information gained from readings, presentations, and discussions, as coupled with reflection on participants' individual professional goals. Unless otherwise instructed, written assignments should follow the style/format indicated in the most recent APA manual and should be carefully copy edited to eliminate spelling/grammatical mistakes, typos, and other errors.

Assignments must be submitted as Word documents or PDFs through Carmen Canvas. Documents submitted as .pages or other formats will not be accepted.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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

Technology

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

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

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

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

Academic Integrity

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

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with

the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Mental Health Statement

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

Diversity Statement

The Ohio State University 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. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. 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.

Grading and Policy for Missed Work

Grades are assigned based on students' accumulated points for each requirement/assignment. There is no grading on the curve, nor is extra credit available. Late assignments are generally not accepted. In case of extraordinary circumstances where participants wish to be granted extra time for an assignment, they must contact the instructor before the due date. In extreme cases of absence/missed work, the participant may wish to contact the Student Advocacy Center in the Office of Student Life.

Final Grading Scale

A = 94-100%	A- = 90-93%	B+ = 87-89%	B = 83-86%
B- = 80-82%	C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 60-66%	E = < 60%	

Course Schedule

WEEK/ UNIT	DATE(S)	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1			[List LO #(s) from p.1]		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

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

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

EDUTL XXXX
Ed.D Professional Seminar II
The Department of Teaching and Learning

Instructor Name: TBA
Office:TBA
Email:TBA
Office Hour:

Course times and locations:
Mode of delivery: On-Line or In Person

Course Overview

Description/Rationale

This Graduate Pro Seminar course is a culminating course that allows Ed.D candidates to apply their learning, develop, and implement an actual classroom-based research project. During the course, faculty will support students in developing a teacher inquiry project. Students will be asked to explore a question that has emerged from their practice and is grounded in teacher inquiry. Students will cultivate research questions, develop an appropriate research design for their inquiry project, and build a collaborative network of peers and faculty that will support them and assists in working through issues that surface. At the end of the seminar, students will be asked to do a mock presentation of their inquiry project. Their presentation should demonstrate a deeper understanding of their inquiry project, as well as the implications and recommendations related to the problem of practice that they explored.

Course Objectives

The specific learning objectives of the professional seminar II are as follows:
- Candidates will begin designing their teacher inquiry capstone project and preparing for presentation
- Candidates will identify a problem of practice that they want to explore
- Candidates will develop a problem statement that articulates significance of specific problem
- Candidates will develop research questions around selected problem of practice

- Candidates will engage in analysis, critique, and examination of current educational research literature for their project.
- Candidates will develop a literature review that demonstrates their understanding of relevant areas related to their project
- Candidate will develop inquiry methods and design for their project
- Candidates will engage in thoughtful culturally responsive inquiry that is inclusive and considers students with special needs, and those from historically marginalized populations (second language learners, students living in poverty, and ethnic and racial minoritized students).
- Candidates will strengthen their own instructional practice by engaging in teacher inquiry/action research.

Outcomes: Course Potential Practitioner Products

- Providing professional development to local education agencies
- Short publications in practitioner journals
- Other ideas generated with

Relation to Other Courses: This course is part of the final sequence of the Ed.D program. Pro-Sem I is a pre-requsite. Students must complete all other course work prior to enrolling in this course.

Course Materials

All required readings will be available through Carmen. A complete list of readings can be found at the end of the syllabus.]

MODE OF DELIVERY: This course can be taught in person or online. For the online version, there is a required synchronous (real-time) session in Zoom weekly on XXX from XXX The rest of your work is found in Carmen and can be completed around your own scheduled during the weekthere are required sessions when you must be logged in to Carmen at a scheduled time.

PACE OF ONLINE ACTIVITY: 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.

Course Requirements and Evaluations

Grades

Assignment / Category	Points/%
TOTAL	**Points/100%**

See below for assignment descriptions and due dates.

Course requirements

Course requirements are designed to facilitate and document participants' development with respect to course objectives.

Course Policies

Student Conduct and Participation

Participation: Regular and participation is expected.

Unless otherwise instructed, written assignments should follow the style/format indicated in the most recent APA manual and should be carefully copy edited to eliminate spelling/grammatical mistakes, typos, and other errors.

Assignments must be submitted as Word documents or PDFs through Carmen Canvas. Documents submitted as .pages or other formats will not be accepted.

Grading and Policy for Missed Work

Grades are assigned based on students' accumulated points for each requirement/assignment. There is no grading on the curve, nor is extra credit available. Late assignments are generally not accepted. In case of extraordinary circumstances where participants wish to be granted extra time for an assignment, they must contact the instructor before the due date. In extreme cases of absence/missed work, the participant may wish to contact the Student Advocacy Center in the Office of Student Life.

Final Grading Scale

A = 94-100%	A- = 90-93%	B+ = 87-89%	B = 83-86%
B- = 80-82%	C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 60-66%	E = < 60%	

Communication

The university's official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor, and faculty will use their OSU email when emailing students. [Adjust the following sample guidelines to your personal preferences]

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

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

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

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

Netiquette

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

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

4

Technology

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

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

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

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

Institutional Policies

Academic Integrity

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

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity (*[*Ten Suggestions*](#)*)*
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm)](#)

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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; [slds.osu.edu](#); 098 Baker Hall, 113 W. 12th Avenue.

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

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Copyright Disclaimer (Optional)

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

- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.

- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement (Optional)

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

Trigger Warning: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Diversity Statement

The Ohio State University 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. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. 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.

Course Schedule

WEEK/ UNIT	DATE(S)	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1			[List LO #(s) from p.1]		
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

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

Proposed Program Assessment

- Each year, for Teaching and Learning, we collect numerous data points for each of our programs and we plan to continue to collect data for our EdD program. Our data will inform the future direction of our program.
- Each year, we plan to record the number of applicants for each of our programs as well as the quality of the applicant pool. This data will include number of under-represented applicants (if indicated or disclosed on the application), as well as the number admitted to the program, including students' academic background. Our focus will be providing access to under-represented students and continuing to assess their experiences.
- For EdD, all of the instructors will keep specific data on course satisfaction through the required university data system (SEI and formative assessment). Each program will record retention rates, graduation rates (for example, completion of the course sequence) and GPAs earned through the program.
- Students will also be asked to provide feedback (each year) on the overall program (curriculum, instruction, job placement, etc.).
- Exit survey for every graduate as well as one year out of the program survey will be conducted
- The overall data will be reviewed on an annual basis by the department and by the EdD clinical supervisor to make changes as needed to the program. This process will ensure that the assessment benefit students and ensures the success of the programmatic goals and objectives.

Budget for New Graduate Degree Programs

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment	12-15	12-15	24-30	24-30
Head-count full time	12-15	12-15	24-30	24-30
Head-count part time				
Full Time Equivalent (FTE) enrollment				
Projected Program Income				
Tuition & Fees (paid by student or sponsor) $16,377.40 per Full-Time Student Assuming a 5% increase in tuition costs each year	$254,661.00	$267,394.05	$280,763.75	$ 294,801.93
Externally funded stipends, as applicable				
Expected state subsidy	TBD	TBD	TBD	TBD
Other income (if applicable, describe in narrative section below)				
TOTAL PROJECTED PROGRAM INCOME:	$245,661.00	$267,394.05	$280,763.75	$294,801.93
Program Expenses				

New Personnel
• Faculty (e.g. tenure-track, <mark>clinical</mark>, professional)
    Full __**X**__+ Benefits
    Part Time ____
• Non-instruction (indicate role(s) in narrative section below)
    Full ____
    Part time ____
	$108,035	$111,276.05	$114,614.33	$ 118,052.75

New facilities/building/space renovation (if applicable, describe in narrative section below)	NA	NA	NA	NA
Tuition Scholarship Support (if applicable, describe in narrative section below)	NA	NA	NA	NA
Stipend Support (if applicable, describe in narrative section below)	NA	NA	NA	NA
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)	2500	-	-	-
Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)	2500	1500	1500	1500
TOTAL PROJECTED EXPENSE:	$113,035	112,776.05	116,114.33	119,552.75
NET	$132,626	$154,573	$164,649.42	$175,249.18

Budget Narrative:

Additional technology or equipment needs: $2500.00-New computer and peripherals for incoming clinical faculty member
Office Supplies, Recruitment: $2500 for startup office supplies and communication/recruitment needs for a new program

Faculty CVs for The Department of Teaching and Learning EdD

Michelle Ann Abate

Professor of Literature for Children and Young Adults
Department of Teaching and Learning
Department of English
Women's, Gender, and Sexuality Studies
The Ohio State University
127 Arps Hall
1945 North High Street
Columbus, OH 43210-1172
abate.30@osu.edu
(she/her)

EDUCATION

2004   Ph.D. in English, The Graduate Center, City University of New York (CUNY).
- Certificate in Women's Studies

2001   M. Phil. in English, The Graduate Center, City University of New York.

1997   B. A. in English, Canisius College, Buffalo, New York.
- English major, Women's Studies minor

ACADEMIC EMPLOYMENT

July 2018 – Present   Professor of Literature for Children and Young Adults, The Ohio State University, Columbus, Ohio.
- Department of Teaching and Learning
- Department of English (Courtesy Appointment)
- Affiliated Faculty with Department of Women's, Gender, and Sexuality Studies

August 2013 – June 2018   Associate Professor of Literature for Children and Young Adults, The Ohio State University, Columbus, Ohio.
- Department of Teaching and Learning
- Department of English (Courtesy Appointment)
- Affiliated Faculty with Department of Women's, Gender, and Sexuality Studies

2010 – 2013   Associate Professor of English, Hollins University, Roanoke, Virginia.
- Faculty Member in the M.A./M.F.A. Program in Children's Literature
- Affiliated Faculty with Gender and Women's Studies Program

2004 – 2010   Assistant Professor of English, Hollins University, Roanoke, Virginia.
- Faculty Member in the M.A./M.F.A. Program in Children's Literature
- Affiliated Faculty with Gender and Women's Studies Program

PUBLICATIONS
Peer-Reviewed Books

Abate, M. A. (2023). *Blockheads, Beagles, and Sweet Babboos: New Perspectives on Charles M. Schulz's Peanuts.* University Press of Mississippi.

Abate, M. A. (2020). *No Kids Allowed: Children's Literature for Adults.* Johns Hopkins University Press.
- second printing issued, Spring 2022.
- Reviewed in *American Literary History*, by Laura Soderberg, series XXXI, (2022): pp. 1198 – 1200.

Abate, M. A. (2019). *Funny Girls: Guffaws, Guts, and Gender in Classic American Comics.* University Press of Mississippi.
- Profiled in " 'Funny Girls' by Ohio State Professor Shines Spotlight on Females in Comic Books," by Eric Lagatta, *The Columbus Dispatch*, April 6th, 2019. Available here: https://www.dispatch.com/entertainmentlife/20190405/funny-girls-by-ohio-state-professor-shines-spotlight-on-females-in-comic-books
- The focus of "The Friday Five," by Joanna Hauser, on May 10, 2019, on the site *Toy Tales* (Canada). Available here: https://toytales.ca/?p=14405&preview=1&_ppp=c3b8d1dd77
- Interviewed by Frederick Luis Aldama for his podcast series. Available here: https://soundcloud.com/user-361162280/professorlatinx-interviews-dr-michelle-ann-abate
- Reviewed in *Women's Studies.*

Abate, M. A. (2016). *The Big Smallness: Niche Marketing, the American Culture Wars, and the New Children's Literature.* Routledge.
- Reviewed in *International Research in Children's Literature*, *Children's Literature*, *Children's Literature Association Quarterly*, and *The Lion and the Unicorn.*

Abate. M. A. (2013). *Bloody Murder: The Homicide Tradition in Children's Literature.* Johns Hopkins University Press.
- Featured in "Murder for Young Readers" by Craig Fehrman in *The Boston Globe*, August 24th, 2013: http://www.boston.com/ideas/2013/08/24/murder-for-young-readers/Sky78DEANuT2sbDyAzOxLK/story.html
- Reviewed in *Times Literary Supplement*, *The Chronicle of Higher Education*, *The Lion and the Unicorn*, *Children's Literature Association Quarterly*, *Bulletin of the Center for Children's Books.*

Abate, M. A. (2010). *Raising Your Kids Right: Children's Literature and American Political Conservatism.* Rutgers University Press.
- Featured in "Bedtime for Little Patriots," by Tom Scocca, *The Boston Globe*, December 19th, 2010. http://www.boston.com/bostonglobe/ideas/articles/2010/12/19/bedtime_for_little_patriots/?page=1

Abate, M. A. (2008). *Tomboys: A Literary and Cultural History.* Temple University Press.
- Finalist for the 2009 Lambda Literary Award in the category of LGBTQ Studies. http://www.lambdaliterary.org/awards/current_finalists.html
- Discussed in Elizabeth King's "A Short History of the Tomboy" in *The Atlantic*, January 5th, 2017. https://www.theatlantic.com/health/archive/2017/01/tomboy/512258/
- Chosen as one of Editors' Picks, *Choice*, v.46, no. 9 (May 2009): http://www.cro2.org/default.aspx?page=reviewdisplay&pids=3459731
- Featured in the Nota Bene section of *The Chronicle of Higher Education*, Volume 54. Issue 44 (11 July 2008): B15.

Caroline T. Clark
Professor, The Ohio State University
Department of Teaching & Learning

EDUCATION

1996   PhD   Educational Studies (Literacy, Language, & Culture), University of Michigan

1993   MA   Educational Studies (Reading and Literacy), University of Michigan

1986   BA   English and Education, Indiana University, Bloomington, cum laude

SELECTED PROFESSIONAL EXPERIENCE

2012-2015   Chair, Department of Teaching and Learning, College of Education and Human Ecology, The Ohio State University

2011-2012   Interim School Director, School of Teaching and Learning, College of Education and Human Ecology, The Ohio State University

2010-2011   Associate School Director, School of Teaching & Learning, College of Education and Human Ecology, The Ohio State University

SELECTED AWARDS AND FELLOWSHIPS

2019   AERA Queer Studies SIG Body of Work Award

2011   Philip C. Chinn Book Award for the book *Acting Out!: Combating Homophobia through Teacher Activism,* National Association for Multicultural Education

2011   Richard A. Meade Award for the book *Acting Out!: Combating Homophobia through Teacher Activism,* Conference on English Education, National Council of Teachers of English

2011   *Choice* Award for the book *Acting Out!: Combating Homophobia through Teacher Activism,* American Library Association

SELECTED PUBLICATIONS (PEER REVIEWED)

Books

Blackburn, M. V., **Clark, C. T.**, & Schey, R. (2018). *Stepping up!: Teachers advocating for sexual and gender diversity in schools.* Routledge.

Edited Books

Blackburn, M. V., **Clark, C. T.,** & Martino, W. (Eds.) (2017). *Queer and trans perspectives on teaching LGBT-themed texts in schools*. Routledge.

Blackburn, M. V., **Clark, C. T.,** Kenney, L. M., & Smith, J. M. (Eds.) (2010). *Acting out!: Combating homophobia through teacher activism.* Teachers College Press.

Book Chapters

Clark, C. T. & Penn, J. (2021). Family involvement, intersectionality, and critical digital storytelling. In, B. Guzzetti (Ed.), *Genders, Cultures, and Literacies: Understanding Intersecting Identities*. Lawrence Erlbaum Associates.

Clark, C. T. & Williams, J. (2020). The discursive construction of safe and subversive space in an ELA classroom. In Dyches, J., Sams, B., & Boyd, A. (Eds.). *Acts of Resistance:* Subversive *Teaching in the English Language Arts Classroom.*

Refereed Journal Articles

Clark, C. T., Chrisman, A., & Lewis, S. (2022). (Un)standardizing emotions: An ethical critique of social and emotional learning standards using Discrit and CDA. *Teachers College Record.*

Clark, C. T., Chrisman, A., & Lewis, S. (2021). Using picturebooks to teach with and against social and emotional learning. *Language Arts*, *98*(5), 246-259.

Clark, C. T., & Blackburn, M. V. (2016). Scenes of violence and sex in recent award-winning LGBT-themed young adult novels and the ideologies they offer readers. *Discourse: Studies in the Cultural Politics of Education, 37*(6), 867-886.

Blackburn, M.V., Clark, C. T., & Martino, W. (2016). Editorial: Investigating LGBT-themed literature and trans informed pedagogies in classrooms. *Discourse: Studies in the Cultural Politics of Education, 37*(6), 801-806.

Blackburn, M.V., Clark, C. T., & Nemeth, E. (2015). Examining queer elements and ideologies in LGBT-themed literature: What queer literature can offer young adult readers. *Journal of Literacy Research, 46* (14).

Blackburn, M. V. & Clark, C. T. (2011). Analyzing talk in a long-term literature discussion group: Ways of operating within LGBT-inclusive and queer discourses. *Reading Research Quarterly*. 46 (3), 222-248.

Clark, C. T. (2010). Preparing LGBTQ-Allies and combating homophobia in teacher education *Teaching and Teacher Education*, *26* (3), 704-713.

Clark, C. T. & Blackburn, M. V. (2009). Reading LGBT-themed literature with young people in classrooms: What's possible? *English Journal*, *98* (4), 25-32.

SELECTED GRANTS

Hashamova, Y. & Clark, C. T. "Fostering Racial Justice by Supporting Teachers in Creating and Implementing a Critical Race Media Literacy Curriculum for Middle and High Schools: Teacher Professional Development and Student Learning." Global Arts and Humanities Discovery Theme Racial Justice and Community Engagement Grants, $75,000.

Clark, C. T., "Becoming Antiracist Educators in Partisan, Post-Pandemic Times: Year Two." Drake Institute for Teaching & Learning, Research and Implementation Grant, $9,250.

Clark, C. T. "Using Dialogic, Digital Tools to Decenter Whiteness in Teaching." Drake Institute for Teaching & Learning, Scholarship of Teaching and Learning Grant, $1,000.

Lin Ding

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The Ohio State University
1945 N. High Street, Columbus, OH 43210-1172
Tel: (614) 688-8377
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Education and Professional Preparation

Post-doc	Physics	Ohio State University	2007-2010
Ph.D.	Physics	North Carolina State University	2007
M.S.	Physics	Texas Christian University	2002
Researcher/Instructor	Plasma Physics	Fudan University, Shanghai,	1998-2000
B.S.	Engineering	Fudan University, Shanghai,	1998

Appointments

Professor	Dept. of Teaching & Learning	Ohio State University 2022—Present
Associate Professor	Dept. of Teaching & Learning	Ohio State University 2016—2022
Assistant Professor	Dept. of Teaching & Learning	Ohio State University 2010—2016
Lecturer	Dept. of Physics	Ohio State University 2009—2010

Selected Publications

Jia, Z, **Ding, L.**, & Zhang, P. (2021). Using sequential synthesis problems to investigate novice teachers' conceptions of hydrodynamics. *Physical Review Physics Education Research*. 17(1), 010142. DOI: 10.1103/PhysRevPhysEducRes.17.010142

Ibrahim, B., & Ding, L. (2021). Sequential and simultaneous synthesis problem solving: A comparison of students' gaze transition. *Physical Review Physics Education Research*. 17(1), 010126. DOI: 10.1103/PhysRevPhysEducRes.17.010126

Ding, L., Jia, Z., Zhang, P. (2020). From learning capacitance to making capacitors: The missing critical sensemaking. *International Journal of Science and Mathematics Education*. Online First. DOI: 10.1007/s10763-020-10112-7

Ding, L. (2019). Theoretical perspectives of quantitative physics education research. *Physical Review: Physics Education Research*. **15**(2), 020101

Knaub, A., Maier, S., **Ding, L.** (2020). Changing culture and climate to prevent sexual harassment in the physics education setting, The Physics Teacher. 58(5), 352-355

Ding, L. (2018). Progression trend of scientific reasoning from elementary school to university: A large-scale cross-grade survey among Chinese students. *International Journal of Science and Mathematics Education.* **16**(8), 1479-1498.

Ibrahim, B., **Ding, L.**, Heckler, A., White, D., and Badeau, R. (2017). Students' conceptual performance on synthesis physics problems with varying mathematical complexity. *Physical Review: Physics Education Research*. **13**(1), 010133.

Badeau, R., White, D., Ibrahim, B., **Ding, L.**, and Heckler, A. (2017). What works with worked examples: Extending self-explanation and analogical comparison to synthesis problems. Physical Review: Physics Education Research. 13(2), 020112

Ibrahim, B., **Ding, L.**, Heckler, A., White, D., and Badeau, R. (2017). Students' conceptual performance on synthesis physics problems with varying mathematical complexity. Physical Review: Physics Education Research. 13(1), 010133.

Zhang, P., **Ding, L.**, and Mazur, E. (2017). Peer instruction in introductory physics: A method to bring about positive changes in students' attitudes and beliefs. Physical Review: Physics Education Research. 13(1), 010104.

Ding, L., and Zhang, P. (2016). Making of epistemologically sophisticated physics teachers: A cross-sequential study of epistemological progression from preservice to in-service teachers. Physical Review: Physics Education Research. 12(2), 020137.

Ding, L., X. Wei, and X. Liu, X. (2016), Variations in university students' scientific reasoning skills across majors, years, and types of institutions. *Research in Science Education*. Online First. Online ISSN: 1573-1898; Print ISSN: 0157-244X. DOI: 10.1007/s11165-015-9473-y

Ibrahim, B., **Ding, L.**, Mollohan, K., and Stammen, A. (2016). Scientific reasoning: Theory evidence coordination in physics-based and non-physics-based tasks. *African Journal of Research in Mathematics, Science and Technology Education*. **20** (2), 93-105. DOI: 10.1080/10288457.2015.1108570

Ding, L. and Mollohan, K. (2015). How college-level introductory instruction can impact student epistemological beliefs. *Journal of College Science Teaching*. **44**(4), 19-27.

Ding, L. (2014). Verification of causal influences of reasoning skills and epistemology on physics conceptual learning. *Physical Review Special Topics: Physics Education Research*. 10(2), 023101, 1-5.

Ding, L., Wei, X., and Mollohan, K. (2014). Does higher education improve student scientific reasoning skills? *International Journal of Science and Mathematics Education*, **14**(4), 619-634. DOI: 10.1007/s10763-014-9597-y

Ding, L., and Caballero, Marcos D. (2014), Uncovering the hidden meaning of cross-curriculum comparison results. *Physical Review Special Topics: Physics Education Research*. 10(2), 020125, 1-12.

Ding, L. (2014). Seeking missing pieces in science concept assessments: Reevaluating the Brief Electricity and Magnetism Assessment through Rasch analysis. *Physical Review Special Topics: Physics Education Research*. 10(1), 010105, 1-15.

Ding, L., Chabay, R., Sherwood, B. (2013). How do students in an innovative principle-based mechanics course understand energy concepts?. *Journal of Research In Science Teaching*. 50(6), 722-747.

Ding, L., Reay, N. W., Lee, A., and Bao, L. (2011). Exploring the role of conceptual scaffolding in solving synthesis problems, *Physical Review Special Topics: Physics Education Research*, 7(2), 020109, 1-11.

Ding, L. and Beichner, R. (2009). Approaches to data analysis of multiple-choice questions. *Physical Review Special Topics: Physics Education Research,* 5(2), 020103, 1-17.

Ding, L., Reay, N. W., Lee, A. and Bao, L. (2009). Are we asking the right questions? Validating clicker question sequences by student interviews. *American Journal of Physics*, 77(7), 643-650.

Ding, L., Reay, N. W., Lee, A. and Bao, L. (2008). Effects of testing conditions on conceptual survey results. *Physical Review Special Topics: Physics Education Research,* 4(1), 010112, 1-6.

Lisa D. Pinkerton (Patrick)

4559 Stewart Pl.   338 Arps Hall, 1945 N. High St.
Columbus, OH 43214   Columbus, OH 43210
614-578-3866   pinkerton.93@osu.edu

EDUCATION

2013   Ph.D. in Literature for Children and Young Adults
            The Ohio State University: Columbus, OH
            Dissertation Title:
                Found Poetry: A Tool for Supporting Novice Poets & Fostering Transactional
                Relationships Between Prospective Teachers and Young Adult Literature
            Committee Members: Barbara Kiefer (chair), Barbara Lehman, Linda Parsons

1991   M.A. in Education: Curriculum and Instruction (Integrating the Creative Arts)
            Lesley University: Cambridge, MA

1988   B.A. in Elementary Education (Early Childhood Education), Magna Cum Laude
            Western Washington University: Bellingham, WA

PROFESSIONAL EXPERIENCE

2018-Present   Marie Clay Endowed Chair in Reading Recovery and Early Literacy
               Assistant Clinical Professor: Department of Teaching and Learning
               The Ohio State University: Columbus, OH
               Teaching: 40%   Administration: 30%   Service: 20%   Scholarship: 10%

2017-2018   Instructional Specialist: Department of Teaching and Learning
               Reading Recovery and Literacy Collaborative
               The Ohio State University: Columbus, OH

2016/2018   Adjunct Professor: Department of Teaching and Learning
               The Ohio State University at Marion: Marion, OH

2014-2017   Literacy Collaborative Trainer: Department of Teaching and Learning
               The Ohio State University: Columbus, OH

2013   Senior Lecturer: Department of Teaching and Learning
               The Ohio State University at Marion: Marion, OH

2009-2013   Graduate Teaching Associate: Department of Teaching and Learning
               The Ohio State University: Columbus, OH

2009-2010   Graduate Assistant to Dr. Barbara Kiefer & Dr. Patricia Scharer: Dept. of T&L
               The Ohio State University: Columbus, OH

| 2007-2013 | Adjunct Professor: College of Education Master's and Bachelor's Plus Programs |
| | Ashland University Columbus Center: Columbus, OH |

| 2007-2009 | Assistant Director of Early Childhood Student Teaching |
| | Ohio Wesleyan University: Delaware, OH |

| 2007-2009 | Instructor in Early Childhood Education |
| | Ohio Wesleyan University: Delaware, OH |

| 2007-2009 | Supervisor of Early Childhood Field Practicum |
| | Ohio Wesleyan University: Delaware, OH |

| 2005-2007 | Supervisor of Early Childhood Student Teaching |
| | Ohio Wesleyan University: Delaware, OH |

| 2002-2003 | Preschool Teacher |
| | The School for Young Children: Columbus, OH |

| 2000-2002 | Substitute Preschool Teacher |
| | The School for Young Children: Columbus, OH |

| 1988-1995 | Fourth/Fifth Grade Teacher |
| | Victor Falls Elementary School: Sumner, WA |

TRAINING AND CERTIFICATION

| 2017-2018 | Literacy Collaborative College Trainer Training (Intermediate: 3-8) |
| | The Ohio State University: Columbus, OH |

2015-2016	Reading Recovery College Trainer Training
	The Ohio State University: Columbus, OH
	Texas Woman's University: Denton, TX

| 2014-2015 | Reading Recovery Teacher Training |
| | The Ohio State University: Columbus, OH |

| 2014 | Literacy Collaborative College Trainer Training (Primary: K-2) |
| | The Ohio State University: Columbus, OH |

| 2002-2026 | State of Ohio 5 Year Professional License |
| | Endorsements: Kindergarten-Elementary (K-8), Prekindergarten |

| 1991-2023 | State of Washington Continuing Teacher Education Certificate |
| | Endorsements: K-8 Elementary Education, P-3 Early Childhood Education |

Emily M. Rodgers, Ph.D.
Professor and Section Head

The Ohio State University
A326 PAES Hall
305 Annie & John Glenn Ave
Columbus, OH 43210

614-292-9288 (Office)
rodgers.42@osu.edu

AREAS OF SPECIALIZATION

Educational policies and practices that influence the reading development of young students who are having difficulty learning to read and write, including early literacy instruction, processes of reading, reading difficulties, and literacy coaching.

CURRENT APPOINTMENTS

Professor Reading and Literacy in Early and Middle Childhood, College of Education & Human Ecology, The Ohio State University
Section Head, Literacies, Literatures, and Language Arts

EDUCATION

Ph.D. (1998). Language Arts, Children's Literature, and Reading The Ohio State University

RECENT PUBLICATIONS

Peer-Reviewed Journal Articles

Berenbon, R., D'Agostino, J.V. & Rodgers, E. (Under review). The impact of variation in response style on the psychometric properties of Word Identification Fluency growth rates. *Educational Assessment.*

Rodgers, E., D'Agostino, J.V., Berenbon, R., Mikita, C., Winkler, C. & Wright, M.E. (In press). Teachers' beliefs and their students' progress during professional development. *The Journal of Teacher Education.* https://doi.org/10.1177/00224871221075275

Rodgers, E.M., D'Agostino, J.V., & Berenbon, R., Johnson, T. & Winkler, C. (In press). Scoring Running Records: Complexities and affordances, *Journal of Early Childhood Literacy*. https://doi.org/10.1177/14687984211027198

D'Agostino, J.V., Rodgers, E., & Konstantopoulous, S. (2021). The effects of HEROES on the achievement levels of beginning readers with individualized education programs. *Journal of Educational Research*, *114* (5), 433-444. https://doi.org/10.1080/00220671.2021.1965077

D'Agostino, J.V., Rodgers, E., Winkler, C., Johnson, T. & Berenbon, R. The generalizability of Running Record accuracy and self-correction scores. (2021). *Reading Psychology*, *42*(2), 111-130. https://doi.org/10.1080/02702711.2021.1880177

Johnson, T. , Mikita, C., Rodgers, E., D'Agostino, J.V. (2020). Scaffolding self-correction during oral reading. *The Reading Teacher, 73*(6), 796-799. https://doi.org/10.1002/trtr.1896

D'Agostino, J.V; Kelly, R.K. & Rodgers, E. (2019). Self-corrections and the reading progress of beginning struggling readers. *Reading Psychology, 50*(6), 525- 550. DOI: 10.1080/02702711.2019.1629518

Harmey, S.J., D'Agostino, J.V. . & Rodgers, E.M. (2019). Developing an observational rubric of writing: Preliminary reliability and validity evidence. *Journal of Early Childhood Literacy, 19*(3), 316-348. https://doi.org/10.1177/1468798417724862

Mikita, C., Rodgers, E., Berenbon, R. & Winkler, C. (2019). Targeting prompts when scaffolding word solving during guided reading. *The Reading Teacher, 72* (6) ,745-749.

Rodgers, E., D'Agostino, J.V., Kelly, R.H., & Mikita, C. (2018). Oral reading accuracy: Findings and implications from recent research. *The Reading Teacher, 72* (2), 149-57**.**

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Tompkins, G., Rodgers, E. & Rodgers, A. (2021). *Literacy in the 21st Century: A Balanced Approach (8th Ed.).* Columbus, OH: Pearson Education

Tompkins, G., Rodgers, E. (2020) *Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers (5th Ed.).* Columbus, OH: Pearson Education

<div align="center">

PARTIAL LIST OF GRANTS ($75,857,979 in total)

</div>

Refining and Expanding HEROES: A Literacy Intervention for Young Students with IEPs Co-Investigator Principal Investigator: Jerome D'Agostino October 2019 – September 2024	Sponsor: Education Innovation and Research Office of Elementary and Secondary Education U.S. Department of Education Amount: $8 million
Improving Literacy Outcomes for Beginning Readers with Disabilities. Principal Investigator Co- Investigator: Jerome D'Agostino January 2015 – December 2019	Sponsor: Investing in Innovation Fund Office of Innovation and Improvement U.S. Department of Education U396A100027. ($ 2,995,039 from USDE and a private sector match of $499,255) Amount: $3.5 million

Tiffany A. Wild, PhD, CTVI

Capital University	Mathematics and Environmental Science	B.A. (1999)
Ohio University	Middle Childhood Education	B.S. Ed. (2001)
Vanderbilt University	Special Education – Visual Impairment	M.Ed (2005)
The Ohio State University	Teaching and Learning	Ph.D. (2008)

Appointments:
The Ohio State University   2008-present
Associate Professor, College of Education and Human Ecology   2018-present
Assistant Professor, College of Education and Human Ecology   2012-2018
Senior Lecturer, College of Education and Human Ecology   2011-2012
Visiting Assistant Professor   2008-2011

Products

Wild, T., Smith, D., Kelly, S., & Fast, D. (2022). *National Agenda for STEM Education for Students with Visual Impairments.* Available at: https://u.osu.edu/nationalresearchstemvisualimpairment/
 – edited

Miyauchi, H., Fast, D., & Wild, T. (2022). Keeping Schools for the Blind Vital in an Era of Inclusion: Key Elements for Success. *Journal of Visual Impairment and Blindness,* 116(2) 265–274.

Chiu, Y.* & Wild, T. (2021). Incorporating the expanded core curriculum into science. *British Journal of Visual Impairment and Blindness.* Available at: https://doi.org/10.1177/02646196211029341

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Koehler, K* & Wild, T. (2019). Students with visual impairments access and participation in the science curriculum: Views of teachers of students with visual impairments. *Journal of Science Education for Students with Disabilities.* 22(1). Available at: https://scholarworks.rit.edu/jsesd/vol22/iss1/8/

Kooman, M., Kahn, S., Atchison, C., & Wild, T. (2018) *Toward Inclusion for All Learners Through Science Teacher Education.* Boston: Sense Publishing.

Koehler, K.; Wild, T.; and Tikkun, S. (2018) "Implications of 3-D Printing for Teaching Geoscience Concepts to Students with Visual Impairments," *Journal of Science Education for Students with Disabilities*, 21(1), 49-81. Available at: https://scholarworks.rit.edu/jsesd/vol21/iss1/6

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Wild, T. & Koehler, K. (2017). "Science Education." In Holbrook, C., Kamei-

Hannon, C., & McCarthy, T. *Foundations of Education Volume II* (2nd ed.). New York: AFB Press.

Edited Technical Research Reports

Rosenblum, L.P, Chanes-Mora, P., Fast, D., Keiser, J., Wild, T., Herzberg, T.S., Botsford, K., DeGrant, J.N., Hicks, M.A.C., Cook, L.K., & Welch-Granier, S.* (2021). *Access and Engagement II: An Examination of How Visual Impairments, Their Families, and Professionals Nine Months Later.* American Foundation for the Blind. Available at: www.afb.org/research-and-initiatives/education/access-enagement-study-two/introduction

Rosenblum, L. P., Herzberg, T. S., Wild, T., Botsford, K. D., Fast, D., Kaiser, J. T., Cook, L. K., Hicks, M. A. C., DeGrant, J. N., & McBride, C. R. (2020). *Access and Engagement: Examining the Effect of COVID-19 on Students Birth-21 with Visual Impairments, Their Families, and Professionals in the United States and Canada.* American Foundation for the Blind. Available at: www.afb.org/research-and-initiatives/education/access-enagement-study

Grants Received

Developing and Testing Innovations, National Science Foundation: The Career Exploration Lab: 3D Printing and STEM Engagement for High School Students with Visual Impairments and Their Educators, National Science Foundation: 2020-2023 ($74,908.00 Co-Principal Investigator, Sub-Award for Research awarded to The Ohio State University)

Personnel Preparation in Special Education, Early Intervention, and Related Services, Focus Area B: Preparing Personnel to Serve School Age Children with Low-Incidence Disabilities CFDA 84.325K, US Department of Education Office of Special Education and Rehabilitative Services Office of Special Education Programming: Project VIBE 2018-2025 ($1,074,096 –Project Director; Co- Principal Investigator)

Invited Presentations

Wild, T. (November, 2022). *Advocating to Make Science Accessible to Learners with Visual Impairments.* Presented at the International Conference on Disability Inclusion, Center for Disability Studies and Services, Brawijaya University, Maland, East Java, Indonesia. Online Conference. [Invited: Keynote]

Wild, T. & Herzberg, T. (November, 2022). *Mission Inspire: Soaring to Excellence in Data Analysis.* Presented at the annual OCALICON meeting, Columbus, Ohio. Online Virtual Conference.

Wild, T. & Fast, D. (September, 2022). *The National Research Agenda for Students with Visual Impairments.*   Presented at Live with LIO. Online Zoom Session with the Low Incidence Outreach Team, Michigan Department of Education.

Memorandum of Understanding

Digital Learning and Student Success

Between

Department of Teaching and Learning, College of Education and Human Ecology

And

Office of Technology and Digital Innovation
The Ohio State University

Purpose

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

Program name: **EdD Department of Teaching and Learning: Practitioner Inquiry for Equity Based Advocacy**

Program level: **Doctorate**

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

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

If Yes, please explain:

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

      Yes   **<u>No</u>**

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

      <u>Yes</u>   No

If Yes, please explain: **Some of the courses will be placed on-line (distance learning, distance enhanced, hybrid, etc.)**.

Total credit hours for program: **minimum of 51 credit hours beyond master's degree**

Total number of courses for program: **15 courses (three credit per course) and 6 credits of dissertation hours**

Percentage of courses offered online:

      If other, please explain: **To be determined.**

Onsite Activities:

- Optional (e.g. orientation):

- Required (e.g. clinical): **Orientation**

Anticipated semester of first cohort: **Autumn, 2024**

Anticipated date to begin recruiting and enrolling: Autumn, 2023 and enrolling Spring, 2024

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

THE OHIO STATE UNIVERSITY

	Summer	Autumn	Spring	Total
Year 1 SU___2024__	12-15	12-15	12-15	12-15
Year 2 AY___2025__	12-15 Same cohort as in 2024, students admitted every other year	12-15	12-15	12-15
Year 3 AY__2026___	12-15	24-30	24-30	24-30
Year 4 AY__2027___	24-30	24-30	24-30	24-30
Year 5 AY_2028____	24-30	24-30	24-30	24-30

College/Department Contacts

College/Department: Department of Teaching and Learning

Antoinette Miranda or Binaya Subedi

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

Hiring Clinical Faculty in Fall, 2023.

Primary Contact, if different from Faculty/Program Director:

Antoinette Miranda or Binaya Subedi

College Fiscal Officer: **Kelly Crawford**

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

TBD

Contact for State Authorization compliance:

A clinical faculty will be hired next academic year. A staff from Academic Services Office will also be responsible for duties.

*See "**Participate in Compliance Activities**" under Department/College Responsibilities. If no contact is given, the Faculty/Program Director will fill this role.*

Additional college/contacts:

Term of MOU

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

Digital Learning and Student Success Responsibilities:

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

Secure Approval

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

    a. Consult and support college understanding of rules and regulations

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

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

Program Administration

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

Participate in Compliance Activities

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

Partner to Build Online Courses Based on Best Practice

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conduct Marketing to Drive Applications to the Online Program

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

   Digital Learning and Student Success marketing services include:

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

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

   c. Program-specific marketing

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

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

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

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

Provide Student Support to Online Learners

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

College/Department Responsibilities:

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

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

Secure Approval

1. Secure approval from the following, where applicable:
   a. Department
   b. College
   c. Graduate School
   d. Council on Academic Affairs (CAA)
   e. University Senate
   f. Board of Trustees
   g. Department of Higher Education
   h. Accreditation Provider
2. Contact the university budget office and request a distance-education-specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.
3. Contact Student Financial Aid and Office of Student Academic Success to determine initial enrollment term
4. Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery modes

Program Administration

1. Submit applicable courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval of program)
2. Label students in the Student Information System with the Distance Education subplan (ONL)
   a. Please note that the Distance Education Budget Model only applies to students labeled with the ONL subplan

3. Collaborate with Admissions to create an application

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

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

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

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

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

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

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

Participate in Compliance Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        i. "State Authorization 101" BuckeyeLearn course

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

Partner to Build Online Courses Based on Best Practice

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

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

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

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

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

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

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

Conduct Marketing to Drive Applications to the Online Program

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

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

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

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

   a. Recruitment activities to nurture leads

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

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

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

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

Provide Student Support to Online Learners

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

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

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

Major Deliverables

High level deliverables that will be provided by OTDI:

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

Pricing and Billing

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

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

Signatories begin on page 16

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APPENDICES

Appendix A: Marketing and Communications

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

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

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

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

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Appendix B: State Authorization

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

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

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

Appendix C: Course Design Schedule

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

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

Course Code and Name*	Current Delivery Mode(s)* (how course has been offered previously: in person, hybrid, distance learning, N/A - new course)	Instructor (first name, lastname.number)	Anticipated Course Design Term* (OTDI course design support for instructor; one semester or more ahead of first offering)	First Offering Term* (when class is first offered online as part of this online program)
EDUTL 8003: Theorizing and Researching Teaching and Learning	In person or hybrid	N/A	AU 2023 or SP 2024	AU 24
EDUTL 8015: Diversity and Equity in Education	In person or hybrid	N/A	AU 2023 or SP 2024	AU 24
EDUTL 8XXX Equity-based Advocacy and Community Relationship	New course to be proposed (hybrid, DH or DL)	N/A	AU 2024 or SP 2024	SP25
EDUTL 8XXX: Pro-Seminar 1	New course to be developed (hybrid, DL or DH)	N/A	AU 2023 or SP 2024	AU24

EDUTL 8XXX: Survey of Practitioner Inquiry Methods	New course to be developed (hybrid, DL or DH)	N/A	AU 2024 or SP 2024	SP 25 or AU 25
EDUTL 7052: Classroom-based Inquiry	New course to be developed (hybrid, DL or DH)	N/A	AU 2024 or SP 2024	SP 25 or AU 25
EDUTL 8XXX: Pro-Seminar 2	New course to be developed (hybrid, DL or DH)	N/A	SP 25 or AU 25	SP 26

Signatories

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

DocuSigned by:

Binaya Subedi

83CA3B8C2E66435

Date 12/08/2022

Program Director, Binaya Subedi.1

DocuSigned by:

Antoinette Cecilia Miranda

C6EA7DF3FC524B2...

Date 12/08/2022

Department Chair, Antoinette Miranda.2

DocuSigned by:

Detra Price-Dennis

FDC23D80A1D0436...

Date 12/09/2022

Director of Digital Education and Innovation in Teaching and Learning, Detra Price-Dennis.1

DocuSigned by:

Kelly Ramona Crawford

E9C8BB4AD84D479...

Date 12/12/2022

College Fiscal Officer, Kelly Crawford (robinsoncrawford.1)

DocuSigned by:

Don Pope-Davis

6BB2DCC36A88401...

Date 12/12/2022

Dean, Don Pope-Davis.1

DocuSigned by:

Robert Peter Griffiths

B8CDF1EF93BA469...

Date 12/12/2022

Chief Digital Learning Officer, Rob Griffiths.44

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DocuSign

Certificate Of Completion

Envelope Id: B238FEE87636418DACE4BD2EFE335169   Status: Completed
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Document Pages: 18   Signatures: 6   Envelope Originator:
Certificate Pages: 3   Initials: 0   Jacob Harris Bane
AutoNav: Enabled   1050 Carmack Rd
EnvelopeId Stamping: Enabled   Columbus, OH 43210
Time Zone: (UTC-05:00) Eastern Time (US & Canada)   bane.17@osu.edu
                                                                                  IP Address: 75.118.208.97

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Status: Original   Holder: Jacob Harris Bane   Location: DocuSign
    12/8/2022 4:01:54 PM   bane.17@osu.edu

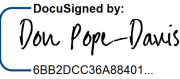| Signer Events	Signature	Timestamp
Binaya Subedi subedi.1@osu.edu The Ohio State University Security Level: Email, Account Authentication (None)	*Binaya Subedi* 83CA3B8C2F66435... Signature Adoption: Pre-selected Style Using IP Address: 128.146.116.213	Sent: 12/8/2022 4:07:39 PM Viewed: 12/8/2022 4:08:19 PM Signed: 12/8/2022 4:08:49 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Antoinette Cecilia Miranda miranda.2@osu.edu Interim Chair, Dept of Teaching and Learning The Ohio State University Security Level: Email, Account Authentication (None)	*Antoinette Cecilia Miranda* C6EA7DF3FC524B2... Signature Adoption: Pre-selected Style Using IP Address: 128.146.153.53	Sent: 12/8/2022 4:08:52 PM Viewed: 12/8/2022 4:30:56 PM Signed: 12/8/2022 4:31:10 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Detra Price-Dennis price-dennis.1@osu.edu Security Level: Email, Account Authentication (None)	*Detra Price-Dennis* FDC23D80A1D0436... Signature Adoption: Pre-selected Style Using IP Address: 75.180.20.21	Sent: 12/8/2022 4:31:16 PM Viewed: 12/9/2022 1:42:03 PM Signed: 12/9/2022 1:42:21 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Kelly Ramona Crawford robinsoncrawford.1@osu.edu CAO The Ohio State University Security Level: Email, Account Authentication (None)	*Kelly Ramona Crawford* E9C8BB4AD84D479... Signature Adoption: Pre-selected Style Using IP Address: 74.128.196.75	Sent: 12/9/2022 1:42:25 PM Viewed: 12/12/2022 1:45:49 PM Signed: 12/12/2022 1:46:49 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		

Signer Events	Signature	Timestamp
Don Pope-Davis pope-davis.1@osu.edu Dean The Ohio State University Security Level: Email, Account Authentication (None)	DocuSigned by: *Don Pope-Davis* 6BB2DCC36A88401... Signature Adoption: Pre-selected Style Using IP Address: 74.129.183.154	Sent: 12/12/2022 1:46:53 PM Viewed: 12/12/2022 3:05:31 PM Signed: 12/12/2022 3:05:59 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Robert Peter Griffiths griffiths.44@osu.edu The Ohio State University Security Level: Email, Account Authentication (None)	DocuSigned by: *Robert Peter Griffiths* B8CDF1EF93BA469... Signature Adoption: Pre-selected Style Using IP Address: 65.185.56.19 Signed using mobile	Sent: 12/12/2022 3:06:02 PM Viewed: 12/12/2022 7:53:17 PM Signed: 12/12/2022 7:53:44 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Cindy Leavitt leavitt.75@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 12/12/2022 7:53:49 PM
Kristina Davis davis.1724@osu.edu Interim Director of Finance The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 12/12/2022 7:53:52 PM
Tracey Renee Richardson richardson.408@osu.edu Senior Director, Service Management The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 12/12/2022 7:53:55 PM

Carbon Copy Events	Status	Timestamp
Jennifer L Simmons simmons.232@osu.edu df The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** 　Not Offered via DocuSign	**COPIED**	Sent: 12/12/2022 7:53:58 PM
Gail Martineau martineau.18@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** 　Not Offered via DocuSign	**COPIED**	Sent: 12/12/2022 7:54:01 PM
Erin R McLaughlin mclaughlin.556@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** 　Not Offered via DocuSign	**COPIED**	Sent: 12/12/2022 7:54:04 PM
Lisa N Delaney delaney.177@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** 　Not Offered via DocuSign	**COPIED**	Sent: 12/12/2022 7:54:08 PM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	12/8/2022 4:07:39 PM
Certified Delivered	Security Checked	12/12/2022 7:53:17 PM
Signing Complete	Security Checked	12/12/2022 7:53:44 PM
Completed	Security Checked	12/12/2022 7:54:08 PM

Payment Events	Status	Timestamps