Term Information

Effective Term	Summer 2025
Previous Value	*Summer 2012*

Course Change Information

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

Add Distance Learning as a mode of instruction for the 8 week offering of the course.

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

Allow more flexibility in offerings for this course.

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)?

n/a

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	Music
Fiscal Unit/Academic Org	School Of Music - D0262
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7770
Course Title	Introduction to Research in Music Education
Transcript Abbreviation	Intro Res Music Ed
Course Description	A study of methods of research as applied to problems in school music.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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
Previous Value	*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
Previous Value   *Prereq: 4586 (586), 4587 (587), or equivalent.*
Exclusions
Previous Value   Not open to students with credit for 770.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   13.1312
Subsidy Level   Doctoral Course
Intended Rank   Masters, Doctoral

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Students will learn about new topics related to music education
- Students will learn to quickly grasp the general purpose, methodology and conclusions of articles related to music education.
- Students will use research to start developing expertise in an area of interest to them.

Previous Value

Content Topic List

- A study of methods of research as applied to problems in school music
- Develop analytical technique specific to music education
- Develop specific techniques in the systematic study of music behavior

Sought Concurrence   No

Attachments

- MUS 7770 asc_distance_learning_syllabus_template_2021_final 1 30 25.docx: proposed syllabus

  (Syllabus. Owner: Banks,Eva-Marie)

- Music 7770 ASC-distance-approval-cover-sheet-fillable 1 30 25.pdf: Distance Learning approval

  (Other Supporting Documentation. Owner: Banks,Eva-Marie)

- Music 7770 Costa-Giomi 14 week syllabus 1 30 25.docx: current syllabus

  (Syllabus. Owner: Banks,Eva-Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Banks,Eva-Marie	01/30/2025 10:40 AM	Submitted for Approval
Approved	COSTA-GIOMI,EUGENIA	01/30/2025 11:02 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/03/2025 11:41 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/03/2025 11:41 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS
MUSIC 7770

Research Methods in Music Education
Summer 2025 (8 weeks)
3 credit hours
Online with mandatory synchronous meeting Wednesdays 9:10 – 10:45

COURSE OVERVIEW

Instructor

Instructor: Eugenia Costa-Giomi

Email address: costa-giomi.1@osu.edu

Zoom office hours: Monday & Wednesday 10:45 – 11:30 and by appointment

Prerequisites

None

Course description

This course is an introduction to research in music education with a focus on quantitative methods. I assume that you have little or no experience in reading and doing research. We will (1) read and criticize research studies integrating their conclusions and applying them to our field (2) review studies published in music and non music education journals discussing their methodology and contributions to the learning and teaching of music. Through these readings you will get an overview of topics and problems relevant to our field and a deeper understanding of a topic or problem of interest to you.

Course learning outcomes

By the end of this course, you should successfully be able to:

- Identify methods of inquiry used in the field of music education
- Find, analyze, criticize, and integrate empirical music education research published in scientific journals

- Become familiar with the basic components of a variety of quantitative methodological approaches to common topics in the field of music education and identify them in published research studies
- Recognize the limitations of research methodologies used in music education and how they affect the application of research to educational practices
- Propose evidence-based approaches to current questions important in the field and to you.
- Develop a set of research questions on a topic of interest and propose ways to answer them
- Describe, analyze, summarize, and interpret research on a topic of your choice

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online but requires a weekly on-line synchronous meeting session on Wednesdays 9:10 – 10:45.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. In addition to the mandatory on-line synchronous meeting on Wednesdays 9:10 - 10:45, students are expected to keep pace with weekly deadlines.

Credit hours and work expectations: This is a **3-credit-hour 8-week course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 5.25 hours per week of time spent on direct instruction (instructor content and Carmen activities) in addition to 10.5 hours of homework (reading and assignment preparation) to receive a grade of (C) average.

The 5.25 hours of direct instruction in this course are distributed in synchronous and asynchronous activities that generate interactions with, feedback and commentary from the instructor and peers. Please note that the completion of assignments will require that you invest an additional 10.5 hours of work per week on average. These average time estimates are provided to help you organize your schedule, but it is possible that you may need more or less time to complete the activities and assignments.

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:

- **Participation during synchronous Zoom meeting: REQUIRED.** You are expected to participate fully in the Wednesday 9:10 – 10:45 am synchronous meeting every week (e.g., not performing other tasks during this dedicated time), and use video and audio throughout the meeting. If you have a situation that might cause you to miss a synchronous meeting or that prevents you from participating fully during a meeting, discuss it with me as soon as possible.

- **Participating in asynchronous online activities**: You are expected to log in to the course in Carmen **AT LEAST TWICE PER WEEK**. Assignments are due on Tuesdays at 9:00 am. 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 asynchronous activities, discuss it with me as soon as possible.
- **Office hours and live sessions**: **OPTIONAL**
  You are encouraged to note my Zoom office hours in your weekly schedule and attend as you have questions, but these sessions are optional.
- **Participating in discussion activities**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on line.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- *Music Education Research*. Peter Miksza, Julia T. Shaw, Lauren Kapalka Richerme, Phillip M. Hash, and Donald A. Hodges, Oxford University Press. © Oxford University Press 2023. DOI: 10.1093/oso/9780197639757.003.0002. **AVAILABLE ON-LINE THROUGH THE LIBRARY**

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills

- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) 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) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact your instructor at their name.#@osu.edu and ascode@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.

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	GRADE %
1. Database search	5
2. Weekly readings, commentary & discussion	20
3. Four article analyses	20
4. Writing feedback	5
5. Paper: Review of Literature + Proposal	40
6. Paper presentation	10
Total	**100**

See course schedule below for due dates.

Descriptions of major course assignments

1. Data base search

Description:
Search for a topic in Psycinfo, ERIC, Music Index, and Dissertation/Thesis Full Text. Record number of results. Then search again using the techniques provided in class narrowing your search until you obtain between 20 and 50 results in each database. Record the search terms you used for each of the databases and save the list of results. Compare the results in the three databases. How are they different and similar? Be ready to discuss the process and content of your search in class.
Of the 20-50 results of each database, select a total of 5 references that are appealing to you and that meet the following:
- at least one is a thesis or dissertation,
- at least one is from a journal in a field other than than music,
- at least one has been published in the last 3 years,
- none should be a book or book chapter.

Upload the reference list of the 5 selected references in APA style + the abstracts provided in by the database to Carmen. Upload only the reference and abstract!   Read the five abstracts and <u>search</u> for

the article (it is not mandatory to read them just yet). Can you find the articles? Be ready to discuss the abstracts in class: Do they reflect the type of information you wished to access? Are they clear? Informative? Relevant to the field and/or your interests? **Due Monday June 10, 9:00 am.**

Academic integrity and collaboration:
You may form study groups to complete the assignment. Although collaboration is encouraged for this assignment and sharing ideas about the process and content of your search is allowed, your search should be your own: Use different keywords than peers, select articles according to your own interests, and develop your own commentaries.

2. Weekly readings, commentary & discussion

Description:
Complete weekly readings and, using Hypothesis, share annotations with me and your peers, and reply to your peers' annotations. Write comments, pose questions, propose applications to the field and/or your own work, relate content to other course materials, share relevant information you may have on the topic, critique content, etc. Read and reply to your peers' annotations. A minimum of eight entries are required each week; at least three of these must be in response to your peers' annotations. They do not need to be long but must be substantive.

Your annotations are expected to show your understanding of the readings as well as the identification of what you do not understand. When posting on the latter, do not simply say "I do not understand this" or "What is xxx?" Search for the information you do not understand and show your effort –even if unsuccessful—in making sense of it. For example, search for definitions in the textbook or online, or search for content in the reading itself. Then comment on why such definition doesn't seem to apply or the content in the reading is confusing. You can show understanding by extending and applying the methods and/or results of the study to other settings of interest to you. You can also do so by proposing alternative conclusions or interpretation of results to those provided by the authors or by questioning the methods or results of the study.

You will also show understanding of the readings by commenting on your peers' annotations. Do not simply say "Yeah! I agree" or "Interesting!" Try to answer the questions they pose, share your own views on topics they comment on, connect their annotations to those of others, elaborate on their annotations providing your own perspective and sharing your own experience/knowldege.

You are encouraged to post more often, and you can certainly post less substantive responses ("That was really smart. Thanks for that contribution!") as often as wish, but those will not count toward your grade in this assignment. Most students feel motivated by ongoing conversations with their classmates. Participating fully in on-line and in-person discussions is expected and valued.

Please note that during Week 8, instead of completing an annotation and discussion on a reading, you will do so on the 10-minute videotaped presentations of your peers. **Due Tuesdays, 9:00 am.**

Academic integrity and collaboration:
You may form study groups to complete the assignment. Although collaboration is encouraged for this assignment and sharing ideas about the process and content of the reading is allowed, your annotations should be your own.

3. Four article analyses

Description:
You will read many research articles throughout the course. Starting on Week 4, we will start completing research forms for articles (assigned and of your choice). Complete four forms for a grade and as many as you wish just for feedback. **Due anytime between Tuesday June 25 and Tuesday July 22.**

In preparation for this assignment, you will complete a research form on Week 3 based on the article assigned (see Weekly Readings and Commentary) . This preparatory assignment will not be graded. **Due Tuesday June 17.**

Format the form in any way you wish. The form should be short, ideally one page and no more than two pages.

This is the only information to be included in the form. Do not add any other headings.

- Reference (APA style)

- Review of Literature: Three crucial pieces of information from the review of literature. Point form is acceptable. Including references is not mandatory.

- Sample: size and critical characteristics of participants. As brief as possible!

- Variables and measurement: **List** the variables under study (find an appropriate label for each of them) and their corresponding measurement. Identify variables as IV and DV. Point form. Choose precise and meaningful labels for the variables.

- Results (for each variable). Short and precise.

- Your comments: Comments must be substantial. You may criticize the study and/or discuss the implications of findings to music education and/or research. Do not simply agree with the author, repeat the findings, or write a personal experience; criticize/elaborate-on/discuss the study.

Academic integrity and collaboration:

You may form study groups to complete the assignment. Although collaboration is encouraged for this assignment and sharing the process of completing the form is allowed, the content of the forms should be your own.

4. Writing feedback

Description:
You will edit the drafts of some of your peers by providing detailed feedback about general organization, clarity, content, and writing style of the paper. Propose solutions to problems you identify and suggest improvements. This is a very important task, one that will be helpful to you and your peers. Be honest and thorough as you identify strengths and weaknesses of the draft. Ask questions, provide suggestions, fix typos and mistakes, propose wording, challenge content and format. We are trying to help each other improve the papers and shape our thinking and writing. Do not hold back on your comments and questions. Reviewing and providing feedback is an act of generosity!

You will receive the draft on July 16. **Due Tuesday July 22, 9:00.**

Academic integrity and collaboration:
Although collaboration is allowed when reading and discussing the drafts, you must provide feedback to the authors on your own.

5. Paper

Description:
Write a review of literature on a topic of your choice. Read 12 studies related to your topic (at least 3 written within the last 5 years), complete a research form for each, and write a short paper summarizing and discussing the studies (10 pages max excluding the list of references, cover page, abstract, figures and tables). I expect you to integrate the findings of the studies rather than to list them one after the other. Elaborate on the *ideas* by referring to the articles and their findings; do not simply describe each study. Focus on the findings of the studies, and compare them, question them, support them, emphasize them, explain them, elaborate on them, Be critical when discussing the articles. Follow APA style, use formal language, and base discussions on the articles rather than on personal experiences. Draw implications to research, learning, and teaching if possible (if not, explain why it is not possible to draw implications).

The paper should include an Appendix consisting of a short research proposal. (2 pages max). The research proposal should include the following information: (1) justification/need for the study; (2) statement about the purpose of the study (3) methodology (list/describe variables under study and research methods) (4) contribution of the study to the literature on the topic and music education in general.

In preparation for the writing of the paper, you will submit the following for feedback and not for grade:

(a) Topic description + at least three references + the abstracts of the articles with relevant findings highlighted. **Due Tuesday July 8, 9:00 am.**

(b) a 1.5-2-page draft of any section of the paper that includes at least 4 references Write two double-spaced pages of any part of the paper, not necessarily the beginning, following APA guidelines. This will allow you to familiarize yourself with this style of writing and your topic. The required reference list doesn't count towards the 2-page limit. **Due Tuesday July 15, 9:00 am.**

Please note that NOT submitting the preparatory materials will result in up to 10% lower grade in the paper (5% reduction for each of a and b above).

Paper is **due July 29, 9:00 am.**

Academic integrity and collaboration:
Collaboration is allowed when reading and analyzing the research articles. Feedback from others is allowed when writing the paper. However, the writing should be your own (i.e., your ideas, your words).

6. Presentation

Description:
Record yourself presenting your review of literature to the class using audiovisual materials. PowerPoint may be useful because it allows you to include audio and audiovisual examples. Show relevant tables and figures, play/show stimuli used. Your presentation should be interesting, relevant, informative, and insightful. Think of ways to capture our attention, teach us required jargon or concepts, and make us remember the main points of your presentation. Make sure you emphasize the main points. Upload a handout of your presentation that includes the list of references and the main points of your review (2-page max.) and the video recording of your presentation. 10 minutes. **Due July 28, 9:00 am.**

Academic integrity and collaboration:
You may form study groups to complete the assignment and you may record your presentation in front of an audience. Although collaboration is encouraged for this assignment and getting feedback prior to the recording of presentation is allowed, the presentation should be your own.

Late assignments

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

Grading scale

: A   93-100
: A- 90-93
: B+ 87-89
: B   84-86
: B- 80-83
: C+ 77-79
: C. 74-76
: C- 70-73
: D+ 67-69
: D. 60-66
: E   <60

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 weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. If I don't, do not hesitate to resend; sometimes things get lost in cyberspace, my inbox, or my mind! Please be aware that I do not always read email on holidays, Satrudays and Sundays.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

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. A more conversational tone 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.

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 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

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 resources available to graduate students at the School of Music, please reach out to Dr. Kurt Phelps at MUS-GRAD@osu.edu

Copyright for instructional materials

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 of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: **https://odi.osu.edu/** or **https://cbsc.osu.edu**)

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 Greeneville 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 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 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline**.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases

where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Holidays:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.
A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.
If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

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	June 4	**Synchronous:** Introduction to the topic and context, content and goals of the class, syllabus, instructor and students, resources, including library services, databases, search engines, and Canvas. Purposes and methods of research
	June 10	**Assignment**: Database search due 9:00 am
		Assignment: Weekly commentary due 9:00 am
		Costa-Giomi, E. (2012). Music instruction and children's intellectual development: The educational context of music participation. In MacDonald, R., Kreutz, G., & Mitchell, L. *Music, Health and Wellbeing,* 339-355. Oxford University Press: London.
		Optional: Chapter 3
2	June 11	**Synchronous**: Getting started: review of research literature. Planning a research project. Components of a research manuscript.
	June 17	

Week	Dates	Topics, Readings, Assignments, Deadlines
		Preparatory assignment: Research form due 9:00 am (non graded) Costa-Giomi, E. (1999). The effects of three years of piano instruction on children's cognitive development. *Journal of Research in Music Education, 47*, 198 – 212. **Assignment**: Weekly commentary due 9:00 am Chapter 13
3	June 18 June 24	**Synchronous:** Gathering data: Measurement, hypothesis, variables, and design **Assignment**: Research form due 9:00 am Merkow, C. & Costa-Giomi, E. (2021). Chapter 13: Infants' attention to synthesized baby music and original acoustic music. In Brodsky W. & Gruhn, W. (Eds.) (2021) *Music in the Lives of Young Children,* pp. 236 – 250. ISBN 978-0-367-54718-9. Oxon, UK., Routledge (Taylor & Francis Group). **Assignment**: Weekly commentary due 9:00 am Chapter 15
4	June 25 July 1	**Synchronous:** Describing data: Central tendency and variability; distributions, normal curve. **Assignment**: Research form due 9:00 am (your choice of article) **Assignment**: Weekly commentary due 9:00 am Chapters 12 and 16
5	July 2 July 8	**Synchronous:** Analyzing data: Comparisons, relationships, causation. **Assignment**: Research form due 9:00 am (your choice of article) **Assignment**: Weekly commentary due 9:00 am

Week	Dates	Topics, Readings, Assignments, Deadlines
		Chapter 17
		Paper preparatory assignment: Topic + references
6	July 9	**Synchronous:** Analyzing data: differences, causation. Dependent and independent variables.
	July 15	**Assignment**: Research form due 9:00 am (your choice of article)
		Assignment: Weekly commentary due 9:00 am
		Chapter 18
		Paper preparatory assignment: 1.5/2-page draft
7	July 16	**Synchronous:** Research proposal: bringing it all together (review of literature, purpose, hypothesis, sample, measurement, procedures, analysis, contribution).
	July 22	**Assignment**: Research form due 9:00 am (your choice of article)
		Assignment: Weekly commentary due 9:00 am
		Chapter 11
		Assignment: Writing feedback due 9:00 am
8	July 23	**Synchronous:** Limitations of quantitative research. Overview of qualitative research.
	July 29	**Assignment:** Paper presentation due 9:00 am
		Assignment: Paper due 9:00 am
	July 30	**Assignment**: Weekly commentary (on peer presentations) **due July 30** 9:00 am

MUSIC 7770 Research Methods in Music Education

TBA, Th 4:10 – 6:48
Instructor: Dr. Eugenia Costa-Giomi
Office hours: Thursdays 3:00 – 4:00 and by appointment
Email: costa-giomi.1@osu.edu

Description: This course is an introduction to research in music education. I assume that you have little or no experience in reading and doing research. We will (1) read and criticize research studies integrating their conclusions and applying them to our field (2) review studies published in music and non-music education journals discussing their methodology and contributions to the learning and teaching of music. Through these readings you will get an overview of topics and problems relevant to our field and a deeper understanding of one particular topic or problem relevant to you.

Objectives:
The main objective of the course is to read research. To read articles to learn about new topics related music education. To read articles in depth to understand their contribution (or lack of) to the field. To read articles critically. To read articles carefully. To read articles quickly to grasp their general purpose, methodology, and conclusions. To read them again and again to be able to recall their authors, purpose, methodology, results, and conclusions. To read lots of studies related to a specific topic of your choice to gain a comprehensive view of what we know and do not know about it, to identify "holes" in the research in this particular topic (measures, sample, interpretation, analyses, theoretical framework), and to start developing expertise in an area of interest to you.

Text book:

http://vassarstats.net/textbook/

Resources

Publication Manual of the American Psychological Association, 6th edition.

Subscription to the Journal of Research in Music Education (NAfME membership required).

Grading

A = B level + extra evidence of scholarship.
B = All assignments completed with competence by the due date.
C = All assignment completed adequately.
D = Some course assignments not completed

Assignments:

1   Search for a topic in Psycinfo, ERIC, and Dissertation/Thesis Full Text. Record number of results. Then search again in each of the databases narrowing your search until you obtain between 20 and 50 results. Record the search terms you used for each of the databases and save the list of results. Compare the results in the three databases. How are they different and similar? Be ready to discuss the process and content of your search in class.

Of the 20-50 results of each database, select a total of 5 references that are appealing to you; at least one should be a thesis or dissertation, at least one should be from a journal in a field other

than music, at least one should have been published in the last 3 years, none should be a book or book chapter. Prepare a print-out listing the 5 selected references in APA style; this print-out is what you will turn in in class. Read the abstract provided in the database and search for the article. Be ready to discuss the abstracts in class. **Due August 29**

2   Complete all assigned readings and be prepared to discuss them in class. **Due every class**

3   Complete 2 research forms from the articles that we read in class. Costa-Giomi 1999 should be the first one. You must obtain a check mark for two forms to complete this assignment.

4   Complete 2 Homework assignments. **Due September 5 and Oct 24**

5   List of references; short version. Identify a topic you would like to learn more about. Find five or more research articles on the topic. Turn in a short description of the topic (one or two well written ¶s) and why you are interested in it (one ¶), as well as a list of the references with at least five RESEARCH articles/reports. **Due Oct 17**

6   Analysis of data project. **Due Oct 24**

7   Final list of references. Find 12 research articles on a topic of your choice (at least 3 published on 2015 or later). Attach the abstracts highlighting the results that are most relevant. **Due Nov 7**

8   Read at least five research studies from your list of references, complete a research form for each article, and present them to the class using appropriate AV materials to show tables, play musical examples, etc. Introduce the general topic, review the literature presented in the articles, justify the need for the studies, describe their methodology, present the results, integrate the findings of the three studies and draw conclusions with implications for learning/teaching/research. Speak clearly, concisely, and keeping eye-contact with your audience. Keep your discourse focused. TIPS: Start the presentation with a catchy intro and define/explain unfamiliar or confusing concepts, variables, and terminology. Distribute handouts to the audience listing the main points of your presentation and the reference list (2 pages max). 15 minutes max. **Due Nov 14 – Nov 21**

9   Paper. Write a review of literature on a topic of your choice. Read 12 studies related to your topic (at least 3 written within the last 5 years), complete a research form for each, and write a short paper summarizing and discussing the studies (6 - 10 pages excluding the list of references, cover page, abstract, figures and tables). I expect you to integrate the findings of the studies rather than to list them one after the other. Elaborate on the *ideas* by referring to the articles and their findings; do not simply describe each study. Focus on the findings of the studies, and compare them, question them, support them, emphasize them, explain them, elaborate on them, Be critical when discussing the articles. Follow APA style, use formal language, and base discussions on the articles rather than on personal experiences. Draw implications to research, learning, and teaching if possible (if not, explain why it is not possible to draw implications).

The paper should include an Appendix consisting of a one-page research proposal. The research proposal should include the following information: (1) justification/need for the study; (2) statement about the purpose of the study (3) methodology (list/describe variables under study and research methods) (4) contribution of the study to the literature on the topic and music education in general.

<u>2-page draft</u> based on at least 3 studies: **Due Nov 4 MONDAY by 3:00pm.** Email me and every student in the class your draft as a word document attachment. Use "Draft" as the subject line of your email. The label of the file should be First Name + Last Name + the word "draft".

<u>Final paper</u>: **Due Dec 12.** Email me the paper (review of literature) and 12 forms collapsed into a single word document using "Paper" as the subject line and your First name + Last name + Paper as the label for the word document/attachment

10 You will edit the drafts of some of your peers by providing detailed feedback about general organization, clarity, content, and writing style of the paper. Identify "writing" problems and propose solutions. You will receive the draft on Nov 4. **Due Nov 7**

X Extra evidence of scholarship (only applicable if you wish to do additional work to qualify to get an A in the class). Complete an assignment that is valuable to you and that is based on research (e.g., reading an adequate book, gathering of data, helping with a research project, etc). **Due Nov 21** I will not remind you about this elected assignment ever! Come see me to discuss the assignment with me at any point of the semester but with enough time to be able to complete it by Nov 21**.** <u>Strong suggestion</u>: have it set by the beginning of September and completed by the end of September.

Read this:

I expect you to arrive to class on time, attend all class meetings, and be well prepared to ask questions, participate in discussions, and talk about the readings. I understand that there are emergencies and unusual circumstances that may prevent you from being in class. Save the rare absence for when those occasions arise and discuss them with me.

No late assignments accepted. Remember that printer cartridges usually run out, computers freeze, and copy machines do not cooperate 10 minutes before assignments are due. Plan accordingly.

Assignments are due in class. Do not send me email attachments, drop assignments in my box, or leave them in my office unless specified in the syllabus. This is necessary to keep assignments from getting lost, getting them graded in a timely fashion, and for helping your old instructor stay sane.

Written work should be typed, 12-point Times New Roman font, 1' margins, double spaced, printed, stapled, no plastic covers. Most writing in this class will require APA style. Consult the APA manual for details about writing style and format. The research forms, however, do not need to comply to APA style; you are free to use any format that is useful for you.

I try to reply to email within 24 hours. If I don't reply within 24 hours, do not hesitate to resend; sometimes things get lost in cyberspace or in my mind, Take into consideration that I do not always read email during weekends.

Academic Integrity: Plagiarism is taken very seriously at OSU. Therefore, if you use words or ideas that are not your own, you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding the OSU Code of Student Conduct.

Academic Misconduct

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 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Holidays:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.
A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.
If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Research form content (your choice of format).

This is the only information I want to see in this SHORT form (one page ideal, two pages max). Do not add any other headings.

Reference (APA style)

Review of Literature: Three crucial pieces of information from the review of literature. No need to include references.

Sample: size and critical characteristics of participants. As brief as humanly possible.

Variables and measurement: List the variables under study (find an appropriate label for each of them) and their corresponding measurement. Identify variables as IV and DV. Point form.
Choose precise and meaningful labels for the

variables. Results (for each variable)

Your comments: Comments must be substantial. You may criticize the study and/or discuss the implications of findings to music education and/or research. Do not simply agree with the author, repeat the findings, or write a personal experience (you can do all three of these but

you must also criticize and discuss).

Weekly calendar

AUG 22 Introduction to the course

AUG 29 Searching for literature, selecting a topic, and reading research. ASSIGNMENT 1.

SEPT 5 The review of literature
Costa-Giomi, E. (2012). Music instruction and children's intellectual development: The
     educational context of music participation. In MacDonald, R., Kreutz, G., &
     Mitchell, L. *Music, Health and Wellbeing,* 339-355*.* Oxford University Press:
     London.

SEPT 12 Research article format **HWK 1 due**
Rauscher F.H, Shaw G.L, Ky K.N. (1993). Music and spatial task performance. *Nature,
     365*, 6447.

Costa-Giomi, E. (1999). The effects of three years of piano instruction on children's cognitive
     development. *Journal of Research in Music Education, 47*, 198 – 212.

SEPT 19 Gathering and presenting data: Dr.
     Kinney TBA

SEPT 26 Elements of design: measurement **Form 1 due**
     Chapter 1 (both parts)
Ryan, C. & Costa-Giomi, E. (2004). Attractiveness bias in the evaluation of young pianists'
     performances. *Journal of Research in Music Education.52*, 141-154.

OCT 3 Distributions: Central tendency & variability. Measures of central tendency and
     variability. Samples & populations. Normal distribution.
     Chapter 2

BREAK

OCT 17 The study of effects and the study of relationships: variables. DV and IV
Chapter 3 part 2 starting at "Interpretation of Correlation" **List of references 1
due**

Costa-Giomi, E. (2008). Characteristics of elementary music programs in urban schools:
What money can buy. *Bulletin of the Council for Research in Music Education, 177,* 19-
28.

Costa-Giomi, E. & Chappell, E*. (2007). Characteristics of band programs in a large
urban school district: Diversity or inequality? *Journal of Band Research, 42* (2), 1-18*.*

OCT 24 Analysis of data**:** Null hypothesis, statistical significance. **HWK 2 due**
     Chapter 11 & 12.

Costa-Giomi, E. (2004). "I do not want to study piano!" Early predictors of student
dropout behavior. *Bulletin of the Council for Research in Music Education*. *161/162,* 57-
64

OCT 31 Analysis of data due

Costa-Giomi, E. & Benetti, L.* (2017). Through a baby's ears: Musical interactions in a

family community. *International Journal of Community Music, 10* (3), 55–69. doi: 10.1386/ijcm.10.3.289_1

Benetti, L.* & Costa-Giomi, E. (in press). Infant vocal imitation of music. *Journal of Research in Music Education.*

<<<<<MONDAY NOV 4 2-page draft due>>>>>

NOV 7 WRITING DAY! List of references 2 due.

NOV 14 Presentations

NOV 21 xtra evidence due

Dec 12 Final paper and forms due

Research form content (your choice of format).

This is the only information I want to see in this SHORT form. Do not add any other headings.

Reference (APA style)

Review of Literature: Three crucial pieces of information from the review of literature. No need to include references.

Sample: size and critical characteristics of participants. As brief as humanly possible.

Variables and measurement: List the variables under study (find an appropriate label for each of them) and their corresponding measurement. Identify variables as IV and DV. Point form.
Choose precise and meaningful labels for the

variables. Results (for each variable)

Your comments: Comments must be substantial. You may criticize the study and/or discuss the implications of findings to music education and/or research. Do not simply agree with the author, repeat the findings, or write a personal experience (you can do all three of these but you must also criticize and discuss).

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. See Carmen: Common Sense Best Practices and Carmen Fast Facts for Instructors for more on using CarmenCanvas

☐ 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).

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Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).
For more on Regular and Substantive Interaction: [Regular Substantive Interaction (RSI) Guidance](#)

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

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ 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 have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (required)? (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:

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Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

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

Accessibility

See Creating an Accessible Course for more information. 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.

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Additional comments (optional):

Academic Integrity

For more information: Promoting 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.

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

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

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: Increasing Transparency and Metacognition

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.

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☐ 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):

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Syllabus and cover sheet reviewed by *Bob Mick* on 1/9/25

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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