

Term Information

Effective Term Spring 2023
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Conversion of the course to distance learning (DL) delivery option.

What is the rationale for the proposed change(s)?

The graduate students in the Master of Arts in Speech-Language Pathology (MA-SLP) program spend much of their time doing precepted clinical training. The move to DL prompted by the Covid pandemic revealed that these students benefit greatly from the scheduling flexibility of DL courses. It removes the need for the course to meet during clinical hours, improving the ability to schedule clinical precepting hours for the students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The course's ELOs will remain the same, as will its place in the MA-SLP curriculum. Converting this course to DL will not move the MA-SLP curriculum to more than 50% credits being DL, so there is currently no concern about this action moving the program to a DL program. This will continue to be monitored if more of the program's courses request permanent DL status.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	6170
Course Title	Clinical and Educational Methods in the Schools
Transcript Abbreviation	SLP in Schools
Course Description	Models, strategies, methodologies, and curriculum involved in planning, implementing, and evaluating team-based instruction for students with communication, language, and learning disabilities.
Semester Credit Hours/Units	Fixed: 2

Offering Information

Length Of Course	8 Week, 7 Week
<i>Previous Value</i>	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing in SphHrng; or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 670.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0203
Subsidy Level	Doctoral Course
Intended Rank	Masters

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will review historical aspects of education legislative reforms and legal outcomes• Students will identify special education requirements at the federal and state level• Students will develop understanding of their role in the education system as a mandated reporter for child abuse/neglect and human trafficking.• Students will describe the evaluation process and documentation in the school setting• Students will identify key components of a Multifactorial Evaluation• Students will summarize the dual prongs of eligibility• Students will recall the categories of eligibility• Students will describe the intervention process and documentation in the school setting• Students will identify key components of an Individualized Education Plan• Students will describe varied service delivery options to support students• Students will identify and research a topic of personal interest related to their clinical practice in the schools• <i>Be able to define the roles of the speech-language pathologist in the educational setting</i>
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Speech-language pathology in the school setting• IEP development• SLP services in the classroom

COURSE CHANGE REQUEST
6170 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
01/06/2022

Sought Concurrence

No

Attachments

- SPHHRNG 6170 cover sheet - ASCTech approved.pdf: ASC Tech cover sheet

(Cover Letter. Owner: Bielefeld, Eric Charles)

- DL version of SPHHRNG 6170 syllabus.docx: Proposed DL syllabus

(Syllabus. Owner: Bielefeld, Eric Charles)

- 6170 2019 Syllabus.docx.pdf: In-person syllabus from 2019

(Other Supporting Documentation. Owner: Bielefeld, Eric Charles)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bielefeld, Eric Charles	12/21/2021 12:41 PM	Submitted for Approval
Approved	Fox, Robert Allen	12/21/2021 04:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/22/2021 09:52 AM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	01/06/2022 02:28 PM	ASCCAO Approval
Pending Approval	Martin, Andrew William Cody, Emily Kathryn Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/06/2022 02:28 PM	ASC Approval



SYLLABUS

SPHHRNG 6170

Clinical Methods in the Schools
Summer 2022 (8-week term, Session II)
2 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Bridget A. Chapman, M.A. CCC-SLP

Email address: (preferred contact method) chapman.763@osu.edu

Phone number: 7614-688-5466

Office hours: By appointment

Prerequisites

None required

Class Meeting Schedule:

Element 1: Asynchronous Recorded lectures, posted on Sundays by 11:59 PM EST.

Element 2: Weekly synchronous Zoom meeting, Wednesdays 6:00-7:30 PM

Course description

This 8-week elective course is designed to prepare students for school based clinical practice in speech-language pathology and related fields. The course focuses on essential legal and legislative issues, and the foundations of school-based assessment, intervention, and service

delivery. In addition, this course will review the educational processes for multifactorial evaluations, individualized education plans, and considerations for varied service delivery in the school setting.

The course will be organized by the following themes:

Legal and Legislative Foundations, Weeks 1 and 2

Assessment Principles in the Schools, Weeks 3 and 4

Intervention and Service Delivery Principles in the Schools, Weeks 5 and 6

Special Topics, Weeks 7 and 8

Course learning outcomes

Legal and Legislative Foundations

- 1.1 Students will review historical aspects of education legislative reforms and legal outcomes
- 1.2 Students will identify special education requirements at the federal and state level
- 1.3 Students will develop understanding of their role in the education system as a mandated reporter for child abuse/neglect and human trafficking.

Assessment Principles

- 2.1 Students will describe the evaluation process and documentation in the school setting
- 2.2 Students will identify key components of a Multifactorial Evaluation
- 2.3 Students will summarize the dual prongs of eligibility
- 2.4 Students will recall the categories of eligibility

Intervention/ Service Delivery Principles

- 3.1 Students will describe the intervention process and documentation in the school setting
- 3.2 Students will identify key components of an Individualized Education Plan
- 3.3 Students will describe varied service delivery options to support students

Special Topics in School Based Clinical Practice

- 4.1 Students will identify and research a topic of personal interest related to their clinical practice in the schools
- 4.2 Students will summarize and present 3 key points of learning related to their special topics presentation.
- 4.3 Students will review 5 special topic presentations presented by classmates

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. A weekly overview for each week of the course will be provided on Carmen and outline the weekly learning objectives, to-do list, and method of participation. The weekly overview will be posted on Sundays by 12:00am and conclude the following Sunday at 11:59pm. Students are encouraged to work at a pace that best fits their learning and schedule while completing assignments as directed on the syllabus. Students are responsible for communicating any questions or concerns about the material presented in a timely manner.

Credit hours and work expectations: This is a **2-credit-hour course** delivered over 8 weeks. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3.5 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 7 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Live sessions and office hours: 1+ TIMES PER WEEK**
Attendance is expected at all live, synchronous meetings for the course. Office hours are optional.
- **Participating in quizzes and learning activities: 1+ TIMES PER WEEK**
As part of your participation in the quizzes and learning activities, each week you can expect to post or upload documents at least once as part of the week's learning activity topic.

COURSE MATERIALS AND TECHNOLOGIES

REQUIRED

Online Journal:

“Language, Speech and Hearing Services in the Schools” (LSHSS), Journal of the American Speech-Language-Hearing Association. Full access is available through the OSU Library system.

<https://pubs.asha.org/journal/lshss> (Links to an external site.)

Websites:

American Speech-Language-Hearing Association Information for School Based SLPs:

<https://www.asha.org/slp/schools/> (Links to an external site.)

Wright’s Law:

<https://www.wrightslaw.com/> (Links to an external site.)

Ohio Department of Education:

<http://education.ohio.gov/> (Links to an external site.)

Ohio Department of Education: Whose Idea is it Anyway? Parent’s Guide

<http://education.ohio.gov/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education> (Links to an external site.)

OCALI:

<https://www.ocali.org/> (Links to an external site.)

APA resource:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html (Links to an external site.)

COURSE TECHNOLOGY

TECHNOLOGY SUPPORT

COURSE TECHNOLOGY

For help with your password, university email, 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 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743
- **Academic services offered on the OSU main campus:**
<http://advising.osu.edu/welcome.shtml>
- **Student services offered on the OSU main campus:** <http://ssc.osu.edu>.

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

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

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- Carmen Zoom, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

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

CARMEN ACCESS

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

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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Legal Case Study	20
Quiz 1, Assessment	20
Quiz 2, Intervention/ Service Delivery	20
Special Topics Presentation, Part I	20
Special Topics Discussion Post, Part II	20
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

LEGAL CASE STUDY:

Description: Students will complete a case study based on a legal case/dispute of their choosing from the Wright's Law website. Students will provide a summary of the case, highlight interprofessional (IPP) partnerships, and discuss the application of the case and outcome to their clinical practice in written word document submission. The learning outcomes

of this assignment relate to course objectives 1.1, 1.2, and 1.3. A template and grading rubric will be provided on Carmen under “Assignments”.

Academic integrity and collaboration: You must complete the learning activities yourself, without an external help or communication.

QUIZZES 1 AND 2

Description: Two quizzes on Assessment, and Intervention/ Service Delivery will be completed. These quizzes will be 10-15 questions in length and utilize multiple choice, true/false, and brief written responses. The learning outcomes of this assignment relate to course objectives 2.1-4.2

Academic integrity and collaboration: You must complete the quizzes yourself, without any external help or communication. Each quiz may be taken up to 2 times.

SPECIAL TOPIC PRESENTATION AND DISCUSSION BOARD POST, PART I AND II

Description: part 1: Students will complete a special topics project of their choosing based on class resources, personal interest or experience, or guest lecture. Students will complete a 4-6 slide recorded presentation outlining the topic, three key learning points for the class, and an example of clinical implementation in the schools. This presentation must include a minimum of one peer reviewed source and the source(s) must be cited in the presentation following the APA format. Students must submit a Zoom recording link of the presentation. This recording link will be shared with the class and used as course content. An example presentation and grading rubric will be provided on Carmen under “Assignments”.

Part 2: Students will review 5 presentations of their choice and post a short reflection on the discussion board following the 3-2-1 method.

3- 3 things you learned/ ideas you came across

2- 2 ways this learning will impact your clinical practice or what this could “look like” if implemented

1- 1 question or learning point that is unclear or an aspect of learning that you want to go deeper into

*A list of potential special topics will be provided, however, students are encouraged to complete this project on any school related topic based on their interest.

Academic integrity and collaboration: You must develop and present the presentation and your discussion board posts yourself, without any external help or communication.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
E	0-62

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

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

OTHER COURSE POLICIES

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR GRADUATE COURSES: Please contact the Graduate Program Coordinator at sphhrrng@osu.edu, the Graduate Studies chair at roup.2@osu.edu, the Speech-Language Pathology program oversight committee chair at bean.61@osu.edu, or the Audiology program oversight committee chair at bielefeld.6@osu.edu

Copyright for instructional materials

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

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidpreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	6/6-6/12	Topic: Legal Foundations Assessment: Post Reflection on Discussion Board
2	6/13-6/19	Topic: Legal Foundations Assessment: Legal Case Study Due
3	6/20-6/26	Topic: Assessment Learning Activity: Post Reflection on Discussion Board
4	6/27- 7/3	Topic: Assessment Assessment: Quiz 1 Due
5	7/5- 7/10	Topic: Intervention/ Service Delivery Learning Activity: Post Reflection on Discussion Board
6	7/11- 7/17	Topic: Intervention/ Service Delivery Assessment: Quiz 2 Due
7	7/18- 7/ 24	Topic: Special Topics in Schools Assessment: Special Topics Presentation Part I Due
8	7/25- 7/31	Topic: Special Topics in Schools Assessment: Special Topics Part II Due

Speech & Hearing 6170
Advanced Methodology in School SLP and Hearing Services
Summer 2019
T-TH 8:00-9:20 am

Instructor: Steven M. Griffin, M.A. CCC-SLP

E-mail: steve.griffin@mevsd.us

Phone 614-370-1234 (c) 937-578-6144 (o)

Office Hours: By Appointment

COURSE DESCRIPTION:

This course will play a fundamental role in preparing Speech-Language Pathology and Audiology graduate students to build effective schools through leadership in the public school setting. Information and study will focus on three primary areas: (1) legislative accountability; (2) intervention policy and implementation; and (3) The SLP's role in literacy and leadership. We will analyze the current landscape of schools and frame a perspective of the school SLP from great SLPs and educators themselves. What do they see when they view public education and their students? Where do they focus their attention? How do they spend their time and energy? What guides their decisions? How can we gain the same advantages?

COURSE OBJECTIVES:

Knowledge:

1. Understand the important educational reforms that impact speech, language and hearing services in the schools.
2. Review the legislative history of special education and requirements of IDEA 2019..
3. In-depth understanding of all referral, assessment (MFE) and IEP processes and procedural safeguards.
4. Discussion surrounding the SLPs role in the literacy education of students.
5. Understand the sequential skill development for reading fluency and the Big Ideas in reading as outline by the National Reading Panel.
6. Review service delivery models for SLPs in the public schools.
7. Understand response to intervention models, the use of summative assessment and formative assessment and review policy consideration and implementation.

Skills:

1. Plan and develop Individualized Education Plans that are compliant with State and Federal standards.
2. Describe and classify reading errors into appropriate error patterns.
3. Select the most appropriate treatment goals and intervention plans based on the description of a student's reading profile.
4. Implement effective school based literacy practice through systematic assessment, evidence based practice and progress monitoring.

Values:

1. Value the importance of the SLPs role in response to intervention programs and early literacy education of students.
2. Value the importance of higher-level problem solving, critical thinking and leadership in the school setting.
3. Value and understand the nature of school-based leadership and how instructional leadership works to build effective schools.

4. Learn to value what truly makes a difference for at-risk children and children with learning disabilities in the public schools.

ACADEMIC MISCONDUCT:

Academic misconduct guidelines are strictly upheld. Academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Cheating on an examination or permitting someone to cheat from your exam will result in a failing grade for the course. Similarly, plagiarism will not be tolerated and also result in a failing grade for the course. Any student who plans on missing an examination should contact the instructor in advance. If you have questions or concerns, please contact Steve Griffin.

STATEMENT OF STUDENT RIGHTS:

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.eds.ohio-state.edu>.

ABSENCES:

If you are unable to attend a class, please remember that you are responsible for obtaining any material missed from another student or contact the instructor. Regular and consistent attendance is expected.

COURSE MATERIALS AND REQUIREMENTS

Class Text:

Various

GRADING:

IEP/ETR Case Study = 50 points

IEP/ETR Assessment = 50 points

Leadership Reflection = 20 points

Personalized Learning Final Project = 100 points

Formative Mastery Checks = 10-20 points each

GRADE EQUIVALENTS:

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	59% or less

Course Calendar & Topical Outline*

- 5/23 Class: Syllabus Review/Personalized Learning Project
- 5/28 Class: Educational Acronyms
- 5/30 Class: IEP/ETR Pre-Assessment Interview Data Sharing - (Book Selections)
- 6/4 Class: Personalized Learning and the Standards
Personalized Learning Project Proposal Due
- 6/6 Class: Tx Tricks of the trade and scheduling - Alexis Wilson and Adrienne Darah
- 6/11 Class: Leadership in the Schools
- 6/13 Class: IEPs & ETRs - Kristen Jones, Student Services Coordinator MEVSD
- 6/18 Class: School Finance, Retirement, Things No One Tells You.
- 6/20 Class: MTSS in Schools - Mark Gallagher
- 6/25 Class: MTSS Continued
- 6/27 Class: DOK Levels/Language Intervention
- 7/2 Class: ETR-IEP Case Study Part 1- Holly Weiss, SLP MEVSD
- 7/9 Class: ETR-IEP Case Study Part 2 - Holly Weiss, SLP MEVSD
- 7/11 Class: Final Class - ETR-IEP Case Study Due/ formative Assessment #2
- 7/16 Class: Final
- 7/18 Personalized Learning Final Project Submission Due

*The instructor reserves the right to change the schedule as circumstances arise. Feel free to ask questions at any time during class and outside of class. Since I generally won't be available around the department, I encourage you to contact me by phone or via email

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.